



# YEAR 8 Spring Term 2: Exploring Modern Drama

## Blended Learning Booklet

### How to write a monologue

Name:

Tutor group:

Teacher:

*Aim to complete one lesson each week. Everything can be completed in the booklet.*

*All videos are online using the classcharts link.*

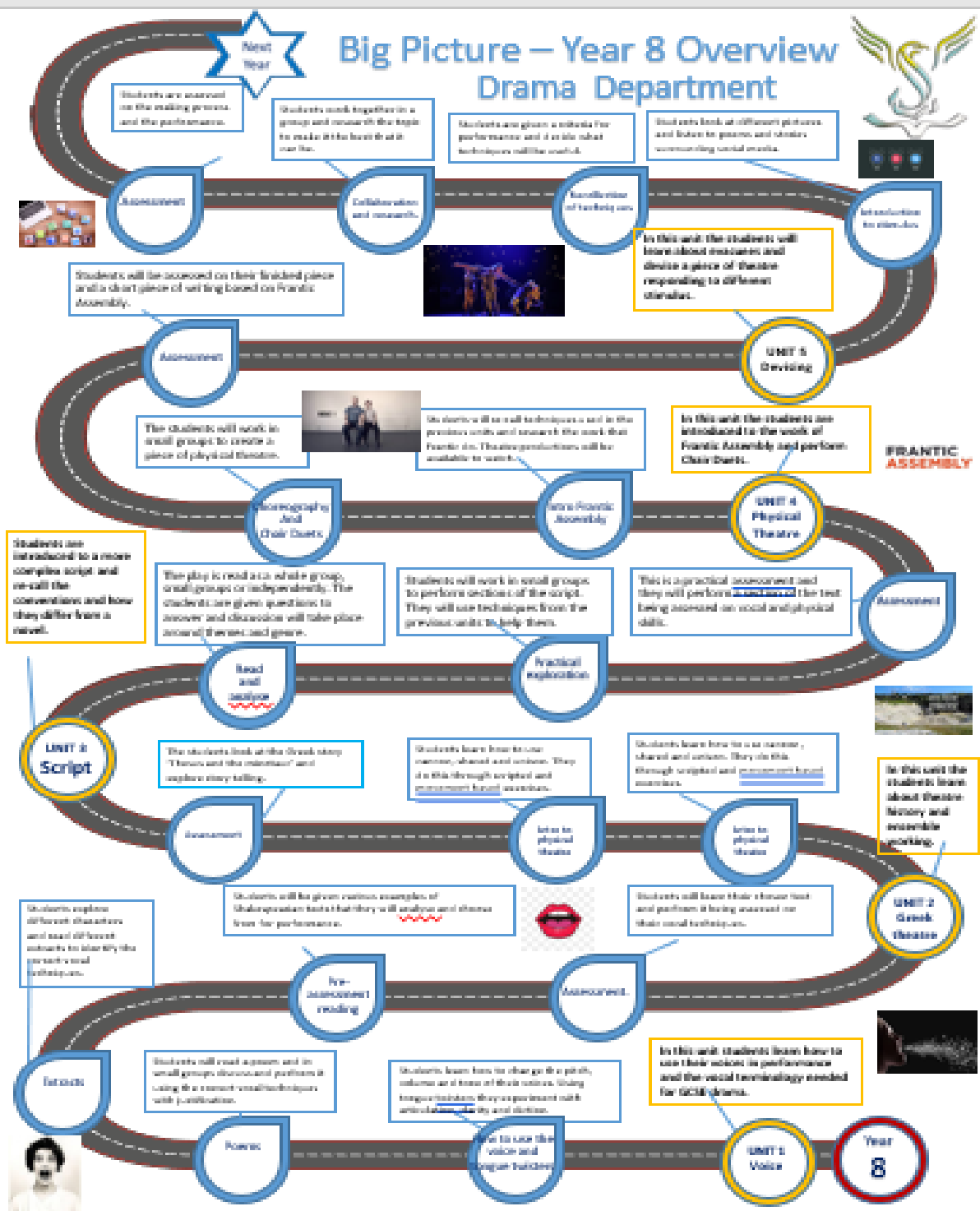
*The Knowledge Organiser on page 5 has all the key information and vocabulary to help you with this unit.*

*Upload all work onto ClassCharts for feedback.*

***If you would prefer to voice record your monologue, this is perfectly acceptable. Audio recordings can be uploaded to your teacher.***

*Please only answer the questions you are able to. Live lessons will support the learning.*

# Big Picture – Year 8 Overview Drama Department



# ZOOM IN... MY LEARNING JOURNEY:

Subject: **Drama** Year: **8** Unit: **3b**



Careers  
Writer

## UP NEXT

Summer term:  
devising

Monologues can be effectively used in this unit.

## DEVELOPING COURAGE

**C**  
**O**  
**U**  
**R** esilience in independent work  
**A**  
**G** iving credit to your writing ability.

## AIMS

- To have the confidence to write a monologue and take ownership of their work.
- To understand the purpose of a monologue and its theatrical use.
- To guide the students in preparation and performance of a monologue.

## PREVIOUS LEARNING

Dramatic form and structure.

## WHAT WE KNOW/ REMEMBER

- 
- 
- 
- 
- 

## RECOMMENDED READING

Monologue books

## PERSONAL OBJECTIVES

- 
- 
- 
- 
- 
- 
- 
- 
- 
-



# Writing your own monologue



## STIMULUS

What thoughts, feeling and ideas spring from the stimulus? What else would you like to know? How will you find out?



## IDEA

What ideas for themes, characters and settings do you have? Whose point of view would be interesting to explore? What angles are there?



## RESEARCH

What do you need to find out? Where will you find this? How will you record this information? What ideas are starting to form?



### An ACTIVE monologue

An **active monologue** is one that has the character using it as a way to take action or achieve a goal — whether it's to change someone's mind, convince them of something, or to communicate a specific point of view that the character has.



### A NARRATIVE monologue

A **narrative monologue** usually entails a character telling a story, often in past tense. These monologues often use such a story as an analogy to the actual conflict and situation within the script's events, or as a way to explain how a character came to be the way they are or will be.



### PLOT ARC

- A **hook line** to grab the audience's attention
- **Exposition** - explain what has led up to this point
- More detailed **context and information** to inform your listener
- The climax - a **revelation**, something to surprise or shock
- Falling action - **the final explanation** to round things off
- **Resolution** - the conclusion of the monologue



## OBJECTIVES

- What does your character want?
- Who are they talking to?
- What do they hope to achieve?
- Are they getting the reaction they hoped for?
- What is getting in their way?
- What do they intend to do?



## LANGUAGE

- How does your character speak?
- What is their background and life experience and how does this affect their language and delivery?
- Where are they? Is this affecting the way they talk?
- Do they feel safe/threatened? How is this impacting their words?

Sources: <https://www.backstage.com/magazine/article/how-to-write-your-own-monologue-70806/>  
<https://screencraft.org/2018/01/24/how-to-write-compelling-monologues-that-matter/>

## Lesson 1

**L1:** To understand the importance of a monologue.

**L1:** To analyse a monologue.

**Task 1:** Read the definition of a monologue.

‘A monologue is a character communicating with the audience or with another character on stage. Monologues serve a specific purpose in storytelling—to give the audience more details about a character or about the plot. Used carefully, they are a great way to share the internal thoughts or backstory of a character or to give more specific details about the plot.’

An active monologue is one that has the character using it as a way to take action or achieve a goal — whether it’s to change someone’s mind, convince them of something, or to communicate a specific point of view that the character has.

A narrative monologue usually entails a character telling a story, often in past tense. These monologues often use such a story as an analogy to the actual conflict and situation within the script’s events, or as a way to explain how a character came to be the way they are or will be.’

Watch the following clips and describe what the monologue is about and what type of monologue it is:

<https://www.youtube.com/watch?v=xMUx-dc9jvl>

---

---

---

---

---

---

---

---

<https://www.youtube.com/watch?v=iOjf9S4alv0>

---

---

---

---

---

---

---

---

**Task 2:** Before we begin to plan and write our own monologues, it is important to know what needs to go into them. Please look closely at the following diagram:



What do you think is the difference between 'want' and 'need'?

---



---



---



---



---



---

**Task 3: The following monologue reflects on a real disaster that took place in 1989. Please read and answer the questions that follow:**

*Hillsborough – monologue.*

*It all started when I woke up ill on Saturday morning. So ill, I couldn't lift my head from the pillow. Just then I realised I had tickets to the Liverpool match. I can't go! It would be the first match I hadn't attended, but I wish I had. Instead I sent my sister Sophie with my father. She wasn't much of a football nut, but me and my sister lost our mother at the age of five due to skin cancer and so we usually did everything together and did things to make our father happy. Sophie kindly said she'd go along and support dad as I was too ill.*

*It had been an hour since they'd gone. "That's strange", I thought. "dad usually checks on me." I drifted off into a deep sleep when I heard the the phone ringing non-stop. As soon as I picked it up I heard dad's shaky voice. As soon as I heard Dad's words, the receiver slipped through my finger tips and onto the*

*laminated floor. The echo of emptiness carried through the house. At the age of 11, my sister Sophie was gone. In the space of six years I had lost the two most important people in my world. I would lose my father too. Lost in his own grieving world. His baby girl and wife – gone.*

*I will never hear her voice again. I will never feel the warmth of her hands against my cheek when she kissed me goodnight. Never again will I see my baby sister. Now I face the guilt for not going instead of her. I can't face my father. I thought about ending it all. Being with my mother and sister. But I know my dad couldn't let another daughter go.*

- What is the revelation in the monologue?

---

---

---

---

---

---

---

---

- What is the purpose of the monologue?

---

---

---

---

---

---

---

---

- How does the monologue make you feel?

---

---

---

---

---

---

---

---









### Lesson 3

**LI:** Learn how to develop a character monologue.

**LI:** To use Hot Seating as a rehearsal tool.

**Task 1:** Read over your monologue from last lesson. If you are not happy with it, try again.

You are now going to fill out a character profile relating to your monologue. Please complete the list below and be as detailed as possible.

<b>Character Information</b>	
Name:	
Age:	
Family:	
History:	
Job:	
Personality:	
Emotions:	
More?	

Task 2: Read the following information:

### What is Hot Seating?

*A character is questioned about his or her background, behaviour and motivation. The method may be used for developing a role in the drama lesson or rehearsals, or analysing a play post-performance. Even done without preparation, it is an excellent way of fleshing out a character. Characters may be hot-seated individually, in pairs or small groups. The technique is additionally useful for developing questioning skills with the rest of the group.*



### How do you do hot seating?

*The traditional approach is for the pupil playing the character to sit on a chair in front of the group (arranged in a semi-circle), although characters may be hot-seated in pairs or groups. It is helpful if the teacher takes on the role of facilitator to guide the questioning in constructive directions.*

Now that you know your character in more detail, you need to ask a member of your family or a friend who you can call, to hot-seat you. You will first need to provide them with the information that you have written down in the table above. This will give them an understanding of your character and help them decide what questions to ask. Some examples are:

What is your first childhood memory?

What is the worst thing that has ever happened to you?

What is the best gift you have ever been given?

The questions should be open, allowing for you to develop your answers. Your hot-seater should not show or tell you the questions before they ask them. Your answers should be spontaneous. Remember, this is your character, there are no wrong answers. You can voice record the activity to help you remember what is said.

**Task 3:** Please write down the questions you were asked and the answers you gave below.

---

---

---



## Lesson 4

**LI:** To learn how to perform a monologue successfully.

**LI:** To revise the use of vocal and physical skills.

**Task 1:** Characterisation Skills. Complete the missing words or definitions. Some are done for you.

### Vocal

**Articulation** – .....

.....– continuum of high to low quality

..... – continuum of fast to slow delivery

**Pause** – .....

**Tone** – choice of the mood or emotion of delivery

**Inflection** – choice of stress or emphasis

**Volume** – .....

### Physical

**Pace** – speed e.g. fast to slow

**Direction** – .....

**Control** – continuum of stable to unstable (e.g. staggered)

**Orientation** – choice of where the body is facing

**Spatial behaviour** .....

**Facial expression**

**Body language**

**Gesture**

**Posture**

These are all things you should be using in the performance of your monologue.

**Task 2:** In the monologue below, there are examples of the tools a monologue requires to make it successful. After reading it, you will need to look again at your monologue to make sure you have examples of all of these tools.

Stage directions. In brackets and italics. Tells the actor what the character needs to do or say.

Imagery or the use of metaphor.

**Linda:** *(Sit down on the chair and open magazine)*. My daughter can be a right pain sometimes. She **never never**, no matter how often I tell her, remembers to clear the mugs from her room. It drives me mad. **One cup I found had so much mould in it, it had started evolving into a more intellectual species!** *(Puts magazine down in a huff, looks at audience)* And you know what? She never has her phone on, there's me worrying about where she has got to and I can't even phone her! I am not trying to check up on her, but it would be nice to know where she was occasionally.

The use of pause and silence for dramatic effect.

Changes of tone. Different emotions and reactions.

*(Pause)*

**But you know, I will miss her when she leaves home.** She will always offer to make me a cup of tea when I am feeling tired, bless her. She always does the cooking on a Friday night as well – a **lovely** spag bol. The only thing she can cook mind, but it is **lovely**. I know I complain and nag at her, but I will miss her so much when she goes...

Repetition to emphasise points.

## What I am looking for:

1. Use of stage directions
2. Use of repetition to emphasise points
3. Use of imagery and metaphor
4. Use of pause and silence
5. Changes of tone

**Task 3:** Return to your monologue and develop your ideas including all of the above. Consider how you will perform the monologue vocally and physically. You can submit a voice or video recording at this point to receive feedback from your teacher or you can just write about the choices and adjustments you have made.

**Lesson 5**

**LI:** To receive feedback and respond to it.

**Task 1:** Complete the word search.

O	V	P	C	M	L	M	M	S	O	H	O	U	E
U	O	T	U	P	O	I	A	O	T	U	O	C	O
C	C	H	S	N	U	P	U	M	N	N	N	H	M
O	A	O	E	O	C	R	C	M	H	E	Y	A	T
M	L	U	U	T	S	T	O	C	I	O	S	R	P
M	M	G	G	C	V	L	U	D	S	I	N	A	H
U	Y	H	O	M	O	R	U	A	H	I	O	C	Y
N	L	T	L	S	T	A	P	U	T	A	I	T	S
I	A	S	O	N	T	N	U	M	R	I	T	E	I
C	E	C	N	T	C	N	H	O	I	L	O	R	C
A	A	D	O	N	C	E	C	A	O	S	M	N	A
T	L	C	M	E	R	O	O	C	S	T	E	N	L
E	A	E	T	T	E	T	R	M	C	M	N	L	S
T	M	D	M	H	S	C	R	I	P	T	I	L	G

- COMMUNICATE
- VOCAL
- PUNCTUATION
- CHARACTER
- AUDIENCE
- EMOTIONS
- PHYSICAL
- SCRIPT
- THOUGHTS
- MONOLOGUES

**Task 2:** What was the teacher feedback you were given and how will you respond to it?

---

---

---

---

---

---

---

---

**Task 3:** What would you do differently next time when writing a monologue?

---

---

---

---



## NOTES



Achievement	<b>Making: Performance of a monologue</b>
16-20	<ul style="list-style-type: none"> <li>• Excellent contribution to performance:</li> <li>• An extensive range of vocal and physical skills are demonstrated.</li> <li>• Skills are used precisely and in a highly effective way.</li> <li>• Personal interpretation is highly sensitive to context.</li> </ul> <p>Lines have been learnt.</p>
11-15	<ul style="list-style-type: none"> <li>• Good contribution to performance:</li> <li>• Wide range of vocal and physical skills are demonstrated.</li> <li>• Skills are used confidently and in a mostly effective way.</li> <li>• Personal interpretation exhibits a good degree of sensitivity to context.</li> </ul> <p>Lines have been learnt.</p>
6-10	<ul style="list-style-type: none"> <li>• Reasonable contribution to performance:</li> <li>• Fair range of skills are demonstrated.</li> <li>• Skills are used with care and with effectiveness in places.</li> <li>• Personal interpretation is sensitive to context in places.</li> </ul> <p>Some lines have been learnt.</p>
1-5	<ul style="list-style-type: none"> <li>• Limited contribution to performance:</li> <li>• Narrow range of skills are demonstrated.</li> <li>• Skills are used uncertainly with little effectiveness.</li> <li>• Personal interpretation lacks sensitivity to context.</li> </ul> <p>Reading from a script</p>
0	<ul style="list-style-type: none"> <li>• Nothing worthy of credit.</li> </ul>



## Notes