Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Scene or Monologue Project**

**Criterion C: Creativity - Creating Your own Monologue or Scene using the story format guideline**

1. Choose one of the three stories you have completed. Now you will focus on this one monologue or scene to perform for the class.

2. Make sure your play follows the guidelines for a story and answer the Story Format questions on the back of this paper.

3. Your play is 2-5 mins long.

4. Think of the props, costumes, sets that you need for this scene and present them.

5. Rehearse and memorize your play.

**Criterion B: Developing Skills - Presentation Grade**

1. \_\_\_\_ Present your scene or monologue.
2. \_\_\_\_ Use 1-5 above to present your information.
3. \_\_\_\_ Act out your scene
4. \_\_\_\_ Projected Your Voice.
5. \_\_\_\_ Used hands to gesture.
6. \_\_\_\_ Used emotions or spoke with energy and emotion.
7. \_\_\_\_ Did not stand against the wall.
8. \_\_\_\_ Turn in rubric and play.

**Criterion C: Creativity in your story Criterion B: Developing Skills in your presenting skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***Level Descriptor*** |  |  | ***Level Descriptor*** |
| 0 | The student does not reach a standard described by any of the descriptors below. | 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student demonstrates **limited** application of skills and performance techniques. | 1-2 | The student **may** transfer learning to a new setting and presents a **limited** evaluation of self and the ensemble. |
| 3-4 | The student demonstrates **adequate** application of skills and performance techniques. | 3-4 | The student **occasionally** transfers learning to a new setting and presents an **adequate** evaluation of self and the ensemble. |
| 5-6 | The student demonstrates **substantial** application of skills and performance techniques. | 5-6 | The student **regularly** transfers learning to a new setting and presents a **substantial** evaluation of self and the ensemble. |
| 7-8 | The student demonstrates **excellent** application of skills and performance techniques. | 7-8 | The student **effectively** transfers learning to a new setting and presents an **excellent** evaluation of self and the ensemble. |

**Teacher assessed achievement level:\_\_\_\_\_\_ Teacher assessed achievement level: \_\_\_\_\_\_\_\_**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Character Analysis of a scene for Monologue

Title of the Scene: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Character(s)**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Conflict**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What is your character’s name and age?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What is the **plot**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. What is the **setting** of the scene? Where and When? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. What are his/her hobbies? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. What does your character **want** in this scene? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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6. List their character traits and learner profile characteristics. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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7. How does your character feel during the beginning, middle and end of the play? Write down ***all*** of the emotions you will be performing. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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