

# MONOLOGUE GRADING RUBRIC

Name: \_\_\_\_\_

\_\_\_\_\_/25 Points

CRITERIUM	Excellent 5	Very Good 4	Good 3	Fair 2	Poor 1
<b>Introduction</b>	Student includes all elements of introduction (name, location, play, playwright), shows confidence and is clear.	Student includes all elements of introduction (name, location, play, playwright) but is lacking some confidence or is not fully clear.	Student is missing some elements of the introduction or is lacking some confidence or is not fully clear.	Student is missing multiple elements of the introduction and is lacking confidence and clarity.	There is no introduction.
<b>Memorization</b>	The student has all their lines memorized with no errors and keeps the monologue continuous/fluid.	The student has their lines memorized but the monologue has a minor break in fluidity.	The student has most of their lines memorized and has a minor break in fluidity.	The student makes several errors during the performance and has several breaks in fluidity during the performance.	The monologue is not memorized.
<b>Characterization</b>	Character choices were strong, clear and believable throughout the entire performance.	Good character choices were made, were clear, and most of the performance was believable.	The performance lacked some character choices or was not fully believable.	The performance lacked some character choices and was not fully believable.	The performance has no characterization and was not believable.
<b>Focus and Focal Point</b>	The student has a defined focal point and maintains a strong focus throughout the performance with no breaks from the focal point.	The student has a defined focal point and maintains good focus throughout the performance with little breaks from the focal point.	The student's focal point is not clear, or the focus on the performance is not consistent.	The student's focal point is not clear, and the focus on the performance is not consistent.	There is no focal point and no focus present.
<b>Diction and Projection</b>	The student is clear and understandable. The student's voice carries very well within the theatre.	The student is clear and understandable. The student's voice carries well within the theatre.	The student is lacking some clarity in their performance, or the student cannot be fully heard.	The student is lacking some clarity in their performance and the student cannot fully be heard.	There is no clarity, and the student cannot be heard.

## MONOLOGUE ASSIGNMENT

**For this monologue, you are to do the following:**

1. Select a 60 second monologue from a contemporary play that contains a beginning, middle and end.
2. Memorize the monologue.
3. You will need to find the play from which you chose your monologue and read the entire play.
4. You will need to make distinct character choices based on the background of your monologue.
5. This will be presented to the class for a grade. Please see the above grading rubric for the criterium for which you will be graded.

**PLEASE LET ME KNOW IF YOU HAVE ANY QUESTIONS!**

## FOUR MONOLOGUES

### **The Adventure's of Rocky and Skye by Kelly DuMar**

- Rocky, Skye, Ratani, and Grant are on a journey from elementary school to middle school and we are following along in their journey throughout their time and adventures in middle school. They tend to have a lot of fun together and they also tend to have a lot of fun conversations.

**SKYE:** Wow, I can't even believe it—my last picture day in middle school! My mother says you take the best pictures of all the school photographers. The one you took of me in first grade's my favorite—I had on my blue flowered dress with the little heart buttons. Her favorite's the one you took of me last year. I just wish I didn't wear yellow! My mother thinks it's my color, but she's totally wrong. I wanted to come to picture re-take day, but she wouldn't let me. As you can see, I'm not wearing yellow. But I'm not having the best hair day. Up or down—I couldn't decide. I should have had it cut. In homeroom my friend Ratani said I should wear it up, and in health Grant said definitely down, and in math Rocky said part up, part down, and, well, you can see how it all turned out. Okay, I guess I'm ready.

### **Charlotte's Web by Joseph Robinette**

- Wilbur is some pig that is bound to be turned into bacon. And that is not fair. Not according to Wilbur and not according to Charlotte and all of Wilbur's other friends as well. To stop them from turning Wilbur into bacon it is now up to Charlotte and the group of friends to save Wilbur's life and turn him into "Some Pig".

**CHARLOTTE:** How am I? A little tired perhaps. But I feel peaceful. Your success in the ring this morning was, to a small degree, my success. Your future is assured. You will live, secure and safe Wilbur. Nothing can harm you now. These autumn days will shorten and grow cold. The leaves will shake loose from the trees and fall. Christmas will come, then the snows of winter. You will live to enjoy the beauty of the frozen world, for you mean a great deal to Zuckerman and he will not harm you, ever. Winter will pass, the days will lengthen, the ice will melt in the pasture pond. The song sparrow will return and sing, the frogs will awake, the warm wind will blow again. All these sights and sounds yours to enjoy, Wilbur this lovely world, these precious days.... I have to thank you Wilbur. You have been my friend. That in itself is a tremendous thing. I wove my webs because I liked you. After all, what's a life anyway? We're born, we live a little while, we die. A spider's life can't help being something of a mess, with all this trapping and eating flies. By helping you, perhaps I was trying to lift my life up a trifle. Heaven knows anyone's life can stand a little of that.....Wilbur, I will not be going back to the barn. I'm done for. In a day or two I'll be dead. I haven't even strength enough to climb down into the crate. I doubt if I have enough silk in my spinnerets to lower me to the ground.....Goodbye Wilbur

## **Tracks by Peter Tarsi**

- A group of strangers meet on a subway system and realize that there are only two trains going in two different directions. They also soon realize that they are dead, and those tracks are bound for either heaven or to the underground. This play reflects on life and life values and what you have done in the life you once had.

**HOMELESS GIRL:** I ran away from home when I was sixteen, because my parents wouldn't let me date this older guy. Said he was bad news. They turned out to be right, but I didn't listen, so I dropped out of school and ran off with him, dumb move. We both got jobs at a burger joint to pay the rent. Almost a year later I thought I was pregnant. Turned out I wasn't but when I told him, he hit me and left, taking all the money we had. He even told my boss that I had been stealing money from the registers, when it was him doing it. I was fired, I had no job, no money and nowhere to live.

## **Doors by Suzan Zeder**

- Doors follows the story of Jeff and his friend Sandy and their time together venting and storytelling. All the meanwhile, Jeff is dealing with something very serious, his parents are getting a divorce, and they are constantly fighting. Jeff and Sandy help each other through the power of storytelling in hopes that it can help Jeff in some way cope.

**SANDY:** I was down in this alley behind Nordstroms, and I saw this arm sticking out of a dumpster...I thought some bum had crawled in there and died but then I figured out it was a dummy. So, I asked this big goon by the loading dock if I could have it and he said it will cost you a dollar. So, I grabbed it and ran down fifth like I was kidnapping it or something. Then this number fourteen bus came along, and I hopped on. The driver said you can't bring that dummy on the bus, so I said how dare you insult my brother, and I paid two fairs, sat it next to me and talked to it all the way over here. Man, everyone on that bus really thought I was weird.

## References

DuMar, K. (2012). *The adventures of Rocky and Skye*.

*Monologue Performance Rubric*. (n.d.). [Rubric].

[https://www.winthrop.edu/uploadedFiles/cvpa/theatre-dance/library/pdfs/Assessment\\_Databank/theatre/THRA120MonologuePerformanceRubric.pdf](https://www.winthrop.edu/uploadedFiles/cvpa/theatre-dance/library/pdfs/Assessment_Databank/theatre/THRA120MonologuePerformanceRubric.pdf)

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Robinette, J. (1983). *Charlotte's web: A Full-length Play*. Dramatic Publishing.

Tarsi, P. (2008) *Tracks*. Dramatic Publishing

Zeder, S. (2007). *Doors*. Dramatic Publishing