

Monster Monologues Lesson Plan 1

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Exploring character/playwriting

Grade level: 9-10th

45 minutes

Stage 1 – Desired Results	
<p><u>Content Standard(s):</u></p> <ul style="list-style-type: none"> - Generate and conceptualize artistic ideas and work. Create theatrical ideas (e.g., plot, setting, character) that reflect characteristics of different artistic movements. (F.T.1) - Convey meaning through the presentation of artistic work. Perform roles that present a range of moods and emotions. (A.T.6) 	
<p><u>Understanding (s)/goals</u></p> <p>Students will understand:</p> <ul style="list-style-type: none"> - How to pull from different artistic mediums to generate collaborative, inspired, imaginative work - How to be “vulnerable” while being funny, not just serious - The guidelines for an engaging monologue 	<p><u>Essential Question(s):</u></p> <ul style="list-style-type: none"> - How can we create our character’s own world within the one given to us? What is their point of view? - How can we be resourceful with our time, energy, and resources while creating theatre?
<p><u>Student objectives (outcomes):</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Participate to the best of their ability in the physical and writing warm-ups from home - Write a 1-2 page monologue based on the upcycled artwork of Chris McMahon, using active, dynamic character voice (see below for more) - Present the monologue to me, preferably in video or audio format (this objective can be on a student-to-student basis depending on home technology situation) 	
Stage 2 – Assessment Evidence	
<p><u>Performance Task(s)</u></p> <p>Due to temporary school closings and accessibility accommodations, completed or not completed are the only grading criteria at this time.</p>	<p><u>Other Evidence:</u></p> <p>Something to always keep in mind, especially regarding digital work, is students’ access to technology. This lesson plan can and should be modified on a case-by-case basis for each student’s needs.</p>

Stage 3 – Learning Plan

Learning Activities:

WARMUP:

- Quick countdown shakedown that can be done along with the video. **(1-2 mins.)**
 - Starting on the right hand, counting down from 5, then 4, then 3, and so-forth.
 - Repeat with left hand, right leg, left leg, and full body.
 - Why? To stimulate the body and the mind after a long day of sitting at the computer!
- Take **1 minute** to jot down as many things as you can see around you.
 - Don't stop writing, even if you can't think of more things to write.

BODY OF LESSON:

- Introduce students to the artwork of Chris McMahon, and his *Involuntary Collaborations* series. **(3 mins.)**
 - Taking upcycled artwork and turning it into something with a wild story
 - Weezer's *Everything Will Be Alright in the End* album cover
- What makes a "great" monologue?
 - Active, not passive (ie. "I need you to help me," instead of, "When I was eight...")
 - Developing a character's "voice"
 - How do they speak? Slowly or quickly?
 - What kind of words do they use? Complex or simple? Old or new?
 - Basic character questions like: Age, etc.
- Challenge: pick a painting from the 8 selections and write a 1-2 page monologue from the perspective of either:
 - The monster
 - The bystanders
 - Any other monsters that may be in the picture
 - This should take them at most **45 minutes**. Can be done while not watching the video!
- Students will make a final reading of their monologue and send in their videos. Props, costumes, ANYTHING you have in the house that would help would be great, but is not mandatory!
- Example: I will show them an example that I have done! **(1-2 minutes)**

CLOSING:

- Quick reminder: As our lives and landscapes are shifting and changing, there are always stories to be told. Close with a quote for them.