

MONOLOGUE PERFORMANCE RUBRIC

	1	2	3	4
Staying open to the audience	Student was not aware of the audience.	Student rarely faced the audience at quarter turn and/or full front.	Student mostly faced quarter turn and/or full front and was able to be seen by the audience.	Student faced quarter turn and/or full front and was seen by the audience.
Articulation	Student did not clearly articulate.	Student clearly articulated some of the time.	Student clearly articulated most of the time.	Student clearly articulated all of the time.
Projection	Student could not be heard by the audience.	Student could be heard by the audience some of the time.	Student could be heard by the audience most of the time.	Student could be heard by the audience all of the time.
Inflection	Student did not vary pitch and volume for the performance or inflection choices were not appropriate for the piece.	Student varied pitch and volume appropriately for the performance some of the time.	Student varied pitch and volume appropriately for the performance most of the time.	Student varied pitch and volume appropriately for the performance.
Character	Student did not create a believable character.	Students created a one dimensional character.	Students created a two dimensional character	Student created a fully developed, three dimensional character.
Physicality	Student did not use body effectively to convey character.	Student used facial expressions, gestures, and body language to convey character some of the time.	Student used facial expressions, gestures, and body language to convey character most of the time.	Student used facial expressions, gestures, and body language to convey a believable character.
Blocking Choices	Student made inappropriate choices or made no blocking choices during performance.	Students made limited blocking choices that did not support the monologue.	Student made blocking choices that support the monologue.	Student made blocking choices that strengthened the monologue.
TOTAL:				

PERFORMANCE TASK OUTLINE

OBJECTIVE

To perform a memorized monologue.

DESCRIPTION

To receive top marks on their performance rubric, students will:

1. Memorize the monologue.
2. Apply proper body positions in relation to the audience.
3. Apply varied vocal inflection.
4. Articulate clearly.
5. Project to be heard by the audience.
6. Use physical movements and facial expression to portray character.
7. Make blocking choices that strengthen the monologue performance.

PERFORMER CHECKLIST

What should you be aware of as you prepare your monologue?

1. Staying Open
2. Articulation/Projection
3. Inflection (*how does my character sound*)
4. Physicality (*how does my character look*)
5. Characterization (*who is my character*)
6. Blocking Choices (*how does my character move*)