

## **LESSON 12: What is a monologue? Analysing monologues**

This lesson plan covers two exercises on the CD ROM

### **RESOURCES NEEDED:**

Denial CD-ROM

Worksheets: 'Exercise 12a: What is a monologue?'

'Exercise 12b: Analysing monologues' (Page 1-4)

### **FRAMEWORK OBJECTIVES (Curriculum links):**

4.2 'Developing, adapting and responding to dramatic techniques, conventions and styles'

**Speaking and Listening AF1, AF2, AF4 and AF5**

5.2 'Understanding and responding to ideas, viewpoints, themes and purpose in texts'

**Reading AF2, AF3 and AF6**

### **LESSON OBJECTIVE(S):**

To introduce an original writing assignment in which pupils will write a monologue, based on one of the characters in Denial.

To define the term monologue and identify characteristics that a monologue will contain.

To analyse and evaluate example monologues.

### **STARTER:**

Click on 'Define monologue'.

A number of characteristics of a monologue can be revealed by clicking on the buttons. Before playing the example monologue introduce the pupils to 'worksheet 12a' and reveal the first answer on the CD-ROM as on the worksheet. Ask the pupils to write down 5 other features of a monologue while they are watching the clip.

The answers on the CD-ROM should only be revealed once all pupils have watched the monologue and had a chance to consider their own ideas.

If you wish to look at further examples of monologues see:

Speech tips

[http://www.expertvillage.com/video/147391\\_write-dramatic-monologue.htm](http://www.expertvillage.com/video/147391_write-dramatic-monologue.htm)

Nose bleed girl

[http://www.youtube.com/watch?v=yyr88smgy\\_Y&feature=related](http://www.youtube.com/watch?v=yyr88smgy_Y&feature=related)

Misalliance

<http://www.youtube.com/watch?v=M7KYKuFLXe8&feature=related>

Rowan Atkinson in hell

[http://www.youtube.com/watch?v=9UbqZ\\_oN5do](http://www.youtube.com/watch?v=9UbqZ_oN5do)

Or purchase:

'Talking Heads' by Alan Bennett

**INTRODUCTION:**

Click on 'Analyse monologue'.

The two example monologues have been marked by an English teacher with one being awarded a higher grade than the other. The English teacher has identified aspects of the text that might attract the attention of an examiner. Roll over parts of the text to discuss with pupils things which they may wish to comment on.

**DEVELOPMENT:**

The example monologues are on worksheet 12b, gaps have been left for pupils to add their own comments.

Ask pupils in groups to annotate parts of these monologues.

**PLENARY:**

Compare pupils' feedback to the comments on the CD-ROM.

The teacher's notes contain a key stage 3 assessment grid that can be used as a marking framework. Facilitate a discussion to relate the lessons activities to achieving a better grade.

For GCSE you may also wish to refer to the 'Original Writing' criteria.

**LESSON 13: Writing your own monologue****RESOURCES NEEDED:**

Denial CD-ROM

Worksheets: 'Exercise 13a: Monologue techniques'  
'Exercise 13b: Writing your own monologue – scenarios'  
'Exercise 13c: Writing your own monologue – character profile'  
'Exercise 13d: Writing your own monologue – planning'

**FRAMEWORK OBJECTIVES (Curriculum links):**

4.2 'Developing, adapting and responding to dramatic techniques, conventions and styles'

**Speaking and Listening AF1, AF2, AF4 and AF5**

7.1 'Generating ideas, planning and drafting'

**Writing AF1, AF2 and AF3****LESSON OBJECTIVE(S):**

To consider different techniques used in monologues.  
To discuss different scenarios on which a monologue might be based.  
To develop a character profile.  
To plan a structure for a monologue.  
To assess the extent to which this plan might provide a coherent narrative structure.

**STARTER:**

Play the monologue that was used in the previous lesson. Ask pupils to complete Worksheet 13a, encouraging the pupils to look out for the techniques listed and to think about why that technique is effective.

Click on 'Writing monologue'.

Discuss each of the scenarios provided on the CD-ROM and on Worksheet 13b. This is a chance for the class as a whole to think about the issues that might come up when they begin writing a monologue for one of these characters. Ask pupils to choose one of the characters from the film who they will write a monologue for.

**INTRODUCTION:**

Using worksheet 13c ask pupils to develop a profile of their chosen character. This is based on how they appear on the film and what elements the pupil wishes to focus on in their piece.

**DEVELOPMENT:**

In small groups ask pupils to use the empty boxes on worksheet 13d to plan the different stages of their monologue. As the monologue is a form of drama pupils

should divide their work into scenes (Approx 5). The character could be in a different location in each scene, talking about a different topic. Ask pupils to think about how they build up to a climax.

**PLENARY:**

Ask pupils to share their plans with the rest of the class and discuss to what extent they have achieved a coherent narrative structure with a clear beginning, middle and end. Also discuss to what extent they have been able to focus on the tough choices that the character faced during the film.

<p><b>LESSON 14: Vocabulary to help with writing monologues</b></p>
<p><b>RESOURCES NEEDED:</b> Denial CD-ROM Worksheet: 'Exercise 14: Vocabulary to help with writing monologues'</p>
<p><b>FRAMEWORK OBJECTIVES (Curriculum links):</b> 8.3 'Improving vocabulary for precision and impact' <b>Writing AF7</b> 8.1 'Developing viewpoint, voice and ideas' <b>Writing AF1 and AF2</b> 4.2 'Developing, adapting and responding to dramatic techniques, conventions and styles' <b>Speaking and Listening AF1, AF2, AF4 and AF5</b></p>
<p><b>LESSON OBJECTIVE(S):</b> To consider appropriate dialogue for a monologue based on the film 'Denial'. Use appropriate dialogue in a scene for a monologue based on the film 'Denial'. Assess the extent to which their scenes deals with the dramatic choices faced by characters in the film 'Denial'.</p>
<p><b>STARTER:</b> Click on 'Vocabulary exercise'.  Discuss the words provided in the 'Vocabulary exercise' on the CD-ROM. Discuss the meanings of these words. Ask pupils to complete worksheet 14 in which they need to construct a sentence using 2 of these words.</p>
<p><b>INTRODUCTION:</b> Revisit the plans that pupils made in the last lesson. Discuss how they can now go from these plans to writing their monologue.</p>
<p><b>DEVELOPMENT:</b>  Final Task 1: Writing a monologue.  Ask pupils to write their monologue. Try to support pupils through this process, encouraging them to think about how it will look when they perform it.  You may need to allow up to 3 lessons for pupils to complete this task.</p>
<p><b>PLENARY:</b>  At the end of each lesson discuss pupils progress and any common themes or problems</p>

**FINAL LESSON: Performing your Monologue****RESOURCES NEEDED:**

Denial CD-ROM

Worksheet: 'Exercise 15: Performing your monologue'

**FRAMEWORK OBJECTIVES (Curriculum links):**

4.2 'Developing, adapting and responding to dramatic techniques, conventions and styles'

**Speaking and Listening AF1, AF2, AF4 and AF5**

1.1 'Developing active listening skills and strategies'

**Speaking and Listening AF1, AF2, AF6**

**LESSON OBJECTIVE(S):**

To perform an original monologue in front of an audience.

To evaluate the performance of fellow classmates.

**STARTER:**

Click on 'Perform monologue'.

Discuss worksheet 15 and how pupils can feedback on their class mates work.

**INTRODUCTION:**

Final Task 2: Performing your monologue

Once pupils have written their monologue it is a good idea to ask them to perform them in front of the class.

Depending on the size of your group you may need to allow 3 or 4 lessons to do this.

**DEVELOPMENT:**

Worksheet 15 is provided to help pupils grade performances.

**PLENARY:**

At the end of each performance give the rest of the class the chance to give feedback. You might also want to give feedback relating to your chosen mark scheme.

At Key Stage 3 this work could be marked for both Writing and Speaking and Listening.

For GCSE you could also use this as coursework for 'Original Writing' and 'Speaking and Listening'.

