

Theatre Monologue Rubric
Jason Robert LeClair

Exceeded Expectations 25 - 20	Meets Expectations 19 - 16	Approaching Expectations 15 - 10	Needs Improvement 9 - 0
<p>1</p> <p>PREPAREDNESS</p> <ul style="list-style-type: none"> Student artist is prepared for the monologue presentation in the following ways: <ul style="list-style-type: none"> Properly Slates Transitions from slate to monologue with a beat Monologue is fully memorized 	<ul style="list-style-type: none"> Student artist is prepared for the monologue presentation in the following ways: <ul style="list-style-type: none"> Properly Slates Transitions from slate to monologue Monologue is memorized 	<ul style="list-style-type: none"> Student artist is prepared for the monologue presentation in the following ways: <ul style="list-style-type: none"> Partially Slates Transitions from slate to monologue abruptly Monologue is mostly memorized 	<ul style="list-style-type: none"> Student artist is prepared for monologue presentation in the following ways: <ul style="list-style-type: none"> Neglects to or improperly Lacks a transition from slate to monologue Monologue is partially memorized
<p>2</p> <p>VOICE</p> <ul style="list-style-type: none"> Student artist organically uses the technical aspects of voice: <ul style="list-style-type: none"> Projection Annunciation Diction Pacing to communicate nuances of character emotion and objective 	<ul style="list-style-type: none"> Student artist uses well rehearsed technical aspects of voice: <ul style="list-style-type: none"> Projection Annunciation Diction Pacing to communicate character emotion and objective. 	<ul style="list-style-type: none"> Student artist displays some mastery of technical aspects of voice: <ul style="list-style-type: none"> Projection Annunciation Diction Pacing to communicate character emotion and objective. 	<ul style="list-style-type: none"> Student artist displays little a use technical aspects of voice: <ul style="list-style-type: none"> Projection Annunciation Diction Pacing with any consistency to communicate character emotion and objective
<p>3</p> <p>MOVEMENT</p> <ul style="list-style-type: none"> Student artist has considered the space and expressive movement that is contextually appropriate for the piece, but with artistic variation provided by the student artist. 	<ul style="list-style-type: none"> Student artist has considered the space and expressive movement that is contextually appropriate for the piece. 	<ul style="list-style-type: none"> Student artist has partially considered the space and expressive movement that is contextually appropriate for the piece 	<ul style="list-style-type: none"> It is not evident that the student artist has considered the space and expressive movement that is contextually appropriate for
<p>4</p> <p>CHARACTER</p> <ul style="list-style-type: none"> Student artist adapts the character to his/her/their interpretation of emotional truth of the character in the moment of the monologue. 	<ul style="list-style-type: none"> Student artist portrays the character to his/her/their interpretation of emotional truth of the character in the moment of the monologue. 	<ul style="list-style-type: none"> Student artist shows the character with minimal interpretation of emotional truth of the character in the moment of the monologue. 	<ul style="list-style-type: none"> Student artist lacks connecting emotional truth of the character in the moment of the monologue

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