

VOLUME

1

MAKE A SCENE

LEVEL 1-2

PRODUCED BY
THE ARTS MINISTRIES BUREAU

THE SALVATION ARMY USA EAST



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A NOTE FROM THE AUTHOR

WHAT IS THIS?

This resource was originally designed to be a guide for those participating in levels 1-2 drama monologues for Star Search. I know first-hand how difficult it can be for officers to secure leaders at a corps level, let alone ones with theatre experience. My goal was to create a resource for young actors to be able to guide themselves through the basic preparation of a monologue without needing much (or any) assistance from an instructor. My hope is that this workbook can also serve as a resource for instructors, one that would ease the burden on local leadership by equipping them with tools to direct young actors.

HOW DOES IT WORK?

Individual lessons are comprised of two pages, each with an estimated completion time of 30-40 minutes for a student studying independently. If you have a single actor interested in working on a monologue, I'd recommend handing them this package and encouraging them to work through at least one lesson per week. There are **five lessons** in total, with a bonus page containing memorization activities.

WHAT DO I NEED?

- o Pencil
- o Printed Workbook
- o Printed Monologue
- o Bible
- o Phone/Camera
(lesson 5 only)

HOW IS THIS DIFFERENT FROM OTHER ACTING RESOURCES?

Through the use of applied theatre, we can grow three great qualities in our youth: independence, perseverance, and self-reflection. Each lesson is anchored in scripture with clear prompts for students to engage in thankfulness and listening prayer based on the theme of the week. Students will learn technical acting skills based in Laban and Stanislavski methods, as well as nurturing their faith, digging into scripture, and intentional prayer.



ABOUT THE AUTHOR

Kathryn Higgins is the Arts Ministries Director for The Salvation Army Eastern Territory. She is a life-long learner with a keen interest in applied theatre as a means of social change. Growing up in The Salvation Army, Kathryn treasures her memories at TAM Conservatory as a teenager. She claims to have truly found her love for acting while participating in the Canadian National Improv Games. Kathryn attended Sheridan College for Music Theater Performance and worked for several years in the industry garnering credits that include Camp Rock (Disney) and Anne of Green Gables (Charlottetown Festival). In 2013, Kathryn began working for the Greater New York Division as their Dance Ministries Director, before moving up to Territorial Headquarters under the same title. Kathryn's unique experience in dance, drama, and circus arts helped to secure her current position, which she has held since 2019.

LEADING A CLASS

1. CHECK IN (5 MINS)

Play a warm-up game and get to know how each actor is doing.

Scan the QR code to visit our YouTube Channel for some ideas!



2. SCRIPTURE (1 MIN)

Invite a volunteer to read the scripture at the bottom of the lesson out loud.

3. QUIET INDEPENDENT TIME (15 MINS)

Ask actors to work on their lessons independently – but to stick to the quiet reading/writing/drawing prompts under: **Investigate**, **Analyze**, **Reflect**, and **Create**.

4. LOUD TIME (15 MINS)

Read out loud the prompts that require movement and speaking under **Create** and **Do**. As a group, invite actors to do the verbal and physical prompts all together, all speaking at once. Then, show and tell what they've learned.

When giving feedback, ask the class:

"What did we like?"

"What was unclear?"

"Where can they go further?"

5. NOTES & QUESTIONS (5 MINS)

Give actors a few moments to write down their observations from **loud time** and to ask questions.

6. PRAYER & LISTENING (5 MINS)

Read out loud the prompts under **Pray** and **Listen to God**, giving space for everyone to simply sit in His presence.

7. SCRIPTURE (1 MIN)

Invite a volunteer to read out loud the day's scripture theme once again.

Make a Scene (Level 1-2)

Lesson 1: The Basics

My Name: _____ Character Name: _____
Monologue Title: _____ Author: _____
Scripture Reference: _____

INVESTIGATE

- Read the monologue in your head.
- Read the whole chapter of the scripture reference.
- Read the monologue out loud.

CREATE

DRAW an abstract image of this monologue. There are no right or wrong answers! Be creative!

ANALYZE

WHO is your character talking to?

WHAT are they doing?

WHERE are they?

WHEN does this take place?

WHY are they speaking?

HOW did they end up in this position?

REFLECT

Questions I have about this monologue are:

DO

Read the monologue out loud as many ways as you can think of, such as:

- Standing
- Sitting
- Walking
- Quickly
- Slowly
- Loud
- Whispering
- Silly
- Serious

Make a Scene (1-2)
Lesson 1: The Basics

Continued

HELPFUL HINT

Remember to be open to changing your mind
about your first impressions of
the monologue.

PRAY

Lord, thank you for the gift of theater!

LISTEN TO GOD

ASK - Show me a truth in this monologue that applies to my life.

Show me the right path, O Lord; point out the road for me to follow. Psalm 25:4 NLT

Make a Scene (Level 1-2)
Lesson 2: Character

My Name: _____ Character Name: _____

People (real or fictional) who remind me of this character: _____

INVESTIGATE

Clues about your character found in the scripture:

Clues about your character found in the monologue:

Clues about your character based on the time/place they lived:

ANALYZE

How do these clues affect your performance?

REFLECT

Ways I'm **similar** to my character: _____

Ways I'm **different** from my character: _____

CREATE

What **costume** could your character wear?

How will you get the items needed to create this costume?

DO

1. PRACTICE your monologue **eight times**, each time selecting one word below to motivate your performance:

| | | | |
|--------|-----------|-------|-------|
| Direct | Indirect | Heavy | Light |
| Quick | Sustained | Bound | Free |

2. DECIDE which two of those words best fit for your character and infuse it into your speech and movement.

Make a Scene (Level 1-2)
Lesson 2: Character

Continued

HELPFUL HINT

Remember to keep your movements motivated by real thoughts and feelings!

PRAY

Lord, thank you for giving me a unique personality!

LISTEN TO GOD

ASK - Show me how my own characteristics bring love into the world?
What personal character traits do I need to work on?

We can rejoice, too, when we run into problems and trials, for we know that they help us develop endurance. And endurance develops strength of character, and character strengthens our confident hope of salvation. And this hope will not lead to disappointment. For we know how dearly God loves us, because he has given us the Holy Spirit to fill our hearts with his love. Romans 5:3-5 NLT

Make a Scene (Level 1-2)

Lesson 3: Staging

My Name: _____ Character Name: _____

Performance Space: _____

INVESTIGATE

In the space you'll be performing, there are:

- Aisles
- Steps
- Entrance/Exit spaces
- Levels
- Access to drama blocks
- _____
- _____

CREATE

DRAW a birds-eye view map of your playing space, including imagined objects such as furniture or vehicles, on the back of your monologue. DOODLE a road map of how you will use as much space as possible. JOT down where in the space other characters are and where other events will be taking place throughout the scene.

ANALYZE

Clues found in the script that suggest movement:

Clues found in the script that suggest stillness:

Clues found in the script about props needed:

Where in the script should you be the highest and lowest on stage?

How will you do that?

REFLECT

What motivates me to physically move when I tell stories in my own life?

DO

1. GET UP and interact with all the imagined space and props you've created for your character.

2. PRACTICE your monologue by following your road map, using as much space as you can.

Make a Scene (Level 1-2)

Lesson 4: Voice

My Name: _____ Character Name: _____

INVESTIGATE

- Circle all the punctuation (commas, periods, etc.) and formatting (bold, italics, etc.) in the script.

What clues does the author give about how your character speaks?

In the performance space, how will everyone in the audience hear every word of your monologue? (Even the people in the back row.)

ANALYZE

What lines in the script could your character say to themselves?

REFLECT

Personally, what motivates me to speak differently to different people at different times? Why? _____

CREATE

DRAW a slash / in your script everywhere you think the character has an emotional change that affects how they speak a line.

DO

1. Practice your monologue, trying out at least **three** different adjectives below. Try ones you think won't work at all and see what happens!

| | | |
|------------|-----------|------------|
| Breathy | Supported | Wheezy |
| Loud | Soft | Wobbly |
| Croaky | Clear | Confident |
| Grating | Pleasant | Enunciated |
| Low | High | Speedy |
| Modulating | Monotone | Slow |

2. Read through your script enunciating every word as CLEARLY AS YOU CAN.

Make a Scene (Level 1-2)
Lesson 5: Journey

My Name: _____ Character Name: _____

INVESTIGATE

What has changed about your character from the beginning of the monologue to the end?

REFLECT

What have I learned about myself throughout this process?

What have I learned about God?

The message of the scripture is:

The message of the monologue is:

ANALYZE

At what point in the monologue did this character shift happen? Why?

How will you portray this clearly?

What do you think happened the moment before this monologue begins?

How can that affect the way it's performed?

CREATE

WRITE a stream of consciousness on the back of your monologue from the perspective of your character. Set a timer for **three minutes** and don't think. Just write EVERYTHING your character is thinking during the monologue but doesn't say out loud.

DO

FILM your monologue using what you've learned today to put the finishing touches on your piece. Critique your own work, then do it again.

Make a Scene (Level 1-2) Bonus Lesson: Memorization

There's no shortcut to getting comfortable with a script. It takes time and focus, but just imagine how it will feel when you stand there in front of an audience and are completely confident in what you're about to do. Let's get there!

DON'T KNOW WHERE TO START?

HERE ARE SOME EXERCISES TO HELP YOU MEMORIZE

Write

Write out your entire monologue or at least the parts you tend to forget. Always include the sentences before those tricky spots so that your brain can build clear pathways to them.

Imagine

Imagine a clear inner monologue in your head that connects the sentence you have memorized to the sentence you get stumped on.

Voice Record

Voice record yourself slowly reading the monologue. Listen to it over and over with the goal of being able to speak the lines before the recording does. When you forget a part, go back **ten seconds** and try again.

Video Record

Video record yourself performing the monologue and watch what happens to you when you forget a line. Analyze what your character should be thinking at that point which would lead to the line you forget.

Get a Friend

Get a friend to keep an eye on the script as you speak the words to them from memory, inviting them to let you know when you've skipped something.

Copies

Put copies of your monologue everywhere you can: on the bathroom mirror, inside your locker, on the microwave. Get creative!

Cut Up

Cut up your script line by line (maybe get an extra copy to do this) and mix up their order. Then reassemble it!

Walk

Walk around while you memorize your monologue line by line. The physical movement will help to keep you on task.

Sleep

Read that tricky section over at least **3 times** in bed, right before you go to sleep.



MONOLOGUE ADJUDICATION RUBRIC | STAR SEARCH 23

NAME | _____ LEVEL | _____ TITLE | _____ DIVISION | _____

| | POOR 1-5 points | FAIR 6-10 points | GOOD 11-15 points | Excellent 16-20 points | TALLY /100 |
|---------------------------|--------------------------------------|--|---|--|----------------------|
| CHARACTER /20 | No development of character. | Character beginning to develop. More exploration needed of who, where & when they are, why they're speaking and who they're speaking to. | Character mostly grounded in the text. Motivated physicality explored. | Extremely clear, believable, and motivated character choices. Great attention was paid to the details of who & where they are, who they're talking to and why. | |
| STAGING /20 | No notable staging. | Staging was gestural, distracting, unmotivated or hesitant. Rocking/pacing. Full stage space was utilized. | Blocking was mostly motivated and grounded. More than one area of the stage and level was used. | Staging was always motivated and grounded, bringing the piece alive. Space used to its fullest potential. The audience was transported to a new place. Multiple levels used. | |
| VOICE /20 | Inaudible. | Some spoken lines were hard to decipher. More work on diction, projection and motivation is needed. | Most spoken lines were motivated and easy to understand. | All spoken lines were clearly motivated and articulate. Actor commanded the room with their vocal performance. | |
| JOURNEY /20 | Story arch unclear. Message unclear. | Beginning to find the arch of the piece. More rehearsal is needed to explore the character's journeys from beginning to end. Overall message developing. | Discoveries were made throughout the piece. Lines impacted the journey of the performance. Message clear. | A clear 'moment before'. Final moment held until applause. Character was changed by discoveries throughout the piece. Message was clear & impactful. | |
| PREPARATION /20 | Lines/blocking unmemorized. | Lines/blocking somewhat memorized with moments of hesitation. Flow and timing needs improvement. | Lines/blocking mostly memorized with confidence. Actor engaged in the flow and timing of the piece. Well-rehearsed. | Memorized to perfection. Actor understood the flow and timing of the piece which was well-rehearsed and motivated throughout. Details were present. | |
| TOTAL | | | | | |





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