**DRAMA JOURNALS**

The drama journals are designed to offer an opportunity for students to reflect on their developing skills and how they’ve attempted to put new skills in practice. They are private. They make up a minor portion of the total grade but are necessary for completion of the course.

**MARKING**: Your journals will be graded on the following:

A: **Completion.** *The journals need to have all responses completed.*

B: **Thought and Support**. *The responses should be well thought-out, reflective and supported with specific examples from class.*

You only need to submit responses for activities listed in **YOUR GRADE LEVEL.**

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JOURNAL RESPONSES

20/30S/40S : Identify the 4 parts of the performer’s instrument. Describe a game or activity in which you worked on a specific part. What did you gain from the activity? How will you incorporate those gains into your performances? *(Assigned 2nd week)*

30S/40S: Look up “**Subtext**” in dictionary.com. Copy definition. Copy all emotions generated on the whiteboard. Add your own. *(Assigned during monologue prep)*

30S/40S: List 1 note that Mr. Brown gave in regards to each part of the performers’ instrument. (So…4 in total) Use specific examples from the performances. (Use names when describing what happened and what the note was.)

30S/40S: Choose two/three lines from each section of your monologue. Identify the subtext. How can you play this? *(40S Assigned during monologue prep Sept. 25)*

**Scriptwork: 20/30S/40S (MONOLOGUE)**

*(Assigned during monologue prep)*

* Identify beginning, middle, end
* Choose an emotion for each section
* Choose an overall state of mind for character (essence)
* Mark stage directions (X to downstage left, etc.)
* OVERALL: WHAT DOES YOUR CHARACTER WANT?

**30S/40S Self-Evaluation (MONOLOGUE)**

*(Assigned after monologue presentation)*

1. Give yourself a percent score that you feel represents the work you’ve done in class on your monologue.
2. Give yourself a percent score that you feel represents your “*commitment*” to the performance and character.
3. Give yourself a level for your performance. (1=50-60%, 2=61-70%, 3=71-80%, 4= 80 – 100%)
4. Written: Keeping “the instrument” in mind, what do you think was the strongest part of your monologue performance? (Voice, body, face, mind etc.) Support your answer with specific examples.
5. Written: What did you find most difficult? (Memorization, character development, script work, blocking, vocal projection etc.)
6. Written: Identify one area of improvement you feel you’ve made as a performer. (If none, identify one that you think you will be able to focus on for next time.) Eg. Commitment, character, movement, use of space, voice, projection, script analysis, memorization, comfort, confidence, handling nerves, speaking in character etc. Again, use specific examples from your performance.
7. Written: Choose one monologue that you thought was particularly engaging. What specifically made this performance memorable? (Speak about character, voice, body, use of space, change of emotion etc.) **1-2 paragraphs.**

**20S Self-Evaluation (Monologue)**

(Assigned September 30)

A: Choose one monologue that you thought was particularly engaging. What specifically made this performance memorable? (Speak about character, voice, body, use of space, change of emotion etc.) **1-2 paragraphs.**

B: Speaking about your own performance, tell me what you thought about the experience, and what you thought went well (or horrible!) for you. **1-2 paragraphs.**

**DRAMA JOURNALS SUBMISSION #1 DUE THURSDAY, OCTOBER 1.**

**20S/30S/40S**

Copy your complete script (dialogue only) in your drama journals. Leave a space between lines for blocking and acting notes.

**40S**

Self Evaluation: Give yourself a percent mark for your self evaluation of your own work during   
“The Drill” dance unit for the following:

1. Memorization /100
2. Precision /100
3. Commitment to movements /100
4. Effort /100

Provide a detailed response (1 page max for 30, 2 page max for 40) that summarizes your experience as a whole. You may speak about the breakdown of steps, the analysis of the moves, the detail, the performer’s instrument, the work you did, how you felt about it and yourself, what you learned, what you didn’t understand, enjoyment, struggles etc. This is wide open for you. Take advantage.

**20S/30S**

Monday, October 26, 2015 SCENE STUDY

**In your journals, discuss the things you “know” about your character in 2 paragraphs.**

Paragraph 1: What kind of character traits does he have? What lines from your character or the other characters lead you to believe this? Why might this be true? (What has influenced her to be this way?) What traits do you really want to SHOW?

Paragraph 2: What does your character want in the scene? What does your character want for his/her LIFE at the end of the scene?

**20S/30S**

Thursday, October 29.

PT. 1: Make up your character’s BACKSTORY. What has happened before this scene takes place? Have there been interactions with the other characters? Have there been things that have influenced him or her? Where has she come from? What kind of family does he have? What does he believe in? Use the information in the scene to come to decisions that may affect your acting CHOICES.

PT. 2: What is the most important line your character delivers in the scene? Why do you think this is?

**40S**

Respond to all questions in the Creating a Character section of “Acting Tips” in your journal. This process may be done during the entire week.

**20/30/40S**

Self-Evaluation of Scenework

Tuesday, November 10, 2015

In a well-written page of 3 paragraphs, discuss in detail your own scene performance. Specifically:

1: What went well for you and your partner?

2: What was an area of difficulty that you overcame or improved upon?

3: What will you keep in mind for the next time you are preparing a scene?

Please point to specific examples in your piece.

**DRAMA JOURNALS SUBMISSION #2 DUE DATES:**

**20S/30S/40S: MONDAY, NOVEMBER 23/2015**