Middle School Monologues – Refinement Rehearsal

Lesson 10 · Multi-day · Grades 6–8 · Theater

Lesson Goals

Central Focus

Students will refine their monologue performances in small groups, using rubric-based feedback and teacher coaching to strengthen vocal and physical choices in preparation for the final performance or festival.

State Standards

- 6.TH:Pr4 – Experiment with various physical choices to communicate meaning in a drama/theatre work.
- 6.TH:Pr5 – Rehearse and adjust drama/theatre work based on feedback to improve performance.
- 7.TH:Pr4.b – Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

Learning Objective

I will rehearse my monologue in a small group, use feedback from my peers and teacher to refine my vocal and physical choices, and set one clear goal for my final performance.

Academic Language and Language Supports

Language function: Rehearse, refine, justify

Language demand: Speaking, Listening, Writing

Lesson vocabulary: Reviewed vocabulary vital for lesson: monologue, character, objective, tactics, projection, articulation, pace, gesture, facial expression, posture, focus, stakes, adjustment, rehearsal, cue, entrance.

Syntax: Students use structured sentences to give specific performance feedback and to state concrete rehearsal goals.

- “One choice you made that worked well was ___ because ___.”
- “You could improve ___ by ___.”
- “In my final performance, I will focus on ___ so the audience understands ___.”

Discourse: Students will rehearse their monologues in small groups, use sentence stems to give and receive targeted feedback based on the rubric, and briefly confer with the teacher

for individual coaching.

- “One strength in your performance was ___ because ___.”
- “One area to work on is ___; you could try ___.”
- “After this rehearsal, my new performance goal is ___.”

Materials

- MSM Rubric
- Notebooks or paper

Differentiation

English Language Learners

- Provide sentence stems for giving feedback and setting goals (posted or on slips).
- Allow students to rehearse feedback quietly with a partner before saying it aloud.
- Permit brief notes or rehearsal goals to be written in home language first, then summarized in English.

Gifted/Advanced Students

- Encourage use of more specific acting vocabulary in feedback (objective, tactics, beat, stakes).
- Challenge them to refine subtle choices (pauses, shifts in focus, small physical adjustments) and to help peers identify moments where tactics change.

IEP/504

- Offer clear group roles (performer, timer, feedback-giver, note-taker) to support structure.
- Allow students to choose whether to stand or sit while rehearsing, as appropriate.
- Check in with students who experience performance anxiety to set manageable goals (e.g., “Today I will practice looking up twice”).

Culturally Responsive Teaching

- Affirm a range of expressive styles; invite students to explain why certain choices feel authentic to them or their character.
- Encourage students to keep culturally specific vocal or physical choices when they serve the character and story intentionally.

Lesson Plan Details

12 min Steps 1–3: Hook, Rubric Review & Rehearsal Groups

Step 1 – Hook & Objective. Briefly review the purpose of today: “Today is our refinement day. You’ll rehearse in small groups, give each other specific feedback, and I’ll come around

to coach you before the final performance." Restate the learning objective in student-friendly language.

Step 2 – Review Key Rubric Points & Feedback Stems. Project or hand out the rubric and highlight 3–4 focus categories (for example: voice, body, focus, character objective). Model one very short feedback exchange using stems: "One thing you did well was..." "One thing to work on is..." Emphasize that feedback should be specific and kind.

Step 3 – Form Small Rehearsal Groups. Divide students into small groups of 3–4. Assign or post roles (these can rotate):

- Performer
- Timekeeper
- Feedback-giver(s)
- Note-taker (records one strength and one goal for each performer)

> **Assessment 1.1 (Informal) · Standards: 6.TH:Pr4, 6.TH:Pr5, 7.TH:Pr4.b**

25 min Step 4 – Small Group Rehearsal Rounds

Groups spread out around the room. Each round:

- One student performs their monologue.
- Group members give 1–2 specific comments using sentence stems.
- Performer states one new goal aloud and notes it on their script or feedback slip.
- Teacher circulates, watching a few performances in each group and giving brief, targeted coaching (voice, body, clarity of objective).

> **Assessment 1.2 (Informal) · Standards: 6.TH:Pr4, 6.TH:Pr5, 7.TH:Pr4.b**

5–10 min Step 5 – Focused Re-runs (Optional Second Round)

- Time permitting, have students run a second, shorter round in groups where each performer focuses on their stated goal (for example, just the first half of the monologue with stronger focus or clearer objective).
- Teacher revisits groups that need additional support or extension.

5 min Closure: Step 6 – Individual Final Performance Goal

- Students complete a brief written prompt in their notebook or on a small slip: "For my final performance, my main goal is to improve ___ by ___." "One strength I want to keep is ___ because ___."
- Collect these with any group feedback notes; use them to guide last-minute coaching or to frame the final performance day.

> **Assessment 1.3 (Formal – Goal Setting) · Standards: 6.TH:Pr5, 7.TH:Pr4.b**