

Auditions 101 Lesson Plan

Lesson by Emma Skog

Grade Level: Theatre III

Unit Duration: 5 Class Periods

Standards of Learning:

TIIL.2 The student will apply the creative process for theatre.

a) Use self-evaluation and constructive criticism to develop and refine theatrical works.

TIIL.3 The student will analyze, interpret, and evaluate theatre.

a) Critique acting styles of theatrical productions, using theatre arts vocabulary.

TIIL.12 The student will integrate acting skills and techniques involving voice and movement.

a) Initiate artistic choices to enhance performance, characterizations, dialogue, and action.

b) Create and sustain multidimensional characters.

TIIL.13 The student will demonstrate techniques for actor preparation.

a) Analyze scripts to develop artistic choices.

b) Identify and apply acting techniques and methods for the portrayal of a character.

c) Select and present material for audition and critique.

Overview

Students will learn about all that goes into auditioning, analyzing the various elements that go into auditioning both as a performer and a director. They will determine best practices on how to pick material that suits them, play the role of a casting director and analyze what they like in other people's auditions, and get coaching on audition material for them to use for the future.

Materials Needed:

- Mentimeter
- Blank audition rubrics
- Self Tape Videos
- Monologue Resources

Day 1: Introduction to Auditioning (TIIL.13)

- **Objective:** Introduce students to auditioning, analyzing their preconceived notions and dispelling some common audition myths.

1) Discussion:

o **Brainstorming:**

- Using Mentimeter students will analyze some of their preconceived notions and feelings around auditioning
(<https://www.menti.com/alm458k2oyo8>)

o **Class Discussion:**

- Discuss all the elements that go into having a good audition and strategies on how to feel better. Being prepared, doing research, picking material you like, picking material that highlights your strengths, and embracing the action.

2) Finding Material (TIIL.13)

Activities:

o **Individual Research:**

- Students start by brainstorming a list of their strengths as a performer
- Students do individual research to find a monologue that includes multiple elements of their strengths

Day 2: Becoming The Casting Director (TIIL.3)

- **Objective:** Students will step into the roll of someone behind the table at an audition. Observing differences and how their opinion of auditioning changes.

• **Activities:**

o **Rubric Creation :**

- Students will work in small groups to create a rubric on all of the qualities they are looking for when stepping into the role of a casting director

o **Video Watching:**

- Students will step into the role of a casting director and casting a production of *The Little Mermaid*!
- They will watch 4 different self tapes of people singing for the role of Ariel

https://youtu.be/NrSr3aJyRbw?si=iGCefAMIJ7Q6Fg_e (0:00-0:59)

https://youtu.be/oABiJFs7J3g?si=9bHN_ZDRUAKjWA2l (0:00-0:56)

<https://youtu.be/fh55B0OAP3s?si=6sO4IBIGMp6H4DZ1> (0:00-1:23)

<https://youtu.be/MQivF9s0rGk?si=qIMMeoiqZUW5CLXu> (0:00-1:18)

o **Scoring: (TIIL.3)**

- Students will individually take notes on each person auditioning and rate them according to the rubric they made
- Students will then have to cast each role in their small groups and note

why they made their final decision

o **Discussion :**

- Students will discuss what differences they noted after practicing being a casting director. What did they like? What did they dislike? How did it change their view of auditioning?

Day 3: Research and Bookwork Day (THI.3 , THI.12, THI.13)

- **Objective:** Students will research, analyze, and score the background, objectives, tactics and beats of their monologue.

- **Research and Markings: (THI.3, THI.13)**

o **Background Research :**

- Students will do research on the background of their monologues play, character, and motivations
- Students will fill out their Monologue Worksheet:
https://drive.google.com/file/d/1HrOp2D1n5HnJOHoEaQ90mp3Z2PhR6mAn/view?usp=share_link

o **Tactics and Scoring:**

- Students will mark their monologues marking their acting beats, tactics and objectives throughout.

- **Acting Activities: (THI.12, THI.13)**

o **Monologue Beats Grid Activity:**

- Students will get on their feet and walk around the room in a grid shape
- Once this has gone on for a few minutes students will start to recite each beat of their monologue changing directions for each new beat

o **Acting Tactics On Their Feet:**

- Students will stand in two lines facing one another.
- One by one each student will go the front of the line
- Once they are at the front of the line each student will say their tactic allowed making eye contact with another student in the line and then say their line aloud with that tactic informing their acting choices
- They will then go through their full monologue doing this and saying a different line to each student in the until they have finished

Day 4: Workshop Day (THI.2 , THI.12, THI.13)

- **Objective:** Students will workshop their full monologues, and receive feedback to help

Activities:

- o **Initial Monologue Presentation: (TIII.12, TIII.13)**
 - Students will share their initial presentation of their monologue
- o **Monologue Coaching: (TIII.2)**
 - Students will receive coaching on their monologue. Getting feedback on strategies to solidify their tactics, physicality, and action. Students will perform their monologue again making changes based on their feedback.
- o **Student Feedback: (TIII.3)**
 - Students will comment on improvements they noticed from others initial monologue presentations to their second performance after receiving feedback.

Day 5: Final Monologue Showcase (TIII.2, TIII.3, TIII.12, TIII.13)

- **Objective:** Students will showcase their monologues films and provide feedback for their classmates' work.
- **Activities:**
 - o **Monologue Premiere: (TIII.12, TIII.13)**
 - Students will dress up in their favorite audition outfit. The class will do a group warmup to get their bodies ready.
 - Each student will present their monologue on stage
 - After every monologue has been performed we will have a group talkback (TIII.3)

Talk back questions:

- What overall elements stood about the performances?
- What choices worked well?
- What were your favorite moments?

• **Reflection:**

Group Reflection: (TIII.3)

Students will do another Mentimeter where they will discuss their thoughts on auditioning. They will share how their confidence has changed, and what they want to continue to work on in the future.

<https://www.menti.com/almmw4k9kgyp>

Individual Reflection: (TIII.2)

After completing the lesson, students will do individual reflections on all they have learned about auditioning and noting the difference in their confidence before and after this unit and what skills they think have grown.