

Title: Auditioning Techniques

Grade: High School

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Lesson Outcomes

After this Unit, students will be able to audition for a show in a professional manner. Students will develop an understanding for what is expected of them when they audition. Students will practice literacy skills by reading excerpts from *Audition* by Michael Shurtleff. Students will also be able to identify their actor type and what kind of monologues they should look for. Through lectures, discussions, and activities, students will experience what it's like to audition in school and in the professional world. Students will be assessed with discussion about the reading and on the lecture material, they will also be assessed on their mock audition at the end of the unit.

Objectives for Unit:

By the end of this Unit, students will be able to successfully audition for a show. They will utilize Michael Shurtleff's techniques to be prepared and confident while auditioning. The students will be able to pick an appropriate monologue for their type as well as the show they are auditioning for. Students will be able to use this experience in their everyday lives with job interviews.

National Theatre Standards:

TH:Cr3.1.1.b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic and relevant to a drama/theatre work.

TH:Pr5.1.1.a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

TH:Cn11.2.1.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

Lesson 1 – Auditioning 101

Today we will: Study the information from Michael Shurtleff's *Audition* so students are able to identify what an audition entails.

Teaching Objectives:

- To introduce why auditions are important.
- To outline what is needed to have a good audition.
- To outline how to stand out in an audition.

Student Objectives:

- Read about and discuss the main aspects of auditioning.
- Understand and utilize *Audition* to use in an audition.
- Explore individual qualities that are important and special.

Essential Questions:

- Why is a good audition important?
- How do auditions work?
- What do you have to do to be prepared?
- What is unique about you?

Learning Set

Gain Attention

As student enter the room, ask that they take out a piece of paper and write their name and date on the top. Once everyone has done this, write on the board a math problem and explain:

In a college audition there are 250 people auditioning. This program accepts 50 people, 25 girls and 25 boys. What are your chances of getting into this program?

Answer: 10% chance of getting into this program, so you better have a good audition!

Once they have the answer, ask them to raise their pencil in the air and call on one person. This will gain the attention of the students and express how important this lesson is to them.

Review/State Prerequisite

"We have been working on scenes this semester and worked a little bit on monologues. This lesson we are going to be working on how to have a great audition. We will be using the techniques that we used in our scene work and adding a lot of new information so everyone will be ready to audition for our upcoming show (The Shape of Things). When I say go, I want you to discuss with a partner what you know about auditioning and write down at least 3 things on your paper we used to solve our math problem. You have five minutes, Go." Students will discuss their prior knowledge of auditioning with a partner and write what they discussed on their paper.

Advance Organizer

1. Math hook and writing assignment (5 minutes)
2. Review of previously learned material and overview of learning objectives, standards, and agenda (2 minutes)
3. Have students slate individually on stage. They will say their name and monologue from Romeo and Juliet. Discuss what's good and what could be worked on in the slates. (10mins)
4. Why a good audition is so important in the theater and how it helps with job interviews. (10 minutes)
5. Outline of what a normal audition is like (5 minutes)
6. Guided reading: *Audition*: Expectation, Entrance and Exit, Little Experience (5 minutes)
7. Get into partners and ask each other what they have done, then talk about what you would put onto a resume (5mins)
8. Class discussion and feedback on reading (5 minutes)
9. Review and closure (3 minutes)

2) Present Information

Describe

After the review and overview of today's lesson, lead a discussion on why a good audition is so important and how knowing how to audition can help with job interviews. Then, give an outline of what a normal audition will look like.

The students will then read excerpts from *Audition*. Once they are done, expand and explain in more detail about the expectation of an audition and ways to stand out.

After the guided reading, ask students to talk about what they read and if they have any questions. Ask the students to compare their answers to what they had previously written.

Demonstrate

The excerpts from *Audition* will give good examples of what is expected and how to have a great audition. Use this information and examples from any personal audition experience to expand on this information.

Students Refine Learning

Practice

The students will be given an excerpt from Michael Shurtleff's *Audition*. They will read in class and then have a class discussion.

Feedback

Lead a discussion about the reading excerpt. As a class, go through each section, allowing the students to contribute. Offer feedback based on the students' responses.

Use the sheets the students wrote on at the beginning of class as an indicator of their prior knowledge and new learning.

Closure

Summary

Discuss what we have learned today:

- Why is a good audition so important?
- How can you be prepared for an audition?
- How can you stand out in an audition?

Transfer

"How can this lesson help in our upcoming auditions?"

Possible answers include:

- Gaining knowledge and being better prepared.
- Understanding what is expected.
- How to be professional.

Near Transfer

"How can you use this information in a job interview?"

Possible answers include:

- Being prepared
- Knowing what is expected of you
- Being confident

"Thank you all so much for your focus and participation today. I hope you all are excited about the rest of this unit, we will be going over more audition techniques and how to perform a great monologue for an audition."

Modifications for Special Needs:

For students who have a reading disability they will be given the excerpt early and told what part they will be reading so they are prepared. For students who have ADD, they will be asked to take notes on their paper to keep them on track.

Supplemental Materials:

Michael Shurtleff's *Audition* excerpts

Supplemental Notes:

A slate:

- Must include greeting, name, monologue/song and either where it's from or author.
- Must be personal and appropriate. Should make someone want to know more about you.

A good audition is important because:

- It may be the only time they see you
- It is their first impression of you
- You need to make it memorable, they see lots of people

Normal Audition:

- Get there early! Be there fifteen minutes before
- Give all paperwork to whoever is running the auditions
- Go into auditioning room and knock them dead!
- Answer any questions, ask questions

Asking about what they have done:

- Have you been in other shows?
- Do you have any special talents?
- What classes have you taken in school?
- What are your great personality traits that would help you?

Lesson 2 – Guideposts

Today we will: Engage in activities to understand Michael Shurtleff’s 12 Guideposts.

Teaching Objectives:

- To enhance audition techniques
- To provide a system of rules to work on a monologue
- To develop the student’s skill of auditioning

Student Objectives:

- Students will demonstrate their knowledge of the 12 guideposts
- Students will explore the ways to use the guideposts in games
- Students will reflect on how the guideposts can help their audition

Essential Questions:

1. How will these guideposts enhance your monologue?
2. What is the most important guidepost to you?
3. Are these guideposts easy or difficult to use?
4. How many guideposts should you incorporate into your monologue?

Learning Set

Gain Attention

One student will read a monologue to the rest of the students. Ask this student to do as little inflection as possible and only look at the page or random spots in the auditorium. The student will know that they are doing a bad example of a monologue. Ask the class what was wrong with the monologue. Talk about what was missing from the monologue and what the actor could do to make the monologue more exciting.

Review/State Prerequisite

“Yesterday we talked about the basics of auditioning. Today we are going to talk about the 12 Guideposts for a good scene or monologue. You will use this in your monologues for your auditions.”

Advance Organizer

Activity: Saying Hi (10mins)

Students will partner up and go somewhere in the room. They take 5 steps away from their partner and then walk by with no consideration for who the other person is and say "Hi" as they pass. The students will reset and then choose a very specific relationship to have with the other person. They could choose to make that person their ex, or their grandmother, or their secret desire. They can choose anything as long as it is powerful. They will not tell their partner. They will then walk by their partner again and say "Hi" the way they would to the person in the relationship. They can do this two times.

Activity: Park Bench (15mins)

Students will get into pairs and play park bench. This game is about one person sitting on a bench and another person trying to get them off the bench anyway they can without touching them. Observe the pairs as they work, and when you see something exciting or interesting happening in one of the groups call out "Pause" and spotlight that group for the entire class.

Activity: Running (10mins)

Students will run around the auditorium or run down the hall as fast as they can. They will run back into the room and onto the stage and say the line "I got here as fast as I could!"

Activity: Reading, and Laughing (20mins)

Students will read aloud a chapter from *Audition*. After they read, play a clip from How I Met Your Mother. The clip is when Marshall's father dies, and the mood is lightened by the voicemail his dad leaves him. After the clip is over, ask two people to come up in front of the class. Tell one person to come up with a very dramatic scenario, not necessarily sad but not happy. The other person's joke is to lighten the mood of the scene. They can console or agree but they cannot take humor out of the scene.

Activity: Two-line Scenes (10mins)

Students will get into pairs and they will each have a line assigned to them. They will create a scene using only these two lines.

Activity: Meisner Repetition (10mins)

Students get into pairs and sit on the ground in front of each other. Student One will look away from their partner and then on a cue from the teacher, they will look back at their partner. They will say the first thing they notice about that person. They will do this for a few times and then the partners will switch and do it again.

Activity: Cross the Line (10mins)

Two Students will get in front of the class and play cross the line. One student will be on one side of the line and the other will face them on the other side. Student One will try to convince Student Two to cross the line and come to their side. It is important that the reason is a dire situation.

Activity: Importance (5mins)

Students will read in *Audition* then discuss what importance means and how it can help in a scene.

Activity: Find the Events (10mins)

Two students will do a reading from *Audition* in front of the class. Pause the scene and ask the class when they saw an event.

Activity: Place (10mins)

Have two students sit on stage and give the cue "Places". On this cue, they must change their body posture and activity to the different places.

Activity: Game Playing & Role Playing (5mins)

Students will read in *Audition* then discuss what game and role-playing means and how it can help in a scene.

Activity Secret Item: (20 mins)

Students will have an item (very mundane like a paperclip) behind their back, or in their pocket, anywhere that is hidden. They will try to convince the class to buy the object without ever telling us what the object is or showing it.

2) Present Information

Describe

For each activity, have ready a PowerPoint slide that states the Guidepost and the activity title or description. The students can look up at the PowerPoint at any time to figure out if they are doing the activity right. Be sure to explain every activity before it begins and give feedback or give side coaching during the activity.

Demonstrate

Before each activity, have someone demonstrate what all the students will be doing. This way they have an example to work from and they can perform accurately.

Students Refine Learning

Practice

Students will read about each Guidepost from Michael Shurtleff's *Audition*. They will do an exercise for each activity to further understand the information.

Feedback

Give immediate feedback to the students about their work; also ask students watch each other and give feedback to each other.

Closure

Summary

Use the following prompts to help the students discuss what they learned

- What are the 12 Guideposts?
- How can these Guideposts help you in a scene? How about a monologue?
- What is the most difficult Guidepost for you?
- What Guidepost did you find the easiest?

Transfer

"How will you use these Guideposts in your next audition?"

Possible answers include:

- Having a relationship with someone.
- Having a moment before.
- Creating a conflict.
- Letting there be humor.

Near Transfer

"When can you use this information in your life?" Possible answers include:

- In a debate
- Watching a movie or TV

"Thank you all so much for your dedication and work ethic today. This was a lot of information and I expect to see most of these guideposts in your next performance."

Modifications for Special Needs:

For students who are not able to physically run around the room, they can do any activity that puts them out of breath. If a student has asthma or a heart condition that makes it dangerous for them to be out of breath, have them scream off stage and come on saying "I just needed a moment".

Supplemental Materials:

PowerPoint with Guideposts and related activities

One Line Scenes (examples below)

A: I hate you

B: I know

A: I'm afraid

B: Stop it

A: You're wonderful

B: That's not true

Supplemental Notes:

- **Guidepost 1: Relationship**
Find the love in the scene, for example the presence of love, absence of love, betrayal of love etc. Who is the other person in the scene in relation to me?
- **Guidepost 2: Conflict**
What is my dream, and can I do to my partner so that this person can make my dream come true today? Usually the conflict is in the other person's motivation.
- **Guidepost 3: The Moment Before**
A strong beginning. Physicalizing the first action is recommended.
- **Guidepost 4: Humor**
It's a way of coping with the absurdities or sorrows of living.
- **Guidepost 5: Opposites**
Whatever is true in the scene, the opposite is also true. An opposite is an action that interferes with you getting what you are fighting for. Examples: Screw you, I hate you. You're right, I'm wrong. I give up.
- **Guidepost 6: Discoveries**
Discovery is the moment to moment action. What is your partner saying or not saying. Be attentive, alert, sensitive, aware of what's happening in the scene. You must make discoveries, or you'll miss the events.
- **Guidepost 7: Communication & Competition**
What are you sending and what is your partner receiving. Celebrate your wins and mourn your losses. Keep score. Count the wins and losses. Love to compete.
- **Guidepost 8: Importance**
Raise the stakes. This is not everyday life, this is a day of huge importance! A day when everything changes.
- **Guidepost 9: Find the Events**
Events are what changes in the relationship. Find the events and make them big.
- **Guidepost 10: Place**
Where are you? What's around you? What's your emotional connection to this place?
- **Guidepost 11: Game Playing & Role Playing**
A way of dealing with reality, not escaping it. You make take on a certain role with some people, like your Grandmother, and then change it when you're with someone else.
- **Guidepost 12: Mystery & Secret**
Wonder about your partner and your situation. Have a secret - keep it a secret, but let it add drive and intensity to your scene.

Lesson 3 – How to Slate

Today we will: Students will create a professional and individual slate for an audition.

Teaching Objectives:

- To enhance slate techniques.
- To provide rules for a slate.

Student Objectives:

- Students will demonstrate the aspects of a slate.
- Students will reflect on the importance of a good slate.

Essential Questions:

- 1) Why is a good slate important?
- 2) What is needed in a slate?
- 3) Is it better to have more or less information in a slate?

Learning Set

Gain Attention

Students will enter the class and sit in their seats. Show a YouTube video of a famous actor slating before their monologue. Have the students talk to a partner about what they saw.

Review/State Prerequisite

“The past two days we have been working on the 12 Guideposts which help your monologue in an audition. Today we are going to be working on your slate. Your slate is an individual first impression in an audition.”

Advance Organizer

Hook: 5mins

Students will watch a YouTube video on a famous actor doing a slate.

Activity: 15mins

Students will get a worksheet that has all the points they need to hit in a slate, and they will fill out the worksheet with their own information.

Activity: 25mins

Students will go up one at a time and give a slate on stage. After they slate, ask them questions that might be asked by an auditor. They will respond like they would if they were in an audition. They will stay on stage after and the class will give them feedback.

Activity: 5mins

Students will discuss their experience.

2) Present Information

Describe

The information will be given orally while the students are filling out their worksheet. If any extra information is needed, give examples from *Audition*.

Demonstrate

The information will be demonstrated by each student when they go on stage and give their slates and answer questions.

Students Refine Learning

Practice

Students will practice their slates in front of the class, and they will get feedback on their work.

Feedback

The students will give feedback to each other, followed by feedback from the teacher on how to improve their slate.

Closure

Summary

Students will discuss the experience. They will explain what was difficult and what was easy about doing a slate.

Transfer

“Do you feel more confident to give a slate in your next audition? Did this make you more or less nervous about auditioning?”

Possible answers include:

- Less nervous because I’m more prepared
- More nervous because I realize how big of a deal a slate is

Near Transfer

“How can knowing how to slate help you in your life?”

Possible answers include:

- Job interview
- Speech
- Day to day conversation

“Great job on your slates today. Remember to practice your slate as well as a monologue for an audition. We will be talking about correct dress code for an audition next class, so please come wearing something you might wear to an audition.”

Modifications for Special Needs:

Students who have stage fright or trouble speaking on front of the class can sit in front of the class in a circle instead of on stage. This will make it easier for them to talk to their peers.

Supplemental Materials:

Handout with the following prompts of what should be included in a slate:

Greeting:

Name (First and Last):

Troupe number or group (if needed):

What you are performing (in order of performing them):

Supplemental Materials:

Auditor questions:

- What was a favorite moment on stage?
- Have you ever worked backstage?
- Do you have any conflicts with the rehearsal schedule?
- You write down you would not accept any role, why is that?
- Have you seen this show done before?
- What can you do for this role that no one else can?
- Who have you worked with before? How was that experience?
- What is your greatest asset as an actor?
- What do you struggle with?
- Do you have any questions for me?

Lesson 4 – Dress for Success

Today we will: Students will create an outfit that is appropriate for an audition.

Teaching Objectives:

- To describe an appropriate outfit.
- To discuss how different outfits portray different characters.

Student Objectives:

- Students will create at least two audition outfits.
- Students will distinguish the difference between audition outfits.

Essential Questions:

- 1) Why should you dress a certain way for an audition?
- 2) Should you change your outfit depending on the audition?

Learning Set

Gain Attention

Students will enter the classroom and take out a piece of paper and write down their outfit. They will then write a short paragraph about why they chose the outfit they chose.

Review/State Prerequisite

“We have been working on audition techniques and I asked you to wear what you would wear to an audition. We know that every audition is different so every outfit will be different. I would like you to explain why this outfit is right for the audition you are imagining.”

Advance Organizer

Hook: 5mins

Students will write down what their outfit is and why they chose it.

Activity: 10mins

Each student will go on stage and show their outfit and explain why they picked it and what they are auditioning for.

Activity: 10mins

Students will discuss how different auditions will need different outfits. They will also discuss how they will use this information in the future.

2) Present Information

Describe

Read some excerpts from *Audition* about correct audition dress. Share examples of different outfits that have been successful and not successful.

Demonstrate

Show images of outfits and say what kind of audition these outfits would work for. Students will show their own outfits and explain why they chose them.

Students Refine Learning

Practice

Students will wear their outfit they think would work for an audition and then they will explain at least one other outfit that might work for a different audition.

Feedback

Students will get feedback from their fellow students and the teacher on their outfit choice.

Closure

Summary

The students will discuss what we learned today:

- What is a good outfit for an audition?
- Different auditions mean different outfits

Transfer

“What outfit will you wear to your next audition? Will you change your outfit?”

Possible answers include:

- Will keep the outfit the same
- Change the outfit for a different audition
- Must research the next audition before deciding on an outfit

Near Transfer

“How can knowing how to dress for an audition help you in your life?”

Possible answers include:

- Job interview
- Work
- Dressing for events

“Everyone did a wonderful job picking out your outfits. I suggest you have three or four outfits in mind all the time for different auditions. We are going to be working on picking monologues next class so think about monologues you’ve seen or plays you like and bring those in.”

Modifications for Special Needs:

Allow students who struggle to communicate to write down an explanation for their choices which can be read aloud by the teacher.

Supplemental Materials:

PowerPoint of possible outfits that would be good and bad for auditions.

Supplemental Notes:

- Dress for the part you want.
- Don’t wear a costume, don’t come in wearing exactly what the character would wear on stage because that is not you, that’s the character.
- Have hints of the show in your costume, but still be yourself.
- You want to stand out but show them that you could fit into the show.
- Research the show!
- If you don’t have a preferred role, dress for the ensemble. Every ensemble has a different look too.

Lesson 5 – How to Pick a Monologue

Today we will: Students will discover how to find a monologue for their auditions.

Teaching Objectives:

- To share sources and materials for finding monologues.
- To describe the kind of monologues that are good quality
- To discuss what monologues are good for certain people.

Student Objectives:

- Students will utilize online databases and the library play stock to find monologues.
- Students will determine what is a good quality monologue.
- Students will distinguish the kind of monologues appropriate for them.

Essential Questions:

- 1) Where should you find a monologue?
- 2) How long should your monologue be?
- 3) What kind of monologue are you looking for?
- 4) Should you know the play your monologue is from?
- 5) Is it smart to use a monologue from a popular show?

Learning Set

Gain Attention

Students will go to the computer lab in the library and there will be a large pile of plays on the table. Explain that each play has more than 10 monologues in it. The students will be asked how they think they will be able to find a good monologue with so many options.

Review/State Prerequisite

“Our last lesson we worked on what a good audition outfit is. For the next two days we will be working on how to find the right monologue for an audition.”

Advance Organizer

Hook: 10mins

Students will enter the library and see the all the plays the library has sitting on a table. They will discuss how they can find a monologue in a play and what determines a good monologue.

Activity: 20mins

Discussion on what makes a good monologue. A monologue is usually 60-90seconds. When reading a monologue, you should read that in about 30-45seconds. A monologue should be in your age range (what you can play on stage) and should be your type (the gender, race, and if you’re more of a leading character or the quirky best friend). Students will make a list of the kind of characters they will be looking for. Give examples from personal experience.

Activity: 10mins

Once the students decide the kind of character they are looking for, they need to look for plays that have that character in them. As a class, look explore monologues online, pointing out bad examples of places to find monologues. (i.e. monologues from famous movies or stand-alone monologues should not be used)

Activity: 50 mins

Students will search for their own monologues on the internet or through the plays in the library. They must find one comedy and one drama.

Activity: 30mins

After the students find their monologues, they need to pick the one they want to perform. They will get some class time to memorize their monologue. There will be a memorization test.

Activity: 30mins After they have memorized their monologue, they will workshop in groups of three. The classmates will give them feedback on their monologue choice and their use of the 12 Guideposts in the monologue.

2) Present Information

Describe

Discuss the good and bad aspects of a monologue. Review a prepared handout showing the “rules” of a monologue. Discuss “types” as a high school student. It is their correct age range, their correct gender, their correct race, and their kind of part (either leading lady/leading man, or sidekick). Remind students that their type will change as they grow older and more experienced, but for now to stay in this general area.

Demonstrate

Show examples of online monologues which should not be used and monologues which are useful. Give the students a list of websites to visit that show good plays to look up for certain monologues.

Students Refine Learning

Practice

Students will practice their monologues on their own to memorize them. They will also practice them in small groups to perfect them.

Feedback

Feedback will be given by their classmates in small groups. The teacher will also be walking around to watch and give feedback based on observation.

Closure

Summary

After the small group work, discuss the experience of finding a monologue. Talk about what websites or books they used to find monologues and what was not helpful. Also talk about the strategies they used to memorize their monologues.

Transfer

“How will this help you to pick out monologues and memorize in the future?”

Possible answers include:

- Use the right plays
- Find the right monologue for my type
- Don't try to memorize a monologue right before an audition
- Use different types of memorization tactics

Near Transfer

“How can these tools help you outside theater?” Possible answers include:

- Research papers
- Finding credible sources
- Memorizing for tests

“You all worked so hard to find some really great monologues. Thank you for your hard work and thank you for your thoughtful and constructive feedback. We are going to be doing our final Audition Test tomorrow so don't forget to wear the right clothes!”

Modifications for Special Needs:

Students who struggle with reading can find YouTube videos of monologues. They can watch the videos and then find the monologues after. They will get extra time to memorize their monologues as well.

Supplemental Materials:

Plays

Handout that explains:

A Good Monologue:

- *Should be under 90 seconds*
- *Should be from a play – the play should be credible but not overly done*
- *Should fit your type*
- *Should be appropriate*
- *Should be challenging*
- *Should be interesting to you, something you can connect to*

Supplemental Notes:

A good monologue:

- Has a strong objective
- Has an “other”
- Is a conversation with someone/something, not telling a story
- Has a beginning/middle/end
- Is the correct age/race/gender/type
- You enjoy it

A “type”:

- Best friend
- Leading lady
- Leading man
- Goofy sidekick
- Creepy antagonist/villain
- Misunderstood love interest
- Mean/Jerk antagonist

Bad monologues:

- Google search “monologues”
- Monologue books
- Stand-alone monologues written by unknown authors
- Monologues from well-known movies

Good monologues:

- From a play
- From a play that is not as popular/obscure plays
- Look up on Google “powerful women plays”

How to memorize:

- Read it
- Read it out loud
- Record yourself and listen to it
- Act it out
- Write it down
- Read it backwards
- Have someone be your cue person

***Handouts and Supporting Materials
can be found on the following pages.***

Pre- or Post- Assessment

Name _____

Date _____

Audition Techniques Assessment

Choose the best answer.

1) What is the first thing you do on stage at an audition?

- a. Adjust clothing
- b. Slate
- c. Ask who the auditors are
- d. Nothing, just start your monologue

2) What should you wear to an audition?

- a. Your fanciest outfit
- b. Street clothes
- c. Whatever works for the part
- d. Job interview clothes

3) What kind of monologue is best for you?

- a. One from a popular show
- b. One that fits you as an actor
- c. One that shows every emotion
- d. One that is from the show you're auditioning for

Write a short answer to these questions.

4) Who wrote Audition?

5) What does a slate include?

6) Who will be at your audition?

7) How should you act in the lobby before your audition?

Explain what each Guidepost means.

1.) Guidepost 1: Relationships

2.) Guidepost 2: What are you fighting for?

3.) Guidepost 3: The Moment Before

4.) Guidepost 4: Humor

5.) Guidepost 5: Opposites

6.) Guidepost 6: Discoveries

7.) Guidepost 7: Communication and Competition

8.) Guidepost 8: Importance

9.) Guidepost 9: Find the Events

10.) Guidepost 10: Place

11.) Guidepost 11: Game Playing & Role Playing

12.) Guidepost 12: Mystery and Secret

Total 24pts_____

Pre- or Post- Assessment – Answer Key

Name _____

Date _____

Audition Techniques Assessment

Choose the best answer.

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- b. Slate
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2) What should you wear to an audition?

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- a. One from a popular show
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- c. One that shows every emotion
- d. One that is from the show you're auditioning for

Write a short answer to these questions.

4) Who wrote Audition?

Michael Shurtleff

5) What does a slate include?

A slate includes a greeting, your name, your performance material, and (if it applies) your troop number or group

6) Who will be at your audition?

The director, the assistant director, the stage manager, the producer, the owner of the theater

7) How should you act in the lobby before your audition?

You should act the way you will in an actual audition

Explain what each Guidepost means.

1.) Guidepost 1: Relationships

The backstory and feeling toward the other person in the scene.

2.) Guidepost 2: What are you fighting for?

Your objective, the reason for you to be in the scene.

3.) Guidepost 3: The Moment Before

What happened right before your scene or monologue, should influence you.

4.) Guidepost 4: Humor

As humans we try to find humor in a situation, what are you trying to find funny in your monologue or scene that will lighten the mood.

5.) Guidepost 5: Opposites

We don't always say what we mean, what are you saying that means the opposite.

6.) Guidepost 6: Discoveries

Find the exciting moments in your scene or monologue every time you do it so it seems like the first time you are doing it.

7.) Guidepost 7: Communication and Competition

What are you competing for in your scene? Did you win and did your other loose? Keep track of your wins and loses in a scene.

8.) Guidepost 8: Importance

What is happening in your monologue or scene is the most important thing to you. Make it matter.

9.) Guidepost 9: Find the Events

The big changes that happen in scene or monologue.

10.) Guidepost 10: Place

Where are you? Where is your other? What is important about this place to you?

11.) Guidepost 11: Game Playing & Role Playing

Every scene and monologue is about a game with your other.

12.) Guidepost 12: Mystery and Secret

There should be some secret that either you as an actor has and won't let anyone else know or you as an actor wants to know a secret. The audience may or may not know the secret.

Total 24pts_____

Final Audition Performance Rubric

<p>Slate ___/10</p>	<p>Unsatisfactory Slate is missing more than one of the requirements: greeting, name, and monologue choice. Slate is said with no energy and cannot be heard. 0-2</p>	<p>Making Progress Slate is missing one of the requirements: greeting, name, and monologue choice. Slate is said with low energy and is hard to hear. 3-6</p>	<p>Good Slate includes greeting, name, and monologue choice. Slate is said with some energy and can mostly be heard. 7-8</p>	<p>Excellent Slate includes greeting, name, and monologue choice. Slate is said in a loud clear voice and is said with energy. 9-10</p>
<p>Dress ___/10</p>	<p>Unsatisfactory Outfit is not appropriate for the monologue. Outfit does not help the actor stand out. 0-2</p>	<p>Making Progress Outfit is somewhat appropriate for the monologue. Outfit does not help the actor stand out. 3-6</p>	<p>Good Outfit is appropriate for the monologue. Outfit is appropriate for the actor. 7-8</p>	<p>Excellent Outfit is appropriate for the monologue. Outfit makes the actor stand out. 9-10</p>
<p>Monologue Choice ___/10</p>	<p>Unsatisfactory Monologue not the correct time. Monologue is missing more than one of the requirements: for the right age, gender, and race. Monologue is not from a play. Monologue tells a story. Monologue doesn't have availability for emotional range. 0-2</p>	<p>Making Progress Monologue is the correct time. Monologue missing one of the requirements: for the right age, gender, and race. Monologue is from a play. Monologue tells a story. Monologue doesn't have availability for emotional range. 3-6</p>	<p>Good Monologue is the correct time. Monologue is for the right age, gender, and race. Monologue is from a play. Monologue tells a story. Monologue doesn't have availability for emotional range. 7-8</p>	<p>Excellent Monologue is the correct time. Monologue is for the right age, gender, and race. Monologue is from a play. Monologue does not tell a story. Monologue has availability for emotional range. 9-10</p>
<p>Use of 12 Guideposts ___/10</p>	<p>Unsatisfactory Six or more Guideposts were missing. Most were not used correctly. 0-2</p>	<p>Making Progress Three to five Guideposts were missing. Most were used correctly. 3-6</p>	<p>Good Two or less Guideposts were missing. Guideposts were used in the correct way. 7-8</p>	<p>Excellent All 12 Guideposts were used in the correct way. 9-10</p>

Total 40pts_____