

Pride & Prejudice

by Isobel McArthur after Jane Austen (*sort of)

Outline

Work Sheet 3

In this session the group learn how to create their own monologue and use their imagination to bring them to life!

Links to the curriculum

PE: Use a range of movement patterns

Active listening and evaluation techniques

English: Preparing play scripts to read aloud and to perform, inferring characters feelings, thoughts and motives from their actions, in narratives, creating settings, characters and plot

Creative writing skills

Learning to use intonation, tone, volume and action, reading aloud to the group

What the group will need

- Paper and pens
- Space to move around and dance on the spot

Warm up

The children just need to be in a space with a little room around them, **play warm up** when ready.

RELAXATION-STIMULATION

Ask students to explore their five senses by PRETENDING to:

TOUCH

- A hot stove • Icicles
- Sharp tacks • Velvet **TASTE**

- A sour lemon
- Their favourite dessert
- Brussel sprouts

HEAR...

- A gentle wind
- Underwater sounds
- A whistle

SEE

- A car coming far away and towards you • A giant
- An ant
- A big black spider

SMELL...

- Freshly baked bread
- A skunk
- Perfume
- Onions

Task 1

The task of monologue writing, what this is and how actors use this in plays.
Maximum 100 words.

1. Start with a compelling opening line Monologues lack action and dialogue which can leave the audience unengaged. ...
2. Present a strong point of view....
3. Develop a storyline....
4. Know your parameters....
5. Wrap up with parting words.

Example of a monologue in Jane Austen's *Pride and Prejudice*

MRS. BENNET: *Oh my dear Mr. Bennet! The girls and I have had a most pleasant evening! Jane was so admired. Everyone said how well she looked. Indeed Mr. Bingley must have thought so for he danced with her twice! Of course, I was quite worried at the beginning for he asked Charlotte Lucas for the first dance. It was vexing but in the end I do not think he admired her at all. Indeed, nobody can – poor creature. And then he saw our Jane. He immediately inquired as to who she was, got quickly introduced and asked for her for the next two dances! I am quite delighted with Mr. Bingley. Just so you know. He is excessively handsome. And his sister is the most charming person. I never saw anything more elegant than Miss Bingley's dress! There was a bit of unpleasantness though. Mr. Bingley's friend – a Mr. Darcy. A shockingly rude gentleman. You would not have approved of his manners at all. For he is simply horrid. I wish you had been there, my dear. To give him one of your "set-downs."*

Task 2

Mix the monologues and have student volunteers perform and consider the following:

Outer versus Inner

Before they start writing, review with the class the difference between outer and inner monologues. Take a moment to go over the differences, perhaps providing a brief example.

Outer Monologue: When the character speaks directly to somebody and that other person is aware of being spoken to.

Inner Monologue: When the character speaks his/her thoughts out loud either to the audience or themselves.

Approx 30 mins for this task Task 3

Putting expression into monologues: pick important words to emphasise. Go through their monologue and highlight or underline the words that they think are important to stand out. Once the young people have done this they should have a practice at speaking their monologue out loud a few times.

**** encourage students to practice in pairs and give each other feedback *****

Approx 10/15 mins for this task Task 4

How to make their monologues even better by adding some physical actions as well as their expression: top tips for performing and to bring their monologues and performances to life!

***** If the students do have a partner available for this exercise that would work very well-, or they could perform to the whole group! *****

Take as long as you need/have for this task (Approx 15 mins)

Evaluation Question:

Something to think about at the end of this session and a different way for teachers and pupils to reflect on the session:

What new things have we learnt by taking part in these 3 sessions?

Have we learnt new skills? Or something about ourselves?

Students can either write down their answers or you can do this as a class discussion.