

## A

## THE AUDITION

## Plot summary

Three friends Dustin, Tori and Ty audition for parts in their school play. Dustin gets a lead role, as does Tori. Ty, however, gets only a minor role. Ty is upset because he had put the most amount of time into his audition piece. His friends help him to see his potential in a new light.

## Characters

**Dustin:** Is the most confident of the three friends. Everything seems to come easily to him. He is used to being successful with very little effort.

**Ty:** Is very determined and has to work a lot harder to succeed compared with his friend Dustin. His dream is to become an actor but he has problems memorizing lines.

**Tori:** Is a good friend to both Dustin and Tory. She has had several roles in other school plays. She is a sympathetic listener and is the peacemaker in the group.

## B

**Setting:** The kitchen in Tori's house. There is a round table with four chairs. A telephone is mounted on the wall to the right of the table. Dustin, Tori, and Ty are sitting on three of the chairs, facing the audience, talking about the auditions for the school play that had taken place that morning. Ty has a couple of pages of crumpled notes on the table in front of him.

**Dustin:** (*leaning back in his chair and yawning*) How much longer do we have to wait?

**Tori:** Mr. Harris said that he would call and tell me what parts we got. We just have to be patient.

**Ty:** (*getting up out of his chair and pacing nervously. He returns to his chair and fidgets with the notes in front of him.*)

**Tori:** Truthfully, how long did you guys practice your scene for?

**Ty:** (*anxiously*) Three hours a night for almost a week.

**Dustin:** (*with a boastful shrug*) Just before I presented it!

**Tori:** You never even rehearsed it! And you expect to get the lead?

**Dustin:** Don't worry I will get the part.

(*phone begins to ring, Tori picks it up*)

**Tori:** Yes, yes, o.k. ... Thank you Mr. Harris (*hangs up*)

**Ty:** (*sitting on the edge of his seat, anxious for the news*) So c'mon Tori, what parts did we get?

**Dustin:** Yeah, what characters did we get in ... what's the name of the play again?

**Ty:** It's called "Our Town"

**Dustin:** Whatever. Come on Tori who are we?

**Tori:** O.k. so I will be Emily Webb.

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C

**Ty:** Congratulations Tori!

**Dustin:** Told you that you would get the female lead.

**Tori:** Thanks. Congratulation Dustin! You are George Gibbs.

**Dustin:** Who's he?

**Tori:** (*with exasperation*) The male lead, that's who.

**Ty:** (*sarcastically*) Well, who am I then ..... the Stage Manager?

**Tori:** (*Um*) ..... Well, yes.

**Ty:** (*shaking his head. He can't believe it*) You're kidding right?

**Tori:** It's a good role, Ty, honestly.

**Ty:** (*bitterly*) Yeah? George Gibbs is a good role. George Gibbs is a great role! I would have made a perfect George Gibbs.

**Tori:** The Stage Manager is an important part.

**Dustin:** Yeah don't sweat it! You did well.

**Ty:** (*Standing up, facing Justin and shouting*) How did you get the lead? You didn't even practice! I spent hours practising. It just isn't fair! I want to be an actor. You don't even care about acting.

**Dustin:** (*standing up and shouting back*) Get real! You can't even remember your lines!

**Ty:** (*still shouting*) It isn't fair. I deserved that role.

**Dustin:** I don't have to listen to this. I'm going outside to read my lines.

**Ty:** Fine, go and show off that you got the lead and I'm a no one in the play!

D

(*Dustin leaves stage left*)

**Tori:** Ty calm down. You did get a part.

**Ty:** Tori that's not the point. He gets everything!

**Tori:** Like what for instance does he have that you don't?

**Ty:** Just...everything...for once I wanted to be better than him, but no he had to come out on top again.

**Tori:** You're jealous that he got the lead.

**Ty:** Yeah so I am.

**Tori:** You have been friends for about what 10 years now? Don't let this ruin your friendship. Just be happy you have the part. We'll have fun rehearsing together.

**Ty:** (*sits down with his head in his hands*) Tori I'm sorry. I need time alone to cool off.

**Tori:** O.k. you can hang out in here. I'll be outside with Dustin if you need me. I need to talk to him anyway.

**Ty:** Thanks Tori you're a really good friend.

(*Tori exits stage left.*)

**Ty:** (*talking to himself*) What have I done? That wasn't fair to Dustin. We've been friends forever and he was right. I have a big problem memorizing lines. How do I tell him I'm sorry?

(*Dustin and Tori re-enter talking excitedly*)

**Ty:** (*looking up*) Hey you guys. I just want to say ....

**Tori:** No, let us speak first. We came up with a brilliant idea ...

**Dustin:** Actually it was *my* brilliant idea.

## E

**Tori:** Anyway, Ty. Yeah, it's true that yours isn't a big part, but hey, this gives you more time to get involved with the whole production. Why not volunteer for the stage crew? You could ....

**Dustin:** (*interrupting*) You know ... lighting, stage sets and things. It'd be cool!

**Tori:** And we could still practise all our lines together and give you some tips about memorizing. There'll be another play next year you know.

**Ty:** (*thinking about this*) That's a great idea. I hadn't thought of that. You know, it is an incredible idea. If I want to go into the theatre, the more I know the better, right? Thanks, guys. And Dustin, I'm really sorry about what I said earlier.

**Dustin:** Forget it. Want to know something? I really spent hours and hours practising for my rehearsal! I had to work hard at it.

*(The three friends laugh and the lights go down.)*

## Teacher's Notes

### Knowledge/Understanding

- The student provides information about the characters that is highly appropriate. For instance, according to the introduction, Ty is “very determined” about his dream of becoming an actor, and his behaviour in the scene is consistent with this information (e.g., he has practised hard, he tells the others). Dustin and Tori also behave in ways that reflect the descriptions of them in the introduction (e.g., Dustin demonstrates confidence when he “*lean[s] back in his chair and yawn[s]*,” and Tori shows herself to be a “sympathetic listener”).

### Thinking/Inquiry

- The student portrays character development with considerable effectiveness. All three characters in the script are believable, and two of them gain new insights into friendship. Ty comes to realize that his own shortcomings prevent him from getting a leading role and that his friends want to help him, not only with overcoming his problem but also by encouraging him to explore other facets of theatre work. Tori, predictably, acts as peacemaker, but, in a surprise twist, elicits Dustin's aid in coming up with a strategy to help Ty. In the process, Dustin abandons his cocky, show-off demeanour. However, his change of attitude takes place offstage and is not explained.

### Communication

- The student creates dialogue that is convincing to a considerable degree. For example, Dustin's nonchalance, though perhaps feigned, in asking “[W]hat's the name of the play again?” is realistic. The way Ty expresses his disappointment and jealousy (e.g., “How did you get the lead? You didn't even practice! I spent hours practising. It just isn't fair!”) is also believable. However, Ty's statement “. . . for once I wanted to be better than him”, which adds a new dimension to his relationship with Dustin, is unsatisfying since it is neither explained nor developed.
- The student provides stage directions that are of considerable appropriateness. All three characters are given clear directions for the delivery of their

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lines (e.g., “*with exasperation*”, “*sarcastically*”, “*bitterly*”, “*shouting*”). However, at times there is too little direction for movement onstage (e.g., Ty remains seated at the table from the time Tori exits to the end of the scene).

**Application**

- The student creates a working script that is of considerable effectiveness. He or she skilfully introduces tension by opening the scene with the friends waiting for the results of that morning’s auditions. To heighten the tension, there is a silent telephone in plain view and a very nervous Ty. When the phone rings and Tori answers, the audience, as well as Ty and Dustin, must wait even longer to hear the results. The climax is reached with the shouting match between the two boys and Dustin’s abrupt departure. The resolution is not simply a reversal of opinion on the part of the characters, but has them adopting a new way of dealing with the situation. However, because there is no indication of what happens between Tori and Dustin that results in the satisfactory resolution, the ending is somewhat unsatisfying.

**Comments**

This work is representative of a high level-3 performance. The student demonstrates a considerable degree of achievement of the expectations in the Thinking/Inquiry, Communication, and Application categories of knowledge and skills. In the Knowledge/Understanding category, however, the student demonstrates a high degree of achievement – i.e., achievement that is more characteristic of level 4.

**Next Steps**

In order to improve his or her performance, the student needs to:

- provide a more in-depth role for Tori;
- ensure that all dialogue is focused on moving the action along towards the climax;
- provide more directions for movement onstage.