22307VIC Certificate III in

Acting (Screen)

Year 2

# CUFAIR302A Develop techniques for presenting information to camera

Australian College of Dramatic Arts

**STUDENT WORKBOOK**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**School:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| Submission DATE | Work to Redo | Resubmit DATE | Reasonable Adjustments | Result S/NS | Teacher Date & Sign |
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**Due Date:** Act 16

**Time Required:** 30 hours

**Workbook developed by Merilyn Brend © 2020CUFAIR302A Develop techniques for presenting information to camera**

**What This Unit is About:**

This unit describes the performance outcomes, skills and knowledge required to communicate effectively when presenting to camera.

Organisation of own work schedules, monitor and obtain feedback on work performance, and to maintain required levels of competence. Evidence includes: ability to read scripted information in a natural way, effective on-camera presentation style, collaborative approach to work.

**Some Information About the Film and Television Industry:**

Trainee presenters at television stations and volunteer presenters in community television apply vocal and personal presentation techniques described in this unit. This work is usually performed under the direct supervision of a producer and in close collaboration with technical crew.

**Resources:**

You must write a list of the resources you used and include this in your folio.

See Notes in LM UOC Expand script knowledge and performance skills notes.

**Evidence of work: Folio and film. Please make sure you label your answers with the correct question numbers.**

|  |
| --- |
| **Student Declaration** I declare that no part of this assessment has been copied from another person’s work, except where clearly noted on documents or work submitted. I declare that another person has written no part of this assessment for me. I understand that plagiarism is a serious offence that may lead to disciplinary action.Student Signature: Date:  |

**Student Workbook**

Make sure you log all activities in your folio and label the questions correctly.
All filming exercises must also but submitted via USB/SD card as an mp4 or Mov and titled according to the element and number.

**Evidence needs for this UOC – Folio and Film**

Elective filming project where you are the presenter.

Meeting Production Requirements with the group.

Element 1: Identify the elements of effective television presentation

Element 2: Develop techniques for reading scripted material

Element 3: Develop techniques for communicating effectively on camera

Element 4: Record scripted material for broadcast

Young Television Presenters: *22 to 35 years old*

* Grace Koh *22* ABC3 Presenter
* Pip Rasmussen *22* ABC3 Presenter
* Ivy Latimer *23* ABC3 Presenter
* Madeline Slattery 25 Channel 9 *(ex student)*
* Alfie Gledhill *26* ABC3 Presenter
* Marty Smiley *28* SBS Viceland Presenter *(ex student, was 17 when he started with Channel V)*
* Amberley Lobo *27* ABC3 Presenter
* Olivia Phyland *27* ABC3 Presenter (Health/Fitness)
* Dylan Alcott *27* Presenter on TV and Radio
* Anjali Rao *28* Television Presenter
* Hannah Wang *29* ABC3 Presenter
* Kate Waterhouse *30* Journalist and Media Presenter
* Scott Tweedie *30* ABC3 Presenter
* Troy Nankervis *30* Producer and presenter Breakfast Show Fox Sydney *(ex student)*
* Kayne Tremills *31* ABC3 Presenter
* Ben Crawley *31* ABC3 Presenter
* Sylvia Jeffreys *32* 9 News Presenter (Today Show)
* Tommy Little *33* Television and Radio Presenter
* Beau Walker *33* Television Presenter Channel 9
* Stephanie Bendixsen *33* ABC3 Presenter
* Tim Maddren *34* Hi 5 Presenter
* Giaan Rooney *34* Television Presenter Channel 7
* Lynda Kinkade *35* CNN Presenter
* Luke McGregor *35* Comedian
* Jack Yabsley *35* Television Presenter
1. Hold discussions with your elective groups: brainstorm genre of film, write the script, take into consideration the requirements listed in the Kilowhat Elective Brief.
2. Log a variety of television programs that have a presenter as the anchor. Identify the pros and cons of their style and include this in your folio or write into the table below. You may use the above people or find your own as long as they are recognisable.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Show** | **Presenter** | **Pros** | **Cons** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. Take a series of photos of yourself in different styles of clothes, hair, make up against a plain background.

Show your teacher and two professional industry people.

Log this in your journal, with person’s name and their comments about how you looked.

1. Research three presenters (close to your age where possible).

See example below for your folio.

|  |  |  |
| --- | --- | --- |
| **Name of Show** | **Presenter** | **Critique** |
| SBS Viceland | Marty Smiley | Very natural |
|  |  |  |
|  |  |  |
|  |  |  |

1. Identify and write about your personal traits that could be identified as positive by viewers. Show three people and record their positive comments about your presenting style in your folio alongside your own thoughts. (Family, friend, teacher)

|  |  |  |
| --- | --- | --- |
| **Your traits** | **Person** | **Comment** |
|  |  |  |
|  |  |  |
|  |  |  |

Please **film** the following as an mp4 or mov on USB/SD card and hand in with your with your folio.

1. Experiment with your voice.

Vary your pace, tone and delivery by reading lots of scripted material in a natural way (See Student Resources for Speech).

Once you explore different styles of speech find the one which is the most natural but is effective when you listen back. **Film** four scripts of your choosing.

1. **Film** *FOUR* intros and outros – Use narration, traffic reports, voice-overs for products or documentaries, weather reports.
2. Experiment with an autocue or teleprompter. This can be done by searching for apps or online autocue/teleprompter sites, finding a sample script from a presenter of a reality TV show and **film**.
3. Use loudness and softness in an aid for communicating a message.

Use the following passage and **film** twice, once loud and once soft.

*Hell isn’t only a place for the damned, sometimes it’s a place where the saved take refuge.”*

*Seven teenagers take a trip to Hell. And seven came back.*

*To Hell. The most powerful novel ever written for young Australians. Get ready. This is real. This is true. What will you do tomorrow?”*

Examine and record which was most effective.

1. Break sentences/phrases into logical sections based on content as a way to emphasise key information. Find a news item, and **film** it three different ways to emphasise different words or phrases. Log the results.
2. Check and use the correct pronunciation of words. When you find words that are hard to pronounce, write them into your folio notes and practice until you have mastered the words. Perhaps use names of countries, people, places and words in languages other than English. Log your answers in your folio.
3. Minimise body movements to avoid creating visual distractions. Take direction from filming and note how you control your movements. Log your answers in your folio.
4. **Film** looking viewers directly in the eye by filming through the lens of the camera, DTB (down the barrel). Transcribe two scripts from on air presenters (as close to your age as possible) and film them. Include the scripts, your ideas, critiques from colleagues, teachers and yourself in your folio.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Critique 1** | **Critique 2** | **Critique 3** |
| **Presenter 1** |  |  |  |
| **Presenter 2** |  |  |  |
| **Presenter 3** |  |  |  |

1. Answer the following in your folio:

*Did you dress in a manner appropriate to the program and avoid clothes that might create a visual distraction?*

*Did you imagine yourself as the viewer and presenter information in a way that would draw you into the message being conveyed?*

*Did you critique your work as a viewer, and do you believe you were successful in conveying the message?*

*Did you recover from presentation errors and respond with to any equipment*

*malfunction with minimum disruption to program flow?*

*If you made pronunciation errors or stumbled in speech, did you find a way to*

*keep flow with minimum disruption?*

**Elective filming**

1. Rehearse a piece to camera with production personnel to check sound and vision quality meets production requirements. Include any issues in your folio.
2. Record take after take of your group work and include feedback in your folio.
3. Evaluate your own performance to identify areas for improvement in your folio.
4. Write an evaluation of your work after all filming projects and label them correctly.
5. List your Resources.

**Assessment Marking Guide**

*Confidential Student Record*

**UOC CUFAIR302A: Develop techniques for presenting information to camera**

**Assessment Includes:** This unit describes the performance outcomes, skills and knowledge required to communicate effectively when presenting to camera.

Organisation of own work schedules, monitor and obtain feedback on work performance, and to maintain required levels of competence. Evidence includes: ability to read scripted information in a natural way, effective on-camera presentation style, collaborative approach to work.

Evidence of participation and filmed for and within the elective film project, filmed presentations and submission of individual workbook.

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessor Name / Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_

**0 (unacceptable) 1 (less than acceptable) 2 acceptable 3 (more than acceptable)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **0** | **1** | **2** | **3** |
| Research known television presenters |  |  |  |  |
| Experiment with grooming styles and show photo evidence |  |  |  |  |
| Identify and record presenting styles that an audience can identify with |  |  |  |  |
| Experiment and film different acting pieces |  |  |  |  |
| Experiment and record vocal techniques |  |  |  |  |
| Ability to use minimal body movements |  |  |  |  |
| Ability to use a teleprompter |  |  |  |  |
| Ability to use the technique of DTB |  |  |  |  |
| Ability to recover from mistakes |  |  |  |  |
| Able to self-critique |  |  |  |  |
| Work effectively with the group on the performance brief |  |  |  |  |
| Filmed a presentation within and for the elective project |  |  |  |  |
| Effective folio presentation |  |  |  |  |

*Clarifying comments to support assessment/observations:*