22072VIC Certificate III in

Acting (Screen)

Year 2

# VU21843 Write the script

Australian College of Dramatic Arts

**STUDENT INFORMATION WORKBOOK**

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

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

**Due Date:** Throughout the year

**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:

**Workbook developed by Merilyn Brend © 2020**

**VU21843 Write the script**

**What This Unit is About:**

This unit covers the knowledge and skills to develop, write and perform a script for a performance piece for a filmed production.

The skills and knowledge described in this unit are used by actors who may work on a wide range of film, television and other screen-based productions, in preparing basic scripts in order to further enhance and develop their delivery skills, and to provide original material for their own use. This is to be done in class throughout the year by writing and editing scripts and through devised drama/ improvisations, rehearsing and performance, as well as the elective film project.

**Resources:**

**YOU MUST KNOW**

* Be able to demonstrate originality and innovative approaches in the creative screen scriptwriting process
* Experiment with narrative styles and elements to develop own voice and extend writing practice
* Extend creative boundaries for self and audience
* Read and interpret documentation and other narrative forms
* Know the principles and practices of writing for the screen
* Have knowledge of the various techniques of storytelling
* Have knowledge of relevant writing conventions e.g. film and literary
* Have knowledge of aspects of story and/or character development
* Know the craft of the screen director
* Have knowledge of the craft of screen acting
* Know effective communication techniques including effective listening, questioning and non-verbal communication.

|  |  |
| --- | --- |
| **Type of production** may include: | * short films and videos * animation * episodes of television series and serials * advertisements/commercials * interactive multimedia * live events and performances |
| **Narrative form** may include**:** | * synopsis * outline * storyline * treatment * short television script * short screenplay |
| **Appropriate personnel** may include**:** | * producers * directors * editors * performers * other technical staff * other specialist staff * client * audience |
| **Generation of ideas** may include**:** | * brainstorming * exercises * asking questions * role playing * making analogies * looking at the subject from different viewpoints * innovation |
| **Variety of sources** may include:  **Script** may include: | * inspiration * imagination * life experience * actual events/facts * existing narrative material * other media * travel * observation * different experiences * short documentary * situation comedy episode * television drama episode * serial episode * corporate promotion * children's program * news and current affairs * infotainment * interactive multi-path movies * interactive games * performance text. |

Learners Manual, contemporary, period and futuristic scripts, character backstories. See [www.theatrelinks.com](http://www.theatrelinks.com), [www.simplyscripts.com](http://www.simplyscripts.com), [www.imsdb.com](http://www.imsdb.com), [www.scriptorama.com](http://www.scriptorama.com).

**Write the script includes the development, experimentation, writing and performing of many different scripts from a variety of sources.**

**Critical assessment: you must demonstrate the ability to prepare, rehearse and perform in a range of film genres.**

**Covers all Acting UOC’s, Cultural diversity and Write the script.**

**Follow the information given in the Learners Manual.**

**Throughout the Learners Manual you will be asked to research and find a script(s):**

1. **CHAT TO CAMERA –** Keep practicing, know what you want to say. Show your personality/ It is like writing a script but really it must be interesting and natural and not prescriptive.
2. **FIND A MONOLOGUE (CALLED RESEARCHED MONOLOGUE)**

Must suit your age range, gender, and personality.

Casting consultants will tell you to do deep research work, not superficial searches.

Do NOT use a monologue site.

See the Student Resources website and examples in the LM.

1. **ELECTIVE SCRIPT WRITING**.

Write a script as part of a group for elective project work

Your script must be submitted in your elective folio.

You will not be performing these scripts.

1. **SELF-TAPE**

Short monologue only, only submit your best take. Information is in the LM.

Show your personality. Use a script in the correct age range. Use a range of emotions.

1. **TO LAUGH**

What makes you laugh? Recount a time when something happened to you and which made you and others laugh, infectiously. Spend a short while, write down some dot points and practice out loud in front of your class to see if it works.

1. **TO CRY**

Is in the LM (Peter/Peta script).

Follow the information in the LM.

1. **PERIOD SCRIPT** – Scripts are in the LM

Must be costumed and use props. Make an effort to get costumes. Will be marked accordingly.

1. **SPECIAL SKILLS - Monologues and/or duologues**

Think about and discuss your special skills – Do you sing, dance, juggle, speak another language, study Shakespeare, stand-up comedy, physical theatre, circus acts, singing, dancing, play a musical instrument, speak another language?

Write a script based on your skill. You may work in duos. Visit our YouTube site for examples of special skills self-written duos.

If you do not have a special skill like singing, dancing, juggling, etc then please experiment with a genre of performance that you would like to experiment with.

If you do have a special skill, then it must be incorporated into a script.

Student questions:

Can we just do a song for special skills? No, must be a song within a script that you write.

Can it be a well-known song and script? Yes, it can be a well- known song but not with script from a musical, you must write a script around the song.

Can it be a self written song? Yes, and must be with script.

Combine this skill and write a script. Write, rehearse, edit, refine.

NOTE: so many students say, ‘But I don’t have one?’ This is actually not true, you all do and if you don’t have a special one then ACT, write a script in a genre that is different to something you have done before.

Blocking **special skills scripts** – Practice eye line. Sometimes when filming if the other actor is not on set due to space limitations, upon reversal of camera you have to check your eye line so that you accurately reflect the other actor’s exact height.

1. **PARTICIPATE IN NEGOTIATIONS UOC (P & N) Compulsory screentest held in September with a producer and agent at MBCTA Youth Theatre in Boronia**

Individual chat to camera

Screen-test (script – to be discussed)

Hard copy CV

Practical UOC with minimal writing involved

This **compulsory major assessment** is to get you job ready:

* Red P&N workbook
* Know deal with conflict and resolution information
* interview
* be groomed (clean and tidy),
* wear clothes suitable for an interview,
* use make-up if necessary,
* be questioned, listen, clarify if necessary
* interpret questions and answer accordingly
* present CV

All students will be given the chance to book in a time.

Students must make the effort to get to Boronia, an audition/screen-test could be anywhere in Melbourne.

Think about your UOC Participate in negotiations script – Do not use all the same scripts for self tape script or special skills script. Finding scripts is not hard you have plenty of resources to help you.

If you keep repeating the same script, how can you improve your skills and range and challenge yourself?

This is a requirement for screen-testing for agents and casting consultants, so if you don’t practice and learn the skill which is now part of the curriculum and assessment, how can you be competent?

1. **GRADUATION - Monologues and/or Duologues.**

Research and keep copies of possible scripts for Graduation

Remember you must choose in your age range.

Covers all Acting UOC’s & Employability skills**.**

**GENERAL NOTES**

You often ask how long the script should be? Use this rule. Casting peoples and agents will very rarely have the time to see more than three minutes. So, aim for a good QUALITY script no less than two minutes and no more than three.

Research, research and research scripts. It’s the only way to find new ones to experiment with.

At the risk of repeating myself. DO NOT USE MONOLOGUE SITES. Find and film scripts that are different and that you want to experiment with. Get out of your comfort zone of the first Google/YouTube search.

Refine your repertoire of scripts. Have you got enough choices to impress? What happens if you have only rehearsed a stick standard monologue which really doesn’t do anything for the viewing audience or in fact for you.

So thus far in your repertoire your scripts you should be prepared with a comedy, drama, special skill and others that shows your skill level,

Keep rehearsing scripts – Get feedback from your class members.

**So please follow these steps. This is not a definitive list but does gives valuable information.**

* Research and find a script
* Read the script
* Gain the facts
* Find out about the circumstances of the character
* Does the character change the action, attitude, topic or conversation of

the scene?

* What is the character’s objective? How and why is your character doing what they are doing?
* What is the motive of the character?
* What is the conflict within the scene? Does the character want the other character(s) to do something, feel something, and understand something?
* Do you have to adjust the delivery of the script with director, acting coach, and teacher suggestions?
* Mark significant changes (called BEATS).

What are the beats in a scene? These are changes in a script and can happen in any place, so mark them with two forward slashes // where there is change in mood, a change in language, a change in tactic.

Helping understand delivery using BEATS:

I can’t believe you went to that party. Why would you something like that?

BECOMES

I can’t believe you went to that party. // Why would you do something like that?

(Second character is reflecting about a friend going to party, which he/she doesn’t approve of, the BEAT heightens the disbelief

Mark BEATS to help change the dynamics of character delivery within all your scripts

* What are the important words in the script? Highlight them or underline them as they need different nuanced delivery.
* Understand the words – Use a dictionary, Google pronunciation of words, use the words the playwright wrote, don’t change them because you don’t understand them.
* Understand the before and after filming, where your character is coming from and going to.
* Enjoy what you do.

**Assessment Marking Guide**

Confidential Student Record

**UOC VU21843: Write the script**

**Assessment Includes:**  This unit covers the knowledge and skills to develop, write and perform a script for a performance piece for a filmed production.

The skills and knowledge described in this unit are used by actors who may work on a wide range of film, television and other screen-based productions, in preparing basic scripts in order to further enhance and develop their delivery skills, and to provide original material for their own use.

Evidence includes: Writing, drafting, editing scripts for rehearsal, filmed performance.

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

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **0** | **1** | **2** | **3** |
| Ability to understand what a narrative is |  |  |  |  |
| Knowledge of researching scripts – contemporary, period or futuristic |  |  |  |  |
| Ability to obtain feedback from self-written scripts |  |  |  |  |
| Ability to draft |  |  |  |  |
| Ability to redraft |  |  |  |  |
| Ability to utilise the final draft for filming purposes |  |  |  |  |
| Ability to implement and document and changes it script |  |  |  |  |
| Managed performance anxiety |  |  |  |  |
| Welcomed feedback on own script and filming |  |  |  |  |
| Able to identify personal strengths and weaknesses |  |  |  |  |
| Able to self reflect |  |  |  |  |
| Demonstrated research abilities to the task |  |  |  |  |
| Demonstrated reflective Journal/workbook writing |  |  |  |  |
| Elective script |  |  |  |  |
| To laugh/To cry script |  |  |  |  |
| Special skills script |  |  |  |  |
| Contemporary monologue |  |  |  |  |

*Clarifying comments to support assessment/observations:*