**ASSESSMENT TASKS**

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| Certificate and level | Certificate III in Acting (Screen) |
| **VU21838** | Expand script knowledge and performance skills |

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| **See Marking guides for assessment requirements** | |
| **Target Group:** VETis – Year 10 to 13 15 to 18 year olds | |
| **Method/s of Assessment:** This unit covers the knowledge and skills to prepare, rehearse and refine a wide variety of text for on-screen performance. Organisation of own work schedules, to monitor and obtain feedback on work performance, and to maintain required levels of competence. Evidence includes: rehearse and film a monologue, rehearse and film a duologue, rehearse and film period and futuristic script, employ appropriate strategies to prepare for screen performance, review performance and incorporate into future screen performances, collaborate effectively with all creative and technical colleagues | |
| **Instructions to Students:** Pre-requisite units from Year 1 Develop script knowledge and performance skills, Develop acting techniques competency. You must complete the following: | |
| **Assessment Task 1:** Write and film a monologue | **Due date:** Continual assessments with final assessment occurring at the end of Term 3 |
| **Assessment Task 2:** Rehearse and film a duologue | **Due date:** Continual assessments with final assessment occurring at the end of Term 3 |
| **Assessment Task 3:** Rehearse a variety of scenes and scripts | **Due date:** Continual assessments with final assessment occurring at the end of Term 3 |
| **Assessment Task 4:** Rehearse a variety of characters | **Due date:** Continual assessments with final assessment occurring at the end of Term 3 |
| **Assessment Task 5:** Record the performance | **Due date:** Continual assessments with final assessment occurring at the end of Term 3 |
| **Materials / Equipment Required to Conduct Assessment:** Scripts, camera and tripod, SD card, Learners Manual | |
| **Evidence:** filmed on SD card, student uploads to personal computer, journal entries, email/hard copy homework | |

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| **Teacher Assessor Name: Date/Time of Assessment:** |
| **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 no other person has written any part of this assessment for me. I understand that plagiarism is a serious offence that may lead to disciplinary action.  Student Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Notes for: VU21841 Extend script knowledge and performance skills

Year 2 students may use scripts from a variety of sources. Follow the information given in the Learners Manual.

1. Read the script.
2. Gain the facts.
3. Find out about the circumstances of the character.
4. What are the beats in related events of the scene
   1. A leads to B, B leads to C
5. Does the character change the action, attitude, topic or conversation of the scene?
6. What is the character’s objective?
7. What is the motive of the character?
8. Does the character want the other character(s) to do something, feel something, and understand something?
9. Do you have to adjust the delivery of the script due to director, acting coach, and teacher suggestions?
10. What is the conflict within the scene?
11. Mark significant changes in character development.
12. Are their changes in mood, language and changes in tactics?
13. How and why is your character doing what they are doing?
14. What are the important words in the script? Highlight them.
15. 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.
16. Helping understand delivery:

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. MARK A BEAT HERE. Why would you do something like that?

(Reflecting a friend going to party, which you didn’t approve of, heightens disbelief and now wants answers.

These marks help change the dynamics of the character delivery.