22307VIC Certificate III in

Acting (Screen)

Year 1

# CUSMPF302A Prepare for Performances

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:** Act 25

**Workbook developed by Merilyn Brend © 2020**

**CUSMPF302A Prepare for performances**

**What This Unit is About:**

This unit describes the performance outcomes, skills and knowledge required to use practice time to prepare for performances.

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

This unit covers the knowledge and skills that are to be developed through rehearsal and private practice. It helps organise your planning and with evaluating your performance, extending your knowledge and performance repertoire, working safely and learning strategies to overcome performance anxiety.

In this industry it’s very easy to say “I will” and “I’ll get it done”, but it’s a much harder job to be responsible for yourself and not let anything else get in the way of learning or in setting deadlines for yourself.

Imagine getting a call from your agent one day at 4pm requesting that you attend a screen test the following day. Your agent emails you a script that night, so now not only do you have to go to work at your part time job, phone friends, do your home jobs and have homework assignments; you also have the added job of learning a script for a most important screen test. Taking on this task also means preparing your backstory and background information to the scene and grooming yourself. So what are your priorities, what do you do, how do you manage? This unit of competency will help you organise yourself.

**Resources:**

Inspiration from Anthony Sher (Shakespeare – King John) and his role preparation for the hunchback, inspiration from Tempany Deckert (Michael Gow Perth Tour 2003 – Away) and the need to stay fit to avoid injury.

<https://www.smh.com.au/entertainment/theatre/acting-on-a-hunch-20111124-1nvg3.html>

|  |
| --- |
| **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 – Folio**

**Element 1: Plan for Performance**

**Practical – Monologue or duologue**

You will bepreparing for a performance. The performance must be in keeping with screen acting and should be treated as screen-test assessment. The performance you present may be taken from any film or television series, or from a book if it has been produced for film and television. The script does not have to be Australian, but it must be in your age range and contemporary.

No use of accent (USA/UK) is permitted unless it is your natural accent, or you have had special dialect/accent coaching that you can prove.

The scene may be taken from anywhere within a whole script and may have 1-2 characters of equal screen time. The duration must be no shorter than 3 minutes.

Preparing for a performance means that you must think laterally about research, rehearsal and performance elements. A checklist in the follow elements may help you achieve this. If your scene includes another actor, you must choose them and rehearse at class and in your own time. Please record your work in a folio in an organised and logical manner.

**1.1 Prepare and write a timeline/plan for research, rehearsal and performance in your folio:** You may use a diagram form or list as below.

*Example 1:*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Wed  May 5 | Thurs May 6 | Fri  May 7 | Sun  May 9 | Tues  May 11 | Thur May 13 | Sat  May15 |
| Read workbook | Interpret workbook | Google scripts | Read scripts | Decide on script, start learning | Block script | Costume and prop script |
| Sun May 16 | Mon May 17 | Tues May 18 | Wed May 19 |
| Rehearse | Rehearse | Rehearse | Rehearse/prepare all elements for filming |

*Example 2:*

* May 5 Read workbook
* May 7 Find script
* May 10 Rehearse
* May 12 Sort props and costumes
* May 15 Write character backstory

**1.2 Include the script** in your folio.

**1.3 Write the character backstory** into your folio.

**1.4** Writeabouttheperformancelocationand **block your scene** with an annotated, explained diagram.

**1.5 Write** about your grooming, set, props, and other **presentation requirements.**

**1.** **6 Write down the warm ups** you will use for this piece.

**1.7 Write how you will achieve heightened levels of concentration and focus** just before filming time.

**1.8 Include your CV and headshot** in your folio for your teacher.

**Element 2: Practice Your Scene**

**2.1 Write down a list of your weakness(es)** that you have found while working on this UOC.

**2.2 What is an acting technique? How have you developed yours?** Discuss these in detail in your folio.

**2.3 Describe your interpretation of the script.** Explain your choices as an actor.

**2.4 Did your peers give you any helpful advice for the development of character and scene?** Write some of these down and include how you used the feedback to improve.

**Element 3: Monitor Technical and Artistic Development to Meet Rehearsal and Performance Requirements**

**3.1 Time your performance and edit the script if needed.** Record timings and edits.

**3.2 If necessary, change any presentational requirements with the edits.** Please record these and add photos or draw into your folio.

**Element 4: Observe OHS Principles in Private Practice**

**4.1** Be aware of hazards when filming. **Write a safety report.**

**Element 5: Use the Body Effectively and Safely**

Within certain scenes there are safety concerns; make sure that you are using your body and voice safely. It is important to remember that on set and on location there are characters that you might be taking on that do not have good posture or easy voices – using your expressive skills safely (physical, vocal and gesture) is an awareness that must be learnt.

**5.1** In your folio, **write down any hazards or concerns** that occur within rehearsal of performance.

**Element 6: Develop and Use Strategies to Overcome the Effects of Performance Anxiety**

By being prepared you will naturally overcome performance anxiety and nerves. If you leave things to the last minute, no wonder you worry about them. This is not professional behaviour and should never be used. Researching the Internet for performance anxiety will help you. If you have a learning disability or weakness, then you need to address this with your teacher who will in turn help you to resource strategies to help you manage this identified weakness. Prepared planning will help you rid these.

Learning lines is like doing assignments; sometimes we love to do them, other times they become hard work. From your experience you will know that if you are prepared you will generally succeed. If you have had past success with ‘winging’ your acting work, please remember that there will come a time when you will fail with this method. As actors we often have the capacity to be spontaneous actors. That’s great for on stage improvisationary work but not for audition and screen tests where you are meant to be showing your best work. This will be shown in the way you are assessed with your performance.

**6.1 Research performance anxiety and methods to overcome it** and record in your Journal.

**I hereby certify that the written work contained here, other than the research evidence, is my own work.**

**Write down how many hours it took you to do this workbook:** \_\_\_\_\_\_

**Student Signed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Dated:** \_\_\_\_\_\_\_

**Assessment Marking Guide**

*-Confidential Student Record-*

**UOC CUSMPF302A: Prepare for performances**

**Assessment Includes:** This unit is a practical unit of competency and you will be marked on your approach, preparation, rehearsal and performance with accompanying folio.

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

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **0** | **1** | **2** | **3** |
| Effective acting presentation with lines learnt (including appropriate costumes and props) |  |  |  |  |
| Appropriate understated acting for screen |  |  |  |  |
| Effective use of expressive skills including speech clarity, facial expression, gesture and movement |  |  |  |  |
| Awareness of techniques/protocols of acting in front of camera |  |  |  |  |
| Reaction to action and cut |  |  |  |  |
| Awareness of crew setting up shows and ability to discipline self on set |  |  |  |  |
| Producing continuity; consistent take after take |  |  |  |  |
| Sustained an appropriate and consistent focus to the task with no distraction |  |  |  |  |
| Effective folio presentation |  |  |  |  |
| Appropriate and effective script choice |  |  |  |  |
| Analysis of character with written backstory |  |  |  |  |
| Analysis of scene with written backstory |  |  |  |  |
| Showed effective rehearsal practice and space (including blocking, use of diagrams, photos and drawings) |  |  |  |  |
| Awareness of OHS issues and hazards including using the body effectively and safely |  |  |  |  |
| Script is edited to suit performance criteria |  |  |  |  |
| Managed performance anxiety |  |  |  |  |
| Welcomed feedback on own performance |  |  |  |  |
| Sustained appropriate level of energy, enthusiasm and interest in the session |  |  |  |  |
| Able to identify personal strengths and weaknesses |  |  |  |  |
| Able to self reflect in folio including teacher and self critique |  |  |  |  |
| Demonstrated research abilities to the task |  |  |  |  |

*Clarifying comments to support assessment/observations:*