Drama Curriculum

Grade 4: Unit 4

Acting Technique: Acting for Film & Television
Course Description

Unit 4: Acting for Film & Television

This unit discusses the technical differences between acting for the stage versus acting for the camera.

Students study the technical aspects of film and how they influence the actor’s performance.

Students learn the various components of a film script and how these assist the actor in a performance.

Students learn screenplay structure and compare the differences between a visual medium versus a literary medium.

Students apply their acting technique skills towards performing on camera.

Students write and perform in commercials and short films.
## Pacing Chart

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>• Acting Technique -- Basics</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>• Acting Technique – Building a Character I</td>
<td>8 weeks</td>
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<tr>
<td>Unit 3</td>
<td>• Acting Technique— Building a Character II</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>• Acting for Film &amp; Television</td>
<td>8 weeks</td>
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</table>
## Educational Technology Standards

<table>
<thead>
<tr>
<th>8.1.5.A.1; 8.1.5.B.1; 8.1.5.C.1; 8.1.5.D.1; 8.1.5.D.3; 8.1.5.E.1; 8.1.5.F.1</th>
</tr>
</thead>
</table>

- **Technology Operations and Concepts**
  Participate in online course, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

- **Creativity and Innovation**
  Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

- **Communication and Collaboration**
  Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- **Digital Citizenship**
  Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
  Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.
  Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

- **Research and Information Literacy**
  Gather and analyze findings using data collection technology to produce a possible solution for a content-related problem.

- **Critical Thinking, Problem Solving, Decision Making**
  Select and use specialized databases for advanced research.
## Career Ready Practices

### Standards

<table>
<thead>
<tr>
<th>CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</th>
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</table>

**CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that
positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.
CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Differentiated Instruction

**Accommodate Based on Students individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Extra time for assigned tasks</td>
<td>- Extra Response time</td>
<td>- Comprehension</td>
<td>- Teacher-made checklist</td>
</tr>
<tr>
<td>- Adjust length of assignment</td>
<td>- Have students verbalize steps</td>
<td>- Precise step-by-step directions</td>
<td>- Use visual graphic organizers</td>
</tr>
<tr>
<td>- Timeline with due dates for reports and projects</td>
<td>- Repeat, clarify or reword directions</td>
<td>- Short manageable tasks</td>
<td>- Reference resources to promote independence</td>
</tr>
<tr>
<td>- Communication system between home and school</td>
<td>- Mini-breaks between tasks</td>
<td>- Brief and concrete directions</td>
<td>- Visual and verbal reminders</td>
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<tr>
<td>- Provide lecture notes/outline</td>
<td>- Provide a warning for transitions</td>
<td>- Provide immediate feedback</td>
<td>- Graphic organizers</td>
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<tr>
<td>- Reading partners</td>
<td>- Reading partners</td>
<td>- Small group instruction</td>
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<td></td>
<td></td>
<td>- Emphasize multi-sensory learning</td>
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</tbody>
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<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Computer/whiteboard</td>
<td>- Extended time</td>
<td>- Consistent daily structured routine</td>
<td>- Individual daily planner</td>
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<tr>
<td>- Tape recorder</td>
<td>- Study guides</td>
<td>- Simple and clear classroom rules</td>
<td>- Display a written agenda</td>
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<tr>
<td>- Spell-checker</td>
<td>- Shortened tests</td>
<td>- Frequent feedback</td>
<td>- Note-taking assistance</td>
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<td></td>
<td>- Read directions aloud</td>
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<td>- Color code materials</td>
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</tbody>
</table>
Enrichment

Accommodate Based on Students individual Needs: Strategies

- Adaptation of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentor-ships
Assessments

- Performance
- Character Biographies/ Essays
- Multiple Response Strategies (Response Card, Whip-around, Think-Pair-Share, Table Talk, Quick Response, Oral/Choral Response, White Boards)
- Quizzes
- Short/Extended Constructed Response Items
- Quizzes (oral and written)
- Multiple-Choice Items
- Journal Entries/Reflections/Quick-Writes
- Accountable talk
- Projects
- Portfolios
- Observation
- Homework
Interdisciplinary Connections

Language Arts 4\textsuperscript{th} Grade Common Core Standards Key Ideas and Details:

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Progress Indicators for Reading Literature

Key Ideas and Details

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Craft and Structure

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Integration of Knowledge and Ideas

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

Range of Reading and Complexity of Text

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Informational Text

Key Ideas and Details
RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Anchor Standards for Writing

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Progress Indicators for Writing

Text Types and Purposes

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
C. Use a variety of transitional words and phrases to manage the sequence of events.
D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
E. Provide a conclusion that follows from the narrated experiences or events.

**Production and Distribution of Writing**

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Anchor Standards for Speaking and Listening**

**Comprehension and Collaboration**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**Anchor Standards for Language**

**Conventions of Standard English**
NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Vocabulary Acquisition and Use**

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Knowledge of Language**

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases to convey ideas precisely.

B. Choose punctuation for effect.

C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**Vocabulary Acquisition and Use**

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).
Social Studies 6.1 U.S. History: America in the World: All

A. Civics, Government, and Human Rights

6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.

6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.

6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.

B. Geography, People, and the Environment

6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.

6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.

6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
<table>
<thead>
<tr>
<th>Grade: 4</th>
<th>Unit: IV</th>
<th>Topic Description:</th>
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<tbody>
<tr>
<td></td>
<td>Acting for Film &amp; Television</td>
<td>This unit covers the technical differences between acting for the stage versus the camera. Students study the technical aspects of film and how they influence the actor’s performance. Students apply script interpretation to film scripts and use it to assist film performance. Students compare differences and similarities between a visual medium versus a literary medium. Students learn story structure within a screenplay. Students apply acting technique skills towards performance on camera. Students write and perform in commercials and short films.</td>
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</tbody>
</table>

**New Jersey Core Curriculum Content Standards (NJCCCS): Theater**

1.1 The Creative Process:

1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.

1.1.5.C.2 Interpret the relationship between the actor’s physical and vocal choices and an audience’s perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

1.1.5.C.4 Explain the function of sensory recall and apply it to character development.

1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.

1.2 History of the Arts and Culture:

1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

1.3 Performance:

1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.

1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

1.3.8.C.2

1.4 Aesthetic Responses & Critique Methodologies:

A. Aesthetic Responses

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).

1.4 Aesthetic Responses & Critique Methodologies:

B. Critique Methodologies

1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable,
1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.

1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Questions</th>
<th>Resources</th>
<th>Sample Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created. 1.1.5.C.3</td>
<td>Why is it important to stand in the area designated by the director or cameraman when performing on camera?</td>
<td><a href="http://example.com">YouTube: Acting for the Camera Acting for Film &amp; Television, Daniel L. White</a></td>
<td>Students practice introducing themselves and being interviewed on camera. Students practice standing on the designated mark on the floor when filmed</td>
</tr>
<tr>
<td>Interpret the relationship between the actor’s physical and vocal choices and the audience’s perception of character development by identifying examples of vocal variety, stage business, concentration and focus.</td>
<td>Do I need to use the same vocal projection that I would use for theater? What could happen if I use a vocally projected voice on film? Can I use the same type of physical gestures as I would on stage? Why or why not?</td>
<td><a href="http://example.com">YouTube: Commercials</a></td>
<td>Students rehearse scripted commercials for theater versus film and compare and contrast the differences in performance values.</td>
</tr>
<tr>
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<tr>
<td>1.1.5.C.2</td>
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<tr>
<td>Characteristic approaches to content, form, style, and design define art genres. 1.2.5.A.2</td>
<td>It’s been said that theater is the actor’s medium, but film is a collaborative process. Do you agree—why or why not?</td>
<td><strong>YouTube: Working in Film Production</strong></td>
<td>Students watch a video outlining the various jobs in film production and then discuss how each job works towards a film’s completion. Students take on the roles of film production crew.</td>
</tr>
<tr>
<td>Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. 1.4.5.A.1</td>
<td>What is the purpose of a commercial? How does this purpose affect the actor’s performance?</td>
<td><strong>YouTube: How to Write a Commercial Script</strong></td>
<td>Working in small groups, students write original commercials.</td>
</tr>
<tr>
<td>Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues. 1.3.8.C.1</td>
<td>When is it okay for the actor to speak directly to the camera? What happens if people are talking once filming begins?</td>
<td><strong>YouTube: Acting in Commercials</strong></td>
<td>Students rehearse and film original commercials. Students take on the roles of a film production crew and contribute to the rehearsal and filming of commercials.</td>
</tr>
<tr>
<td>Use evaluative tools, such as rubrics, for self-assessment and</td>
<td>How can I be honest in my critique without hurting the feelings of</td>
<td></td>
<td>Students watch their original</td>
</tr>
<tr>
<td>NJDOE Student Learning Objectives</td>
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<td>Sample Activities</td>
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<tr>
<td>to appraise the objectivity of critiques by peers. 1.4.5.B.2</td>
<td>others?</td>
<td></td>
<td>commercials. Using a rubric, students assess their own performance as actors and crew, then provide constructive critique to peers using vocabulary words specific to acting for film and television.</td>
</tr>
<tr>
<td>Evaluate the characteristics of a well-made play in a variety of scripts and performances. 1.1.5.C.1</td>
<td>Is it possible to tell a story without any dialogue?</td>
<td>YouTube: How to Write a Screenplay for Beginners</td>
<td>Students practice writing a page within the specific format of a screenplay. Students discuss how they can tell a story in film with little or no dialogue.</td>
</tr>
<tr>
<td>Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. 1.4.5.A.1</td>
<td>What does the skeletal frame of the body and story structure have in common?</td>
<td>Screenplay: The Foundations of Screenwriting, Syd Field, Publisher, Delta</td>
<td>Working in small groups, students discuss ideas for a movie. Working in small groups, students discuss story structure for a screenplay. Students write a story outline for film.</td>
</tr>
<tr>
<td>NJDOE Student Learning Objectives</td>
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<tr>
<td>Create original plays using script-writing formats that include stage directions and technical theatrical elements of theater and story construction. 1.3.5.C.1</td>
<td>Should my character have a character flaw.</td>
<td><strong>Screenplay: The Foundations of Screenwriting</strong>, Syd Field, Publisher, Delta</td>
<td>Working in small groups, students write short 4-5 page screenplays with interesting, believable, multi-dimensional characters.</td>
</tr>
<tr>
<td>Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances. 1.3.5.C.2</td>
<td>Is there one specific job in filmmaking that is more important than all other jobs? How does the concept of interdependence apply to filmmaking?</td>
<td></td>
<td>Students take on the various roles of a film production crew and contribute to the rehearsal and filming of short films. Students rehearse and film their short movies.</td>
</tr>
<tr>
<td>Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues. 1.3.8.C.1</td>
<td>What is the criteria for a believable acting performance evaluation?</td>
<td></td>
<td>Students create a rubric with which to assess and critique one-self and peers for acting and production crew work.</td>
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<tr>
<td>Assess the application of the</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Questions</th>
<th>Resources</th>
<th>Sample Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>elements of art and principles of design in dance, music, theater, and visual artworks using observable, objective criteria. 1.4.5.B.1</td>
<td>How can I show support and respect for my fellow classmates while watching the movies? What kind of behavior characterizes courtesy and respect?</td>
<td>Students watch their movies. Using a rubric, students assess their own performance as actors and crew, then provide constructive critique to peers using vocabulary words specific to acting for film and television.</td>
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<td>Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. 1.4.5.B.3</td>
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**Unit Project (Choose 1)**

**Unit Project (Suggested)**

Students write original scripts for short films. Students perform in their short films.
# Rubric(s) Acting for Film & Television Vocabulary Quiz

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>17-20 vocabulary words defined correctly</td>
</tr>
<tr>
<td>80-89</td>
<td>14-16 vocabulary words defined correctly</td>
</tr>
<tr>
<td>70-79</td>
<td>11-13 vocabulary words defined correctly</td>
</tr>
<tr>
<td>60-69</td>
<td>8-10 vocabulary words defined correctly</td>
</tr>
<tr>
<td>Below 60</td>
<td>0-7 vocabulary words defined correctly</td>
</tr>
</tbody>
</table>
Field Trip Ideas:

- Museum of the Moving Image—36-01 35th Ave Queens, NY 11106
- Local movie theater