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VIRTUAL ACTING FOR THE CAMERA

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The unit is adapted for a virtual environment.

The purpose of this unit is for students to know the differences and practice skills for film versus stage acting. They should also know the basic vocabulary of acting for the camera. It will also be helpful for them to get practice in editing. By seeing both sides of the camera, they will gain valuable experience in seeing what works from both the producing and acting side. Students will be able to see and reflect on their work.

1 - Differences Between Stage Acting and Film Acting & Vocabulary

Students will be able to identify some of the major differences between acting for the stage and the camera. They will also be able to understand and use vocabulary that is specific to working on film sets and acting for the camera.

2 - Exercises in Acting for the Camera

Students will watch some of a workshop in acting for the camera and do some exercises that help them practice some of the differences between stage acting and film acting.

3 - Finding Your Quality

After discussing the essence and quality of their favorite actors, students will record themselves having a conversation. Then they will transcribe their conversation and perform it as a script. These "scenes" will be recorded. Students will then be assigned to describe the "quality" of a fellow student.

4 - Commercials

Students will act in and direct a commercial. They will break down a script into shots to "cover" the script. They will also format a script into video and audio. Actors will need to hit marks, make a point concisely, and hit the time format of the commercial. They should use the acting techniques for film as much as possible. Students will also need to think creatively to work in socially distant circumstances.

Standards Connections

National Core Arts Standards

Perceive and analyze artistic work - Grade 6

TH:Re7.1.6.a - Describe and record personal reactions to artistic choices in a drama/theatre work.

Select, analyze, and interpret artistic work for presentation - Grade 7

TH:Pr4.1.7.b - Use various character objectives in a drama/theatre work.

Perceive and analyze artistic work - Grade 8

TH:Re7.1.8.a - Apply criteria to the evaluation of artistic choices in a drama/theatre work.

Organize and develop artistic ideas and work - Grade 6

TH:Cr2.1.6.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

Organize and develop artistic ideas and work - Grade 7

TH:Cr2.1.7.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

Organize and develop artistic ideas and work - Grade 8

TH:Cr2.1.8.b - Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

Organize and develop artistic ideas and work - Grade HS Accomplished

TH:Cr2.1.HSII.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Organize and develop artistic ideas and work - Grade HS Advanced

TH:Cr2.1.HSIII.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

Common Core

Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1 - 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.

CCSS.ELA-LITERACY.CCRA.SL.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Reading: Informational Text

CCSS.ELA-LITERACY.RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Writing

CCSS.ELA-LITERACY.W.9-10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

California VAPA Standards (2019)

6.TH:Re7 Perceive and analyze artistic work.

6.TH:Re7 - Describe and record personal reactions to artistic choices in a drama/theatre work.

7.TH:Pr4 Select, analyze, and interpret artistic work for presentation.

7.TH:Pr4.b - Use various character objectives in a drama/theatre work.

8.TH:Re7 Perceive and analyze artistic work.

8.TH:Re7 - Apply appropriate criteria to the evaluation of artistic choices in a drama/theatre work.

6.TH:Cr2 Organize and develop artistic ideas and work.

6.TH:Cr2.b - Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

7.TH:Cr2 Organize and develop artistic ideas and work.

7.TH:Cr2.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

8.TH:Cr2 Organize and develop artistic ideas and work.

8.TH:Cr2.b - Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

Acc.TH:Cr2 Organize and develop artistic ideas and work.

Acc.TH:Cr2.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Adv.TH:Cr2 Organize and develop artistic ideas and work.

Adv.TH:Cr2.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

Florida Sunshine State Standards

Critical Thinking & Reflection

TH.912.C.1.3 - Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

TH.912.C.2.7 - Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

TH.912.C.3.1 - Explore commonalities between works of theatre and other performance media.

Skills, Techniques & Processes

TH.912.S.1.6 - Respond appropriately to directorial choices for improvised and scripted scenes.

TH.912.S.3.1 - Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.

Georgia Performance Standards - Theatre Arts

Grade 6 - Performing

TA6.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Demonstrate effective verbal and non-verbal communication skills (e.g. rate, pitch,

volume, inflection, posture, facial expression, physical movement)., b. Execute character creation in a performance., c. Demonstrate a variety of types of theatre performances.

Grade 7 - Performing

TA7.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Execute effective verbal and non-verbal communication skills in performance (e.g. rate, pitch, volume, inflection, posture, facial expression, physical movement)., b. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or theatre performance., c. Engage in various performance styles.

Grade 8 - Performing

TA8.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Demonstrate the physical, emotional, vocal, and social dimensions of a character in different types of theatre performances (e.g. rate, pitch, volume, inflection, posture, facial expression, motivation, physical movement)., b. Demonstrate appropriate ensemble skills throughout a performance., c. Use appropriate listening and response skills during performances.

Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Performing

TAHSFT.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Observe and demonstrate aspects of verbal and non-verbal techniques in common human activity for performance (e.g. voice, breathing, posture, facial expression, physical movement)., b. Construct and interpret artistic choices in performance including the objectives, decisions, and actions of characters., c. Explore various acting methods and techniques (e.g. Stanislavski, Uta Hagen, sense memory, emotional recall) for the purpose of character development., d. Perform acting choices for an audience based on critiques.

North Carolina Essential Standards

Beginning High School Standards - Culture

B.CU.2.1 - Illustrate appropriate theatre etiquette as a member of an audience, as a performer, and as a technician.

B.CU.2.2 - Use acting conventions, such as stage presence, subtext, style, and ensemble work, to perform formal or informal works.

Intermediate High School Standards - Communication

I.C.2.2 - Interpret scenes through formal and informal presentations.

Intermediate High School Standards - Culture

I.CU.2.1 - Understand theatre etiquette that is appropriate for a variety of theatrical spaces, styles, and genres.

I.CU.2.2 - Use production conventions, such as blocking or style, as given by directors or as indicated by playwrights.

Proficient High School Standards - Communication

P.C.1.3 - Create original works, such as monologues, scenes, or performance pieces.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.211 LI - Critical evaluation and response

C.5.A - identify and apply audience etiquette at all performances.

MS 117.212 LII - Critical evaluation and response

B.5.A - understand and demonstrate appropriate audience etiquette at various types of performances.

B.5.B - evaluate the effectiveness of selected film and television performances.

HS 117.316 LII - Foundations: Inquiry and Understanding

C.1.E - identify examples of theatrical conventions in theatre, film, television, and electronic media.

HS 117.316 LII - Creative Expression: production

C.3.D - perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance.

C.3.E - develop responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.

HS 117.317 LIII - Foundations: Inquiry and Understanding

C.1.G - develop and practice memorization skills.

HS 117.317 LIII - Creative Expression: production

C.3.D - perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance.

C.3.E - perform the role of actor, director, or technician, demonstrating responsibility, artistic discipline, and creative problem solving.

HS 117.318 LIV - Foundations: Inquiry and Understanding

C.1.D - compare the structure of theatre to that of film, television, and other media.

C.1.G - develop and model memorization skills.

HS 117.318 LIV - Creative Expression: performance

C.2.E - create individually or devise collaboratively imaginative scripts and scenarios.

Alberta, Canada

Improvisation Drama 10

3 - maintain concentration during exercises

8 - tell a story spontaneously

Acting Drama 20

10 - critique the work of self and others through observation of specific details

2 - create, select and sustain physical details of the character from scripted material

5 - demonstrate a character's main objective within a scene

8 - demonstrate the ability to memorize required text

9 - demonstrate the ability to pick up cues effectively

Playwriting - Drama 20

5 - write a scenario

Directing - Drama 30

1 - demonstrate understanding of the function of the director

Improvisation/Acting Level III - Advanced

26 - pick up cues effectively

31 - recite text from memory

Junior Orientation

focus concentration on one task at a time

generate imaginative and creative solutions to problems

listen effectively
meet deadlines and follow through on individual and group commitments
share ideas confidently with others
support positivity the work of others
work cooperatively and productively with all members of the class in pairs, small groups and large groups

Improvisation/Acting Level I - Beginning

5 - create and tell a story spontaneously

Junior Goal I Objectives

strengthen powers of concentration

Senior Goal I Objectives

extend the ability to concentrate

increase self-confidence

increase self-discipline

Orientation Drama 10

concentrate on the task at hand

demonstrate effective use and management of time

demonstrate self-discipline, self-direction and a sense of responsibility

listen to self and others

make effective decisions or choices

offer and accept constructive criticism with a desire to progress

positively support the work of others

share ideas confidently

solve problems imaginatively and creatively

work cooperatively and productively

British Columbia (2018)

GRADE 6 - ARTS - Exploring and creating

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

GRADE 9 - DRAMA - Reasoning and reflecting

Receive, offer, and apply constructive feedback

GRADE 10 - DRAMA - Connect and expand

Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic performance

GRADE 11 - DRAMA - Reason and reflect

Receive and apply constructive feedback to develop and refine ideas

GRADE 12 - DRAMA - Reason and reflect

Receive, provide, and apply constructive feedback to refine dramatic works

Ontario, Canada

Grade 8 - Exploring Forms and Cultural Contexts

B3.1 - analyse the influence of the media on a wide variety of drama forms and/or styles of live theatre

Grades 9 & 10 - Creating and Presenting - Presentation Techniques & Technologies

A.3.1 - identify and use a variety of techniques to influence the audience in specific ways (e.g., have actors enter the performance space from the audience to increase audience connection to the drama; use blocking to focus audience attention on key characters or relationships between characters)

A.3.3 - use a variety of technological tools (e.g., light, sound, set design, props, models) to enhance the impact of drama works

Grade 11 - Foundations - Context and Influences

C.2.2 - compare the acting skill sets required by performers in current media to those required in traditional theatre

Grade 11 - Foundations - Concepts and Terminology

C.1.2 - use correct terminology for the various components and processes of their own and others' drama works

C.1.3 - demonstrate an understanding of production and promotion roles, practices, and terminology

Grade 12 - Foundations - Responsible Practices

C.3.2 - demonstrate an understanding of the tasks and responsibilities involved in producing drama works

C.3.3 - demonstrate an understanding of correct theatre worker and audience etiquette in classroom drama work and formal performance contexts

Grade 12 - Foundations - Context and Influences

C.2.2 - identify and describe how electronic media can be used for specific purposes in drama activities

Grade 12 - Creating and Presenting - Presentation Techniques & Technologies

A.3.2 - use different acting approaches to explore and depict character in a variety of situations

Virginia Standards Of Learning (2020)

Theatre Arts I: Introduction to Theatre

TI.10 - The student will identify and explore technological developments and contemporary media in theatre performance and production.

Theatre Arts III: Intermediate Acting & Playwriting

TIII.10 - The student will investigate tools and techniques for contemporary media production, including camera techniques, film terminology, acting for the camera, creating screenplays, and the editing process.