



Accredited

# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

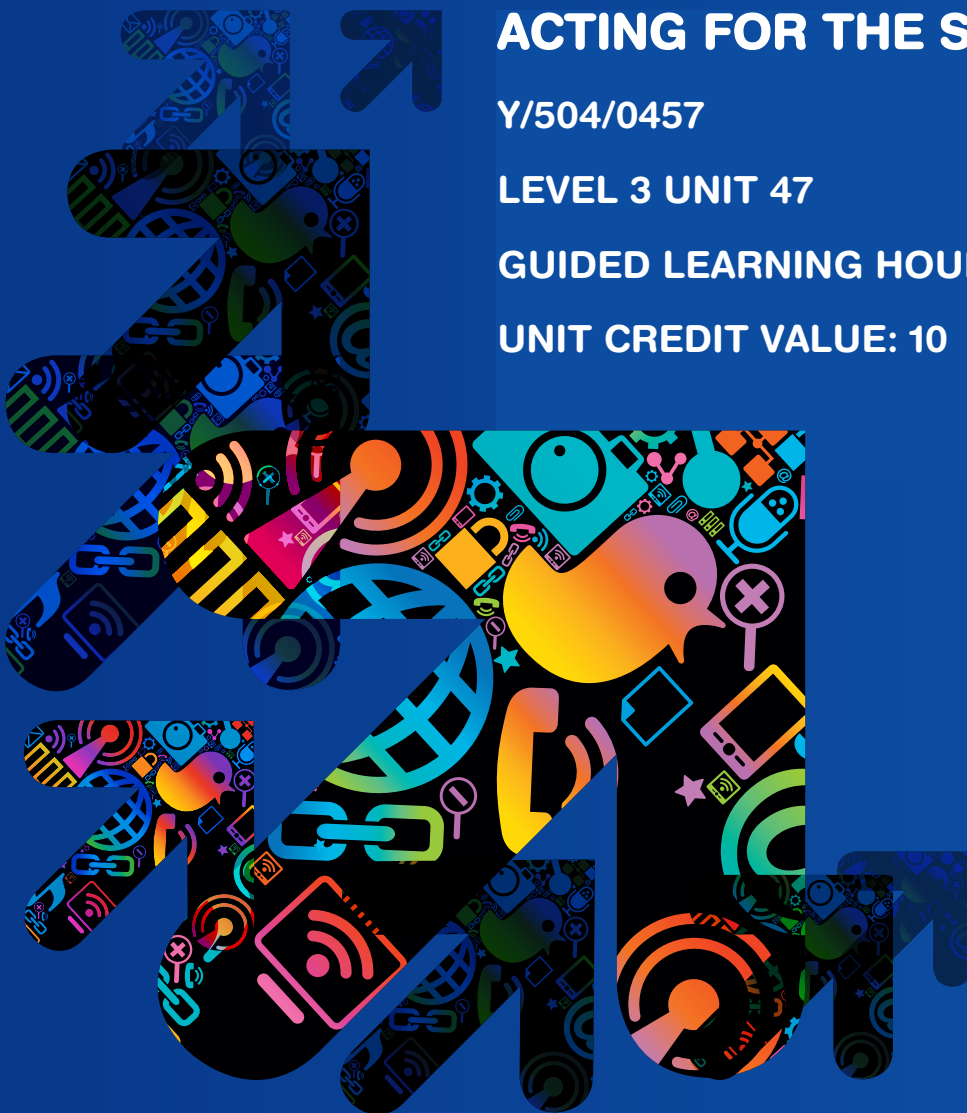
## ACTING FOR THE SCREEN

Y/504/0457

LEVEL 3 UNIT 47

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



# ACTING FOR THE SCREEN

Y/504/0457

LEVEL 3

## AIM OF THE UNIT

By completing this unit learners will understand the principles of acting for the screen. Learners will be able to prepare and plan a screen test to camera and then produce, and edit the sequence. They will be able to evaluate their performance in the screen test.

## ASSESSMENT AND GRADING CRITERIA

<b>Learning Outcome (LO)</b>  The learner will:	<b>Pass</b> The assessment criteria are the pass requirements for this unit.  The learner can:	<b>Merit</b> To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	<b>Distinction</b> To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand the different approaches to acting by reviewing styles of performance in TV and film	P1 Learners analyse the different approaches to acting for screen, by reviewing performances in a range of TV and film genres		
2 Be able to rehearse for a performance based on a chosen film or TV script or script extract	P2 Learners rehearse for a final performance based on a chosen film or TV script or script extract, showing that they: <ul style="list-style-type: none"> <li>• can learn a script and deliver lines</li> <li>• can take direction</li> <li>• understand non-verbal acting</li> <li>• understand blocking</li> <li>• can hit their marks</li> <li>• can listen or respond/ react</li> </ul>		
3 Be able to perform a screen test, using a chosen film or TV script or script extract	P3 Learners perform a screen test in preparation for their final performance, using their chosen film or TV script or script extract	M1 Learners refine their performance based on the outcome of their screen test	
4 Be able to give a final performance for screen using a chosen film or TV script or script extract	P4 Learners take direction and give a competent and appropriate final performance of their chosen film or TV script or script extract	M2 Learners give a proficient final performance that is of a good standard. The delivery of their lines is clear and the performance successfully conveys the character and engages the audience	D1 Learners give a final performance that is of a high standard. Non-verbal acting is skilfully performed within the intention of the character and their place in the narrative

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

### **Understand the different approaches to acting by reviewing styles of performance in TV and film**

Genres:- action, drama, horror, soap opera, romcom, period drama, thriller etc.

Acting style:- the way the learner portrays a character for instance period acting, which takes place in a different time period or contemporary acting, where actors are “in character” and interact with other actors on set in imagined situations etc.

- method acting - Stanislavski’s system
- characterisation - delivery of lines, accents, physicality, use of props, costumes, lighting etc.

Movement on screen - blocking i.e. movement and positioning of actors on set with consideration of dramatic effect, lighting design of the scene etc.

Delivery of lines - use of scripts, improvised etc.

Interaction with:

- camera – type of shots i.e. close up, mid shot etc.
- props – awareness and physical use of props
- proximity to other actors, props, lighting camera, etc.

### **Be able to rehearse for a performance based on a chosen film or TV script or script extract**

Learners should choose an appropriate existing script extract from film or TV; they could also use a script they have written themselves. They should choose a script extract that results in a performance of no more than 5 minutes in length. The chosen script should allow learners to interact with their surroundings, props and/or other characters. Rehearsal material intended for use as evidence must be recorded for moderation purposes.

Preparation and learning of lines in order to deliver lines to camera – use of scripts, improvised etc.

Direction could include actors positioning in relation to the camera, lighting, other actors, props etc - delivery of lines to camera etc.

Understand and using non-verbal acting – including movement, use of gestures etc.

Blocking i.e. movement and positioning of actors on set, with consideration of dramatic effect, lighting design of the scene etc.

### **Be able to perform a screen test, using a chosen film or TV script or script extract**

The screen test must be recorded for moderation purposes.

Record any discussions and/or feedback in written format, written commentary supporting stills from the screen test etc.

### **Be able to give a final performance for screen using a chosen film or TV script or script extract**

The final performance must be recorded for moderation purposes.

If refinements have been made in M1, then these will be in evidence in the final performance.

This could be part of a show reel, or larger production or linked with other practical units.

## DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the assessment criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets the assessment criteria and grading criteria.

Learners undertaking this unit are not expected to demonstrate skills in filming or recording their performances. Evidence presented for the rehearsal, screen test and final performance criteria (P2, P3, P4, M4 and D4) must take the form of audio-visual recordings.

This unit can be linked with the other practical units including units 17, 18, 41, 43 and 46.

**P1:** Learners could use a variety of sources when analysing the different approaches to acting for the screen for instance centres could arrange trips to the cinema, learners could view DVD's, TV programmes, internet resources etc. Drama performance and movement workshops, which explore different methods/styles, delivery of lines, use of props and costumes, lighting, actors relationship with the camera may be helpful. It may also be possible for the centre to arrange visits from guest speakers or practitioners. Learners may also find the BFI website a useful source for their exploration. Learners should, from their analyse understand the different approaches and techniques used in acting to camera, it may be useful for learners to analyse the work of actors they admire. Learners need to study a range of actors and how they may use various acting styles techniques when in front of the camera. Learners may also wish to focus on one actor to look in particular at how their performance, acting style is adapted for the relevant TV programme or film. Suggested evidence could include a written report, audiovisual presentation of the material, a slide show with supporting notes, blog etc. Learners may find it helpful to include an excerpt from the film / TV programme (subject to copyright permissions) in which the actor they have analysed appears

with an accompanied audio recording identifying how the actor delivers their lines, their interaction with the camera etc.

**P2:** When selecting a film or TV script learners should draw upon the analysis conducting in P1 to inform their choice. When learners are selecting a script for their final performance they could choose one they have written or a script from an existing TV or film programme. Learners selection should also consider the surroundings mise en scene especially the lighting, props and/ or other characters necessary for the final performance, as their focus should be for the screen and not the stage. In this respect it may be helpful for learners to deliver their script to camera when rehearsing, and practise taking direction, from a director, so that they become aware of the confines of the space they are working in. This footage could be used to evidence this assessment objective and could be accompanied by a written notes etc.

**P3/M1:** An audiovisual recording of the learners screen test is made in preparation for their final performance. It is expected that learners would review their performance in the screen test, which may be with the director of the intended production or teacher in the role of a director. Learners need to be aware of safe working practices and health & safety while working with cameras, lighting and any staging/scenery when working in the studio or on location. Any discussions or observations could be recorded as written pieces, audio recording, annotated comments over stills taken from the footage, commentary accompanying the screen test etc. These refinements would be reflected in the final performance delivered for P4/M2/D1.

**P4/M2/D1:** Learners final performance could be a standalone piece, which is recorded for the purpose of moderation. It could be a show reel or part of a larger production, which could be linked to one of the other practical units such as 17, 18, 41, 43, 46. Learners must take into account the delivery of their lines, their proximity to other actors and their relationship with the mise en scene in particular lighting and props etc. Learners should also give consideration to how they interact with the camera under direction, they should also give appropriate consideration to safe working practices and health & safety while working with cameras, lighting and any staging/scenery when working in the studio or on location. If the final performance is part of a larger production, the learners' performance should be clearly identifiable within the production. Evidence should take the form of an audiovisual recording of the final performance.

## RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners should be encouraged to gather information from a variety of sources.

Some suggested resources are intended for tutor use. The resources in this section were current at the time of production.

### Books

Tucker, P (2003)	<i>Secrets of Screen Acting</i> Routledge; 2 edition
Churcher, M (2003)	<i>Acting for Film: Truth 24 Times a Second</i> Virgin Books
Caine, M (1997)	<i>Acting in Film: An Actor's Take on Applause</i> Theatre Book publishers; New edition
Churcher, M (2011)	<i>A Screen Acting Workshop</i> Nick Hern Books

## LINKS TO NOS



## **CONTACT US**

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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