

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
<b>Acting for Camera and Voice</b>	Theater	<b>9-12 BAIMS</b>	0.5
<b>Course Description:</b>			
<p>This course introduces students to the fundamental skills and theories of acting for the camera. Further emphasis will be given to developing the voice skills to be able to do voice-over work and tell a story with their voice, including dialect and accents. Students will be required to perform in front of their peers and will create and share recorded projects.</p>			
<b>Aligned Core Resources:</b>		<b>Connection to the <a href="#">BPS Vision of the Graduate</a></b>	
<b>Cameras</b> <b>Green Screen</b> <b>Digital Voice Recorders</b>		<p><b>Meaningfully contribute to a global society</b>  <b>COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Demonstrates ability to work effectively and respectfully with diverse teams</li> <li>• Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</li> <li>• Assume shared responsibility for collaborative work and value the individual contributions made by each team member</li> </ul> <p><b>Successfully Employ Skills for</b>  <b>Self-Sufficiency</b>  <b>GOAL DIRECTED</b></p> <ul style="list-style-type: none"> <li>• Set goals with tangible and intangible success criteria</li> <li>• Use time and financial resources wisely to meet goals, complete tasks, and manage projects</li> <li>• Balance tactical (short-term) goals</li> <li>• Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals</li> </ul> <p><b>Effectively Communicate in a Global Society</b>  <b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</li> <li>• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)</li> <li>• Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact</li> </ul>	

	<ul style="list-style-type: none"> <li>Communicate effectively in diverse environments (including becoming multi-lingual)</li> </ul>
<b>Additional Course Information:</b> <i>Knowledge/Skill Dependent courses/prerequisites</i>	<b>Link to Completed Equity Audit</b>
<b>Unit Links</b>	
<i>If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit</i>	
<b>District Learning Expectations and Standards</b>	<b>2</b>
<b>Introduction to Vocal Acting</b>	<b>3</b>
<b>The Voice Actor</b>	<b>5</b>
<b>Introduction to Film Analysis</b>	<b>6</b>
<b>Acting for the Camera</b>	<b>9</b>
<b>Putting it Together - Vocal and/or Camera Final Project</b>	<b>11</b>

<b>Standard Matrix</b>					
<b>District Learning Expectations and Standards</b>	<a href="#"><u>Introduction to Vocal Acting</u></a>	<a href="#"><u>The Voice Actor</u></a>	<a href="#"><u>Introduction to Film Analysis</u></a>	<a href="#"><u>Acting for the Camera</u></a>	<a href="#"><u>Putting it Together - Vocal and/or Camera Final Project</u></a>
<b>Creating</b>					
TH:Cr1.1 Generate and conceptualize artistic ideas and work.		x			x
TH:Cr2.1 Organize and develop artistic ideas and work.		x		x	x
TH:Cr3.1 Refine new work through play, drama processes and theater experiences using critical analysis and experimentation.					x
<b>Performing</b>					
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.		x		x	x

TH:Pr5.1 Develop and refine artistic techniques and work for presentation.					x
TH:Pr6.1 Convey meaning through the presentation of artistic work.					x
<b>Respond</b>					
TH:Re7.1 Perceive and analyze artistic work.			x		
TH:Re8.1 Interpret intent and meaning in artistic work.	x		x		
TH:Re9.1 Apply criteria to evaluate artistic work.	x				
TH:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.					
TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	x				
TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.					

**Unit Title:**

# Introduction to Vocal Acting

**Relevant Standards: Bold indicates priority**

**TH:Re8.1.HSI a.** Analyze and compare artistic choices developed from personal experiences in multiple drama/theater works.

**TH:Cn11.1.HSI a.** Explore how cultural, global, and historic belief systems affect creative choices in a drama/theater work.

**TH:Re9.1.HSI b.** Consider the aesthetics of the production elements in a drama/theater work.

**Essential Question(s):**

TH:Re8.1 How can the same work of art communicate different messages to different people?  
 TH:Cn11.1 What happens when theater artists allow an

**Enduring Understanding(s):**

TH:Re9.1 Theater artists apply criteria to investigate, explore, and assess drama and theater work.  
 TH:Cn11.1 Theater artists allow awareness of

<p>understanding of themselves and the world to inform perceptions about theater and the purpose of their work?            TH:Re9.1 How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?</p>	<p>interrelationships between self and others to influence and inform their work.            TH:Re8.1 Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Successful marking of the script and completion of an audio recording with clear diction and intentional choices of tone and inflection.	8 80-minute class periods
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
	<i>Audio Playback</i> <i>Recording device</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<p><b>Language and Symbols</b>            2.5 Illustrate through multiple media  <b>Physical Action</b>            4.1 Vary the methods for response and navigation  <b>Expression and Communication</b>            5.1 Use multiple media for communication            5.2 Use multiple tools for construction and composition  <b>Sustaining Effort and Persistence</b>            8.3 Foster collaboration and community</p>	<ul style="list-style-type: none"> <li>- Encourage different media for presentation</li>   <li>- Provide opportunity for group collaboration</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>
9-12.2 <ul style="list-style-type: none"> <li>● Actively listen to others</li> <li>● Participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary</li> </ul> 9-12.3 <ul style="list-style-type: none"> <li>● Deliver oral presentations</li> </ul> 9-12.10	

<ul style="list-style-type: none"> <li>Use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and preposition phrases</li> </ul>			
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Day 1 - Voice	What makes a voice a “good voice”	Participation Exit slip Lesson: Journal, Warmup, Breathing/Diaphragm lesson, Projection lesson	
Day 2 - Resonation	Understanding resonators and echo	Participation Exit slip Lesson: Journal, Warmup, Resonance activities	
Day 3 - Articulation	Understanding how the tongue, teeth and lips create consonant sounds and how an actor uses articulation to be understood	Participation Exit slip Lesson: Journal, Warmup, Articulation lecture/activities, Tongue Twisters	
Day 4 - Inflection and tone	Understanding how inflection and tone can change the meaning of a text	Participation Exit slip Lesson: Journal, Warmup, Inflection exercises Tone exercises	
Day 5 - Vocal analysis	To compare and understand how different actors’ voices and tone evoke different feelings and meaning to text	Participation Exit slip Lesson: Journal, Warmup, Listen to audio recordings of short stories/audiobooks to compare actors’ vocal qualities	Audio recordings Speaker Audio player
Day 6-8 Short story performance	Analyze a short story/children’s book for characterization and emphatic moments - pauses, increased volume, varied pacing. Record the audio of a short story or children’s book to show mastery and understanding of articulation, inflection and tone	Successful marking of the script and completion of an audio recording with clear diction and intentional choices of tone and inflection.	Midi lab/Recording Studio

**Unit Title:**

# The Voice Actor

## Relevant Standards: **Bold indicates priority**

**TH:Pr4.1.HSII.b** Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theater work.

**TH:Cr1.1.HSII.c** - Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theater work.

**TH:Cr2.HSII.b** Cooperate as a team to make interpretive choices for a drama/theater work.

### Essential Question(s):

TH:Pr4.1 Why are strong choices essential to interpreting a drama or theater piece?  
 TH:Cr1.1 What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry?  
 TH:Cr2 How, when, and why do theater artists' choices change?

### Enduring Understanding(s):

TH:Pr4.1 Theater artists make strong choices to effectively convey meaning.  
 TH:Cr1.1 Theater artists rely on intuition, curiosity, and critical inquiry.  
 TH:Cr2 Theater artists work to discover different ways of communicating meaning.

### Demonstration of Learning:

- Performance of a Shel Silverstein poem giving the character a strong voice
- Students will write and perform a radio play including sound effects and strong choices in successful character creation and performance

### Pacing for Unit

5-6 80 minute class periods

### Family Overview (link below)

### Integration of Technology:

*Audio Playback*  
*Recording device*  
*Sound Effect Library*

### Unit-specific Vocabulary:

### Aligned Unit Materials, Resources, and Technology (beyond core resources):

### Opportunities for Interdisciplinary Connections:

### Anticipated misconceptions:

### Connections to Prior Units:

### Connections to Future Units:

## Differentiation through [Universal Design for Learning](#)

### UDL Indicator

### Teacher Actions:

**Language and Symbols**  
 2.5 Illustrate through multiple media  
**Physical Action**

- Encourage different media for presentation

<p>4.1 Vary the methods for response and navigation</p> <p><b>Expression and Communication</b></p> <p>5.1 Use multiple media for communication</p> <p>5.2 Use multiple tools for construction and composition</p> <p><b>Sustaining Effort and Persistence</b></p> <p>8.3 Foster collaboration and community</p>	- Provide opportunity for group collaboration
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**Supporting Multilingual/English Learners**

**Related CELP standards:**

**Learning Targets:**

- 9-12.2
- Actively listen to others
  - Participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary
- 9-12.3
- Deliver oral presentations
- 9-12.10
- Use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and preposition phrases

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1 - Creating a voice for a character	Students will create a specific character voice, considering volume, rate and pitch	Performance of a Shel Silverstein poem giving the character a strong voice	Where the Sidewalk Ends Audio recorder
Lesson 2 - 5 Creating a radio play	Students will perform a scripted radio play based on a children's book or short story	Students will write and perform a radio play including sound effects and strong choices in successful character creation and performance	Sound system Sound effects library or internet options Short story collection Children's book collection

**Unit Title:**

# Introduction to Film Analysis

**Relevant Standards: Bold indicates priority**

- TH:Re7.1.HSI.a** - Respond to what is seen, felt, and heard in a drama/theater work to develop criteria for artistic choices.
- TH:Re8.1.HSI.c** - Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theater work.
- TH:Re8.1.HSII.a** - Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theater work.

<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<p>TH:Re7.1 How do theater artists comprehend the essence of drama processes and theater experiences?</p> <p>TH:Re8.1 How can the same work of art communicate different messages to different people?</p> <p>TH:Re9.1 How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?</p>	<p>Re7.1 theater artists reflect to understand the impact of drama processes and theater</p> <p>Re8.1 theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics</p> <p>TH:Re9.1 theater artists apply criteria to investigate, explore, and assess drama and theater work.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<p>Students will complete a film analysis project analyzing a scene and describing the visual impact and emotional engagement in the scene based on the elements.</p>	<p>8 classes of 80 minutes</p>
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<p>The Film Analysis unit will give students an understanding of the elements of movie production in order to establish the environment in which they will be performing.</p>	<p><i>Slide Deck</i></p>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
<p>Visual Literacy          Mise-en-scene          Setting          Location          Set Dressing          Props          VFX (Visual effects)          CGI          High-Key Lighting          Low-Key Lighting          Three-Point Lighting          Back Light          Under Light          Top Light          Ambient Light          Body Language          Composition          Lead Room          Rule of Thirds          Symmetry          Negative Space</p>	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<p>Creative Construction          Art</p>	<p>Film is the same as stage acting. The amount of thought and consideration put into technical film elements.</p>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
<p><b>Differentiation through <a href="#">Universal Design for Learning</a></b></p>	



UDL Indicator	Teacher Actions:
<p><b>Language and Symbols</b> 2.5 Illustrate through multiple media</p> <p><b>Physical Action</b> 4.1 Vary the methods for response and navigation</p> <p><b>Expression and Communication</b> 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p><b>Sustaining Effort and Persistence</b> 8.3 Foster collaboration and community</p>	<ul style="list-style-type: none"> <li>- Encourage different media for presentation</li>   <li>- Provide opportunity for group collaboration</li> </ul>

**Supporting Multilingual/English Learners**

Related CELP standards:	Learning Targets:
<p>9-12.2</p> <ul style="list-style-type: none"> <li>• Actively listen to others</li> <li>• Participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary</li> </ul> <p>9-12.3</p> <ul style="list-style-type: none"> <li>• Deliver oral presentations</li> </ul> <p>9-12.10</p> <ul style="list-style-type: none"> <li>• Use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and preposition phrases</li> </ul>	<p>I can describe and understand production elements that make up a film.</p> <p>I can understand how the production elements of a film create visual impact and emotional engagement in its scenes.</p>

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1 What is Mise-en-scène?	In this lesson, students will discuss the difference between film and theater, identify their prior knowledge of film, and identify the definition of mise-en-scène.	Lesson 1 Exit Slip Notetaker	<a href="#">Slide Deck</a>
2 Mise-en-scène: Setting & Location	In this lesson, students will continue their examination of the individual elements that work together to create mise-en-scène. The first elements are setting and location. Students will apply their knowledge of how location helps visualize the story and create impact.	Mise-en-scène Activity Worksheet	<a href="#">Slide Deck</a>
3 Mise-en-scène: Lighting	In this lesson, students will continue their examination of the individual elements that work together to create mise-en-scène. The next element is lighting. Students will apply their knowledge of how lighting helps visualize the story and create impact.	Lighting Analysis activity worksheet	<a href="#">Slide Deck</a>

<p>4 Mise-en-scène: Costumes</p>	<p>In this lesson, students will continue their examination of the individual elements that work together to create mise-en-scène. The next element is costumes. Students will apply their knowledge of how costumes help visualize the story and create impact.</p>	<p>Costume design activity and presentation</p>	<p><a href="#">Slide Deck</a></p>
<p>5 Mise-en-scène: Acting</p>	<p>In this lesson, students will continue their examination of the individual elements that work together to create mise-en-scène. The next element is acting. Students will apply their knowledge of how acting helps visualize the story and create impact.</p>	<p>Acting Activity worksheet</p>	<p><a href="#">Slide Deck</a></p>
<p>6 Mise-en-scène: Composition</p>	<p>In this lesson, students will continue their examination of the individual elements that work together to create mise-en-scène. The next element is composition. Students will apply their knowledge of how composition helps to visualize the story and create impact.</p>	<p>Composition Activity worksheet</p>	<p><a href="#">Slide Deck</a></p>
<p>7 Mise-en-scène: Culminating Activity</p>	<p>In this lesson, students will demonstrate what they have learned about mise-en-scène with a culminating analysis activity. Students will analyze a scene from a film, identify elements of mise-en-scène, and determine the visual impact and emotional engagement in the scene based on the elements.</p>	<p>Culminating analysis activity. Students will analyze a scene from a film, identify elements of mise-en-scène, and determine the visual impact and emotional engagement in the scene based on the elements.</p>	<p><a href="#">PROJECT LINK</a></p>

**Unit Title:**

# Acting for the Camera

## Relevant Standards: **Bold indicates priority**

**TH:Cr2.HSI.b** - Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theater work.

**TH:Pr4.1.HSI.b** - Shape character choices using given circumstances in a drama/theater work.

## Essential Question(s):

TH:Cr2 How, when, and why do theater artists' choices change?  
 TH:Pr4.1 Why are strong choices essential to interpreting a drama or theater piece?

## Enduring Understanding(s):

TH:Cr2 theater artists work to discover different ways of communicating meaning  
 TH:Pr4.1 : theater artists make strong choices to effectively convey meaning

## Demonstration of Learning:

Edit  
 Eye Line  
 Frame  
 Green Screen  
 Long Shot  
 Mark  
 "Mark it"  
 Master Shot  
 Medium Shot  
 180 Degree Rule  
 Pan  
 POV Shot  
 Reaction Shot

## Pacing for Unit

7-8 Class Periods

## Family Overview (link below)

In this unit students will analyze, understand and demonstrate the difference between acting for the camera and acting on stage.

## Integration of Technology:

*Video Cameras*  
*Editing Suite*

## Unit-specific Vocabulary:

Action  
 Boom  
 Bounce Card  
 The Call  
 Cheat  
 Clappboard  
 Close-up  
 Continuity  
 Coverage  
 Cut  
 Dailies  
 Dolly Shot  
 Dubbing

Edit  
 Eye Line  
 Frame  
 Green Screen  
 Long Shot  
 Mark  
 "Mark it"  
 Master Shot  
 Medium Shot  
 180 Degree Rule  
 Pan  
 POV Shot  
 Reaction Shot  
 Safety  
 Shot/Take

"Speed"  
 Tilt  
 A Wrap

## Aligned Unit Materials, Resources, and Technology (beyond core resources):

<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<b>Language and Symbols</b> 2.5 Illustrate through multiple media <b>Physical Action</b> 4.1 Vary the methods for response and navigation <b>Expression and Communication</b> 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition <b>Sustaining Effort and Persistence</b> 8.3 Foster collaboration and community		<ul style="list-style-type: none"> <li>- Encourage different media for presentation</li>   <li>- Provide opportunity for group collaboration</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
9-12.2 <ul style="list-style-type: none"> <li>• Actively listen to others</li> <li>• Participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary</li> </ul> 9-12.3 <ul style="list-style-type: none"> <li>• Deliver oral presentations</li> </ul> 9-12.10 <ul style="list-style-type: none"> <li>• Use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and preposition phrases</li> </ul>		What are the differences between acting for the stage and acting for the camera?	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1 Difference between Stage and Film Acting	Students will be able to identify some of the major differences between acting for the stage and the camera. They will also be introduced to terms used on film sets and for acting for the camera and be ready to use those terms in upcoming projects.	Quiz: Acting for the Camera Vocabulary and Some Differences Between Film and Stage Acting Journal	Acting for the Camera <a href="#">Vocabulary Slide Deck</a>
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.	Observation of understanding and exit slip	Michael Caine—Acting in Film Part 1: <a href="https://www.youtube.com/watch?v=ibzR9_N1pQ">https://www.youtube.com/watch?v=ibzR9_N1pQ</a> Michael Caine—Acting in Film Part 2: <a href="https://www.youtube.com/watch?v=6JFYyyHeeT0">https://www.youtube.com/watch?v=6JFYyyHeeT0</a>

3 Finding Your Quality	Students will gain an understanding of their “type” on screen and how they present themselves on film.	Recording and analyzing a conversation in order to establish understanding of character traits.	Video Cameras
4 Film commercials	Students will apply what they’ve learned in filmed commercials	Planning and recording a commercial	Video Cameras

<b>Unit Title:</b>	
<h1>Putting it Together - Vocal and/or Camera Final Project</h1>	
<b>Relevant Standards: Bold indicates priority</b>	
<p><b>TH:Cr1.1.HSII.c</b> - Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theater work.</p> <p><b>TH:Cr2.HSII.b</b> - Cooperate as a team to make interpretive choices for a drama/theater work.</p> <p><b>TH:Cr3.HSII.c</b> - Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theater work.</p> <p><b>TH:Pr4.1.HSI.a</b> - Examine how character relationships assist in telling the story of a drama/theater work.</p> <p><b>TH:Pr5.1.HSII.a</b> - Refine a range of acting skills to build a believable and sustainable drama/theater work.</p> <p><b>TH:Pr6.1.HSII.a</b> - Present a drama/theater work using creative processes that shape the production for a specific audience.</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<p>TH:Cr1 What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry?</p> <p>TH:Cr2 How, when, and why do theater artists’ choices change?</p> <p>TH:Cr3 How do theater artists transform and edit their initial ideas?</p> <p>TH:Pr4 Why are strong choices essential to interpreting a drama or theater piece?</p> <p>TH:Pr5 What can I do to fully prepare a performance?</p> <p>TH:Pr6 What happens when theater artists and audiences share a creative experience?</p>	<p>TH:Cr1 Theater artists rely on intuition, curiosity, and critical inquiry.</p> <p>TH:Cr2 theater artists work to discover different ways of communicating meaning.</p> <p>TH:Cr3 Theater artists refine their work and practice their craft through rehearsal.</p> <p>TH:Pr4 Theater artists make strong choices to effectively convey meaning.</p> <p>TH:Pr5 Theater artists develop personal processes and skills for a performance.</p> <p>TH:Pr6 Theater artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<p>How do actors create authentic characters?</p> <p>How does the acting influence a movie?</p> <p>How does the pacing and organization of the storyline influence a movie?</p> <p>What makes a good movie or audio performance?</p>	8-10 80-minute class periods



	<p>characters and make strong choices in order to portray their characters with authenticity. Students will use technology to embed sound effects and visual effects in their projects.</p>		
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