

Understanding Actor's Process

Level: 2

Career Cluster: Media Arts

Program: Media Production and Broadcasting

Pathway: Cinematography and Film/Video Production

Aligns with: FVM 1017 Understanding Actor's Process

Course Catalog Description

Introduces students to foundational acting theory and on-camera performance through digitally based script and character analysis, virtual rehearsal and improvisation strategies, self-taping, video reflection, online collaboration, and exploration of career pathways in film, television, and media production.

Summary

Develops foundational acting knowledge and on-camera performance skills through digitally based study of acting theory, professional terminology, rehearsal practices, and screen production protocols. Students analyze scripts and characters using digital annotation and planning tools, apply concentration and psychophysical techniques in recorded and live performance settings, collaborate with directors, actors, and crew through shared digital workflows, and use self-taping, rehearsal recordings, and reflective video evaluation to build truthful, believable performances for the camera. The course also emphasizes professional behavior in digital production environments, media file organization, online feedback practices, and exploration of postsecondary and career opportunities in film, television, and related media production fields.

Notes

The revised course reflects a shift from a general introduction to acting toward a more structured, standards-aligned framework with clearly defined student learning outcomes. While the original course focused primarily on foundational acting concepts such as script analysis, rehearsal, and performance, the updated version expands these into a more comprehensive sequence that integrates acting theory, on-camera techniques, collaboration, and reflective evaluation in a more intentional progression. Additionally, the revised course strengthens alignment with current CTE expectations by formally incorporating portfolio development, leadership, work-based learning, and a final assessment project, emphasizing professional skills and real-world application. Overall, the update moves from a basic performance-focused model to a more cohesive, career-connected course that supports both artistic development and readiness for postsecondary training and media production careers.

Student Learning Outcomes

1. Career Exploration and Postsecondary Opportunities

Objective: *Students will explore and evaluate career pathways related to cinematography and film/video production by examining professional roles, tools, work environments, ethical and legal considerations, certifications, professional organizations, and Colorado postsecondary education options to make informed academic and career decisions.*

- 1) Identify employment opportunities in various fields with a focus in the area of cinematography and film/video production, including digitally based acting, self-taping, content creation, and remote media collaboration.
cinematography and film/video production
 - a. Recognize the work typically performed, tools and technology used, and nature of work environments
 - b. Identify potential certifications within the careers
 - c. Find membership organizations associated with the careers
 - d. Understand the necessary education associated within the careers
- 2) Define professionalism within the context of cinematography and film/video production
 - a. Criticism and evaluation
 - b. Presentation
 - c. Assessment
- 3) Recognize laws, regulations, and ethics significant to the fields of cinematography and film/video production
- 4) Identify postsecondary opportunities offered in the state of Colorado
 - a. Technical college, community college, 4-year institutions
 - b. Certificates, associates, bachelor, and advanced degree opportunities

2. Foundations of Acting Theory and Practice

Objective: *Students will analyze and apply foundational acting theories and practices by using professional terminology, digital script annotation, and reflective media tools to examine how acting theory supports truthful, believable on-camera performance.*

- 5) Explain the underlying philosophy and practice of modern film and screen acting.
- 6) Identify and apply basic acting terminology used in film and television environments.
- 7) Demonstrate respect for the actor's personal and artistic process by reflecting on growth, risk-taking, and professionalism.
- 8) Analyze how acting theory informs truthful and believable on-camera performance.

3. Professional Vocabulary, Protocol, and On-Set Behavior

Objective: *Students will demonstrate professional conduct in film and television environments by applying industry protocols, using appropriate communication practices, and exhibiting responsibility, preparation, and respect when collaborating with directors, actors, and crew members.*

- 9) Demonstrate familiarity with professional protocols, expectations, and responsibilities of actors on film and television sets.
- 10) Apply appropriate communication practices when working with directors, fellow actors, and crew members.
- 11) Exhibit personal responsibility in collaborative environments by arriving prepared, focused, and respectful.

4. Actor Awareness, Focus, and Inner Life

Objective: *Students will apply actor awareness and psycho-physical techniques by using concentration, imagination, observation, and action-based exercises to build focus, presence, motivation, and believable on-camera behavior.*

- 12) Apply concentration, relaxation, and observation exercises to improve focus and presence in performance.
- 13) Demonstrate imaginative engagement through object-of-attention and independent activity exercises.
- 14) Evaluate personal performance choices through reflection on public solitude, given circumstances, and the reality of doing.
- 15) Apply psycho-physical actions (direct and indirect) to create believable and motivated behavior on camera.

5. Character Development and Script Analysis

Objective: *Students will analyze scripts and develop fully realized characters by identifying objectives, actions, relationships, and emotional transitions, applying text analysis techniques, and documenting character development through digital annotation and reflective practice.*

- 16) Analyze scripts and scenes to identify objectives, actions, relationships, and emotional transitions.
- 17) Apply text analysis techniques including paraphrasing, scene breakdowns, skeletal structure, and digital script annotation.
- 18) Create fully developed characters using psychological, physical, and emotional choices grounded in the script.
- 19) Document and reflect on character and scene work through journal writing.

6. Communication, Collaboration, and Feedback

Objective: *Students will communicate and collaborate effectively in performance settings by sharing ideas respectfully in person and online, providing constructive feedback through digital platforms, working through challenges as a team, and building confidence in rehearsed and improvised interactions.*

- 20) Communicate ideas clearly and respectfully with peers during rehearsals and collaborative exercises.
- 21) Provide constructive feedback that is both supportive and critically thoughtful using discussion protocols, peer review forms, and digital feedback tools.

- 22) Solve performance and production challenges through teamwork and collaborative problem-solving.
- 23) Demonstrate confidence communicating with other actors in rehearsed and improvised situations.

7. Rehearsal Process and Performance Development

Objective: *Students will engage in structured rehearsal and performance development processes by applying rehearsal strategies, improvisation techniques, organizational skills, and adaptive performance choices informed by digital rehearsal notes, recorded practice sessions, and director feedback.*

- 24) Participate in structured rehearsal practices, including table reads, memorization, and blocking for camera.
- 25) Apply improvisation techniques to deepen character relationships and responsiveness.
- 26) Demonstrate organizational skills by preparing digital scripts, notes, rehearsal media, and production materials independently.
- 27) Adapt performance choices based on rehearsal discoveries and director feedback.

8. Acting for the Camera and Screen Performance

Objective: *Students will apply on-camera acting techniques by analyzing shot size and framing, performing with increasing confidence in front of the camera, recording and editing scenes using appropriate digital production workflows, and evaluating recorded performances for clarity and effectiveness.*

- 28) Analyze shot size, framing, and blocking as they relate to performance choices for the camera.
- 29) Demonstrate increasing confidence performing in front of the camera.
- 30) Perform, self-tape, and record scenes using appropriate on-camera techniques and digital production workflows.
- 31) Evaluate recorded performances to identify strengths, areas for growth, and clarity of storytelling using playback, reflection notes, and digital review tools.

9. Presentation, Reflection, and Evaluation

Objective: *Students will present and evaluate acting work reflectively and critically by showcasing rehearsed and filmed performances, using appropriate acting vocabulary to assess work, and reflecting on personal growth, artistic intent, and readiness for future study or performance opportunities.*

- 32) Present rehearsed and filmed performances demonstrating application of acting techniques and collaboration skills.
- 33) Critically evaluate their own work and the work of others using appropriate terminology.
- 24) Reflect on personal growth as an actor through written and verbal evaluation.

10. Portfolio Development

Objective: *Students will develop and present a digital acting portfolio by organizing completed performances and reflective work that demonstrate technical skill, character development, understanding of acting processes, and effective use of digital media tools.*

- 25) Collect and organize performance artifacts such as recorded scenes, monologues, digital scripts, and reflection journals using appropriate file formats, naming conventions, and labeling practices.
- 26) Select portfolio pieces that demonstrate foundational skills in acting technique, character development, and on-camera performance.
- 27) Present portfolio work to communicate performance choices, character analysis, and areas for continued growth.

11. Leadership

Objective: *Students will demonstrate leadership in acting and performance environments by collaborating effectively, communicating clearly, and contributing to respectful and productive rehearsal and performance processes.*

- 28) Demonstrate leadership behaviors such as responsibility, communication, and collaboration during rehearsals and performances.
- 29) Support ensemble work by contributing to group goals, maintaining focus, and respecting diverse perspectives.
- 30) Participate in critique and feedback processes to improve individual performance and ensemble outcomes.

12. Work-Based Learning

Objective: *Students will apply acting and professional skills through work-based learning experiences that connect classroom performance to real-world theatre and media environments.*

- 31) Participate in work-based learning experiences such as performances, auditions, or guest artist interactions.
- 32) Demonstrate workplace readiness skills including communication, collaboration, professionalism, and reliability.
- 33) Reflect on work-based learning experiences to evaluate performance growth and career interests.

13. Final Assessment Project

Objective: *Students will complete a culminating acting project that demonstrates technical skill, character development, collaboration, and the ability to perform effectively for the camera or audience.*

- 34) Prepare and perform a final acting piece such as a monologue or scene that demonstrates application of acting techniques and character development.
- 35) Present and explain performance choices, character motivations, and technical acting decisions using appropriate theatre terminology.

14. Career and Technical Student Organizations

Objective: *Using the [CTSO Resource Document](#), chapter activities will provide some of the best opportunities CTSO members will have to learn by doing. A successful [program of work](#) creates a positive learning atmosphere in the classroom. CTSO members learn how to accept responsibility, work as a team, manage a budget, and handle success and failure. Per the CTE Admin Handbook, CTSOs are embedded into curriculum.*

Professional Development

Prepare each member for entry into the workforce and provide a foundation for success in a career. Becoming a professional does not stop with acquiring a skill, but involves an increased awareness of the meaning of good citizenship and the importance of labor and management in the world of work.

Community Service

Promote and improve goodwill and understanding among all segments of the community through services donated by CTSO chapters, and to instill in its members a lifetime commitment to community service.

Business and Industry Connections

Increase awareness of quality job practices and attitudes, and increase the opportunities for employer engagement and eventual employment.

Financial Leadership

Plan and participate in activities to allow all members to carry out the chapter's projects. Educate members on their own personal finance for current and future success.

Public Relations

Make the general public aware of the good work that students in career and technical education are doing to better themselves and their community, state, nation, and world.

Social Activities

To increase cooperation in the school and community through activities that allow CTSO members to get to know each other in something other than a business or classroom setting.

Academic Standards Alignment

Colorado CTE courses are required to integrate academic and essential skills into course content. The following academic standards have been identified as aligned to this course and should be integrated throughout instruction.

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc)

[CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

Note: Mathematics and Science standards will be added in the future. Visit the [Colorado Academic Standards](#) page for the most current version.

Reading, Writing and Communicating Crosswalk

Course: Understanding Actor's Process

Colorado Academic Standards – Reading, Writing and Communicating

Standard	Prepared Graduate Competency	Description	Course Evidence / Alignment
Standard 1: Oral Expression and Listening	Prepared Graduate 1 – Collaboration	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	Students collaborate in ensemble work, rehearsals, and scene study, listening actively and contributing ideas to support group performance goals.
Standard 1: Oral Expression and Listening	Prepared Graduate 2 – Oral Presentations	Deliver effective oral presentations for varied audiences and varied purposes.	Students deliver performances, monologues, and scene work, adapting vocal expression and physical presence for varied audiences and purposes.
Standard 2: Reading for All Purposes	Prepared Graduate 3 – Literary Texts	Read a wide range of literary texts to build knowledge	Students read and analyze dramatic scripts and

		and to better understand the human experience.	theatrical texts to understand character motivation, theme, and human experience.
Standard 2: Reading for All Purposes	Prepared Graduate 5 – Language in Context	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	Students interpret how language functions in scripts and performances and make effective choices for meaning, tone, and character portrayal.
Standard 3: Writing and Composition	Prepared Graduate 8 – Narrative Writing	Craft narratives using techniques specific to the genre.	Students write character backstories, reflections, and creative narratives to deepen understanding of character development and storytelling.
Standard 3: Writing and Composition	Prepared Graduate 9 – Writing Process	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	Students refine written reflections and performance journals to produce clear, coherent, and polished work.
Standard 4: Research Inquiry and Design	Prepared Graduate 10 – Research and Ethics	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	Students research historical, cultural, and theatrical contexts of plays and characters and apply ethical practices related to performance and representation.

Free Resource Links

1. Career Exploration and Postsecondary Opportunities

- My Next Move (acting careers, job duties, education pathways)
<https://www.mynextmove.org/>
- CareerOneStop – Actors (certifications, training programs, career exploration)
<https://www.careeronestop.org/>
- Actors' Equity Association (professional acting careers, unions, industry standards)
<https://www.actorsequity.org/>
- SAG-AFTRA (screen acting careers, professional expectations, industry requirements)
<https://www.sagaftra.org/>

2. Foundations of Acting Theory and Practice

- National Theatre – Discover Acting (acting theory, rehearsal process, performance basics)
<https://www.nationaltheatre.org.uk/learn>
- StageMilk Acting Hub (acting techniques, terminology, on-camera performance)
<https://www.stagemilk.com/>
- Drama Online Blog (modern acting theory, performance practice)
<https://www.dramaonlinelibrary.com/>
- Backstage – Acting Technique Articles (screen acting techniques, professionalism)
<https://www.backstage.com/magazine/>

3. Professional Vocabulary, Protocol, and On-Set Behavior

- StudioBinder Film Terms Glossary (film set terminology, professional vocabulary)
<https://www.studiobinder.com/blog/film-terminology/>
- No Film School – On Set Etiquette (set protocol, communication, collaboration)
<https://nofilmschool.com/>
- MasterClass – Acting Etiquette Articles (professional behavior, collaboration skills)
<https://www.masterclass.com/articles>
- Wrapbook – Film Production Basics (on-set roles, responsibilities, workflow)
<https://www.wrapbook.com/blog>

4. Actor Awareness, Focus, and Inner Life

- Drama Resource – Stanislavski Techniques (concentration, inner life, motivation)
<https://www.dramaresource.com/>
- The Actors Center Blog (focus, imagination, psychophysical acting)
<https://www.theactorscenter.com/blog>
- Backstage – Acting Exercises (concentration, relaxation, presence)
<https://www.backstage.com/magazine/>

- Drama Notebook (actor awareness, given circumstances, focus exercises)
<https://www.dramanotebook.com/>

5. Character Development and Script Analysis

- Studio Binder – Script Breakdown (objectives, relationships, scene analysis)
<https://www.studiobinder.com/blog/script-breakdown/>
- Drama Notebook – Character Development (character objectives, emotional choices)
<https://www.dramanotebook.com/>
- BBC Bitesize – Script Analysis (script interpretation, character choices)
<https://www.bbc.co.uk/bitesize>
- National Theatre – Character Work (text analysis, character exploration)
<https://www.nationaltheatre.org.uk/learn>

6. Communication, Collaboration, and Feedback

- Ensemble Theatre Education Trust (collaboration, communication, ensemble work)
<https://www.etet.org/>
- Drama Notebook – Group Work (collaboration, feedback, teamwork)
<https://www.dramanotebook.com/>
- Backstage – Rehearsal Skills (peer feedback, communication strategies)
<https://www.backstage.com/magazine/>
- Drama Resource – Theatre Collaboration (problem-solving, group dynamics)
<https://www.dramaresource.com/>

7. Rehearsal Process and Performance Development

- StageMilk – Rehearsal Techniques (table reads, blocking, improvisation)
<https://www.stagemilk.com/>
- Drama Notebook – Rehearsal Strategies (memorization, organization, preparation)
<https://www.dramanotebook.com/>
- National Theatre – Rehearsal Process (professional rehearsal practice)
<https://www.nationaltheatre.org.uk/learn>
- Backstage – Acting Rehearsals (performance refinement, director feedback)
<https://www.backstage.com/magazine/>

8. Acting for the Camera and Screen Performance

- StudioBinder – Acting for Camera (shot size, framing, on-camera techniques)
<https://www.studiobinder.com/blog/>
- StageMilk – Screen Acting (on-camera performance, adapting for film)
<https://www.stagemilk.com/>
- Backstage – On-Camera Acting (screen presence, confidence, performance review)
<https://www.backstage.com/magazine/>

- No Film School – Directing Actors (camera awareness, performance choices)
<https://nofilmschool.com/>

9. Presentation, Reflection, and Evaluation

- Drama Notebook – Reflection and Assessment (self-evaluation, acting journals)
<https://www.dramanotebook.com/>
- Backstage – Performance Reviews (evaluating performances, professional vocabulary)
<https://www.backstage.com/magazine/>
- National Theatre – Practitioners' Insights (reflection, artistic growth)
<https://www.nationaltheatre.org.uk/learn>
- StageMilk – Actor Self-Assessment (reflection, growth mindset, readiness)
<https://www.stagemilk.com/>

10. Portfolio Development

- Google Sites (digital portfolio creation, performance documentation)
<https://sites.google.com/>
- Adobe Portfolio (portfolio creation, presentation of acting work)
<https://portfolio.adobe.com/>
- Behance (creative portfolios, performance and media examples)
<https://www.behance.net/>
- Canva Design School (portfolio layout, storytelling, presentation)
<https://www.canva.com/learn/>

11. Leadership

- MindTools – Leadership Skills (communication, teamwork, responsibility)
<https://www.mindtools.com/>
- SkillsYouNeed – Leadership (collaboration, interpersonal communication)
<https://www.skillsyouneed.com/leadership/>
- Edutopia – Student Leadership (teamwork, collaboration strategies)
<https://www.edutopia.org/topic/student-leadership>
- PBS LearningMedia – Workplace Skills (communication, collaboration, problem-solving)
<https://www.pbslearningmedia.org/>

12. Work-Based Learning

- CareerOneStop (career readiness, auditions, workplace expectations)
<https://www.careeronestop.org/>
- Advance CTE – Work-Based Learning Toolkit (career-connected learning, industry exposure)
<https://careertech.org/work-based-learning>
- NACE Career Readiness Competencies (employability skills, workplace expectations)
<https://www.naceweb.org/career-readiness/competencies/>

- Backstage (acting careers, auditions, professional development)
<https://www.backstage.com/>

13. Final Assessment Project

- National Theatre Learn (performance development, acting projects)
<https://www.nationaltheatre.org.uk/learn>
- StageMilk (acting exercises, performance preparation)
<https://www.stagemilk.com/>
- Drama Notebook (performance activities, monologues, rehearsal strategies)
<https://www.dramanotebook.com/>
- TED-Ed Student Talks (presentation skills, performance confidence)
https://ed.ted.com/student_talks



Technology Student Association – National Competitive Events

Digital Video Production

Objective: Students will plan, perform, film, document, and present an original digital video that meets TSA Digital Video Production requirements for storytelling, technical production, copyright compliance, and interview presentation.

- Research the annual TSA Digital Video Production theme and develop an original video concept.
- Analyze the story, characters, audience, purpose, visual style, and production needs before filming.
- Create a script, storyboard, shot list, rehearsal plan, or production schedule that guides the production process.
- Apply screen acting techniques such as characterization, objectives, listening, blocking, improvisation, and performance for camera.
- Collaborate with directors, actors, and crew members to capture original video and audio.
- Document the production through a portfolio that includes purpose, storyboard, script, hardware/software list, references, permissions, consent forms, and work log.
- Participate in an interview explaining the video concept, performance choices, production process, and creative decisions.

Resources

- Technology Student Association – Digital Video Production competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- YouTube Creator Academy – Video production and storytelling resources
<https://www.youtube.com/creators/>
- Adobe Premiere Pro – Video editing and production tools
<https://www.adobe.com/products/premiere.html>
- Backstage – Acting for camera resources
<https://www.backstage.com/>



Technology Student Association – National Competitive Events

On Demand Video

Objective: Students will work as a production team to create, perform, edit, and submit an original short film during an on-site TSA challenge using required criteria revealed at the event orientation.

- Analyze the on-site video prompt, required criteria, filming restrictions, deadline, and submission procedures.
- Plan a short film concept that incorporates the required props, dialogue, topic, idea, or other event criteria.
- Assign production and performance roles such as actor, director, camera operator, sound operator, editor, and production manager.
- Apply improvisation, script analysis, rehearsal, blocking, and character choices to create believable screen performances.
- Capture original footage and audio in approved locations while following TSA conduct, safety, copyright, and filming restrictions.
- Edit the footage into a complete short video using pacing, transitions, sound, titles, and visual storytelling.
- Evaluate the final video using TSA criteria for creativity, communication, production quality, adherence to requirements, and overall impact.

Resources

- Technology Student Association – On Demand Video competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- Adobe Premiere Pro – Video editing tools
<https://www.adobe.com/products/premiere.html>
- DaVinci Resolve – Video editing, color, audio, and post-production tools
<https://www.blackmagicdesign.com/products/davinciresolve>
- Canva – Storyboarding, planning, and production graphics
<https://www.canva.com/>



Technology Student Association – National Competitive Events

Extemporaneous Speech

Objective: Students will prepare and deliver a timed speech on a selected TSA topic using effective organization, improvisational thinking, performance confidence, and professional communication skills.

- Review TSA Extemporaneous Speech procedures, expectations, time limits, and evaluation criteria.
- Prepare to speak on a range of STEM, technology, engineering, leadership, or current-issue topics.
- Select or receive a topic and organize a clear speech within the allotted preparation time.
- Develop a focused introduction, logical supporting points, and a concise conclusion.
- Apply performance skills such as vocal delivery, pacing, confidence, focus, presence, and audience awareness.
- Use improvisation, listening, and quick decision-making to adapt ideas into a polished spoken presentation.
- Evaluate the speech using TSA criteria for delivery, content, organization, time adherence, and overall communication effectiveness.

Resources

- Technology Student Association – Extemporaneous Speech competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- National Speech & Debate Association – Public speaking resources
<https://www.speechanddebate.org/>
- Toastmasters International – Public speaking resources
<https://www.toastmasters.org/>
- Purdue OWL – Organizing presentations and speeches
<https://owl.purdue.edu/>