

# BAA – Script Writing 11

**District Name:** Kamloops Thompson

**District Number:** 73

**Adapted from the Originally Developed course:** Introduction to Screen and the Stage Writing 10  
Created by Mike Moroz and Maxine Smith, District #79, Cowichan Valley

**Developed by:** Jody Oetter

**Date Developed:** January 2012

**School Name:** Beattie School of the Arts

**Principal's Name:** Barb Hamblett

**Board/Authority Approval Date:**

**Board/Authority Signature:**

**Course Name:** Script Writing 11

**Grade Level of Course:** 11

**Number of Course Credits:** 2

**Number of Hours of Instruction:** 60

**Prerequisite(s):** Introduction to Script Writing 10 (recommended)

**Course Synopsis:** *Script Writing 11* reviews and extends concepts introduced in the *Introduction to Script Writing 10*. Students will further their understanding of the elements involved in writing an effective script. Specific focus will be put toward developing each author's voice and writing to entertain/engage a specific audience. The focus in *Script Writing 11* moves from adaptation to creation. Students will have some opportunity to adapt published works, but the majority of the course will be focused on original work. Students will compile a portfolio, elements of which they may choose to include in their Juried Portfolio presentation. Coordination with the Drama department will work to see as many scripts as possible brought to the stage.

**Rationale:** The course is being created for use within a School of the Arts. In order to complement and extend the learning taking place in the current arts disciplines, script writing courses offer performance opportunities that are wholly created by students. Scripts produced by the students in this class may be used to enhance both performance and technical theatre classes.

Script Writing 11 will provide each student the opportunity to create viable scripts and allow an opportunity to develop one's voice through writing for the stage.

**Organizational Structure:**

Unit/Topic	Title	Time
Unit 1	Script Play Development (original and adaptation), including elements of structure and format	20 hrs
Unit 2	Genre and Style	10
Unit 3	Character and Dialogue	20
Unit 4	Plot and Setting	10
<b>Total Hours</b>		60

**Unit/Topic/Module Descriptions:**

**Unit 1:** Overview of Script Play Development (original and adaptation) TIME: 20 hours

Students are expected to:

- (a) Strengthen their working knowledge of various literary techniques used in the creative process of script writing.
- (b) Adapt existing written forms including: essays, historical documents, and vignettes (both fiction and non-fiction), to usable scripts.
- (c) Write effectively in a format such as essay, short story and narrative, and then learn how to re-write these formats into a usable script.

- (d) Use course developed skills on both individual and group projects, some of which may be developed and completed for rehearsal/production by Drama students.

#### Curriculum Organizers and Learning Outcomes

It is expected that students will:

- Demonstrate a working knowledge of common literary techniques used in playwriting
- Plan and execute effective script writing
- Write 2 or more, original stories, essays, etc..., to be made into scripts for the stage
- Turn the original writing pieces into the format of a stage play or scene
- Adapt another form of writing into a workable script
- Work collaboratively with at least one other student to adapt a piece of writing for the stage
- Discuss, recognize, and analyze the elements of a successful script that has been turned into a stage production

#### Unit 2: Overview of Genre and Style

TIME: 10 hours

Students will be expected to:

- (a) Identify/define audience expectations, appetite, and interest for stage productions
- (b) Write in a voice and style that is appropriate to the audience and purpose of the script
- (c) Experiment with different genres

#### Curriculum Organizers and Learning Outcomes

It is expected that students will:

- Identify elements of a good script
- Compare and contrast various story genres (eg. Comedy, Drama, Horror, etc...)
- Differentiate between realism and formalism
- Use appropriate vocabulary when discussing writing and writing techniques

#### Unit 3: Overview of Character and Dialogue

TIME: 20 hours

It is expected that students will:

- (a) Read numerous scripts and review film selections in order to identify how a playwright uses dialogue to create character.
- (b) Demonstrate the ability to create round, diverse characters as evidenced by the dialogue assigned to them.
- (c) Demonstrate a working knowledge of the vocabulary specific to character development
- (d) Engage in a variety of skill development activities and use those skills on individual and group projects

#### Curriculum Organizers and Learning Outcomes

It is expected that students will:

- Identify aspects of character believability on both screen and in script
- Analyze aspects of characterization both on screen and in script
- Use pre-writing strategies to generate ideas and develop voice
- Employ precise language to communicate ideas clearly and concisely when developing character and dialogue
- Use script writing to develop realistic characters
- Use script writing to develop realistic dialogue
- Both independently and collaboratively, develop and refine drafts of scripts to suit occasion, audience, and purpose
- Learn effective use of dialogue through the theatrical technique of "show do not tell"

#### Unit 4: Overview of Plot and Setting

TIME: 10 hours

It is expected that students will:

- (a) Demonstrate an understanding of the vocabulary associated with plot development
- (b) Demonstrate the importance of plot and setting as they relate to script writing
- (c) Identify common and less common plot-lines and how these are developed and resolved within a typical three-act script
- (d) Review director notes in a variety of scripts to determine degree of detail and specificity provided to

the director.

**Curriculum Organizers and Learning Outcomes**

It is expected that students will:

- Analyze relevance of setting and time frame to the plot’s meaning
- Describe the development of plot in the script writing process
- Analyze the three-act plot structure
- Include detailed director notes, and, when possible, work with Sr. Drama students to help stage the script and to evaluate whether or not, the notes provided sufficient information to ensure that the production matched the playwright’s vision.

**Instructional Components:**

- Direct and indirect instruction
- Independent instruction
- Brainstorming
- Group work
- Analysis of own and peer work
- Free writing

**Assessment Components:**

Sixty percent (60%) of the grade will be based on the processes required to create workable scripts. This grade reflects the student’s willingness to take risks artistically, to receive and attempt to apply newly learned writing concepts, and to demonstrate growth and skill acquisition.

Forty percent (40%) of the grade will be based upon the completion of specific writing projects and the completion of a portfolio.

Formative vs. Summative:

Type of Assessment	Category	Details	Weighting (%)
Formative (60%)	Script Development	Assignments/Exercises	20-25%
	Character/Dialogue	Assignments/Exercises	20-25%
	Genre & Style	Assignments/Exercises	5-10%
	Plot & Setting	Assignments/Exercises	5-10%
Summative (40%)	Stage writing Vocab.	Assignments/Quizzes	5%
	Completed Scripts	Self/Teacher Evaluation	25%
	Portfolio Presentation	Self/Teacher Evaluation	10%
		<b>TOTAL</b>	<b>100%</b>

Assignments/Exercises

**Learning Resources:** will include, but are not limited to:

- Script Writing manuals
- Assorted play scripts, and DVDs of movies and TV shows
- Articles, resources regarding scriptwriting that are available on the Internet
- Books:
  - \* *How to Write Plays, Monologues, or Skits From Life Stories, Social Issues or Current Events*, by Anne Hart. ISBN: 9780595318xxx. Available through Bookland.
  - \* *Young Playwrights 101*, by Jonathan Dorf. Available through Pioneer Drama Services, on-line.