Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Screenplay Writing**

1. First you need to choose your story. It can be a long chapter book or a shorter picture book you love. It can be a comic strip you like to read. It can be a story you made up. A good story will have strong characters and make you feel something for what’s going on. What story are you going to use (name/author)? Why?  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. **Outline**: Write the main parts of your story.
3. Characters (Who is in your story? Who are the main characters? Is there a villain?)  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Setting (Where does it take place?)  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Problem (What is the problem in the story?)  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Solution (How is the problem solved?)  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Beginning (What happens in the beginning? This is where your problem is introduced.)  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Middle (What happens in the middle? What happens to solve the problem?)   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. End (What happens in the end? This is where your problem is solved.)  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. **Scene Planning**. You will write in scenes. They are pieces of the whole movie. In each scene, you need to establish who is in the scene (characters), where it is (setting) , when it is (time of day) and what is happening in each. You need to plan each scene before you choose what they will say. You also need to be able to answer ‘so what’ for each scene, to ensure that each scene is important to the story. For example: In *Hunger Games* Katniss volunteered herself to take the place of her sister Primrose. (So what? So that she is in the Hunger Games, not her sister. This is important to the story, as if Katniss had not volunteered, the movie would not be about Katniss in the Hunger Games)

|  |  |  |
| --- | --- | --- |
| Scene 1  Characters:  Setting:  When:  What is happening: | Scene 2  Characters:  Setting:  When:  What is happening: | Scene 3  Characters:  Setting:  When:  What is happening: |
| Scene 4  Characters:  Setting:  When:  What is happening: | Scene 5  Characters:  Setting:  When:  What is happening: | Scene 6  Characters:  Setting:  When:  What is happening: |
| Scene 7  Characters:  Setting:  When:  What is happening: | Scene 8  Characters:  Setting:  When:  What is happening: | Scene 9  Characters:  Setting:  When:  What is happening: |

1. **Scene Writing**
2. **Scene Heading**: Each scene needs to have a heading. You must use all CAPITAL letters and you have to say if it is shot inside (interior - INT) or outside (exterior - EXT), a location, and then the time of day.

For example: INT. BASEMENT – MIDDLE OF THE NIGHT

1. **Action**: Actions need to be written in the present tense, as if it is happening at the moment. Any sounds that occur during the scene needs to be put in all CAPITALS, exactly where it takes place. This narrates the scene and what is happening, not the dialogue.
2. **Characters**: When adding characters, you need to write their names in all CAPITALS. This is called dialogue. The dialogue must be written exactly how they should speak. Some helpful hints:
   * **Sounds:** The sounds of the character needs to be in parenthesis, for example:

KAREN   
*(sighing)*

What am I going to do with these kids?

* + **Movement**: If there is movement that goes with the dialogue, the action needs to be inserted where it occurs and then the words needs to be (CONT’D) continued in the dialogue. For example:

KAREN   
(sighing)

What am I going to do with these kids?

*Getting up from the steps, Karen walks over to the window and stares out of it, looking worried.*

KAREN (CONT’D)  
This has got to be a way to get out of here.

* + **Voice Overs**: You may want a character to talk over a scene, without being in the scene. This is called a voiceover (V.O). Maybe they are narrating or out of range of the camera. For example:

KAREN (CONT’D)  
This has got to be a way to get out of here.

The children start to stir and Karen walks around, helping them to get up. Some struggle to stand.

*KAREN (V.O)  
Impossible as it may seem, I knew then that our only hope lay down that dark alley.*

* + **Keeping the beat**: If you want your character to pause between sentences or phrases, type in the word ‘beat’. For example:

KAREN (V.O)  
Impossible as it may seem, I knew then that our only hope lay down that dark alley.

*(beat)*

And yet, I knew deep down that everything to this point had also been impossible.

1. **Different types of scenes**
   * **Montage**: You may want to have a scene that is a collage of images. This is called a ‘montage’. Each scene in the montage must be named under the heading of MONTAGE. For example:

*MONTAGE*

*1) Karen kneels next to a small girl and gently pulls her hair in a ponytail*

*2) Karen stuffs her belongings into an old bag and stares at the children in the basement*

*3) Karen breaks the window of the basement and lays a shirt across it*

*4) Karen lifts the children one by one through the window*

* + **The Intercut:** This is when two scenes are going on at once. Perhaps they are on the phone or two different scenes are happening at the same time. INTERCUT is used. Each action of each side must follow each other. For example:

EXT. ALLEY – MORNING

KAREN is running down the alley with the children, hand in hand

INT. BASEMENT – MORNING

Three MEN stand in the empty basement, looking for the children.

*INTERCUT BETWEEN KAREN WITH CHILDREN AND MEN*

*KAREN turns off the alleyway onto a busy street and slows to a walk*

*MEN run up the stairs*

*KAREN sees a police car and heads towards it*

*MEN run out of the house and sees KAREN.*

***See attached for rubric***

Screen Play Project

Part A - Plan

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **0 - .5** | **1 - 1.5** | **2 - 2.5** | **3 - 3.5** | **4 - 4.5** | **5** |
| **Outline** | No outline is produced | A weak outline is produced, with little detail | A satisfactory outline is produced, but missing a strong beginning, middle and end | A good outline is produced, including a beginning, middle, and end with dynamic characters, problem and solution, but is weak in many areas | A great outline is produced, including a beginning, middle, and end with dynamic characters, problem and solution, but is weak in a few areas | A great outline is produced with a strong beginning, middle and end with dynamic characters, problem and solution |
| **Scene Planning** | No scene plan is produced | A weak plan, with confusing scenes that do not work well with the story | A satisfactory plan, but was not well thought out or planned. Many scenes do not work with to the story | A good plan with some elements not well thought out. Some scenes may not be important to the story. | Great plan, with most elements well thought out. Only one scene may not be important to the story. | Excellent plan, with all four elements well thought out (characters, setting, when, what is happening). Each scene is important to the story. |
| **Date:**  **Feedback:**  **/10** | | | | | | |

Screen Play Project

Part B – Written Screen Play

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **0 - .5** | **1 - 1.5** | **2 - 2.5** | **3 - 3.5** | **4 - 4.5** | **5** |
| **Scenes: Headings** | No headings are included | Many scenes are missing: interior/exterior, location, and/or time of day | Some scenes are missing: interior/exterior, location or time of day | Each scene includes: interior/exterior, location and time of day |
| **Scenes: Action** | No action is included | Actions are included in few scenes | Actions are included in some scenes, in the proper format | Actions are included in every scene, in the proper format |
| **Scenes: Characters (sound and movement** | No sounds or movements are included | Sounds and movements are included in few scenes | Sounds and movements are included in some scenes, in the proper format | Sounds and movements are included in every scene, in the proper format |
| **Scenes: Different types (montage or intercut)** | No montage or intercut is included | A montage or an intercut was included, not in the proper format | A montage or an intercut was included, in the proper format | A montage and an intercut is included, but not in the proper format | A montage and an intercut is included, in the proper format | More than one Montage and/or intercut is included, in the proper format |
| **Organization** | No organization was attempted | Screen play is not typed and is confusing to read | Screen play is not typed, but is understandable | Screen play is typed, but with some problems with organization and clarity | Screen play is typed and mostly easy to follow | Screen play is typed and well organized, easy to read and follow |
| **Spelling and Grammar** | Completely confusing due to mistakes in spelling and grammar | Many mistakes in grammar and spelling, which hinder understanding | Many mistakes in grammar or spelling, which hinder understanding | Some mistakes in grammar and/or spelling but do not hinder understanding | Few mistakes and the errors are minor and do not hinder understanding | Virtually no mistakes or errors in grammar |
| **Screen play – story overall** | The plan and screen play plot line were not the same | Screen play was confusing and did not follow any plan | Screen play did not follow the plot, it was often difficult to understand | Screen play followed the plot somewhat with no clear beginning, middle, and end | Screen play followed the plot, but missing a clear beginning, middle, or end | Screen play followed the plot well, with an excellent beginning, middle and end |
| **Date:**  **Feedback:**  **/29** | | | | | | |

Screen Play Project

Part C - Film

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **0 - .5** | **1 - 1.5** | **2 - 2.5** | **3 - 3.5** | **4 - 4.5** | **5** |
| **Scenes - Film** | Scenes were mixed up and confusing | Scenes were sometimes filmed inappropriately and did not help to move the story forward | Most scenes were filmed appropriately and helped the story line move forward | Scenes were filmed appropriately and helped the story line move forward |
| **Opening/**  **Closing Credits** | There was no obvious opening or closing | There was only an opening or closing credit | There were opening and closing credits | There were excellent opening and closing credits |
| **Actors** | Could not understand or hear any of the actors | All actors were not well heard and/or understood | Most actors were not well heard or understood | Some actors were well heard, while others were not | Most actors were well spoken and enthusiastic | All actors were well spoken and enthusiastic |
| **Date:**  **Feedback:**  **/11** | | | | | | |

Screen Play Project

Part D – Self & Peer Evaluation (NOTE: Please include reasons for each)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | **Your Name** | **Your Partner** |
|  | **0** | **1** | **2** | **3** |  |  |
| **Focus on the Task** | Rarely focused on the task and what needed to be done. Let others do the work. | Focused on the task and what needed to be done some of the time. This member sometimes needed reminders to be on task. | Focused on the task and what needed to be done most of  the time. Could count on this person | Consistently stayed focused on the task and what needed to be done.  Very self directed. | /3 | /3 |
| **Dependability and responsibility** | Seldom or never followed through on assigned tasks. Depended on others to do all of the work. | Did not follow through on most assigned tasks and sometimes depended on others to do the work | Followed through on most assigned tasks. | Followed through on the assigned tasks and did not depend on others to do the work, responsibility for tasks is shared evenly. | /3 | /3 |
| **Group/ Partner Teamwork** | Always had a positive attitude about the task(s) and the work of others | Usually had a positive attitude about the task(s) and the work of  others | Occasionally was publicly critical of the task(s) or the work of others | Was often negative and publicly critical of the task(s) or the work of others | /3 | /3 |
| Contributed little to the group effort during the project | Finished individual tasks but did not assist partner during the project | Assisted partner in the finished project | Each person contributed equally to the finished project | /3 | /3 |
| **English** | Rarely used English during the project | Used very little English during the project | Used English as most of the time, (some Mandarin used to clarify) | Used English throughout the whole project, using very little Mandarin | /3  /15 /15 | /3 |

**Check List – Cover Sheet**

You must hand in this checklist, with each rubric attached. Each item must be checked off for completion with their due dates noted and teacher signature before continuing to the next step.

**Part A – Plan Rubric /10**

Outline Met with Ms. Luker \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Scene Plan

Due Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_/10

**Part B – Screen Play Rubric /29**

Written Screen Play - Typed Met with Ms. Luker \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Due Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_/29

**Part C – Film Rubric /11**

Film in MP4 format Met with Ms. Luker \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Due Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_/11

**Part D - Self – Evaluation & Peer Evaluation Rubric /30**

/80

Completed (with reasons included!) \_\_\_\_\_\_\_\_\_\_/15 (self)   
   
 \_\_\_\_\_\_\_\_\_\_/15 (partner)

**Screening Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_