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Form I-IV in Tanzania.



Dr Lyabwene M. Mtahabwa
Commissioner for Education

ACTING SYLLABUS FOR ORDINARY SECONDARY EDUCATION
VOCATIONAL STREAM FORM I-IV

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Vocational Education and Training Authority (VETA)

12 VETA Road,

41104 Tambukareli,

P.O. BOX 802,

Dodoma - Tanzania,

Telephone: +255 26 2963661

Website: www.veta.go.tz

Email: info@veta.go.tz

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Abbreviations and Acronyms

AC	- Acting
CBET	- Competence Based Education and Training Approach.
EET	- Entrepreneurship
ENG & COMM	- English and Communication Skills
FN	- Nutrition and Body Anatomy
GPA	- Grade Point Average
ICT	- Information and Communication Technology
LS	- Life Skill
NGO	- Non-Governmental Organization
NM	- Mathematics for Non-Engineers
NVA	- National Vocation Award
NVETB	- National Vocational Education and Training Board
RVTSC	- Regional Vocational training and Service Centre
TV	- Television
TVET	- Technical and Vocational Education and Training
UDOM	- University of Dodoma
UDSM	- University of Dar es Salaam
VET	- Vocational Education and Training
VETA	- Vocational Education and Training Authority

Definition of Key Terms

Assessment: The process of collecting evidence and making judgments on whether competency has been achieved, or whether specific skills and knowledge have been achieved that will lead to the attainment of competency.

Circumstantial knowledge: Detailed knowledge, which allows the decision-making in regard to different circumstances and cross cutting issues.

Competence: The ability to use knowledge, understanding, practical and thinking skills to perform effectively to the workplace standards required in employment.

Element: A sub-unit (step), which reflects learning sequence with the aim of achieving broad learning objectives of a unit.

Occupational Standards: Specific requirements of competences people are expected to demonstrate in a particular occupational area, including knowledge and relevant attitudes. They also act as performance tool of assessment of the prescribed outcomes.

Performance criteria: Indicate the expected end results or outcome in form of evaluative statements.

Standard: A set of statements, which if proved true under working conditions, means that an individual is meeting an expected level and type of performance.

Underpinning Knowledge: This is essential knowledge needed in order to demonstrate competences that are associated in performing a given task.

Unit: A statement of broad learning objectives, which prescribe the requirements of a standard in form of practical skills, knowledge and appropriate attitudes.

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For and on behalf of:

Vocational Education and Training Authority



CPA. Antony M. Kasore

Director General

1.0 Introduction

Acting is one of the occupations taught in the Ordinary Secondary Education Vocational Stream. Acting as a profession is important both to individuals and to a country's economy. Acting profession is found within the larger creative and cultural industry and sector. Specifically, acting professions works for different art and media-art forms including stage plays, radio drama, films or movies, television (TV) and radio drama and stand-up comedy.

The entertainment industry contributes significantly to Gross Domestic Product (GDP). In many countries, acting contributes to the arts and entertainment sector revenue sources, which includes box office, streaming services and merchandise sales. Nonetheless, films, stage plays, and TV and Radio drama educate audiences about history, culture, and current events, often inspiring innovation and learning. This intellectual growth contributes to a more informed society, which can drive economic growth. Furthermore, a strong film, TV and Radio drama and stage play industry enhances a nation's global influence. Hollywood, Bollywood, and other major entertainment hubs play an important role in shaping perceptions of their countries. Generally, acting can provide a stable or lucrative career path for individuals, depending on their success and opportunities. Beyond performance, actors often branch out into directing, producing, or teaching, broadening their professional horizons.

Socially, actors or actresses also use their social media platforms and networks as well as participate in philanthropic activities to raise awareness of social, environmental, or political issues, contributing to societal progress. Through acting, actor or actress can enhance his or her skills such as communication, confidence, adaptability, and teamwork, which are valuable in many other professions and aspects of life. The development of such skills occurs as acting allows individuals to express themselves creatively, explore emotions, and develop empathy by stepping into different characters' shoes. By enriching lives, creating jobs, and driving cultural and economic influence, acting as a profession holds immense value for individuals and the broader economy of a country. Largely, acting can be fulfilling, offering personal satisfaction and a sense of achievement.

An occupation is a specific work area or a group of related job roles that demand particular skills, knowledge, and competencies. It encompasses a structured professional activity within the labor market, marked by distinct tasks, responsibilities, and established standards of practice. In such context, acting is the art of performance that involves an actor or actress in portraying or impersonating and realizing a fictional character using movement, gesture, and intonation on a variety of art and media-art forms including stage, film, TV and radio. The occupation involves performing duties related to acting various character roles for stage, radio, film and TV drama and stand-up comedy performances. It also involves performing duties related to processes of casting and assisting in directing actors and actresses' performance as well use of information and communication technologies (ICT) to self-market and promote stage, radio or screen contents.

Upon completion of the program, students will possess both theoretical and practical knowledge of acting. They will be able to maintain safety of acting working environment, maintain principles of acting and ethics in acting. Other competences include ability to apply principles of acting for stage play, principles of acting for radio drama, principles of using camera in film and TV drama and principles of acting for film and TV drama. Moreover, the student graduating from

this program will possess ability to apply principles of casting acting talents for film and TV drama, principles of acting for stand-up comedy, principles of assisting in directing actors and actresses and lastly use ICT to market actor or actress as well as promote stage, radio or film and TV contents. Student will pursue related and cross-cutting subjects that will enable them to graduate with skills in computer applications, English and communication, basic mathematics, nutrition and human anatomy, entrepreneurship and life skills.

Graduates of this occupation can find employment in the creative and cultural sector and industry as well as community development organisations. These specific sectors and industries include stage play, film, TV and radio drama, and stand-up comedy. In these industries acting profession entails various opportunities including working as screen actor or actress for various film and TV drama projects, working as voice actor or actress for various radio drama, voice-over narration for documentaries and animations projects as well as dubbing for foreign films. On stage medium, actor or actress can feature for broad way stage plays, theatre for development or stand-up comedy projects. These types of projects are operated under both government, Non-Governmental Organizations (NGOs), community based as well as private production companies and art institutions or organisations.

The Acting Syllabus is designed to guide the teaching and learning of Acting at the Ordinary Secondary Education Form I-IV Vocational Stream in the United Republic of Tanzania. The syllabus interprets the competences a student needs to develop while learning Acting. It contains valuable information that will enable teachers to effectively plan their teaching process and help learners to develop the intended competences.

2.0 Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions, norms and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0 General Competencies for Ordinary Secondary Education Vocational Stream

The general competences for Ordinary Secondary Education, Form I–IV, Vocational Education stream is to:

- (a) Apply the knowledge, skills and attitudes the student developed in the primary school stage to increase his/her understanding of technical skills;
- (b) Apply technical skills in designing, inventing and making various things to cope with life and solve challenges in society;
- (c) Appreciate citizenship and national virtues;
- (d) Use language skills;
- (e) Demonstrate self-confidence in learning in various fields, including science and technology, technical knowledge and technical skills;
- (f) Apply technical knowledge and skills in designing, discovering and making various things to solve challenges in society, including cross cutting issues;
- (g) Appreciate procedures and safety rules in using technical tools correctly; and
- (h) Apply the technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce.

4.0 General Competences of the Occupation

Upon completion of this occupation, students are expected to have ability to:

- a) Maintaining safety of acting working environment;
- b) Maintaining principles of acting;
- c) Maintaining ethics in acting;
- d) Applying principles of acting for stage play;
- e) Applying principles of acting for radio drama;
- f) Applying principles of using camera in film and TV drama
- g) Applying principles of acting for film and TV drama
- h) Applying principles of casting acting talents for film and TV drama
- i) Applying principles of acting for stand-up comedy;
- j) Applying principles of assisting in directing actors and actresses
- k) Using ICT to market actor or actress;

5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1

Table 1: *Main and Specific Competences for Form I-IV*

Modules (Main Competences)	Units (Specific competences)
1.0 Maintaining safety of acting working environment	1.1 Handling safety in acting working environment 1.2 Handling accidents and incidents hazards

Modules (Main Competences)	Units (Specific competences)
	1.3 Performing first aid
2.0 Maintaining principles of acting	2.1 Performing techniques of acting for stage, radio, television and film 2.2 Performing approaches to acting 2.3 Performing acting methods
3.0 Maintaining ethics in acting	3.1 Performing character while applying ethical values 3.2 Performing mastery of acting while applying ethical values
4.0 Applying principles of acting for stage play	4.1 Staging improvised stage play 4.2 Staging scripted stage play
5.0 Applying principles of acting for radio drama	5.1 Voice acting techniques for radio drama 5.2 Audio recording techniques for radio drama
6.0 Applying principles of using camera in film and television drama	6.1 Performing basic camera functioning 6.2 Performing for shots, camera angles and camera movements
7.0 Applying principles of acting for film and television drama	7.1 Performing acting techniques for film and television drama 7.2 Performing processes of acting for film and television drama 7.3 Working with director and key production crew
8.0 Applying principles of casting acting talents for film and television drama	8.1 Executing the responsibilities of casting director 8.2 Promoting acting talents
9.0 Applying principles of acting for stand-up comedy	9.1 Creating content for stand-up comedy 9.2 Performing techniques for stand – up comedy
10.0 Applying principles of assisting in directing actors and actresses	10.1 Executing the responsibilities of assistant director during pre-production 10.2 Executing the responsibilities of assistant director during production
11.0 Using ICT to market actor or actress	11.1 Using available ICT resources for creation of stage, radio and screen contents 11.2 Using social media platforms to distribute stage, radio and screen contents

6.0 The Roles of Teachers, Students and Parents in Teaching and Learning

Good relationships between a teacher, student and parent, or guardian is fundamental to ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of acting.

6.1 The teacher

The teacher is expected to:

- a) Help the student to learn and develop the intended competences in acting.
- b) Use teaching and learning approaches that will allow students with different needs and abilities to:
 - i. Develop the competences needed in the 21st Century; and
 - ii. Actively participate in the teaching and learning process.
- c) Use student centered instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- d) Create a friendly teaching and learning environment;
- e) Prepare and improvise teaching and learning resources;
- f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- g) Treat all the students according to their learning needs and abilities;
- h) Protect the student from the risky environment while he or she is at school;
- i) Keep track of the student's daily progress;
- j) Identify individual student's needs and provide the proper intervention;
- k) Involve parents/guardians and the society at large in the student's learning process; and
- l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The student

The student is expected to:

- a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom; and
- b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3 The parent/guardian

The Parents/Guardian is expected to:

- a) Monitor the child's academic progress in school;
- b) Where possible, provide a child with the needed academic support;
- c) Provide a child with a safe and friendly home environment which is conducive for learning;

- d) Keep track of a child's progress in behaviour;
- e) Provide the child with any necessary materials required in the learning process; and
- f) Instill in a child a sense of commitment and positive value towards education and work.

7.0 Teaching and Learning Methods

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to brainstorming, demonstration, practical/hands-on activities, observations, role play, simulation, group works, peer teaching/learning, discussions, presentations, field visits, research, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students. The focus is expected to be on practical application and developing cognitive, affective, and psychomotor skills through learner-centred methods. Vocational teachers act as facilitators, incorporating both school base teaching and project work supervision.

8.0 Teaching and Learning Resources

The process of teaching and learning requires different resources. In that regard, both a teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. Teachers and students are expected to constantly seek for information from various sources to effectively facilitate the teaching and learning process. The list of approved textbooks and reference books shall be provided by the TIE.

9.0 Assessment

Assessment is important in teaching and learning of Acting. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are therefore, expected to apply a wide range of formative assessment methods which include but not limited to demonstration, discussions, presentations, oral questions, experiments, observations, practical assignments and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including Form Two National Assessment, terminal examination, annual examination, mock examination and project. Therefore, the continuous assessments shall contribute 60% and the National Form IV Examination shall be 40% as indicated in Table 2.

9.0 Project Work

Project work is a carefully planned and clearly defined task or problem that a student undertakes, either alone or in a group, to enhance and apply the skills and knowledge gained

in the classroom, on stage, studio or on location. It is based on the principles of "Learning by Doing" and "Learning by Living." In this context, the implementation of Project Work in secondary schools' vocational streams is essential. Projects in the vocational stream should be conducted in the core subject (occupation). To ensure its success, the supervision and assessment of student project work must be consistent with the established guidelines provided by National Examinations Council of Tanzania (NECTA).

Table 2: *Contribution of Continuous Assessment and National Examination in the final score*

Assessment Category	Weight (%)	National Examination
Form Two National Assessment (FTNA)	6.0	40
Form Three Terminal Examination	5.0	
Form Three Annual Examination	5.0	
Form Four Mock Examination	7.0	
Project	7.0	
Form Two Practical	10.0	
Form Three Practical	10.0	
Form Four Practical	10.0	
Total	60	

10.0 Number of Periods

The Acting syllabus for Ordinary Secondary Education Vocational Stream Form I-IV provides time estimates for teaching and learning each specific competence. The estimates consider the complexity of the specific competences and the learning activities. Eight (08) periods of 40 minutes each have been allocated per week, whereby two (02) periods will be used for theory and 6 for practical sessions which may require double periods (e.g., 80). Double periods will allow sufficient time for hands-on activities.

11.0 Teaching and Learning Contents

The contents of the syllabus are organised into a matrix with seven (07) columns which are main competences, specific competences, learning activities, suggested teaching and learning methods, assessment criteria which is divided into (process assessment, products/service assessment and underpinning knowledge), suggested teaching and learning resources and number of periods as presented in Table 3 to 6.

Form One

Table 3: Detailed contents for Form One

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Maintaining safety of acting working environment.	1.1 Maintaining safety in acting working environment	(a) Controlling safety on stage, studio and on location	<p>Brainstorm: Guide the students to list common stage, studio and on-location safety rules, discuss their importance in preventing accidents and ensuring a safe working environment.</p> <p>Practical Work: Guide students to correctly implement stage, studio and on-location safety rules, such as wearing appropriate Personal Protective Equipment (PPE), proper tool usage, and maintaining</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> Identify potential risks Interpret different safety signs in a stage, studio and on location Draw safety signs Maintain personal safety Clean stage, studio and on location, Clean tools and equipment used Use safety gears 	Safety of actor or actress on stage, studio or on-location is implemented as per principles and regulations	<p>Detailed knowledge of: Method used: The student should explain how to control safety on stage, studio and on location.</p> <p>Principles: The student should explain principles of controlling safety on stage, studio and on location.</p> <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> Concept of safety rules Purpose of each safety rule Different safety sign and their importance Rules and regulation of maintaining safety while working on on stage, studio and on location <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> OSHA rules and regulations Safe working practices Importance of 	The following equipment and safety gears are to be available: - <ul style="list-style-type: none"> Safety signs 	32

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			cleanliness Activity: Organize students into manageable groups to identify the stage, studio and on-location safety signs and write down their meaning			implementing on stage, studio and on-location rules and regulations.		
		(b) Monitoring personal safety	Brainstorm: Guide students to define the concept of personal safety in acting environments, such as studios, stages, and on-location shoots. Discuss potential risks actors may encounter, including physical hazards and environmental factors. Discuss the importance	The students should be able to: <ul style="list-style-type: none"> Identify risks of health and safety hazards in an acting environment Interpret safety protocol Interpret emergency procedures Identify PPE Maintain personal safety Clean acting working 	Actor or actress personal safety implemented as per protocols and regulations	Detailed knowledge of: Method used: The student should explain how to monitor personal safety Principles: The student should explain principles of monitoring personal safety. Theories: The student should explain: - <ul style="list-style-type: none"> Concept of personal safety Importance of personal safety Different safety sign and their importance. Circumstantial knowledge	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> PPE gears Safety signs 	32

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>of following safety protocols, understanding emergency procedures, and using personal protective equipment (PPE) when necessary.</p> <p>Practical Work: Guide students in how to perform safety drills, practice proper physical and vocal warm-up techniques and to safely handle stage props, set pieces, and equipment to prevent strain or injury during rehearsals and performances.</p> <p>Activity: Organize students into manageable groups and assign them to</p>	<p>environment and surroundings</p> <ul style="list-style-type: none"> • Perform safely warm ups • Handle safely props and related special effects • Work safely around sets • Use safety gear • Store tools, equipment and safety gear 		<p>Detailed knowledge about:</p> <ul style="list-style-type: none"> • OSHA rules and regulations. • Safe working practices. 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			create a mock safety assessment for different acting environments (studio, stage, or location). Students identify potential hazards and propose solutions. Encourage them to practice safe use of PPE and tools.					
		(c) Maintaining actor's personal hygiene	Brainstorm: Guide students to define personal hygiene and its importance in acting environments. Discuss how maintaining hygiene impacts their health, comfort, and professionalism, especially in shared spaces like studios, stages, and on-	The students should be able to: <ul style="list-style-type: none"> • Interpret personal hygiene spaces • Interpret personal hygiene tools • Interpret lack of personal hygiene signs • Takes shower • Wear clean costumes • Use clean utensils • Cuts hairs and 	Actor or actress personal hygiene maintained as per principles	Detailed knowledge of: Method used: The student should explain how to maintain personal hygiene. Principles: The student should explain principles of maintain personal hygiene. Theories: The student should explain: - <ul style="list-style-type: none"> • Concept of personal hygiene • Purpose of implementing personal hygiene • Personal hygiene activities Circumstantial knowledge	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Hygiene Tool kits 	32

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>location shoots. Discuss the consequences of neglecting hygiene. Explore hygiene-specific topics, including proper grooming, makeup hygiene, and costume cleanliness.</p> <p>Practical Work: Guide student to assemble and maintain a personal hygiene kit for acting, take care of costume and makeup tools.</p> <p>Activity: Organize students into manageable groups and assign them a specific hygiene-related challenge.</p>	<p>beards</p> <ul style="list-style-type: none"> • Washes hands • Washes mouth • Maintain personal hygiene across days and environment • Dress up to occasions 		<p>Detailed knowledge about:</p> <ul style="list-style-type: none"> • Personal hygiene practices 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Students brainstorm solutions and present their strategies. Encourage them to avoid shared makeup products and costumes to prevent skin infections.					
	1.2 Handling accidents and incidents hazards	(a) Handling mechanical hazards	<p>Brainstorm: Guide the students to define mechanical hazards, identify examples such as moving parts, sharp edges, or pinch points, and discuss their potential risks in various environments</p> <p>Practical Work: Guide students on handling mechanical hazards in acting environments</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> • Carry out first aid to person involved in accidents related to mechanical hazards • Use service manual • Interpret on stage, studio and on location rules • React correctly and safely when faced with a n emergency 	Mechanical hazards handled according to rules and regulations	<p>Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Identify hazard materials • Handle hazards materials • Use safety gears • Use colour code and safety signs • Handle an accident victim • Protect on unconscious victim • Carry out first aid • React correctly and safely when faced with emergency <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Classifying hazards • Cardio pulmonary resuscitation 	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Tool kits • First aid kit • First aid poster • User manuals • Safety signs • Fire extinguisher • Helmets • Goggles • Ear protections • Aprons • Safety boots • Gloves 	45

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Activity: Organize students into manageable groups and assign them to inspect different areas of the stage, studio or location to identify potential mechanical hazards	<ul style="list-style-type: none"> Identify and apply all emergency equipment and supplies Locate first aid kit Take necessary steps to save the victim Report to superiors Record accidents Make periodic inspection of on stage, studio and on location area and equipment Handle mechanical equipment Clean tools, equipment and stage, studio and on location environment Store tools and equipment 		<ul style="list-style-type: none"> Emergency life support. Theories: The student should explain: - <ul style="list-style-type: none"> Effects of mechanical hazards Emergency life support Treatment for burns Treatment for fractures Treatment for unconscious person Importance of using safety gears Advantages of accidents preventions Usage of color code and safety signs Reading manufacturer's instruction before using tools or equipment Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> Safety precautions while handling accidents and incidents Basic functions of the human body 		
		(b) Handling Physical	Brainstorm:	The students	Physical	Detailed knowledge of:	The following tools,	45

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		hazards	<p>Guide students to define physical hazards and identify common examples, such as slippery floors, falling objects, noise, extreme temperatures, and sharp edges. Discuss how these hazards occur and their potential impact on safety.</p> <p>Practical Work: Guide students to practice handling physical hazards effectively in actual settings such as Stage, Studio or Location</p> <p>Activity: Organize students into manageable</p>	<p>should be able to:</p> <ul style="list-style-type: none"> • Carry out first aid to person involved in accidents related to physical hazards • Use service manual • Interpret stage, studio or location rules and regulations • React correctly and safely when faced with a n emergency • Identify and apply all emergency equipment and supplies • Locate first aid kit • Carry out artificial respiration • Take necessary steps to save the victim 	hazards are handled according to rules and regulations	<p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Identify hazard materials • Handle hazards materials • Use safety gears • Use color code and safety signs • Handle an accident victim • Protect on unconscious victim • Carry out first aid • React correctly and safely when faced with emergency <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Classifying hazards • Handling hazardous materials • Identifying hazard materials • Emergency life support <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> • Effects of physicals hazards • Emergency life support • Treatment for fractures • Treatment for unconscious person • Importance of using safety gears 	<p>equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Tool kits • First aid kit • First aid poster • User manuals • Safety signs • Helmets • Goggles • Ear protections • Safety boots • Gloves 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			groups to survey different areas of the stage, studio or location premises. Assign them to identify physical hazards and propose corrective actions, such as installing barriers, using mats, or improving lighting.	<ul style="list-style-type: none"> • Report to superiors • Record accidents • Use safety gears • Clean tools, equipment and stage, studio and on location environment • Store tools and equipment 		<ul style="list-style-type: none"> • Advantages of accidents preventions • Usage of colour code and safety signs <p>Circumstantial knowledge</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling accidents and incidents • Safe handling of tools and equipment • Basic functions of the human body 		
		(c) Handling electrical hazards	<p>Brainstorm:</p> <p>Guide students to define electrical hazards and identify examples such as exposed wires, overloaded circuits, wet areas near electrical installations, and improper use of electrical equipment.</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> • Carry out first aid to person involved in accidents related to electrical hazards • Use service manual • Interpret stage, studio or location rules and regulations • React correctly 	Electrical hazards are handled according to rules and regulations	<p>Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Identify electrical hazard materials • Handle electrical hazards materials • Use safety gears • Use color code and safety signs • Handle an accident victim • Protect unconscious victim • Carry out first aid • React correctly and safely when faced with emergency. 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Tool kits • First aid kit • First aid poster • User manuals • Safety signs • Fire extinguisher • Helmets • Safety boots • Gloves 	45

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Discuss the potential risks, including shocks, burns, and fires.</p> <p>Practical Work: Guide students to practice safe handling of electrical hazards.</p> <p>Activity: Organize students into manageable groups to identify potential electrical hazards in the stage, studio, location or school premises. Assign them to assess the risks and suggest preventive measures, such as proper wiring, grounding, or use of circuit protection</p>	<p>and safely when faced with an emergency</p> <ul style="list-style-type: none"> Identify and apply all emergency equipment and supplies Locate first aid kit Carry out artificial respiration Take necessary steps to save the victim Report to superiors Record accidents Make periodic inspection of stage, studio area and equipment Identify hazard material Handle hazard material Follow good environmental practices 		<p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> Identifying electrical hazard materials Handling electrical hazardous materials <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> Effects of electrical hazards. Treatment for unconscious person Importance of using safety gears Advantages of accidents preventions Usage of colour code and safety signs Reading manufacturer's instruction before operating machine <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while handling accidents and incidents Basic functions of the human body 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			devices. Discussion: Facilitate a discussion on the importance of electrical safety and compliance with safety standards. Video presentation Screen videos from real-life examples of electrical accidents to highlight the consequences of negligence and improper practices	<ul style="list-style-type: none"> • Use safety gears • Clean tools, equipment and workplace • Store tools and equipment 				
		(d) Handling chemical hazards	Brainstorm: Guide students to define chemical hazards and identify scenarios in acting where they might encounter them, such as stage	The students should be able to: <ul style="list-style-type: none"> • Identify chemical hazards related scenarios • Identify potential risks • Interpret 	Machines and equipment accidents and incidents handled according to workshop rules and regulations	Detailed knowledge of: Method used: The student should explain how to <ul style="list-style-type: none"> • Handle chemical hazards related accidents. • React correctly and safely when faced with emergency. Principles: The student	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Tool kits • First aid kit • First aid poster • User manuals • Safety signs • Goggles 	45

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			fog, pyrotechnics, makeup products, adhesives, paints, or cleaning chemicals. Discuss the potential risks, including skin irritation, respiratory issues, and accidents caused by improper handling. Practical Work: Guide students on how to safely handle common chemicals used in acting. Demonstrate proper storage, usage, and disposal methods. Activity: Organize students into	chemical hazards signs <ul style="list-style-type: none"> • Use service manual • React correctly and safely when faced with an emergency • Identify and apply all emergency equipment and supplies • Locate first aid kit • Carry out artificial respiration • Take necessary steps to save the victim • Report to superiors • Record accidents • Develop safety plan • Use safety gears • Store tools and equipment 		should explain the principles of handling chemical related hazards and accidents. Theories: The student should explain: - <ul style="list-style-type: none"> • Concept of special effects • Use of different types of chemicals • Procedures to minimise chemical related hazards Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions while handling accidents and incidents • Safe handling of tools, equipment and other related special effects • Waste disposals 	<ul style="list-style-type: none"> • Ear protections • Aprons • Safety boots • Gloves • Bins • Water 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			manageable groups and assign each group a scenario where chemical hazards are present, such as applying prosthetics with adhesive, using stage fog, or cleaning costumes with strong detergents. Students develop a safety plan, including risk identification, required safety measures, and emergency responses. Students present their plan.					
		(e) Handling biological hazards	Brainstorm: Guide the students to define safety gears and their importance in preventing	The students should be able to: <ul style="list-style-type: none"> Identify biological hazards related scenarios 	Machines, equipment and chemicals accidents and incidents handled according to	Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> Use safety gears Use color code and safety signs Principles: The student	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Tool kits First aid kit First aid poster 	45

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>injuries in stage, studio and location. Discuss the various types of safety gears, such as gloves, helmets, goggles, ear protection, aprons, and safety boots.</p> <p>Practical Work: Guide students to properly inspect, clean, and store safety gears to ensure their effectiveness and longevity.</p> <p>Activity: Organize students into manageable groups and assign them tasks related to maintaining different types of safety gears. Each group will:</p>	<ul style="list-style-type: none"> • Identify potential risks • Interpret biological hazards signs • Use service manual • React correctly and safely when faced with an emergency • Identify and apply all emergency equipment and supplies • Locate first aid kit • Take necessary steps to save the victim • Report to superiors • Record accidents • Develop safety plan • Use safety gears • Store tools and equipment 	stage, studio and location rules and regulations	<p>should explain the principles of:</p> <ul style="list-style-type: none"> • Classification of hazards • Handling safety gears • Storing safety gears <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> • Importance of using safety gears • Advantages of accidents preventions • Usage of colour code and safety signs • Reading manufacturer's instruction before operating machine <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions while handling accidents and incidents • Safe handling of tool and equipment 	<ul style="list-style-type: none"> • User manuals • Safety signs • Helmets • Goggles • Ear protections • Aprons • Safety boots • Gloves 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Inspect assigned safety gear for any damage or wear and document their findings. Clean the safety gear using appropriate methods and materials. Arrange the safety gears in a designated storage area, ensuring proper organization and labelling. 					
	1.3 Performing first aid	(a) Providing first aid to an injured and broken borne	Brainstorm: Guide the students to define and differentiate between injuries,	The students should be able to: <ul style="list-style-type: none"> Analyse type of injury Analyse 	Provision of first aid to an injured and broken borne person is implemented	Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> Identify types of injuries and broken borne Apply the right type of first 	The following tools are to be available: <ul style="list-style-type: none"> First Aid Kit 	60

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>burns, cuts, scratch and borne. Discuss their importance in preventing the injuries and broken bone in acting working environment. Discuss the first aid kit and its basic items.</p> <p>Practical Work: Guide the students on how to provide first aid to injured and broken borne person.</p> <p>Activity: Organize students into manageable groups. In each they should divide themselves into two key groups; the injured and the first aid providers. Then</p>	<p>feasible causes</p> <ul style="list-style-type: none"> • Select first aid tools and equipment • Check and test first aid tools • Use tools to perform first aid • Seek medical service • Clean up tools, equipment and working place. • Store tools, equipment and safety gears. 	as per approved procedures and regulations.	<p>procedures</p> <p>Principles: The student should explain the principles of providing first aid to an injured and broken borne person.</p> <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> • Concept of injuries • Concept of broken borne • Tools used to provide first aid • Procedure for provision of first aid • Guidelines on providing first aid. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions when performing first aid • Safe handling of first aid tools, equipment 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			ask them to perform first aid. Task them to identify the types of injuries and perform specific first aid procedures for each.					

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(b) Providing first aid to an unconscious and fainted person	<p>Brainstorm: Guide the students to define conscious and unconscious states as well as fainting. Discuss the causes of unconsciousness. Common methods used to help fainted person. How to provide first aid to fainted person particularly respiratory chest compression.</p> <p>Practical Work: Guide students on how to perform methods of reviving fainted person such as respiratory chest compression.</p> <p>Activity: Organize the students into manageable</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> Analyse the environment Analyse the fainted person e.g., type of clothing Select first aid tools and equipment Check and test first aid tools Use tools to perform first aid Seek medical service Clean up tools, equipment and working place Store tools, equipment and safety gears 	Provision of first aid to an unconscious and fainted person is implemented as per approved procedures and regulations.	<p>Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Identify types of unconsciousness Identify causes of unconsciousness Analyse the situation of unconsciousness Apply the right type of first aid procedures <p>Principles: The student should explain the principles of providing first aid to unconscious and fainted person</p> <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> Concept of unconsciousness Concept of fainting Tools used to provide first aid Procedure for provision of first aid Guidelines on providing first aid. <p>Circumstantial knowledge: Detailed knowledge about:</p>	<p>The following tools are to be available: -</p> <ul style="list-style-type: none"> First Aid Kit 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			groups to simulate handling fainted persons. Assign each group a role between fainted and the persons providing first aid.			<ul style="list-style-type: none"> Safety precautions when performing first aid Safe handling of first aid tools, equipment 		
		(c) Providing first aid to an electrical shocked and burnt person	Brainstorm: Guide the students to define electricity and skin burning. Discuss characteristics of electricity and	The students should be able to: <ul style="list-style-type: none"> Identify source of electricity Identify source of 	Provision of first aid to an electrical shocked and burnt person is implemented as per approved	Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> Identify types of electrical shocked and burnt person Apply the right type of 	The following tools are to be available: - <ul style="list-style-type: none"> First Aid Kit 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>skin that is burnt. Discuss common causes of electrical shock and burns in persons. Common methods used to help electrical shocked and burnt person. How to provide first aid to electrical shocked and burnt person.</p> <p>Practical Work: Guide the students on how to perform first aid to electrical shocked and burnt person.</p> <p>Activity: Organize the students into manageable groups to simulate handling electrical</p>	<p>burn</p> <ul style="list-style-type: none"> • Handle the sources • Analyse the person • Analyse the burnt would • Select first aid tools and equipment • Check and test first aid tools • Use tools to perform first aid • Clean up tools, equipment and working place • Store tools, equipment and safety gears 	procedures and regulations.	<p>first procedures</p> <p>Principles: The student should explain the principles of providing first aid to an electrical shocked and burnt person.</p> <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> • Concept of electricity • Concept of skin burns • Characteristics of electricity • Characteristics of fire and burns • Tools used to provide first aid • Procedure for provision of first aid • Guidelines on providing first aid. <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions when performing first aid • Safe handling of first aid tools, equipment 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			shocked and burnt person. Assign each group a role between electrical shocked and burnt persons and the persons providing first aid.					
		(d) Providing first aid to a person with a heart attacked	Brainstorm: Guide the students to define heart and normal performing heart. Discuss heart disease and what is heart attack and the situations and common causes of heart attacks. Symptoms and signs of heart attacks. Risk factors that may cause heart attacks. Common procedures used	The students should be able to: <ul style="list-style-type: none"> Analyse the symptoms Avoid panic Calm down self or person Sit or lie down Select first aid tools and medicine Use tools and medicine to perform first aid Seek medical service Clean up tools, equipment and working place 	Provision of first aid to an injured and broken borne person is implemented as per approved procedures and regulations.	Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> Identify types of heart attacked Apply the right type of first procedures Principles: The student should explain the principles of providing first aid to first aid to heart attacked. Theories: The student should explain: - <ul style="list-style-type: none"> Concept of heart and heart diseases Concept of heart attack Risk factors Symptoms and signs Tools used to provide 	The following tools are to be available: - <ul style="list-style-type: none"> First Aid Kit 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>to help heart attacked person. How to provide first aid to a heart attacked person.</p> <p>Practical Work: Guide the students on how to perform first aid to a heart attacked person.</p> <p>Activity: Organize the students into manageable groups to simulate handling a heart attacked person. Assign each group a role between heart attacked persons and the persons providing first aid.</p>	<ul style="list-style-type: none"> • Store tools, equipment and safety gears 		<p>first aid</p> <ul style="list-style-type: none"> • Procedure for provision of first aid • Guidelines on providing first aid. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions when performing first aid • Safe handling of first aid tools, equipment 		
		(e) Providing first aid to a person bitten	Brainstorm: Guide the students to	The students should be able to:	Provision of first aid to a person bitten	Detailed knowledge of: Method used: The student should explain how to:	The following tools are to be available: - <ul style="list-style-type: none"> • First Aid Kit 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		by poisonous insects	<p>define insects and types of poisonous insects. Discuss the symptoms of a person bitten by poisonous insects. Procedures used to help a person bitten by poisonous insects. How to provide first aid to a person bitten by poisonous insects.</p> <p>Practical Work: Guide the students on how to perform first aid to a person bitten by poisonous insects.</p> <p>Activity: Organize the students into manageable groups to simulate</p>	<ul style="list-style-type: none"> Analyse bites Assess pain Assess symptoms Select first aid tools and equipment Check and test first aid tools Use tools to perform first aid Clean up tools, equipment and working place Store tools, equipment and safety gears 	by poisonous insects is implemented as per approved procedures and regulations.	<ul style="list-style-type: none"> Identify types of poisonous insects. Apply the right type of first procedures <p>Principles: The student should explain the principles of providing first aid to a person bitten by poisonous insects.</p> <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> Concept of poison Concept of poisonous insects Symptoms of a person who is bitten by poisonous insect or snake Tools used to provide first aid Procedure for provision of first aid Guidelines on providing first aid. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions when performing first aid Safe handling of first aid tools, equipment. 		

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				Process Assessment	Services Assessment	Knowledge Assessment		
			handling a person bitten by poisonous insects. Assign each group a role between persons bitten by poisonous insects and the persons providing first aid.					
2.0 Maintaining principles of acting	2.1 Performing techniques of acting for stage, radio, television and film	(a) Performing physical (body & voice) exercises	Brainstorm: Guide students to define and identify different types of physical exercises, such as body stretches, relaxation techniques, breathing exercises, vocal warm-ups, and articulation drills. Discuss the importance of these exercises in enhancing flexibility,	The students should be able to: <ul style="list-style-type: none"> Identify body parts and voice aspects. Identify body exercises. Identify voice exercises. Perform body exercises. Perform voice exercises. Perform theatre -body games Perform theatre -voice games 	Perform physical (body and voice) exercises as per the fundamental principles.	Detailed Knowledge of: Method used: The student should explain different physical (body and voice) exercises. Principles: The student should explain principles of performing physical (body and voice) exercises. Theories: The student should explain: <ul style="list-style-type: none"> The concept of exercising in acting. Importance of performing physical exercises Procedures to follow in doing physical exercises. Preparation for physical 	The following tools and instruments are to be available: <ul style="list-style-type: none"> Costumes (special for training) Mattresses (at least 10") Carpets (Acrylic fiber) Dummy tools (Pistol, Gun, Knife, Axe etc.) Make up kit Props (actual tools) Drums "Ngoma" (at least 3) Percussions 	96

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>posture, vocal projection, and emotional expressiveness, as well as preventing injuries or vocal strain during acting.</p> <p>Practical Work: Guide students to properly perform physical exercises.</p> <p>Activity: Organize students into manageable groups to create a warm-up routine that includes both body and voice exercises. Students demonstrate their routine and explain its purpose and benefits.</p>	<ul style="list-style-type: none"> Identify tools for physical exercises Store tools used. 		<p>exercises.</p> <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions to be observed while performing physical exercises. Accuracy in attempting different exercises. Differences observed in the level of performance of the actor/actress due to performing mind exercises. 	<p><i>“Marimba”</i> (At least 2)</p> <ul style="list-style-type: none"> Small Music/PA unit (Playback device, amplifier and speakers) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Presentation and Group Discussion: Students discuss on how the routines support acting preparation. Encourage them to use body and voice expressively and cohesively.					
		(b) Performing mental (mind) exercises	Brainstorm: Guide students to identify different types of mental exercises, such as visualization, mindfulness, memory improvement techniques, and focus-building tasks. Discuss the importance of these exercises in enhancing concentration, reducing stress, and fostering	The students should be able to: <ul style="list-style-type: none"> Identify mental (mind) compartments in acting. Identify mind exercises. Perform mental exercises. Perform theatre – mind games Identify tools for physical exercises Store tools used. 	Perform physical (body and voice) exercises as per the fundamental principles.	Detailed Knowledge of: Method used: The student should explain different mental (mind) exercises. Principles: The student should explain principles of performing mental (mind) exercises. Theories: The student should explain: <ul style="list-style-type: none"> The concept of mind exercises in acting. Importance of performing mind exercises in acting. Procedures to follow in doing mind exercises. Preparation for mind exercises. Circumstantial	The following tools and instruments are to be available: <ul style="list-style-type: none"> Costumes (special for training) Mattresses (at least 10") Carpets (Acrylic fiber) Dummy tools (Pistol, Gun, Knife, Axe etc.) Make up kit Props (actual tools) Drums “Ngoma” (at least 3) Percussions 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>creativity during acting.</p> <p>Practical Work: Guide students through step-by-step mental exercises such as breathing-focused mindfulness, visualization of a character's backstory, or memory recall drills. Ensure students have quiet spaces to practice and reflect on the outcomes of each exercise.</p> <p>Activity: Organize students into manageable groups to develop and practice a character's emotional journey through</p>			<p>knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Mindfulness techniques to be observed while performing mind exercises. • Accuracy in attempting different mind exercises. • Differences observed in the level of performance of the actor/actress due to performing mind exercises. 	<p><i>"Marimba"</i> (At least 2)</p> <ul style="list-style-type: none"> • Small Music/PA unit (Playback device, amplifier and speakers) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			visualization or practice memory games. Encourage them to share their experiences and discuss how mental exercises helped in their preparation for acting.					
		(c) Performing acting techniques	Brainstorm: Guide students to define and identify various acting techniques or tools, such as voice, facial expressions, eye contact, gestures, body language, stage business, and spatial awareness when on stage, audio recording studio or film set/location. Discuss the purpose and application of these techniques	The students should be able to: <ul style="list-style-type: none"> Identify the specific techniques/tools. Perform voice projections. Perform facial expressions. Perform gestures Perform body language Perform stage businesses Perform spatial awareness Store tools and equipment. 	Perform different acting techniques as per fundamental principles.	Detailed Knowledge of: Method used: The student should explain different acting techniques. Principles: The student should explain principles of performing different acting techniques. Theories: The student should explain: <ul style="list-style-type: none"> Concept of techniques in acting. Importance of performing acting while apply different techniques. Procedures for performing different actin techniques. Circumstantial knowledge Detailed knowledge about:	The following tools and instruments are to be available: <ul style="list-style-type: none"> Costumes (special for training) Mattresses (at least 10") Carpets (Acrylic fiber) Dummy tools (Pistol, Gun, Knife, Axe etc.) Make up kit Props (actual tools) Drums "Ngoma" (at least 3) Percussions "Marimba" (At least 2) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>in portraying characters authentically and enhancing performances.</p> <p>Practical Work: Guide the students in applying acting techniques.</p> <p>Activity: Organize students into manageable groups to rehearse a scene using a specific acting technique. Encourage them to focus on voice, facials, body & movement, awareness of space and interacting naturally with their scene partners. Students discuss their experiences</p>			<ul style="list-style-type: none"> • Specific techniques applied during acting. • Mastery of the skills in applying the techniques during acting. 	<ul style="list-style-type: none"> • Small Music/PA unit (Playback device, amplifier and speakers) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			with the technique.					
		(d) Maintaining nutrition for actors	<p>Brainstorm: Guide students to identify the nutritional needs of actors, such as balanced diets, hydration, and energy-boosting foods. Discuss how nutrition impacts physical stamina, vocal health, mental focus, and overall performance. Explore topics like pre-performance meals, snacks for long rehearsal days, and foods to avoid.</p> <p>Practical Work: Guide students to maintain nutrition by create a weekly meal plan tailored to an</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> Identify types of nutritious foods and fluids. Identify foods that form the balanced diet. Prepare nutritious foods Eat nutritious foods Drink appropriate fluids. 	Maintained nutrition containing foods and fluids as per guidelines provided.	<p>Detailed knowledge of: Method used: The student should explain how to maintain nutrition for actor/actress. Principles: The student should explain principles of: -</p> <ul style="list-style-type: none"> Identifying nutritious foods and fluids. Eating healthy and balanced meals. <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> Different types of nutritious foods and fluids Different types of balanced diets/meals. Importance of eating healthy and balanced foods. Importance of drinking recommended fluids <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> Criteria for selection of foods and fluids observed while maintaining nutrition. Eating and drinking recommended foods and drinks only. 	<p>The following tools and instruments are to be available:</p> <ul style="list-style-type: none"> Costumes (special for training) Mattresses (at least 10") Carpets (Acrylic fiber) Dummy tools (Pistol, Gun, Knife, Axe etc.) Make up kit Props (actual tools) Drums "Ngoma" (at least 3) Percussions "Marimba" (At least 2) Small Music/PA unit (Playback device, amplifier and speakers) Recommended Foods and Drinks 	

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			<p>actor's demanding schedule.</p> <p>Activity: Organize students into manageable groups to research and design healthy meals and snacks plan suitable for actors.</p> <p>Presentation and Group Discussion: Students present and discuss their meal plans, explaining the nutritional benefits and how the food choices support an actor's physical and mental demands.</p>					
	2.2 Performing	(a) Identifying acting approaches	Brainstorm: Guide students	The students should be able	Identify approaches to	Detailed Knowledge of:	The following tools and instruments are	120

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	approaches to acting		<p>to identify and discuss various acting approaches, such as mime, freezing images, role playing and improvisation. Discuss the key performance characteristics of each of the identified approaches.</p> <p>Practical Work: Find recorded stage play or skits performances, screen it in class and guide the students to analyse how mime, freezing images, role playing and improvisation are applied as acting approaches.</p> <p>Activity:</p>	<p>to:</p> <ul style="list-style-type: none"> Analyse aspects of mime Analyse aspects of freezing images Analyse aspects of role playing Analyse aspects of improvisation 	acting as per their performance characteristics.	<p>Method used: The student should identify different acting approaches.</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> Performing mime and pantomime. Performing freezing images Performing role playing Performing improvisation <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Concepts of acting approaches. Categories of acting approaches Importance of performing acting while considering different approaches <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> Categories of acting approaches identified. Performance characteristics of each approach identified. 	<p>to be available:</p> <ul style="list-style-type: none"> Costumes (special for training) Mattresses (at least 10") Carpets (Acrylic fiber) Dummy tools (Pistol, Gun, Knife, Axe etc.) Make up kit Props (actual tools) Drums "Ngoma" (at least 3) Percussions "Marimba" (At least 2) Small Music/PA unit (Playback device, amplifier and speakers) TV Screen Video Playback device 	

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			Organize students into manageable groups to prepare a short demonstration or scene based on selected acting approach and showcases its core elements. Assign them to explain the approach and how it influenced their portrayal. Students compare the strengths and challenges of each approach.					
		(b) Performing mime approach	Brainstorm: Guide students to explore how to use their physical bodies and props to perform mime. Guide students to identify how body language	The students should be able to: <ul style="list-style-type: none"> • Perform basic movements • Position and curve body • Translate themes/ scenarios into 	Performing mime approach as per the fundamental principles.	Detailed Knowledge of: Method used: The student should explain how to perform mime approach. Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Performing mime 	The following tools and instruments are to be available: <ul style="list-style-type: none"> • Costumes (special for training) • Mattresses (at least 10") • Carpets (Acrylic 	

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			<p>and facial expressions can convey emotions, actions, and storylines without spoken words. Discuss the importance of exaggerated movements and precision in mime performances. Encourage students to brainstorm common scenarios or actions that can be depicted through mime.</p> <p>Practical Work: Guide students to demonstrate foundational mime techniques, including the "wall" illusion, walking in place, and object</p>	<p>body movements and actions</p> <ul style="list-style-type: none"> • Apply energy • Apply rhythm • Exaggerate actions and movements • Transit seamlessly between actions and scenes when telling stories through mime. 		<p>approach.</p> <ul style="list-style-type: none"> • Performing mime movements <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Qualities of good mime artist • Basic skills and steps needed to perform mime. <p>Circumstantial knowledge</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> • Principles of movements, gestures, facial expression during mime are observed. 	<p>fiber)</p> <ul style="list-style-type: none"> • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) • Drums "Ngoma" (at least 3) • Percussions "Marimba" (At least 2) • Small Music/PA unit (Playback device, amplifier and speakers) 	

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			manipulation. Activity: Organize students into manageable groups to create and perform a short mime sequence. Provide them a theme or scenario. Encourage them to incorporate exaggerated movements, clear storytelling, and seamless transitions between actions. Provide them constructive feedback on clarity, precision, and creativity.					
		(c) Performing freezing images approach	Brainstorm: Guide students to explore the concept of	The students should be able to: • Identify basic	Perform acting and portray messages or theme using	Detailed knowledge of: Method used: The student should explain how to perform freezing image	The following tools and instruments are to be available: • Costumes	

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			<p>"freezing images" by discussing how still images can be used to tell a story, highlight key moments, or express emotions. Discuss the importance of using freezing images approach in acting. Encourage them to brainstorm situations or events where a single frozen image could convey a powerful message or theme.</p> <p>Demonstration: Demonstrate how body language, positioning, and facial expressions can be used</p>	<p>freezing images</p> <ul style="list-style-type: none"> • Position body to communicate messages • Create freezing images. • Translate theme into freezing images • Express emotions through freezing images • Perform in ensemble • Tell a story using freezing images 	freezing images approach as per fundamental principles	<p>approach in acting.</p> <p>Principles: The student should explain principles of: -</p> <ul style="list-style-type: none"> • Performing freezing images. • Integrating freezing images into storytelling <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> • Qualities of actor/actress performing freezing images <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Performance characteristics of freezing images. • Rules to follow when performing freezing images. 	<p>(special for training)</p> <ul style="list-style-type: none"> • Mattresses (at least 10") • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) • Drums "Ngoma" (at least 3) • Percussions "Marimba" (At least 2) • Small Music/PA unit (Playback device, amplifier and speakers) 	

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			<p>effectively in frozen images.</p> <p>Practical Work: Guide students in performing freezing images approach.</p> <p>Activity: Organize students into manageable groups to create a series of three frozen images that tell a story or represent a progression. Students present their freezing images and explain how the images convey meaning. Encourage them to refine and enhance the storytelling through frozen images.</p>					

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		(d) Performing improvisation approach	Brainstorm: Guide students to define and understand the principles of improvisation, including spontaneity, listening, acceptance and flexibility. Discuss how improvisation builds creativity, enhances stage presence, and fosters collaboration with fellow actors. Highlight the importance of being present and adaptable during an improvised performance. Encourage them to brainstorm real-life situations that require quick thinking and improvisation.	The students should be able to: <ul style="list-style-type: none"> • Apply spontaneity in acting • Demonstrate skills to listen and react. • Demonstrate skills to creating character. • Demonstrate skills to tell stories coherently without scripts. 	Integration of improvisation approach in acting is implemented as per the fundamental principles.	Detailed knowledge of: Method used: The student should explain how to apply improvisation approach during acting. Principles: The student should explain principles of: - <ul style="list-style-type: none"> • Performing improvisation • Integrating improvisation into acting. Theories: The student should explain: - <ul style="list-style-type: none"> • Different skills of improvisation. • Different scenarios that may require improvisation Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Performance characteristics of improvisation approach in acting observed. • Skills of performing improvisation approach applied. 	The following tools and instruments are to be available: <ul style="list-style-type: none"> • Costumes (special for training) • Mattresses (at least 10") • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) • Drums "Ngoma" (at least 3) • Percussions "Marimba" (At least 2) • Small Music/PA unit (Playback device, amplifier and speakers) 	

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			<p>Practical Work: Guide students in performing improvisation approach.</p> <p>Activity: Organize students into manageable groups to create a short-improvised scene based on the random prompts or themes and perform. Encourage them to apply the principles of improvisation to build the scene together. Students discuss on what worked well and how they could enhance their improvisational skills.</p>					

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		(e) Performing role playing approach	<p>Brainstorm: Guide students to explore the concept of role-playing by discussing how stepping into a character's shoes can help them understand different perspectives, emotions, and situations. Encourage students to brainstorm scenarios where role-playing can be applied, such as conflict resolution, decision-making, or historical events. Discuss the importance of empathy and staying in character during role-playing activities.</p> <p>Practical Work:</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> Identify basic character roles Identify scenarios that role playing can be applied Analyse a role Play a role Express the emotions of the role he/she is playing Maintaining the character role throughout scenes and performances 	Integration of role-playing approach in acting is implemented as per the fundamental principles.	<p>Detailed knowledge of: Method used: The student should explain how to perform role playing approach. Principles: The student should explain principles of: -</p> <ul style="list-style-type: none"> Performing role playing. Analysing roles. <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> Different types of roles. Different types of roles playing approach. Importance of role-playing approach. Procedures/steps in integrating role playing approach Importance of first aid. <p>Circumstantial knowledge</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Embodiment of the characteristics of the character assigned to perform. Listening and reacting to the other actor/actress according to role assigned to perform. 	<p>The following tools and instruments are to be available:</p> <ul style="list-style-type: none"> Costumes (special for training) Mattresses (at least 10") Carpets (Acrylic fiber) Dummy tools (Pistol, Gun, Knife, Axe etc.) Make up kit Props (actual tools) Drums "Ngoma" (at least 3) Percussions "Marimba" (At least 2) Small Music/PA unit (Playback device, amplifier and speakers) 	

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			<p>Guide students in performing role playing approach.</p> <p>Activity: Organize students into manageable groups to create a scenario and role-play the assigned scenario. Encourage them to stay true to their characters and objectives. Students discuss on the challenges they faced, the insights they gained, and how role-playing enhanced their understanding of the situation or character.</p>					
	2.3 Performing acting methods	(a) Performing <i>magic if</i> method.	<p>Brainstorm: Guide students to define <i>magic if</i> methods</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> • Research 	The quality of actor/actress performance demonstrates	<p>Detailed knowledge of: Method used: The student should explain how to perform acting while applying</p>	<p>The following tools and instruments are to be available:</p> <ul style="list-style-type: none"> • Costumes 	105

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			<p>introduced by Stanislavski, exploring how asking "What if I were in this situation?" can help actors connect emotionally to their characters, discuss the role of "<i>Magic If</i>" method in acting. Discuss real-life scenarios where they have experienced similar emotions or situations, encouraging them to relate these experiences to the characters they are portraying.</p> <p>Practical Work: Guide students in practising <i>magic if</i> method through</p>	<p>character</p> <ul style="list-style-type: none"> Analyse <i>magic/what if</i> situations. Analyse emotions of characters. Recall memory from past events Recall emotions from past experiences Integrate memory and experiences into current performance Express emotions of the characters and roles 	application of <i>magic if</i> method as per fundamental principles.	<p><i>magic if</i> method.</p> <p>Principles: The student should explain the principle of performing <i>magic if</i> method.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Concept of <i>magic if</i> method. Importance of applying <i>magic if</i> method in acting. The procedures/steps in applying <i>magic if</i> method in acting. <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> <i>Magic if</i> method and its use in acting for different arts forms and media formats. 	<p>(special for training)</p> <ul style="list-style-type: none"> Mattresses (at least 10") Carpets (Acrylic fiber) Dummy tools (Pistol, Gun, Knife, Axe etc.) Make up kit Props (actual tools) Drums "<i>Ngoma</i>" (at least 3) Percussions "<i>Marimba</i>" (At least 2) Small Music/PA unit (Playback device, amplifier and speakers) 	

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			<p>improvisation exercises that place them in hypothetical situations.</p> <p>Activity: Organize students into manageable groups to perform a specific scenario. Ask them to apply the "<i>Magic If</i>" method. Encourage them to focus on authentic emotional responses and physical behaviours that arise naturally from the imagined circumstances. Students discuss on how the exercise helped them understand and embody</p>					

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			their characters more deeply.					
		(b) Performing physical action technique.	<p>Brainstorm: Guide students to define the concept of the "Physical Action" technique and identify physical actions (e.g., opening a door, writing a letter, or packing a bag). Discuss how actions lead to emotions rather than emotions leading to actions. Discuss the importance of physical actions in conveying specific motivations or emotional states in acting.</p> <p>Practical Work: Guide students to properly perform physical</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret physical actions • Differentiate physical from psychological actions • Execute different physical actions • Express emotions only after (not before) experiencing an action. • Convey motivations using physical actions • Convey different emotional states using physical action 	Physical actions performed and integrated into the emotional expression aspect of acting as per fundamental principles.	<p>Detailed knowledge of: Method used: The student should explain different ways of performing physical actions. Principles: The student should explain the principle of performing physical actions. Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of physical actions in acting • The relationship between physical action and expression of character emotions • Importance of integrating physical actions in acting • Requirements for performing physical actions effectively <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Integrate physical actions in playing the goal of a character. • Overcoming obstacles towards achieving the goal of the character by 	<p>The following tools and instruments are to be available:</p> <ul style="list-style-type: none"> • Costumes (special for training) • Mattresses (at least 10") • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) • Drums "Ngoma" (at least 3) • Percussions "Marimba" (At least 2) • Small Music/PA unit (Playback device, amplifier and speakers) 	

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			<p>action technique. Demonstrate how to create a sequence of simple, purposeful movements that align with the character's objectives. Encourage them to rehearse these actions with attention to detail, precision, and intention. Guide the students to properly maintain manual machines.</p> <p>Activity: Organize students into manageable groups to create and perform a short scene using the "Physical action" technique. Encourage them</p>			applying physical actions.		

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			to focus on using deliberate physical actions to express their character's objectives and emotions, without relying heavily on dialogue. Students discuss on how physical actions influenced their acting.					
		(c) Performing given circumstances technique	Brainstorm: Guide students to define the concept of "given circumstances", and it's important to acting. Encourage them to brainstorm examples of how these circumstances (e.g., time period, location, or social context)	The students should be able to: <ul style="list-style-type: none"> Identify "given circumstance" in a scene or scenarios. Establish context of acting based on information given. Use "given circumstance" to influence character's actions. Use "given 	Integrating "given circumstances" as per principles into how an actor/actress approach acting of different roles.	Detailed knowledge of: Method used: The student should explain how to perform "given circumstances" technique in acting. Principles: The student should explain principles of: - <ul style="list-style-type: none"> Performing "given circumstances". Integrating "given circumstances" in acting Theories: The student should explain: - <ul style="list-style-type: none"> Concept of "given circumstances". 	The following tools and instruments are to be available: <ul style="list-style-type: none"> Costumes (special for training) Mattresses (at least 10") Carpets (Acrylic fiber) Dummy tools (Pistol, Gun, Knife, Axe etc.) Make up kit Props (actual tools) Drums "Ngoma" 	

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			<p>influence a character's actions and emotions. Discuss how understanding these elements enhances authenticity in acting.</p> <p>Practical Work: Guide students in performing "given circumstances" that are created by fellow students. Students should repeat the exercise thoroughly until they master the technique.</p> <p>Activity: Organize students into manageable groups to perform a scene while applying</p>	<p>circumstance" to deliver character's emotions.</p> <ul style="list-style-type: none"> • Use "given circumstance" to portray character role 		<ul style="list-style-type: none"> • Steps in identifying "given circumstances". • Importance of "given circumstances" in acting. <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Procedures of approaching acting using "given circumstances" technique applied. 	<p>(at least 3)</p> <ul style="list-style-type: none"> • Percussions "Marimba" (At least 2) • Small Music/PA unit (Playback device, amplifier and speakers) 	

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			the given circumstances to their performance. Encourage them to discuss the circumstances first, then perform the scene while incorporating these details into their character choices. Students discuss on how understanding the given circumstances influenced their acting choices and the overall impact of their portrayal.					
		(d) Performing objective technique	Guide students to define the concept of “objective” in acting. Discuss its importance and how objectives drive	The students should be able to: • Identify obstacles characters experience towards	Character role performed effectively while applying the objective technique.	Detailed knowledge of: Method used: The student should explain how to perform objective technique. Principles: The student should explain principles of: -	The following tools and instruments are to be available: • Costumes (special for training) • Mattresses (at least 10”)	105

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			<p>a character's actions and emotions. Encourage students to brainstorm possible objectives for everyday scenarios and link them to motivation and behaviour.</p> <p>Practical Work: Guide the students to practice identifying characters objectives in short monologues or scenes and break it into smaller, actionable steps and perform them.</p> <p>Activity: Organize students into manageable</p>	<p>achieving goals in a scene or play</p> <ul style="list-style-type: none"> • Create/Imagine character tools to perform actions and emotions in overcoming the obstacle. • Perform character actions and emotions based on objectives. • Apply objectives to play character's motivation • Apply objective techniques to impersonate character's behaviour • Break the plan to achieve the objective into small steps 		<ul style="list-style-type: none"> • Integrating objective technique into the processes of performing character role. <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> • Concept of objective in acting. • Importance of interpreting obstacles in acting. • Importance of creating tools to overcome obstacles <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Principles of interpreting obstacles and creating tools to overcome them are observed while performing a character role. 	<ul style="list-style-type: none"> • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) • Drums “Ngoma” (at least 3) • Percussions “Marimba” (At least 2) • Small Music/PA unit (Playback device, amplifier and speakers) 	

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			groups to determine their character's objective from a short scene given to them and perform the scene with a focus on pursuing the objective through their actions, dialogue, and interactions. Students discuss on whether the objective was clear and how it influenced the choices they made during the scene.					
3.0 Maintaining ethics in acting	3.1 Performing character while applying ethical values	(a) Identifying ethical values in acting.	Brainstorm: Guide students to discuss the importance of ethical values in acting, such as respect for colleagues, cultural sensitivity, and	The students should be able to: <ul style="list-style-type: none"> Outline the ethical values in acting. Identify ethical dilemmas in acting Analyse 	Performance of character while applying ethical values as per guidelines	Detailed knowledge of: Method used: The student should explain how to apply ethical values in performing character. Principles: The student should explain the principles of: <ul style="list-style-type: none"> Applying ethical values to ethical dilemma situations. 	The following tools and instruments are to be available: <ul style="list-style-type: none"> Variety of Costumes Mattresses (at least 10") Carpets (Acrylic fiber) 	68

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			<p>honesty in portraying characters. Encourage them to brainstorm situations where ethical dilemmas might arise in acting. Discuss how ethical behaviour fosters trust and professionalism in the industry.</p> <p>Practical Work: Guide students to properly identify potential ethical concerns in acting.</p> <p>Activity: Organize students into manageable groups to role-play the scenario that has an ethical dilemma related to acting and present a resolution that</p>	<p>ethical issues in recorded or live performances</p> <ul style="list-style-type: none"> • Suggest alternative ethics • Formulate resolution to conflict 		<ul style="list-style-type: none"> • Finding resolutions to conflicts. <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of ethical values. • Importance of adhering to ethical values. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Basic aspects of character performance where ethical values are applied. 	<ul style="list-style-type: none"> • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) • Drums “Ngoma” (at least 3) • Percussions “Marimba” (At least 2) • Small Music/PA unit (Playback device, amplifier and speakers) 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			upholds ethical values. Students discuss on how ethical considerations can shape decision-making and create a positive working environment in the acting profession.					
		(b) Applying ethical values on costumes used in acting	Brainstorm: Guide students to discuss the ethical considerations involved in costume design and use in acting, such as cultural sensitivity, avoiding stereotypes, respecting personal boundaries, and maintaining professionalism. Encourage them to brainstorm examples where	The students should be able to: <ul style="list-style-type: none"> • Interpret ethical values on costumes. • Select costumes based on ethical values. • Wear ethical valued costumes 	Costumes worn by actor/actress reflects ethical values on costumes as per guidelines	Detailed knowledge of: Method used: The student should explain how to apply ethical values on costumes. Principles: The student should explain the principles of selecting ethical valued costumes. Theories: The student should explain: <ul style="list-style-type: none"> • Concept of costumes. • Importance of using costumes in acting. • Ethical values applied during selection of costumes. Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Ethical values are observed 	The following tools and instruments are to be available: <ul style="list-style-type: none"> • Variety of Costumes • Mattresses (at least 10") • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) • Drums "Ngoma" (at least 3) • Percussions "Marimba" (At least 2) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>costumes might raise ethical concerns, such as cultural appropriation, gender sensitivity, or inappropriate attire. Discuss the importance of applying ethical values in costume design and use and how ethical costume choices can enhance authenticity and respect.</p> <p>Practical Work: Guide students in applying ethical values on costumes used in acting</p> <p>Activity: Organize students into manageable groups to design or select</p>			<p>during the selection and designing of costumes for acting.</p>	<ul style="list-style-type: none"> Small Music/PA unit (Playback device, amplifier and speakers) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			costumes while considering ethical values, such as cultural accuracy and respect for diversity. Presentation and Group Discussion: Students present and discuss their choices, explaining how they addressed potential ethical concerns.					
		(c) Applying ethical value on language used in acting	Brainstorm: Guide students to discuss the ethical considerations in the use of language in acting, such as avoiding offensive language, respecting cultural and societal	The students should be able to: <ul style="list-style-type: none"> • Interpret ethical issues associated with language. • Filter written dialogues based on ethical values. • Identify unethical words/phrases 	Language used in terms of choices of words and insinuations in acting adheres to the principles of applying ethical values.	Detailed knowledge of: Method used: The student should explain how to construct and analyse lines of dialogues and monologues while judging their ethical appropriateness. Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Applying ethical values in language. • Constructing alternative lines of dialogues and 	The following tools and instruments are to be available: <ul style="list-style-type: none"> • Stage play script • Mattresses (at least 10") • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>sensitivities, and understanding the impact of words on diverse audiences. Encourage students to brainstorm examples of how language in scripts or performances could be considered insensitive or inappropriate and explore ways to address these concerns ethically.</p> <p>Practical Work: Guide students in applying ethical value on language used in acting.</p> <p>Activity: Organize students into manageable groups to</p>	<p>/sentences</p> <ul style="list-style-type: none"> Addresses concerns about language use in acting Construct alternatives lines of dialogues or monologues to address concerns in language used in acting 		<p>monologues</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Concept of ethical values in language used in acting. Guidelines to applying ethical values in language used. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> The choices of words or phrases that form dialogues or monologues during acting of scripted or improvised theme and character do not contain any unethical language. 	<p>tools)</p> <ul style="list-style-type: none"> Drums “<i>Ngoma</i>” (at least 3) Percussions “<i>Marimba</i>” (At least 2) Small Music/PA unit (Playback device, amplifier and speakers) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			identify potential ethical concerns in the language from a given short scene that contains challenging or sensitive language and propose solutions. Performance and Peer-to-peer evaluation: Students perform their adapted scene and explain their choices.					
		(d) Applying ethical values on gestures used in acting	Brainstorm: Guide students to define and discuss the ethical considerations of using gestures in acting, focusing on cultural sensitivity, inclusivity, and avoiding offensive or inappropriate	The students should be able to: <ul style="list-style-type: none"> Identify ethical issues associated with gestures. Filter suggested gestures based on ethical values. Identify ethical gestures 	The choices of hands, fingers, mouth or any other part of the body during acting of scripted or improvised theme and character do not contain any unethical gestures.	Detailed knowledge of: Method used: The student should explain how to use gestures in acting while judging their ethical appropriateness. Principles: The student should explain the principles of: <ul style="list-style-type: none"> Applying ethical values in gestures. Performing alternative gestures 	The following tools and instruments are to be available: <ul style="list-style-type: none"> Stage play script Mattresses (at least 10") Carpets (Acrylic fiber) Dummy tools (Pistol, Gun, Knife, Axe etc.) Make up kit Props (actual 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>physical expressions. Encourage them to brainstorm examples of gestures that may have different meanings across cultures or contexts, emphasizing the importance of understanding their implications before incorporating them into a performance. Discuss the importance of applying ethical values on gestures used in acting.</p> <p>Practical Work: Guide the students in applying ethical values on gestures used in</p>	<ul style="list-style-type: none"> Addresses concerns about the use of gestures in acting Construct alternative gestures to address ethical concerns 		<p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Concept of ethical values to gestures. Guidelines to applying ethical values to gestures. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Gestures used in acting adheres to the principles of applying ethical values. 	<p>tools)</p> <ul style="list-style-type: none"> Drums “<i>Ngoma</i>” (at least 3) Percussions “<i>Marimba</i>” (At least 2) Small Music/PA unit (Playback device, amplifier and speakers) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			acting. Activity: Organize students into manageable groups to perform a given scene requiring expressive gestures and explain how they adapted their gestures to be both expressive and respectful. Encourage them to emphasize the importance of being mindful of the ethical implications of gestures in acting.					
	3.2 Performing mastery of acting while applying ethical values	(a) Rehearsing a play while applying ethical values	Brainstorm: Guide students to discuss the importance of applying ethical values during rehearsals. Encourage them to brainstorm	The students should be able to: • Interpret ethics during rehearsals. • Respect fellow cast and crew members.	Participation into rehearsals in a manner that reflect knowledge and application of ethical values	Detailed knowledge of: Method used: The student should explain how to: • Rehearse while applying ethical values • How to address ethical dilemma during rehearsals Principles: The student	The following tools are to be available: • Variety of costumes • Mattresses (at least 10") • Carpets (Acrylic fiber)	60

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>potential ethical challenges during rehearsals, such as handling personal boundaries, addressing cultural representation, or ensuring equal participation.</p> <p>Practical Work: Guide students in rehearsing a play while applying ethical values.</p> <p>Activity: Organize students into manageable groups to rehearse the given scene while actively applying ethical values, such as seeking consent for physical</p>	<ul style="list-style-type: none"> • Maintain inclusivity • Construct solutions to ethical challenges and marking. • Respect cultural differences 		<p>should explain the principles of:</p> <ul style="list-style-type: none"> • Rehearsing while applying ethical values. <p>Theories: The student should explain.</p> <ul style="list-style-type: none"> • Concept of ethical value during rehearsals • Specific ethical values applied during rehearsals. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Ethical values applied during rehearsals 	<ul style="list-style-type: none"> • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) • Drums “Ngoma” (at least 3) • Percussions “Marimba” (At least 2) • Small Music/PA unit (Playback device, amplifier and speakers) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			interactions, ensuring respectful collaboration, and addressing any ethical concerns in the text. Students discuss on how ethical practices can enhance the collaborative and creative aspects of rehearsing a play.					
		(b) Performing a play while applying ethical values.	Brainstorm: Guide students to discuss the ethical values that should be upheld during a play's performance. Encourage them to brainstorm potential ethical challenges during live performances, such as ad-libbing offensive language, handling	The students should be able to: <ul style="list-style-type: none"> Analyse ethics from other performances. Demonstrate cultural sensitivity Respect fellow cast and crew members. Maintain inclusivity Construct solutions to ethical challenges and 	Performing a play in a manner that reflect knowledge and application of ethical values	Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> Perform while applying ethical values How to address ethical dilemma during performances Principles: The student should explain the principles of: <ul style="list-style-type: none"> Performing while applying ethical values. Theories: The student should explain. <ul style="list-style-type: none"> Concept of ethical value 	The following tools and instruments are to be available: <ul style="list-style-type: none"> Variety of costumes Mattresses (at least 10") Carpets (Acrylic fiber) Dummy tools (Pistol, Gun, Knife, Axe etc.) Make up kit Props (actual tools) Drums "Ngoma" (at least 3) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>unexpected audience reactions, or maintaining respect for cultural or religious elements in the play.</p> <p>Practical Work: Guide the students in performing a play while applying specific ethical values.</p> <p>Activity: Organize students into manageable groups to perform a short play or selected scenes for an audience with a focus on maintaining ethical standards, and adhering to agreed-upon</p>	<p>marking.</p> <ul style="list-style-type: none"> • Respect cultural or religious differences • Handles unexpected audience reactions 		<p>during performances</p> <ul style="list-style-type: none"> • Specific ethical values applied during performances. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • How important applying ethical values during performance is to the credibility and popularity of a performance. 	<ul style="list-style-type: none"> • Percussions “<i>Marimba</i>” (At least 2) • Small Music/PA unit (Playback device, amplifier and speakers) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			staging and delivery.					

Form Two

Table 4: Detailed Contents for Form Two

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Applying principles of acting for stage play	1.1 Staging improvised stage play	(a) Creating improvised stage play	Brainstorm: Guide students to explore the concept of creating an improvised stage play by discussing key elements such as character, setting, conflict, and resolution. Encourage them to brainstorm ideas for themes, scenarios, or conflicts that could serve as the foundation for an improvised play. Highlight the importance of teamwork, adaptability, and creativity in improvisation.	The students should be able to: <ul style="list-style-type: none"> • Select themes • Develop ideas • Outline characters. • Develop setting. • Structure conflicts. • Arrange scenes • Write scenes outlines • Write character profiles 	Outlines to guide performance of improvised stage play created as per the fundamental principles.	Detailed knowledge of: Method used: The student should explain how to create story for improvised stage play. Principles: The student should explain the principle of creating improvised stage play. Theories: The student should explain: <ul style="list-style-type: none"> • Concept of creating improvised stage play • Characteristics of improvised stage play. • Procedures for developing improvised stage play. 	The following tools are to be available: <ul style="list-style-type: none"> • Flip chart or chalkboard or whiteboard • Chalks or whiteboard markers. • Exercise-book and • Pen or pencil 	120

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Practical Work: Guide the students to structure an improvised stage play.</p> <p>Activity: Organize students into manageable groups to create an improvised stage play.</p> <p>Presentation and Group Discussion: Students present their play. Facilitate a discussion on the strengths of their improvisation, how they handled unexpected moments, and what they could improve in future</p>			<p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> The steps involved in the process of developing improvised stage play. Managing discussions and team work. 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			improvised plays.					
		(b) Developing characters for improvised stage play	<p>Brainstorm: Guide students to discuss the elements of creating believable and engaging characters for an improvised stage play. Encourage them to brainstorm ideas for character traits, backstories, motivations, and relationships. Discuss the importance of flexibility, as characters must adapt to the evolving storyline during improvisation.</p> <p>Practical Work: Guide the students to properly develop</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> Identify elements of characters from other stage plays Create basic traits for characters Create character backstory Create character age, gender etc. Create character profession Create character' behaviour ties Develop character' motivation. Specify character' profession. Develop character's 	Characters for improvised stage play are developed as per the process and guidelines.	<p>Detailed knowledge of: Method used: The student should explain how to develop characters for improvised stage play</p> <p>Principles: The student should explain the principle of developing characters for improvised stage play.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of developing characters. Importance of developing characters. Guidelines for developing characters <p>Circumstantial knowledge: Detailed knowledge</p>	<p>The following tools are to be available:</p> <ul style="list-style-type: none"> Flip chart or chalkboard or whiteboard Chalks or whiteboard markers. Exercise-book and Pen or pencil TV Screen Video playback device Recorded stage play 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>characters for improvised stage play.</p> <p>Activity: Organize students into pairs or small groups and assign them a scenario. Students develop distinct characters for the scene, considering traits, goals, and relationships with other characters and perform a short-improvised scene. Encourage them to focus on physicality, voice, and emotional expression to bring their characters to life.</p>	strengths and weaknesses.		<p>about:</p> <ul style="list-style-type: none"> How to apply guidelines for developing characters for improvised stage play. 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
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		(c) Rehearsing improvised stage play	<p>Brainstorm: Guide students to discuss the importance of rehearsing an improvised stage play, focusing on developing teamwork, understanding the flow of scenes, and practicing adaptability. Encourage them to brainstorm ideas for structuring an improvised play. Discuss the value of active listening and collaboration in rehearsals.</p> <p>Practical Work: Guide students in rehearsing improvised stage play across its specific steps and key</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> • Read character profiles • Read scene outlines • Analyse characters traits. • Assign roles to each actor/actress • Arrange scenes to form the plot. • Create dialogues/ monologues • Create bits of action. • Block actions • Drill actions and dialogues • Rehearse lines and actions • Rehearse entrances and exits • Rehearse cues 	Improvised stage play is rehearsed as per procedures and guidelines	<p>Detailed knowledge of: Method used: The student should explain how to rehearse improvised stage play. Principles: The student should explain the principles of rehearsing improvised stage play.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of rehearsing improvised stage play. • Importance of rehearsing improvised stage play. • Procedures for rehearsing improvised stage play. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • All necessary 	<p>The following tools and instruments are to be available:</p> <ul style="list-style-type: none"> • Character profiles • Scene outlines • Costumes (special for rehearsals) • Mattresses (at least 10") • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) • Drums "Ngoma" (at least 3) • Percussions "Marimba" (At least 2) • Small Music/PA unit (Playback device, amplifier and speakers) 	120

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			activities. Activity: Organize students into small groups and assign them a theme or scenario. Students rehearse their improvised stage play by mapping out key moments (introductions, climaxes, resolutions). Encourage them to run through their play multiple times. Students share their experiences and receive feedback on character consistency, scene transitions, and overall storytelling.			activities for each procedure during the process of rehearsing improvised stage play		
		(d) Staging improvised	Brainstorm: Guide students	The students should be able to:	Improvised stage play is	Detailed knowledge of:	The following tools and instruments are to be	120

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		stage play	<p>to discuss the key principles of staging an improvised stage play, such as active listening, quick thinking, maintaining character consistency, and responding creatively to unexpected developments. Encourage them to brainstorm strategies for staying focused and working collaboratively during live performances. Discuss the importance of audience engagement and adaptability.</p> <p>Practical Work: Guide the students to perform</p>	<ul style="list-style-type: none"> • Prepare for performance. • Enter the stage on cue. • Listen to other's lines • Reacting to other's lines and actions • Project voice • Project character's emotions • Render flexibility • Maintain energy and pace • Utilise space • End the play strongly • End the story satisfactorily • Bow for the audiences • Exit the stage on cue. 	staged effectively as per the principles and fundamental guidelines.	<p>Method used: The student should explain how to stage improvised stage play</p> <p>Principles: The student should explain the principle of staging improvised stage play.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of staging improvised stage play. • Importance of staging improvised stage play. • Procedures for staging improvised stage play. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Flexibility in handling 	<p>available:</p> <ul style="list-style-type: none"> • Costumes (special for training) • Mattresses (at least 10") • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) • Drums "Ngoma" (at least 3) • Percussions "Marimba" (At least 2) • Small Music/PA unit (Playback device, amplifier and speakers) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>improvised stage play.</p> <p>Activity: Organize students into small groups and assign them a theme or starting scenario.</p> <p>Performance and Peer-to-peer evaluation: Students perform their improvised stage play in front of an audience.</p>			<p>unexpected situations and reactions of others on stage</p> <ul style="list-style-type: none"> Flexibility in handling audience's reactions 		
	1.2 Staging scripted stage play	(a) Reading and analysing scripts.	<p>Brainstorm: Guide students to define and discuss the importance of reading and analysing scripts in understanding the storyline, character development, themes, and</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> Read the script Identify components of the script. Identify themes Identify messages. Analyse character's 	Reading of the content and analysis of the information portraying character objectives, meaning, theme/messages, contained in a script is done as	<p>Detailed knowledge of: Method used: The student should explain how to read and analyse script for scripted stage play</p> <p>Principles: The student should explain the principle of</p>	<p>The following tools are to be available:</p> <ul style="list-style-type: none"> Stage play script Flip chart or chalkboard or whiteboard Chalks or whiteboard markers. Exercise-book and Pen or pencil 	150

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>subtext. Encourage them to brainstorm key elements to look for in a script, such as plot structure, character objectives, relationships, and conflict. Discuss how analysing a script helps actors and production teams interpret the material effectively.</p> <p>Practical Work: Guide the students into the actual process of reading and analysing a script.</p> <p>Activity: Organize students into small groups and</p>	<p>emotions.</p> <ul style="list-style-type: none"> Analyse subtexts Analyse dramatic bits. Analyse objectives of the character Analyse obstacles Analyse tools to overcome obstacles Analyse character's emotional arcs 	<p>per principles and the guidelines.</p>	<p>reading and analysing scripts</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Concept of script Concept of reading scripts Concept of analysing scripts Importance of reading and analysing scripts Steps in reading and analysing scripts <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Aspects of characters that should be analysed during reading throughs. 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			assign them a scene from a script. Assign them to read the scene aloud, analyse its key elements, and discuss how the characters' objectives and emotions evolve throughout. Presentation and Group Discussion: Students present and discuss their findings explaining their interpretation of the scene and its significance to the overall play.					
		(b) Developing character's profile	Brainstorm: Guide students to define character's profile, discuss the key components of a character's	The students should be able to: <ul style="list-style-type: none"> • Read the script • Analyse aspects of other character profile. • Conduct 	A detailed character profile developed as per the principles and procedures	Detailed knowledge of: Method used: The student should explain how to develop character's profile. Principles: The	The following tools are to be available: <ul style="list-style-type: none"> • Stage play script • Character profiles templates • Flip chart or chalkboard or 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>profile, such as background, personality traits, motivations, relationships, and goals. Encourage them to brainstorm questions they might ask to develop a character's profile (e.g., "What is the character's biggest fear?" or "How does the character view other people?"). Discuss the importance of understanding a character's inner world to bring authenticity to their performance.</p> <p>Practical Work: Guide students outlining</p>	<p>simple research</p> <ul style="list-style-type: none"> • Develop profiles for characters • Map character dynamics • Analyse emotional arcs • Analyses emotional transitions • Analyse character's interactions and meaning attached 		<p>student should explain the principle of developing character's profile.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of character profile • Importance of developing character profile • Procedures for developing character profile. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Applying character's behaviour, emotions and attitude to develop character profile. 	<p>whiteboard</p> <ul style="list-style-type: none"> • Chalks or whiteboard markers. • Exercise-book and • Pen or pencil 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>specific aspect of character and engage in brainstorming the information that address each aspect of character's profile.</p> <p>Activity: Organize students into pairs or small groups and assign them a character from a play or film. Students collaboratively develop a detailed profile for the character and present, explaining how their understanding of the character informs their actions and emotions in the story. Encourage</p>					

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			them to deeper exploration of the characters.					
		(c) Memorizing lines of the script	Brainstorm: Guide students to define memorizing lines of the script, discuss different techniques for memorizing lines, such as repetition, visualization, associating lines with specific movements or emotions, and breaking the script into smaller sections. Encourage them to share personal strategies that have worked for them in the past and identify challenges they face when memorizing lines.	The students should be able to: <ul style="list-style-type: none"> • Read script. • Interpret lines of the script. • Interpret parenthetical based directions • Apply memorization techniques. • Commit to memory dialogues and monologues • Commit to memory dramatic bits • Commit to memory important cues • Deliver lines naturally • Concentrate on other aspects of the performance (other than lines) • Control the pacing of words 	Contents of the script are memorised as per the fundamental principles and techniques	Detailed knowledge of: Method used: The student should explain how to memorise lines of the script. Principles: The student should explain principles of memorising lines of the script. Theories: The student should explain: - <ul style="list-style-type: none"> • Concept of memorising lines of the script. • Importance of memorising lines of the script. • Procedures for memorising lines of the script. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Student identifies and familiarize with 	The following tools are to be available: <ul style="list-style-type: none"> • Stage play script • Exercise-book and • Pen or pencil • Highlighter 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Practical Work: Guide the students to engage in the process of memorising lines of the script.</p> <p>Activity: Organize students into manageable groups and assign them a character from a play or film. Ask them to collaboratively read through the lines of the play and commit to memory.</p> <p>Presentation and Group Discussion: Students perform and discuss their lines, explaining</p>	<ul style="list-style-type: none"> Builds on rhythm of the play 		specific memorising technique that is the most useful to him/her.		

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			how the process of memorising the line shaped their performance of the character assigned.					
		(d) Internalising lines of the script	Brainstorm: Guide students to define internalizing lines of the script, discuss the importance of internalizing lines of the script and the difference between simply memorizing lines and internalizing them. Highlight how internalizing involves understanding the emotional depth, subtext, and intentions behind each line.	The students should be able to: <ul style="list-style-type: none"> • Read scripts. • Review interpretation of lines of the script. • Highlights important messages • Highlights subtexts of lines • Sync words to actions • Drill lines • Deliver lines while focusing on subtexts and messages • Deliver lines while emphasizing character motivations 	Lines of the dialogues or monologues script are internalised and portrayed as per the principles and guidelines.	Detailed knowledge of: Method used: The student should explain how to internalise lines of the script. Principles: The student should explain principles of internalising lines of the script. Theories: The student should explain: - <ul style="list-style-type: none"> • Concept of internalising lines of the script. • Importance of internalising lines of the script. • Procedures of internalising lines of the script. 	The following tools are to be available: <ul style="list-style-type: none"> • Stage play script • Furnitures e.g., chairs, coaches depending with scenes • Costumes (special for training) • Mattresses (at least 10") • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) • Drums "Ngoma" (at least 3) • Percussions "Marimba" (At least 2) 	

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			<p>Encourage students to brainstorm strategies for connecting personally with their character's emotions and motivations to make the lines feel natural and authentic.</p> <p>Practical Work: Guide the students to engage in the process of internalizing lines of different stage play scripts available.</p> <p>Activity: Organize students into pairs or small groups to analyse the lines from the given short scene, focusing on the</p>	<ul style="list-style-type: none"> Recalls past emotions Deliver lines while emphasizing character emotions Visualizes the life of a character Refines delivery of lines Maintain consistency across drills 		<p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> Use of past emotional experiences among the individual talents adds value to the performance. 	<ul style="list-style-type: none"> Small Music/PA unit (Playback device, amplifier and speakers) 	

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			character's objectives, relationships, and emotional journey. Students rehearse delivering the lines while staying fully immersed in the character's mindset. Encourage them to reflect on how internalizing the lines enhanced their connection to the character.					
		(e) Rehearsing scripted stage play	Brainstorm: Guide students to discuss the key elements of rehearsing a scripted stage play, such as understanding character motivations, exploring the play's themes, and creating a	The students should be able to: <ul style="list-style-type: none"> • Review the script • Memorise lines • Internalise lines • Block the actions • Drills the actions and lines • Adjust or revise scripted lines and/or actions 	Scripted stage play is rehearsed across its important steps effectively as per the specific procedures and guidelines	Detailed knowledge of: Method used: The student should explain how to rehearse scripted stage play. Principles: The student should explain principles of rehearsing scripted stage play. Theories: The student	The following tools are to be available: <ul style="list-style-type: none"> • Stage play script • Furnitures e.g., chairs, coaches depending with scenes • Costumes (based on character roles) • Mattresses (at least 10") • Carpets (Acrylic 	

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			<p>cohesive performance with fellow actors. Encourage them to brainstorm strategies for refining their performances, including blocking, pacing, and emotional connection with their characters. Discuss the importance of collaboration between actors, directors, and the production team during the rehearsal process.</p> <p>Practical Work: Guide students to rehearse the play based on script.</p> <p>Activity:</p>	<ul style="list-style-type: none"> • Rehearse the use of props on stage • Run through the play • Rehearse for sound • Rehearse for lighting • Rehearse with costumes and make ups 		<p>should explain: -</p> <ul style="list-style-type: none"> • Concept of rehearsing scripted stage play • Importance of rehearsing scripted stage play • Procedures for rehearsing scripted stage play. <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • The artistic and technical aspects observed while rehearsing the play. 	<ul style="list-style-type: none"> • fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) • Drums “Ngoma” (at least 3) • Percussions “Marimba” (At least 2) • Small Music/PA unit (Playback device, amplifier and speakers) • Theatre-like space (Stage, Backstage, Wings, Auditorium) 	

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			Organize students into manageable groups to rehearse the scene multiple times, making adjustments for pacing, character relationships, and emotional intensity. Encourage them to actively collaborate and remain open to changes during the rehearsal process.					
		(f) Staging scripted stage play	Brainstorm: Guide students to define scripted play, identify the key elements of staging a scripted stage play, such as blocking, set design, lighting, props, costumes, and sound.	The students should be able to: <ul style="list-style-type: none"> • Warm up • Dress costumes • Apply make up • Review key lines • Review blockings • Review character motivations • Performs the play as rehearsed 	Scripted stage plays staged and engaged the audiences as per the principles, guidelines and procedures	Detailed knowledge of: Method used: The student should explain how to stage a scripted stage play. Principles: The student should explain principles staging scripted stage play Theories: The student	The following tools are to be available: <ul style="list-style-type: none"> • Stage play script • Furnitures e.g., chairs, coaches depending with scenes • Costumes (based on character roles) • Mattresses (at least 10") • Carpets (Acrylic 	

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			<p>Discuss how these elements contribute to the overall production and storytelling. Encourage students to share examples of how these components were effectively used in plays they've seen or studied.</p> <p>Practical Work: Guide the students to stage scripted stage play.</p> <p>Activity: Organize students into manageable groups to stage different scenes from the play. Encourage them to collaborate with fellow cast</p>	<ul style="list-style-type: none"> • Enter and exits per cues • Adopts to audience's reactions • Portrays character confidently • Maintains consistency of character and actions • Takes a bow 		<p>should explain: -</p> <ul style="list-style-type: none"> • Concept of staging scripted stage play • Importance of staging scripted stage play • Procedures for staging scripted stage play • Guidelines for staging scripted stage play <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • The artistic and technical aspects observed while staging the play. • Impact of audience's reaction on actor/actress portrayal of character emotions observed during staging of the play. 	<p>fiber)</p> <ul style="list-style-type: none"> • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) • Drums "<i>Ngoma</i>" (at least 3) • Percussions "<i>Marimba</i>" (At least 2) • Small Music/PA unit (Playback device, amplifier and speakers) • Theatre-like space (Stage, Backstage, Wings, Auditorium) 	

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			members, adjust to stage dimensions, and work within set and prop constraints.					
2.0 Applying principles of acting for radio drama	2.1 Voice acting techniques for radio drama	(a) Training for voice acting in radio drama.	Brainstorm: Guide students to identify the essential skills required for voice acting in radio drama, such as vocal projection, articulation, intonation, pacing, and emotional expression. Discuss how these skills enhance character development and storytelling. Encourage students to share examples of memorable radio	The students should be able to: <ul style="list-style-type: none"> • Portray character for ears (not eyes) • Enunciate and articulate well words • Pace and time the speech • Portray emotions • Sight read fluently • Breathes accordingly • Uses body postures effectively • Hydrates for vocal health • Portray diverse characters 	Voice actor or actress trained for voice acting in radio as per specific principles and fundamental skills and abilities.	Detailed knowledge of: Method used: The student should explain how to train for voice acting in radio drama. Principles: The student should explain the principle of training for voice acting in radio drama Theories: The student should explain: <ul style="list-style-type: none"> • Concept of voice acting • Abilities and skills required in voice acting • Guidelines for voice acting Circumstantial knowledge:	The following tools are to be available: <ul style="list-style-type: none"> • Flip chart or chalkboard or whiteboard • Chalks or whiteboard markers. • Exercise-book • Pen or Pencil • Children's book (preferably a comic book or novel) • Studio (with acoustics built in). • Audio Mixer (at least 8 channels) • Studio speakers (audio monitors) • Computer or laptop • Audio recording software (E.g., Audacity, Cubase, Pro-Tunes) 	150

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			<p>dramas and analyse the vocal techniques used.</p> <p>Practical Work: Guide the students to train their voices to be able to project and impersonate character through their voices during acting for radio drama.</p> <p>Activity: Organize students into small groups to perform a short radio drama script. Encourage them to use microphones, experiment with sound effects, and rehearse delivering lines in a way that engages the</p>	<ul style="list-style-type: none"> Adapts to project's demand Communicates effectively with collaborators 		<p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Vocal flexibility rendered during training of voice for acting in radio drama. 	<ul style="list-style-type: none"> Microphones. Pop filters Headphones. Audio cables (E.g., XLRs, Jack Pins) Microphone stands Music stand 	

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			audience. Conduct playback sessions to provide constructive feedback and discuss how the voice acting impacts the storytelling.					
		(b) Reading and analysing scripts for radio drama	Brainstorm: Guide students to identify the key components of a radio drama script, such as dialogue, narration, sound effects, and timing. Discuss the unique elements of radio scripts compared to stage or screen scripts, emphasizing the role of sound in storytelling. Encourage students to share	The students should be able to: <ul style="list-style-type: none"> • Read script • Identify component of the script • Analyse important sound characteristics • Analyse important character traits • Plan for delivery of character emotions • Present interpretations and plans of delivery 	Read and analyses script for radio drama as per guidelines.	Detailed knowledge of: Method used: The student should explain how to read and analyse scripts for radio drama. Principles: The student should explain the principle of reading and analysing scripts for radio drama. Theories: The student should explain: <ul style="list-style-type: none"> • Concept of Script • Concept of reading and analysing scripts 	The following tools are to be available: <ul style="list-style-type: none"> • Flip chart or chalkboard or whiteboard • Chalks or whiteboard markers. • Exercise-book • Pen or Pencil • Highlighter of any colour. 	

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			<p>ideas on how to convey vivid imagery and emotion through audio-only formats.</p> <p>Practical Work: Guide the students to read and analyze components of the scripts for radio drama.</p> <p>Activity: Organize students into small groups and provide each group with a short radio drama script. Ask them to read and annotate the script, highlighting character traits, key emotions, and sound effects cues. Students present</p>			<p>for radio drama.</p> <ul style="list-style-type: none"> • Basic question guiding the reading scripts for radio drama. • Fundamental elements guiding the analysis of scripts for radio drama. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Fluency in reading and speaking languages rendered to the training of voice for acting in radio drama. • Mastery of the components of the script observed during reading and analysis of scripts for radio drama. 		

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			their interpretation of the script, explaining their analysis of the characters and how they plan to convey them vocally.					
		(c) Exploring character roles in radio drama	Brainstorm: Guide students to identify the various types of characters found in radio dramas, such as protagonists, antagonists, narrators, and supporting roles. Discuss how these characters are developed through vocal expression, tone, and dialogue. Encourage students to share examples of iconic characters from radio dramas and	The students should be able to: <ul style="list-style-type: none"> Identify different types of character roles Analyse character's traits Analyse character's action Analyse the location of the story Analyse the period of the story Analyse character's motivation Analyse character's 	Character role in a radio drama explored as per principles and guidelines	Detailed knowledge of: Method used: The student should explain how to explore character roles in radio drama. Principles: The student should explain the principle of exploring character roles in radio drama. Theories: The student should explain: <ul style="list-style-type: none"> Concept of character role Guidelines for exploring character roles Circumstantial knowledge:	The following tools are to be available: <ul style="list-style-type: none"> Flip chart or chalkboard or whiteboard Chalks or whiteboard markers. Exercise-book Pen or Pencil. 	

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			<p>analyse what makes them memorable.</p> <p>Practical Work: Guide the students to explore character roles in radio drama.</p> <p>Activity: Organize students into manageable groups and assign them a scene from a radio drama script to analyse the roles in the scene. Students rehearse and perform the scene vocally, focusing on portraying their character roles effectively. Discuss on how well each</p>	<p>actions and tools</p> <ul style="list-style-type: none"> Develop character's voice 		<p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Guidelines observed and applied during the exploration of the character role in radio drama. 		

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			character was conveyed and what could be improved. Encourage them adapt their voice to reflect the character's age, personality, and emotional state.					
		(d) Auditioning for voice acting role in radio drama.	Brainstorm: Guide students to identify the key aspects of a successful voice acting audition, such as clarity, expressiveness, vocal range, and the ability to follow direction. Discuss the importance of preparation, including understanding the character, analysing the script, and warming up the voice. Encourage	The students should be able to: <ul style="list-style-type: none"> Identify types of auditions Align types of audition to the projects Analyses audition's requirements Read script provided Analyse the voice acting task Determines character that suits his/her profile Familiarise with lines Rehearses part 	Audition for voice acting role in radio drama implemented as per specific type, requirements and fundamental guidelines.	Detailed knowledge of: Method used: The student should explain how to audition for voice acting role in radio drama. Principles: The student should explain the principle of auditioning for voice acting role in radio drama. Theories: The student should explain: <ul style="list-style-type: none"> Concept of auditioning for radio drama Different types of auditions for voice acting role 	The following tools are to be available: <ul style="list-style-type: none"> Flip chart or chalkboard or whiteboard Chalks or whiteboard markers. Exercise-book Pen or Pencil Studio (with acoustics built in). Audio Mixer (at least 8 channels) Studio speakers (audio monitors) Computer or laptop Audio recording software (E.g., Audacity, Cubase, Pro-Tunes) Microphones. 	

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			<p>students to share tips or techniques they think are useful during auditions.</p> <p>Practical Work: Guide the students to audition for voice acting role in radio drama.</p> <p>Activity: Organize a mock audition session. Provide students with short radio drama scripts and assign character roles. Assign them to prepare and deliver a brief audition, including introducing themselves and performing the lines. Have peers or instructors act as a panel,</p>	<ul style="list-style-type: none"> • Warms up voice • Participate in audition. • Follow directions provided 		<p>in radio drama.</p> <ul style="list-style-type: none"> • Guidelines for participating in a face-to-face audition • Guidelines for submitting voice acting demo reel for radio drama <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Requirements and intricacies observed for each type of audition for acting in a radio drama. 	<ul style="list-style-type: none"> • Pop filters • Headphones. • Audio cables (E.g., XLRs, Jack Pins) • Microphone stands • Music stand 	

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			offering constructive feedback on vocal quality, character portrayal, and overall performance. Students discuss on what makes an audition stand out and how to handle feedback professionally.					
		(e) Rehearsing for voice acting role in radio drama	Brainstorm: Guide students to identify the key steps in rehearsing for a voice acting role, such as understanding the script, developing the character's voice, practicing timing with sound effects, and coordinating with other voice actors. Discuss the importance	The students should be able to: <ul style="list-style-type: none"> • Read through the script • Research character • Establish reason to speak • Establish performance aspect • Practice character voice • Practice timing and pace 	Constructed circuits function as per technical specifications.	Detailed knowledge of: Method used: The student should explain how to rehearse for voice acting role in radio drama. Principles: The student should explain the principle of rehearsing for voice acting role in radio drama. Theories: The student should explain: <ul style="list-style-type: none"> • The concept of 	The following tools are to be available: <ul style="list-style-type: none"> • Flip chart or chalkboard or whiteboard • Chalks or whiteboard markers. • Exercise-book • Pen or Pencil • Studio (with acoustics built in). • Audio Mixer (at least 8 channels) • Studio speakers (audio monitors) • Computer or laptop • Audio recording 	

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			<p>of consistency in vocal delivery and collaborating with the director and other cast members.</p> <p>Practical Work: Guide the students to rehearse for voice acting role in radio drama.</p> <p>Activity: Organize students into manageable groups to rehearse a scene from a radio drama. Students work on their timing, interactions, and emotional delivery, incorporating cues for sound effects.</p>	<ul style="list-style-type: none"> Practice emotions bits delivery Rehearse plosives and popping Rehearse articulation and enunciation Collaborate with director Collaborate with other talents and crew members Evaluate performance 		<p>rehearsing for voice acting role in radio drama.</p> <ul style="list-style-type: none"> Guidelines for rehearsing for voice acting role in radio drama. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Specific activities to each step of the rehearsal process executed and influenced the quality of reading and voicing of character's emotions and personality. 	<p>software (E.g., Audacity, Cubase, Pro-Tunes)</p> <ul style="list-style-type: none"> Microphones. Pop filters Headphones. Audio cables (E.g., XLRs, Jack Pins) Microphone stands Music stand 	

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			Preview and Peer-to-peer evaluation: Conduct a playback session for the rehearsed scene and encourage constructive feedback from peers on vocal dynamics, character portrayal, and overall.					
	2.2 Audio recording techniques for radio drama	(a) Preparing for audio recording for radio drama.	Brainstorm: Guide students to identify the essential steps in preparing for an audio recording session, such as script analysis, vocal warm-ups, understanding microphone techniques, and rehearsing timing with sound effects. Discuss the importance of	The students should be able to: <ul style="list-style-type: none"> Identify essential steps in audio recording Analyse scripts Warm up voice Identify technical crew Interpret technical jargons on scripts Interpret 	Preparation for audio recording of radio drama is implemented as per technical guidelines	Detailed knowledge of: Method used: The student should explain how to prepare for audio recording for radio drama. Principles: The student should explain the principles of preparing for audio recording for radio drama. Theories: The student should explain:	The following tools are to be available: <ul style="list-style-type: none"> Studio (with acoustics built in). Audio Mixer (at least 8 channels) Studio speakers (audio monitors) Computer or laptop Audio recording software (E.g., Audacity, Cubase, Pro-Tunes) Microphones. Pop filters Headphones. 	158

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			<p>maintaining focus, hydration, and vocal health during recording sessions.</p> <p>Practical Work: Guide the students to prepares for audio recording for radio drama.</p> <p>Activity: Organize students into manageable groups to prepare a short script and record. Encourage them to use microphones effectively by maintaining proper distance, avoiding plosive sounds, and adjusting their volume for dynamic</p>	<p>technical jargons used by technical crew</p> <ul style="list-style-type: none"> • Position for voice projection • Control volume • Make eye contact • Restart mis-reads of lines • Turns pages quietly 		<ul style="list-style-type: none"> • Concept of preparing for audio recording for radio drama • Technical terms used in audio recording for radio drama • Technical guidelines for recording audio for radio drama. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Importance of familiarity with the roles of technical crew and the technical jargons used during audio recording for radio drama. 	<ul style="list-style-type: none"> • Audio cables (E.g., XLRs, Jack Pins) • Microphone stands • Music stand 	

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			delivery. Preview and Peer-to-peer evaluation: Play back the recordings and provide feedback on technical aspects like audio clarity, pacing, and emotional delivery.					
		(b) Using audio/music recording studio to record radio drama	Brainstorm: Guide students to identify the components of an audio/music recording studio, such as microphones, mixers, recording software, and soundproofing. Discuss the roles and responsibilities of individuals in a recording	The students should be able to: <ul style="list-style-type: none"> Identify radio drama recording approaches Interpret components of music studio Identify elements of audio recording (hardware and software) Identify components of 	Recording of radio drama using all the necessary components of an audio/music recording studio	Detailed knowledge of: Method used: The student should explain how to approach recording of radio drama using an audio/music studio Principles: The student should explain the principles of approaching recording of radio drama using an audio/music studio Theories: The student	The following tools are to be available: <ul style="list-style-type: none"> Studio (with acoustics built in). Audio Mixer (at least 8 channels) Studio speakers (audio monitors) Computer or laptop Audio recording software (E.g., Audacity, Cubase, Pro-Tunes) Microphones. Pop filters Headphones. 	

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			<p>session, including the director, sound engineer, and voice actors. Discuss the importance of teamwork and professionalism during studio recordings.</p> <p>Practical Work: Guide students in using audio/music recording studio to record radio drama.</p> <p>Activity: Organize students into manageable groups, provide them with a short radio drama script to record the scene in a studio setting. Encourage them</p>	<p>pre-recorded radio drama</p> <ul style="list-style-type: none"> Identify components of live radio drama occurring in a radio studio Identify components of live radio drama occurring in a theatre 		<p>should explain:</p> <ul style="list-style-type: none"> Concept of audio/music recording studio Approaches to recording audio for radio drama Characteristic of the approaches <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Mastery of the components that forms an audio/music recording studio and how each affects the process of recording audio for radio drama. 	<ul style="list-style-type: none"> Audio cables (E.g., XLRs, Jack Pins) Microphone stands Music stand 	

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			to experiment with sound effects and background music during the recording process. Preview and Peer-to-peer evaluation: Review the recorded audio and discuss aspects like vocal clarity, sound balance, and timing.					
		(c) Using microphone and headphone in recording radio drama	Brainstorm: Guide students to identify the functions of microphones and headphones in recording a radio drama, including how microphones capture vocal performance and how headphones	The students should be able to: <ul style="list-style-type: none"> Identify microphones Identify headphones Voice on microphones accordingly Listen through headphones accordingly Perform 	Microphone and headphone are utilized in recording radio drama as per the guidelines to usage, blockings and set ups	Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> Utilise microphones and headphones during recording of audio for radio drama. Principles: The	The following tools are to be available: <ul style="list-style-type: none"> Studio (with acoustics built in). Audio Mixer (at least 8 channels) Studio speakers (audio monitors) Computer or laptop Audio recording software (E.g., Audacity, Cubase, 	

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			<p>are used for monitoring and ensuring clarity. Discuss different types of microphones (e.g., dynamic, condenser) and proper handling techniques, as well as the importance of monitoring volume levels during recording.</p> <p>Practical Work: Guide the students to use microphone and headphone in recording radio drama.</p> <p>Activity: Organize students into small groups to rehearse and record a scene, focusing on</p>	<p>entrances and exit blockings</p> <ul style="list-style-type: none"> • Perform on mic and off mic blockings • Perform fading • Perform on-axis • Perform off-axis 		<p>student should explain the principles of:</p> <ul style="list-style-type: none"> • Recording audio using microphones • Recording audio using headphones <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of using microphones • Concept of using headphones • Blockings on microphones • Guidelines for set up and use of microphones during audio recording for radio drama <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Guidelines for blockings and use of microphones for recording 	<p>Pro-Tunes)</p> <ul style="list-style-type: none"> • Microphones. • Pop filters • Headphones. • Audio cables (E.g., XLRs, Jack Pins) • Microphone stands • Music stand 	

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			using the microphone and headphones correctly. Encourage them to use headphones to monitor audio quality and adjust performance based on what they hear. Provide feedback on microphone use, audio clarity, and vocal delivery.			radio drama are observed.		
		(d) Recording voice over narrations for radio drama	Brainstorm: Guide students to explore the fundamental elements of voice-over narration, including tone, pacing, volume, and emotion. Discuss how these elements	The students should be able to: <ul style="list-style-type: none"> • Read voice over narration • Analyse sub-texts and messages • Identify types of narrators • Read fluently voice-over narration 	Recorded voice over narration as per principles and fundamental guidelines	Detailed knowledge of: Method used: The student should explain how to record voice over narrations for radio drama. Principles: The student should explain the principles of recording voice over	The following tools are to be available: <ul style="list-style-type: none"> • Radio drama script • Studio (with acoustics built in). • Audio Mixer (at least 8 channels) • Studio speakers (audio monitors) • Computer or laptop • Audio recording 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>affect storytelling in radio drama. Engage them in identifying the various types of narrations and the specific vocal techniques used for each. Discuss the differences between voice acting for radio drama versus other mediums like film or stage.</p> <p>Practical Work: Guide the students step-by-step in recording voice over narrations for radio drama.</p> <p>Activity: Organize students into manageable groups to record</p>	<ul style="list-style-type: none"> • Rehearse voice over narration • Perform voice over narration • Apply intonation • Apply pacing • Add emotion to the narration • Articulate words, phrases and sentences. 		<p>narrations for radio drama.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of recording voice over narration • Major points where voice over narrator can be deployed • Importance of using narrator in radio drama • Types of narrators in radio drama <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Voice-over narration delivered effectively to match the scene's mood, dramatic bits and general storyline. 	<p>software (E.g., Audacity, Cubase, Pro-Tunes)</p> <ul style="list-style-type: none"> • Microphones. • Pop filters • Headphones. • Audio cables (E.g., XLRs, Jack Pins) • Microphone stands • Music stand 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
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			short voice-over scenes from a radio drama script. Encourage them to experiment with different character voices, expressions, and rhythms to match the scene's mood and storyline. Provide constructive feedback on vocal delivery, character portrayal, and pacing.					
		(e) Marketing voice acting talent and skills	Brainstorm: Guide students to explore the different platforms and methods for marketing voice acting talent. Discuss the importance of building a	The students should be able to: <ul style="list-style-type: none"> Analyse aspects of marketing of voice acting talents Identify methods and platforms for marketing Identify tools for marketing 	Marketing of voice acting talents is implemented as per the guidelines	Detailed knowledge of: Method used: The student should explain how to market voice acting talent and skills Principles: The student should explain principles of marketing voice acting talent and skills	The following tools are to be available: <ul style="list-style-type: none"> Radio play or children's book Notebook or Exercise book Pen or Pencil Studio (with acoustics built in). Audio Mixer (at 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
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			<p>professional portfolio, including creating a demo reel, setting up a professional website, and using social media effectively. Discuss the need for understanding the market and identifying target clients. Engage students in identifying key aspects of self-promotion, including networking, personal branding, and leveraging existing industry connections.</p> <p>Practical Work: Guide the students in marketing their</p>	<ul style="list-style-type: none"> • Create professional portfolio • Create a voice acting demo reel • Create a social media account • Create a YouTube channel • Share portfolio • Upload and submit demo reel • Identify potential producers and director • Identify potential radio drama recording studios • Participate in voice acting auditions and casting calls • Build industry connections and network 		<p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> • Concept of marketing voice acting talents and skills • Tools for marketing voice acting talent and skills • Concept of voice acting demo reel • Characteristics of effective voice acting demo reel • Guidelines for promoting voice acting talents and skills extensively <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Extensive branding and promotion strategies as part of marketing of voice acting talents and skills is implemented. 	<ul style="list-style-type: none"> • least 8 channels) • Studio speakers (audio monitors) • Computer or laptop • Audio recording software (E.g., Audacity, Cubase, ProTunes) • Microphones. • Pop filters • Headphones. • Audio cables (E.g., XLRs, Jack Pins) • Microphone stands • Music stand • 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
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			<p>voice acting talent and skills</p> <p>Activity: Organize students into manageable groups to develop a marketing strategy for a fictional voice actor, including creating social media posts, a demo reel, and a promotional email template. Students present their marketing plan, explaining their choices for specific platforms and how their marketing materials cater to different types of clients. Provide feedback on the effectiveness of each marketing</p>					

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			strategy. Encourage them to reflect on their own approach to market and refine their strategies for the real world.					

Form Three

Table 5: Detailed Contents for Form Three

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Applying principles of using camera in film and television drama	1.1 Understanding basic parts of camera functioning	(a) Working with camera	Brainstorm: Guide students to explore the various functions of a camera and its components, such as lenses, shutters, and sensors. Discuss the different types of cameras used in film and television production (e.g., DSLR, mirrorless, and cinema cameras). Engage students in identifying the key principles of camera work, such as framing, composition, movement, and lighting. Discuss how camera work impacts the storytelling process, including how camera angles,	The students should be able to: <ul style="list-style-type: none"> • Interpret different types of digital video camera. • Identify basic parts • Identify operational features • Attach lens to camera • Insert memory card • Start recording of video • Pause recording of video • Use camera to tell visual based stories • Deinstall camera parts 	Working with camera types, parts and operational features to frame and compose images.	Detailed knowledge of: Method used: The student should explain how to work with camera. Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Functioning of camera • Operating video camera Theories: The student should explain: <ul style="list-style-type: none"> • Concept of camera • Basic parts of digital video camera systems • Operational features of digital video camera system • Use of camera in 	The following tools are to be available: <ul style="list-style-type: none"> • Video camera (s) (Preferably DSLR or SLR) • Tripod (s) • Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) • Memory cards (SD cards – 64GB, 128GB) • Computer desktop or laptop (for video imports and export process as well as editing) 	105

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>distances, and movements convey emotion and perspective.</p> <p>Practical Work: Guide the students in working with camera.</p> <p>Activity: Organize students into manageable groups to shoot using a camera. Encourage them to experiment with framing, camera angles, and movement to enhance the scene's emotional tone and narrative. Review the footage and provide feedback on the camera work, focusing on how the shots align with the scene's mood and the technical aspects of operation.</p>			<p>storytelling</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Camera impact on storytelling in relation to capturing the performance of actor/actress 		

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		(b) Mounting camera	Brainstorm: Guide students to understand the importance of mounting a camera properly for stability and safety. Discuss the various types of camera mounts and rigs used in production, such as tripods, gimbals, dollies, cranes, and handheld rigs. Explain the purpose of each mount and the situations in which they are used, emphasizing the role of the mount in achieving smooth and controlled shots. Engage students in considering the effects of different mounting options on the quality of the shot and how they contribute to	The students should be able to: <ul style="list-style-type: none"> Identify basic camera mounting equipment Interpret purpose of camera mount Identify tripod Use tripod Adjust pods of the tripod Use lever or water gauge Identify mobile camera mounting equipment Use camera mount function in storytelling 	Operate camera while mounted on different mounting systems that enhances proper framing and composition process, picture stability and movement.	Detailed knowledge of: Method used: The student should explain how to mount camera Principles: The student should explain the principles of: <ul style="list-style-type: none"> Mounting camera Using tripod to mount camera Using other mounting systems to mount camera Theories: The student should explain: <ul style="list-style-type: none"> Concept of camera mount Concept of tripod Characteristics of effective images for visual storytelling Functioning of camera 	The following tools are to be available: <ul style="list-style-type: none"> Video camera (s) (Preferably DSLR or SLR) Tripod (s) Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) Memory cards (SD cards – 64GB, 128GB) Computer desktop or laptop (for video imports and export process as well as editing) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>storytelling.</p> <p>Practical Work: Guide the students in mounting camera on various rigs.</p> <p>Activity: Organize students into manageable groups to set up a camera on a specific mount and shoot a short scene. Encourage students to experiment with different camera movements such as pans, tilts, and tracking shots, and to adjust the mounting system to achieve smooth motion. Students review their footage and reflect on the effectiveness of their mounting choice, offering feedback on how well the mounting system supported</p>			<p>movements in visual storytelling</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Camera mounts operations and function in visual storytelling. 		

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				Process Assessment	Services Assessment	Knowledge Assessment		
			the shot composition and movement.					
		(c) Recording videos using video camera	Brainstorm: Guide students to explore the different types of video cameras (e.g., consumer cameras, professional camcorders, DSLR cameras, and mirrorless cameras) and their functionalities. Discuss key concepts such as resolution, frame rates, white balance, and audio settings. Engage students in understanding how to choose the right camera and settings for a given production, considering factors like lighting, environment, and narrative requirements.	The students should be able to: <ul style="list-style-type: none"> • Identify camera imaging system • Set up recording mode • Set up video recording system • Set up audio recording system • Evaluate basic qualities of video images • Operate white balance • Operate exposure /ISO • Operate focus • Identify memory card and types • Format memory card • Insert memory card 	Set up, formatting and operation of video camera to record video footage is implemented as per the principles and guidelines.	Detailed knowledge of: Method used: The student should explain how to record videos using video camera. Principles: The student should explain principles of recording videos using video camera. Theories: The student should explain: - <ul style="list-style-type: none"> • Concept of recording videos • Systems of recording videos • Aspects of quality control of video images • Memory cards functions in storing video images Circumstantial knowledge	The following tools are to be available: <ul style="list-style-type: none"> • Video camera (s) (Preferably DSLR or SLR) • Tripod (s) • Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) • Memory cards (SD cards – 64GB, 128GB) • Computer desktop or laptop (for video imports and export process as well as editing) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
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			<p>Discuss the importance of understanding the camera's manual controls to achieve desired effects.</p> <p>Practical Work: Guide the students to record videos using video camera.</p> <p>Activity: Organize students into manageable groups to shoot using a video camera. Encourage them to capture multiple shots, such as wide shots, close-ups, and medium shots, while considering camera angles, depth of field, and composition.</p> <p>Screening and Peer-to-peer evaluation Review the video</p>	<ul style="list-style-type: none"> Record video to memory card Playback video on VCR mode Export video footages 		<p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Effective operations of digital video camera to record quality video images. 		

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			footage with them, discussing the technical choices made and how they affect the final product.					
	1.2 Performing for shots, camera angles and camera movements	(a) Performing for basic types of shots	Brainstorm: Guide students to understand the various types of shots used in film and television production, such as wide shots, medium shots, close-ups, over-the-shoulder shots, and point-of-view shots. Discuss how each shot type serves a specific narrative or emotional purpose, and how the framing and composition affect the audience's perception. Engage students in identifying when and why certain shots are used in	The students should be able to: <ul style="list-style-type: none"> Identify types of shots and sizes Identify emotional purpose of shots Identify impact of shot sizes on audience's perception Frame basic shots E.g., ECU, CU, MCU etc., Compose basic shots Arrange mise-en-scene Shoot/film 	Performing for camera demonstrates understanding of the impact of different sizes of shots on actor/actress portrayal of emotions as well as audience's perception.	Detailed knowledge of: Method used: The student should explain how to perform for basic types of shots. Principles: The student should explain the principles of <ul style="list-style-type: none"> Performing for basic types of shots. Framing shots Composing shots Theories: The student should explain: - <ul style="list-style-type: none"> Concept of shots Types of basic 	The following tools are to be available: <ul style="list-style-type: none"> Video camera (s) (Preferably DSLR or SLR) Tripod (s) Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) Memory cards (SD cards – 64GB, 128GB) Computer desktop or laptop (for video imports and export process as well as editing) 	150

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>different storytelling contexts.</p> <p>Practical Work: Guide the students to perform for basic types of shots.</p> <p>Activity: Organize students into manageable groups to perform a short scene with specific shot requirements. Encourage them to adapt their performances based on the shot type, ensuring they maintain the necessary energy, expression, and physicality for the framing. Review the footage with them and discuss how the performance aligns with the chosen shot and providing feedback on</p>	basic shots		<p>shots</p> <ul style="list-style-type: none"> Sizes of framing basic shots Emotional purpose of each shot <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> How the type of shots determines the extent of emotions performance of actor/actress on camera 		

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			adjustments to improve the actor's responsiveness to the camera.					
		(b) Performing for camera angles	Brainstorm: Guide students to understand how different camera angles (e.g., high angle, low angle, eye-level, Dutch angle, etc.) influence the perception of a character or scene. Discuss how camera angles can evoke specific emotions, control focus, or emphasize certain aspects of a performance. Engage students in identifying how their body language and expressions need to adjust based on the angle to maintain the integrity of the shot. Discuss the importance of being	The students should be able to: <ul style="list-style-type: none"> Identify types of camera angles Position camera in different angles Identify impact of camera angle on character's emotions Adjust body language based on camera angles Adjust facial expression based on camera angles 	Performance on camera that considers impact of different camera angles on emotions and physical actions.	Detailed knowledge of: Method used: The student should explain how to perform for camera angles. Principles: The student should explain the principles of: <ul style="list-style-type: none"> Framing camera angles. Performing for high angle. Performing for low angle Performing for eye-level angle Performing for bird-eye view Performing for Dutch angle Theories: The student should explain:	The following tools are to be available: <ul style="list-style-type: none"> Video camera (s) (Preferably DSLR or SLR) Tripod (s) Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) Memory cards (SD cards – 64GB, 128GB) Computer desktop or laptop (for video imports and export process as well as editing) 	

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			<p>aware of the camera's position while performing.</p> <p>Practical Work: Guide the students to perform for camera angles.</p> <p>Activity: Organize students into manageable groups and assign them a specific camera angle to work with while performing a short scene. Encourage them to maintain consistency in their performances, regardless of the angle, while considering how different angles alter the perception of their character's power, vulnerability, or emotional state. Review the footage and discuss how the actors' performances were</p>			<ul style="list-style-type: none"> • Concept of camera angle • Types of camera angles • Positions of camera angles • Importance of camera angles in visual storytelling • Guidelines on performing for camera angles <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Consistency/continuity in actor/actress performance from one camera angle to another. 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
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			impacted by the camera angle.					
		(c) Performing for camera movements	<p>Brainstorm: Guide students to understand how various camera movements (e.g., tracking, panning, tilting, zooming, dolly shots, and handheld shots) impact a scene's pacing, energy, and emotional tone. Discuss how performing in tandem with a moving camera requires awareness and adjustment to maintain focus and energy. Engage students in identifying the challenges of performing with camera movement and how to synchronize their actions with the camera's motion to enhance the</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> • Identify basic types of camera movements • Perform pan • Perform tilt • Perform zoom in and out • Perform Tracking • Perform Dolly In and Out • Interprets impact of camera movement on performance • Synchronizes body movements to camera movements • Adjusts timing to align with 	Performance on camera that considers impact of different camera movements on body movements and physical actions.	<p>Detailed knowledge of: Method used: The student should explain how to perform for different types of camera movements (physical, mechanical and mobile)</p> <p>Principles: The student should explain the principles of performing for camera movements.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of camera movements. • Types of camera movements • Importance of camera movements in visual storytelling • Guidelines on 	<p>The following tools are to be available:</p> <ul style="list-style-type: none"> • Video camera (s) (Preferably DSLR or SLR) • Tripod (s) • Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) • Memory cards (SD cards – 64GB, 128GB) • Computer desktop or laptop (for video imports and export process as well as editing) 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>storytelling.</p> <p>Practical Work: Guide the students to perform for camera movements.</p> <p>Activity: Organize students into manageable groups and assign them a scene where they perform while the camera moves. Encourage them to maintain proper eye contact with the camera, keep movements fluid, and adjust their timing to align with the camera's movement.</p>	camera movements dynamics		<p>performing for camera movements</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> How to adjust the timing of bodily movements and physical actions to align with different camera movements. 		
2.0 Applying principles of acting for film and television drama	2.1 Performing acting techniques for film and television drama	(a) Projecting voice	<p>Brainstorm: Guide students to explore the importance of voice projection in performance, especially for film, television. Discuss the mechanics of</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> Listen to voice Identify biological characteristic of voice 	Demonstrated skill and ability to project voice audibility and emotions while acting on camera.	<p>Detailed knowledge of: Method used: The student should explain how to project voice during acting particularly the recording of sound for film and TV</p>	<p>The following tools are to be available:</p> <ul style="list-style-type: none"> Microphone E.g., shot gun and lavalier Fishpole Windscreen Zoom Recorder 	150

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>voice projection, including breath control, resonance, pitch, and articulation. Explain how projection is necessary for ensuring that a performer's voice is clear, powerful, and heard by microphone, while still maintaining naturalness and emotional depth. Engage them in identifying how projection varies based on the type of performance space (e.g., large theatre, small studio, or open space).</p> <p>Practical Work: Guide the students to develop their voices characteristics and effectiveness for film and TV drama.</p>	<ul style="list-style-type: none"> • Project voice • Identify mechanics of voice projection • Project voice for camera and other screen medium • Project voice without mic • Project voice with mic • Project emotional characteristic of voice • Perform dialogues • Perform monologues • Perform soliloquy • Adjust voice to align with scene environment dynamics 		<p>drama.</p> <p>Principles: The student should explain the principles of projecting voice during acting particularly the recording of sound for film and TV drama.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of voice • Concept of voice projection • Characteristic of effective voice for film and TV drama • Guidelines on projection of voice for film and TV drama <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> • Continuity of voice 	<ul style="list-style-type: none"> • Audio cables e.g., XLR • Basic lights e.g., LED • Video camera (s) (Preferably DSLR or SLR) • Tripod (s) • Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) • Memory cards (SD cards – 64GB, 128GB) • Computer desktop or laptop (for video imports and export process as well as editing) 	

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			Activity: Organize students into manageable groups to perform a scene or monologue that requires strong voice projection. Encourage students to experiment with different levels of volume and resonance, adjust their projection to suit the emotional tone and environment of the scene.			audibility/volume and emotions across shots, takes and scenes.		
		(b) Expressing emotions through facials and body language	Brainstorm: Guide students to explore the role of facial expressions and body language in conveying emotions on screen. Discuss the differences between performing for stage versus film and television, emphasizing how subtlety and nuances in	The students should be able to: <ul style="list-style-type: none"> Analyses character's emotions on script Portray diverse emotions Portray facial expressions (revision) Portray body language 	Emotions through facials and body language are expressed and demonstrates application of fundamental principles and guidelines.	Detailed knowledge of: Method used: The student should explain how to express emotions through facials and body language. Principles: The student should explain the principles of: <ul style="list-style-type: none"> Expressing emotions through 	The following tools are to be available: <ul style="list-style-type: none"> Microphone E.g., shot gun and lavalier Fishpole Windscreen Zoom Recorder Audio cables e.g., XLR Basic lights e.g., LED Video camera (s) (Preferably DSLR) 	

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			<p>expression are critical for on-camera work. Engage students in identifying the impact of various emotions on facial features (e.g., raised eyebrows for surprise, clenched jaw for anger) and body posture (e.g., slumped shoulders for sadness, open posture for confidence). Discuss how to make these emotions authentic and in line with the character's psychology and narrative arc.</p> <p>Practical Work: Guide the students to explore how to express emotions through facials and body language.</p> <p>Activity:</p>	<p>(revision)</p> <ul style="list-style-type: none"> • Portray facials and body language for film and TV different from Theatre • Project facial features related to specific emotions • Perform body movements and postures and their related emotions 		<p>facials</p> <ul style="list-style-type: none"> • Expressing emotions through body language <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of facial expression • Concept of body language • Features of facial expression • Postures and positions of body and their communication implications • Importance of facials and body language on film and TV drama • Guidelines on performing facials and body language for film and TV drama. <p>Circumstantial knowledge: Detailed knowledge</p>	<p>or SLR)</p> <ul style="list-style-type: none"> • Tripod (s) • Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) • Memory cards (SD cards – 64GB, 128GB) • Computer desktop or laptop (for video imports and export process as well as editing) 	

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			Organize students into manageable groups and assign them a scenario that requires them to express specific emotions using only facial expressions and body language. Students perform in front of the camera, ensuring they focus on the nuances of their facial and bodily movements. Encourage them to refine their use of facial and bodily expressions to align more deeply with the character's emotional journey and the scene's context.			about: <ul style="list-style-type: none"> Continuity in performance of facials and body language across shots, takes and scenes in film and TV drama. 		
		(c) Listening and reacting on film and TV drama	Brainstorm: Guide students to understand the importance of listening and reacting on screen, emphasizing how it	The students should be able to: <ul style="list-style-type: none"> Identify types of reactions Listen to emotional 	Actor/actress listens and reacts effectively according to available emotional	Detailed knowledge of: Method used: The student should explain how to listen and react on film and	The following tools are to be available: <ul style="list-style-type: none"> Microphone E.g., shot gun and lavalier Fishpole 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
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			enhances the realism of a performance. Discuss the differences between reacting in live theatre versus on screen, where reactions must be more subtle and nuanced due to the close-up nature of the camera. Engage students in identifying the different types of reactions, such as emotional responses (e.g., surprise, sadness, joy), physical reactions (e.g., shifting body posture), and vocal reactions (e.g., a gasp or sigh). Highlight how a strong on-screen reaction is rooted in actively listening and responding to the scene's emotional cues and	cues <ul style="list-style-type: none"> Listen to dialogues React to emotional cues React to physical actions React based on different types of shots Perform active listening 	cues and dialogues on film or TV drama scenes.	TV drama Principles: The student should explain the principles of: <ul style="list-style-type: none"> Listening on film and TV drama Reacting on film and TV drama Theories: The student should explain: <ul style="list-style-type: none"> Concept of listening Concept of reacting Characteristics of effective listening Characteristics of effective reactions Guidelines for listening and reacting on film and TV drama Circumstantial knowledge:	<ul style="list-style-type: none"> Windscreen Zoom Recorder Audio cables e.g., XLR Basic lights e.g., LED Video camera (s) (Preferably DSLR or SLR) Tripod (s) Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) Memory cards (SD cards – 64GB, 128GB) Computer desktop or laptop (for video imports and export process as well as editing) 	

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			<p>dialogue.</p> <p>Practical Work: Guide the students on how to listen and react on screen.</p> <p>Activity: Organize students into manageable groups and assign them a short scene where one actor delivers dialogue, and the other actor must react to it. Encourage them to practice "active listening," where they fully engage with the other actor's words and actions before reacting, ensuring their response feels spontaneous and connected</p>			<p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Active listening and reacting during acting across various shots and take for film and TV drama 		
		(d) Maintaining continuity	<p>Brainstorm: Guide students to understand the concept of</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> Identify types 	Actor/actress maintains continuity of physical and	<p>Detailed knowledge of:</p> <p>Method used: The student should</p>	<p>The following tools are to be available:</p> <ul style="list-style-type: none"> Screenplay 	

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			<p>continuity in film and television, discussing how maintaining continuity ensures a seamless viewing experience. Explain the different types of continuity, such as visual continuity, spatial continuity and temporal continuity (e.g., ensuring the sequence of actions matches the narrative timeline). Emphasize the role of continuity in creating a cohesive story and how mistakes can disrupt the audience's suspension of disbelief.</p> <p>Practical Work: Guide the students to practice maintaining continuity in</p>	<p>of continuity</p> <ul style="list-style-type: none"> Analyse dramatic bits on script Analyse transitions Match physical actions across shots, takes and angles Match psychological actions across shots, takes and angles Match use of props Match dressing of costumes Match body positions 	psychological actions across shots, angles and scenes.	<p>explain how to maintain shots across shots, angles and scenes.</p> <p>Principles: The student should explain the principles of maintaining continuity across shots, angles and scenes.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Concept of continuity Types of continuity Importance of maintaining continuity Guidelines on maintaining continuity <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Maintaining 	<ul style="list-style-type: none"> Highlighter or any colour Exercise book or note book Pen or pencil Microphone E.g., shot gun and lavalier Fishpole Windscreen Zoom Recorder Audio cables e.g., XLR Basic lights e.g., LED Video camera (s) (Preferably DSLR or SLR) Tripod (s) Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) Memory cards (SD cards – 64GB, 128GB) Computer desktop or laptop (for video imports and export process as 	

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			<p>different aspects of their performance and in technical elements.</p> <p>Activity: Organize students into manageable groups to film a short scene, where they must maintain continuity across multiple takes and camera angles. Encourage them to focus on keeping everything consistent, such as the position of objects, character movement, and costume details, while adjusting to different angles or moments in the scene. Review the footage and analyse how well continuity was maintained, identify any discrepancies in props, positions, or</p>			<p>continuity throughout the performance by applying innovative methods.</p>	<p>well as editing)</p>	

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			actions.					
	2.2 Performing processes of acting for film and television drama	(a) Conducting screen plays analysis	<p>Brainstorm: Guide students to explore the purpose of screenplay analysis in understanding a film or television production. Discuss key elements to analyse, such as character development, themes, plot structure, dialogue, subtext, and visual storytelling techniques. Encourage students to identify how these elements contribute to the narrative and emotional impact. Discuss the importance of understanding genre conventions and the director's vision when analysing a screenplay.</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> Analyse elements of screenplay Read descriptions of actions Read dialogues Analyse dialogues Apply parenthetical directions Analyse character Analyse themes Analyse structure Analyse texts and subtexts Analyse basic genres Read director's notes on shooting 	Screenplay analysed as per principles and guidelines.	<p>Detailed knowledge of: Method used: The student should explain how to conduct screenplays analysis. Principles: The student should explain the principles of conducting screenplays analysis. Theories: The student should explain:</p> <ul style="list-style-type: none"> Concept of screen play. Components of a screen play. Use/Importance of screen play. Guidelines on conducting screenplay analysis. <p>Circumstantial knowledge: Detailed knowledge about:</p>	<p>The following tools are to be available:</p> <ul style="list-style-type: none"> Screenplay Flip chart or chalkboard or whiteboard Chalks or whiteboard markers. Exercise-book Pen or Pencil Highlighter of any colour 	150

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			<p>Practical Work: Guide the students to conduct screen plays analysis.</p> <p>Activity: Organise students into manageable groups and assign them a specific scene or act from a screenplay to analyse. Ask them to identify and discuss character motivations, conflicts, and how the dialogue or action contributes to the overall narrative. Students present their findings by emphasizing how their analysis informs the actors' performances or production decisions.</p>	scripts		<ul style="list-style-type: none"> Screenplay analysis conducted to inform actor/actress decisions and creative instincts towards performance on film and TV drama. 		
		(b) Auditioning character roles	<p>Brainstorm: Guide students to</p>	The students should be able	Audition for character roles	Detailed knowledge of:	The following tools are	

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		on film and television drama	<p>discuss the purpose of auditions and the key skills required for auditioning effectively for film and television. Explore how actors prepare for auditions, including analysing character breakdowns, understanding the genre and tone, and interpreting audition sides (short excerpts from the script). Discuss the importance of first impressions, physicality, vocal delivery, and connecting with the camera during an audition. Discuss the differences between live auditions, self-tape auditions, and call-backs.</p> <p>Practical Work: Guide the students</p>	<p>to:</p> <ul style="list-style-type: none"> • Read scripts or pieces of writings • Analyse character traits • Identify character to audition for • Performs with confidence and presence • Delivers vocals and physicality required • Responds effectively to directions provided • Communicates effectively about him/her • Delivers portfolio, demo reel or links to previous works • Deliver social 	on film and TV drama is implemented as per principles and guidelines.	<p>Method used: The student should explain how to audition for character roles on film and TV drama</p> <p>Principles: The student should explain the principles of auditioning for character roles on film and TV drama.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of audition for film and TV drama • Guidelines for participating on auditions for film and TV drama • Guidelines on analysing characters from a screenplay or any piece of writings • Guidelines of analysing director's notes 	<p>to be available:</p> <ul style="list-style-type: none"> • Screenplay • Flip chart or chalkboard or whiteboard • Chalks or whiteboard markers. • Exercise-book • Pen or Pencil • Highlighter of any colour • Microphone E.g., shot gun and lavalier • Fishpole • Windscreen • Zoom Recorder • Audio cables e.g., XLR • Basic lights e.g., LED • Video camera (s) (Preferably DSLR or SLR) • Tripod (s) • Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) 	

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			to audition character roles on film and television drama. Activity: Organize a mock audition where students are given a character breakdown and sides in advance. Have each student perform their audition in front of the class or on camera, ensuring they showcase a strong understanding of the character and adapt their performance to suit the medium. Provide constructive feedback on their choices, delivery, and on-camera presence.	media accounts for reviews		during auditions Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> How to participate in audition and lend a role for film and TV drama Use constructive feedback provided during audition to improve on performance as actor/actress 	<ul style="list-style-type: none"> Memory cards (SD cards – 64GB, 128GB) Computer desktop or laptop (for video imports and export process as well as editing) 	
		(c) Rehearsing character roles	Brainstorm: Guide students to	The students should be able	Rehearsing of character roles	Detailed knowledge of:	The following tools are	150

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		for film and television drama	<p>explore the purpose and process of rehearsing character roles for film and television. Discuss how rehearsals differ from stage to screen, emphasizing the importance of subtlety and continuity in on-camera work. Highlight techniques such as script analysis, character backstory development, and scene blocking for film and TV. Encourage students to identify the challenges of adapting their performances to different shot sizes (e.g., close-ups vs. wide shots) and camera angles.</p> <p>Practical Work: Guide the students in rehearsing</p>	<p>to:</p> <ul style="list-style-type: none"> • Warm up • Table read the script • Read through the script • Develop rehearsal plan • Analyse character backstory • Analyse character emotions • Analyse character motivations • Analyse character objective /goals • Analyse obstacle to achieving the goal • Analyse tools • Memorise lines • Internalise lines • Rehearse gestures and facials • Block actions 	for film and TV drama is implemented as per the principles and guidelines.	<p>Method used: The student should explain how to rehearse character roles for film and TV drama.</p> <p>Principles: The student should explain principles of rehearsing character roles for film and TV drama.</p> <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> • Concept of rehearsing specifically for film and TV drama. • Importance of rehearsing character roles for film and Tv drama. • Guidelines for effective rehearsals of character roles for film and TV drama. 	<p>to be available:</p> <ul style="list-style-type: none"> • Screenplays • Exercise-book • Pen or Pencil • Highlighter • Microphone E.g., shot gun and lavalier • Fishpole • Windscreen • Zoom Recorder • Audio cables e.g., XLR • Basic lights e.g., LED • Video camera (s) (Preferably DSLR or SLR) • Tripod (s) • Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) • Memory cards (SD cards – 64GB, 128GB) • Computer desktop or laptop (for video imports and export process as 	

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			character roles for film and television drama. Activity: Organize students into manageable groups and assign them a scene from a screenplay to rehearse. Students collaborate on analysing the scene, developing their characters, and blocking their movements. Encourage them to practice rehearsing scenes on camera, focusing on maintaining consistency in gestures, expressions, and vocal delivery to ensure continuity across takes.	and positions for camera • Drill actions and lines of the script		Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> Improving performance of character roles through continuous rehearsals for film and TV drama. 	well as editing) <ul style="list-style-type: none"> Costumes (special for training) Mattresses (at least 10") Carpets (Acrylic fiber) Dummy tools (Pistol, Gun, Knife, Axe etc.) Make up kit Props (actual tools) Drums "Ngoma" (at least 3) Percussions "Marimba" (At least 2) Small Music/PA unit (Playback device, amplifier and speakers) 	
		(d) Performing character roles for film and television	Brainstorm: Guide students to discuss the unique challenges and	The students should be able to: <ul style="list-style-type: none"> Arrive on set in 	Character roles for film and TV drama performed as	Detailed knowledge of: Method used: The student should	The following tools are to be available: <ul style="list-style-type: none"> Screenplays 	

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		drama	<p>techniques of performing character roles for film and television. Emphasize the importance of subtle and authentic acting for the camera, where small gestures and expressions are magnified. Explore key considerations, such as adapting to different shot types (e.g., close-ups, wide shots), maintaining emotional truth, and ensuring continuity across takes. Discuss how collaboration with the director, cinematographer, and fellow actors influences their performance.</p> <p>Practical Work: Guide the students to perform character</p>	<p>time</p> <ul style="list-style-type: none"> Put on costumes Apply make up Review lines and actions Review character motivations and objectives for a scene Block the scene for camera Run through the scene with director Perform for camera Perform takes, retakes Maintain continuity across shots, angles and scenes Collaborate effectively with crew and cast 	per principles and guidelines.	<p>explain how to perform character roles for film and TV drama.</p> <p>Principles: The student should explain principles of performing character roles for film and TV drama.</p> <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> Concept of performing character roles Steps in performing character roles Guidelines for performing character roles <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> Performance of character roles on 	<ul style="list-style-type: none"> Exercise-book Pen or Pencil Highlighter Microphone E.g., shot gun and lavalier Fishpole Windscreen Zoom Recorder Audio cables e.g., XLR Basic lights e.g., LED Video camera (s) (Preferably DSLR or SLR) Tripod (s) Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) Memory cards (SD cards – 64GB, 128GB) Computer desktop or laptop (for video imports and export process as well as editing) Costumes (special 	

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			<p>roles for film and television drama.</p> <p>Activity: Organize students into manageable groups and assign them a scene from a screenplay to perform on camera. Students film their performances using various camera setups to simulate real production conditions. Review the footage and provide feedback on their character portrayal, emotional authenticity, and technical precision. Encourage students to reflect on their performance and refine their approach based on the feedback and observations.</p>			<p>film and TV drama that reflects emotional truth, depth and arc.</p>	<p>for training)</p> <ul style="list-style-type: none"> • Mattresses (at least 10") • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) 	
	2.3 Working with Director and key	(a) Collaborating with director	Brainstorm: Guide students to discuss the role of	The students should be able to:	The quality of the collaboration	Detailed knowledge of: Method used: The	The following tools are to be available:	75

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	production crew		<p>collaboration between actors and directors in film and television productions. Explore how the director's vision shapes the overall project and how actors contribute by bringing depth and authenticity to their characters. Discuss communication strategies, such as asking questions, taking direction effectively, and offering creative input while respecting the director's leadership. Discuss the importance of maintaining a professional and flexible attitude on set.</p> <p>Practical Work: Guide the students in collaborating</p>	<ul style="list-style-type: none"> Analyse the role of Director Analyse how director shapes actor/actress performance Ask questions to director Provide feedback to Director Respect director's leadership 	with director shapes actor/actress performance on film or TV drama.	<p>student should explain how to collaborate with director.</p> <p>Principles: The student should explain the principles of collaborating with director.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Concept of director The role of director in film or TV drama production The role of director in shaping the performance of actor/actress Guideline for collaborating with director <p>Circumstantial knowledge: Detailed knowledge about:</p>	<ul style="list-style-type: none"> Screenplays Exercise-book Pen or Pencil Highlighter Microphone E.g., shot gun and lavalier Fishpole Windscreen Zoom Recorder Audio cables e.g., XLR Basic lights e.g., LED Video camera (s) (Preferably DSLR or SLR) Tripod (s) Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) Memory cards (SD cards – 64GB, 128GB) Computer desktop or laptop (for video imports and export process as well as editing) 	

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			<p>with director.</p> <p>Activity: Organize students into manageable groups to practice working with directors. Assign one student as the director and others as actors. Provide them with a short script or scene and ask the director to guide the actors through character development, scene interpretation, and blocking. Review the process by focusing on how well the actors and director collaborated to achieve the scene's objectives. Rotate roles to give all students experience in collaborating as both actors and directors.</p>			<ul style="list-style-type: none"> Collaborating with director in a way that actor / actress does not interfere or offend director's role and position in film and TV drama production. 	<ul style="list-style-type: none"> Costumes (special for training) Mattresses (at least 10") Carpets (Acrylic fiber) Dummy tools (Pistol, Gun, Knife, Axe etc.) Make up kit Props (actual tools) 	
		(b) Collaborating	Brainstorm:	The students	Productive	Detailed knowledge	The following tools are	75

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		with production management crew	Guide students to discuss the roles and responsibilities of the production management crew, including producers, assistant directors, production managers, and other key crew members. Highlight the importance of collaboration between actors and the crew to ensure smooth production workflows, such as scheduling, continuity, and set logistics. Emphasize communication, punctuality, and adaptability as essential traits for successful collaboration. Discuss real-life scenarios where actor-crew collaboration is	should be able to: <ul style="list-style-type: none"> Identify the role of Production Manager Identify the role of 1st Assistant Director Identify the role of 2nd Assistant Director Identify the role of 3rd Assistant Director Interpret production schedule Interpret Call sheets Implements scheduled times for production Implements scheduled times for other logistics such 	production workflow of film and TV drama achieved due to quality of communication before and during production with management crew.	of: Method used: The student should explain how to collaborate with production management crew. Principles: The student should explain the principles of collaborate with production management crew. Theories: The student should explain: <ul style="list-style-type: none"> Concept of production management Importance of production management Communication tools used by production management crew such as slate/clapper board Guidelines to collaborating 	to be available: <ul style="list-style-type: none"> Screenplays Exercise-book Pen or Pencil Highlighter Microphone E.g., shot gun and lavalier Fishpole Windscreen Zoom Recorder Audio cables e.g., XLR Basic lights e.g., LED Video camera (s) (Preferably DSLR or SLR) Tripod (s) Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) Memory cards (SD cards – 64GB, 128GB) Computer desktop or laptop (for video imports and export process as 	

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			<p>critical, such as adhering to call times or adjusting performances for technical requirements.</p> <p>Practical Work: Guide the students in collaborating with production management crew.</p> <p>Activity: Organize students into production teams, assigning roles such as actors, assistant directors, and production managers. Have the teams work together to plan, rehearse, and film a short scene. Assign actors to collaborate with the production management crew on scheduling, blocking, and ensuring all technical and</p>	<p>as transports, accommodations</p> <ul style="list-style-type: none"> • Implements blockings • Utilise slate/ Clapper board • Adjust to production dynamics 		<p>with production management crew</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • What an effective performance of actor or actress, on set (location or studio) depends on the quality of collaboration with production management crew. 	<p>well as editing)</p> <ul style="list-style-type: none"> • Costumes (special for training) • Mattresses (at least 10") • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) 	

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			logistical aspects of the scene are addressed. Review the footage and discuss the collaboration process, focusing on how effectively the actors and crew communicated and problem-solved together.					
		(c) Collaborating with art and design crew.	Brainstorm: Guide students to discuss the roles and responsibilities of the art and design crew, including costume designers, set designers, makeup artists, and prop masters. Discuss how their work contributes to the visual storytelling of a film or television production. Discuss the importance of collaboration between actors and	The students should be able to: <ul style="list-style-type: none"> Identify art and design crew members Determine basic measurements such as size of waist, shoes Participate in taking measurements for costumes Put on 	Effective collaboration with the art and design crew members in terms of communications, delivery of their demands and accomplishing of important task is achieved as per principles and guidelines.	Detailed knowledge of: Method used: The student should explain how to collaborate with art and design crew Principles: The student should explain the principles of collaborating with art and design crew Theories: The student should explain: <ul style="list-style-type: none"> Concept of costume design 	The following tools are to be available: <ul style="list-style-type: none"> Screenplays Exercise-book Pen or Pencil Highlighter Microphone E.g., shot gun and lavalier Fishpole Windscreen Zoom Recorder Audio cables e.g., XLR Basic lights e.g., LED Video camera (s) (Preferably DSLR) 	

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			<p>the art and design crew, such as understanding how costumes and props influence character portrayal or how set design impacts blocking and performance. Emphasize effective communication and respect for the creative contributions of the crew.</p> <p>Practical Work: Guide the students in collaborating with art and design crew.</p> <p>Activity: Organize students into manageable groups to rehearse the scene while incorporating costumes, props, make up, or set pieces, ensuring they collaborate</p>	<p>costumes</p> <ul style="list-style-type: none"> • Apply make ups • Utilize props • Utilize designed sets • Monitor the cleanness of costumes • Protect the costumes from spill overs and torn • Communicate with respect • Rehearse the choreographies for dance and action 		<ul style="list-style-type: none"> • Concept of props • Concept of applying make up • Concept of set design and dressing • Use of costumes, make ups and sets in film and TV drama • Guidelines on collaborating with art and design crew <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • How to align costumes, props, make up and designed sets to enhance the performance of actor or actress on film and TV drama 	<ul style="list-style-type: none"> • or SLR) • Tripod (s) • Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) • Memory cards (SD cards – 64GB, 128GB) • Computer desktop or laptop (for video imports and export process as well as editing) • Costumes (special for training) • Mattresses (at least 10") • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) 	

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			closely with the art and design crew, to align their performance with the visual design.					
		(d) Collaborating with technical crew	Brainstorm: Guide students to explore the roles and responsibilities of the technical crew, such as lighting technicians, sound engineers, camera operators, and editors. Discuss how the technical crew supports the production and enhances the actor's performance. Highlight the importance of clear communication, punctuality, and adaptability in working with the technical team. Emphasize scenarios where collaboration is crucial, such as ensuring proper	The students should be able to: <ul style="list-style-type: none"> Identify technical crew members Identify basic lighting equipment Identify basic sound equipment Identify tools used by gaffers and camera assistants Work under different lighting set ups Time dialogues for sound cues Maintain consistent of 	Effective collaboration with the technical crew members in terms of communications, delivery of their demands and accomplishing of important task is achieved as per principles and guidelines.	Detailed knowledge of: Method used: The student should explain how to collaborate with technical crew. Principles: The student should explain the principles of collaborating with technical crew. Theories: The student should explain: <ul style="list-style-type: none"> Concept of lighting in film and TV Drama Concept of sound in film and TV drama Importance of lighting in film and TV Drama Importance of 	The following tools are to be available: <ul style="list-style-type: none"> Screenplays Exercise-book Pen or Pencil Highlighter Microphone E.g., shot gun and lavalier Fishpole Windscreen Zoom Recorder Audio cables e.g., XLR Basic lights e.g., LED Video camera (s) (Preferably DSLR or SLR) Tripod (s) Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) Memory cards 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>blocking for lighting, timing dialogue for sound cues, or hitting marks for camera framing.</p> <p>Practical Work: Guide the students in collaborating with technical crew.</p> <p>Activity: Organize students into manageable groups to rehearse and perform the scene while responding to technical directions, such as adjusting their movements to stay within the lighting or maintaining consistent delivery for sound clarity. Review the process by focusing on how effectively the actors and technical crew worked</p>	<p>sound volume and dynamics across shots</p> <ul style="list-style-type: none"> • Hit marks for camera framing • Hit marks for camera movements 		<p>sound in film and TV drama</p> <ul style="list-style-type: none"> • The role of Director of Photography • The role of camera operator • The role of gaffer • The role of sound operator • The role of best boy and grips • Guidelines on collaborating with technical crew <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • The importance of collaborating effectively with technical crew and how their work shapes the end results out of film and TV drama. 	<p>(SD cards – 64GB, 128GB)</p> <ul style="list-style-type: none"> • Computer desktop or laptop (for video imports and export process as well as editing) • Costumes (special for training) • Mattresses (at least 10") • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			together to achieve the desired outcome.					
3.0 Applying principles of casting acting talents for film and television drama	3.1 Executing the responsibilities of casting director	(a) Analysing character roles	Brainstorm: Guide students to discuss the role of a casting director in analysing character roles for film and television. Highlight the importance of understanding the script, director's vision, and character breakdowns when evaluating potential actors. Explore key factors to consider, such as physical appearance, vocal quality, acting range, and chemistry with other characters. Discuss how casting directors align actors with the emotional,	The students should be able to: <ul style="list-style-type: none"> • Read thoroughly script • Analyse psychological character traits • Analyse director's notes on characters and cast • Analyse physical character traits • Determine character's quality of voice • Determine character's emotional range 	Analysis of character roles in a script or treatment for a film and TV drama is executed as per principles and guidelines.	Detailed knowledge of: Method used: The student should explain how to analyse character roles Principles: The student should explain the principles of analysing character roles. Theories: The student should explain: <ul style="list-style-type: none"> • The concept of casting • The concept of character role analysis for casting process • The guidelines of analysing character roles for casting process 	The following tools are to be available: <ul style="list-style-type: none"> • Screenplay • Notebook or Exercise book • Pen or Pencil • Computer desktop or laptop (for video imports and export process as well as editing) • Video camera (s) (Preferably DSLR or SLR) • Tripod (s) • Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) • Memory cards (SD cards – 64GB, 128GB) 	135

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>psychological, and narrative demands of each role.</p> <p>Practical Work: Guide the students to analyse character roles.</p> <p>Activity: Organize students into manageable groups and assign each group the role of a casting team. Provide them with a short scene and character descriptions. Students analyse the roles and create a list of qualities they would look for in an actor. Students present pre-recorded audition tapes or have other students perform mock auditions for the roles. Provide constructive feedback, and</p>	<ul style="list-style-type: none"> • Determine important skill sets of characters • Determine other demands of the narrative • Write or lease with scriptwriter or director to find character's profile 		<p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • How important analysis of character roles precedes the process of casting. 		

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				Process Assessment	Services Assessment	Knowledge Assessment		
			justify their casting decisions.					
		(b) Developing casting briefs.	Brainstorm: Guide students to discuss the purpose and importance of casting briefs in the casting process. Explain how casting briefs communicate the director's vision and the character requirements to potential actors and agents. Highlight the key elements of an effective casting brief, including character descriptions, age range, physical attributes, personality traits, and any specific skills or requirements (e.g., accents, stunt experience). Discuss how to tailor casting briefs to attract the right talent while	The students should be able to: <ul style="list-style-type: none"> • Design casting brief template • Review director's notes • Write character descriptions • Write personality traits and other important characteristic of the character • Maintain clarity and professionalism • Write casting briefs for each talent 	Casting briefs that document all key traits of the characters are developed as per the guidelines.	Detailed knowledge of: Method used: The student should explain how to develop casting briefs. Principles: The student should explain the principles of developing casting briefs. Theories: The student should explain: <ul style="list-style-type: none"> • The concept of casting briefs • Importance of developing casting briefs. • Components of casting briefs • Guidelines on developing casting briefs. • Circumstantial knowledge: Detailed knowledge	The following tools are to be available: <ul style="list-style-type: none"> • Notebook or Exercise book • Pen or Pencil • Computer desktop or laptop (for video imports and export process as well as editing) • Video camera (s) (Preferably DSLR or SLR) • Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) • Memory cards (SD cards – 64GB, 128GB) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>maintaining clarity and professionalism.</p> <p>Practical Work: Guide the students in developing casting briefs.</p> <p>Activity: Organize students into manageable groups and assign them a short scene or script with multiple characters to analyse the characters and create detailed casting briefs for each role. Students present their briefs by explaining their choices and how they align with the production's vision. Provide feedback on the strengths and areas for improvement in the briefs.</p>			<p>about:</p> <ul style="list-style-type: none"> How to develop detailed casting briefs that fuels productivity and speed to the process of casting. 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(c) Conducting auditions	Brainstorm: Guide students to discuss the importance of conducting auditions and documenting audition decisions during the casting process. Highlight how detailed records help maintain organization, provide a reference for directors and producers, and ensure transparency and fairness. Explore the types of information that should be documented, such as actor names, audition performance notes, strengths, weaknesses, and reasons for selection or rejection. Discuss tools and formats for documentation,	The students should be able to: <ul style="list-style-type: none"> • Prepare content for promotion materials • Promote the audition through different mechanisms • Prepare logistics such as venue • Communicate with casting panel • Prepare registration sheets • Prepare judging sheets • Print the casting briefs • Prepare actor/actress audition sheets • Monitor the registration • Participate in audition process • Document 	Auditions are prepared, promoted and conducted as per the guidelines.	Detailed knowledge of: Method used: The student should explain how to conduct auditions for film and TV drama Principles: The student should explain principles of conducting auditions for film and TV drama Theories: The student should explain: - <ul style="list-style-type: none"> • Concept of audition for film and TV drama • Importance of audition • Types of audition for film and TV drama • Guidelines for conducting film and TV drama auditions Circumstantial	The following tools are to be available: <ul style="list-style-type: none"> • Screenplay • Notebook or Exercise book • Pen or Pencil • Computer desktop or laptop (for video imports and export process as well as editing) • Video camera (s) (Preferably DSLR or SLR) • Tripod (s) • Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) • Memory cards (SD cards – 64GB, 128GB) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>such as spreadsheets, audition sheets, or casting software.</p> <p>Practical Work: Guide the students to document auditions decisions.</p> <p>Activity: Organize students into manageable groups and assign them task of acting as a casting panel for a set of mock auditions. Provide them a short script and character descriptions. Assign them to document their evaluations and decisions in details. Students present their documentation by justifying their decisions and reflecting on the process</p>	<p>audition decisions</p> <ul style="list-style-type: none"> Utilise casting software to the process of casting 		<p>knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> How to determine the suitability of actor or actress to a specific character from a well prepared for and executed auditions. 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
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		(d) Implementing ethics in casting	<p>Brainstorm: Guide students to discuss the ethical principles involved in the casting process, such as fairness, inclusivity, confidentiality, and professionalism. Explore real-world examples of ethical challenges in casting, such as bias, favouritism, discrimination, or exploiting actors. Emphasize the importance of creating a safe and respectful environment for auditions, ensuring transparency in decision-making, and adhering to industry standards and legal regulations.</p> <p>Practical Work: Guide the students to demonstrate how</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> • Make casting decisions based on ethical values • Handle difficult actors or actress • Handle minor actors and actresses • Handle actors or actresses with disability • Communicate ethical values • Supervise implementation of ethical values • Create working environment where ethical values precede talents 	Casting process and audition are implemented as per ethical principles and guidelines.	<p>Detailed knowledge of: Method used: The student should explain how to implement ethics in casting Principles: The student should explain principles of implementing ethics in casting</p> <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> • Concept of ethics • Concept of ethical values in casting • Importance of ethical values in casting • Guidelines to ethics in casting • Guidelines to implementing ethical values in casting <p>Circumstantial knowledge Detailed knowledge</p>	<p>The following tools are to be available:</p> <ul style="list-style-type: none"> • Screenplays • Exercise-book • Pen or Pencil • Highlighter • Microphone E.g., shot gun and lavalier • Fishpole • Windscreen • Zoom Recorder • Audio cables e.g., XLR • Basic lights e.g., LED • Video camera (s) (Preferably DSLR or SLR) • Tripod (s) • Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) • Memory cards (SD cards – 64GB, 128GB) • Computer desktop or laptop (for video imports and 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>they manage ethical issues emanating from the casting process while adhering to ethics.</p> <p>Activity: Organize students into manageable groups and assign them a set of ethical scenarios related to casting. Students discuss the scenarios and present their solutions by explaining how they adhered to ethical principles in their decision-making.</p>			<p>about:</p> <ul style="list-style-type: none"> How ethical values such as inclusivity, fairness, transparency, confidentiality and professionalism create an environment where the casting process yields the intended results more effectively. 	<p>export process as well as editing)</p> <ul style="list-style-type: none"> Costumes (special for training) Mattresses (at least 10") Carpets (Acrylic fiber) Dummy tools (Pistol, Gun, Knife, Axe etc.) Make up kit Props (actual tools) 	
	3.2 Promoting acting talents	(a) Scouting for acting talents	<p>Brainstorm: Guide students to discuss the qualities and skills that make an actor suitable for different roles, such as physical appearance, vocal range, acting style, and emotional</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> Research the acting industry Develop business proposal for acting agency 	Acting talents are scouted and recruited as per guidelines.	<p>Detailed knowledge of: Method used: The student should explain how to scout for acting talents Principles: The student should explain the principles of scouting for acting</p>	<p>The following tools are to be available:</p> <ul style="list-style-type: none"> Screenplay, stage play or radio play Notebook or Exercise book Pen or Pencil Computer desktop or laptop (for 	180

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>expressiveness. Ask students to share their opinions on what casting directors look for during pre-screening and compile a list of essential traits.</p> <p>Practical Work: Guide the students to prescreen acting talents by providing them with sample casting briefs.</p> <p>Activity: Organize students into manageable groups to conduct mock auditions, where some of them perform as acting talents and others take on the role of casting directors. Instruct the casting directors to pre-screen the performers based on pre-defined criteria</p>	<ul style="list-style-type: none"> Develop acting talents descriptions Interview directors and producer on the demographic and psychographic characteristic of talents on demand Develop promotion materials Visit acting groups Survey potential acting talents profile online Reach out to acting talents Recruit talents 		<p>talents</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Concept of talent agency Concept of acting talent scouting Important of talent scouting Guidelines to acting talents scouting and recruitment <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> The pros of scouting and recruiting acting talents and its implication on acting careers 	<p>video imports and export process as well as editing)</p> <ul style="list-style-type: none"> Video camera (s) (Preferably DSLR or SLR) Tripod (s) Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) Memory cards (SD cards – 64GB, 128GB) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			(e.g., age, appearance, acting technique). Students discuss the decisions and feedback in a group debrief.					
		(b) Preparing acting talents portfolios	<p>Brainstorm: Guide students to identify the key components of an acting talent portfolio, such as headshots, resumes, showreels, and references. Discuss the importance of each component in showcasing an actor's skills, experience, and versatility. Encourage students to share examples or research professional portfolios for inspiration.</p> <p>Practical Work: Guide the students</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> • Prepare structured interview questions • Set up meetings with acting talents • Interview acting talents • Set up photoshoot for acting talents • Shoot headshots • Shoot video reels • Prepare acting talents profile • Develop a social media 	Test results conform to standard parameters of digital circuits.	<p>Detailed knowledge of: Method used: The student should explain how to prepare acting talents portfolios. Principles: The student should explain the principles of preparing acting talents portfolios. Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of acting portfolios • Concept of headshots • Concept of acting talent profile • Guidelines on preparing acting 	<p>The following tools are to be available:</p> <ul style="list-style-type: none"> • Screenplay, stage play or radio play • Notebook or Exercise book • Pen or Pencil 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>to prepare acting talents portfolios.</p> <p>Activity: Assign students to create their own acting talent portfolios by compiling their headshots, resumes, and a list of roles they've performed. Organize them into groups to review and evaluate each other's portfolios. Encourage them to provide constructive critiques and suggest improvements.</p> <p>Discussion Students discuss on what makes a portfolio stand out to casting directors and industry professionals.</p>	<p>account</p> <ul style="list-style-type: none"> • Write captions • Post portfolios and headshot on social media 		<p>talent portfolio</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • How important acting talents portfolios are to the promotion of actors/actresses as well in finding acting jobs. 		
		(c) Negotiating for cost-effective contracts	Brainstorm: Guide students to define the concept	The students should be able to:	Cost-effective acting job contracts are	Detailed knowledge of: Method used: The	The following tools are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>of contract negotiation and identify key components of a cost-effective contract, such as budget constraints, payment terms, deliverables, and timelines. Discuss strategies for negotiation, such as researching market rates, assessing the value of services, and establishing clear communication. Highlight the importance of balancing cost-effectiveness with quality and fairness in agreements.</p> <p>Practical Work: Guide the students to negotiate for cost-effective contracts.</p> <p>Activity: Organize students into manageable</p>	<ul style="list-style-type: none"> Find acting contractors Review acting contracts Analyse components of cost-effective contracts Research market rates Assess value of required acting services Compare contracts Communicate with decision makers Research tax schemes Arrange for meetings Negotiate terms for contracts 	negotiated as per guidelines.	<p>student should explain how to negotiate for cost-effective contracts.</p> <p>Principles: The student should explain principles of negotiating for cost-effective contracts.</p> <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> Concept of contract in acting Concept of cost-effective contract Importance of contracts in acting Guidelines of negotiating for cost-effective contracts <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> Characteristics of cost-effective contracts in 	<ul style="list-style-type: none"> Acting contracts Screenplay Notebook or Exercise book Pen or Pencil 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>groups to role-play a negotiation scenario. Assign roles such as an actor, agent, and producer. Provide a hypothetical project with budget constraints and goals, and ask each group to negotiate terms for a contract that meets everyone's needs.</p> <p>Discussion Hold a debriefing session to discuss the strategies used, challenges faced, and lessons learned.</p>			safeguarding the interests and benefits of engaging in acting jobs and career.		
		(d) Presenting acting talents to creative personnel and agents	<p>Brainstorm: Guide students to discuss the importance of presenting acting talents effectively to creative personnel and agents. Identify key elements of a</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> • Prepare presentations for acting talents • Rehearse the 	Acting talent are presented to the creative personnel and agents in a way that they are able to reflect on the potentials and	<p>Detailed knowledge of: Method used: The student should explain how to present acting talents to creative personnel and agents Principles: The</p>	<p>The following tools are to be available:</p> <ul style="list-style-type: none"> • Screenplay • Notebook or Exercise book • Pen or Pencil • Computer desktop or laptop (for 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
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			<p>compelling presentation, such as professionalism, showcasing unique skills, and tailoring the presentation to the needs of the audience. Encourage students to brainstorm creative ways to make presentations memorable, such as storytelling, multimedia, or live demonstrations.</p> <p>Practical Work: Guide the students to present acting talents to creative personnel and agents</p> <p>Activity: Organize students into pairs or small groups to practice presenting acting talents to peers playing the roles of creative personnel</p>	<p>presentation</p> <ul style="list-style-type: none"> Identify potential creative personnel and agents Find contacts of the creative personnel and agents Set up meeting Dress up to the occasion Present acting talents Pitch for casting opportunity Secure agency representation 	benefits of working with them.	<p>student should explain principles of presenting acting talents to creative personnel and agents.</p> <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> Concept of presenting acting talents to creative personnel and agents. Importance of presenting acting talents to creative personnel and agents. Guidelines on presenting acting talents to creative personnel and agents. <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> The significance of presenting acting 	video imports and export process as well as editing)	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
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			or agents. Assign specific scenarios, such as pitching for a casting opportunity or securing agency representation. Provide group feedback on their delivery, content, and persuasiveness.			talents to creative personnel and agents towards possibilities of securing acting jobs and developing a successful career as actor or actress.		

Form Four

Table 6: Detailed Contents for Form Four

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Applying principles of acting for stand-up comedy	1.1 Creating content for stand-up comedy	(a) Developing humorous topics and ideas	<p>Brainstorm: Guide students to define the concept of humour and identify different types of comedy, such as observational, situational, self-deprecating, and satire. Encourage students to share examples of humorous situations or topics from their own lives or current events. Discuss how cultural context, timing, and audience awareness play a role in creating effective humour.</p> <p>Practical Work: Guide the students to develop humorous topics</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> Find sources for themes Read editorials Review videos Listen to podcasts Listen to interviews Participate in group discussions across streets Interview key informants on the topic Outline topics/ideas Evaluate the topics/ideas Research the topic/idea Write content of the topic/idea 	Humorous topics and ideas are developed as per the guidelines	<p>Detailed knowledge of: Method used: The student should explain how to develop humorous topics and ideas.</p> <p>Principles: The student should explain the principles of developing humorous topics and ideas.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Concept of stand-up comedy Characteristics of stand-up comedy Concept of humour Characteristics of humour Sources of humorous topics 	<p>The following tools are to be available:</p> <ul style="list-style-type: none"> Notebook or Exercise book Pen or Pencil Computer desktop or laptop (for video imports and export process as well as editing) 	158

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			and ideas. Activity: Organise students in manageable groups, to brainstorm humorous topics collaboratively. Assign them to develop a 2–3-minute stand-up comedy routine based on their chosen topic. Students perform their routines focusing on delivery, timing, and audience engagement. Students evaluate what worked well and how to improve their comedic material.			/ideas <ul style="list-style-type: none"> Guidelines on developing humorous topics/ideas Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Significance of conducting research using simple methods in order to develop topics or ideas with the potential to produce laughter among the audiences. 		
		(b) Structuring “punchlines”.	Brainstorm: Guide students to define what a punchline is and explore its role in	The students should be able to: <ul style="list-style-type: none"> Interpret jokes from performances or scripts 	Punchlines are structured into jokes as per principles and guidelines.	Detailed knowledge of: Method used: The student should explain how to	The following tools are to be available: <ul style="list-style-type: none"> Notebook or Exercise book 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
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			<p>delivering humour. Discuss common punchline structures, such as misdirection, surprise, wordplay, and call-backs. Use examples from famous stand-up comedians to analyse how punchlines work and why they are effective. Encourage students to share jokes they know and identify the punchline and its structure.</p> <p>Practical Work: Guide students in structure punchlines.</p> <p>Activity: Organize students into manageable groups, and give them prompts or</p>	<ul style="list-style-type: none"> • Review sources for jokes • Craft jokes • Refine jokes • Structure punchlines • Perform punchlines • Write jokes set 		<p>structure punchlines.</p> <p>Principles: The student should explain the principles of structuring punchlines into jokes.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of Jokes • Concept of Punchlines • Guidelines to structuring punchlines • Guidelines to performing punchlines <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Importance of structuring punchlines into jokes told through stand-up comedy 	<ul style="list-style-type: none"> • Pen or Pencil • Computer desktop or laptop (for video imports and export process as well as editing) 	

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			setups to brainstorm and write several punchlines for the setup, using various structures. Students present their punchlines and discuss which styles worked best and why. Discuss on how to improve delivery and timing.					
		(c) Solidifying a routine or setlist	Brainstorm: Guide students to discuss the importance of organizing a comedy routine or setlist, emphasizing flow, pacing, and audience engagement. Identify key components of a successful routine, such as an engaging opener, strong transitions,	The students should be able to: <ul style="list-style-type: none"> Identify components of a routine or set list from other performances or scripts Analyse structures of routine by well-known comedians Identify components of effective routines Arrange a routine Instil pace and other strategies for audience engagement 	Stand-up comedy routine or setlist solidified as per principles and guidelines	Detailed knowledge of: Method used: The student should explain how to solidify stand-up comedy routines or set list. Principles: The student should explain principles of solidifying stand-up comedy routines or set list. Theories: The student should	The following tools are to be available: <ul style="list-style-type: none"> Notebook or Exercise book Pen or Pencil Computer desktop or laptop (for video imports and export process as well as editing) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
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			<p>high-impact punchlines, and a memorable closer. Encourage students to analyse the structure of routines by well-known comedians to understand how they maintain momentum and keep the audience entertained.</p> <p>Practical Work: Guide students to solidify a routine or setlist.</p> <p>Activity: Organize students into manageable groups, assign the role such as an actor and audience. Students perform their routines for one another. Encourage them to perform their routines, focusing on transitions,</p>	<ul style="list-style-type: none"> • Practice delivery of punchlines • Practice transitions • Pace and time the routine • Maintain momentum 		<p>explain: -</p> <ul style="list-style-type: none"> • Concept of routine • Concept of set list • Importance of routine or set list • Guidelines to solidifying routines or set lists <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Importance of solidifying routines or set list before staging a stand-up comedy for audience's engagement and entertainment. 		

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			timing, and maintaining audience interest throughout the set. Ask the audience to provide constructive feedback on the setlist's structure, pacing, and delivery.					
		(d) Improvising content	Brainstorm: Guide students to define improvisation in the context of stand-up comedy and discuss its importance for engaging with live audiences. Identify common situations where improvisation might be required, such as interacting with hecklers, responding to audience reactions, or filling unexpected gaps in	The students should be able to: <ul style="list-style-type: none"> • Interpret improvised content from stand-up comedy performances • Identify situations that require improvisation • Practice improvisation • Analyse audience's interest and reactions during performance • Practice listening • Practice quick/spontaneous thinking • Respond to random prompts (topics) 	First aid offered conforms to medical requirements.	Detailed knowledge of: Method used: The student should explain how to improvise stand-up comedy content. Principles: The student should explain principles of improvising stand-up comedy content. Theories: The student should explain: - <ul style="list-style-type: none"> • Concept of improvising content for stand-up comedy 	The following tools are to be available: <ul style="list-style-type: none"> • Costumes (special for training) • Mattresses (at least 10") • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) • Drums "Ngoma" (at least 3) • Percussions 	

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			<p>a routine. Encourage students to brainstorm techniques, such as active listening, quick thinking, and drawing from personal experiences, to create spontaneous humour.</p> <p>Practical Work: Guide students through improvisation exercises and teach them techniques for building on audience energy.</p> <p>Activity: Organize students into manageable groups and assign them roles such as stand-up comedian and audience. Provide them improvisation challenge. Ask the comedian to</p>			<ul style="list-style-type: none"> • Characteristics of effective improvised content • Types of prompts for improvised stand-up comedy • Guidelines for improvising stand-up comedy content <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Importance of improvising or performing spontaneously based on audience's reactions or prompts during staging of stand-up comedy. 	<p><i>“Marimba”</i> (At least 2)</p> <ul style="list-style-type: none"> • Small Music/PA unit (Playback device, amplifier and speakers) • Notebook or Exercise book • Pen or Pencil 	

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			perform and audience to ask unexpected questions or providing random topics. Let the comedian create improvised jokes or stories based on the input. Rotate roles so everyone has a chance to perform. Encourage them to practice staying calm and confident under pressure while delivering improvised material.					
	1.2 Performing techniques for stand – up comedy	(a) Practicing stand-up comedy.	Brainstorm: Guide students to discuss the skills required for stand-up comedy, such as writing jokes, timing, delivery, stage presence, and audience interaction. Brainstorm challenges	The students should be able to: <ul style="list-style-type: none"> • Interpret stand-up comedy techniques from other performers • Research jokes • Write jokes • Practice jokes delivery • Practice timing • Practice stage 	Practice of stand-up comedy routines and punchlines implemented as per guidelines.	Detailed knowledge of: Method used: The student should explain how to practice stand-up comedy Principles: The student should explain the principles of practicing stand-up comedy	The following tools are to be available: <ul style="list-style-type: none"> • Costumes (special for training) • Mattresses (at least 10’') • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, 	202

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			<p>comedians face, such as stage fright, handling hecklers, or pacing. Encourage students to share their favourite comedians and analyse their performance styles, discussing what makes their routines effective and unique.</p> <p>Practical Work: Guide students to train for stand-up comedy.</p> <p>Activity: Organize students into manageable groups to perform their routines. Provide constructive feedback on each performance, focusing on strengths and areas for improvement</p>	<p>presence</p> <ul style="list-style-type: none"> • Handle audience interactions • Handle audience reactions • Practice delivery of routines • Practice delivery of punchlines • Work on feedback 		<p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of practice for stand-up comedy • Importance of practicing techniques for performing stand-up comedy • Guidelines on practicing to become stand-up comedian <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Importance of practicing in order to develop one's skills and techniques as stand-up comedian 	<p>Knife, Axe etc.)</p> <ul style="list-style-type: none"> • Make up kit • Props (actual tools) • Drums “Ngoma” (at least 3) • Percussions “Marimba” (At least 2) • Small Music/PA unit (Playback device, amplifier and speakers) • Notebook or Exercise book • Pen or Pencil • Computer desktop or laptop (for video imports and export process as well as editing) • Video camera (s) (Preferably DSLR or SLR) • Tripod (s) • Camera lens (standard and 	

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			in writing, delivery, and stage presence.				prime lenses 16mm, 35 – 70mm and 70 – 300mm) • Memory cards (SD cards – 64GB, 128GB)	
		(b) Auditioning for stand-up comedy	Brainstorm: Guide students to discuss the audition process for stand-up comedy, including typical expectations, time limits, and the criteria judges or bookers use to evaluate performances. Brainstorm strategies for selecting the best material for auditions, such as using a strong opener, showcasing unique comedic style, and delivering a memorable closer. Discuss the	The students should be able to: <ul style="list-style-type: none"> • Search for audition opportunities • Survey/Follow social media accounts • Analyse audition requirements and assignments • Analyse themes • Develop topics/ideas • Develop unique comedic style • Develop strong opener • Dress up for auditions • Register for audition • Attend the audition 	Preparation and participation in stand-up comedy audition is implemented as per principles and guidelines.	Detailed knowledge of: Method used: The student should explain how to audition for stand-up comedy. Principles: The student should explain the principles of auditioning for stand-up comedy. Theories: The student should explain: <ul style="list-style-type: none"> • Concept of audition for stand-up comedy • Importance of auditioning • Guidelines for participating in stand-up comedy 	The following tools are to be available: <ul style="list-style-type: none"> • Costumes (special for training) • Mattresses (at least 10’') • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) • Drums “Ngoma” (at least 3) • Percussions “Marimba” (At least 2) • Small Music/PA unit (Playback 	

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			<p>importance of confidence, preparation, and adaptability during auditions.</p> <p>Practical Work: Guide students in auditioning for stand-up comedy.</p> <p>Activity: Organize a mock audition where students perform their audition sets in front of their peers, who act as judges or bookers. Provide them with constructive feedback on their material, delivery, and overall performance.</p>			<p>auditions</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> The importance of participating in stand-up comedy auditions in relation to the comedians' possibilities of seizing opportunities to perform. 	<p>device, amplifier and speakers)</p> <ul style="list-style-type: none"> Notebook or Exercise book Pen or Pencil Computer desktop or laptop (for video imports and export process as well as editing) Video camera (s) (Preferably DSLR or SLR) Tripod (s) Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) Memory cards (SD cards – 64GB, 128GB) 	
		(c) Rehearsing a stand-up comedy	<p>Brainstorm: Guide students to discuss the importance of rehearsing a stand-up comedy routine,</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> Warm up voice Warm up body Warm up mind Review jokes and 	Rehearsals for stand-up comedy jokes, punchlines and routine at large is implemented as	<p>Detailed knowledge of: Method used: The student should explain how to rehearse a stand-up</p>	<p>The following tools are to be available:</p> <ul style="list-style-type: none"> Costumes (special for training) 	

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			<p>including benefits such as improving timing, refining delivery, and building confidence. Brainstorm key rehearsal techniques, such as practicing in front of a mirror, recording performances for self-review, and rehearsing with peers for feedback. Highlight the role of pacing, voice modulation, and body language in engaging an audience.</p> <p>Practical Work: Guide students to rehearse a stand-up comedy.</p> <p>Activity: Organize students into manageable groups to rehearse</p>	<p>punchlines</p> <ul style="list-style-type: none"> • Memorise jokes and punchlines • Memorise the routine • Rehearse the routine • Instil pace and voice modulations • Self-review performance • Evaluate performance • Work on feedback • Refine routine 	per principle and guidelines.	<p>comedy.</p> <p>Principles: The student should explain the principles of rehearsing a stand-up comedy.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of rehearse a stand-up comedy. • Importance of rehearsing for stand-up comedy • Guidelines for rehearsing a stand-up comedy. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Importance of rehearsing jokes, punchlines and routines before staging stand-up comedy. 	<ul style="list-style-type: none"> • Mattresses (at least 10") • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) • Drums "Ngoma" (at least 3) • Percussions "Marimba" (At least 2) • Small Music/PA unit (Playback device, amplifier and speakers) • Notebook or Exercise book • Pen or Pencil 	

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			their routines. Provide constructive feedback on aspects such as clarity, timing, and audience engagement.					
		(d) Staging a stand-up comedy	Brainstorm: Guide students to discuss the key elements involved in staging a stand-up comedy performance, such as selecting a venue, setting up stage lighting and sound, and creating a comfortable environment for the audience. Brainstorm ways to promote the event, including social media, posters, or word of mouth. Emphasize the importance of	The students should be able to: <ul style="list-style-type: none"> Analyse performance logistics e.g., line ups Attend debriefing session Analyse venue's pockets of space Analyse technical aspects of stage environment Dress costumes and accessories Attend press conference Attend red carpets Enter stage Maintain stage presence Perform jokes, 	Serviced computer functions according to manufacturer's specifications.	Detailed knowledge of: Method used: The student should explain how to stage stand-up comedy. Principles: The student should explain the principles of staging stand-up comedy. Theories: The student should explain: <ul style="list-style-type: none"> Concept of stand-up comedy event Concept of staging stand-up comedy Principles of 	The following tools are to be available: <ul style="list-style-type: none"> Costumes (special for training) Mattresses (at least 10) Carpets (Acrylic fiber) Dummy tools (Pistol, Gun, Knife, Axe etc.) Make up kit Props (actual tools) Drums "Ngoma" (at least 3) Percussions "Marimba" (At least 2) 	

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			<p>stage presence, audience interaction, and adaptability during the performance.</p> <p>Practical Work: Guide students to organize all aspects of staging a stand-up comedy show.</p> <p>Activity: Organize a class-wide stand-up comedy showcase where students perform their routines in front of a live audience, such as peers, teachers, or invited guests. Assign responsibilities for managing the event, including creating a line up, managing the stage, and hosting. Hold a debriefing session where</p>	<p>punchlines and routines</p> <ul style="list-style-type: none"> Exit stage Attend post-performance interviews Discuss feedbacks 		<p>staging stand-up comedy</p> <ul style="list-style-type: none"> Guidelines to staging stand-up comedy <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Importance of implementing principles and guidelines to the process of staging stand-up comedy effectively. 	<ul style="list-style-type: none"> Small Music/PA unit (Playback device, amplifier and speakers) Notebook or Exercise book Pen or Pencil Computer desktop or laptop (for video imports and export process as well as editing) Video camera (s) (Preferably DSLR or SLR) Tripod (s) Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) Memory cards (SD cards – 64GB, 128GB) 	

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			students reflect on their performances, share feedback, and discuss what they learned about staging and performing stand-up comedy.					
2.0 Applying principles of assisting in directing actors and actresses	2.1 Executing the responsibilities of Assistant Director during pre-production	(a) Breaking down the script	Brainstorm: Guide students to discuss the purpose and process of breaking down a script for stage and screen. Discuss the key elements to analyse, such as cast requirements, props, costumes, lighting, sound, special effects, and scene transitions. Brainstorm the differences in script breakdowns for stage (e.g., act/scene divisions, stage directions) and screen (e.g., shot	The students should be able to: <ul style="list-style-type: none"> • Read script • Outline key elements of script e.g., characters, props, location • Design template • Insert information • Outline key aspect of production schedule • Outline key aspect of budget • Use software to break down the script 	Script breakdown process is implemented and informs the process of developing production schedule and budget.	Detailed knowledge of: Method used: The student should explain how to break down the script. Principles: The student should explain the principles of breaking down the script. Theories: The student should explain: <ul style="list-style-type: none"> • Concept of script break down • Importance of implementing script breakdown • Elements of the script breakdown • Guidelines of 	The following tools are to be available: <ul style="list-style-type: none"> • Screenplay • Notebook or Exercise book • Pen or Pencil • Computer desktop or laptop (for video imports and export process as well as editing) 	202

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			<p>breakdowns, day/night scenes). Use examples from real scripts to demonstrate the process and its importance for scheduling and production planning.</p> <p>Practical Work: Guide students through the process of breaking down a script by highlighting key elements.</p> <p>Activity: Organize students into manageable groups and assign them different sections of a script to break down. Students present their findings, focusing on elements such as required resources</p>			<p>implementing script breakdown</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Importance of implementing script breakdown before production of film, TV drama or stage play. 		

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			and potential challenges. Have discussion on how the breakdown process informs scheduling, budgeting, and overall production planning. Encourage them to compile their findings into a detailed breakdown report.					
		(b) Scheduling for the production.	Brainstorm: Guide students to discuss the significance of creating a production schedule for stage and screen. Discuss the elements to consider, such as scene order, cast and crew availability, rehearsal timings, technical requirements (lighting, sound,	The students should be able to: <ul style="list-style-type: none"> Outline elements of production schedule Identify fixed elements Identify variable elements Identify tools Design/edit call sheets Design production plan Insert information to templates Revise information 	Production scheduled across its key elements as per principles and guidelines.	Detailed knowledge of: Method used: The student should explain how to schedule for the production of films and TV drama. Principles: The student should explain the principles of scheduling for the production of films and TV drama. Theories: The student should	The following tools are to be available: <ul style="list-style-type: none"> Screenplay Notebook or Exercise book Pen or Pencil Computer desktop or laptop (for video imports and export process as well as editing) 	

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			<p>props, set and changes), logistical challenges. Brainstorm the differences between scheduling for stage (rehearsals and performances) and screen (shooting schedules), emphasizing the unique challenges of each medium.</p> <p>Practical Work: Guide students in creating a production schedule using tools like spreadsheets, stripboards, or scheduling software.</p> <p>Activity: Organize students into manageable groups, provide</p>	<ul style="list-style-type: none"> • Use software • Perform location recce 		<p>explain:</p> <ul style="list-style-type: none"> • Concept of scheduling • Importance of scheduling for production • Production scheduling tools • Guidelines on scheduling for production <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Importance of implementing production schedules across its key elements in the interest of efficiency during production of films and TV drama as well as stage play. 		

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			them a script and additional details. Assign them create a detailed production schedule, including rehearsal timings, shoot days, and technical preparations. Students present their schedules, explaining their decision-making process and how they addressed challenges.					
		(c) Communicating with cast and crew	Brainstorm: Guide students to discuss the importance of effective communication between an Assistant Director (AD) and the cast and crew in stage and screen productions. Brainstorm communication techniques, such as	The students should be able to: <ul style="list-style-type: none"> • Review call sheets • Review production schedule • Call for communicating key information • Message key information • Email key information • Post/share key information • Address last 	Communication with cast and crew implemented as per principles and guidelines.	Detailed knowledge of: Method used: The student should explain how to effectively communicate with cast and crew during preparation phase of the film and TV drama productions. Principles: The student should explain the principles	The following tools are to be available: <ul style="list-style-type: none"> • Screenplay • Notebook or Exercise book • Pen or Pencil • Computer desktop or laptop (for video imports and export process as well as editing) • Mobile phone 	

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			<p>holding production meetings, providing clear instructions, and addressing conflicts professionally. Discuss the use of tools like call sheets, emails, and messaging platforms to streamline communication.</p> <p>Practical Work: Guide students in communicating with cast and crew.</p> <p>Activity: Organize students into manageable groups, and assign roles such as AD, director, cast members, and crew. Create a simulated production environment where the AD must</p>	<p>minute changes</p> <ul style="list-style-type: none"> • Confirm or call key crew members • Confirm or call key cast • Address conflicts • Take notes of reservations and requests • Relay information to (and from) key creative and management personnel 		<p>of communicating with cast and crew during pre-production phase.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Characteristics of effective group communications • Characteristics of effective interpersonal communication • Characteristics of effective feedbacks • Types of communication tools • Functions of Modem. • Difference between voice and text data. • Concepts of conflicts. • Techniques of handling conflicts <p>Circumstantial</p>		

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			communicate schedules, scene requirements, and logistical updates to the team. Introduce challenges, such as last-minute changes or conflicts, to test their problem-solving and communication skills. Students perform the duty. Hold discussion to evaluate the effectiveness of their communication and identify areas for improvement.			knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Importance of implementing effective communication with cast and crew towards production of film and TV drama. 		
		(d) Organising production crew and equipment	Brainstorm: Guide students to discuss the role of the Assistant Director (AD) in organizing the production crew and equipment. Highlight the responsibilities of	The students should be able to: <ul style="list-style-type: none"> Analyse call sheets Develop checklist Communicate with heads of units Coordinate for transportations Coordinate for accommodation 	Production crew and equipment are organised according to principles and fundamental guidelines.	Detailed knowledge of: Method used: The students should explain how to organise production crew and equipment. Principles: The students should	The following tools are to be available: <ul style="list-style-type: none"> Screenplay Notebook or Exercise book Pen or Pencil Computer desktop or laptop (for 	

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			<p>an AD, including coordinating the crew, ensuring all departments (lighting, sound, costume, props, etc.) are aligned, and ensuring equipment is available and functioning. Discuss the importance of communication and organization in this process, as well as the logistics involved in scheduling crew members and managing equipment for both stage and screen productions.</p> <p>Practical Work: Guide students in organising production crew and equipment.</p> <p>Activity:</p>	<ul style="list-style-type: none"> • Coordinate for catering • Coordinate for any other logistics • Review shooting script or plan • Identify required production crew • Identify production equipment 		<p>explain the principles of</p> <ul style="list-style-type: none"> • Communications • Coordinating for accommodation • Coordinating for catering • Coordinating for transportations • Reviewing shooting scripts <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Key production equipment • Concept of checklists • Characteristics of effective checklists • Procedures for preparing checklists • Production hierarchy • Key production crew members <p>Circumstantial knowledge:</p>	<p>video imports and export process as well as editing)</p> <ul style="list-style-type: none"> • Mobile phone 	

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			Organize students into manageable groups, provide them a script and a list of required crew and equipment. Students create a detailed production plan that includes crew assignments, equipment lists, and timelines for setting up and utilizing each item. Students present their plan, explaining how they managed the organization of crew and equipment.			Detailed knowledge about: <ul style="list-style-type: none"> Importance of specific crew members and production equipment in relation to the scale or scope of production. 		
	2.2 Executing the responsibilities of Assistant Director during production director	(a) Supervising production schedule and call sheets	Brainstorm: Guide students to discuss the role of the Assistant Director (AD) in supervising the shooting schedule and managing call sheets. Explain	The students should be able to: <ul style="list-style-type: none"> Review/ Confirm call sheets Review shooting plan Prepare script Analyse shooting script 	Production schedule and call sheets are implemented due to supervision that demonstrates mastery of principles and guidelines.	Detailed knowledge of: Method used: The student should explain how to supervise production schedule and call sheets.	The following tools are to be available: <ul style="list-style-type: none"> Screenplay Notebook or Exercise book Pen or Pencil Computer desktop or 	158

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			<p>how the AD ensures that the shooting schedule is followed, and that cast and crew are informed of their responsibilities and times. Discuss the importance of call sheets as communication tools that provide essential information such as call times, locations, scenes to be shot, and specific crew requirements. Brainstorm common challenges in scheduling and how the AD addresses them, such as delays, actor availability, and unforeseen changes.</p> <p>Practical Work:</p>	<ul style="list-style-type: none"> • Plan shooting flow for a scene • Assemble crew for briefings • Attend to Director's demands • Attend to producer's demands • Prepare tools e.g., marker pen, clapper boards 		<p>Principles: The student should explain the principles of supervising production schedule and call sheets.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of supervising productions • Concept of supervising shooting schedule and call sheets • Importance of supervising shooting schedule and call sheets • Guidelines on supervising shooting schedule and call sheets <p>Circumstantial knowledge: Detailed knowledge about:</p>	<p>laptop (for video imports and export process as well as editing)</p> <ul style="list-style-type: none"> • Mobile phone 	

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			<p>Guide students in supervising shooting schedule and call sheets</p> <p>Activity: Organize students into manageable groups, provide them with a script and a rough shooting schedule. Assign them to create a set of call sheets for a day's shoot, including detailed scene breakdowns, cast and crew call times, and any special instructions. Students present their call sheets, explaining their choices and methods for organizing the schedule. Students discuss on the challenges of managing</p>			<ul style="list-style-type: none"> Importance of supervising the implementation of the guidelines for shooting communicated through shooting schedule and call sheets. 		

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			schedules and how to ensure smooth communication between cast, crew, and production management.					
		(b) Supervising shooting workflow	Brainstorm: Guide students to discuss the Assistant Director's (AD) role in organizing the production crew and set, including coordinating the team, ensuring the necessary equipment and resources are available, and overseeing the setup process. Discuss how effective communication between the AD, department heads, and the rest of the crew is essential	The students should be able to: <ul style="list-style-type: none"> Review shooting plan or workflow with director and other key crew members Run through blockings Run through actions Monitor costume dress up Monitor make up application Monitor preparation of technical crew Check readiness for use of equipment Call/Initiate the shooting process Mark the scenes 	Supervision of the shooting workflow is implemented effectively as per principles and guidelines.	Detailed knowledge of: Method used: The student should explain how to supervise shooting workflow for film and TV drama Principles: The student should explain the principles of supervising shooting workflow for film and TV drama Theories: The student should explain: <ul style="list-style-type: none"> The concept of shooting workflow Important of a shooting 	The following tools are to be available: <ul style="list-style-type: none"> Screenplays Exercise-book Pen or Pencil Highlighter Clapper board/Slate Microphone E.g., shot gun and lavalier Fishpole Windscreen Zoom Recorder Audio cables e.g., XLR Basic lights e.g., LED Video camera (s) (Preferably DSLR or SLR) Tripod (s) Camera lens 	

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			<p>for a smooth production. Brainstorm strategies for organizing the crew into functional units (e.g., lighting, sound, costume, props) and ensuring that each department is prepared and on schedule for the production.</p> <p>Practical Work: Guide students in organising the production crew and set.</p> <p>Activity: Organize students into manageable groups, provide them a portion of the script or production to prepare, focusing on crew organization and</p>	<ul style="list-style-type: none"> • Call for shots and takes • Call for end (cuts) for shots and takes • Call for retakes • Shoot heads and tails • Relay director's information to acting talents • Call for strikes • Debrief for strikes • Wrap up the shooting on set 		<p>workflow</p> <ul style="list-style-type: none"> • Steps in shooting workflow/processes • Guidelines to supervising shooting workflow <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Importance of developing and implementing a particular shooting workflow to enhance efficiency during production of film and TV drama. 	<p>(standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm)</p> <ul style="list-style-type: none"> • Memory cards (SD cards – 64GB, 128GB) • Computer desktop or laptop (for video imports and export process as well as editing) • Costumes (special for training) • Mattresses (at least 10’') • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) 	

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			set preparation. Assign them to create a detailed plan, identifying the crew members needed, the equipment required, and the timeline for the setup. Students present their plans, demonstrating how they would organize the crew and set.					
		(c) Supervising script and continuity	Brainstorm: Guide students to discuss the role of supervising scripts and continuity as an Assistant Director (AD). Define continuity and its importance in maintaining consistency across scenes, shots, and takes, ensuring that elements such as costumes, props, and set pieces remain consistent	The students should be able to: <ul style="list-style-type: none"> Analyse script Highlight subtexts Highlight key actions Highlight emotional bits Prepare tools to support monitoring continuity Mark parts of the script e.g., pages Note shots, takes in each scene Take continuity 	Supervision of the lines of script and continuity from one shot, angle, take or scene is implemented as per principles and guidelines.	Detailed knowledge of: Method used: The student should explain how to supervise script and continuity during shooting of film and TV drama. Principles: The student should explain the principles of supervising script and continuity during shooting of film and TV drama.	The following tools are to be available: <ul style="list-style-type: none"> Screenplays Exercise-book Pen or Pencil Highlighter Clapper board/Slate Microphone E.g., shot gun and lavalier Fishpole Windscreen Zoom Recorder Audio cables e.g., XLR 	

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			<p>from one shot to another. Brainstorm potential challenges related to continuity, such as changes in lighting, actor positions, or props between takes, and discuss strategies to avoid these issues. Explain how the AD works with the script supervisor and other departments to maintain continuity throughout production.</p> <p>Practical Work: Guide students in supervising scripts and continuity.</p> <p>Activity: Organize students into manageable groups, assign one group to act as the</p>	<p>notes</p> <ul style="list-style-type: none"> • Take pictures of costumes and props • Prepare continuity reports • Guide acting talents to continuity • Prompt acting talents on lines of dialogues and monologues 		<p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of supervising script • Concept of supervising continuity • Tools used to monitor continuity • Guidelines on supervising script and continuity <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Importance of supervising scripts and continuity for consistency of performance of acting talents and production crew across shots, angles and scenes. 	<ul style="list-style-type: none"> • Basic lights e.g., LED • Video camera (s) (Preferably DSLR or SLR) • Tripod (s) • Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) • Memory cards (SD cards – 64GB, 128GB) • Computer desktop or laptop (for video imports and export process as well as editing) • Costumes (special for training) • Mattresses (at least 10’') • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) 	

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			AD and the other as the script supervisor. Provide them with a short scene from a script and a sample video or set-up to work with. Have the AD supervise the rehearsal, ensuring that continuity is maintained across all shots and present their continuity reports. Encourage them to practice managing continuity during rehearsal or shoot, highlighting key moments where attention to detail is required.				<ul style="list-style-type: none"> • Make up kit • Props (actual tools) 	
		(d) Maintaining director's vision	Brainstorm: Guide students to define what the director's vision entails, including style, tone, pacing, and thematic	The students should be able to: <ul style="list-style-type: none"> • Analyse script • Analyse thematic depth • Analyse tone, style and pacing of the 	Assistant Director maintained director's vision while utilising tools and techniques as per principles and	Detailed knowledge of: Method used: The student should explain how to maintain director's vision across	The following tools, equipment and safety gears should be available: <ul style="list-style-type: none"> • Screenplays • Exercise-book 	

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			<p>elements. Discuss the importance of maintaining the director's vision in stage and screen productions. Brainstorm how the Assistant Director (AD) collaborates with the director, cast, and crew to ensure that every aspect of the production aligns with the intended vision. Discuss specific challenges, such as creative differences or logistical constraints, and discuss strategies for resolving them while staying true to the director's vision.</p> <p>Practical Work: Guide students in maintaining director's vision.</p>	<p>story</p> <ul style="list-style-type: none"> • Write notes during rehearsals • Prepare mood board • Prepare storyboard • Analyse shooting script • Ask key questions to understand director's vision • Brief crew and cast on director's vision • Relay information from director to acting talents • Communicate with technical crew on director's vision • Record behind the scenes for references 	guidelines.	<p>elements of film and TV drama</p> <p>Principles: The student should explain the principles of maintaining director's vision across elements of film and TV drama</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of director's vision • Tools used by director to communicate his/her vision • Guidelines on maintaining director's vision for a film or TV drama. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Importance of communicating 	<ul style="list-style-type: none"> • Pen or Pencil • Highlighter • Clapper board/Slate • Microphone E.g., shot gun and lavalier • Fishpole • Windscreen • Zoom Recorder • Audio cables e.g., XLR • Basic lights e.g., LED • Video camera (s) (Preferably DSLR or SLR) • Tripod (s) • Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) • Memory cards (SD cards – 64GB, 128GB) • Computer desktop or laptop (for video imports) 	

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			Activity: Organize students into manageable groups, assign one group to play the role of the director and another as the AD. Provide the director with a creative brief outlining their vision for a short scene or act. Assign ADs to communicate and supervise the implementation of this vision during rehearsals or mock shoots. Students evaluate techniques for ensuring all production elements stay aligned with the director's goals.			director's vision to enhance the Assistant Director's role of maintaining it throughout the film or TV drama.	and export process as well as editing) <ul style="list-style-type: none"> • Costumes (special for training) • Mattresses (at least 10") • Carpets (Acrylic fiber) • Dummy tools (Pistol, Gun, Knife, Axe etc.) • Make up kit • Props (actual tools) 	
3.0 Using ICT to market	3.1 Using available ICT	(a) Shooting simple video clips	Brainstorm: Guide students to	The students should be able to:	Shooting of simple video clips is	Detailed knowledge of:	The following tools	165

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actor or actress	resources for creation of stage, radio and screen contents		define the concept of shooting simple video clips, identifying essential tools and techniques such as camera types (smartphone cameras, DSLRs, or camcorders), basic camera settings (e.g., resolution, frame rate), and common shooting techniques (e.g., framing, lighting, and angles). Discuss the significance of visual storytelling and how proper camera operation and setup contribute to creating compelling visuals. Highlight the importance of understanding the scene's purpose and audience.	<ul style="list-style-type: none"> Research video content Review effective videos Identify elements of other effective videos Write scripts or video outlines Identify video equipment or tools required Secure video equipment or tools required Plan for video shooting logistics Develop shot list or storyboard Brief crew and cast Rehearse the shoot with cast and crew Set up camera and supporting systems Frame/compose shots Shoot videos Store videos using video memory 	implemented as per principles and guidelines.	<p>Method used: The student should explain how to shoot simple video clips.</p> <p>Principles: The student should explain the principles of shooting simple video clips.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Concept of video clips Characteristics of simple video clips Important tools that support the process Guidelines on shooting simple video clips <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Importance of mastering shooting of video 	are to be available: <ul style="list-style-type: none"> Screenplay Shooting script Notebook or Exercise book Pen or Pencil Highlighter Computer desktop or laptop (for video imports and export process as well as editing) Video camera (s) (Preferably DSLR or SLR) Tripod (s) Camera lens (standard and prime lenses 16mm, 35 – 70mm and 70 – 300mm) Memory cards (SD cards – 64GB, 128GB) 	

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			<p>Practical Work: Guide students in shooting simple video clips.</p> <p>Activity: Organize students into manageable groups and assign them a simple scene or concept to shoot, such as capturing a day in the life of a character or a short dialogue between two characters. Encourage them to storyboard their ideas, and plan the shots.</p> <p>Presentation and Group discussion Students present their raw footage and discuss the challenges faced during the process.</p>	<p>cards</p> <ul style="list-style-type: none"> Log video memory cards Store video memory cards 		<p>clips towards marketing or promotion of acting talents and works.</p>		
		(b) Editing simple video clips	Brainstorm: Guide students to	The students should be able to:	Editing of simple video clip	Detailed knowledge of:	The following tools	

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			define the concept of video editing and identify the basic tools and techniques used in editing, such as cutting, trimming, transitions, and adding audio or text overlays. Discuss popular video editing software options (e.g., Adobe Premiere Pro, Final Cut Pro, DaVinci Resolve, or free tools like iMovie and CapCut). Emphasize the importance of editing in storytelling, pacing, and creating a polished final product. Highlight how well-edited clips can effectively convey mood, emotion, and	<ul style="list-style-type: none"> • Preview video clips • Log video clips • Import videos • Store videos • Open software • Set up project • Import video clips • Trim videos • Arrange videos on timeline • Preview videos • Insert titles • Insert transition effects • Add music • Add SFX • Render video clips • Format video clips • Export video clips • Document/Archive video clip 	implemented using software as per principles and guidelines.	<p>Method used: The student should explain how to edit simple video clips</p> <p>Principles: The student should explain the principles of editing video clips</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of video editing • Non-Linear Editing Equipment • Non-Linear Editing (NLE) System set up • Guidelines on using NLE system in editing <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Importance of developing necessary editing 	are to be available: <ul style="list-style-type: none"> • Screenplay • Shooting script • Notebook or Exercise book • Pen or Pencil • Highlighter • Computer desktop or laptop • Video editing software • Memory cards (SD cards – 64GB, 128GB) 	

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			<p>narrative clarity.</p> <p>Practical Work: Guide students in editing simple video clips.</p> <p>Activity: Organize students into manageable groups, and provide raw footage from the previous activity or other sample clips to edit. Assign them to add titles, basic effects, or background music where appropriate. Encourage them to plan the editing process by selecting key moments, cutting unnecessary parts, and arranging the footage cohesively.</p> <p>Presentation and</p>			skills that uses specific NLE software such as Adobe Premier Pro.		

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			Group discussion Students present their edited videos for feedback and discussion.					
		(c) Recording audio clips	Brainstorm: Guide students to define the concept of audio recording and identify the key tools and techniques used in capturing high-quality sound, such as microphones (e.g., dynamic, condenser, lavalier), audio interfaces, and recording software/apps (e.g., Audacity, GarageBand, or Adobe Audition). Discuss the importance of sound quality in media production and the role of elements such as clarity, ambient	The students should be able to: <ul style="list-style-type: none"> • Prepare tools for audio recording • Identify basic microphone • Identify sound recorder • Identify basic audio recording cables • Connect tools for audio recording • Identify software for recording sound • Set up recording project • Set up recording tracks • Positions microphones • Record sound • Control volume, tempo and other aspects of 	Recording of audio clips is implemented as per principles and guidelines.	Detailed knowledge of: Method used: The students should explain how to record audio clips Principles: The students should explain the principles recording audio clips. Theories: The student should explain: <ul style="list-style-type: none"> • Concept of recording simple audio clips • Tools for recording simple audio clips • Guidelines on recording simple audio clips Circumstantial	The following tools are to be available: <ul style="list-style-type: none"> • Studio (with acoustics built in). • Audio Mixer (at least 8 channels) • Studio speakers (audio monitors) • Computer or laptop • Audio recording software (E.g., Audacity, Cubase, Pro-Tunes) • Microphones. • Pop filters • Headphones. • Audio cables (E.g., XLRs, Jack Pins) • Microphone 	

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			<p>noise control, and proper microphone placement. Highlight real-life applications like podcasts, voiceovers, and sound effects for video.</p> <p>Practical Work: Guide students in recording audio clips.</p> <p>Activity: Organize students into manageable groups and assign them a project to record a short audio clip. Provide them with sample scripts or let them create their own content. Encourage them to experiment with different microphone placements and settings to achieve</p>	<p>recording</p> <ul style="list-style-type: none"> • Mix audios • Add live recording effects • Preview recorded audio 		<p>knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safe handling of all audio recording tools and equipment during recording. 	<ul style="list-style-type: none"> • stands • Music stand 	

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			optimal audio quality. Play the audio clips recorded and discuss the results, focusing on clarity, volume, and creativity.					
		(d) Editing audio clips	Brainstorm: Guide students to define the concept of audio editing and identify essential tools and techniques, such as cutting, trimming, noise reduction, equalization (EQ), and adding effects like reverb or compression. Discuss popular audio editing software (e.g., Audacity, GarageBand, Adobe Audition) and their features. Discuss the importance of audio editing in enhancing sound	The students should be able to: <ul style="list-style-type: none"> Preview audio clips Log audio clips Import audio clips Store audio clips Open software Set up audio editing project Import audio clips Cut and paste audio Arrange audio on tracks Mix audio Preview audio Insert titles Insert transition effects Add music Add SFX Export audio clip 	Editing of audio clips is implemented using software as per the principles and guidelines.	Detailed knowledge of: Method used: The students should explain how to edit audio clips using specific software Principles: The students should explain the principles of editing audio clips using specific software. Theories: The student should explain: <ul style="list-style-type: none"> Concept of audio editing Basic characteristics of sound/audio Audio editing 	The following tools are to be available: <ul style="list-style-type: none"> Audio Mixer (at least 8 channels) Studio speakers (audio monitors) or headphones Computer or laptop Audio editing software 	

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			<p>quality, eliminating background noise, and creating a polished final product. Discuss real-life applications, including podcasts, voiceovers, music production, and sound design for video. Practical Work: Guide students in editing audio clips.</p> <p>Activity: Organize students into manageable groups, provide them with raw audio files, such as recordings from the previous activity or other sample audio. Assign them a project to edit the audio, focusing on improving clarity, removing</p>			<p>system set up</p> <ul style="list-style-type: none"> Guidelines on editing audio <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety handling of tools and equipment used in audio editing. 		

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			background noise, and arranging the segments into a cohesive piece. Encourage them to add creative elements, such as sound effects or background music, to enhance the audio. Students present their edited audio clips for feedback, on strengths and areas for improvement in their editing process.					
		(e) Designing banners	Brainstorm: Guide students to define the concept of banner design and its purpose in marketing, promotions, and communication. Discuss the elements of effective banner design, including layout, typography, colour	The students should be able to: <ul style="list-style-type: none"> • Interpret elements of effectively designed banners from other banners • Identify tools used to design banners • Identifies materials for design • Sketch the design on paper • Set up computer 	Designing of banner is implemented as per principles and guidelines.	Detailed knowledge of: Method used: The students should explain how to design banners using computer and software Principles: The students should explain the principles of designing banners using computer and	The following tools are to be available: <ul style="list-style-type: none"> • Notebook or Exercise book • Pen or Pencil • Highlighter • Computer desktop or laptop • Graphic editing software e.g., adobe photoshop 	

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			<p>schemes, images, and branding. Introduce design principles such as balance, contrast, hierarchy, and alignment. Discuss the importance of understanding the target audience and platform requirements (e.g., digital banners for websites vs. print banners for events).</p> <p>Practical Work: Guide students into the processes of designing banners.</p> <p>Activity: Organize students into manageable groups to design a banner for a specific purpose, such as promoting a fictional event, product, or social</p>	<p>system</p> <ul style="list-style-type: none"> Identify software Set up design project on software Set up layers Edit the banner Add colour contrast, Balance the design Utilize space and hierarchy Preview design Identify different export formats Export design Store design Revise design based on feedback 		<p>software.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Concept of design Concept of banners, posters and the like Characteristics of effective banners Graphic design system set up Guidelines on how to design banners and the like. <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety handling of equipment and tools used to facilitate the design of banners. 	<ul style="list-style-type: none"> Video camera (s) (Preferably DSLR or SLR) Memory cards (SD cards – 64GB, 128GB) 	

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			<p>cause. Provide them a design brief with details like target audience, dimensions, and key messaging. Encourage them to sketch their ideas first, then translate them into a digital design using software.</p> <p>Presentation and Group discussion Student present their banners, explaining their design choices. Facilitate discussion to give feedback on visual appeal, clarity, and effectiveness.</p>					
	3.2 Using social media platforms to distribute stage, radio and screen contents	(a) Distributing video and audio clips on social media platforms	<p>Brainstorm: Guide students to define the concept of distributing video and audio clips on social media platforms. Encourage them to</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> Identify social media platforms Create account on Instagram Create account on Facebook 	Video and audio clips are distributed on various social media platforms as per principles and guidelines.	<p>Detailed knowledge of: Method used: The students should explain how to distribute video and audio clips on social media platforms</p>	<p>The following tools are to be available:</p> <ul style="list-style-type: none"> Notebook or Exercise book Pen or Pencil Highlighter Computer 	195

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			<p>identify popular platforms such as YouTube, Instagram, TikTok, Facebook, and Twitter. Discuss the different purposes of distribution, such as promotional campaigns, audience engagement, and brand building. Highlight the importance of understanding the target audience and selecting the most appropriate platforms for distribution. Introduce the concept of scheduling and analytics to measure the effectiveness of distributed content.</p> <p>Practical Work: Guide students in distributing video</p>	<ul style="list-style-type: none"> • Create account on TikTok • Create account on Twitter • Create account on Vimeo • Create a channel on YouTube • Analyse video and audio formats for social media platforms • Format/convert video or audio clips • Write caption • Create tagline • Upload audio clips • Upload video clips • Post banners • Analyse metrics on post • Boost post • Collaborate on posts • Save posts • Share posts • Monetise views 		<p>Principles: The students should explain the principles of distributing video and audio clips on social media platforms</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of distribution • Concept of social media platforms • Guidelines in using social media platforms for distribution of content <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Importance of distributing video and audio clips on social media towards marketing and branding of actor 	<p>desktop or laptop</p> <ul style="list-style-type: none"> • Mobile phone 	

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			and audio clips on social media platforms. Activity: Organize students into manageable groups to create and distribute a short promotional video or audio clip for a mock event, product, or creative project. Encourage them to apply platform-specific strategies, such as using reels for Instagram or stories for Facebook. Students analyse their content's performance using built-in analytics tools, such as YouTube Studio or Instagram Insights.			or actress.		
		(b) Distributing promotion banners on social media	Brainstorm: Guide students to define the concept	The student should be able to: • Analyse image	Installed solar cell modules function as per	Detailed knowledge of: Method used: The	The following tools, should be available:	

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		platforms	of promotion banners and their purpose on social media platforms. Discuss the characteristics of effective banners, such as eye-catching design, clear messaging, and proper branding. Ask students to identify social media platforms commonly used for banner distribution, such as Facebook, Instagram, LinkedIn, and Twitter. Highlight the importance of understanding target audiences, platform specifications (e.g., image sizes and formats), and scheduling for maximum visibility.	format for social media platforms <ul style="list-style-type: none"> • Format/convert images • Select banners • Write caption • Create tagline • Resize banner • Analyse metrics on post • Boost post • Collaborate on posts • Save posts • Share posts 	manufacturer's specifications.	student should explain how to distribute promotion banners on social media platforms Principles: The student should explain the principles of distributing promotion banners on social media platforms. Theories: The student should explain: <ul style="list-style-type: none"> • Concept of promotion on social media platforms • Guidelines for distributing promotion banners on social media platforms Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Importance of 	<ul style="list-style-type: none"> • Computer desktop or laptop • Mobile phone 	

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			<p>Practical Work: Guide students in distributing promotion banners on social media platforms</p> <p>Activity: Organize students into manageable groups, and assign each group a different social media platform. Assign them to design a promotional banner for a mock product, event, or cause using design tools and post their designs on simulated or real social media platforms, focusing on platform-specific strategies.</p> <p>Presentation and Group discussion:</p>			distributing banners and the likes on social media in order to promote events and individual actor or actress.		

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			<p>Student analyse engagement metrics and present their results and observations. Facilitate discussion where students share their experiences and challenges in designing and distributing banners. Encourage them to improve banner designs based on feedback provided, optimize posting times, and engage with audiences effectively.</p>					
		(c) Marketing yourself as an actor or actress	<p>Brainstorm: Guide students to define the concept of self-marketing for actors and actresses. Discuss key elements of an actor's personal brand, including</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify elements of personal brand from successful brands Identify unique selling points Identify type 	Self-marketing of actor or actress is implemented as per principles and guidelines.	<p>Detailed knowledge of:</p> <p>Method used: The student should explain how to self-market as actor or actress.</p> <p>Principles: The student should</p>	<p>The following tools, are to be available:</p> <ul style="list-style-type: none"> Notebook or Exercise book Pen or Pencil Computer desktop or laptop 	

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			<p>unique selling points, typecasting, and professional image. Ask students to identify tools used for self-promotion, such as headshots, demo reels, résumés, websites, and social media platforms. Highlight the importance of networking, professional relationships, and aligning their public persona with career goals.</p> <p>Practical Work: Guide students in marketing themselves as actors or actresses.</p> <p>Activity: Organize students into manageable groups to develop and pitch a</p>	<p>casting elements</p> <ul style="list-style-type: none"> • Create headshots • Create acting demo reels • Write acting profile or portfolio • Network with creative personnel and fellow actors or actresses • Create actor/actress persona offline • Add a story • Refine the story • Rehearse the story • Promote actor/actress persona online 		<p>explain the principles of self-marketing actor or actress.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of marketing • Concept of self-marketing • Strategies for self-marketing • Tools for self-marketing • Guidelines for self-marketing <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Importance of self-marketing towards a successful actor or actress career. 	<ul style="list-style-type: none"> • Mobile phone 	

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			<p>personal branding strategy for an "actor persona" (real or fictional). This should include designing a logo, choosing colour schemes, and outlining their branding story. Students create a sample social media post, a tagline, and a mock-up of a personal website homepage and present. Encourage them to critique each other's presentations and provide constructive feedback.</p> <p>Networking Simulation: Create a mock industry networking event. Assign students to role-play as actors,</p>					

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			<p>casting directors, or talent agents. Have actors present their portfolio materials, deliver elevator pitches, and engage in conversations about their career goals. Provide them feedback on their presentation skills, confidence, and ability to connect with industry professionals.</p> <p>Case Studies: Present examples of successful actors who effectively market themselves. Analyse their branding strategies, social media presence, and career trajectories.</p> <p>Presentation and</p>					

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			Group discussion: Student identify, present and discuss lessons they can apply to their own marketing efforts.					
		(d) Promoting stage, radio and screen contents and events	Brainstorm: Guide students to define the concept of promoting stage, radio, and screen content. Discuss the similarities and differences in promotion strategies for these mediums. Identify key promotional tools, such as posters, trailers, teasers, press releases, radio ads, and social media campaigns. Encourage students to analyse the target audience for each medium and explore platforms most	The student should be able to: <ul style="list-style-type: none"> Identify promotion content Identify promotion tools Create poster Edit trailer or teasers Prepare press release Record radio jingles Distribute promotion materials Prepare social media campaign plan Implement social media campaign Prepare tickets Run on ground activations 	Stage, radio and screen contents are promoted effectively using tools and techniques and as per principles and guidelines.	Detailed knowledge of: Method used: The student should explain how to promote stage, radio and screen contents and events. Principles: The student should explain the principles of promoting stage, radio and screen contents and events. Theories: The student should explain: <ul style="list-style-type: none"> Concept of promotion Concept of stage. Radio and screen contents Concept of 	The following tools, are to be available: <ul style="list-style-type: none"> Notebook or Exercise book Pen or Pencil Computer desktop or laptop Mobile phone 	

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			<p>effective for reaching them.</p> <p>Practical Work: Guide students in promoting stage, radio and screen contents</p> <p>Activity: Organize students into manageable groups and assign each group one medium (stage, radio, or screen). Assign them to develop a promotional campaign for a fictional production or content. Campaigns should include:</p> <ul style="list-style-type: none"> • A visual component (poster, banner, or social media ad) • A written component (press release 	<ul style="list-style-type: none"> • Sell tickets • Book for media tours and interviews • Prepare for media tour and interviews • Attend media interviews • Create mechanism for audience's feedback • Respond to audience's feedback 		<p>events</p> <ul style="list-style-type: none"> • Characteristics of effective content • Characteristics of effective events • Guidelines of promoting contents • Guidelines on promoting events <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Importance of promoting for audience awareness and engagement contents and events that tap into stage, radio and screen productions. 		

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			<p>or social media caption)</p> <ul style="list-style-type: none"> An audio or video component (radio ad or video teaser) <p>Presentation and Group discussion: Students present and discuss their strategy.</p> <p>Collaborative Project: Organize a class-wide project where students work together to promote a real or mock event, such as a stage performance, radio program, or short film screening. Assign roles (e.g., graphic designer, social media manager, content writer) and guide them to execute</p>					

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			<p>the campaign collaboratively. Have the evaluate the effectiveness of their strategies by analysing engagement metrics, mock ticket sales, or audience feedback.</p> <p>Case Studies: Present successful promotional campaigns for stage productions, radio shows, or films. Analyse what made them effective, focusing on elements like design, storytelling, timing, and audience targeting.</p>					

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