



ELA Virtual Learning

Creative Writing

May 4, 2020



Creative Writing

Lesson: Mon., May 4

Objective/Learning Target: Students will research the various jobs, responsibilities, and skills of a member of a TV writing staff.



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Warm-up: In your journal, respond to the following prompt; write for about 10 minutes. What are your favorite TV shows? Are they sitcoms (situation comedies) or dramas? What makes them good or memorable? List four or five shows that you watch routinely. Do they have anything in common? What types of stories do they typically tell in each episode? Are there recurring jokes or themes?



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Lesson: Read the [following article](#) about TV staff positions and responsibilities.

Select one of the roles and research it in more depth. In your journal, record some details about that position, including day-to-day responsibilities, expectations, and schedule.



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Practice: Throughout this unit, we are going to use screenwriting terms. Using the [Final Draft glossary](#), define the following, and keep these definitions handy for review.

beat

cut/cut to

fade in/fade out

interior/exterior

insert

montage

offscreen (o.s.)

voiceover (v.o.)



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Additional Practice: Watch a 30-minute television program and mark the length of each scene, pausing each time a scene begins and when the story transitions to a new scene. (The end of scene is typically marked by a change in location; in a screenplay a writer would note this by writing, for example, EXT. APARTMENT BUILDING. DAY before moving to the action inside a specific apartment.) How long is each scene, on average? How many locations/characters?



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Additional Practice/Resources:

[How to Become a Television Comedy Writer](#)