



## MISE-EN-SCÈNE

### TEACHING RESOURCE

Students will understand the importance of mise-en-scène in the film industry.

#### LEARNING OBJECTIVES:

- To understand the term mise-en-scène
- To understand the importance of mise-en-scène in filmmaking
- To create a sequence for your own film idea using the elements of mise-en-scène

#### PRE-VISIT:

Students will gain an understanding of the five areas of mise-en-scène. Students will understand the importance of mise-en-scène and how it creates meaning.

#### VISIT LESSON:

Students will be able to create their own film idea using the elements of mise-en-scène to create meaning.

#### POST-VISIT:

Students will be able to use their understanding of mise-en-scène to create their own films during lessons.



## PRE-VISIT LESSON

Mise-en-scène is key in creating meaning on screen. The five elements are used to tell a story. They also make audiences and characters feel and react a certain way. Teach students the five elements of mise-en-scène below and analyse how they help to create meaning by watching a film trailer of your choice.

### WEB LINKS

Example trailer and clips: <https://www.youtube.com/watch?v=5NYt1qirBWg>

### SUPPORTING DOCUMENTS

- Analysis of mise-en-scène worksheet

WB  
WARNER BROS.  
STUDIO TOUR  
LONDON

THE  
MAKING OF  
**Harry Potter**

## MISE-EN-SCÈNE

### Setting and props:

Setting helps the audience understand where the film takes place and find out more about the characters. Props help us to understand more about a character or the story, for example in the Harry Potter films one of the most iconic props is a wand which tells the audience that the characters can use magic.



### Costume, Hair and Makeup:

Costume, hair and makeup tell the audience about a character's personality. For example, a character wearing a lot of black can be seen as evil; a character wearing an earthy, patched outfit like Hagrid may be seen as scruffy.



### **Lighting and colour:**

Lighting and colour help to set the tone. For example, in a horror film lots of dark lighting is used and lots of black colours are used. This creates an eerie atmosphere and can make the audience feel on edge.



### **Positioning of characters or objects in the frame:**

Camera choices support the narrative. For example, a close-up allows the audience to understand how the character is feeling by showing us their facial expressions.

### **Facial expressions and body language:**

These help us to understand more about how the characters are feeling. It helps the audience to understand what emotions are being felt in the story. Without this shot of Draco the audience may not understand how nervous he feels at this point in the story.





## ANALYSIS OF MISE-EN-SCÈNE

**Watch a trailer of your choice and answer the following questions.**

How many settings are there in the trailer? What can they tell us about the story?

What types of props have been used in the trailer? Why have they been used? What do they tell us about the genre of the film?

What types of lighting have been used in the trailer? Why have they been used?

What colours have been used in the trailer? What effect does this have on the audience?

Which camera shots and angles have been used in the trailer? Why have these been used?

What facial expressions can you see in the trailer? What does this tell us about the characters?

What body language can be seen in the trailer? What does it tell us about the audience?

## EXPLANATION OF CAMERA CHOICES

### Establishing shot:

An establishing shot sets the scene for the film. It tells the audience where the action is going to take place. Establishing shots can also tell the viewer about the genre of a film and the world in which the characters live. An establishing shot of Hogwarts shows the fantasy genre and sets the tone for the wizarding world.



### Long shot:

A long shot can tell the audience more about a character by showcasing their full costume, as well as showcasing the setting behind the character. Action and dance sequences are often shot in long shot to show body movement.

### Medium/mid shot:

A mid shot shows more detail about the character. It is also a comfortable distance from the character for the audience.





**Close-up:**

A close-up allows the audience to understand how the character is feeling by showing the viewer their facial expressions.

**Extreme Close-Up:**

An extreme close-up is used to convey something important in a scene. It could be emotion from a character or something significant to the plot.



**Over the shoulder shot:**

An over the shoulder shot is often used during conversations. Shot, reverse shot (where the camera moves between the two characters) makes the conversation seem natural. The audience can also see the reaction of the person who is being spoken to.

**High angle:**

A high angle is used to make the character look smaller and less powerful. It can show a character's vulnerability and can show the power difference between two characters.





**Low angle:**

A low angle is used to make characters look taller. It also makes characters seem powerful and superior compared to other characters in the scene.

**Two shot:**

A two shot is a shot which frames two characters. A two shot can show emotions between two characters.



**Tilt angle:**

A tilt angle can show uneasiness, confusion and how a character is feeling in the scene. It also makes the audience feel uncomfortable as tilt angles are rarely used.





## POST-VISIT LESSON

After the lesson at Warner Bros. Studio Tour London, students will have created their own idea for a film which can be expanded on in your post-visit lesson.

Explain to students that they should carefully consider the impact of each area of mise-en-scène when creating their film ideas.

Students should create a storyboard featuring one scene from the idea, including annotations relating to colour and lighting. Students should then analyse each other's storyboards using the worksheet below. This exercise can be done more than once to show that different audiences can draw different interpretations of the same material.



## STORYBOARD ANALYSIS

Look at someone else's storyboard and answer the following questions.

What is the genre of the film? How can you tell this by looking at the storyboard?

How many settings are there in the storyboard? What can they tell us about the film?

What types of props have been used in the storyboard? Why have they been used? What do they tell us about the genre of the film?

What types of lighting have been used in the storyboard? Why have they been used? What does this tell us about the genre of the film?

What colours have been used in the storyboard? What effect does this have on the audience?



Which camera shots and angles have been used in the storyboard? Why have these been used? Does this help us to understand the genre and why?

What facial expressions have been used in the storyboard? What does this tell us about the characters? What does this tell us about the genre of the film?

What body language can be seen in the storyboard? What does it tell us about the characters?



## NATIONAL CURRICULUM/EXAM BOARD LINKS

### MEDIA STUDIES

#### GCSE

- Demonstrate knowledge and understanding of the theoretical framework of media, contexts of media and their influence on media products and processes.
- Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.
- Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

#### A-level

- Demonstrate knowledge and understanding of the theoretical framework of media and contexts of media and their influence on media products and processes.
- Apply knowledge and understanding of the theoretical framework of media to:
  - analyse media products, including in relation to their contexts and through the use of academic theories
  - evaluate academic theories
  - make judgements and draw conclusions
- Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

### FILM STUDIES

#### GCSE

- Demonstrate knowledge and understanding of elements of film.
- Apply knowledge and understanding of elements of film, including to analyse films.
- Apply knowledge and understanding of elements of film to the production of film or screenplay.

#### A-level

- Demonstrate knowledge and understanding of elements of film.

Apply knowledge and understanding of elements of film to 1. (a) analyse and (b) compare films, (c) including through the use of critical approaches; 2. evaluate the significance of critical approaches; 3. analyse and evaluate own work in relation to other professionally produced work.