



STORYBOARDING

TEACHING RESOURCE

Students will understand the importance of creating storyboards in the film industry.

LEARNING OBJECTIVES:

- To understand the importance of camera choices and how they influence meaning
- To understand the role of a storyboard artist
- To be able to storyboard a sequence for your own film idea

PRE-VISIT:

Students will be able to understand a variety of camera shots and angles that are used in films and when creating storyboards. Students will understand the importance of camera shots/angles and how they create meaning.

VISIT LESSON:

Students will be able to storyboard their own film ideas. They will be able to explain why they have chosen specific camera shots/angles and how they have created meaning.

POST-VISIT:

Students will be able to use their storyboard sheets to help them film their own short films.



PRE-VISIT LESSON

Camera angles are key in creating meaning on screen. They are used to make audiences feel and react in a certain way. Camera angles are vital when telling a story. Camera angles contribute to the overall mise-en-scène of a film. Film sequences are visual sentences told through the use of camera angles. Teach the students camera angles and analyse how camera angles create meaning. Teach the students the importance of camera angles and why each shot in a film needs to be considered. Ask the students to consider how each camera angle makes the characters feel and how it makes the audience feel. You can use a variety of trailers to do so.

WEB LINKS

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

Examples of Nick Pelham's storyboards from the Harry Potter film series:

<http://nickpelham.co.uk/>

SUPPORTING DOCUMENTS

- Basic Camera Shots worksheet
- Analysis of Camera Angles worksheet

EXPLANATION OF CAMERA SHOTS AND ANGLES

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 audience about the genre of a film and the world in which the characters live. An establishing shot of Hogwarts is vital in Harry Potter as it tells viewers about the world in which Harry Potter lives.



Long shot:

A long shot can tell the audience more about an individual character. It shows the viewer the costume which the character is wearing as well as any action that it is taking place. By showing a character's costume, we can get to know the character further by their costume.

Medium/mid shot:

A mid shot display more detail about the character to the viewer. It is also a comfortable shot for the audience. When we have conversations we usually speak to each other in a mid shot so it is relatable.





Close-up:

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

Extreme Close-Up:

We use an extreme close-up to convey something important in a scene. It could be emotion from a character or something significant to the plot.



Over the shoulder shot:

We use an over the shoulder shot during conversations. We can then use a shot, reverse shot to show the conversation to make it look natural. We can also see the reaction of the person who is being spoken to.

High angle:

A high angle shot 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 shot 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.

WB
WARNER BROS.
STUDIO TOUR
LONDON

THE
MAKING OF
Harry Potter

STORYBOARDS

Storyboards are the blueprints for the camera operators. Without storyboards, the camera operators would not know what they need to film. Every scene in a storyboard is planned and specific camera angles are used for each scene. Without storyboards, you would not be able to make the film.





ANALYSIS OF CAMERA ANGLES

Watch a trailer of your choice and answer the following questions:

How many camera shots/angles were used in the trailer?

What types of camera angles and framing are used in the trailer? Why do you think these choices have been made?

What mood/tone is being set and how do the camera angles contribute to this?

Choose a specific camera angle in the trailer. How do you think the character is feeling in this moment and why?

Choose a specific camera angle in the trailer. How did it make the audience feel?

How are the camera angles typical of its genre and why?



POST-VISIT LESSON

After the visit to Warner Bros. Studio Tour London, students should use their storyboards to plan their own film sequence or trailer that is related to their topic at school. As students are creating their storyboards, they need to carefully consider each camera angle and ensure it is being used for a specific reason.

When students are drawing their storyboards, remind them to think about the locations, lighting, camera movements and mise-en-scène. Once students have completed their storyboards, they can take feedback from each other and see if they are able to film the scenes that have been drawn.

Students are encouraged to continue to storyboard the idea that they came up with in the classroom at the Studio Tour. All students will create their own storyboard. Note how some students will use different camera angles for the same scene. Students should consider the effects of the use of camera angles and what meaning they convey to the audience e.g. A close-up creates emotion compared to a low angle to show power.



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.