

FILM STUDIES

Lesson 1: INTRODUCTION



Lesson Objective

- We will discuss the **course outline**
- learn what '**film language**' is
- learn about **mise-en-scene** and **cinematography (camera shots and angles)**



Lesson Objective

The Weebly logo is displayed in white, lowercase letters with a rounded, friendly font, set against a solid blue rectangular background.

weebly

- Create a website
- This will become your digital portfolio



Class expectations

- First block: notes and instructions
download student ppt on MB
upload your notes to your website
- Second block:



How will I be marked?

40% - your notes

20% - 1 written assessment 20%

40% - film production with reflection

A **hands on**, practical project that demonstrates your knowledge of how meaning is constructed through **film language** and appropriate use of **technology**.



FILM STUDIES

The Shining, directed by Stanley Kubrick





FILM STUDIES

The 400 Blows, directed by François Truffaut

Everything used in a scene to create meaning is ‘film-language’

In the same way that language uses words and sentences to create meaning, film uses mise-en-scene, editing, and sound to create meaning.



FILM STUDIES

Lesson 1: INTRODUCTION

Everything used in a scene to create meaning is ‘film-language’

Key Elements

Mise-en-scene and **Cinematography**

Editing
Sound



FILM STUDIES

Lesson 1: INTRODUCTION

Mise-en-scene (meez-ahn-sen)

- a French term
- means what is **put into the scene**
- the visual information in front of the camera
- communicates key information to the audience about setting and characters

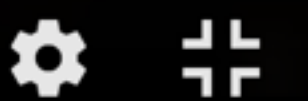
Mise-en-scene (meez-ahn-sen)

- camera shots and angles
- composition and framing
- lighting
- costumes and props

REAR WINDOW Opening (Cinematography)



▶ ⏪ 🔊 2:29 / 3:25



**Were WORDS spoken in
this scene of Hitchcocks
*Rear Window?***

In your notes, *answer the following question:*

**HOW was meaning
made in this
introductory scene of
Rear Window?**

Cinematography

sin-e-mah-to-gra-fee



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Lesson 1: INTRODUCTION

Cinematography sin-e-mah-to-gra-fee

The use of camera shots, angles, and movements in order to create a situation and mood.



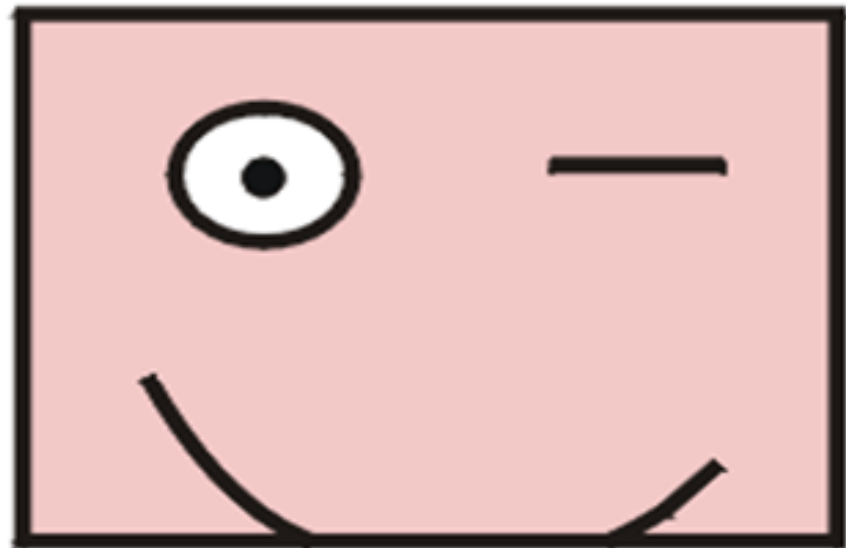
FILM STUDIES

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Cinematography sin-e-mah-to-gra-fee



Camera shots



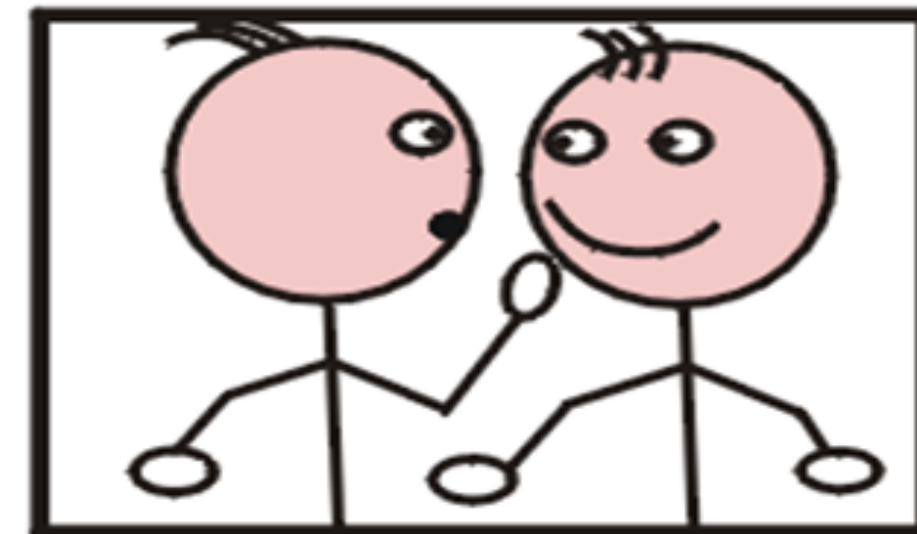
Extreme Close-Up (ECU)



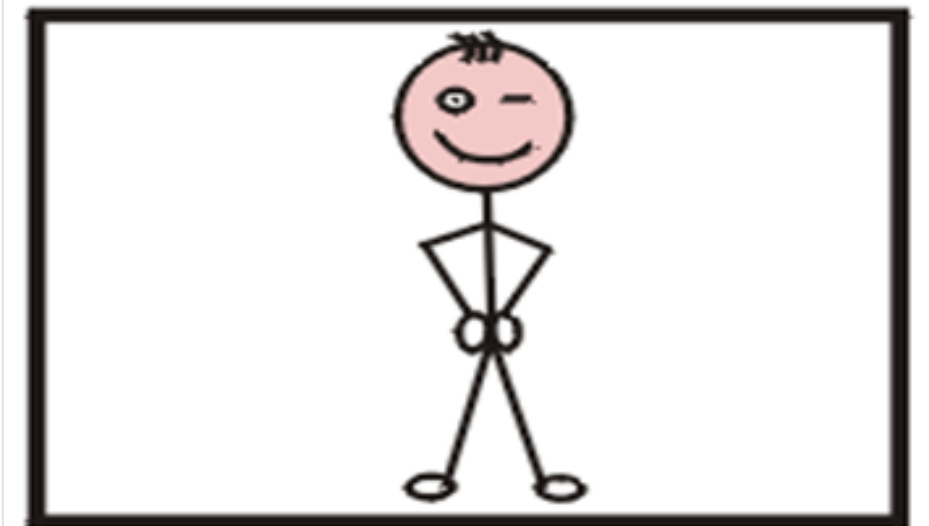
Close-Up (CU)



Medium Shot (MS)



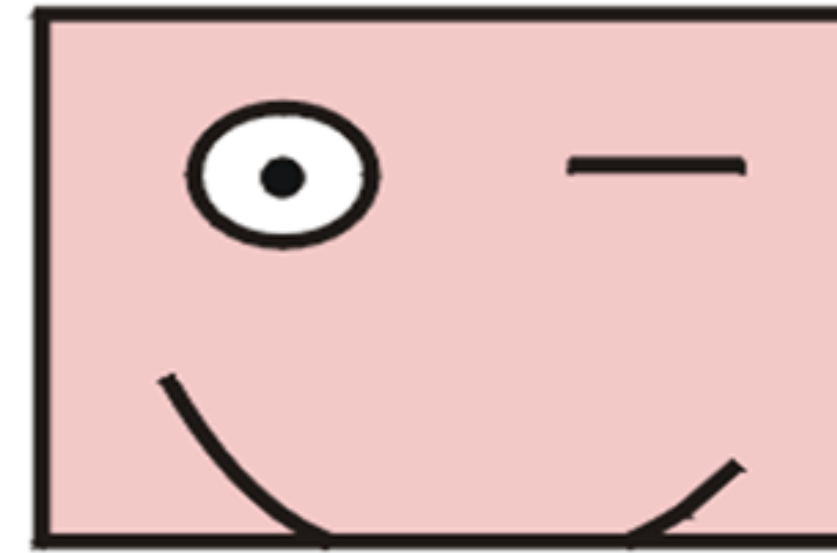
Over the Shoulder Shot



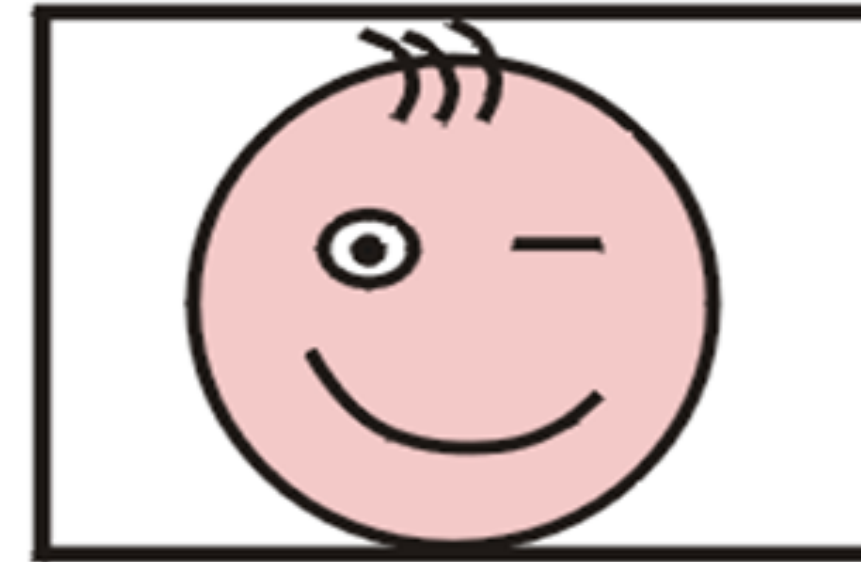
Long Shot (LS)

Camera shots

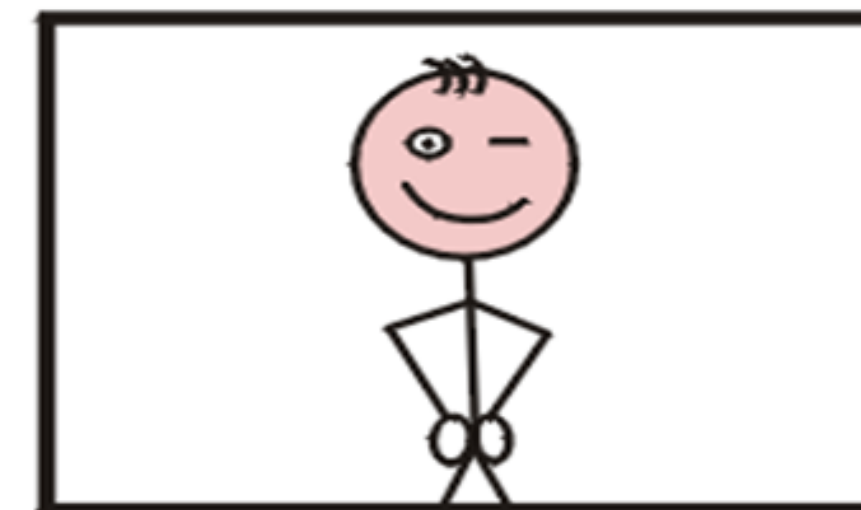
1. Extreme Close-up (ECU)
2. Close-up (CU)
3. Medium shot (MS)
4. Long shot (LS)
5. Over the shoulder shot (OVS)



Extreme Close-Up (ECU)



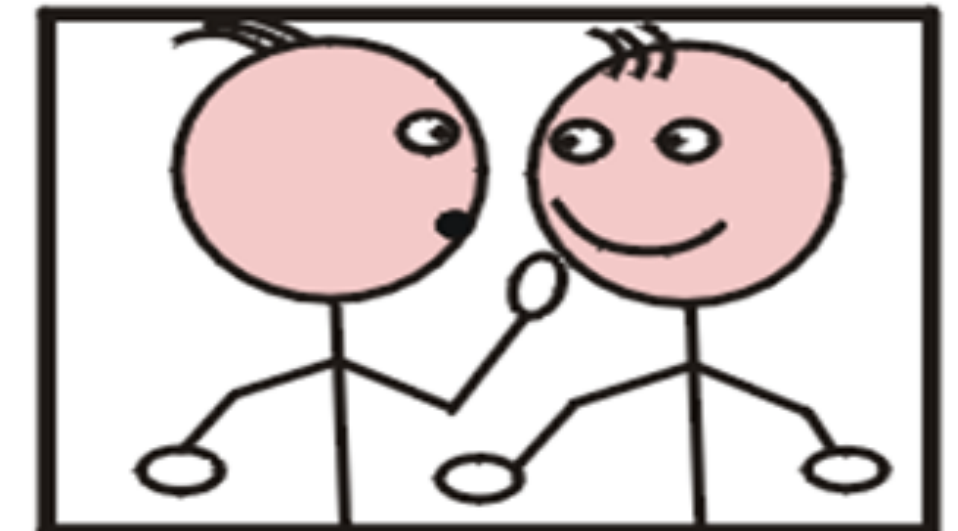
Close-Up (CU)



Medium Shot (MS)



Long Shot (LS)



Over the Shoulder Shot





Medium shot (MS)

- **most common shot**
- **waist to head**
- **character has room to move**
- **shows action**
- **background information (setting)**





Close-up (CU)

- **subject fills the frame**
- **all focus is on the subject**
- **no background information**
- **emphasizes characteristics**
- **more dramatic than**
medium shot
- **artificial - not natural, not used often**



Extreme Close-up (ECU)

- **focus only on subject**
- **we enter character's intimate space**
- **certain characteristics and emotions are revealed**
- **unnatural, memorable**
- **intensifies feelings the character is experiencing - allows us to feel sympathy for, and establish a connection with, the character**





WHISKYTREE



Establishing shot (ES)

- shows the setting
- usually one of the first scenes shown

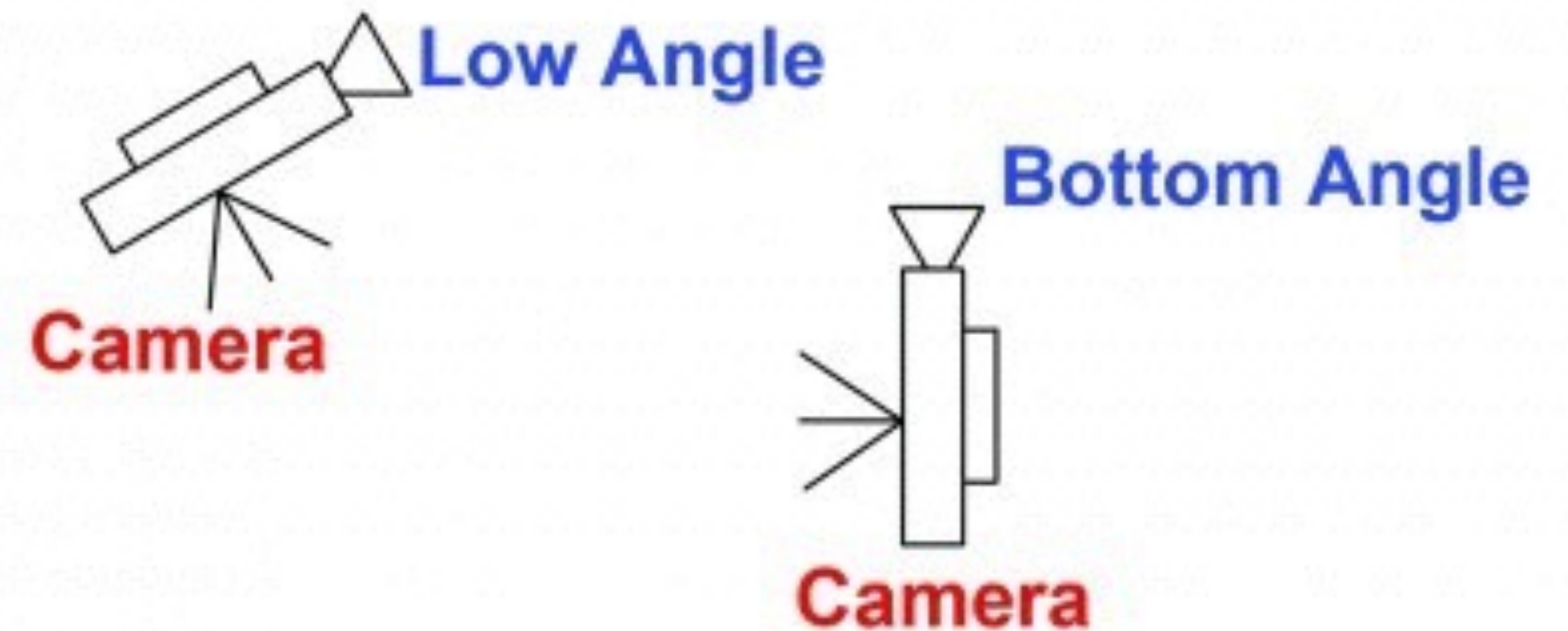
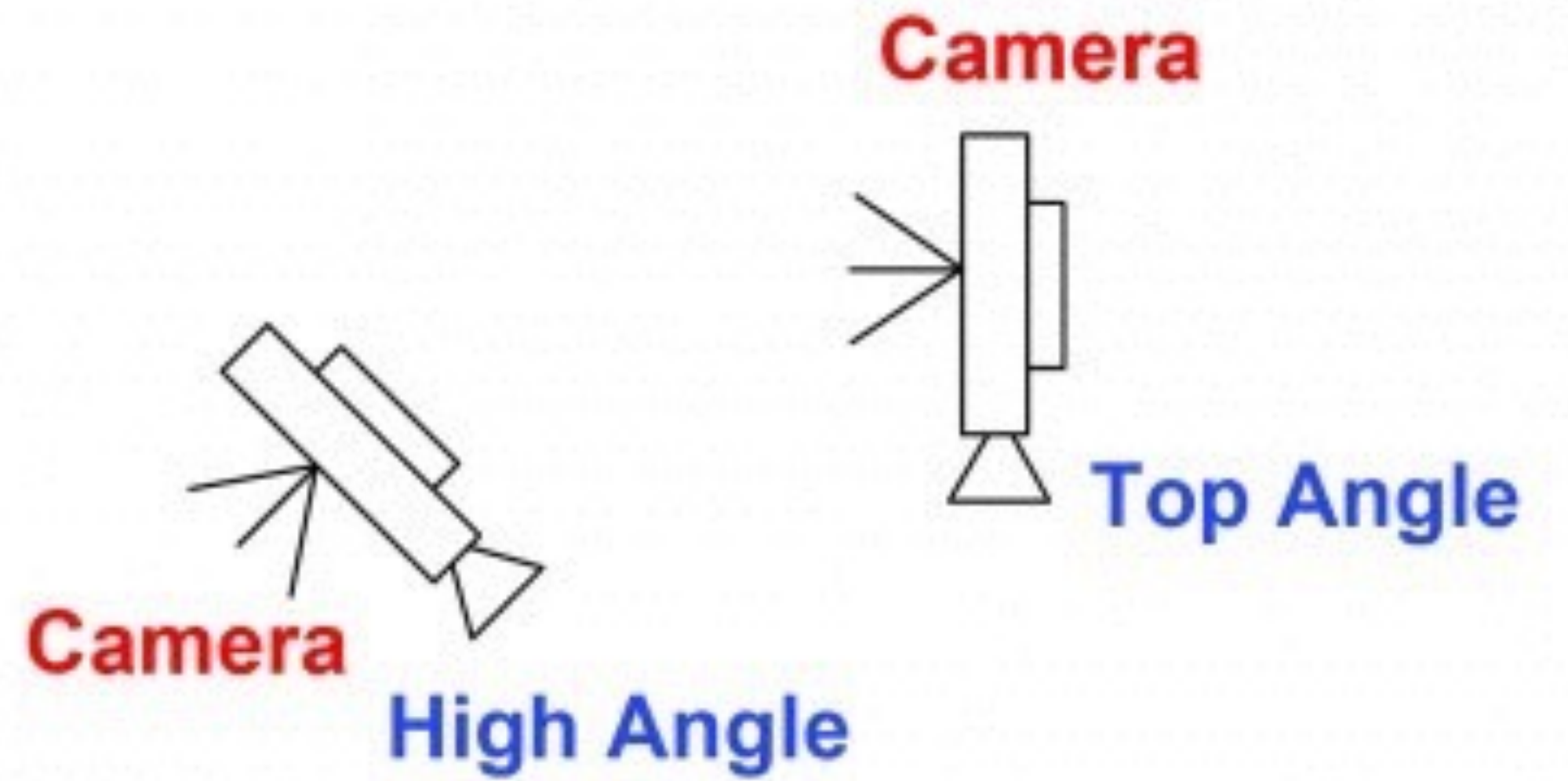




Over the shoulder shot (OVS)

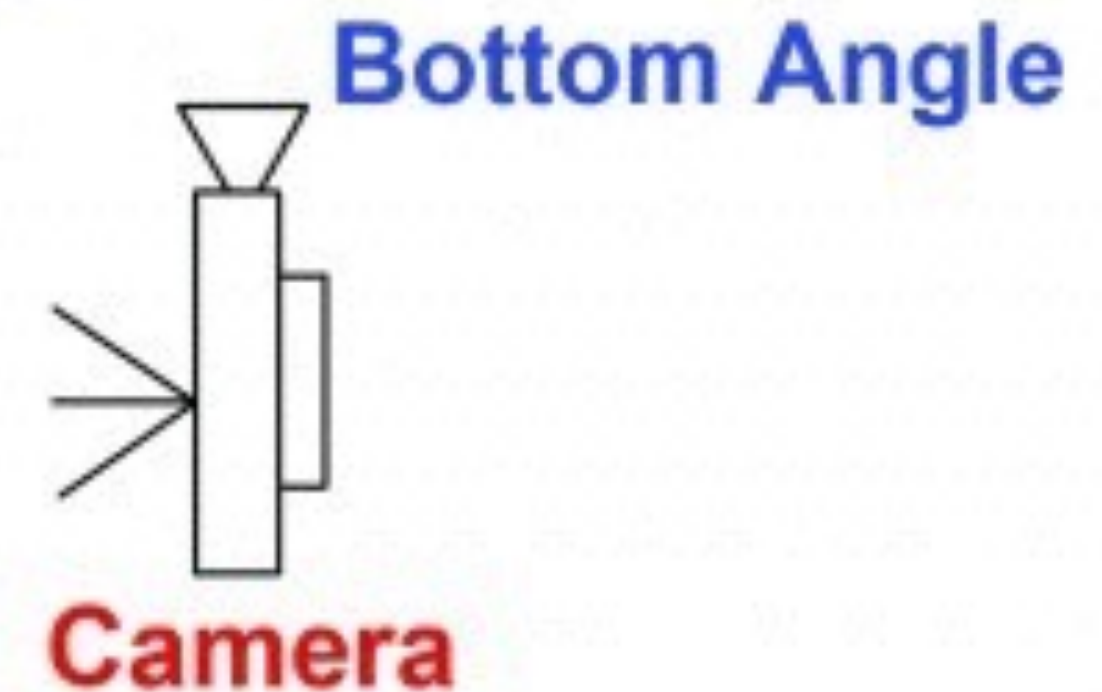
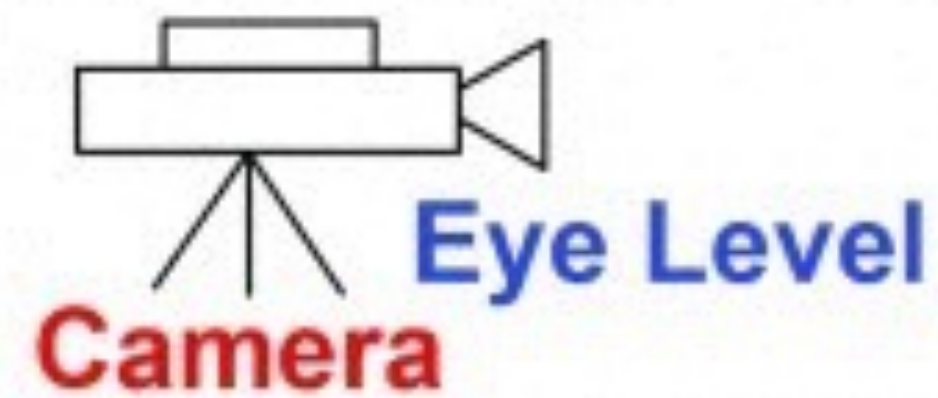
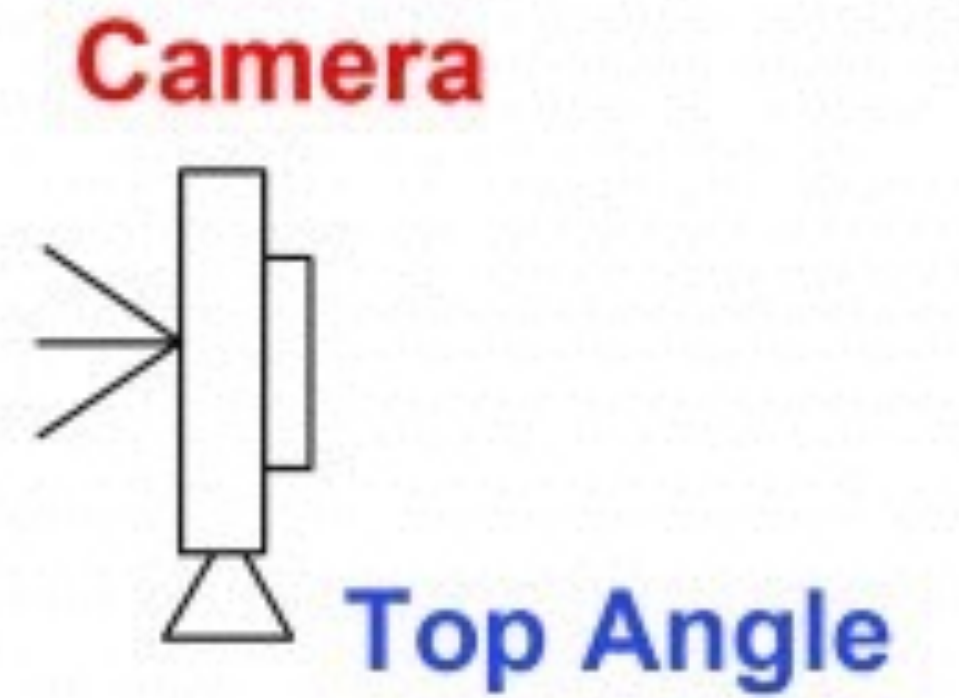
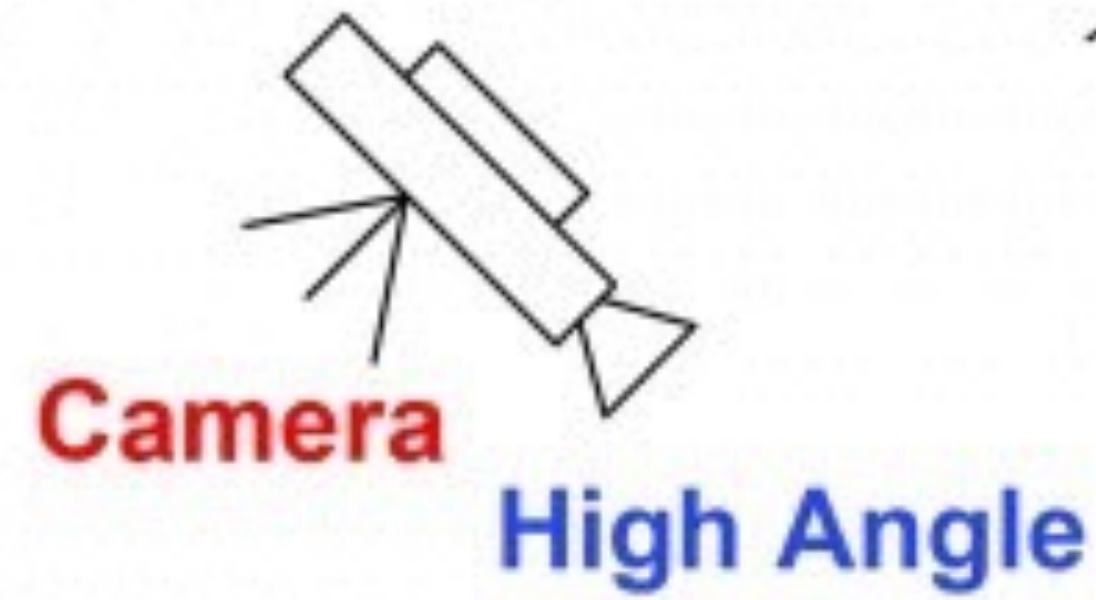
- **characters point of view (POV)**
- **engages you as an audience into the scene**
- **common used for dialogue scenes**

Camera angles



Camera angles

1. High Angle
2. Low Angle
3. Eye Level
4. Dutch Angle





Low Angle

- camera is positioned low, looking up
- subject appears dominant and powerful





High Angle

- camera is high, looking down
- subject appears weak and vulnerable
- indicates conflict









Dutch Angle

- **shows:**
 - **confusion**
 - **disorder**
 - **conflict**





Eye level

- neutral
- most common angle
- no dramatic effect

Write a reflection (4-6 line)

What did you find interesting in today's lesson?

What knowledge challenged your thinking?

What is something you learned?

What questions do you still have? How will you find out?

What part of this lesson would you like to research more?

Which IB Learner Profile did you demonstrate in class today?

Save your ppt (with notes) as **UNIT1your name**

HOMework:



CREATE A WEBSITE FOR MYP FILM

UPLOAD your website LINK TO MANAGEBAC

Upload your powerpoint (notes) to your website. Due next class.