



# INTRODUCTION TO FILM ANALYSIS: MISE EN SCÈNE

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Lindsay Price has developed this Introduction to Film Analysis Unit: Mise en scène. In order to develop visual literacy, students have to be able to analyze what they see. In a film, the composition of everything you see on screen is called mise-en-scène. In this unit, students will explore the individual elements that make up mise-en-scène, be able to identify those elements in stills and film scenes, and apply their knowledge in a culminating analysis activity.

Heads up. You're going to need some technology for this unit. Students need to be able to view, either as a class or 1:1 images, a google slide deck and selected film scenes.

## 1 - What is Mise-en-scène?

In this lesson, students will discuss the difference between film and theatre, identify their prior knowledge of film, and identify the definition of mise-en-scène.

## 2 - Mise-en-scène: Setting & Location

In this lesson, students will continue their examination of the individual elements that work together to create mise-en-scène. The first elements are setting and location. Students will apply their knowledge of how location helps visualize the story and create impact.

## 3 - Mise-en-scène: Lighting

In this lesson, students will continue their examination of the individual elements that work together to create mise-en-scène. The next element is lighting. Students will apply their knowledge of how lighting helps visualize the story and create impact.

## 4 - Mise-en-scène: Costumes

In this lesson, students will continue their examination of the individual elements that work together to create mise-en-scène. The next element is costumes. Students will apply their knowledge of how costumes help visualize the story and create impact.

## 5 - Mise-en-scène: Acting

In this lesson, students will continue their examination of the individual elements that work together to create mise-en-scène. The next element is acting. Students will apply their knowledge of how acting helps visualize the story and create impact.

## 6 - Mise-en-scène: Composition

In this lesson, students will continue their examination of the individual elements that work together to create mise-en-scène. The next element is composition. Students will apply their knowledge of how composition helps to visualize the story and create impact.

## 7 - Mise-en-scène: Culminating Activity

In this lesson, students will demonstrate what they have learned about mise-en-scène with a culminating analysis activity. Students will analyze a scene from a film, identify elements of mise-en-scène, and determine the visual impact and emotional engagement in the scene based on the elements.

# Standards Connections

## National Core Arts Standards

### Perceive and analyze artistic work - Grade 6

TH:Re7.1.6.a - Describe and record personal reactions to artistic choices in a drama/theatre work.

### Perceive and analyze artistic work - Grade HS Proficient

TH:Re7.1.HS1.a - Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

### Develop and refine artistic techniques and work for presentation - Grade 6

TH:Pr5.1.6.b - Articulate how technical elements are integrated into a drama/ theatre work.

### Interpret intent and meaning in artistic work - Grade HS Accomplished

TH:Re8.1.HS11.c - Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.

### Apply criteria to evaluate artistic work - Grade 7

TH:Re9.1.7.b - Consider the aesthetics of the production elements in a drama/theatre work.

## Common Core

### Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Writing

CCSS.ELA-LITERACY.W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## California VAPA Standards (2019)

### 6.TH:Re7 Perceive and analyze artistic work.

6.TH:Re7 - Describe and record personal reactions to artistic choices in a drama/theatre work.

### Prof.TH:Re7 Perceive and analyze artistic work.

Prof.TH:Re7 - Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

### 6.TH:Pr5 Develop and refine artistic techniques and work for presentation.

6.TH:Pr5.b - Articulate how technical theatre elements are integrated into a drama/ theatre work.

### Acc.TH:Re8 Interpret intent and meaning in artistic work.

Acc.TH.Re8.c - Debate and distinguish multiple aesthetics,

preferences, and beliefs through participation in and observation of drama/theatre work.

### 7.TH:Re9 Apply criteria to evaluate artistic work.

7.TH.Re9.c - Analyze and evaluate the aesthetics of the technical theatre elements in a drama/theatre work.

## Florida Sunshine State Standards

### Critical Thinking & Reflection

TH.912.C.1.3 - Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

TH.912.C.1.8 - Apply the components of aesthetics and criticism to a theatrical performance or design.

TH.912.C.3.1 - Explore commonalities between works of theatre and other performance media.

### Skills, Techniques & Processes

TH.912.S.3.1 - Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.

TH.912.S.3.9 - Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.

## Georgia Performance Standards 2017 - Theatre Arts

### Grade 6 - Responding

TA6.RE.2 - Critique various aspects of theatre and other media., a. Identify the purpose of a critique., b. Evaluate a theatre production using an assessment instrument.

### Grade 7 - Responding

TA7.RE.2 - Critique various aspects of theatre and other media., a. Identify the benefits of constructive dramatic criticism., b. Apply performance rubrics to evaluate theatre and other media productions.

### Grade 8 - Responding

TA8.RE.2 - Critique various aspects of theatre and other media., a. Recognize the role of dramatic criticism in media production., b. Utilize specific criteria to articulate dramatic criticism., c. Apply principles of dramatic criticism as both an audience member and participant., d. Implement appropriate changes based on dramatic criticism.

### Grades 9-12 - ACTING LEVELS I-IV - Responding

TAHSA.RE.2 - Critique various aspects of theatre and other media using appropriate supporting evidence., a. Develop and utilize meaningful, structured criteria for assessing the work of an actor.

### Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Responding

TAHSFT.RE.2 - Critique various aspects of theatre and other media using appropriate supporting evidence., a. Generate and use terminology for critiquing theatre presentations., b. Analyze performance and utilize various effective forms of criticism to respond to and/or improve performance.

### Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Responding

TAHSTT.RE.1 - Respond to technical elements of theatre using appropriate supporting evidence., a. Revise projects, plans, and/or procedures after peer criticism to improve development of technical elements., b. Identify and analyze the characteristics of different types of performance spaces and how they can influence production decisions (e.g. proscenium stage, studio/black box, thrust stage, classroom,

arena, found space)., c. Evaluate design choices of professional designers., d. Evaluate design and technical elements in a post mortem following the completion of a theatre production.

## North Carolina Essential Standards

### Beginning High School Standards - Communication

B.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization in a variety of theatre exercises.

### Beginning High School Standards - Aesthetics

B.AE.1.1 - Understand the major technical elements, such as sound, lights, set, and costumes, and their interrelationships.

B.AE.1.2 - Explain how the major technical elements, such as sound, lights, set, and costumes, are used to enhance formal or informal productions.

### Proficient High School Standards - Aesthetics

P.AE.1.1 - Analyze design concepts for aesthetic impact of technical elements.

### Advanced High School Standards - Culture

A.CU.1.1 - Interpret theatre arts from personal, cultural, and historical contexts.

## Tennessee Theatre Curriculum Standards

### GRADES 6-8

7.0 Scene Comprehensions - Students will analyze, evaluate, and construct meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions

### GRADES 9-12

7.0 Scene Comprehensions - Students will analyze, critique, and construct meanings from informal and formal theatre, film, television, and electronic media productions.

## Texas Essential Knowledge and Skills for Theatre Arts

### MS 117.211 LI - Critical evaluation and response

C.5.C - identify production elements of theatre, film, television, and other media.

### MS 117.213 LIII - Foundations: Inquiry and Understanding

B.1.B - explore preparation and warm-up techniques.

### HS 117.315 LI - Foundations: Inquiry and Understanding

C.1.G - analyze and describe the interdependence of all theatrical elements.

### HS 117.315 LI - Critical evaluation and response

C.5.E - evaluate film, television, or other media in written or oral form with precise and specific observations using appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value.

### HS 117.316 LII - Historical and cultural relevance

C.4.B - analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors.

C.4.C - analyze and evaluate the impact of live theatre, film,

television, and electronic media in contemporary society.

### HS 117.317 LIII - Historical and cultural relevance

C.4.B - analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors.

C.4.C - employ and evaluate the impact of live theatre, film, television, and other media in contemporary society.

## Alberta, Canada

### Technical Theatre/Design 10-20-30 - Costume

1 - demonstrate understanding of the purpose of costume

### Technical Theatre/Design 10-20-30 - Lighting

1 - demonstrate understanding of the purpose of stage lighting

### Technical Theatre/Design 10-20-30 - Makeup

1 - demonstrate understanding of the purpose of makeup

### Technical Theatre/Design 10-20-30 - Management - Sound

1 - demonstrate understanding of the purpose of stage sound

### Junior Goal II Objectives

become familiar with dramatic terminology and script format

### Junior Orientation

support positivity the work of others

understand that technical elements enhance verbal/physical communication

### Theatre Studies Level 1 - Beginning (performance analysis)

2 - identify specific criteria to assess a presentation

### Senior Goal III Objectives

develop an awareness of aesthetics in visual and performing arts

### Orientation Drama 10

concentrate on the task at hand

demonstrate effective use and management of time

work cooperatively and productively

work with abstract concepts

## British Columbia (2018)

### GRADE 6 - ARTS - Exploring and creating

Explore relationships between identity, place, culture, society, and belonging through the arts

### GRADE 6 - ARTS - Reasoning and reflecting

Examine relationships between the arts and the wider world  
Interpret works of art using knowledge and skills from various areas of learning

Reflect on works of art and creative processes to understand artists' intentions

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

### GRADE 7 - ARTS - Exploring and creating

Explore relationships between identity, place, culture, society, and belonging through the arts

### GRADE 7 - ARTS - Reasoning and reflecting

Interpret works of art using knowledge and skills from

various areas of learning

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

#### **GRADE 8 - ARTS - Reasoning and reflecting**

Describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas

Interpret works of art using knowledge and skills from various areas of learning

Reflect on works of art and creative processes to understand artists motivations and meanings

#### **GRADE 9 - DRAMA - Reasoning and reflecting**

Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas

#### **GRADE 10 - DRAMA - Explore and Create**

Improvise and take creative risks to express meaning

#### **GRADE 10 - DRAMA - Reason and reflect**

Describe, analyze, and respond using drama-specific language

Examine the influences of social, cultural, historical, environmental, and personal context on drama

Reflect on dramatic experiences and how they relate to a specific place, time, and context

#### **GRADE 11 - DRAMA - Explore and Create**

Improvise and take creative risks using imagination, exploration, and inquiry

#### **GRADE 11 - DRAMA - Reason and reflect**

Describe, analyze, and respond to ways in which props, technologies, and environments are used in drama, using discipline-specific language

Examine the influences of social, cultural, historical, environmental, and personal contexts on dramatic works

Reflect on aesthetic experiences and how they relate to a specific place, time, and context

Reflect on dramatic works and make connections with personal experiences

#### **GRADE 11 - DRAMA - Communicate and document**

Document and respond to dramatic works and experiences in a variety of contexts

#### **GRADE 12 - DRAMA - Explore and Create**

Improvise and take creative risks using imagination, exploration, and inquiry

#### **GRADE 12 - DRAMA - Reason and reflect**

Describe, analyze, and evaluate ways in which props, technologies, and environments are used in drama, using discipline-specific language

Evaluate the social, cultural, historical, environmental, and personal contexts of dramatic works

Reflect on aesthetic experiences and how they relate to a specific place, time, and context

Reflect on dramatic works and make connections with personal experiences

function in diverse communities and cultures from the past and present (e.g., the function of television, film, or video game dramas with predictable plot lines and stock or stereotypical characters in today's society; the function of theatre in ancient Greece, liturgical drama in medieval Europe, Shakespearean drama in Elizabethan England, and/or "social problem" dramas today)

#### **Grades 9 & 10 - Reflecting, Responding and Analyzing - The Critical Analysis Process**

B.1.3 - identify aesthetic and technical aspects of drama works and explain how they help achieve specific dramatic purposes (e.g., write theatre or film reviews assessing whether the lighting, sound, set design, and costumes of a drama are used effectively to illustrate the intended message)

## **Ontario, Canada**

#### **Grades 9 & 10 - Reflecting, Responding and Analyzing - Drama and Society**

B.2.1 - identify different types of drama and explain their