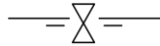# CAMERA CHOICES
# TEACHING RESOURCE

Students will have the opportunity to examine film sequences with the intention of developing their understanding of how a director communicates atmosphere, meaning and narrative.

## LEARNING OBJECTIVES:

- To understand that camera choices are planned to convey meaning to the audience
- To look at the *Harry Potter* film series as a case study of how camera angles are used to portray meaning

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## LESSON FOCUSES

### PRE-VISIT:
Students will analyse the impact of a director using a range of camera choices in films and trailers. Students can study the impact of camera framing and camera angles and how they communicate meaning.

### VISIT WORKSHOP:
Students will have the opportunity to understand the planning processes used in the film industry and take part in a quiz based on camera shots and angles within the *Harry Potter* film series.

**POST-VISIT:** Students will create their own film sequence implementing the knowledge of camera choices from the workshop.
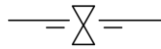
# CAMERA CHOICES
# PRE-VISIT LESSON

Show the students a selection of film trailers or film clips and analyse as a class. Remind students to consider the purpose of the trailer (to persuade audiences to see the film) or film clip (to tell a story) and analyse the impact of camera framing and editing on the audience.

Ask students to discuss narrative structure, situation, problem, climax and resolution. Ask the students to mind map whether this narrative structure appears in the trailers or film clips.

Students should analyse the impact of camera choices on the audience considering the purpose of the trailer or film clip. The Analysis of Film Trailers and Film Sequence Analysis worksheets will assist their analysis.

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**WEB LINKS:**

Example trailer and clips: www.warnerbros.com/harry-potter-an d-deathly-hallows-part-2

**SUPPORTING DOCUMENTS:**

- Analysis of Film Trailers worksheet
- Film Sequence Analysis worksheet

# CAMERA CHOICES
# POST-VISIT LESSON

After the workshop, students should use the storyboard handouts from the workshop to plan their own film sequence or trailer.

Explain to students that they should choose a specific genre for their film sequence and consider:

• How would this affect the camera angles and framing used?

• Would they use more close-ups for some genres than others?

• Would the editing be quicker for an action film compared to a romantic comedy? Why?

When drawing a storyboard, remind students to think about camera angles, narrative structure, lighting, location and genre in the scene. If equipment permits, students could then film their sequences and take feedback from each other about the camera choices selected.
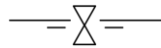
# CAMERA CHOICES
# ANALYSIS OF FILM TRAILERS

What mood/tone is being created and how?

What colours are used and what connotations do they have?

How has the sequence been edited? What effect is created? Count the number of different edits.

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

How does the soundtrack contribute to the sequence?

What type of audience Is being addressed? Are there multiple audiences? How do you know?

Why would film companies want to attract multiple audiences?

Is there any dialogue in the trailer? What is the key messaging in the trailer?

How is the trailer typical of its genre?

# CAMERA CHOICES FILM
# SEQUENCE ANALYSIS

**GENRE**

What is the genre? Can you find any main themes or conventions of this genre within the sequence?

To what extent do the characters conform to or subvert generic conventions?

Are there stars, a director, a writer, a celebrity associated with a genre?

**REPRESENTATION**

Who is represented? How?

What is being represented? (e.g. places, class, lifestyles, gender)

Why is the subject represented in this way?

Is it fair? To the subject, place, class, lifestyle or gender?

**AUDIENCE(S)**

Who is the target audience? (e.g. Niche/minority/mass mainstream)

What gender/age/socio-economic background/ethnicity is the intended audience?

Why would audiences consume this media?

How will audiences be influenced?

Are audience expectations met or subverted?

**NARRATIVE**

How is the narrative structured? (e.g. conventional, complex, linear)

Are there heroes and villains? How is the audience positioned in relation to the narrative?

Analyse the camera work, editing, sound, voice, dialogue, mise-en -scène, music. How do these function within the narrative?

How do they contribute towards the message/aim of the film?

What are the major themes, values and messages within the narrative?
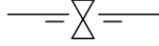
**INSTITUTION**

Which film company created it (studio or independent)?

How was it funded? Is it a co-production? What is the budget?

What is the impact of the institution on the production?

WARNER BROS.
STUDIO TOUR
LONDON

THE
MAKING OF
Harry Potter

# 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.

**A-level**

- 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
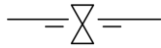
## Film Studies

**GCSE**

- Apply knowledge and understanding of elements of film, including to analyse films.

**A-level**

- Demonstrate knowledge and understanding of how films generate meaning and responses.

WIZARDING
WORLD