

3. Cinematography and Dove

Get into 6 groups (A-F). Make labels for each group's table, corresponding with the film techniques below (A-F). You're going to watch the first 6 commercials from [the Dove Campaign for Real Beauty in this slide show](#). Each video is given a separate page in this worksheet. Take notes on each video for your assigned aspect of cinematography. After watching each commercial, rotate to the next table to focus on a different aspect of cinematography. Then, for the final 6 videos, divide the class into 6 groups; one for each video. Each group is responsible for all aspects of the video. Each group presents the video and their analysis of how all 6 aspects help construct a message.

Film techniques:

- A. **Mise en scène:** This refers to what goes into the frame, including the subjects, backdrop and props. It refers to the composition of the shot, including the lighting, and can involve a director of photography. It also refers to the text (or words) that are used to accompany these images.
- B. **Camera angle:** What is the angle of the camera in relation to its subject? Is it a bird's eye view, high angle, eye-level angle, low angle or worm's eye view? Camera angle (see diagram) greatly affects the viewer's interpretation of the subject. It provides a perspective or a window into a world.
- C. **Camera shot:** The distance between the camera and the subject is important to consider. You may see an extreme-close shot (XCS), a close shot (CS), a medium shot (MS), a long shot (LS) or an extreme long shot (XLS) (see figure above). Does the camera move or stay still in relation to its subject? Sometimes the camera is put on a **dolly**. Sometimes it rotates on its access, creating a **pan**. Cameras can also **zoom** in and out, often in combination with camera movement for special effects.
- D. **Shot length:** Consider the length or duration of the shot. Shot length will help determine the pace of the film and the viewer's engagement with the topic. Lengthy shots are sometimes sped up, using a technique called 'time lapse'. Shots are sometimes slowed down, known as slow motion.
- E. **Diegetic or non-diegetic sound:** Sounds that are created by the characters, objects or events on the film set, (such as dialogue) are known as diegetic sounds. Sounds that are added to the footage after filming, such as music, voice-overs or sound effects, are known as non-diegetic sounds.
- F. **Montage:** How are all of the shots and music put together? The skill of editing and joining shots to get a particular effect is called 'montage'. Post-production editing, or montage, is important in constructing the viewer's experience of the events that unfold.

Commercial 1: [Evolution](#)

Assign everyone an aspect of film and cinematography (below). Watch the commercial that has been linked above. Discuss how the film uses your assigned aspect or technique to shape its message. Share your ideas, discuss with the class and revise your answers.

| |
|--|
| A. Mise en scène: [names] [Comment on how this commercial uses mise en scène to construct a message] |
| B. Camera angle: [names] [Comment on how this commercial uses camera angle to construct a message] |
| C. Camera shot: [names] [Comment on how this commercial uses camera shot to construct a message] |
| D. Shot length: [names] [Comment on how this commercial uses shot length to construct a message] |
| E. Diegetic or non-diegetic sound: [names] Beauty on your own terms [Comment on how this commercial uses sound to construct a message] |
| F. Montage: [names] [Comment on how this commercial uses montage to construct a message] |

Commercial 2: [Onslaught](#)

Assign everyone a new aspect of film and cinematography. Watch the commercial that has been linked above. Discuss how the film uses your assigned aspect or technique to shape its message. Share your ideas, discuss with the class and revise your answers.

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| A. Mise en scène: [names] [Comment on how this commercial uses mise en scène to construct a message] |
| B. Camera angle: [names] [Comment on how this commercial uses camera angle to construct a message] |
| C. Camera shot: [names] [Comment on how this commercial uses camera shot to construct a message] |
| D. Shot length: [names] [Comment on how this commercial uses shot length to construct a message] |
| E. Diegetic or non-diegetic sound: [names] Beauty on your own terms [Comment on how this commercial uses sound to construct a message] |
| F. Montage: [names] [Comment on how this commercial uses montage to construct a message] |

Commercial 3: [Change one thing](#)

Assign everyone a new aspect of film and cinematography. Watch the commercial that has been linked above. Discuss how the film uses your assigned aspect or technique to shape its message. Share your ideas, discuss with the class and revise your answers.

| |
|--|
| A. Mise en scène: [names] [Comment on how this commercial uses mise en scène to construct a message] |
| B. Camera angle: [names] [Comment on how this commercial uses camera angle to construct a message] |
| C. Camera shot: [names] [Comment on how this commercial uses camera shot to construct a message] |
| D. Shot length: [names] [Comment on how this commercial uses shot length to construct a message] |
| E. Diegetic or non-diegetic sound: [names] Beauty on your own terms [Comment on how this commercial uses sound to construct a message] |
| F. Montage: [names] [Comment on how this commercial uses montage to construct a message] |

Commercial 4: [You're more beautiful than you think](#)

Assign everyone a new aspect of film and cinematography. Watch the commercial that has been linked above. Discuss how the film uses your assigned aspect or technique to shape its message. Share your ideas, discuss with the class and revise your answers.

| |
|--|
| A. Mise en scène: [names] [Comment on how this commercial uses mise en scène to construct a message] |
| B. Camera angle: [names] [Comment on how this commercial uses camera angle to construct a message] |
| C. Camera shot: [names] [Comment on how this commercial uses camera shot to construct a message] |
| D. Shot length: [names] [Comment on how this commercial uses shot length to construct a message] |
| E. Diegetic or non-diegetic sound: [names] Beauty on your own terms [Comment on how this commercial uses sound to construct a message] |
| F. Montage: [names] [Comment on how this commercial uses montage to construct a message] |

Commercial 5: [Beauty on your own terms](#)

Assign everyone a new aspect of film and cinematography. Watch the commercial that has been linked above. Discuss how the film uses your assigned aspect or technique to shape its message. Share your ideas, discuss with the class and revise your answers.

| |
|---|
| A. Mise en scène: [names] [Comment on how this commercial uses mise en scène to construct a message] |
| B. Camera angle: [names] [Comment on how this commercial uses camera angle to construct a message] |
| C. Camera shot: [names] [Comment on how this commercial uses camera shot to construct a message] |
| D. Shot length: [names] [Comment on how this commercial uses shot length to construct a message] |
| E. Diegetic or non-diegetic sound: [names] [Comment on how this commercial uses sound to construct a message] |
| F. Montage: [names] [Comment on how this commercial uses montage to construct a message] |

Commercial 6: [Beauty standards for hair are a form of bias](#)

Assign everyone a new aspect of film and cinematography. Watch the commercial that has been linked above. Discuss how the film uses your assigned aspect or technique to shape its message. Share your ideas, discuss with the class and revise your answers.

| |
|---|
| A. Mise en scène: [names] [Comment on how this commercial uses mise en scène to construct a message] |
| B. Camera angle: [names] [Comment on how this commercial uses camera angle to construct a message] |
| C. Camera shot: [names] [Comment on how this commercial uses camera shot to construct a message] |
| D. Shot length: [names] [Comment on how this commercial uses shot length to construct a message] |
| E. Diegetic or non-diegetic sound: [names] [Comment on how this commercial uses sound to construct a message] |
| F. Montage: [names] [Comment on how this commercial uses montage to construct a message] |

Commercial 7: [Celebrate all types of beauty](#)

Group members' names: [names]

Watch the commercial that has been linked above. Discuss how the film uses all of the aspects or techniques to shape its message and record your findings below. Show your video to your classmates. In a short presentation, share your analysis of the video with your classmates, using the table below.

| |
|---|
| A. Mise en scène: [Comment on how this commercial uses mise en scène to construct a message] |
| B. Camera angle: [Comment on how this commercial uses camera angle to construct a message] |
| C. Camera shot: [Comment on how this commercial uses camera shot to construct a message] |
| D. Shot length: [Comment on how this commercial uses shot length to construct a message] |
| E. Diegetic or non-diegetic sound: [Comment on how this commercial uses sound to construct a message] |
| F. Montage: [Comment on how this commercial uses montage to construct a message] |

Commercial 8: [The Mannequin challenge... with a twist](#)

Group members' names: [names]

Watch the commercial that has been linked above. Discuss how the film uses all of the aspects or techniques to shape its message and record your findings below. Show your video to your classmates. In a short presentation, share your analysis of the video with your classmates, using the table below.

| |
|---|
| A. Mise en scène: [Comment on how this commercial uses mise en scène to construct a message] |
| B. Camera angle: [Comment on how this commercial uses camera angle to construct a message] |
| C. Camera shot: [Comment on how this commercial uses camera shot to construct a message] |
| D. Shot length: [Comment on how this commercial uses shot length to construct a message] |
| E. Diegetic or non-diegetic sound: [Comment on how this commercial uses sound to construct a message] |
| F. Montage: [Comment on how this commercial uses montage to construct a message] |

Commercial 9: [Dove presents: The perfect 10](#)

Group members' names: [names]

Watch the commercial that has been linked above. Discuss how the film uses all of the aspects or techniques to shape its message and record your findings below. Show your video to your classmates. In a short presentation, share your analysis of the video with your classmates, using the table below.

| |
|---|
| A. Mise en scène: [Comment on how this commercial uses mise en scène to construct a message] |
| B. Camera angle: [Comment on how this commercial uses camera angle to construct a message] |
| C. Camera shot: [Comment on how this commercial uses camera shot to construct a message] |
| D. Shot length: [Comment on how this commercial uses shot length to construct a message] |
| E. Diegetic or non-diegetic sound: [Comment on how this commercial uses sound to construct a message] |
| F. Montage: [Comment on how this commercial uses montage to construct a message] |

Commercial 10: [Support the next generation of girls 1](#)

Group members' names: [names]

Watch the commercial that has been linked above. Discuss how the film uses all of the aspects or techniques to shape its message and record your findings below. Show your video to your classmates. In a short presentation, share your analysis of the video with your classmates, using the table below.

| |
|---|
| A. Mise en scène: [Comment on how this commercial uses mise en scène to construct a message] |
| B. Camera angle: [Comment on how this commercial uses camera angle to construct a message] |
| C. Camera shot: [Comment on how this commercial uses camera shot to construct a message] |
| D. Shot length: [Comment on how this commercial uses shot length to construct a message] |
| E. Diegetic or non-diegetic sound: [Comment on how this commercial uses sound to construct a message] |
| F. Montage: [Comment on how this commercial uses montage to construct a message] |

Commercial 11: [Support the next generation of girls 2](#)

Group members' names: [names]

Watch the commercial that has been linked above. Discuss how the film uses all of the aspects or techniques to shape its message and record your findings below. Show your video to your classmates. In a short presentation, share your analysis of the video with your classmates, using the table below.

| |
|---|
| A. Mise en scène: [Comment on how this commercial uses mise en scène to construct a message] |
| B. Camera angle: [Comment on how this commercial uses camera angle to construct a message] |
| C. Camera shot: [Comment on how this commercial uses camera shot to construct a message] |
| D. Shot length: [Comment on how this commercial uses shot length to construct a message] |
| E. Diegetic or non-diegetic sound: [Comment on how this commercial uses sound to construct a message] |
| F. Montage: [Comment on how this commercial uses montage to construct a message] |

Commercial 12: [Support the next generation of girls 3](#)

Group members' names: [names]

Watch the commercial that has been linked above. Discuss how the film uses all of the aspects or techniques to shape its message and record your findings below. Show your video to your classmates. In a short presentation, share your analysis of the video with your classmates, using the table below.

| |
|---|
| A. Mise en scène: [Comment on how this commercial uses mise en scène to construct a message] |
| B. Camera angle: [Comment on how this commercial uses camera angle to construct a message] |
| C. Camera shot: [Comment on how this commercial uses camera shot to construct a message] |
| D. Shot length: [Comment on how this commercial uses shot length to construct a message] |
| E. Diegetic or non-diegetic sound: [Comment on how this commercial uses sound to construct a message] |
| F. Montage: [Comment on how this commercial uses montage to construct a message] |