

## Mise-en-Scène

"Mise-en-Scène" (meaning "to place on stage") is a French expression referring to the physical setting of a stage performance. The background scenery is designed to help tell a story in a play or on film by creating an environment and setting the mood. Students select a chapter from a book, an act from a play, a song or a poem, and then create a 3-dimensional setting for it. Students must think about where the scene is located, the angle from which the audience would view it, what details are in the background and how to set the mood through color, design and "props" that best tell the story.

**Grade Levels** 3-12

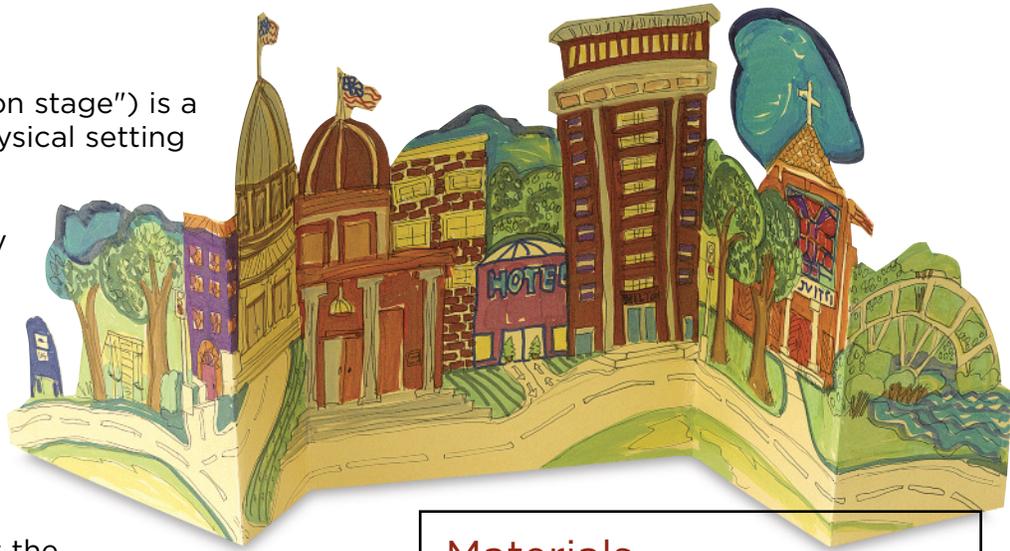
*Note: instructions and materials are based upon a class size of 25 students. Adjust as needed.*

### Preparation

1. Cut sheets of Blick Construction Card in half to make two 9" x 24" sheets.

### Process

1. Students select a theme for their scene from a book, play, song or poem. Plan out the location and what will be in the scene before drawing.
2. Draw the scene out in pencil on the 9" x 24" Construction Card, telling the story from right to left. Cover the entire length of the strip of the card. Keep in mind the card will be folded to stand upright. Strategically plan the drawing so the folds will fit in appropriate spots. There is no need to erase the pencil lines – use these lines to give added dimension and movement to the drawing.
3. Fill in drawings with colored markers. The Sharpie can be used to outline and highlight areas and bring items to the forefront.



### Materials

**Blick® Construction Card**, 18" x 24", Gold (11408-4079); share one between two students

**Blick Studio® Markers**, Set of 48 (22148-1048); share across class

**Blick Studio® Drawing Pencils**, H-grade (22220-2130); one per student

**Snippy® Scissors** pointed, package of 12 (57040-2009); share two packages across class

**Sharpie® Ultra Fine Point Marker** Black (21315-2003); share five across class



## Process, continued

4. Cut out the silhouette or outline of the top of the objects in the "set" to add height.
5. Fold the Construction Card vertically in thirds toward the drawn side of the card — every 8" or so. Crease and unfold, then fold the outer thirds in half in the opposite direction. Crease and unfold. These sections do not have to be even on both sides. The folds create a 3-dimensional effect and allow the structure to stand upright. They also allow the center of the set to recede into the background.

## Options

1. Create multiple sets to create a full story in several scenes.
2. Use leftover Construction Card to make separate 3-dimensional props or people for the set.

## National Standards for Visual Arts Education

Content Standard #1 Understanding and applying media, techniques and processes.

**K-4** Students use different media, techniques and processes to communicate ideas, experiences and stories.

**5-8** Students intentionally take advantage of the qualities and characteristics of art media, techniques and processes to enhance communication of their experiences and ideas.

**9-12** Students apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are carried out in their artworks.

Content Standard #3 Choosing and evaluating a range of subject matter, symbols and ideas.

**K-4** Students select and use subject matter, symbols and ideas to communicate meaning.

**5-8** Students use subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics that communicate intended meaning in artworks.

**9-12** Students apply subjects, symbols and ideas in their artworks and use the skills gained to solve problems in daily life.