

Through Another Lens: 8th Grade Visual Literacy Unit

Frame Analysis

Study the frame carefully. How does the filmmaker use visual devices to convey meaning in this frame?

In the boxes below, use **bullet points** to detail the filmmaker's use of four visual devices. SEE RUBRIC

<p>Device 1: Foreground/Background</p> <ul style="list-style-type: none"> - Mist in the background - The graves in the background - The fence in front of the witches <p>Effect/Explain: THEME</p> <p>I think that the director is setting up a theme that they manipulate characters without anyone noticing. One way that the director's setup of the scene creates a manipulative theme is by placing a jail-like fence across the bottom part of the image. I think this fence shows that the witches are isolated but they can also manipulate the characters outside of the fence because it is not tall enough (isolated enough) to keep them from doing evil deeds to the characters in the outside world. Also the mist shows that the witches are hiding and keeping their evil deeds behind the mist this further supports my statement that the witches are very manipulative but they make sure that they don't get the blame. In addition this in the past (the graves that they have dealt with in the past) and that they will continue behind them in the future (the graves in the foreground with this in the future) (the graves in the foreground being future)</p>	<p>Device 2: Color/Tone</p> <ul style="list-style-type: none"> - Blue and Icy - Dark clothing - Red hair <p>Effect/Explain: MOOD</p> <p>I think that the director uses color to create an unholy or heartless mood during this scene. One way that the director uses color to create an unholy or heartless mood is by making it very dark and icy around the witches to show that they are coldhearted and evil. To continue on the director has chosen to make the witches clothing darker to show that they are very unholy and sinful. I think that the director made all three witches have red hair because it shows that they are all unified and no one which is more evil than the other they are all heartless and cold.</p>
<p>Device 3: Light</p> <ul style="list-style-type: none"> - Darker in the foreground - Turning away from the light <p>Effect/Explain: SYMBOL</p> <p>I think that the director uses numerous light tones to symbolize the characters eviwness. For example it is very light and bright in the background behind the witches and the fact that they are facing away from it shows or symbolizes that they are turning away from innocence, purity and goodness. Also the dark shadows show that they're only going to go deeper into the darkness.</p>	<p>Device 4: Rule of three</p> <ul style="list-style-type: none"> - Protecting each other from the light - All equal - Isolated <p>Effect/Explain: SYMBOL</p> <p>I think that the director chose to view the characters at this stance because it shows that they are unified. The witches are creating a sort of barrier from the light so they are shadowing each other away from the light. It's sort of symbolizes that they all protect each other by making sure they are in the darkness. To add on this barrier there are creating makes them very isolated which symbolized that they are all together. Also the witches are very evenly space</p>

This very much looks like you guys!

<p>and so I think that this shows or symbolizes that they are all equal no one witch is more powerful.</p>	
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VISUAL LITERACY STANDARD	Developing Toward Expectation	Approaching Expectation	Meeting Expectation	Exceeding Expectation
Shows a lack of understanding of visual media devices and elements. Has difficulty inferring and tends to interpret literally. Connects on a superficial level with the visual media. Produces overly short responses which lack information. Uses insufficient evidence to support response.	Shows a lack of understanding of visual media devices and elements. Sometimes identifies theme, purpose and style. Infers inconsistently. Connects on a superficial level with the visual media. Generates responses to synthesize information. Produces overly short responses which lack information. Uses insufficient evidence to support response.	Understands some visual media devices and elements. Sometimes identifies theme, purpose and style. Infers inconsistently. Connects on a superficial level with the visual media. Generates responses to synthesize information. Produces overly short responses which lack information. Uses insufficient evidence to support response.	Understands visual media devices and elements, including lighting, tone, color, POV, camera angle, foreground/background/composition and symbolism. Discusses theme, purpose and style. Infers for deeper meaning. Evaluates, interprets and analyzes visual media critically. Supports responses using evidence.	Understands exceeds grade level expectation. Examples include: Analyzes visual media more deeply or with greater sophistication, and creativity.