

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: Lighting ✓</p> <ul style="list-style-type: none"> - Part shadow, part light - Mostly shadow - White light ✓ - Natural sunlight <p>Effect/Explain: The lighting creates a creepy mood, because the witches' faces are mostly in shadow. This makes the people watching feel like they're very mysterious, and they're plotting something. The shadow on their faces are concealing their emotions, so people can't tell what they're talking about and what they're feeling. ✓</p>	<p>Device 2: Background/Foreground ✓</p> <ul style="list-style-type: none"> - Witches in foreground - Graves in background - Fence in the front ✓ - Candles in the background - Alive plants in the background near the candles - Dead plants near the Witches in the foreground <p>Effect/Explain: The background and foreground create another creepy mood. The Witches are young, teenage looking girls in school uniforms, but they're in a graveyard. They seem innocent, but they're meeting in a strange place, and people would think it's strange that teenage girls would meet in a graveyard, and they look like it's normal. The dead plants near the Witches also add to the creepy mood, because it's like where ever the Witches go, death, sadness, and darkness follows, since behind them, there's light and plants that are healthy.</p>
<p>Device 3: Color/Tone ✓</p> <ul style="list-style-type: none"> - Dark colors - Candles are white and red colored - White shirts underneath black and red sweatshirts/blouses/jackets ✓ - Grey colored graves <p>Effect/Explain: The colors and tone create the theme of appearance vs. reality. The appearance of the Witches are innocent, young girls, but they're actually plotting to trick Macbeth. Even though there's white and red candles and white colored light, the Witches are dressed in dark colors, making the watchers feel like they're shrouded in darkness, but they don't seem like they are. ✓</p> <p>The colors and tone also create the conflict between good and evil. The Witches are dressed in dark colors, even though there's white colored candles behind them. The grey colored graves represent that the dead don't have sides; they're not good, light, and they're not evil, dark.</p>	<p>Device 4: Composition/Rule of Thirds</p> <ul style="list-style-type: none"> - Witches together in two columns on the left - Graves and candles in the third column on the right - Witches heads are on the same top row ✓ - Grave on the very left column - Fence on the very bottom row <p>Effect/Explain: The composition and the rule of thirds creates another conflict between good and evil. The Witches are in the darkness, maybe behind a big grave, while behind them, there's light. It's like the Witches turned from the light, and they're plotting against good.</p> <p>This frame also creates a sense of having no conflict of power between the three Witches, since their heads are on the same row. One isn't higher than another, and they're all plotting against Macbeth. The fence in the bottom row in the front is a barrier, keeping others from ripping the Witches apart; it's keeping them together, and protecting them from others harming them. It's also saying that no one can come into their group.</p>

Lots of creepy

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VISUAL LITERACY STANDARD	Developing Toward Expectation	Approaching Expectation	Meeting Expectation	Exceeding Expectation
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	<p>Shows a lack of understanding of visual media devices and elements</p> <p>Has difficulty inferring and tends to interpret literally</p> <p>Struggles to connect with the visual media</p> <p>Produces overly short responses which lack information</p> <p>Uses insufficient evidence to support response</p>	<p>Understands some visual media devices and elements</p> <p>Sometimes identifies theme, purpose and style</p> <p>Infers inconsistently</p> <p>Connects on a superficial level with the visual media</p> <p>Generates responses to synthesize information</p> <p>Sometimes supports responses using evidence from the visual media</p>	<p>Understands visual media devices and elements, including lighting, tone, color, POV, camera angle, foreground/background, composition and symbolism</p> <p>Discusses theme, purpose and style</p> <p>Infers for deeper meaning</p> <p>Evaluates, interprets and analyses visual media critically</p> <p>Supports responses using evidence</p>	<p>Understanding exceeds grade level expectation.</p> <p>Examples include:</p> <p>Analyses visual media more deeply or with greater sophistication, and creativity</p>
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