

Alexander Achcar
Core D

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>Device1: Background/Foreground ✓</p> <ul style="list-style-type: none">- Mist in the background- Spiky Gates at the front- Tombstones in the background ✓- We can't see far into the background (unclear) <p>Effect/Explain: The director creates a theme relating to "The nature of evil." The foreground holds a blurry gate to represent that the evil beyond it is dangerous, but it can still be accessed through the 'mirage' like gate. The mist in the background shows that once you pass into the gate, it represents that you will become shrouded in evilness, and unaware of the danger around you. Then, the tombstones show that once you've become evil, and commit yourself to the dark side, there's no other exit besides death. ✓</p>	<p>Device 2: Lighting ✓</p> <ul style="list-style-type: none">- Sunlight coming from behind the girls ✓- Darkness between the three of them ✓- Light is making the blond hair reddish- Girl on the right has almost no light shining onto her- Girl on the left has light shining onto her backpack <p>Effect/Explain: The director creates a mood of transition between good and evil. The lighting behind the witches is rather light, and this represents evil, however, in the foreground where their attention is focused, there isn't much light, and it's more dark. The light shining on their hair shows that they went from innocent schoolgirls with blondish/ginger hair, to becoming evil people, with red (blood) in their hair. ✓</p>
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<p>Device 3: Symbols ✓</p> <ul style="list-style-type: none"> - Berets on their heads to show that they serve something. - Backpacks and Sweaters to show that they are just innocent people - Eyes are black to show what's inside their evilness - Red sweaters to show blood - Spikes to show danger - Flower behind girl on right looks like a demon tail. <p>Effect/Explain: Theme of "Appearance versus reality." ✓ The first piece of evidence is the appearance which is a innocent schoolgirl, represented by the berets, backpacks, and the uniform. However, the eyes of the girl in the middle are black, to show that on the inside, and in reality, they are evil people with dark hearts. The sweaters that they are wearing, although seem innocent, are a red color to show blood.</p>	<p>Device 4: Rule of Thirds ✓</p> <ul style="list-style-type: none"> - Witches are each in a different third - They create a triangle to show focus on the middle third - There is a pillar in the far left third - There is a tombstone in the far right third - All three thirds have a row of spikes stretched across the bottom. <p>Effect/Explain: ✓ The director creates a theme of "Fate versus free will." The progression from the left to the right shows that at the start, you could be like a pillar, standing tall and strong, however, once you try something evil, and commit yourself to the acts of someone like the witches, you become set on a track which will only lead you to darkness, which is what the tombstone on the far right symbolizes.</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 Struggles to connect with the visual media 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 Sometimes supports responses using evidence from the visual media	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 analyses visual media critically Supports responses using evidence	Understanding exceeds grade level expectation. Examples include: Analyses visual media more deeply or with greater sophistication, and creativity