

Grace Yang
 May 26, 2015
 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>Device 1: Colour/tone ✓</p> <ul style="list-style-type: none"> -Blue tone in the background -Darker, blurry tone in background -Foreground is also very dark, witches are wearing black clothes ✓ -Not much light on the flower so the flowers in the foreground are also very dark ✓ <p>Effect/Explain: I think this is used to create a mysterious, eerie mood. It was used to get the audience interested. We cannot see what is in the background. We want to know what is in the background and if it has any relevance to the story or not. The mood describes the witches' personality, which is eerie, mysterious, and sinister. ✓</p>	<p>Device 2: Background/foreground ✓</p> <ul style="list-style-type: none"> -Blue fog in the background -Cemetery in the background ✓ -3 witches in the foreground ✓ -Witches are spaced out in the foreground, not crowded together -We cannot see the background really well <p>Effect/Explain: I think this is used to create the theme of Appearance vs Reality. The foreground and the background are clearly distinct from each other. The background is eerie and mysterious with the fog, blue tone, and mysterious looking house. If you just look at the foreground of the witches and plants, you really cannot find anything mysterious or weird about the photo. The background perfectly describes the witches, while the foreground deceives the audience into believe the innocence of the witches. ✓</p>
<p>Device 3: POV ✓</p> <ul style="list-style-type: none"> -A wide view of the cemetery -A view not only centered but around their surroundings ✓ -We cannot really see the background even if we get a wide view ✓ -Plants and gates in front of the witches ✓ <p>Effect/Explain: I think this is used to create the theme of Appearance vs Reality. We see three teenage looking people. To me, it looks like they are wearing a uniform from a private school. If you do not know the context of the witches or Macbeth, you would not suspect these three people to be sinister and evil. However, surrounding these "innocent" teenagers is the mysterious fog, plants, and cemetery. All these things remind me of evil, death, and it gives me a mysterious feel. The appearance of the witches is innocent, but the surroundings give you a sinister, eerie feel, which is the true personality of the witches. ✓</p>	<p>Device 4: Lighting ✓</p> <ul style="list-style-type: none"> -Lighting is blue in the background ✓ -A lot more light in the background ✓ -Not much light on the witches ✓ -We see darkness on the witches ✓ <p>Effect/Explain: I think this was used to create conflict between the light from the background and the darkness of the witches. We never the witches fighting to get out of darkness in Macbeth. They enjoy tricking Macbeth. They contrast from the normal society. In the actual time of Macbeth taking place, they wore black robes while the commoners wore lighter clothes and more formal clothes. In the context of the gangsters, the witches were children who looked much more innocent than Macbeth and Banquo and they contrasted each other. The lighting in the back is much brighter than the lighting in the foreground. The background and foreground are contrasting from each other.. ✓</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