

Romeo and Juliet: 7th 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 film maker's use of four visual devices. SEE RUBRIC

You will then use this information to write a paragraph explaining how the filmmaker has used the

<p>Device 1: Camera Angle</p> <ul style="list-style-type: none"> - This is a foreground camera angle, meaning that the view is closet to the observer - Perspective of captain prince talking to both families - Captain prince is looking towards all four of them in his perspective - All four of them are looking straight, meaning that they are looking at captain prince. <p>Effect: conflict because the two house holds can't work together and they are things that hinder them from working together. That's why they are at the Captain police's room.</p>	<p>Device 2: Colours</p> <p>There are two colour categories in this frame</p> <ul style="list-style-type: none"> - not too much vibrant colours - more like serious colours - Some wild colour (Benvolio and Tybalt) <p>Effect:</p> <p>This effects the mood because it shows that the people are serious especially the Capulet and Montague. They are wearing formal clothes. However, Tybalt and Benvolio's clothes are like wild colour. Red: style, angriness, Green: Money, life.</p>
<p>Device 3: Composition (placement)</p> <ul style="list-style-type: none"> - door in the middle - two families (left and right) Left: Capulet, (Juliet's family) --> Tybalt Right: Montague (Romeo's family) --> Benvolio - They are like separated (two house hold separated) - The back is a bit blurry -The main focus(clear) is the the Capulet and the Montague. <p>Effect: Conflict</p> <p>This effects the conflict because it shows that the two families/ two households are separated and it shows that they can't be together.</p>	<p>Device 4: Symbolism</p> <ul style="list-style-type: none"> - door shows the exit of the two house holds and how they cannot reunite <p>Effect: conflict</p> <p>the other side. Also the main focus is on the Capulet and the Montague showing that they are the main subject. This effects the conflict because it shows that the two families are on separate sides and it shows that they can't be together.</p>

devices to convey theme, mood, and/or conflict.

Write a paragraph to explain how the filmmaker has used the devices above to convey theme, mood, and/or conflict.

In "Romeo and Juliet" (1996), Baz Luhrmann uses camera angle, colours, composition and symbolism to show the theme and conflict. Firstly, the camera angle is a foreground angle and is from the perspective of captain prince. This camera angle effects the conflict because the two house holds. The Capulet and Montague cannot reunite together since there are things that hinder them from reuniting. The colour that appears the most are brown and black, meaning that both houses are dressing up as formal. However, Benvolio and Tybalt are wearing brighter colours which are more like wild colours. The colour here effects the mood because it shows the division between the two houses and how they are different. The Capulet is wearing a black suit, whereas the Montague has some white and black. The symbolism of the door shows that exit of the two house holds. This effects the conflict because it shows that the two houses can't reunite together. Lastly, the composition, the placement of things is strong in this image because the Capulet is on one side where as the Montague is on the other side. Also the main focus is on the Capulet and the Montague showing that they are the main subject. This effects the conflict because it shows that the two families are on separate sides and it shows that they can't be together. Therefore, the visual devices camera angle, symbolism, colour and composition shows the theme and mood of "Romeo and Juliet."

VISUAL LITERACY STANDAR	Getting Started	Approaching Standard	Meeting Standard	Exceeding Standard
D	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<div style="text-align: center; font-size: 2em; margin-bottom: 10px;">✓</div> <ul style="list-style-type: none"> • 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 	<p>Understanding exceeds grade level expectation. Examples include:</p> <ul style="list-style-type: none"> • Analyses visual media more deeply or with greater sophistication, and creativity

Bewear Checklist for Frame Analysis 2015

Name of person: Kathy TSE (Your color pen/pencil is:)

Peer 1: Minkun Park (Your color pen/pencil is:)

Peer 2: Welyn chong (Your color pen/pencil is:) ✓ = yes x = no.

Peer 3: Byron Lee (Your color pen/pencil is: Blue)

	Yes/No	Feedback
TABLE		
Four devices evident?	Y ✓ ✓	clear and concise
Evidence of what viewer sees in frame?	Y ✓ ✓	would use more for device 4
Bullet points?	Y ✓ ✓	bullet points are clear.
Effect (theme/mood/conflict) is stated?	Y ✓ ✓	yes, clearly shows that it's related to theme + conflict
PARAGRAPH		
Topic sentence is clear?	Y ✓ ✓	clear + concise topic sentence
Title of the play correctly punctuated?	Y ✓ ✓	you can also put it in italics, underline
Each device is addressed in the paragraph?	Y ✓ ✓	
Each device is related to either mood/conflict/theme?	Y ✓ ✓	
Specifically what type of mood/conflict or them is addressed?	Y ✓ ✓ theme + conflict	
Transition words are used?	Y ✓ x	could use a bunch - first, second, etc
Conclusion is evident?	Y ✓ ✓	conclusion is evident.
Spelling is correct?	Y ✓ ✓	
Correct terms are used?	Y ✓ ✓	

Reflection/Reminders:

After doing the peer checks I have learnt alot and there are some things I have to be aware of. For example writing a clearer conclusion, using some more transition words in my writing and specifically addressing the type of mood/conflict. If I remember this, then I think I would write better on the summative.

Your signature:

[Handwritten Signature]

	GS	AS	MS	ES
IDEAS			✓✓	
ORGANIZATION		✓✓		
VOICE			✓✓	
WORD CHOICE			✓✓	
SENTENCE FLUENCY			✓✓	
CONVENTIONS		✓	✓	

Through Another Lens: 7th Grade Visual Literacy Unit
Shot Analysis Rubric

6 Traits Writing Checklist