

Bever Checklist for Frame Analysis 2015

Name of person: Keeelin Mavroukos Your color pen/pencil is: PINK

Peer 1: Ann Catherine (Your color pen/pencil is: Grey)

Peer 2: Mark Pang (Your color pen/pencil is: Green)

Peer 3: Alex Broegger (Your color pen/pencil is: Black)

	Yes/No	Feedback
Four devices evident?	✓✓✓	Nice
Evidence of what viewer sees in frame?	✓✓✓	Nice
Bullet points?	✓✓✓	next time put the "o" into it - Agree
Effect (theme/mood/conflict) is stated?	✓✓✓	
Topic sentence is clear?	✓✓✓	Nice
Title of the play correctly punctuated?	xx x	Italics. Next time or " " - Agree
Each device is addressed in the paragraph?	✓✓✓	Nice
Each device is related to either mood/conflict/theme? (purpose or style)	✓✓✓	Nice
Specifically what type of mood/conflict or theme is addressed?	Theme, style, purpose ✓✓✓	Nice
Transition words are used?	xx x	Use transitions
Conclusion is evident?	✓✓✓	Nice
Spelling is correct?	✓✓✓	Nice
Correct terms are used?	✓✓✓	Nice

Reflection/Reminders:

I had a clear conclusion and topic sentence, but I didn't use any transition words. I also did not know how to punctuate a name of the play. I did do the table well though without mistakes. Next time I should use either italics or quotations with my capitals to be correct when naming the play or book.

Your signature:

Keeelin Mavroukos

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 devices to convey theme, mood, and/or conflict

<p>Device 1: Symbolism</p> <p>Benvolio's shirt has Jesus on it, represents the Montague's christianity</p> <p>Photograph in background represents the setting: Verona Beach</p> <p>The empty space between Montague and Capulet represent the feud and separation of the two houses</p> <p>angry faces show bitterness towards each other</p> <p>Effect: The symbols in this frame represent the <u>theme</u> of the movie which is the separation and feud between the two households. It also represents the hatred and christianity that both the houses have.</p>	<p>Device 2: Foreground/Background</p> <p>Montague and Capulet are more focused</p> <p>Benvolio and Tybalt are a bit blurry</p> <p>The focus is mainly on the two fathers as they are getting in trouble with the police</p> <p>Effect: The Foreground and background in this frame represents the <u>theme</u> of the movie. The theme is the separation between the houses and the fathers separation and anger show the feud between the families.</p>
<p>Device 3: Lighting</p> <p>There is more lighting on Montague and Benvolio and Tybalt and Capulet than there is on the officers and the door in between them</p> <p>There is also more light on the fathers's faces</p> <p>Effect: This effects the <u>theme</u> and <u>style</u> because again it brings out the people representing the houses. In this scene, Montague and Capulet are the main focus and they represent their families and the light mainly focuses on them.</p>	<p>Device 4: Camera Angle</p> <p>The camera angle is at the same level that they are gives you the feeling of being there with theme or being the police officer punishing them</p> <p>it gives a view of everybody without cutting anyone off.</p> <p>Effect: I think this effects the <u>purpose</u> because the purpose of this scene and frame is to show the trouble Romeo and Mercutio got themselves and their families into. This scene also shows why the two houses hate each other and how dangerous Romeo and Juliet's love may be.</p>

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

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

VISUAL LITERACY STANDARD	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 support response 	<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 	<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

6 Traits Writing Checklist

	GS	AS	MS	ES
IDEAS			① ✓	
ORGANIZATION			② ✓	
VOICE			③ ✓	
WORD CHOICE			④ ✓	
SENTENCE FLUENCY			⑤ ✓	
CONVENTIONS			⑥ ✓	

Baz Luhrmann portrayed the theme and purpose of his remake of the classic movie *Romeo and Juliet* with multiple visual devices, including symbolism, foreground and background, lighting, and camera angle. The theme of this movie was the separation between the two houses of the star crossed lover and of the trouble that their love would bring. The symbolism in this frame represented the theme of the feud. The two fathers of the houses are sitting close, but not next to each other. The symbol in this scene is the separation between the two. While they are together, their faces still imply that they are still not friendly. There is also other symbols in this scene like the picture behind Benvolio's head and the Jesus on his shirt. These symbols represent the location and the christian beliefs that both the families follow. The second and third visual literacy devices that Baz Luhrmann uses in the frame is foreground and background and lighting. The foreground in this scene is the two fathers, Montague and Capulet. You can tell because they are much less blurry than Benvolio and Tybalt in the background. There is also much more light on the two fathers making them stand out and making them the main focus. Having Capulet and Montague be the main focus supports the theme because they represent the houses they come from and they are showing that the two houses will not get along. It also supports the fact that the whole movie and theme revolves around the two houses and the young people coming from them. The fourth visual literacy device that Baz Luhrmann uses is camera angle. The angle of the camera in this scene is at the same level as the characters and is a wide view of the room and people in it. The angle almost gives you the feeling of being there and seeing the what trouble the two got themselves into. I think that this visual literacy device supports the purpose because the point of the scene is to show the viewer how much trouble the houses can get into when they don't get along and it also shows us how dangerous Romeo and Juliet's love may be. In conclusion, the devices Baz Luhrmann used in his recreation of the film *Romeo and Juliet* were helpful for the viewer to understand the purpose and theme of the movie.

