

Julie and Kris

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

<p>Device1: Symbolism</p> <ul style="list-style-type: none">● Romeo is wearing a knight costume symbolizing that he is going to "save the day"● Romeo is at the bottom of the stairs and Juliet is at the top, showing that they are separated <p>Effect: The symbol affects the theme because it shows that they are far apart and divided by their families feud. ✓</p>	<p>Device 2: Camera Angle</p> <ul style="list-style-type: none">● The camera is looking down on Romeo in Juliet's point of view● This shows how Juliet is unreachable● Makes Romeo look small, perhaps suggesting there is nothing he can do to get Juliet <p>Effect: This camera angle affects the theme because it shows that Romeo is powerless to continue their love, and Juliet is distant.</p>
<p>Device3: Lighting</p> <ul style="list-style-type: none">● Most of the costumes are bright and colorful since it was a party● Romeo is turned to a side where the light is shining on one side of his face and body● Light looks like it's coming from the top where Juliet is watching him - Juliet is pure and angelic making his face glow● The light also shines directly Romeo's face, which means that he is innocent and pure.● Light shining from where Juliet seems to be, maybe reinforcing that Juliet is glowing and beautiful. <p>Effect: The lighting affects the theme because the it lets the camera focus on his face, and it shows that he is looking up at Juliet. Also, it suggests that Juliet is glowing, showing that Rome really likes her. ✓</p>	<p>Device 4: Rule of Thirds</p> <ul style="list-style-type: none">● Romeo is placed on the very right, and not in the center.● I think this represents that just love will not fix their problems, and no matter how much they want their love to be granted, it cannot happen.● The stairs are in the middle, showing that he has to climb the stairs in order to love Juliet. <p>Effect: I think this is showing again, how powerless they are of their love. If they were in the center, it is a possibility that it represents the world revolving around them. However, the reality is not like this, and is much cruel. The stairs are in the middle, showing that they are the pathway. ✓</p>

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.

The director of *Romeo and Juliet* used symbolism, camera angles, lighting, and the rule of thirds to emphasize the film's theme. In this frame, Romeo is looking up at Juliet from the bottom of the staircase. This symbolizes that Juliet is totally out of his reach, and they are separated. Also, Romeo is wearing a knight costume, and this symbolizes him being a hero and how he "saved her" from Paris. The camera's angle is looking down at Romeo, showing how powerless and weak he is compared to their passionate and mighty love. The lighting in this scene is shot from the top right corner, and it shines brightly on Romeo's face showing his innocence and purity. Also, the light might be shining from where Juliet is, representing Romeo's love for Juliet and her beauty. Finally, the rule of thirds is applied in this frame, because Romeo is to the right. The stairs are in the center, and this emphasizes that Romeo can only reach Juliet when he climbs those stairs in order to get to her. However, the path to her is not easy, and the path is tough. These visual devices evoke and the reinforce the themes of "Romeo and Juliet".

When the question specifically? you needed to address this

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

VISUAL LITERACY STANDARDS	Getting Started	Approaching Standard	Meeting Standard <i>(ME)</i>	Exceeding Standard
	<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 	<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 	<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 	<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

	insufficient evidence to support response	supports responses using evidence from the visual media	deeper meaning <ul style="list-style-type: none"> Evaluates, interprets and analyses visual media critically Supports responses using evidence 	
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**Through Another Lens: 7th Grade Visual Literacy Unit
Shot Analysis Rubric**

	GS	AS	MS	ES
Ideas			✓	
Organization			✓	
Word Choice			✓	
Sentence Fluency			✓	
Conventions			✓	

6 Traits Writing Checklist

