

Bewear Checklist for Frame Analysis 2015

Name of person: Kris Hoo (Your color pen/pencil is: black)

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

Peer 2: Alexander Smith (Your color pen/pencil is: gray)

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

	Yes/No	Feedback
<b>TABLE</b>		
Four devices evident?	Yes ✓✓	
Evidence of what viewer sees in frame?	Yes ✓✓	
Bullet points?	Yes ✓✓	
Effect (theme/mood/conflict) is stated?	yes ✓✓	
<b>PARAGRAPH</b>		
Topic sentence is clear?	Yes ✓✓	
Title of the play correctly punctuated?	Yes ✓✓	
Each device is addressed in the paragraph?	yes ✓✓	
Each device is related to either mood/conflict/theme?	yes x x	you dont mention describing Didn't mention
Specifically what type of mood/conflict or them is addressed?	yes x x	!!
Transition words are used?	x x	
Conclusion is evident?	x x	
Spelling is correct?	mostly ✓ most	
Correct terms are used?	yes ✓✓	some things like fight wasn't.

Reflection/Reminders:

In conclusion, this exercise has taught me a few things to remember about next time. My table was well done, and my paragraph addressed the topic. However, next time I need to relate my writing to the different effects, add more transition words, and strengthen my conclusion.

Your signature:

*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

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><b>Device 1: Lighting</b></p> <ul style="list-style-type: none"> <li>- Light is coming from the top of the frame</li> <li>- Makes their foreheads, hair, and shoulders glow but casts shadows on their glum faces</li> <li>- Lighting is dim in the background where the police officer, Tibolt, and Benvolio are</li> <li>- Focuses our attention on them</li> <li>- Light usually means purity (positive) but shadows mean darkness, despair, or anger (negative)</li> </ul> <p>Effect: The lighting in this scene affects the frames mood because it gives them a dark, sullen, and wicked feel.</p>	<p><b>Device 2: Foreground</b></p> <ul style="list-style-type: none"> <li>- The Montagues and Capulets are both in the foreground</li> <li>- The police officers, Tibolt, and Benvolio are in the background to maybe portray that they are the background or start of this chaos</li> <li>- The background is blurred but the foreground is focused</li> </ul> <p>Effect: The foreground of this frame affects the theme because it shows that their families feud is the start of this enormous rampage, and thats why they are in the background.</p>
<p><b>Device 3: Rule of Thirds</b></p> <ul style="list-style-type: none"> <li>- Capulets are all on the left</li> <li>- Montagues are both on the right</li> <li>- Shows that they are separated and "far apart"</li> <li>- Gives the message that they do not want to be in the same room or close to each other</li> </ul> <p>Effect: The rule of thirds affects the theme since it adds onto how they are apart and on different "sides".</p>	<p><b>Device 4: Camera Angle</b></p> <ul style="list-style-type: none"> <li>- Taken from a low angle</li> <li>- Shows the darkness and anger in the leaders of the Montague and Capulets' faces</li> <li>- Lets us see the background</li> <li>- Shows the police station as the setting properly</li> </ul> <p>Effect: The camera angle affects the theme because it shows the setting well, it clearly shows the background, and it shows the Montague and Capulets' expressions.</p>

VISUAL LITERACY STANDAR D	Getting Started	Approaching Standard	Meeting Standard	Exceeding Standard
	<ul style="list-style-type: none"> <li>Shows a lack of understanding of visual media devices and elements</li> <li>Has difficulty inferring and tends to interpret literally</li> <li>Struggles to connect with the visual media</li> <li>Produces overly short responses which lack information</li> <li>Uses insufficient evidence to support response</li> </ul>	<ul style="list-style-type: none"> <li>Understands some visual media devices and elements</li> <li>Sometimes identifies theme, purpose and style</li> <li>Infers inconsistently</li> <li>Connects on a superficial level with the visual media</li> <li>Generates responses to synthesize information</li> <li>Sometimes supports responses using evidence from the visual media</li> </ul>	<ul style="list-style-type: none"> <li>Understands visual media devices and elements, including lighting, tone, color, POV, camera angle, foreground/background, composition and symbolism</li> <li>Discusses theme, purpose and style</li> <li>Infers for deeper meaning</li> <li>Evaluates, interprets and analyses visual media critically</li> <li>Supports responses using evidence</li> </ul>	<p>Understanding exceeds grade level expectation. Examples include:</p> <ul style="list-style-type: none"> <li>Analyses visual media more deeply or with greater sophistication, and creativity</li> </ul>

	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**