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Core: C  
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## 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: Rule of Thirds/Composition ✓</p> <ul style="list-style-type: none"><li>-The three witches are evenly spaced according to the rule of thirds, with one witch on each third.</li><li>-The witches look about the same height and age.</li><li>-They look alike. They all have long/medium length red hair.</li><li>-Two are wearing hats; they all look like they are in school uniforms.</li><li>-They are all wearing backpacks, but the middle one's backpack is barely visible. ✓</li></ul> <p>Effect/Explain: ✓ Lack of Conflict: ✓</p> <ul style="list-style-type: none"><li>-The fact that they are spaced evenly shows that loyalty to each other and that they will stick together to accomplish their goals.</li><li>-They look very similar, so I'm guessing that they are sisters (the "Weird Sisters" in the play).</li><li>-It feels as if there is a lack of conflict because the witches have a close bond. They are united as one, and they work together in a harmonious way.</li><li>-If the composition and arrangement was different, it may appear as if there is a conflict between the witches. ✓</li></ul>	<p>Device 2: Foreground/Background ✓</p> <ul style="list-style-type: none"><li>-The background is not distracting, yet it adds to the mood.</li><li>-The background is not the focus. It is misty and distant.</li><li>-There is a fence in the foreground, directly in front of the witches.</li><li>-There are many pillars in both the foreground and the background.</li><li>-There are various bits of greenery scattered around.</li></ul> <p>Effect/Explain: ✓ Mood: ✓</p> <ul style="list-style-type: none"><li>-The background is very foggy, drawing the attention towards the witches. It adds to the sinister and ominous mood. There could be anything in the background, but we'll never know because the witches are the focus.</li><li>-The foreground with the black fence adds to the mood of evil passed off by the witches. The color black generally represents evil, death, power, and things of the sort. ✓</li></ul>
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<p>Device 3: Lighting ✓</p> <ul style="list-style-type: none"> <li>-The light appears to be coming from the left and the back.</li> <li>-There is no light shining on the front of the witches.</li> <li>-The light can be seen reflected by their hair.</li> <li>-The background has some light, but it is difficult to see with all of the fog in the way.</li> <li>-There is very little light in the front of the frame.</li> </ul> <p>Effect/Explain: ✓ Theme:</p> <ul style="list-style-type: none"> <li>-The lighting adds to the theme of "The Nature of Evil," shown on the given handout. There is no light on the weird sisters, so it shows the true evil that resides within them.</li> <li>-The light in the back may represent the past, and how everything was bright for Macbeth, until the witches turned up, and the lighting became dark. ✓</li> </ul>	<p>Device 4: Camera Angle ✓</p> <ul style="list-style-type: none"> <li>-The camera is directly behind the fence.</li> <li>-The witches are all facing different ways, but the middle one faces the camera.</li> <li>-The camera angle has the sisters block the background, for the most part, to show the emphasis on the characters, not the background.</li> <li>-The camera has all three witches almost perfectly centered in the middle of the frame. ✓</li> </ul> <p>Effect/Explain: Mood:</p> <ul style="list-style-type: none"> <li>-Because the camera is facing the witches, and the witches are blocking the background, it represents that the light is being blocked, which adds to the mood of fear and darkness.</li> <li>-The camera angle faces the witches in an unnaturally perfect place, so it represents that this was a planned event. ✓</li> </ul>
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## ***Through Another Lens: 8th Grade Visual Literacy Unit*** **Shot Analysis Rubric**

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