

## Romeo and Juliet: 7th Grade Visual Literacy Unit Frame Analysis

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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: Camera Angle</p> <ul style="list-style-type: none"> <li>• High camera angle (up to down).</li> <li>• Makes Romeo seem smaller.</li> <li>• Taken from Juliet's point of view.</li> </ul> <p>Effect: It reinforces the <u>theme</u>, which is that forbidden love is present between Romeo and Juliet. The camera angle makes it seem as if they are further apart.</p>  | <p>Device 2: Symbolism</p> <ul style="list-style-type: none"> <li>• Romeo wearing knight costume.</li> <li>• Lots of activity in background.</li> </ul> <p>Effect: This reinforces the <u>theme</u> once again, as Romeo's costume signifies that he is brave and courageous: willing to do anything to get Juliet. Also, it symbolizes that he is the "hero", or protagonist, of the plot. The high level of activity in the background represents that there is a lot of things going on in their families (the feud).</p> |
| <p>Device 3: Color/tone</p> <ul style="list-style-type: none"> <li>• Vibrant colors throughout frame (flowers, costumes, statue).</li> </ul> <p>Effect: The color and tone reinforces the <u>mood</u> in this particular scene, where the mood of the ball is quite happy and joyous. It supports the fact that this is a scene of "first love", with a prominence of red (as shown on various costumes and the red carpet) to show burning love.</p> | <p>Device 4: Lighting</p> <ul style="list-style-type: none"> <li>• Bright light shining on Romeo's face.</li> <li>• The light appears yellow and warm.</li> </ul> <p>Effect: The light reinforces the <u>mood</u> as well, with the beam of light focusing on Romeo's face distinguishing him from the rest of the crowd. Also, the light emphasizes Romeo, as he is the central focus of the theme.</p>   |

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

Baz Luhrmann, the director of the film "Romeo and Juliet" utilized visual devices camera angle, symbolism, lighting, and color/tone in this frame to reinforce both the theme and the mood. The camera angle of this scene emphasizes the theme in this particular frame that Romeo and Juliet have forbidden love between them. This camera angle utilizes a high point of view, making them seem further apart. Symbolism was also present in this frame, as it reinforces the theme. Romeo's costume signifies that he is brave and courageous; willing to win love with Juliet. Also, it symbolizes that he is the "hero" of the storyline. The high level of activity in the background represents that there is a lot of things going on in their families (the feud). Another visual device was color and tone, reinforcing the mood of happiness and love by using vibrant colors. Red was a dominant color in this, as shown in various costumes and the red carpet. Finally, the lighting shows that Romeo is the "central focus" of the story, as the light shines on his face. This reinforces the mood, as Romeo's face is distinguished from the crowd by the light. The use of different types of visual devices enforce the theme of "Romeo and Juliet."

| <b>VISUAL LITERACY STANDAR D</b> | <b>Getting Started</b>  | <b>Approaching Standard</b>   | <b>Meeting Standard</b>   | <b>Exceeding Standard</b>  |
|----------------------------------|---|---|---|--|
|                                  | <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.<br/>Examples include:</p> <ul style="list-style-type: none"> <li>Analyses visual media more deeply or with greater sophistication, and creativity</li> </ul> |

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

|                         | <b>GS</b> | <b>AS</b> | <b>MS</b> | <b>ES</b> |
|-------------------------|-----------|-----------|-----------|-----------|
| <b>IDEAS</b>            |           |           | ✓         |           |
| <b>ORGANIZATION</b>     |           |           | ✓         |           |
| <b>VOICE</b>            |           |           | ✓         |           |
| <b>WORD CHOICE</b>      |           |           | ✓         |           |
| <b>SENTENCE FLUENCY</b> |           |           | ✓         |           |
| <b>CONVENTIONS</b>      |           |           | ✓         |           |

**6 Traits Writing Checklist**