

FILM ANALYSIS

PART TWO: Film Review (Step 1 and Step 2) 100 points total

DUE DATE: _____

STEP 1: Pick a second film that you will write a film review for and submit to the assigned CANVAS assignment that will undergo a plagiarism check. All parts of this film review must be 100% your own authentic ideas. You are **not critiquing the same film as you completed for Part 1** of the semester homework. The film can be any film with whatever rating you feel comfortable with, but cannot be an animation film (due to different technical requirements with animation filming). You will write an informal review of the film that is **1 typed single space page or longer**. You may break your writing up into small paragraphs and reflect informally. Please answer **six of the following 10** questions. **A minimum of TWO of your questions you answer must be questions 7-10. Please highlight your responses to any questions 7-10.** CLEARLY INCLUDE THE TITLE FOR THE FILM YOU ARE REVIEWING FOR PART 2.

Film Review Questions

1. Have you somewhere clearly indicated your judgment of the film's quality? What is your overall impression? Rate it, 1-10 (10 being *spectacular!*). Why? Be specific about scenes or value criteria that helped in your rating decision.
2. Provide a brief plot synopsis?
3. What is the message (moral: lesson the viewer learns) or theme (reoccurring idea [noun])? Was it clearly communicated or not? Be specific about where the theme or moral occurs in the film.
4. What is the meaning behind the title of the film? Is it expressing a main idea, unique phrase, or author/director's opinion on the topic? Is the title effective. How does each level apply to the film as a whole?
5. How was the acting/casting of characters in the film? Which characters were most effective with pathos (appeal to the viewer's emotion)? Was the look of the film appealing? Were there special effects?
6. How was the music? Sound? How did these contribute to the mood? Be specific about portions of the film with the sound was particularly effective or ineffective. You could discuss what you would do differently if you were the director.
7. What typical film tropes (genre expectations) do you see in the film? If you don't see many, explain how the film breaks with typical character/plot/setting/concepts. Ex: If it is a dystopia, how does it conform to the viewer's expectations or break away from the typical dystopia.
8. What is the most important sequence, moment, or scene? How does the use of camera, lighting, camera angles, editing, dialogue, and/or acting make the scene memorable?
9. What images or scenes were prominent in the film? How did the director draw the audience's attention to them?
10. Pick one of the following elements of Mise-en-scène to analyze with your second film for Part 2: Settings & Props, Costume, Hair, & Makeup, Lighting & Colour, or Space & Composition. Be specific of where you see the selected element and the effect that it has on the viewer.

STEP 2: You will consider the style of this film and speak to the unique elements you notice about the director's/actor's/writer's approach with acting/characterization. Focus on 1-3 actors in particular and evaluate their performance and/or the writer's/director's decisions on how the character was characterized. To help with this, remember our study of characterization with *Romeo and Juliet*. Each of your character analysis **paragraphs should be no less than 2 paragraphs (10 sentences minimum).**

Speech: What does the actor say or how are things said to help you infer who the character is?

Thoughts: What does the author think that is shown through things that are said, internal monologue/soliloquy, written formats, or narrative reveal that helps the viewer know the character's feelings or thoughts? Once you determine his/her thoughts, analyze what they reveal about him/her.

Effect on Others: How do others act or react to the character? How does the character make others feel or respond to situations? Based on how others act, what does this reveal about who the character is?

Actions: What does the character say or do and what does this reveal about him or her?

Looks: How has the director chosen to represent the physical aspects of the character? What are your impressions as the viewer based on how the character looks?

PART TWO RUBRIC

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge -Is able to identify and accurately describe film conventions and elements in the film	-Shows a limited knowledge of film conventions and elements in the film	-Shows some knowledge of film conventions and elements in the film	-Shows a good knowledge of film conventions and elements in the film	-Shows a thorough knowledge of film conventions and elements in the film
Thinking -Gathers evidence from the film to use as examples in order to enrich their reflection -Is specific about character development choices and viewer reception.	-Gathers information, provides descriptions, and explanations, provides detailed responses with limited effectiveness -Minimal or missing character development analysis and/or viewer reception. No specific examples included.	-Gathers information, provides descriptions and explanations, provides detailed responses with some effectiveness -Discusses character development choices and/or viewer reception, but lacks specific analysis.	-Gathers information, provides descriptions and explanations, provides detailed responses with considerable effectiveness -Is specific about character development choices. Examples included	-Gathers information, provides descriptions and explanations, provides detailed responses with a high degree of effectiveness -Is specific about character development choices and viewer reception. Examples included
Communication -Thoughtful written analysis of the film -Detailed responses that expertly include film studies terminology	-Thoughtful and detailed reflection is written with limited effectiveness -Uses course vocabulary with limited effectiveness	- Thoughtful and detailed reflection is written with some effectiveness -Uses course vocabulary with some effectiveness	- Thoughtful and detailed reflection is written with considerable effectiveness -Uses course vocabulary with considerable effectiveness	- Thoughtful and detailed reflection is written with a high degree of effectiveness -Uses course vocabulary with a high degree of effectiveness
Application -Draws on familiar and unfamiliar film styles to analyse the film and provide a solid comparison -Thoughtful evaluation of filmmaking choices	-Uses familiar and unfamiliar film concepts to provide an evaluation of the effectiveness of film strategies and comparison of film styles with limited effectiveness	- Uses familiar and unfamiliar film concepts to provide an evaluation of the effectiveness of film strategies and comparison of film styles with some effectiveness	- Uses familiar and unfamiliar film concepts to provide an evaluation of the effectiveness of film strategies and comparison of film styles with considerable effectiveness	- Uses familiar and unfamiliar film concepts to provide an evaluation of the effectiveness of film strategies and comparison of film styles with a high degree of effectiveness

Comments: