|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mise-en-scène Evaluation Prewriting (1979 Film)**   |  |  | | --- | --- | | **List** details of the frame, lighting, and elements of performance that appear most significant. | Evaluate the elements of mise-en-scène and **list** the intended effect s of these elements on the audience in this sequence. | |  |  |   **Editing Evaluation Prewriting (1979 Film)**   |  |  | | --- | --- | | Describe the general editing style of the sequence and **list** the sequence of shots to the best of your ability. | Evaluate the editing choices and **list** the intended effects of the arrangement of shots on the audience in this sequence. | |  |  | |
| **Mise-en-scène Evaluation Prewriting (1930 Film)**   |  |  | | --- | --- | | **List** details of the frame, lighting, and elements of performance that appear most significant. | Evaluate the elements of mise-en-scène and **list** the intended effect s of these elements on the audience in this sequence. | |  |  |   **Editing Evaluation Prewriting (1930 Film)**   |  |  | | --- | --- | | Describe the general editing style of the sequence and **list** the sequence of shots to the best of your ability. | Evaluate the editing choices and **list** the intended effects of the arrangement of shots on the audience in this sequence. | |  |  | |

**Evaluative Paragraph**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | | | | | Date: | | Period: | |
| **Directions:** | Write your hand-written ACE paragraph response (skip lines) in the space below. Attach an additional page if absolutely necessary. | | | | | | | |
| **Prompt:** | **Using your prewriting, consider the following question: Which sequence presents the most compelling conclusion?** Write a detailed appraisal of the techniques you observed along with an appraisal of the desired effect(s) of those choices. As a part of your evaluation of the sequence you’ve elected to defend, you are encouraged to compare and contrast the functionality of the weaker sequence with what you believe to be the superior conclusion. | | | | | | | |
| 9-8 Superb to Excellent  **100-95** to **94-90** points | | 7-6 Excellent to Good  **89-86** to **85- 80** points | 5 Good to Adequate  **79-76** to **75-70** points | 4-3 Developing to Developing/ Weak  **69- 66 to 65-60** points | | 2-1 Poor  **59** or fewer points | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |
|  | | | | | | | | |