

**The Stages of a Critical Analysis**  
**ENG 4C - English**

There are 5 stages to a Critical Analysis:

- 1. Initial Reaction**
- 2. Identification**
- 3. Analysis**
- 4. Interpretation**
- 5. Evaluation**

In point form, use the following chart to critically analyze a series or work of art. Be certain to complete all components and do not leave any spaces empty.

Title of Work: \_\_\_\_\_ Name of Artist(s): \_\_\_\_\_

<b>Stage of Critical Analysis</b>	<b>Comments</b>
<p><b>Initial Reaction</b> Briefly describe anything that comes to mind when you first see the work(s). Do not edit your comments or be concerned if they are right or wrong – just be honest.</p>	
<p><b>Identification</b> Describe the artwork(s) as you would to someone who is unable to see the work(s) being described. Try to create an inventory of the <i>elements</i> of design used in the work(s).</p>	
<p><b>Analysis</b> Identify the key <i>principles</i> of design that are used to organize the work(s). Create a textual map that describes the path followed by the viewer's eye when looking at the work(s).</p>	
<p><b>Interpretation</b> Outline what you believe the artist(s) was trying to accomplish when they created this work(s). Provide reasoning and examples for your comments directly from the work(s).</p>	
<p><b>Evaluation</b> Using the information from the first 4 stages, do you believe the work(s) is successful? How effective have the elements and principles been used? Has the artist(s) and the work(s) clearly communicated their intent?</p>	

**The Stages of a Critical Analysis  
Prompting Questions  
ENG 4C - English**

There are 5 stages to a Critical Analysis:

- 1. Initial Reaction**
- 2. Identification**
- 3. Analysis**
- 4. Interpretation**
- 5. Evaluation**

In point form, use the following chart to critically analyze an animation/film. Be certain to complete all components and do not leave any spaces empty.

Title of Work: \_\_\_\_\_ Name of Artist(s): \_\_\_\_\_

<b>Stage of Critical Analysis</b>	<b>Comments</b>
<p><b>Initial Reaction</b> Briefly describe anything that comes to mind when you first see the animation/film. Do not edit your comments or be concerned if they are right or wrong – just be honest.</p> <ul style="list-style-type: none"> <li>• <i>What am I looking at?</i></li> <li>• <i>Where is this piece located? (Online, television, movie theater, iPod, cell phone, etc.)</i></li> <li>• <i>What do I see? (Literally- what do actually see in the animation/film)</i></li> <li>• <i>What is it? (What type of animation/film? Stop-motion, traditional animation, CG, motion capture, combination, live action, roto-scoping, etc.)</i></li> <li>• <i>Is there any emotional response? (How does the animation/film make you feel after watching the entire work?)</i></li> <li>• <i>Does this work remind me of another work or something else in my life? What other (if any) animations/films are similar to this one? Have I seen this before?</i></li> </ul>	
<p><b>Identification</b> Describe the animation/film as you would to someone who is unable to see the movie being described. Try to create an inventory of the <i>elements</i> of design used in the work.</p> <ul style="list-style-type: none"> <li>• <i>What am I looking at? (Focusing on the elements of</i></li> </ul>	

<p><i>design)</i></p> <ul style="list-style-type: none"> <li>• <i>What do see and how is it created?</i></li> <li>• <i>Is there any biographical/historical information I can use? (Name of director(s), producers, studio, actors, cinematographer, etc. using other resources like the Internet Movie Database - imdb.com)</i></li> </ul>	
<p><b>Analysis</b>  Identify the key <i>principles</i> of design that are used to organize the animation/film.  Create a textual map that describes the path followed by the viewer's eye when looking at the work(s).</p> <ul style="list-style-type: none"> <li>• <i>What am I looking at and what do I see? (Using "film language/vocabulary" – focusing on the principles of design)</i></li> </ul>	
<p><b>Interpretation</b>  Outline what you believe the movie maker was trying to accomplish when they created this work.  Provide reasoning and examples for your comments directly from the movie.</p> <ul style="list-style-type: none"> <li>• <i>What do I see? (Virtually – from a "artistic" point of view)</i></li> <li>• <i>What do I see? (Virtually – from a personal point of view)</i></li> <li>• <i>Does this work have any purpose or meaning for society in general and/or me?</i></li> <li>• <i>Does this work have relevance today as it did when it was created? (Historical context)</i></li> <li>• <i>Does my interpretation vary from that of others? Explain the possibilities of why various people will various responses to the same movie.</i></li> </ul>	
<p><b>Evaluation</b>  Using the information from the first 4 stages, do you believe the movie is successful?  How effective have the elements and principles been used?  Has the film-maker and the film clearly communicated their intent?</p> <ul style="list-style-type: none"> <li>• <i>Is this work successful? (Specifically to film/movies)</i></li> <li>• <i>Is this work successful? (Personal comment – your</i></li> </ul>	

*own personal insight and opinion)*

Evaluations should have two components. The first is an Evaluation that is entirely based in the first four stages of the process. The second Evaluation may come from a more personal perspective (which may or may not be derived from the previous stages).

*This sort of Evaluation will typically be better suited to a lengthy and thoughtful paragraph/sentence and not a point form list.*

<p style="text-align: center;"><b>Formal Written Critique - Possible Extension Assignment</b> <b>ENG 4C - English</b></p>
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**The Stages of Critical Analysis**

- **INITIAL REACTION**
- **IDENTIFICATION**
- **ANALYSIS**
- **INTERPRETATION**
- **EVALUATION**

Using these stages of Critical Analysis, you will write a 6 paragraph essay. Your first paragraph will be an introduction to the movie you have viewed. It will briefly describe the “biographical” information for the movie (who made it, what studio, what actors, etc.). The following 5 paragraphs will follow the stages:

**Paragraph One: Introduction** who and where (biographical mentioned above)

**Paragraph Two: Initial Reaction** spontaneous verbalization by the listener as he or she comes into contact with the work.

**Paragraph Three: Identification** a description of techniques, styles, methods, tools, etc., utilized by the composer in the production of the work.

**Paragraph Four: Analysis** a descriptive enumeration of the aesthetic principles used by the composer in the work; what is it that they are trying to accomplish in the work.

**Paragraph Five: Interpretation** an explanation of the symbolic value of the elements and principles used by the composer; what is it about.

**Paragraph Six: Evaluation** an evaluation of the pertinence of the work within a historical, political, etc., context and lastly, your own personal tastes.

**Formal Written Critique Essay Rubric  
ENG 4C - English**

<b>Category</b>	<b>O/R</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>KNOWLEDGE / UNDERSTANDING</b>		<ul style="list-style-type: none"> <li>- includes limited information from movie</li> <li>-demonstrates limited knowledge of essay writing (as described in assignment)</li> </ul>	<ul style="list-style-type: none"> <li>- includes some information from movie</li> <li>-demonstrates some knowledge of essay writing (as described in assignment)</li> </ul>	<ul style="list-style-type: none"> <li>- includes sufficient information from movie</li> <li>-demonstrates solid knowledge of essay writing (as described in assignment)</li> </ul>	<ul style="list-style-type: none"> <li>- includes thorough information from movie</li> <li>-demonstrates a thorough knowledge of essay writing (as described in assignment)</li> </ul>
<b>THINKING / INQUIRY</b>		<ul style="list-style-type: none"> <li>- contains few observations, little analysis</li> <li>-has difficulty making comparisons between ideas, concepts or themes</li> </ul>	<ul style="list-style-type: none"> <li>- contains some observations, some analysis</li> <li>-compares in simple ways ideas, concepts, or themes</li> </ul>	<ul style="list-style-type: none"> <li>- contains accurate observations, sufficient analysis</li> <li>-adequately compares ideas, concepts, or themes</li> </ul>	<ul style="list-style-type: none"> <li>- contains many accurate observations, thorough analysis</li> <li>-compares in sophisticated ways ideas, concepts, or themes</li> </ul>
<b>COMMUNICATION</b>		<ul style="list-style-type: none"> <li>-overall organization is limited</li> <li>-frequent lapses in logic of argument</li> <li>-use of language conventions is limited</li> </ul>	<ul style="list-style-type: none"> <li>-overall organization is inconsistent</li> <li>-some lapses in logic argument</li> <li>-use of language convention is inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>-overall organization is effective</li> <li>-logic of argument is inconsistent</li> <li>-use of language conventions is accurate and effective</li> </ul>	<ul style="list-style-type: none"> <li>-overall organization is sophisticated</li> <li>-logic of argument is consistent and sophisticated</li> <li>-use of language conventions is accurate, effective and virtually error-free</li> </ul>
<b>APPLICATION</b>		<ul style="list-style-type: none"> <li>-makes connections between topic and current social issues with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>-makes connections between topic and current social issues with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>-makes connections between topic and current social issues with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>-makes connections between topic and current social issues with a high degree of effectiveness</li> </ul>

<p style="text-align: center;"><b>The Stages of the Creative Process - Stages of Critical Analysis</b> <b>ENG 4C- English</b></p>
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### **The Stages of the Creative Process**

Research into the creative process has come up with many theories.

Use these ideas as a starting place in creating your own series of stages.

- 1. Exploration**
- 2. Experimentation**
- 3. Production**
- 4. Evaluation**

### **Creative Process**

- 1. Exploration – demonstrate the ability to initiate an idea**
- 2. Experimentation – multiple attempts and revisions of original concept(s)**
- 3. Production – actual “building” of product**
- 4. Evaluation – the implementation of the stages of a Critical Analysis**

*Note: the stages of this process are continuous and stages can be revisited multiple times.*

### **Stages of Critical Analysis**

Research on critical analysis has come up with many theories. Use these ideas as a starting place for creating your own stages.

- 1. Initial Reaction**
- 2. Identification**
- 3. Analysis**
- 4. Interpretation**
- 5. Evaluation**

### **Critical Analysis**

- 1. Initial reaction: spontaneous verbalization by the listener as he or she comes into contact with the work.**
- 2. Identification: a list of the elements utilized by the composer in the production of the work.**
- 3. Analysis: a descriptive enumeration of the aesthetic principles used by the composer in the work.**

- 4. Interpretation: an explanation of the symbolic value of the elements and principles used by the composer.**
- 5. Evaluation: an evaluation of the pertinence of the work within a historical, political, etc., context.**



<p style="text-align: center;"><b>Film Analysis Guidelines</b> <b>ENG 4C - English</b></p>
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### **Guide to Critical Assessment of Film**

By reviewing the included questions, you should better be able to choose an appropriate film for your critical evaluation essay. Remember, that it will likely be necessary to view the film more than once in order to gain a sophisticated understanding that goes beyond the basic plot. Many of these questions will be needed to complete your Critical Analysis Chart for the film.

#### **BACKGROUND**

Indicate who was the writer(s) and director of the film?

Was this film adapted from any other work?

In what year was the film made?

#### **STRUCTURE / FORM**

Does the title have any significant meaning in relation to the film? Explain.

Do the opening credits serve a specific purpose in relation to the film?

What is the significance of the opening of the film?

Are there any concepts or content that are repeated throughout the film? What is the purpose of this repetition?

What are the most important sequences in the film? Explain.

Describe how sound and music are used to create feelings or sensations in the film.

Describe how the use of colour and brightness affect the mood of the film in various scenes.

Describe how the use of camera angles and perspectives relate to the meaning of the film or specific scenes.

Describe how the director uses cuts (or patterns of cuts) to affect the mood or message of the film.

Describe the scene that is the film's climax and how it addresses the central issue of the film.

Are any issues left unresolved in the film? How does this affect the meaning of the film?

## **THEME**

What is the connection between your topic and this film?

Describe the point of view of the film on your topic.

Are there any aspects of Theme that are left ambiguous at the end? Why?

How does this film relate to any other "texts" you have analyzed on your topic?

*Source: Many of the questions above are taken or adapted from Timothy Corrigan's A Short Guide to Writing About Film and David Bordwell and Kristin Thompson's Film Art: An Introduction (5th ed.) and Kurt Weiler of New Trier High School in Illinois.*

**Film Criticism Rubric (Chart Rubric)**  
**ENG 4C – English**

Title of Film: \_\_\_\_\_ Name: \_\_\_\_\_

<b>Expectation</b>	<b>O/R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Knowledge and Understanding</b>					
Read and demonstrate an understanding of media					
<b>Thinking</b>					
Analyze elements of style in a film, focusing on how the elements contribute to clear and effective communication (associated with meaning)					
<b>Communication</b>					
Use a range of organizational structures and patterns to produce unified and effective written work (uses class notes and template provided)					
<b>Application</b>					
Analyze relationships among media forms, representations, audiences, and industry practices to explain how a variety of media works communicate messages (to self and community – with a clear division between the difference)					

Comments:

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**Film Vocabulary and Key Terms**  
**ENG 4C - English**

**Tilt:** The moving up and down action of the camera while it is attached to a stationary tripod.

**Rack Focus:** A camera shot that first focuses on a subject and moves out of focus to focus on another subject, usually at a shorter or longer distance from the first subject

**Pan:** The moving from side to side of the camera while it is attached to a stationary tripod. Eg left to right

**Pedestal;** The moving up or down action of the actually camera while it is attached to a stationary tripod. Eg the pedestal bar of the tripod actually moves up or down while attached to the camera.

**Tracking:** The moving up and down action of the tripod while the camera is attached.

**Continuity** - The seamlessness of detail from one shot to another within a scene.

**Cut:** The cutting apart of 2 shots at the frame-line, or the point where the shots have been cut apart.

**Cutaway** - A shot, usually a close-up of some detail, or landscape, that is used break up a matching action sequence, and is often very helpful in editing to rescue you from an impossible break in continuity or coverage.

**Depth of Field** - While a lens focuses on a single plane of depth, there is usually an additional area in focus behind and in front of that plane. This is depth of field.

**Dissolve** - A transition between two shots, where one shot fades away and simultaneously another shot fades in.

**Edit:** The cutting and arranging of shots.

**Eye Line** - Eye line is the direction an actor should look off-screen to match a reverse angle or a P.O.V. shot.

**Fade** - A transition from a shot to black where the image gradually becomes darker is a Fade Out; or from black where the image gradually becomes brighter is a Fade In.

**Foley** - The recording of custom sound effects during post-production in the same way that dialogue is dubbed.

**Handheld** - Shooting without a tripod, but with the camera held by the cameraperson

**Head Room** - The space between the top of a subject's head and the top of the frame.

**P.O.V. Shot** - Point of View Shot. A shot from the perspective of one of the characters, as if the audience were seeing the scene from their eyes.

**Pan** - A horizontal camera move on an axis, from right to left or left to right.

**Tilt** - A vertical camera move on an axis, up or down.

**Underexposure** - Filming a scene with less light than the emulsion of the film needs for a correct exposure. The image will be too dark.