Deep Viewing Presentation



Outline sheet: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rehearsal date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We have practiced Deep Viewing on a number of occasions, now it is your turn to lead the class in a Deep Viewing of a clip of your choice! You may work with one partner or alone.

Part One - Written

Choose a 2-3 minute clip of a film, television show or advertisement that lends itself well to Deep Viewing. Choose three categories of deep viewing and synthesize them to arrive at a theme/composition, using the outline.

Part Two – Oral Presentation

1. You will now lead the class in a deep viewing of your chosen clip. First, give the class a summary of the film or show so they understand what is happening in the clip -- use the somebody wanted, but, so formula.
2. Show the clip once for enjoyment. Create a hypothesis about the director’s message.
3. Show the clip a second time and gather deep viewing data. Assign different categories to your classmates and ask them to record their observations.
4. After the clip, ask individuals to share their findings and use synthesis to confirm or improve on your hypothesis.

Name:

On time/ Late

Please work on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| --- | --- | --- | --- | --- | --- |
|  | 0-49 | 50-59 | 60-69 | 70-79 | 80-100 |
| **Knowledge of content:**  Symbols, sound, camera angles, and lyrics | Errors made when making reference to content. Insufficient information provided. | Demonstrates limited knowledge of content. | Demonstrates some knowledge of content. | Demonstrates considerable knowledge of content. | Demonstrates thorough knowledge of content. |
| **Inquiry/ Thinking**  Organization. Use of process and the Deep Viewing Sheet. | Missing many process steps and/or lack of organization. | Uses processing and organization skills with a limited degree of effectiveness. | Uses processing and organization skills with some degree of effectiveness. | Uses processing and organization skills with a considerable degree of effectiveness. | Uses processing and organization skills with a high degree of effectiveness. |
| **Communication**  Eye contact, proper pacing, tone, volume. Confident body language. Classroom management. Joy. | Overall oral communication interferes with the presentation. | Overall oral communication effective. | Overall oral communication is somewhat effective. | Overall oral communication is considerably effective. | Overall oral communication is highly effective. |
| **Application**  Insightful planned theme on Deep Viewing Sheet, well supported with relevant evidence. | Composition/  theme are neither creative nor clear. | Composition/  theme are rarely creative and clear. | Composition/  theme somewhat creative and clear. | Composition/  theme considerably creative and clear. | Composition/  theme is highly creative and clear. |

Final Mark: