



# Methoden zur Filmanalyse

Stand 01/21

method	tasks and questions
silent viewing / vision on – sound off	<ul style="list-style-type: none"> <li>➤ What's happening here? Why do you think he / she looks happy / sad?</li> <li>➤ What is being said? What do you think A says to B?</li> <li>➤ Which sounds can be heard?</li> <li>➤ Comment on the scene</li> <li>➤ Find the subtext (intonation, tone of voice, timing, facial expressions, gestures, eye contact, posture)</li> <li>➤ Write a screen play / dialogue (compare with the original)</li> <li>➤ Put the given dialogue in the right order</li> </ul>
sound only / sound on – vision off	<ul style="list-style-type: none"> <li>➤ Make predictions about the setting, the situation, the characters and the action</li> <li>➤ Draw a picture of what you expect to see on the screen</li> </ul>
fast forward / rewind	<ul style="list-style-type: none"> <li>➤ Describe what is happening here (summary of a scene)</li> </ul>
slow motion	<ul style="list-style-type: none"> <li>➤ Analyse the character constellations, camera angles, facial expressions, lighting, ...</li> </ul>
“we could do better than that”	<ul style="list-style-type: none"> <li>➤ A-groups watch a scene then they instruct the B-groups to act the scene</li> </ul>
sound and vision on / normal viewing	<ul style="list-style-type: none"> <li>➤ <i>description</i> <ul style="list-style-type: none"> <li>- Answer this list of comprehension questions</li> <li>- Describe the action from the point of view of one of the characters on the screen</li> <li>- Produce an oral or written summary</li> </ul> </li> <li>➤ Study the transcript and practise acting it out (before viewing)</li> <li>➤ Complete the timeline (pause after each event)</li> <li>➤ <i>subtext</i> = hidden meaning expressed by intonation, tone of voice, timing, facial expressions, gesture, eye contact, posture → Read between the lines and find the subtext (What is really happening between the people?)</li> <li>➤ <i>reading their minds</i> Do they really mean what they say? What may they think?</li> <li>➤ <i>understanding their feelings</i> How do they feel? Are you on his or her side?</li> <li>➤ <i>“blow up” minor scenes</i> What else could they say? (telephone calls)</li> <li>➤ <i>creative writing</i> letter / diary entry / interior monologue / news report / eyewitness report / interview with actor or producer</li> <li>➤ <i>reviewing</i> Take notes and be able to appraise or criticize the scene or the video</li> </ul>
speculation / prediction	<ul style="list-style-type: none"> <li>➤ <i>predictive viewing</i> Look at the freeze-frames and predict the plot</li> <li>➤ <i>interacting with partial information</i> Predict the development of the film, include the information you have about the setting, the time and the characters</li> <li>➤ <i>going beyond the limits</i> Watch the scene, then predict what happens before and after the scene</li> <li>➤ <i>active pause</i> stop the film: How does it go on?</li> <li>➤ <i>fill in the gap</i> Imagine what happens between these two scenes</li> <li>➤ <i>predict the opening scene</i> Show the students the video cover or the poster to make predictions about</li> </ul>

	setting, characters, key events, dialogue ➤ <i>the story after the story</i> Continue the ending of the film ➤ <i>information gap exercise</i> Group A knows about the characters, B about the sounds, C about the plot → Reconstruct the scene
freeze-frames	➤ Guess what has happened or predict what is going to happen ➤ Describe the facial expressions, find the subtext ➤ Speech bubble made of cardboard held next to the screen - What's A going to say? What might B think? - Suggest the thoughts and feelings of the characters ➤ Create a script based on the freeze-frame picture
spilt viewing	➤ A-partners are the 'viewers' and B-partners are the 'listeners', both reconstruct the scene together ➤ The class is divided into two groups: the 'A-viewers' watch a scene and then the video is turned around and the 'B-viewers' watch another scene ➤ All 'viewers' and all 'listeners' try to reconstruct the scene ➤ 'listeners' ask 'viewers' and then try to reconstruct the scene
"lend me your eyes"	➤ 'viewers' sit opposite to another student and describe to their partner who can't see the screen what he or she can see (with or without sounds) → partners try to reconstruct the scene
jumbled sequence	➤ Show the beginning and the end of a sequence and ask students to guess what happens in the middle ➤ Show a number of sequences and ask students to order them
film scripts	➤ Give a film script to the students: discuss layout and scriptwriting conventions ➤ Create a film script (scene, plot, dialogues, sounds, camera)
light /sounds	➤ Explain the effect light and sounds have on the mood
"memory game"	➤ Watch the scene and then write down as many visual details as possible ➤ Variation: team trivia quiz → students write down questions about visual details
creating film-related materials	➤ Create a storyboard ➤ Write a film script ➤ Write a film review
role plays	➤ Re-enact what you have just witnessed on the screen ➤ Act a press conference with reporters and actors ➤ Do an interview with one actor
character sketch	➤ Students choose a character from a short story and write a character sketch (physical appearance, actions, interactions with others, motivation, ...)
book to film	➤ Read a passage, picture the setting and the characters in your mind - create a film script - watch the film, think about the differences and similarities between the two versions, which did you like better?
film dice	➤ each number of the dice is connected to the beginning of a sentence ( <i>I like ..., I dislike..., I did not understand ..., It surprised me ..., The best thing ..., The strangest thing ...</i> ) to comment on the film

#### Questions:

- Who are the characters? What do they look like? Appearance? Clothes?
- What is the relationship between A and B?
- Describe the setting of the scene.
- What does A tell B (before / after x happens in this scene)?
- What differences do you notice between the film and the text?
- What does A think / feel when ...? (gestures, mimic, body language)
- Which techniques are used to create audience empathy?
- What is the function of the scene in the development of the plot?
- What cultural knowledge do you gain from the film?
- Which cultural differences do you notice?