

# Teaching Trailers Primary 2012

**Subject: Visual Literacy / Digital Texts / Narrative Genre: Dark Fantasy**  
**Year 6 Time allocation: 6 hours**

**Week 1:** Put together a presentation using examples to illustrate the 'dark fantasy genre'

**Learning intention:** To use illustrations and sound-bites to demonstrate understanding of the dark fantasy narrative genre

Activities	Resources	Assessment activities / criteria
<p><b>Whole class:</b></p> <ul style="list-style-type: none"> <li>Watch the trailers for <i>Frankenweenie</i>; <i>Hotel Transylvania</i> and <i>ParaNorman</i>. Discuss similarities and differences. Explore different terminologies for the genre of this type of film: e.g. spoof horror; scary; dark fantasy.</li> </ul> <p><b>Groups:</b></p> <ul style="list-style-type: none"> <li>Children to choose 3 key shots / sound-bites from each of the three trailers that demonstrate genre.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>Share examples and discuss why these examples were chosen.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plans – Trailers 3 (<i>Frankenweenie</i>); 4 (<i>Hotel Transylvania</i>) and 7 (<i>ParaNorman</i>)</li> <li>DVD player</li> <li>Screen</li> <li>Whiteboard</li> <li>Paper / Literacy books or folders</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>Identify and discuss the principal features of the dark fantasy genre in children's film.</li> <li>Explain illustrations and sound-bite preferences in terms of the dark fantasy genre.</li> </ul>

**Week 2:** Explore one of the trailers in more detail. Analyse the trailer and use it as a model for planning their own.

**Learning intention:** To analyse and annotate the text to identify the key features of the dark fantasy genre

Activities	Resources	Assessment activities / criteria
<p><b>Whole class:</b></p> <ul style="list-style-type: none"> <li>Focus on the <i>Frankenweenie</i> trailer. Use discussion, role-play and 'Film High Five' activities to explore children's response to the text.</li> <li>Through teacher modelling, then with children in groups, analyse and annotate the text to identify the key features of the genre.</li> </ul> <p><b>Groups:</b></p> <ul style="list-style-type: none"> <li>Consider the structure of the story and make story maps, tension graphs, etc. to interpret the structure in ways that will provide models for subsequent writing and trailer creation.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans – Trailer 3 (<i>Frankenweenie</i>)</li> <li>DVD player</li> <li>Screen</li> <li>Paper / Literacy books or folders</li> <li>Computer suite or viewing facility – one per group</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>Analyse the language and organisational features of the dark fantasy fiction genres.</li> </ul>

**Week 3:** Write a 'trailer treatment' for a dark fantasy genre film

**Learning intention:** To plan, structure, draft, write and improve the treatment for a trailer (i.e. not a trailer script, but a 'pitch' for a dark fantasy film trailer) in no more than 200 words.

Activities	Resources	Assessment activities / criteria
<p><b>Whole class:</b></p> <ul style="list-style-type: none"> <li>Model the 'pitch' structure – no more than 200 words, pithy, punchy and persuasive language to convince the rest of the class that their dark fantasy film trailer idea is better than the others. Drawing from previous lessons; support children in identifying the key elements of their pitch drawing on words, language, sound-bites and imagery identified in previous sessions.</li> </ul> <p><b>Individually:</b></p> <ul style="list-style-type: none"> <li>Allow drafting, writing and improvement (with a response partner or group, or following plenary feedback) of each of the pitches, focusing on engaging language appropriate to the genre.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>Polish and 'publish' the dark fantasy pitch outcomes. Evaluate and self-evaluate the pitches against agreed criteria and with reference to the features of the dark fantasy genre as identified earlier in the unit.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Paper / Literacy books or folders</li> <li>Computer suite or viewing facility – one per group</li> <li>Blogging / Learning platform – possibilities for publishing pitches</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>Write a pitch treatment for a dark fantasy genre film trailer.</li> </ul>