# Teaching Trailers Primary 2012

## Subject: Visual Literacy / Digital Texts / Sequels

## Years 3–6 Time allocation: 3 hours

Week 1: General introduction – the sequel

Learning intention: Discuss texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary

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| Activities | Resources | Assessment activities/criteria |
| **Whole class:*** Introduce the idea that the class will be writing the script for the trailer of a sequel to a film of their choice. Today, we will be exploring trailers to 3 sequels. Watch the following trailers and discuss how much reference is made to the previous films in the series: *Despicable Me 2*; *Diary of a Wimpy Kid: Dog Days*; *Ice Age: Continental Drift*; *Madagascar 3: Europe’s Most Wanted*

**Groups:** Make notes about –* + any interesting words used either in the dialogue on screen, or the in the voice over.
	+ any other film titles mentioned.
	+ any visual references to the previous films (e.g. characters dancing/singing/acting in a particular way.

**Plenary:*** Discuss why previous films are/aren’t mentioned. Explore one of the trailers using the Film High Five model and discuss how important it is to structure your sequel trailer so that it references the other films.
 | * Lesson Plans – Trailers 2 (*Despicable Me 2*); 3 (*Diary of a Wimpy Kid: Dog Days*); 7 (*Ice Age: Continental Drift*) and 8 (*Madagascar 3: Europe’s Most Wanted*)
* DVD player
* Screen
* Whiteboard
* Paper / Literacy books or folders
 | **I can:** * Explain what a sequel is
* Analyse a film trailer, listening out for key words that identify it as a sequel
* Begin to plan my own movie sequel trailer
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Weeks 2–5: Planning the trailer script

Learning intention: Use visual narrative construction skills plan and storyboard a trailer for a sequel

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| Activities | Resources | Assessment activities / criteria |
| **Whole class:*** Explain that children will be working in groups to create a script for a sequel of a chosen film (this could be a film that the whole class has watched, or each group could choose their own film. Split class into groups. Spend some time discussing how to write a script – e.g. with descriptions of action and dialogue/voice over.

**Groups:*** Groups to decide on film; come up with suitable subject matter/narrative for a sequel; then they are to storyboard key shots and sequences that show not only key elements of the story, but also how it is a sequel
 | * Storyboarding/shot list sheets.
* Examples of scripts.
 | **I can:*** Plan and structure a trailer script in the style of other trailers of sequels.
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Weeks 6–9: Editing and rehearsing / filming

Learning intention: Edit and evaluate the trailer script. Rehearse / film the trailer in order to showcase it

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| Activities | Resources | Assessment activities / criteria |
| **Whole class:*** Explain that each group will be given time to edit and evaluate their scripts. The success criteria is:
* to make sure that the movie trailer makes sense and that it is clear that it is a sequel.

**Groups:*** Edit and evaluate their work. Start rehearsing / filming in order to showcase the movie.
 | * Cameras if filming
 | **I can:*** Edit and evaluate the work that I am producing in a group.
* Rehearse and refine a story on screen.
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Week 10: Showcasing

Learning intention: Share and evaluate each other’s work

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| Activities | Resources | Assessment activities / criteria |
| **Whole class / plenary:*** Share films / representations of trailers / pitches / scripts.
* Evaluate what worked and what could be improved.
 | * Digital screen and sound system to showcase films.
 | **I can:*** Evaluate other people’s sequel trailers and suggest improvements of my own.
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