Teaching Trailers Primary 2012

Subject: Visual Literacy / Digital Texts / Persuasive Writing
Years 3–6, Term 6 – Time allocation: 7 hours

Week 1: General introduction – trailers and persuasive techniques
Learning intention: To identify the different types of text that use persuasive techniques

Activities	Resources	Assessment activities/criteria
Whole class: • What is meant by 'persuasive techniques'? Where do we see / hear persuasive language? Why? • What's special / different about persuasive language? • Focus on the film trailer as digital text that uses persuasive language. Watch any of the trailers on the disc. **Groups:** • Make a note of any 'persuasive' words used to attract audiences to see the film at the cinema. What type of words are they? Create your own voiceovers using persuasive language. **Plenary:** • Feedback answers / discussion points	• Lesson plans: any based on trailers from the *Teaching Trailers 2012 – Primary* DVD • Screen • Whiteboard • Paper / Literacy books or folders	**I can:** • Describe what is meant my 'persuasion' • Identify the type of texts that use persuasive technique • Give examples of persuasive language • Talk about a film trailer and describe how it persuades audiences to see movies

Weeks 2 & 3: Compare a live-action movie trailer to a CGI movie trailer and use film language to persuade audiences to come to the cinema

Learning intention: To identify how trailers use film language to 'persuade' audiences to see their film

Activities	Resources	Assessment activities / criteria
Whole class: • Discuss how films tell stories – use the Film Language/Film High Five information available in the Lesson Plans. How does the *Diary of a Wimpy Kid: Dog Days* live-action trailer use colour; light; sound; music; editing and camera to persuade? • How does *Rise of the Guardians* trailer compare? **Groups:** • Half the class to explore *Diary of a Wimpy Kid,* half to explore *Rise of the Guardians.* Use the Lesson Plans for each trailer as prompters. • In pairs, pupils to make notes on how each trailer uses film language to persuade. **Plenary:** • Feedback and discuss effectiveness of each trailer	• Lesson plans: Trailers 3 (*Diary of a Wimpy Kid: Dog Days*) and 10 (*Rise of the Guardians*) • DVD player • Screen • Paper/literacy books or folders • Computer suite or viewing facility – one per group	**I can:** • Explain what is meant by 'film language' • Describe how film language is used in trailers to persuade audiences • Work in groups to examine a trailer in detail and describe how its film language components come together to persuade audiences to see the film at the cinema • Share ideas and listen to others, making constructive comments

Week 4: Explore how animated movie trailers persuade audiences to come to the cinema
Learning intention: To identify how animated movies use colour, character and editing to persuade audiences to see the film

Activities	Resources	Assessment activities / criteria
Whole class: • Referring to the Film Language work carried out in Weeks 2 & 3, discuss the difference between live-action and animation. • Discuss how animated movie trailers may try to persuade audiences differently and why. **Groups:** • One group to examine *Brave*; one to examine *Despicable Me 2*; one to examine *Frankenweenie*; one to explore *Hotel Transylvania*; one to examine *Ice Age: Continental Drift*; one to explore *Madagascar 3: Europe's Most Wanted*; one to examine *ParaNorman* and one to examine *Dr. Seuss' The Lorax* using the Lesson Plans for each trailer as prompters. • In pairs, pupils to make notes on how each trailer uses film language to persuade. **Plenary:** • Feedback and evaluate effectiveness of each trailer.	• Lesson plans: Trailers 1 (*Brave*); 2 (*Despicable Me*); 4 (*Dr. Seuss' The Lorax*); 5 (*Frankenweenie*); 6 (*Hotel Transylvania*); 7 (*Ice Age: Continental Drift*); 8 (*Madagascar 3: Europe's Most Wanted*); 9 (*ParaNorman*). • DVD player • Screen • Paper / Literacy books or folders • Computer or viewing facility – one per group	**I can:** • Explain what is meant by 'film language' • Describe how film language is used in trailers to persuade audiences • Work in groups to examine a trailer in detail and describe how its film language components come together to persuade audiences to see the film at the cinema share ideas and listen to others, making constructive comments

Week 5: Pupils to choose their favourite trailer to examine in detail
Learning intention: To carry out a close analysis activity in order to explain effectiveness of a trailer

Activities	Resources	Assessment activities / criteria
Whole class: • Watch all 10 trailers, explaining that children will work in pairs on their favourite trailer. Each pair will prepare a 1-minute talk to explain to the others why their favourite trailer is the best at persuading audiences. **Groups:** • Pupils to carry out a shot by shot analysis using Film Language grids and the Film High Five prompts to determine how their trailer choice uses persuasive techniques effectively **Plenary:** • Each pair to present their 1-minute pitch on their favourite trailer. Whole class to vote on most effective trailer in terms of persuasiveness	• Trailers on the *Teaching Trailers 2012 – Primary* DVD • Computers– or viewing facility (1 between 2) • Paper/Literacy books or folders	**I can:** • Carry out a shot by shot analysis activity on a trailer, asking and answering 'why?' – why does this shot follow that? Why is it edited in this way etc.? • In pairs, work out how the trailer uses persuasive language (adjectives; alliteration; flattering the viewer; rhyming; imperative verbs; emotive language; repetition) to persuade the audience to see the film • Explain why their trailer choice is more effective than the others