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

Week	Learning intention	Activities	Resources	Assessment activities / criteria
1: General introduction – trailers and persuasive techniques	To identify the different types of text that use persuasive techniques	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 the 'Summer Show Reel (Trailer 9 on the disc). Groups: work on the Summer Show Reel questions found in the Lesson Plans Plenary: feedback answers / discussion points	Lesson Plans – Trailer 9: Summer Show Reel DVD player 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

2 + 3: Examine how live action movie trailers persuade audiences to come to the cinema	To identify how trailers use film language to 'persuade' audiences to see their film	Whole class: discuss how films tell stories – use the Film Language information available in the Lesson Plans. How do the live action trailers use colour; light; sound; music; editing and camera to persuade? Groups: One group to examine Zookeeper; one to examine The Smurfs; one to examine Diary of a Wimpy Kid: Rodrick Rules and one to examine Mr. Popper's Penguins. 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 1 (Zookeeper); 2 (The Smurfs); 3 (Diary of a Wimpy Kid: Rodrick Rules) and 6 (Mr. Popper's Penguins) 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

| 4: Explore how animated movie trailers persuade audiences to come to the cinema | To identify how animated movies use colour, character and editing to persuade audiences to see the film | 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 Cars 2; one to examine Puss in Boots and one to examine Arthur Christmas 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 4 (Cars 2); 5 (Puss in Boots), 7 (Arthur Christmas) and 8 (Kung Fu Panda 2)
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 |

5: Pupils to choose their favourite trailer to examine in detail	To carry out a close analysis activity in order to explain effectiveness of a trailer	Whole class: watch all 8 trailers (not the Summer Show Reel), 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. Pairs: pupils to carry out a shot by shot analysis using their Film Language grids 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 Primary 2011 DVD (except the Summer Show Reel) DVD player Computer suite – 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