# 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

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| 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
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### 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

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| 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
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### 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

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| **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
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### 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

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| **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
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