# 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 |

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. |

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. |

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. |