

PERSUASIVE TEXTS

Lesson context: Watch film trailers (Penguins of Madagascar; Nativity 3 – Dude, Where’s my Donkey?; Shaun the Sheep and Get Santa). Discuss the main features of trailers as persuasive texts. Prepare and present an idea for a film trailer.

Suitable for 9-11 years.

Sequence:

1. Watch range of trailers as persuasive texts.
2. Discuss features of trailers, analysing impact of persuasive devices used to get people to go and see each film title (‘The Film High Five’).
3. Create a list of criteria for persuasive visual texts.
4. Prepare a pitch for a film trailer.
5. Present film trailer pitch – using persuasive writing criteria.

Lesson objective:

Discuss features of persuasive texts, analysing impact of devices used.

Starter:

Watch the Shaun the Sheep teaser trailer. Discuss its effectiveness – does it make you want to see the film? Why? Introduce the idea of the film trailer as a persuasive text.

Introduction/Modelling:

Film trailers use film language to try to persuade people to see the film at the cinema. Still focussing on the Shaun the Sheep trailer, model how to analyse it in terms of Film Language, using the ‘Film High Five’ prompt.

Watch Shaun the Sheep in terms of:

1. The Frame – where is the camera placed to shoot the action? Does the camera move? What can be seen / not seen?
2. Sound / music – the music at the start of the teaser trailer doesn’t match the comedy genre of the film. What effect does this have on the mood as you watch?
3. Colour / light – similarly, the trailer starts off with a dark screen which changes. Why have the trailer makers chosen to do this?
4. Mise-en-scene – this means everything that is on the scene. Look for the ‘funny’ details that show us that this will be a comedy. E.g. the muddy footprints, the underpants!

5. Sequence – watch the trailer again and look for the edits. Is the pace fast or slow? Does the pace change? What effect does this have on how you understand what you are seeing on screen?
6. Is this a good trailer? Does it do what it should do – persuade you to go and see the film at the cinema? Why?

Teaching and learning activity

1. In groups, children will use the Film High Five model to analyse each of the other trailers (Penguins of Madagascar, Nativity 3 – Dude Where's My Donkey and Get Santa) in terms of how they use Film Language to engage audiences and persuade them to see the film. Make notes.
2. Come together as a class and prepare a list of the effective Film Language tools used in trailers to persuade audiences to come to the cinema.
3. In groups again, prepare a plan for a film trailer that will be 'pitched' to the rest of the class. Use any text (novel, film) that has not been already discussed as your subject matter.
4. Present film trailer 'pitches' using persuasive writing criteria: Film High Five, modal language ("you will choose my trailer pitch because...") and powerful verbs.

Differentiation:

At the end of the lesson, all pupils will know that trailers use film language tools to persuade audiences.

Most pupils will understand that trailers play with audience expectations by mixing genres and playing with words.

Some pupils will be able to create and present a film trailer pitch using the Film High Five model and persuasive writing criteria.

Plenary:

Share film trailer pitches. Decide on the most effective.

Watch each trailer again and decide on the most persuasive. Discuss why.