

Lesson Outlines

Lesson #8 (Media Creation): Designing a Movie Poster

In this lesson, students view a variety of promotional movie posters or movie ads, choose a particular movie genre and title, and create a movie poster mock-up of their own.

The Media Triangle guiding questions for the lesson are:

Audience

- *What is the purpose of my message?*
- *Who is my audience?*
- *What do I know about my audience?*
- *What does my audience like?*

Production

- *What effective techniques do I know that can apply to this medium (e.g., composition, text style, colour, graphics, illustrations, white space)?*
- *What techniques will I use?*

Text

- *What information will I include and exclude?*
- *How can I make this message appealing to my audience?*

Questions to prompt reflection and further discussion might include:

- *Is the genre clear to the audience?*
- *Do I need to add or delete graphics?*
- *How well did my poster suit my purpose and audience?*
- *How could I improve my poster?*

What the Teacher Does:

Before

- Explains that mock-ups are rough drawings or sketches made to record ideas when planning a media work.
- Shows students a variety of movie ads (small-scale versions of movie posters) and discusses the multiple steps involved in producing a poster. Asks students to identify the features of posters and the techniques used to create posters, and lists them on an anchor chart.
- Models how to produce a quick mock-up for a fictitious action adventure film for children called "Adventure on the Playground". (Appendix 22)
- Relates graphic organizers and rough drafts used in the writing process to mock-ups used in poster creation.
- Provides students with a mock-up template (Appendix 23). Asks students to choose from a list of movie genres and fictitious titles the movie for which they will create a poster.

What the Students Do:

- Learn why mock-ups are used when planning posters.
- View sample movie ads (posters) and determine the planning and design decisions that were made before the final product was created.
- Identify the features of posters and techniques used in posters, and contribute to an anchor chart on features and techniques.
- Make connections between graphic organizers used for writing and mock-ups used as part of the design process.
- Select a movie genre and a fictitious movie title for their posters.

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What the Teacher Does:

During

- Asks groups of students to create several mock-up sketches for their movie poster.
- Reminds students of some of the technical aspects they must consider (e.g., layout, composition, colour, graphics, photographs). Encourages students to consider using original photographs in their posters.
- Has students critique one another's mock-ups using a *Plus, Minus, Interesting* feedback framework.

After

- Has students post and view their best poster mock-ups. Works with students to determine and list the criteria of effective movie posters. Posts the list for future reference.
- Has students reflect on their learning by describing the strategies they used to create their poster mock-ups.
- Asks students to make an entry in their media logs for further reflection on their learning.
- Gives students specific feedback on their work.

What the Students Do:

- Create several mock-up sketches by applying their understanding of media conventions and techniques (e.g., layout, colour, composition, graphics), using the Media Triangle as a guide.
- Provide peers with constructive feedback.
- Using the anchor chart as a guide, select their best poster mock-up.
- Get feedback from and give feedback to other students during the process.
- View the completed mock-ups. Discuss their effectiveness, using anchor charts as a guide.
- Help create a reference list of criteria of effective movie posters.
- Reflect on their learning by writing responses to questions from the teacher in their media logs.

Appendix 21 – Movie Poster Analysis

The sky behind the title will be a nice bold blue.

The movie title is rounded, chunky, and 3-D to appeal to kids.

A nice bright yellow font will connect the reader's eye to the wasp's body.

The school is smaller because it is in the background.

The red play equipment sits on little patches of light brown that represent wood chips like the ones on our schoolyard.

The wasp is in the foreground and is the largest graphic on the page because it is the main character in the movie.

This is a cartoon wasp (clipart), not a real photograph, because this movie and poster needs to attract children.

Actual photographs of candy wrappers and garbage will go here to make the littering problem even more realistic.

The yellow on the wasp's body is the same as the title to pull the reader's eye down the poster.

The production company name includes the initials of our school. I could even design a logo.

This patch of green is for grass on the playground. I will gradient-fill this shape (dark green at the top, and light green near the bottom) to make the wasp stand out even more.

This movie is rated "G" for General Audiences.

ADVENTURE ON THE PLAYGROUND

MOPS Productions

Garbage

G

Appendix 22 – Movie Poster Mock-up

Include photographs,
shapes and/or graphics in the background
to help identify the genre and attract the audience

Other
characters
can be
smaller
and in the
background

Main character or
characters are big
and go in the middle
of the poster

Other
characters
can be
smaller
and in the
background

Include eye-catching colours and
graphics in the foreground
to attract the audience

Other headings and text should be in another font,
and much smaller than the poster title

Rating
goes
here

Movie production company name goes here