

Unit/Topic: Creating a film based on data

Target age: 9+

Topic 5.2: Conclusion and Delivery 2 – Poster 2: Marketing the Idea

Recommended Teaching hours: 1-2

Lesson Objective: Consider the importance of including relevant data when advertising products, in order to communicate your message effectively

Lesson Overview & Outcomes ([Please refer to STATWARS® curriculum mapping document for KS2 Mathematics and Computing National Curriculum outcomes for this topic](#)):

This topic allows pupils to consider the creative aspects their finished product and how they could market it. It allows them to consider the real-world applications of creating a product and then trying to make it successful.

Key words: Advertising, Marketing, Emotional Response, Style, Format

Suggested software/Resources: MS Excel, Canva, MS PowerPoint, MS Publisher

[Please refer to project overview and medium term plan for additional support](#)

Lesson Structure:

(Based on 1 hour lesson – you may need more time to allow adequate data analysis). **Guidance notes are provided on lesson PowerPoint where necessary. Please amend resources accordingly to suit your class.**

Introduction:

Time (minutes)	Activities	Challenge/Support (Differentiation)	Assessment Strategies & Outcomes
5	<p>5.2. Slide 2-5. Show examples and/or use link and see if pupils can guess some the films</p> <p>This should enable them to understand/appreciate why/how we remember those films, use this to open up discussion about what makes them memorable</p>	Display some of the answers/points on the board for use in the next task	Directed questioning to assess pupil understanding

Main Content:

Time	Activities	Challenge/Support (Differentiation)	Assessment Strategies & Outcomes
10	<p>5.2.1. Slides 6-9. Guide pupils through what makes a good poster and ask them to write down what they would suggest makes posters memorable for them, do they need to consider other people's viewpoints? Yes, so then ask them to share their ideas and using the class discussion come up with a checklist for their own film/show poster. They can do this part on their own or in their groups, before rejoining with their groups to create the poster</p>	<p>Challenge 1: Ask pupils to design a checklist for things to avoid when making a movie poster</p>	Pupils will develop a checklist for their group poster
35	<p>5.2.2. Slides 10-13. Ask pupils to choose (or you decide) what software they will use to create their poster</p> <p>Slide 14. Display the challenge tasks for pupils to consider – they may decide to allocate tasks within their group or do these once they have created their poster</p> <p>Optional: If you have not already, ask pupils to pitch this poster also, alongside their data poster. They should look to justify their design decisions.</p> <p>Alternatively, groups can write a short piece that justifies their design decisions,</p>	<p>Support: Print slide 9 out for pupils to use as support, alongside their own checklist</p> <p>Challenge 2 Slide 14: What films did you find that had low ratings or poor critic reviews but were box office successes? Go look at their posters and write about how the poster may have influenced this</p>	<p>Pupils will create a suitable and effective poster that highlights key aspects of their film</p> <p>They will select/use suitable software</p> <p>They will be able to discuss and justify the decisions they have made</p>

	<p>based on the discussions earlier in the lesson.</p> <p>You may need to allocate extra time here for pupils to present and pitch their ideas/work. You will need to pick a class winner and decide which entries to put forward for the competition (you can submit all if you wish) Shortlisted teams will be invited to an awards day to talk through their project with the judges and engage in fun data related activities</p>	<p>Design a second poster in a different style</p> <p>Can they create a survey about what made their classmates go to see films? Were the films as good as they thought they would be from looking at the poster? What enticed you the most?</p>	
--	--	--	--

Concluding the lesson:

Time	Activities	Challenge/Support (Differentiation)	Assessment Strategies & Outcomes
10	<p>Slide 16. Bring the unit to a close, highlighting the work produced by the pupils and celebrating the successes from the project</p> <p>Ask pupils to ensure all their work is saved accordingly. You may wish for pupils to print their work off here</p>	Provide pupils with a checklist of work that should have been completed	All pupils should have produced work within their groups for all 6 topics, ready for formal assessment, if applicable

Homework:

If this was the first lesson of topic 5 - Ask pupils to consider ideas for their 2nd poster to display their data next week. If not, then this is the end of this unit of work.

Evaluation:

- ▶ What went well in the lesson?
- ▶ What needs addressing/revisiting?
- ▶ What might you do differently for next time?