

## MYP unit planner

<b>Teacher(s)</b>		<b>Subject group</b>	Language and literature		
<b>Unit title</b>	The Mechanics of Merchandising	<b>MYP year</b>	4	<b>Unit duration (hrs)</b>	30

### ***INQUIRY: Establishing the purpose of the unit***

Key concept	Related concept(s)	Global context
Perspective	Audience imperatives Context Purpose Genres Intertextuality	Scientific and technical innovation: Students will explore the impact of technological advances on communities
<b>Statement of inquiry</b>		
Film-related marketing can position an audience to make specific consumer choices.		
<b>Inquiry questions</b>		
Factual: What is the purpose of marketing? What is the purpose of merchandising? Which marketing techniques were pioneered with the film <i>Star Wars</i> ? Conceptual: How does a movie provide opportunities for marketing? How do marketers use consumers' desires in creating merchandise? Debatable: Does the filmmaker exploit the unspoken contract between reader and text?		

Objectives		Summative assessment	
<p>Objective A: i, ii, iii, iv</p> <p>Objective B: i, ii</p> <p>Objective C: i, ii, iii</p> <p>Objective D: i, ii, iii, iv, v</p>		<p><b>Outline of summative assessment task(s) including assessment criteria:</b></p> <p>1. Oral presentation with an accompanying PowerPoint®</p> <ul style="list-style-type: none"> <li>- Students will choose a film to analyse and explain how this film has been marketed and merchandised.</li> <li>- Assessed on criteria A, B, C, D</li> </ul> <p>2. Group presentation (2–3 members)</p> <ul style="list-style-type: none"> <li>- Students will develop a marketing campaign for one of a selected range of short texts (eg classic books and film, short film, animated film, Manga film).</li> <li>- Assessed on criteria C, D</li> </ul>	<p><b>Relationship between summative assessment task(s) and statement of inquiry:</b></p> <p><i>Film-related marketing can position an audience to make specific consumer choices.</i></p> <p>1. The oral presentation will enable students to demonstrate their understanding of marketing and merchandising, and how these are used to target a specific audience to make choices about what they buy.</p> <p>2. The group task will allow students to apply their knowledge of film marketing and positioning audiences through the creation of their own campaign.</p>
Approaches to learning (ATL)			
ATL category	MYP skill cluster	Specific ATL skill	Learning experiences or teaching strategies you plan to introduce, practise or consolidate the subject-specific skill
Social	Collaboration skills	<p>Manage and resolve conflict and work collaboratively in teams</p> <p>Listen actively to other perspectives and ideas</p>	Students will work collaboratively in order to create their group presentation.
Research	Information literacy skills	Use critical literacy skills to analyse and interpret media communications	Students will use their analytical skills to critically evaluate the purpose and effect of marketing and merchandising in films.
Communication	Communication skills	<p>Make inferences and draw conclusions</p> <p>Take effective notes in class</p>	Students will take notes while watching <i>Star Wars</i> and during class discussions/PowerPoint slides using a note-taking framework provided.

## ***ACTION: Teaching and learning through inquiry***

Content	Learning process
<p>Students will:</p> <ul style="list-style-type: none"> <li>– be introduced to marketing, merchandising and advertising</li> <li>– review film analysis skills while watching <i>Star Wars</i></li> <li>– analyse the impact of the historical context of <i>Star Wars</i> (special effects, target audience and the merchandising and marketing)</li> <li>– be exposed to the conventions of marketing, merchandising and advertising</li> <li>– review effective presentation skills</li> <li>– identify strategies used to reach the consumer</li> <li>– watch a range of classic films and read a variety of novels/short stories</li> <li>– review the creative process/design cycle.</li> </ul>	<p><b>Learning experiences and teaching strategies</b></p> <ul style="list-style-type: none"> <li>– Introduction to marketing, merchandising and advertising</li> <li>– Historical context of <i>Star Wars</i> (special effects, target audience and the merchandising and marketing)</li> <li>– Begin watching <i>Star Wars: A New Hope</i> (Episode 4)</li> <li>– Merchandising history PowerPoint®</li> <li>– What is marketing?: Research and discussion</li> <li>– Advertising conventions PowerPoint®</li> <li>– Conventions of merchandising and marketing</li> <li>– Consumers and marketing</li> <li>– Research how <i>Star Wars</i> was used as a vehicle for marketing and merchandising</li> <li>– Student presentations of findings to class (pairs or small groups)</li> <li>– Values PowerPoint®</li> <li>– Strategies to reach the consumer</li> <li>– <i>Star Wars</i> merchandise PowerPoint®</li> <li>– Poster analysis</li> <li>– AIDA (Attention, Interest, Desire and Action) and SWAT (Symbolic, Written, Audio and Technical) codes pop quiz</li> <li>– Classic novel</li> <li>– Classic film</li> </ul>

	<ul style="list-style-type: none"> <li>– Short film</li> <li>– Marketing, 21st Century Style Powerpoint®</li> <li>– Creative process/design cycle</li> <li>– Preparation for group presentation</li> </ul> <p>Teaching strategies:</p> <ul style="list-style-type: none"> <li>– Co-teaching in teams of 2–3 teachers: One teaches, one observes; teachers teach their strengths and alternate with other teachers during the course</li> <li>– Alternative teaching: Students’ groups changed in order to explore different relationships and different tasks</li> <li>– Paired students work on presentations together</li> <li>– Class and group discussions</li> <li>– PowerPoint® slides to present key information</li> <li>– Use of embedded links in PowerPoint® slides to access further information</li> <li>– Parallel teaching: Planning is done as a group and then delivered individually</li> <li>– Digital package that encompasses the course outline and the PowerPoint®</li> </ul> <p><b>Formative assessment</b></p> <p>KWL chart (What I Know/What I Want to know/What I Learned)</p> <p>Paired presentation of research material to the class</p> <p>Peer assessment of poster analysis</p> <p>Pop quiz on SWAT (symbolic, written, audio and technical) codes</p>
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	<p><b>Differentiation</b></p> <p><b>Consolidating students:</b></p> <p>Extra time for students who require it; students use planning frameworks to ensure that they address the most important aspects of the task; students grouped by their teacher in order to give support to their learning needs; interim markers for students to achieve in order to understand the whole unit; learning support teacher to work with students who require more explanation; chunking of information to present in a range of formats to suit different learning styles; reducing the information to simpler forms to provide support for research on an individual level</p> <p><b>Extension students:</b></p> <p>Small groups encouraged to extend their knowledge and to facilitate the sharing of the knowledge with others in their groups; more able students encouraged to move through the information and research activities at a quicker pace; research to allow for individual exploration to extend areas of interest.</p>
<b>Resources</b>	
<p><i>Star Wars: A New Hope</i>, directed by George Lucas</p> <p>Teacher-made PowerPoint® slides</p> <p>Digital package with student handouts, resources and activities</p>	