Make it short (1-2 minute trailer)

 Create a group or team to work on it if necessary

 Assign tasks based on each student’s strengths or what they prefer to do for the trailer (ex: content, production, leadership, etc…)

 Read the book and make notes of scenes (if needed) that you were most interested in or scenes that would help you if you were trying to show what the book was about in a short time frame. Make sure you’ve read the whole story which will help you when it’s time to make a movie short on it. Everyone in the team should read so the production process is easier.

 Gather content. Pictures, clips or drawings or you can take you own pictures or short video clips to add. Make sure it’s all original content or stuff that doesn’t have a copyright on it if timefilmorllows

 Use program such as Final Cut, IMovie, Windows Movie Maker, or whatever you think is appropriate.

 Gather other materials such as music or sounds you may be using and voiceovers if necessary. This can help the students watching the clip to understand it better.

 Create storyboards or a small script to help you to portray the scenes the way you want to.

 Become familiar with the programs basic interface (iMovie, Final Cut, etc.). This will help in the long run.

 Start with a conflict in attempt to grab the viewer’s attention immediately (same as if you were writing a book and wanted to grab the reader’s attention. All team members should be in agreement on the starting point so there’s no confusion along the way.

 Introduce main characters.

 Focus on what are the main characters’ goals in the story

 Show an important scene early on in the book

 Show a potential antagonist if he or she was not mentioned earlier and show his or her role in the story

 Another important scene from the movie. This will give the viewer more insight on what the story is about.

 Try to make the scene short without giving too much of the story away.

 Next, try to create a series of scenes that go through quickly to show things that happen in the story but don’t give much detail about the scenes that they belong to. Use action scenes or scenes that appear to have some kind of conflict going on between the main characters. Try to add music to these scenes that sound dramatic and go with the scene.

 Decide on a closing scene. Make it towards the end of the movie without revealing what actually happens at the end.

 Make sure it doesn’t go over 2 minutes (keep the trailer short and sweet.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ***Travel Team*** *Book Trailer Rubric* Date: \_\_\_\_\_\_Period: \_\_\_\_\_

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| --- | --- | --- | --- | --- |
| **CATEGORY:** | 4 | 3 | 2 | 1 |
| Book title and author  | Includes the title of the book and the name of the author at the beginning of the book trailer.  |  Includes the title of the book and the name of the author at the beginning of the book trailer. |  Includes only the title or only the author. | Neither the title nor author are included. |
| Presentation  | The trailer flows smoothly and captivates the attention of the audience. It compels the viewer to read the book. | The trailer holds the attention of the audience. It leaves the viewer interested in the book. | The trailer shows organization, but some transitions need improvement to persuade the viewer to read the book. |  The scenes from the trailer are choppy and the transitions seem abrupt. Lack of organization leaves the viewer confused and disinterested in the book. |
| Content  | The student presents key scenes or themes from the book creatively. These key scenes make the content of the book clear to the viewer. | The student includes one key scene or theme from the book represented in the trailer. This makes the viewer generally aware of the content of the book. | The student attempts to depict one or more key scenes from the book. However, the content of the book is not clear to the viewer. | The scenes included in the trailer are disjointed and do not clearly depict key scenes from the book or no scenes are included. The viewer is left feeling confused and disinterested in the book. |
| Images   | Images create a distinct atmosphere or tone that matches the key scenes included in the book trailer.Images demonstrate creativity and are free of previous TV and movie adaptations of the book. | Images create an atmosphere or tone that matches some key scenes depicted in the book trailer. Images demonstrate creativity and are free of previous TV and movie adaptations of the book. | Image choice is logical but could benefit from revisions.Images rely on previous TV and movie adaptations of the book.  | The student made little or no attempt to use images to create an appropriate tone or atmosphere. Inconsistent use of images is distracting for the viewer.Images rely on previous TV and movie adaptations of the book.  |
| Soundtrack/Audio   | Music stirs a rich emotional response that enhances the content of the book trailer. | The student included music that matches some of the key scenes included in the book trailer. | The student selected music that distracts from the key scenes included in the book trailer. | The student selected music that is inappropriate for the book trailer. |
| Text  | The student demonstrates a strong command of spelling and grammar with few errors. The text is easy to read, clear, concise, and enhances key scenes in the book trailer. | The student has checked for errors and only minor spelling and grammar errors are present. The text is easy to read, clear, with some inconsistencies in font, size, length, and color that do not distract the viewer. | Errors in spelling, grammar, and punctuation distract the viewer from the book trailer. The text is difficult to read with a poor choice of font, size, length, or color that distracts the viewer. |  |
| **TOTAL** | **For book trailers that earn a score of 12 or less,** I will ask you to make some changes to your book trailer and resubmit it. |