Unit 1: Introduction to Entertainment Marketing

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 1**
Length: **Six Weeks**
Status: **Published**

Summary

Entertainment is a multi-billion dollar per year industry, which is expected to grow tremendously in the next decade. Designed for students who have successfully completed Marketing 1 and Marketing 2 and who would now like to apply concepts covered in previous classes to entertainment industries such as college, professional, and amateur sports, movies, and music, the Entertainment Marketing course simulates working in the business of entertainment. By the end of the course, students will understand the various roles in the entertainment marketing industry and evaluate the extent to which they would like to contribute to this lucrative field.

This unit is part of the larger aforementioned course sequence and specifically focuses on the pillars of the entertainment marketing industry and related careers. By the end of this unit, students will be able to assess how the entertainment marketing field is similar to other fields of marketing, identify pioneers in the industry, and discuss how entertainers are used to market products and services.

Students in Business Management and Information Systems classes develop skills that are intended to give them a competitive advantage in the workplace. Through the study of core business topics and current events, this curriculum encourages students to refine their speaking and listening skills, collaborate with their peers, and explore and research potential career paths.

Revision Date: August 2023

Standards

- TECH.9.4.12.IML.2 Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.)

- LA.RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

- LA.RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

- LA.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11- 12 texts and topics. Biological behavioral biases, psychology, and unconscious beliefs affect financial decisionmaking.

- LA.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

- TECH.9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

- PFL.9.1.12.FP.2 Explain how an individual’s financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.

- TECH.9.4.12.TL.4 Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

- TECH.9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

- LA.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

- LA.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

- LA.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations)

into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

- LA.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- PFL.9.1.12.FP.5 Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

- WRK.9.1.2.CAP.4 List the potential rewards and risks to starting a business.

- WRK.9.2.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job. Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.

- TECH.9.4.12.TL.2 Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

- TECH.9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

- TECH.9.4.12.IML.3 Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).

- LA.WHST.11-12.2.A Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

- PFL.9.1.12.FP.6 Evaluate the relationship of familial patterns, cultural traditions, and historical

influences on financial practice.

The standards in this unit reflect a developmental progression and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

Essential Questions and Enduring Understandings

Essential Questions:

- How is marketing entertainment unique to other areas of marketing?
- How can someone pursuing a career in the field of entertainment marketing be successful?

Enduring Understandings:

- Connecting celebrities to brands has the potential to increase sales; however, their behavior, attitudes, and public sentiments and also damage the brand.
- Entertainment marketing continues to evolve and responds to changes in society and culture; as a result, those pursuing a career in this industry must be willing to adapt to ever changing conditions and trends.

Objectives

Students will know:

- Athletes and celebrities are used to influence brand loyalty.

- Branding influences a buyer's decisions in the entertainment industry.
- The pioneers of entertainment marketing helped shape what we consumers associate with branding and sales worldwide.
- Technology has changed the way those in the entertainment industry market their products
- There is a level of risk associated with attaching branding to a celebrity
- Effective and engaging branding campaigns help one bolster their portfolio and contribute to career advancement

Students will be skilled at:

- Charting the evolution of entertainment marketing from its infancy through today, identifying key turning points and how the trajectory was subsequently changed.
- Comparing and contrasting how entertainment marketing is different from the marketing of other products and services
- Explaining how the pioneers of entertainment marketing changed the field and established precedents that are still followed today
- Weighing the benefits and detriments of brands paying millions of dollars to celebrities to market their products
- Explaining the difference in entertainment marketing careers
- Developing a career plan and trajectory for a specific role in the entertainment marketing industry

Learning Plan

This learning plan includes, but is not limited to the following learning strategies:

Studying Marketing Trends Through Current Events - Students will use Adweek.com or Morningbrew.com to analyze current events and trends in entertainment marketing as related to the unit of study.

Entertainment Marketing Preview - Students will watch a series of videos highlighting different examples of entertainment marketing. They will then chart the similarities in these forms of marketing and compare and contrast them to other forms of marketing, drawing upon their Marketing 1 and Marketing 2 knowledge.

Types of Entertainment Marketing Hide and Seek - After learning about the two types of entertainment marketing, students will search for examples of: the use of sports and entertainment as a vehicle to gain exposure for a product, product placement in a form of entertainment, marketing of a sports event, and marketing of an entertainment event. They will then present their examples to the class and explain how their chosen artifact highlights the key aspects of orientation of sports and entertainment marketing.

Bill Veeck Analysis - Students will begin by reading "Veeck Brought Fun Back to Baseball" and identify key characteristics of Veeck's marketing strategy. They will then discuss how these marketing strategies are still present today in the world of sports and to what extent they have evolved or changed.

Pioneers of Entertainment Marketing Research Project and Timeline - Students will each be assigned a pioneer in the field of entertainment marketing. They will then conduct research on their assigned pioneer and determine how this person changed the field of entertainment marketing. As an additional opportunity to practice their presentation and argumentation skills, they will give a one minute "elevator pitch" as to why their assigned person should be considered the pivotal figure in entertainment marketing and how they changed the landscape of the field. Examples of potential pioneers include, but are not limited to: Adolph Zucker, Michael Jordan, Ted Turner, Art Rooney, Walt Disney, John Spolestra, Steve Allen, Phil Knight, Roone Arledge, Pete Rozelle, Mark McCormack, Adolph Dassler, and PT Barnum.

Marketing Mix Application - Using large paper hanging in the room with one of the promotional tools as a label, students will complete a marketing mix for a sport or entertainment product (SEM) of their choice.

Event Critique - Students will critique a sporting or entertainment event identifying the 5 P's of event marketing and the event triangle. After summarizing their critique in a presentation method of their choice, students will make a recommendation as how the event could have been improved in terms to potentially generate even more in revenues.

Bureau of Labor Statistics Exploration - Students will first brainstorm careers they associate with the entertainment marketing industry. The instructor will then reveal some of the more obscure or lesser known careers. Students will use the BLS website to explore different careers related to the field of entertainment marketing and evaluate the extent that they would be interested in pursuing one of these careers.

Entertainment Marketing Internship Opportunities - Students will visit the websites of the Disney, The Broadway League, the Somerset Patriots, or Paper Mill Playhouse to examine potential internship opportunities. They will then compare and contrast the skills that required for these positions and engage in a personal evaluation as to what extent they currently possess their desired traits or experiences. Using this information, students will then conduct mock interviews for one of the internship positions.

Career Research Project - Students will select one career in the field of entertainment marketing that they are interested in pursuing. They will then conduct comprehensive research regarding the career and what

skills, traits, or experiences are needed to be successful. They will then present their findings to the class in a short presentation.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, think-pair-share activities, creating visual representations, debates, video analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Business Management and Information Technology course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Introduction to Entertainment Marketing graphic organizer
- Types of Entertainment Marketing Hide and Seek
- Pioneers of Entertainment Marketing Research Project and Timeline
- Bureau of Labor Statistics Exploration
- Internship Compare and Contrast
- Current Event Analysis

Summative Assessments:

- Event Critique - Students will critique a sporting or entertainment event identifying the 5 P's of event marketing and the event triangle. After summarizing their critique in a presentation method of their choice, students will make a recommendation as how the event could have been improved in terms to potentially generate even more in revenues.
- Career Research Project

Benchmark Assessment:

- Marketing Mix Application

Alternative Assessment:

- Students may interview three people from different generations to compare and contrast who they

believe had the greatest impact on the field of entertainment marketing.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List .

The following are approved resources that teachers can include to further unit related objectives:

The Walt Disney Studios: Role Spotlight - Marketing with Katie and Jeremy Video

The ABCs of Music Marketing - Ben Rossman - TEDxDoverSalon Video

Video Game Marketing Roadmap Video

How NFL Teams Make Money Video

“Veeck Brought Fun Back to Baseball” Article

Bill Veeck and Chicago Baseball Video

An Introduction to Sports and Entertainment Marketing (California State University)

Entertainment Marketing Jobs - What Are They and How to Get One (ZipRecruiter)

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and

appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1g8M7CZ5VVwvFk2Ay9DZbjdewOYDyNOzpNeEBgSXPvr0/edit?usp=sharing

These additional strategies are helpful when learning Business Management and Information Systems content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Using visual presentations of all materials and including graphic organizers when possible.