

Unit 3: The Soft Drink Commercial

Timeline: 5 weeks

Targeted Standards (Write the overall NJSLS standards that are most applicable to this unit.).

Anchor Standard 4: Selecting, analyzing, and interpreting work.

1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.2.12prof.Pr5b: Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.

Rationale and Transfer Goals: Student's will be put through their paces with everything they have learned with this unit and all other units this year. They will experience what it feels like to have very little time to put together a video that can keep a viewer's attention for 30 seconds while enticing them to want to buy the product. This is a real world assignment and mimics the process of a production from start to finish of a real production facility.

Enduring Understandings: What are the most essential conclusions that students should be guided towards throughout this unit?

Anchor Standard 4:

Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.

Anchor Standard 5:

Media artists require a range of skills and abilities to creatively solve problems.

Essential Questions: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.

Anchor Standard 4:

How are complex media arts experiences constructed?

Anchor Standard 5:

How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Content <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>How we teach content and skills</i>	Evidence (Assessments) <i>How we know students have learned</i>
What it takes to create a commercial from the ground up. What tag looks like for a Commercial advertisement What a Slogan is How much commercials cost to air on TV	How to create a slogan How to overcome come the demands of the client How to keep a viewer's interest Time Management How to work in a team The use of video to convey a feeling or emotion for the viewer How to use and create appropriate Foley.	How we teach content and skills Students will watch professional commercials and point out the differences and various parts of the commercial. Students will critique student's commercials from years prior. Do a web quest to find slogans in which other classmates will have to guess which company they are from.	30 second soft drink Commercial Summative: Technology Project Student's will be asked to create a 30 second soft drink commercial. The length must be exact, contain a slate, a tag, slogan, a story, the soft drink, Foley and voice over. They will use everything they have learned all year. Add to their Digital Portfolio and explain the following: What was the point of each project? What did you learn that was different from projects that came before? What did you video production techniques did you improve upon?

Spiraling for Mastery

Where does this unit spiral back to other units from this or previous years in order to ensure that students retain mastery of what they've learned?

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Zoom Focus Rule of Thirds Video Editing Audio Editing	In Unit 1, they learned how to Zoom in and out using a camera and how to properly frame a shot using the rule of thirds and the proper amount of	Presentation Demonstration Newscast Project Honda Commercial Project Scavenger Hunt

<p>Graphics Editing Videography Repertoire / 7 Key shots Use a Tri-pod Use all critical Functions of a Consumer level Video Camera Write a Script Tell a Story</p>	<p>headroom. These are necessary for all other units where a camera is used.</p> <p>In Unit 2, they learned how to use Final Cut Pro V to edit video. They will now have to edit all their projects in FCPX for all other Units.</p> <p>In Unit 3, they learned how to use use a Video Camera, Tripod and what types shots they should use</p> <p>In Unit 5, they learned how to create a story using a plot.</p>	<p>Sequence Project PSA Project Music Video</p>
<p><u>21st Century Skills:</u></p> <ul style="list-style-type: none"> • 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. • 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace. • 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). • 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. • 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. • 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience. 		

Key resources:

Teacher with Prior Experience in the Industry, The internet, and Good and Bad videos from students who took the class years before.

Interdisciplinary Connections:

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b)

RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically

HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Intersections of History:**Black:**

Discuss how advertising is directed towards this specific demographic.

Hispanic:

Discuss how advertising is directed towards this specific demographic.

Women:

Discuss how advertising is directed towards this specific demographic.

LGBTQ:

Discuss how advertising is directed towards this specific demographic.

Important Vocabulary:

Advertising

Commercial

Infomercial

Tag

Slogan

Psychological Closure

