

Media ArtsMatter Quarter 4 Curriculum

THEME: Community

DOMAIN: Filmmaking

SUBDOMAIN: Commercials/Advertisements

TECHNOLOGY: Adobe Spark, Storyboards, Camera Phones

ELEMENT OF ART: Space, Color, Line

PRINCIPLE OF DESIGN: Scale, Emphasis, Unity

VOCABULARY

Camera Movement

- Static
- Pan
- Zoom

Advertising

- Slogan
- Target Audience

MEDIA ARTS BIG IDEA: Filmmakers develop ideas and purposefully produce content that helps them communicate their ideas to an audience.

MEDIA ARTS ESSENTIAL QUESTIONS:

- How do filmmakers use the camera in ways that help them express their ideas and tell a story?
- How can we appeal to our communities through media arts?
- What do commercials tell us about a product or brand?

OBJECTIVES:

- Students will be able to utilize different types of camera movement to help them clearly communicate an idea.
- Students will be able to choose different components of film production to create a unified pitch about a product.
- Students will be able to perform specified roles within a film production team.

MEDIA ARTS STANDARDS:

- **Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.
- **Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.
- **Anchor Standard 6:** Convey meaning through the presentation of artistic work.

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UNIT INTRODUCTION

Films can be used to tell stories and communicate ideas in ways that can often feel like real life. Advertisers practice the art of **filmmaking** by creating 15-, 30-, or 60-second commercials that share information about a product or brand with consumers.

People working in the advertising and marketing industries often collaborate with filmmakers to realize their concepts and create commercials that can be viewed on television or online. The filmmakers hire actors, set designers, lighting technicians, and many other artists to create commercials that are visually appealing for the audience. While many creative decisions are made during filming, the commercial's cinematography needs to be carefully considered to ensure that the story is being told in a way that is both easy to follow and interesting for the audience.

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PART 1

VISUAL THINKING STRATEGIES

Lead students through an exploration of a variety of photographic work utilizing the Visual Thinking Strategies (VTS). First, show a commercial and ask students to silently investigate it and think about what they see. Then, open the discussion by asking the following questions:

1. What's going on in this commercial?
2. What do you see that makes you say that?
3. What more can we find?

This time should provide students opportunities to wonder and think critically.

Journal Throughout VTS, have students take notes, sketch, or digitally document their responses and newly-sparked ideas.

MARKETING INTRODUCTION

Use commercials and print advertisements to introduce students to the fields of marketing and advertising. Ask students to consider the strategy behind each work presented while analyzing the following concepts and new vocabulary:

Slogan A short phrase used to make advertisements memorable.
These phrases should be repeated throughout the advertisement to increase their memorability.

Target Audience The group of people for which an advertisement is created.
This group should be as specific as possible and can include descriptors like location, age, interests, and cultural identities.

CONCEPT DEVELOPMENT

Working in one large or several small groups, have students choose: (1) a product; (2) a slogan; and (3) target audience for a live action commercial.

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PART 2

COMMERCIAL PLANNING

Working in one large or several small groups, have students brainstorm a concept for their commercial. Then, have the students break down their concept into four (or any number you choose) distinct moments that can be captured on film.

Journal Throughout this planning stage, have students take notes, sketch, or digitally document their ideas.

Ask students to answer the following questions in their journals:

- Is the concept appealing?
- Is the concept memorable?
- Is the concept clear?

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PART 3

CAMERA MOVEMENT

Introduce students to different types of camera movement. There are many ways to move the camera during filming but focus on a limited number to keep the concept as clear for students as possible.

Static The camera does not move.

This allows for increased focus on the movement of the subject within the scene as opposed to the movement of the camera.

Pan The camera is rotated horizontally from left-to-right or right-to-left.

This allows the audience to explore a larger scene and can reveal items that were previously out of view.

Zoom The camera moves closer or further away from the subject.

This allows for either a more detailed view of the subject (zoom in) or a more comprehensive view of the subject and its surroundings (zoom out).

PLAN SCENES

Ask students to match a specific camera movement with each of the scenes they had decided upon in the earlier class.

Journal Students can sketch how they think each scene will look when captured using the chosen camera movement. Encourage the students to sketch options and choose the one that will work best for the scene.

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PART 4

FILMING

Assign each scene to small groups or individual students. Remind students that they will need to capture the content of the scene using the specified camera movement.

If filming is not possible, ask students to draw or animate each scene instead.

ASSET COMPILATION

Students will sequence all of the shots together to create one cohesive commercial. If this is not possible, have students create individual slides with clips, drawings, or animations that illustrate each scene.

Students will also add slides that highlight the product, the slogan, and how their commercial will appeal to the target audience.

PITCH

Students will present their commercial concepts to their peers as though they are an advertising agency selling to company executives.

Encourage students to give dynamic pitches that use descriptive language, gestures, audience engagement, etc. Show students video examples of effective pitches to help them prepare.

REFLECTIONS

Finally, students will completed the reflection questions in their Journals :

Journal

1. What did you bring to this project that is you?
2. How did you connect the art and your school subject together in this project? Was it easy or hard?
3. What did you feel was your most interesting artistic strength in this project?
4. What are you the proudest of in this assignment? Why are you proud of it?
5. Are you happy with your finished project? What is one thing you could improve in this project?