

Standards-Based Lesson Template

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Teacher:	Cade Tomasegovich
Class:	Contemporary Media
Lesson/Unit Title:	Commercial Production
Abstract/summary of lesson:	Student will create a 30 second commercial or advertisement for Patterson High School
Students will know...	<p>...how to shoot footage for a commercial or advertisement for Patterson High School, using different angles, filming techniques, and setting up shots.</p> <p>...how to label each clip that will be used.</p> <p>...how to edit each clip for specific information or visuals.</p> <p>...how to organize the clips to create a whole-complete project.</p> <p>...how to add music and sound bites to go along with the footage.</p>
Students will be able...	<p>...to plan out the ideas for the videos.</p> <p>...to brainstorm, outline and storyboard their ideas for the final product.</p> <p>...to use the camera and other equipment necessary in the production.</p> <p>...to convert raw footage to an assembled, edited final product (commercial)</p>
Standards/Skills addressed	<p>Creative Expression 2.0 2.1 Solve a visual arts problem that involves the effective use of art and the principles of design. -How will they visually communicate their idea about the school?</p> <p>2.3 Develop and refine skill in the manipulation of digital imagery (video) Students will be making multiple trial video before submitting the final version.</p> <p>4.0 Aesthetic Valuing 4.2 Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions. Students will be watching and analyzing current TV commercials and commenting on their message.</p>
Performance tasks/projects:	Students will be solving the visual arts problem of how to create a relevant, interesting and informational 30 second commercial about Patterson High School Standard 2.1

Test and quiz questions or essay prompts:

What was the biggest challenge to creating the commercial?

What was the most time consuming part of creating the commercial?

Where there any aspects of creating the project that were easier/harder than anticipated?

Was you product successful, why/why not?

Other evidence to be used (e.g., observations, evaluation of work samples, discussion):

The completed (videos) commercials will be the evidence used to evaluate the project. Students will have the opportunity to present and answer any questions about their commercial. Students will have an opportunity to reflect/critique each others project and share information.

Student self-assessments:

At the end of creating, viewing, QandA, students will have the opportunity to do a written reflection on how they feel their project went, including successes and failures.

Objectives

...how to shoot footage for a commercial or advertisement for Patterson High School, using different angles, filming techniques, and setting up shots.

...how to label each clip that will be used.

...how to edit each clip for specific information or visuals.

...how to organize the clips to create a whole-complete project.

...how to add music and sound bites to go along with the footage.

Students will be able to: ...to plan out the ideas for the videos.

...to brainstorm, outline and storyboard their ideas for the final product.

...to use the camera and other equipment necessary in the production.

...to convert raw footage to an assembled, edited final product (commercial)

Motivation:

I will start off by talking about the power of advertising and just how much information can be put into a 30 second commercial. Everyone watches TV goes to the movies or views stuff on the internet, so it is constant barrage of images that we are seeing. Giving this relevance and connecting it to school should have enough personal interest that everyone should be able to have their own take on what they want to promote and how they want those images perceived.

Presentation:

I'm going to start by showing them successful commercials. Then we will have a guided discussion about what makes them successful/unsuccessful. I will also show them techniques on camera work and some editing techniques that they will be able to utilize. We will also look at student

created work relevant to the topic.

Application/Activities:

The students will start in a small group and brainstorm ideas. After they choose a theme or direction then they will create an outline of the story. When the outline is complete and checked off by me they will begin storyboarding their idea to plan out the shots and concept. After all the ideas are generated and they have a direction then they can begin compiling footage. Editing the footage is next, then the final presentation.

Materials needed:

Students will need access to a video camera and editing software. They will also need paper/cardstock for the storyboard. Other materials will vary depending on what sort of commercial is being produced (costumes, makeup, etc...)

Assessment/Evaluation:

The completed (videos) commercials will be the evidence used to evaluate the project. Students will have the opportunity to present and answer any questions about their commercial. Students will have an opportunity to reflect/critique each others project and share information.

Closure/Reflection:

I will conclude the lesson by summarizing all the aspects of creation that we were involved in. Then I will leave it up to the students to reflect on their experience how they feel their project went, including successes and failures.