

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



Advertising Art & Design

March 2013

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Advertising Art & Design

This is a fast paced one semester course that exposes students to techniques of advertising and commercial art. It also includes layout, lettering styles, logo design, color, design theories and packaging. Students will create a product (based on their interest) with an appropriate advertisement and package and follow through with a mock advertising campaign. Macintosh computers and Adobe layout and design software will be used. Group and individual reports and critiques help prepare for a final oral and artistic presentation. Homework is required for every class meeting. This course addresses current events in Advertising and connects with the disciplines of Psychology, English, and Social Studies. It is especially beneficial when taken with Marketing.

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New Milford Public Schools

Committee Member: Paula Marian Unit 1: Introduction to Advertising Art	Course/Subject: Advertising Art & Design Grade Levels: 11-12 # of Blocks: 3
Identify Desired Results	
Connecticut Arts Curriculum Framework: Program Goals	
<ul style="list-style-type: none"> • 4. Understand and use materials, techniques, forms, language, notation and literature of Advertising Art. • 5. Understand the importance of Advertising Art in expressing and illuminating human experiences, beliefs and values. • 10. Understand the relationships among the arts, other disciplines and daily life. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Creativity and brain storming are essential in Advertising Art. • Specific vocabulary of Advertising art encourages artistic discussion and expression. • Respect other people's artwork. • Advertising is the art of persuasion. • Its purpose is to influence thinking in order to promote products and services. • Advertising is all around us and takes many forms. 	<ul style="list-style-type: none"> • How do advertisers target specific demographics for successful results? • How do artists keep their in-progress work safe? • Where can students find reliable news of advertising? • Why is the Baby Boomer target group so important?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • Personal responsibility is needed to work in a classroom setting • Knowledge and use of target groups make ads successful • Students will be able to identify the target group to which they belong • Students will be introduced to the concept of an advertising campaign • Students will follow and report on Advertising in the News 	
Students will be able to do the following: <ul style="list-style-type: none"> • Care for tools, equipment, notebook and projects • Take part in class discussions • Learn, use and keep track of appropriate vocabulary • Apply prior knowledge to new situations 	

- Use Quality Circle as a formal brain storming procedure
- Become familiar with various sources of advertising news
- Bring notebook with completed homework to each class

Character Attributes

- Respect
- Responsibility

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher makes seating chart, grouping students that need help in the front of the room.
- Teacher facilitates discussion of class rules and course expectations.
- Teacher reviews specific language and vocabulary of advertising.
- Teacher models a report of Advertising in the News.
- Teacher leads discussion on the demographic elements of a target group: age, gender, geographic location, religion/ethnicity, education, special interests.
- Teacher sets up procedure for learners who struggle with the unit.

Learning Activities:

- Students will participate in group discussion of class rules, featuring respect for others; personal responsibility for equipment and safety.
- Students will begin notebook with advertising vocabulary section.
- Students will sign up for one advertising in the News report, given weekly.
- Students will identify and explain their specific target group.

Assessments

Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Knowledge of purpose and demographics of advertising. Introduction to formal brainstorming.</p> <p>Role: Researcher, student</p> <p>Audience: Self, classmates, teacher</p> <p>Situation: Students become acquainted with the importance of Advertising: historically and currently.</p> <p>Standards for Success: Identification of student's target group.</p>	<ul style="list-style-type: none"> • Necessary supplies from home • Evidence of completed homework and vocabulary section in notebook • Begin to use appropriate vocabulary

Suggested Resources

- Advertising Art & Design expectations sheet
- Advertising Art & Design Web site:
http://paulamarian.com/AdvertisingArt&Design/Contact_%26_Overview.html, 2012.
- New Milford High School rules poster
- *New York Times*, Media and Advertising articles (Business section and Stuart Elliot's *In Advertising*)
- Pray, Doug. *Art & Copy, World of Advertising*. NR, 90 minutes, 2009.
- Pricken, Mario: *Creative Advertising, New Addition*, Thames and Hudson, London, 2008.

New Milford Public Schools

Committee Member: Paula Marian Unit 2: Non-Magazine Advertising Venues	Course/Subject: Advertising Art & Design Grade Levels: 11-12 # of Blocks: 3
Identify Desired Results	
Connecticut Arts Curriculum Framework: Program Goals	
<ul style="list-style-type: none"> • 3. Respond to, and describe with understanding, diverse examples of Advertising Art • 4. Understand and use materials, techniques, forms, language and literature of Advertising Art • 5. Understand the importance of Advertising Art in expressing and illuminating human experience, beliefs and values. • 10. Understand the relationships among the arts, other disciplines and daily life. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Successful advertising uses diverse marketing opportunities available tools, techniques, and resources. • Successful advertising uses multiple senses: touch, taste, smell, sight and sound. • Social media is a popular form of advertising. 	<ul style="list-style-type: none"> • What is a Quality Circle? How is it used in formal brainstorming? • How is the public informed of new products? • What is branding? • What is an advertising campaign? • What are hidden ways to advertise?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • The use of SWAG in an advertising campaign. • The place of advertising on the Internet, cookies and viral advertising. • The importance of social media in advertising. • Paid product plugs are a form of advertising. Students will be able to do the following: <ul style="list-style-type: none"> • Recall, keep notes on and use Advertising Art vocabulary. • Compile a list of over 100 non-magazine advertising venues using a Quality Circle. • Apply knowledge previously learned to new situations. • Take part in class discussions. • Bring notebook with completed homework to each class 	

Character Attribute	
<ul style="list-style-type: none"> • Perseverance • Cooperation • Responsibility 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher shows video <i>Re: Brief by Google</i>, to illustrate technology updates of classic advertising campaigns. • Teacher shows video <i>The Greatest Movie Ever Sold</i> to illustrate paid product plugs and company endorsements. • Teacher facilitates discussion of non-magazine advertising venues through modeling of Quality Circle. • Teacher reviews specific language and vocabulary of advertising. • Teachers leads discussion on the demographic elements of a target group: age, gender, geographic location, religion/ethnicity, education and special interests. • Teacher continues procedure for learners who struggle with the unit. <p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will participate in group discussion of non-magazine advertising venues. • Students will begin notebook with advertising vocabulary section. • Students will compete with classmates for the longest list of non-magazine advertising venues. Prizes are given. 	
Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Make a list of over 100 non-magazine venues.</p> <p>Role: Researcher, competitor</p> <p>Audience: Self, classmates, teacher</p> <p>Situation: Students compete for the longest list of unique venues.</p> <p>Product: Unique list</p> <p>Standards for Success: Prize for longest list of non-magazine advertising venues</p>	<ul style="list-style-type: none"> • Pride in individual accomplishment • Progress with use of appropriate vocabulary

Suggested Resources

- Advertising Art & Design Web site: [http://paulamarian.com/AdvertisingArt&Design/Contact %26 Overview.html](http://paulamarian.com/AdvertisingArt&Design/Contact%26Overview.html), 2012.
- *Most Creative Ads on Buildings*, <http://www.boredpanda.com/creative-ads-on-buildings/>
- Pray, Doug. Re: Brief by Google, http://www.youtube.com/watch?feature=player_embedded&v=cvDoGt1tJy8#!. 1 hour, 2012.
- Spurlock, Morgan. *The Greatest Movie Ever Sold*. PG-13, 90 minutes, 2011.
- Sullivan, Luke. *Hey, Whipple, Squeeze This: A Guide to Creating Great Advertising*, Wiley, Hoboken, 2008.
- *Types of Advertising Appeals*. <http://www.buzzle.com/articles/types-of-advertising-appeals.html#>

New Milford Public Schools

Committee Member: Paula Marian Unit 3: Parts of a Magazine: Cover Schematic and Color	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 2
Identify Desired Results	
Connecticut Arts Curriculum Framework: Program Goals	
<ul style="list-style-type: none"> • 1. Create and appreciate advertising artwork that expresses concepts, ideas, and feelings. • 2. Analyze, interpret and evaluate diverse advertising artwork. • 3. Respond with understanding to diverse artworks. • 4. Understand and use the materials, techniques, forms, language, notation, and literature of Advertising Art. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Magazines and their content are targeted at a specific audience. • Magazine covers follow a generic format. • Sharing ideas and learning to compromise strengthens artistic and academic concepts. 	<ul style="list-style-type: none"> • How can you identify the target group at which a magazine is aimed? • What is the role of a cover of a magazine? • Why is the table of contents a good tool to help identify the target group of a magazine? • How does a cover keep the reader involved for as long as possible? • What is the psychology behind color usage?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • The table of contents predicts the content of a magazine. • Magazine covers have a specific format and dynamic. • Magazine cover components include title, graphic and cover lines. • Color plays a major role in the impact of a magazine cover. • A successful cover keeps the viewer's eye in the page as long as possible. 	

Students will be able to do the following:

- Identify the target group of an unfamiliar magazine based on the cover, table of contents and advertisements.
- Work with a partner to match a cover with demographics of a magazine.
- Work in a group to render generic schematics of various magazine covers. Include identification of title, graphic and cover lines.
- Apply knowledge previously learned to new situations
- Take part in class discussions
- Learn, use and keep track of appropriate vocabulary for cover and magazine components.
- Take part and learn from class and individual critiques.
- Bring notebook with completed homework to each class

Character Attributes

- Cooperation
- Perseverance
- Responsibility

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher will introduce the concept of eye path: how the viewer's eye travels through a magazine cover.
- Teacher shows presentation of parts of a generic magazine cover: graphic, title, cover lines, date and volume, scan bar, price.
- Teachers helps students, based on prior knowledge, organize information about type: font, size, character, tracking, leading, alignment.
- Teacher uses and explains the vocabulary of the subject and posts vocabulary list.
- Teacher leads class in a review of color theory, using a color wheel.
- Teacher offers help for learners who struggle with the unit.

Learning Activities:

- Students will share research with peers, via oral reports and class website.
- Students will use and keep track of appropriate vocabulary words.
- Student groups will consult with teacher to determine the proper identification of cover and magazine component parts.
- Students in groups will collaborate to make a schematic of a magazine cover, which will be critiqued by other groups.
- Students will be individually responsible for making a schematic of a second magazine cover, including identification of each component part, eye path and text characteristics.
- Students will explain the use of color in their cover schematics.

Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Make a collaborative schematic of a magazine cover.</p> <p>Role: Researcher, demographer, artist,</p> <p>Audience: Self, classmates, teacher</p> <p>Situation: Students make collaborative schematics</p> <p>Product: Schematic</p> <p>Standards for Success Rubrics; shared understanding of concepts</p>	<ul style="list-style-type: none"> • Praise of peers and teacher. • Ability to speak about the parts of a magazine cover. • Continued use of proper vocabulary
Suggested Resources	
<ul style="list-style-type: none"> • <i>The Effect of the Color Red in Internet Advertising</i> • http://www.huffingtonpost.com/2012/07/17/red-background-ebay-shoppers_n_1679749.html • <i>Advertising Art & Design Web site,</i> http://paulamarian.com/AdvertisingArt&Design/Vocabulary.html, 2012. • <i>Before & After, color wheel,</i> http://www.bamaq.com/downloads/52-07mncd-12/ColorWheel/BAColorWheel.pdf 	

New Milford Public Schools

Committee Member: Paula Marian Unit 4: Parts of an Ad/Schematic	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 1
Identify Desired Results	
Connecticut Arts Curriculum Framework: Program Goals	
<ul style="list-style-type: none"> • 1. Create and appreciate advertising artwork that expresses concepts, ideas, and feelings. • 2. Analyze, interpret, evaluate, diverse advertising art work. • 3. Respond with understanding to diverse artworks. • 4. Understand and use the materials, techniques, forms, language, notation, and literature of Advertising Art. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Advertising funds magazine production. • Magazine advertisements follow a generic outline. • Branding includes the consistent use of logo, logotype and slogan. • Sharing ideas and learning to compromise strengthens artistic and academic concepts. 	<ul style="list-style-type: none"> • How are the parts of an ad similar to those of a magazine cover? • How does an ad keep the reader involved for as long as possible? • What is the psychology behind color usage? • Is there a magazine with no advertising? • When does a magazine only contain advertising?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • A successful ad, regardless of format or size, keeps the viewer's eye in the page as long as possible. • Magazine advertisements share a specific format and dynamic. • Magazine advertisements have recurring generic components of headline, sub-headline, copy, graphics, slogan, logo and logotype. • Some of these components may be missing in specific ads. 	

Students will be able to do the following:

- Keep careful notes on ad components and appropriate vocabulary.
- Work with a partner to identify the parts of an ad.
- Work in a group to render a schematic of an ad. Include identification of headline, sub-headline, graphic, logo, logotype and slogan.
- Apply knowledge previously learned to new situations, including eye path.
- Take part in class discussions.
- Take part and learn from class and individual critiques.
- Bring notebook with completed homework to each class

Character Attributes

- Cooperation
- Perseverance
- Responsibility

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher shows presentation of parts of a generic ad: headline, sub-headline, copy, graphics, logo, logotype and slogan.
- Teacher will reinforce the concept of eye path: how the viewer's eye travels through an ad.
- Teacher helps students, based on prior knowledge, organize information about type: font, size, character, tracking, leading, and alignment.
- Teacher uses, explains and posts the vocabulary.
- Teacher leads class in a review of color theory, using a color wheel.
- Teacher offers help for learners who struggle with the unit.

Learning Activities:

- Students will share research with peers, via oral reports and class website.
- Students will use and keep track of appropriate vocabulary words.
- Student groups will consult with teacher to determine the proper identification of ad component parts.
- Students will be individually responsible for making a schematic of an ad, identification of each component part, eye path and text characteristics.
- Students will explain the use of color in their ad schematics.
- Student groups will compare and contrast the component parts of an advertisement cover and an ad.

Assessments	
Performance Task	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Make a collaborative schematic of a magazine ad. Be able to compare this to a cover schematic.</p> <p>Role: Researcher, artist</p> <p>Audience: Self, classmates, teacher</p> <p>Situation: Students make collaborative schematic.</p> <p>Product: Schematic</p> <p>Standards for Success Rubrics; shared understanding of concepts</p>	<ul style="list-style-type: none"> • Praise of peers and teacher. • Ability to speak about the parts of a magazine advertisement. • Student use of Advertising Art & Design vocabulary
Suggested Resources	
<ul style="list-style-type: none"> • <i>Advertising Art & Design Web site</i>, http://paulamarian.com/AdvertisingArt&Design/Understanding part of an ad.html, weekly updates • <i>The Effect of the Color Red in Internet Advertising</i> • http://www.huffingtonpost.com/2012/07/17/red-background-ebay-shoppers_n_1679749.html • <i>Before & After, color wheel</i>, http://www.bamag.com/downloads/52-07mncd-12/ColorWheel/BAColorWheel.pdf • <i>Five Parts of an Advertising Ad</i>, http://smallbusiness.chron.com/5-parts-advertising-ad-23988.html • <i>Parts of an Ad</i>, http://desktoppub.about.com/od/ads/a/ad_parts.htm • <i>Visual Illustration of Parts of an Ad</i>, http://www.piag.org/members/SampleAds2.pdf 	

New Milford Public Schools

Committee Member: Paula Marian Unit 5: Ad Formats	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 1
Identify Desired Results	
Connecticut Arts Curriculum Framework: Program Goals	
<ul style="list-style-type: none"> • 1. Create and appreciate advertising artwork that expresses concepts, ideas, and feelings. • 2. Analyze, interpret, evaluate, diverse advertising art work. • 3. Respond with understanding to diverse artworks. • 4. Understand and use materials, techniques, forms, language, notation, and literature of Advertising Art. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Advertising funds magazine production. • Generally the larger the ad format, the more expensive the ad. • Sharing ideas and learning to compromise strengthens artistic and academic concepts. 	<ul style="list-style-type: none"> • How can 2 half page ads be as effective as a two page ad? • How are the 4 formats of half page ads both similar and distinct? • Are folio ads always more expensive than one page ads?
Expected Performances	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Advertisements have specific size formats, which help predict the cost to the advertiser. • The basic ad formats and their variations are represented in schematics. • A successful ad, regardless of format or size, keeps the viewer's eye in the page as long as possible. <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Identify the format of any advertisement. • Keep careful notes of ad formats and appropriate vocabulary. • Work with a partner to match ads with formats. • Apply knowledge previously learned to new situations. • Take part in class discussions. • Learn, use and keep track of appropriate vocabulary. • Bring notebook with completed homework to each class 	

Character Attributes	
<ul style="list-style-type: none"> • Cooperation • Perseverance • Responsibility 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher guides students to find, sketch, and assess ads for each format: one page, 2 page, 2 page spread, half page (horizontal, vertical, right and left), column, folio and combination. • Teacher uses and explains the vocabulary of the subject and posts vocabulary list. • Teacher offers help for learners who struggle with the unit. <p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will work, collaboratively in a group, to render schematics for each format type. • Student groups will consult with teacher to determine the proper identification of formats. • Students will be individually responsible for making a schematic of each subsequent magazine ad format, identification of each component part, eye path and text characteristics. • Students will share research with peers, via oral reports and class website. • Students will use and keep track of appropriate vocabulary words. 	
Assessments	
Performance Task	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Make a collaborative schematic of 7 magazine formats, with corresponding ads.</p> <p>Role: Researcher, artist,</p> <p>Audience: Self, classmates, teacher</p> <p>Situation: Students make collaborative schematics</p> <p>Product: Schematic; public display</p> <p>Standards for Success Rubrics; shared understanding of concepts</p>	<ul style="list-style-type: none"> • Praise of peers and teacher. • Ability to speak about the formats of a magazine advertisement using specific vocabulary

Suggested Resources

- Advertising Art & Design Web site, <http://paulamarian.com/AdvertisingArt&Design/Vocabulary.html>, weekly updates
- Consterdine, Guy, *How Magazine Advertising Works, Creative Formats: Impact and Interaction*, page 36. <http://www.consterdine.com/articlefiles/42/HMAW5.pdf>. 2005.
- *Creative Double Page Magazine Ads*, <http://www.boredpanda.com/creative-double-page-magazine-ads/>
- Ad Specs. http://www.elegantlivingmagazine.com/media_kit.htm

New Milford Public Schools

Committee Member: Paula Marian Unit 6: Ad Schematic and Analysis	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 2
Identify Desired Results	
Connecticut Arts Curriculum Framework: Program Goals	
<ul style="list-style-type: none"> • 1. Create and appreciate advertising artwork that expresses concepts, ideas, and feelings. • 2. Analyze, interpret, evaluate, diverse advertising art work. • 3. Respond with understanding to diverse artworks. • 4. Understand and use materials, techniques, forms, language, notation, and literature of Advertising Art. • 5. Understand the importance of the arts in expressing and illuminating human experiences, beliefs and values. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Every successful ad has a transfer: a “hook”, emotion or psychological principle that makes the viewer connect to the product. • Each advertising technique uses a unique transfer. • Sharing ideas and learning to compromise strengthens artistic and academic concepts. • Successful branding includes the consistent use of logo, logotype and slogan, convincing use of graphic, color and copy. • A schematic is a diagram that shows position, proportion, eye path, color for part of an ad. 	<ul style="list-style-type: none"> • How can you identify the transfer of a magazine ad? • Why does a strong transfer that relates to the target group help build a successful ad? • How are the component parts of an ad similar to those of a cover? How are they distinct? • How can you support a judgement about the success of an ad? • What is the 7 second rule? How does it influence the success of an ad?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • Magazine ads have a specific format and dynamic. • Magazine advertisements have recurring generic components. • A successful ad keeps the viewer’s eye in the page as long as possible. • The vocabulary for parts of an ad are: headline, sub-headline, graphic, product, copy, logo, logotype, slogan. 	

Students will be able to do the following:

- Identify the target group of an unfamiliar magazine based on the table of contents, cover and articles.
- Keep careful notes on ads, ad formats and appropriate vocabulary.
- Work with a partner to identify the component parts of an ad.
- Work in a group to render generic ad schematics of various magazine ads. Include identification of headline, sub-headline, graphic, product, copy, logo, logotype and slogan.
- Apply knowledge previously learned to new situations
- Take part in class discussions
- Bring notebook with completed homework to each class

Character Attributes

- Cooperation
- Perseverance
- Responsibility

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher will review concept of eye path: how the viewer's eye travels through a magazine ad.
- Teacher guides students to find, sketch, and assess ads for format size and component parts.
- Teacher shows presentation to review parts of a generic one page ad: graphic(s), headline, sub-headline, copy, logo, logotype, and slogan.
- Teachers helps students, based on prior knowledge, organize information about type: font, size, character, tracking, leading, alignment.
- Teacher uses and explains the vocabulary of the subject and posts vocabulary list.
- Teacher leads class in a review of color theory, using a color wheel.
- Teacher elicits information about eye path of the ad from students.
- Teachers demonstrate how to analyze an ad using a specific procedure and form.
- Teachers show examples of what makes an ad successful.
- Teacher offers help for learners who struggle with the unit.

Learning Activities:

- Students will share research and homework on ad components with peers, via oral reports.
- Students will use and keep track of appropriate vocabulary words.
- Student groups will consult with teacher to determine the proper identification of ad component parts.
- Students will collaborate in a group to make a schematic of a one page ad, with identification of each component part, eye path and text characteristics.
- Students will individually determine the transfer of the ad and make a judgement about the success of the ad.

Assessments	
Performance Task	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p> <p>Goal: Make a collaborative schematic of an ad; identify the transfer and judge the success of the ad.</p> <p>Role: Researcher, presenter</p> <p>Audience: Self, classmates, teacher</p> <p>Situation: Students make collaborative schematics and individual assessments.</p> <p>Product: Schematic; public display</p> <p>Standards for Success Rubrics; shared understanding of concepts</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p> <ul style="list-style-type: none"> • Praise of peers and teacher. • Ability to speak about the parts of an advertisement, the transfer and the success. • Use of vocabulary specific to Advertising Art & Design.
Suggested Resources	
<ul style="list-style-type: none"> • Advertising Art & Design Web site, http://paulamarian.com/AdvertisingArt&Design/Ad_Analysis_Form.html, 2012. • Bear, Jacci Howard. Parts of an Ad._ http://desktoppub.about.com/od/ads/a/ad_parts.htm, 2013 	

New Milford Public Schools

Committee Member: Paula Marian Unit 7: Ethics of Advertising	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 1
Identify Desired Results	
Connecticut Arts Curriculum Framework: Program Goals	
<ul style="list-style-type: none"> • 1. Create and appreciate advertising artwork that expresses concepts, ideas, and feelings. • 2. Perform (select, analyze, interpret, rehearse, evaluate, refine and present) diverse advertising art works. • 3. Respond with understanding to diverse artworks. • 4. Understand and use materials, techniques, forms, language, notation, and literature of Advertising Art. • 5. Understand the importance of the arts in expressing and illuminating human experiences, beliefs and values. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Truth in advertising is both legal and moral. • It is enforced by the Federal Trade Commission (FTC). • Ads for pharmaceuticals, alcohol and cigarettes are controlled by law. • Paid product placement and subliminal advertising test advertising ethics. 	<ul style="list-style-type: none"> • When can a spokesperson be fired? • Where can you find supporting facts for advertising claims? • Why do children need protection against unethical advertising? • Is embedded marketing ethical?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • The advertising Industry has legal (written) and unwritten codes of behavior. • The vocabulary of advertising ethics. Students will be able to do the following: <ul style="list-style-type: none"> • Keep careful notes on advertising ethics vocabulary. • Work with partners to identify and report on characteristics of advertising ethics. • Apply knowledge previously learned to new situations • Take part in class discussions. • Bring notebook with completed homework to each class 	

Character Attributes	
<ul style="list-style-type: none"> • Responsibility • Integrity • Honesty 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teachers will illicit discussion from students on personal examples of ethics. • Teacher will give links to Moore and Shaw articles on ethics in advertising. Half of the class will read one article; then discuss. • Teacher guides students to find, take notes on and report about ethical advertising. • Teacher offers help for learners who struggle with the unit. <p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will recall and share personal examples of ethics. • Students will read the Moore and Shaw articles on ethics in advertising. • Students will write and then share philosophy of “do no harm” found in these articles. • Students, in teams, will find examples of ads that challenge ethics in advertising. • Students will report on this information to the group and field questions. • Students will use and keep track of appropriate vocabulary words. 	
Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Make a team report on an ad that challenges ethics in advertising</p> <p>Role: Researcher, presenter</p> <p>Audience: Self, classmates, teacher</p> <p>Situation: Students make collaborative reports.</p> <p>Product: Written and oral report</p> <p>Standards for Success Rubrics; shared understanding of concepts</p>	<ul style="list-style-type: none"> • Praise of peers and teacher. • Ability to speak about the ethics of advertising. • Use of specific vocabulary for Advertising Art & Design

Suggested Resources

- Consultant, Brand. *The Ethics of Advertising Aimed at Children*, <http://brandconsultant.hubpages.com/hub/advertisingtochildren>, 2009.
- E.T. & Reese's Pieces. <http://www.snopes.com/business/market/mandms.asp>
- Moore, Chris. *Ethics in Advertising*, http://www.aef.com/on_campus/classroom/speaker_pres/data/3001, 2004.
- Shaw, Martha. *Can advertising be ethical?* <http://www.ethicalmarkets.com/2008/10/17/can-advertising-be-ethical/>, 2008.
- Spurlock, Morgan. *The Greatest Movie Ever Sold, 90 minutes*, 2011.
- A documentary about branding, advertising and product placement that is financed and made possible by brands, advertising and product placement.
- Stein, Joel, *The Fast-Food Ethicist*, *Time*, July 23, 2012, pp 40-44.

New Milford Public Schools

Committee Member: Paula Marian Unit 8: Testimonial Advertising Technique	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 3
Identify Desired Results	
Connecticut Arts Curriculum Framework: Program Goals	
<ul style="list-style-type: none"> • 1 - Create artwork that expresses concepts, ideas, and feelings in advertising. • 2. Analyze, interpret, evaluate, diverse advertising art work. • 3 - Respond (describe, analyze, interpret and evaluate) with understanding to diverse artworks. • 4 - Understand and use materials, techniques, forms, language, notation, and literature of advertising. • 5. Understand the importance of the arts in expressing and illuminating human experiences, beliefs and values. • 10. Understand the connections among the arts, other disciplines and daily life. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Use of a spokesperson can be a successful way to advertise. • With the Testimonial technique, transfer is a psychological “hook” that makes the viewer want to buy the product used by someone they admire. • Testimonial ads influence the viewer to try the product directly praised by an impartial consumer (Indirect) or a known personality (Direct). • An endorsement suggests a person’s use of a product. • A successful Testimonial ad can boost product sales and establish a strong brand identity. • Sharing ideas and learning to compromise strengthens artistic and academic concepts. 	<ul style="list-style-type: none"> • What determines the suitability of a spokesperson? • When can a spokesperson be fired? • Do spokes people have to be real? Alive? Human? Be well known? • What is the difference between a testimonial and an endorsement? • What is the difference between an “expert” testimonial and one from “an average consumer”? • What are the rules of a critique? How can a critique strengthen art work?

Expected Performances

What students should know and be able to do

Students will know the following:

- Well known celebrities can endorse a product (direct testimonial)
- Unknown people can endorse a product, especially if they are part of the target group and the audience is told that information in the copy (indirect testimonial)
- Deceased celebrities can endorse products, especially for the Baby Boomer target group. Their salary goes to their estate.
- Literary characters, cartoons, animals can be spokes “people”.

Students will be able to do the following:

- Recognize a Testimonial technique in a magazine advertisement.
- Identify the type of Testimonial ad.
- Explain the transfer (hook) of the Testimonial ad.
- Draw a schematic of a Testimonial ad, including components and eye path
- Orally explain a Testimonial ad as leader and ask questions about the ad, as part of the audience.
- Evaluate the success of a Testimonial ad.
- Improve work through revision and past experience.
- Apply knowledge previously learned to new situations.
- Take part in class discussions
- Learn, use and keep track of appropriate vocabulary
- Bring notebook with completed homework to each class

Character Attribute

- Honesty
- Integrity
- Cooperation
- Responsibility

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher guides students to recall times they have recommended a product, service or event to a friend.
- Teacher asks students to find a Testimonial ad.
- Teacher confers with student on selection of Testimonial ad.
- Teacher leads students in schematic and analysis of ad component parts based on prior knowledge.
- Teacher answers questions about analysis process.
- Teacher will review final analysis.
- Teacher will evaluate written and oral presentation of Testimonial ad analysis.
- Teacher offers help for learners who struggle with the unit.

Learning Activities:

- Students will recall and share with class, recommendations they have made to friends. This is a form of Testimonial advertising.
- Students use magazines to collect many types of Testimonial ads.
- Students will share and identify these with peers.
- Students will hang Testimonial ad on classroom walls.
- Students will discuss ads, using and keeping track of appropriate vocabulary, via notebooks and Word Wall.
- Students will work individually to draw schematic of their specific ad and complete analysis of ad.
- Students will share analysis of their ad in small groups.
- Students will critique each other’s analysis, including the success of the ad. (Does the spokesperson have unique knowledge of the product that grants authority?)

Assessments

Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Students show evidence of understanding of Testimonial advertising technique.</p> <p>Role: Researcher, advertiser, presenter</p> <p>Audience: Self, peers, teacher</p> <p>Situation: Students complete in depth analysis of a testimonial ad.</p> <p>Product: Analysis</p> <p>Standards for Success Public discussion</p>	<ul style="list-style-type: none"> • Praise of peers, teacher • Ability to speak about, identify and evaluate Testimonial ads using appropriate vocabulary • Rubric, quiz, critique

Suggested Resources

- Advertising and Marketing on the Internet: Rules of the Road: BCP Business Center
- <http://business.ftc.gov/documents>
- *A Living for the Dead: How celebrities make a living after death*, 1/9/11. 14 minutes, 60 Minutes. <http://www.cbsnews.com/video/>
- *James Dean: He will always remain young*, 9/27/09, 2 minutes, 60 Minutes. <http://www.cbsnews.com/video/>
- Moskowitz, Marina, Schweitzer, Marlis. *Testimonial Advertising in the American Marketplace: Emulation, Identity, Community*, New York: Palgrave MacMillan, 2009.
- http://www.youtube.com/watch?v=Od3Y8_A1gpk&feature=relmfu, <http://www.teachertube.com>, 3:35, Propaganda Testimonials, 2013.

New Milford Public Schools

Committee Member: Paula Marian Unit 9: Name Calling Advertising Technique	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 3
Identify Desired Results	
Connecticut Arts Curriculum Framework: Program Goals	
<ul style="list-style-type: none"> • 2. Analyze, interpret, evaluate, diverse advertising art work. • 3. Respond, analyze, and evaluate with understanding diverse advertising art. • 4. Understand and use materials, techniques, and forms of advertising. • 5. Understand the importance of the advertising in expressing and illuminating human experiences, beliefs, and values. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Said product is better than X brand = direct Name Calling. • Said product is the best = indirect Name Calling. • With the Name Calling technique, transfer is a psychological “hook” that makes the viewer want to buy the better, cheaper, more popular product. • Sharing ideas and learning to compromise strengthens artistic and academic concepts. 	<ul style="list-style-type: none"> • How is bullying like the Name Calling technique? • What is the distinction between direct and indirect Name Calling? • Can you prove that political ads are examples of Name Calling?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • Advertisers frequently compare their products to prove superiority. • The comparison is found in the headline, copy and graphic. • Watch for suffix “er” and “est”. • The distinction between direct and indirect Name Calling. 	

Students will be able to do the following:

- Draw on past information, to discuss the concept of Name Calling.
- View, study, and discuss various types of Name Calling ads.
- Note the difference between direct and indirect Name Calling ads.
- Apply knowledge previously learned to new situations.
- Take part in class discussions, including critiques.
- Learn, use and keep track of appropriate vocabulary, via notebook and Word Wall.
- Bring notebook with completed homework to each class.

Character Attribute

- Perseverance
- Cooperation
- Responsibility

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher asks students to share personal Name Calling experiences (Ex: anti-bullying program NAMES).
- Teacher shows and leads a discussion of sample Name Calling ads to model analysis of common traits.
- Teacher emphasis is on the use of appropriate vocabulary.
- Teacher offers help for learners who struggle with the unit.

Learning Activities:

- Students will think of and write about personal name Name Calling– their own or of someone they know. Link to NAMES.
- Students will share this information in a class discussion.
- Students will view Name Calling ads selected by the teacher and discuss their common traits, including current political Name Calling (mudslinging).
- Students will find their own Name Calling ads and do a full schematic and analysis of ad.
- Students will exchange their papers with a classmate, who will critique their work.
- Students will present their ads with analysis to the class.
- Students will discuss Name-calling ads, using and keeping track of appropriate vocabulary, via notebooks and Word Wall.

Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To learn to recognize and analyze various Name Calling ads</p> <p>Role: Researcher, peer reviewer</p> <p>Audience: Fellow students, teacher</p> <p>Situation: Students learn Name Calling technique</p> <p>Product: Find and analyze ad</p> <p>Standards for Success: Rubric, presentation</p>	<ul style="list-style-type: none"> • Peer and teacher critique • Ability to use appropriate vocabulary
Suggested Resources	
<ul style="list-style-type: none"> • <i>Propaganda Name Calling</i> http://teachertube.com/viewVideo.php?video_id=66037 5 minutes, 2009. • <i>Samsung "The Next Big Thing"</i>. Ad parodies on iPhone line (Samsung vs. iPhone), http://www.youtube.com/watch?v=tNxPd3l0lEU, 1 minute, 2011. 	

New Milford Public Schools

Committee Member: Paula Marian Unit 10: Coupon Advertising Technique	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 2
Identify Desired Results	
Connecticut Arts Framework: Program Goals	
<ul style="list-style-type: none"> • 2 – Analyze, interpret, evaluate, diverse advertising art work. • 3 – Respond, analyze, and evaluate with understanding diverse advertising art. • 4 - Understand and use materials, techniques, and forms of advertising. • 5 - Understand the importance of advertising in expressing and illuminating human experiences, beliefs, and values. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • A successful Coupon ad can boost product sales and change brand loyalty. • Most coupons are time sensitive. • With the Coupon technique, transfer is the psychological “hook” that makes the viewer want to buy the product due to a discount, available for a limited time. • A Coupon ad can reactivate old customers. • There are many types of coupons: \$ off; %off, refund; buy one get one free (BOGO), free offer; free info. • Sharing ideas and learning to compromise strengthens artistic and academic concepts. 	<ul style="list-style-type: none"> • Why are a so few coupons actually used? • What is the 7 inch rule and how does it influence brand loyalty? • How does the placement of the coupons on the magazine page influence the effectiveness of the coupon? • How has the Internet changed the scope of Coupon advertising? • What is Groupon and how does it use social media? • Why does Coupon advertising rise in a struggling economy?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • Coupons attempt to change brand loyalty. • There are many types of coupons. • Coupons usually expire in 3 to 6 months. • Most coupons are not redeemed. 	

Students will be able to do the following:

- Find Coupons ads and identify the types of coupons.
- Do a schematic of coupon advertisements, in color with eye path and ad analysis.
- Apply knowledge previously learned to new situations.
- Take part in class discussions.
- Learn, use and keep track of appropriate vocabulary, via notebook and Word Wall.
- Bring notebook with completed homework to each class.

Character Attribute

- Perseverance
- Cooperation
- Responsibility

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher asks students to read, for homework, Landers article on history of coupons.
- Teacher instructs groups of students to find coupon ads. Each group is assigned a distinct type of coupon.
- Teacher leads discussion, on different types of coupons found.
- Teacher uses new words appropriate for project.
- Teacher students define new vocabulary words and concepts.
- Teacher offers help for learners who struggle with the unit.

Learning Activities:

- Students will read Landers article on the history of Coupon advertising and take part in discussion.
- Students will show understanding of a specific Coupon ad by selecting an ad and doing an analysis in a small group.
- Students will share small group inquiry with the entire class.
- Students will take notes and keep track of new vocabulary.
- Take part in class discussions, including critiques.

Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Understand all types of coupons and their use in magazine advertising.</p> <p>Role: Researcher, teacher</p> <p>Audience: Self, class, teacher</p> <p>Situation: Students investigate one type of coupon and share with class.</p> <p>Product: Finished Coupon ad schematic, analysis and presentation</p> <p>Standards for Success: Rubric, class presentation</p>	<ul style="list-style-type: none"> • Students recognize the historical importance of coupons. • Knowledge of unique types of coupons. • Teacher and peer questions • Quiz/test • Ability to use appropriate vocabulary
Suggested Resources	
<ul style="list-style-type: none"> • Landers, James. http://coffeewithken.blogspot.com/2012/01/guest-blogger-james-landers-on-history.html, 2012. 	

New Milford Public Schools

Committee Member: Paula Marian Unit 11: Timely/Seasonal Advertising Techniques	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 2
Identify Desired Results	
Connecticut Arts Framework: Program Goals	
<ul style="list-style-type: none"> • 3 - Respond, analyze, and evaluate with understanding diverse advertising art. • 4 - Understand and use the materials, techniques, and forms of advertising. • 5 - Understand the importance of the advertising in expressing and illuminating human experiences, beliefs, and values. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • With the Timely/Seasonal technique, transfer is a psychological “hook” that makes the viewer want to buy the product at a certain time of year or during a recurring event. • An event can be used that is specific to any target group. • Sharing ideas and learning to compromise strengthens artistic and academic concepts. 	<ul style="list-style-type: none"> • What characteristics do Timely and Seasonal events have in common that can be used in advertising? • What do Valentine’s Day and Mother’s Day have in common, in terms of advertising?
Expected Performances	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Timely/Seasonal events useful in advertising are public and known in advance. • Timely/Seasonal events need to be matched to the target group of an ad. <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Act as leader to lead a discussion of Timely/Seasonal advertising opportunities. • Act as part of the audience; contribute ideas to the list of Timely/Seasonal opportunities. • Apply knowledge previously learned to new situations. • Recognize the use of different Timely/Seasonal opportunities in magazine advertising. • Take part in class discussions. • Learn, use and keep track of appropriate vocabulary, via notebook and Word Wall. • Bring notebook with completed homework to each class 	

Character Attribute

- Perseverance
- Responsibility
- Cooperation

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher lists several seasonal occurrences (Summer: vacation; Fall: back to school; Winter: skiing) and several timely occurrences (Super Bowl, Oscars, Olympics, national elections) on the board.
- Teacher asks students what they have in common and how they can be used to advertise an appropriate product.
- Teacher helps students compile a list of 10 seasonal occurrences and 10 timely occurrences that can be used with a corresponding product.
- Teacher conferences with students to help choose a time or season for which they can advertise a product.
- Teacher encourages students to share their ideas with class.
- Teachers reminds students how to do a schematic and analysis of an ad, specifically for a Timely/Seasonal product.
- Teacher offers help for learners who struggle with the unit.

Learning Activities:

- Students will take notes on Timely/Seasonal occurrences to use in advertising.
- Students will deduce what these occurrences have in common.
- Students will find a Timely/Seasonal ad to analyze.
- Students will share these with classmates and do an ad analysis and schematic of their own
- Students will share this analysis with classmates.
- Students will update vocabulary and concept list, via notebook and Word Wall.
- Students will do a schematic of an original product using the Timely/Seasonal technique.
- Take part in class discussions, including critiques.

Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Timely/Seasonal ads are strong marketing tools.</p> <p>Role: Researcher, artist</p> <p>Audience: Self, parents, teacher</p> <p>Situation: Students learn about Timely/Seasonal advertising through discovery, collaboration and creation of practice ad.</p> <p>Product: Ad schematic and analysis</p> <p>Standards for Success: Rubric</p>	<ul style="list-style-type: none"> • Response of class to original ad schematic • Teacher and peer critique • Ability to use appropriate vocabulary
Suggested Resources	
<ul style="list-style-type: none"> • http://ezinearticles.com/?Studying-Historical-PPC-Ad-Trends-to-Optimize-Your-Seasonal-Ad-Campaigns&id=1540375, Gutierrez, Liezl Zey. <i>Studying Historical PPC Ad Trends to Optimize Your Seasonal Ad Campaign</i>, 2008. 	

New Milford Public Schools

Committee Member: Paula Marian Unit 12: Pun Advertising Technique	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 2
Identify Desired Results	
Connecticut Arts Curriculum Framework: Program Goals	
<ul style="list-style-type: none"> • 2 - Analyze, interpret, evaluate, diverse advertising artwork. • 3 - Respond, analyze, and evaluate with understanding diverse advertising art. • 4 - Understand and use materials, techniques and forms of advertising. • 5 - Understand the importance of advertising in expressing and illuminating human experiences, beliefs, and values. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Double meanings engage the viewer. • The double meaning appears in the headline and is reinforced with the graphic. • With the Pun technique, transfer is a psychological “hook” that makes the viewer want to buy the product because of humor or irony. • Sharing ideas and learning to compromise strengthens artistic and academic concepts. 	<ul style="list-style-type: none"> • What is the role of a homonym in Pun Advertising? • How does the graphic reinforce the homonym of the headline in a pun ad? • How can regional slang impact the use of Pun Advertising?
Expected Performances	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • The pun is found in the headline of an ad. • The pun is reinforced by the graphic and copy of the ad. • Knowledge of the pun must be known by the target group of the ad. <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Select Pun Ad from a magazine. • Using previous knowledge, explain the double meaning of the headline. • Show how Pun Ad is reinforced by the graphic and the copy. • Do a schematic and an analysis of a Pun Ad. • Take part in class discussions. • Learn, use and keep track of appropriate vocabulary, via notebook and Word Wall. • Bring notebook with completed homework to each class 	

Character Attribute	
<ul style="list-style-type: none"> • Perseverance • Responsibility • Cooperation 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher introduces unit with Foster article on puns (homework). • Teacher shares examples of Pun magazine Ad. • Teacher updates and uses relevant vocabulary words. • Teacher conferences with each student to help perfect Pun Ad analysis and schematic. • Teacher facilitates group critique on selected Pun Ad analysis. • Teacher models correct Pun Advertising analysis. • Teacher offers help for learners who struggle with the unit. <p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will read Foster article on puns (homework). • Students will find examples of Pun Ads for homework. • Students will be encouraged to confer with classmates to complete schematic and ad analysis for Pun Ad. • Students will share and critique each other's schematics and analysis. 	
Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To understand layout, meaning, use and vocabulary of Pun Ads.</p> <p>Role: Researcher</p> <p>Audience: Self, peers, teacher</p> <p>Situation: Students learn about Pun advertising through research, discovery and collaboration.</p> <p>Product: Schematic and analysis</p> <p>Standards for Success: Rubric</p>	<ul style="list-style-type: none"> • Student can identify and explain a Pun Ad. • Ability to use appropriate vocabulary
Suggested Resources	
<ul style="list-style-type: none"> • Foster, Timothy RV. HowStuffWorks.com. http://money.howstuffworks.com/ad-slogan.htm 2013. 	

New Milford Public Schools

Committee Member: Paula Marian Unit 13: Health/ Safety/Green Advertising Techniques	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 3
Identify Desired Results	
Connecticut Arts Framework: Program Goals	
<ul style="list-style-type: none"> • 2 - Analyze, interpret, evaluate, diverse advertising art work. • 3 - Respond, analyze, and evaluate with understanding diverse advertising art. • 4 - Understand and use the materials, techniques, and forms of advertising. • 5 - Understand the importance of the advertising in expressing and illuminating human experiences, beliefs, and values. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Presentation, marketing, and successful advertising sells products or services. • With the Health/Safety/Green techniques, transfer is a psychological “hook” that makes the viewer want to buy the product to encourage personal health, safety or preservation of the environment. • Sharing ideas and learning to compromise strengthens artistic and academic concepts. 	<ul style="list-style-type: none"> • How does the consumer evaluate what is actually “healthy”? • Why is the nutritional panel required by law on all packaged foods? • What are the ethics of DTC (direct to consumer) advertising on prescription medicines?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • How to recognize a “Health” advertisement. • How to recognize a “Safety” advertisement. • How to recognize a “Green” advertisement. 	

Students will be able to do the following:

- Identify in a schematic the parts of a Health, Safety or Green ad.
- Understand and explain the use of color in these ads.
- Illustrate the eye path of a Health/Safety/Green ad.
- Discuss the demographics of the ad audience.
- Take part in class discussions.
- Learn, use and keep track of appropriate vocabulary, via notebook and Word Wall.
- Apply knowledge previously learned to new situations.
- Bring notebook with completed homework to each class

Character Attributes

- Citizenship
- Responsibility
- Cooperation

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher leads discussion about students' experiences with health, safety and green products.
- Teacher shows examples of Health, Safety and Green magazine advertising techniques.
- Teacher encourages students to initiate discussion on how to identify these techniques.
- Teacher offers help for learners who struggle with the unit.

Learning Activities:

- Students will divide into 3 groups. Each group is assigned to find and discuss a Health, Safety or Green ad.
- Students in group 1 will share and discuss role of "healthful products" in advertising.
- Students will recognize the difference between OTC (over the counter) medicines and prescription drugs and how each is advertised.
- Students will share and discuss the content, placement and use of nutritional panels.
- Students in group 2 will share and discuss safety in cars and driving ads.
- Students in group 3 will discuss and share the role of recycling and ecology in advertising.
- Take part in all class discussions, including critiques.

Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Know the similarities and differences among Health, Safety and Green advertisements.</p> <p>Role: Researcher, ecologist, environmentalist</p> <p>Audience: Self, fellow students, teacher</p> <p>Situation: Students learn about Health, Safety and Green advertising through research, discovery and collaboration.</p> <p>Product or Performance: Schematic and ad analysis</p> <p>Standards for Success: Rubric</p>	<ul style="list-style-type: none"> • Teaching peers • Quiz and test • Ability to use appropriate vocabulary
Suggested Resources	
<ul style="list-style-type: none"> • <i>Car Safety TV Ads</i>. http://autos.aol.com/article/shocking-car-safety-ads/ <i>Guerrilla Marketing Goes Green: Winning Strategies to Improve Your Profits and Your Planet</i>, Jay Conrad Levinson, Shel Horowitz, 2010. • <i>Got Milk interactive commercial</i>. http://scienceofimitationmilk.com/, 2012. • <i>The Nation's Health, The American Public Health Association. Public Health Ad Campaigns</i>, http://thenationshealth.aphapublications.org/content/42/5/1.3.full, 2012. • Muranco, Gracie. 15 Most Creative Green Ads, http://www.oddee.com/item_96818.aspx. 2009. • Urbach, Ronald. <i>Ad Week</i>. http://www.adweek.com/news/advertising-branding/world-green-advertising-96463. 2008. 	

New Milford Public Schools

Committee Member: Paula Marian Unit 14: Non-Profit/Cause Marketing Advertising Techniques	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 2
Identify Desired Results	
Connecticut Arts Framework: Program Goals	
<ul style="list-style-type: none"> • 3 - Respond, analyze, and evaluate with understanding diverse advertising art. • 4 - Understand and materials, techniques and forms of advertising. • 5 - Understand the importance of advertising in expressing and illuminating human experiences, beliefs, and values. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Presentation, marketing and successful advertising sell products or services. • With the Non-profit/Cause techniques, transfer is a psychological “hook” that makes the viewer want to buy the product or support the cause in order to “do well”. • A non-profit ad produces funds for a charity. • A Cause Marketed ad earns funds for a for-profit corporation; a portion of the funds is donated to charity. • Cause marketing is the partnership between business and non-profits for the mutual goal to support a social or environmental cause. • Sharing ideas and learning to compromise strengthens artistic and academic concepts. 	<ul style="list-style-type: none"> • Who pays for a Non-profit ad? • How can you distinguish between a Non-profit and a Cause ad? • Are Non-profit and Cause Marketed ads always for charity? • What was the first Cause Marketed corporation in the U.S.? • How does the consumer evaluate the value of the cause? • Why do consumers sometimes not mind paying more for a product if a cause benefits?

Expected Performances

What students should know and be able to do

Students will know the following:

- How to recognize a Non-profit advertisement
- How to recognize a Cause Marketed advertisement
- How to tell the difference between the two

Students will be able to do the following:

- Find examples of Non-profit and Cause magazine ads.
- Identify, in a schematic, the parts of a Non-profit ad.
- Identify, in a schematic, the parts of a Cause Marketed ad.
- Understand and explain the use of color in these ads.
- Illustrate the eye path of a Non-profit or Cause Marketed ad.
- Discuss the demographics of the ad audience.
- Take part in class discussions.
- Learn, use and keep track of appropriate vocabulary, via notebook and Word Wall.
- Apply knowledge previously learned to new situations.
- Bring notebook with completed homework to each class

Character Attributes

- Citizenship
- Responsibility
- Integrity
- Cooperation
- Compassion

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher leads discussion about students' experiences with Non-profit and Cause Marketed ads.
- Teacher shows examples of Non-profit and Cause Marketed advertising techniques.
- Teacher initiates a discussion on how to identify and distinguish between these techniques.
- Teacher offers help for learners who struggle with the unit.

Learning Activities:

- Students will divide into 2 groups. Each one is assigned to find and discuss either Non-profit or Cause Marketed ads.
- Students, through debate and discussion, will recognize the difference between the two and how each is advertised.
- Students will refer to their schematic and ad analysis to prove the distinctions.
- Take part in class discussions, including critiques.

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Become an expert in Non-profit/Cause Marketing advertising techniques.</p> <p>Role: Researcher, presenter</p> <p>Audience: Self, fellow students, teacher</p> <p>Situation: Students learn about Non-profit and Cause Marketing advertising through research, discovery and collaboration</p> <p>Product or Performance: Ad schematic, analysis, debate, discussion</p> <p>Standards for Success: Rubric</p>	<ul style="list-style-type: none"> • Teaching other students • Test/quiz • Ability to use appropriate vocabulary
Suggested Resources	
<ul style="list-style-type: none"> • <i>Bright World Cause Marketing</i>. http://www.brightercausemarketing.com/what-is-cause-marketing, 2013. • Cone, Daw, Erhard, Merenda: <i>Breakthrough Nonprofit Branding: Seven Principles to Power Extraordinary Results</i>, John Wiley & Sons; Hoboken, 2011. • MacDonald, Joanna, Waters, Joe, <i>Cause Marketing for Dummies</i>, Wiley Publishing, Hoboken, 2011. • Ogilvy, David. <i>Ogilvy on Advertising</i>. Chapter 13, Random House, New York, 1985. • <i>Talk to your kids about art school</i>, Example of cause marketing ad series, http://www.breakingcopy.com/college-for-creative-studies-team-detroit, 2011. 	

New Milford Public Schools

Committee Member: Paula Marian Unit 15: Scent Strip Advertising Technique	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 3
Identify Desired Results	
Connecticut Arts Framework: Program Goals	
<ul style="list-style-type: none"> • 3 - Respond, analyze, and evaluate with understanding diverse advertising art. • 4 - Understand and use materials, techniques and forms of advertising. • 5 - Understand the importance of advertising in expressing and illuminating human experiences, beliefs and values. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Presentation, marketing, and successful advertising sell products or services. • With the Scent Strip technique, transfer is a psychological “hook” that makes the viewer want to buy the product (usually a fragrance) due to olfactory memory or the promise of experiencing a mood or emotion. • Scent Strips grab the reader’s attention and allow the viewer to immediately experience the product. • Examine other interactive advertising techniques: Scratch & Sniff, die cut tabs. • Sharing ideas and learning to compromise strengthens artistic and academic concepts. 	<ul style="list-style-type: none"> • What is olfactory memory? • What invention made scent strips possible? • Why are scent strip ads always a minimum of 2 pages? • Why are scent strips targeted mostly to women? • What role do pheromones play in the use of scent strips? • Since some people are allergic to perfume, is it ethical to distribute magazines containing scent strips? • Can you make a perfume from essential oils? How would you advertise this fragrance? • What is die cutting? What additional expenses are involved in this type of ad?

Expected Performances

What students should know and be able to do

Students will know the following:

- How to recognize a scent strip advertisement.
- Scent Strip ads are always at least two pages.
- The history and significance of the Scent Strip.
- Scent Strips are costly and thus are placed in high end magazines for expensive products.

Students will be able to do the following:

- Identify in a schematic the parts of a Scent Strip ad.
- Understand and explain the use of color in these ads.
- Illustrate the eye path of a Scent Strip ad.
- Discuss the demographics of the ad audience.
- Apply knowledge previously learned to new situations.
- Take part in class discussions.
- Learn, use and keep track of appropriate vocabulary, via notebook and Word Wall.
- Bring notebook with completed homework to each class

Character Attributes

- Citizenship
- Responsibility
- Cooperation

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher leads discussion about odors that bring back memories.
- Teacher asks students about their experiences with first scratch and sniff and then Scent Strips.
- Teacher shows examples of Scent Strip advertising techniques.
- Teacher initiates a discussion on how to identify these techniques.
- Teacher offers help for learners who struggle with the unit.

Learning Activities:

- Students will share their experiences which link smell to emotion and reproduces a memory of a past experience.
- Students will share and discuss the content, placement and use of Scent Strips.
- Students will share and discuss role and limitations of Scent Strips in advertising.
- Take part in class discussions, including critiques.

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Become an expert in Scent Strip advertising.</p> <p>Role: Researcher, presenter</p> <p>Audience: Self, fellow students, teacher</p> <p>Situation: Students learn about Scent Strip advertisements through research, discovery and collaboration</p> <p>Product or Performance: Ad schematic and analysis</p> <p>Standards for Success: Rubric</p>	<ul style="list-style-type: none"> • Teaching other students • Test/quiz • Ability to use appropriate vocabulary
Suggested Resources	
<ul style="list-style-type: none"> • Ackerman, <i>A Natural History of the Senses</i>, Vintage Books, New York, 1990. • Cascade Marketing, <i>The Origin of the scent strip</i>, http://www.arcadeinc.com/categories/technology/fine-fragrance/scentstrip-2.html, 2012. • Kelly, Ann Marie. <i>Scented Ads: Not Just for Perfume Anymore</i>, http://www.forbes.com/sites/annemariekelly/2012/01/17/scented-ads-not-just-for-perfume-anymore/, 2012. • <i>Scent Encapsulated in Printed Products</i>, Technische Fachhochschule, http://projekt.beuth-hochschule.de/fileadmin/projekt/sprachen/sprachenpreis/erfolgreiche_beitraege_2007/1.Preis_07_-_Scent_Encapsulated_in_Printed_Products_-_Heike_Rose.pdf Berlin, 2007. • Turin, <i>The Secret of Scent: Adventures in Perfume and the Science of Smell</i>, HarperCollins, New York, 2007. 	

New Milford Public Schools

Committee Member: Paula Marian Unit 16: Mood/Emotion Advertising Techniques	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 2
Identify Desired Results	
Connecticut Arts Framework: Program Goals	
<ul style="list-style-type: none"> • 3 - Respond, analyze and evaluate with understanding diverse advertising art. • 4 - Understand and use materials, techniques, and forms of advertising. • 5 - Understand the importance of the advertising in expressing and illuminating human experiences, beliefs, and values. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Presentation, marketing, and successful advertising sell products or services. • People buy emotionally, but justify the purchase rationally. • With the Mood/ Emotion techniques, transfer is a psychological “hook” that makes the viewer want to buy the product to capture the mood or emotion depicted. • In Mood/Emotion techniques, the reader puts him/herself in the “story” depicted. • Sharing ideas and learning to compromise strengthens artistic and academic concepts. 	<ul style="list-style-type: none"> • What is the distinction between mood and emotion? • What emotions or moods may influence decision making? • What is a “no show “ad?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • How to recognize a Mood advertisement. • How to recognize an Emotion advertisement. • Mood may not be expressed; an emotion can be expressed. Emotion can happen quickly; mood lasts longer and affects those around you 	

Students will be able to do the following:

- Identify, in a schematic, the parts of a Mood/ Emotion ad.
- Understand and explain the use of color in these ads.
- Illustrate the eye path of a Mood/ Emotion ad.
- Discuss the demographics of the ad audience.
- Apply knowledge previously learned to new situations.
- Take part in class discussions.
- Learn, use and keep track of appropriate vocabulary, via notebook and Word Wall.
- Bring notebook with completed homework to each class.

Character Attributes

- Cooperation
- Responsibility
- Courage
- Compassion

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher leads discussion about students' experiences with Mood/ Emotion products.
- Teacher shows examples of Mood/ Emotion magazine advertising techniques.
- Teacher initiates a discussion on how to identify these techniques.
- Teacher offers help for learners who struggle with the unit.

Learning Activities:

- Students will share and discuss role of Mood/ Emotion in advertising, based on their own emotional experience
- Students will find Mood/ Emotion ads and analyze the ad that best relates to their experience.
- Students will share and discuss role of Mood/ Emotion in advertising, based on sample ads.
- Students will take part in a critique and improve their work based on peer and teach input.

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Become an expert in Mood/Emotion advertising.</p> <p>Role: Researcher, presenter</p> <p>Audience: Self, fellow students, teacher</p> <p>Situation: Students learn about Mood/Emotion advertisements through research, discovery and collaboration</p> <p>Product or Performance: Ad schematic and analysis</p> <p>Standards for Success: Rubric</p>	<ul style="list-style-type: none"> • Teaching other students • Test/quiz • Ability to use appropriate vocabulary
Suggested Resources	
<ul style="list-style-type: none"> • Hallward, John. <i>Emotional Advertising</i>, http://www.ipsos.com/asi/sites/ipsos.com.asi/files/pdf/Global_Ideas_vol7.pdf, 2005. • Hill, Dan: <i>About Face: The Secrets of Emotionally Effective Advertising</i>, Kogan Page Ltd. London, 2010. • Propaganda Transfer Technique, http://www.teachertube.com, 3:56 http://www.youtube.com/watch?v=fCayrGzv75Y&feature=relmfu, 2009. 	

New Milford Public Schools

Committee Member: Paula Marian Unit 17: Cross Advertising	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 2
Identify Desired Results	
Connecticut Arts Framework: Program Goals	
<ul style="list-style-type: none"> • 3 - Respond, analyze, and evaluate with understanding diverse advertising art. • 4 - Understand and use materials, techniques, and forms of advertising. • 5 - Understand the importance of advertising in expressing and illuminating human experiences, beliefs and values. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Cross Advertising can increase profits through the sale of related items. • Corporations manufacture many disparate products, under different brands. • Companies tie brands together for many reasons. • With the Cross Advertising technique, transfer is a psychological “hook” that makes the viewer want to buy more than one product because their use is illustrated in an integrated way. • Sharing ideas and learning to compromise strengthens artistic and academic concepts. 	<ul style="list-style-type: none"> • How is it possible to feature more than one product in an ad? • Do cross advertised products always relate to each other? • What is the distinction between cross and combo advertising?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • How to recognize Cross Advertising • Interpret the relationship between/among the products advertised. 	
Students will be able to do the following: <ul style="list-style-type: none"> • Identify, in a schematic, the parts of a Cross Advertised ad. • Understand and explain the use of color in these ads. • Illustrate the eye path of a Cross Advertised ad. 	

- Discuss the demographics of the ad audience.
- Speculate on and research the relationship between the products in the ad; see TV commercial in resource listing.
- Apply knowledge previously learned to new situations.
- Take part in class discussions, including critiques.
- Learn, use and keep track of appropriate vocabulary, via notebook and Word Wall.
- Bring notebook with completed homework to each class.

Character Attributes

- Cooperation
- Responsibility

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher leads discussion about students' experiences with products that are Cross Advertised.
- Teacher initiates a discussion on how to identify this technique.
- Teacher instructs students to bring in examples of Cross Advertising techniques.
- Teacher offers help for learners who struggle with the unit.

Learning Activities:

- Students will share and discuss the role of Cross Advertising.
- Students will recognize distinct products Cross Advertised.
- Students will find Cross Advertising ads and analyze the ad that best relates to their experience.
- Students will take part in a critique and improve their work based on peer and teach input.

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Become an expert in Cross Advertising.</p> <p>Role: Researcher, presenter</p> <p>Audience: Self, fellow students, teacher</p> <p>Situation: Students learn about Cross Advertising through research, discovery and collaboration</p> <p>Product or Performance: Ad schematic and analysis</p> <p>Standards for Success: Rubric</p>	<ul style="list-style-type: none"> • Teaching other students • Test/quiz • Ability to use appropriate vocabulary
Suggested Resources	
<ul style="list-style-type: none"> • Reelseo, Proctor & Gamble Sneaks 2 Ads into1 for Post-Super Bowl Old Spice Goodness, http://www.reelseo.com/old-spice-bounce-charmin-ad/ 2012. 	

New Milford Public Schools

Committee Member: Paula Marian Unit 18: Media Kit/ Introduction to Final Project	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 1
Identify Desired Results	
Connecticut Arts Framework: Program Goals	
<ul style="list-style-type: none"> • 3 - Respond, analyze and evaluate with understanding diverse advertising art. • 4 - Understand and use materials, techniques, and forms of advertising. • 5 - Understand the importance of advertising in expressing and illuminating human experiences, beliefs and values. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Presentation, marketing, and successful advertising sell products or services. • Magazines sell advertising space in order to pay for publication. • A media kit gives complete information to potential advertisers. • Media kits are found on line. 	<ul style="list-style-type: none"> • What is the rationale for advertising in a particular magazine? • How can an advertising professional best match the target group of a magazine to the target group of his/her product? • How does an advertising professional plan and organize a marketing campaign? • What is the Audit Bureau of Circulation? How does an advertising professional use its report? • What does a professional advertising pitch look like?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • How to access and use the information available from a magazine media kit. • How to clearly communicate via email. • How to follow through despite obstacles. • How to sub divide and prioritize sections of a large project. • How to choose the most important information to present for a final project. • How to get and hold audience attention in a presentation. • How to best use of support materials. 	

Students will be able to do the following:

- Choose and communicate with the advertising directors of various magazines that are appropriate to advertise their product.
- Download 3 media kits.
- Become knowledgeable with print ad specs, rate cards, demographics and circulation of the magazine and specific issues (Timely/Seasonal techniques).
- Use prior assignments as components of final project.
- Bring notebook with completed homework to each class.
- Practice and deliver a well-organized oral presentation.
- Explain the reasons, research and parts of their original advertising campaign.
- Apply knowledge previously learned to new situations.
- Lead class discussions.
- Skillfully use appropriate vocabulary (via notebook and Word Wall) and visuals in presentation.

Character Attributes

- Cooperation
- Responsibility
- Perseverance

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher leads discussion about students' choice of product, service or event for which to create an advertising campaign.
- Teacher reviews examples of past student advertising campaigns using diverse magazine advertising techniques. (video)
- Teacher reviews examples of past student final advertisements using diverse magazine advertising techniques.
- Teacher reviews examples of past student packages.
- Teacher asks students to list their ideas, with reasons, for their own campaign.
- Teacher will give examples of ad prices, based on size, format and frequency, using *People Magazine* sample media kit.
- Teacher offers help for learners who struggle with the unit.

Learning Activities:

- Students will view samples of past final projects: presentations, packages and ads.
- Students will share and discuss their choice of product, service or event to advertise.
- Students will share and discuss the demographics of their product.
- Students will form groups, based on the demographics of their product, to research the best magazines in which to advertise.

- Students will share information on the TOC, ads and articles of these magazines to prove the demographic choice.
- Students will divide the responsibilities of writing to advertising director and downloading the media kits of these magazines.
- Students will confer on the cost of the ads in these magazines, based on size, format and frequency.
- Students will begin a draft of a minimum one page ad for their product. This will be done individually and as the subsequent units progress; students will confer with teacher on their progress.

Assessments

Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Learn the specifics of a media kit. Be introduced to the final project.</p> <p>Role: Researcher, advertising professional</p> <p>Audience: Self, fellow students, teacher</p> <p>Situation: Students will work in small groups to research and communicate with advertising directors.</p> <p>Product or Performance: Familiarity with Media Kit</p> <p>Standards for Success: Acquire information for Final Project according to the Check List</p>	<ul style="list-style-type: none"> • Collaboration with classmates • Class discussion • Critique • Ability to use appropriate vocabulary

Suggested Resources

- Marian, Paula. *Final Project Check Work Sheet*. New Milford, [http://paulamarian.com/AdvertisingArt&Design/Final Project Work Sheet.html](http://paulamarian.com/AdvertisingArt&Design/Final_Project_Work_Sheet.html) 2012.
- *People Magazine* media kit, <http://www.people.com/people/static/mediakit/index.html>, 2013.
- Swift, Mark. *Top 10 Media Kit Tips for Magazines*, Magazine Publishing & Design, <http://www.magazinedesignblog.com/top-10-media-kit-tips-for-magazine-publishers.html>, 2011.

New Milford Public Schools

Committee Member: Paula Marian Unit 19: Logotype vs. Logo	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 2
Identify Desired Results	
Connecticut Arts Framework: Program Goals	
<ul style="list-style-type: none"> • 3 - Respond, analyze and evaluate with understanding diverse advertising art. • 4 - Understand and use materials, techniques and forms of advertising. • 5 - Understand the importance of advertising in expressing and illuminating human experiences, beliefs and values. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • A logotype and logo are essential to present, market, and successfully advertise products, services or events. • To create a brand, the logotype and logo must be consistent throughout all advertising. • A logotype is the way a company name or product is written, ex: font, style, color. • A logo is a symbol that represents the company or product. It can be abstract or letter-based. • Sharing ideas and learning to compromise strengthens artistic and academic concepts. 	<ul style="list-style-type: none"> • How are logos and logotypes distinct and similar? • Why do both need to be simple? • Why do logotypes and logos need to be consistent?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • How to recognize a logotype and a logo. • How to distinguish between them. • How to design a logotype and logo, using Adobe Illustrator or alternately sketched by hand and scanned for digital use. • How to critique logotypes and logos. 	

Students will be able to do the following:

- Based on past experience, students will be able to identify a logotype and logo in the schematics of their ad analysis.
- By application of knowledge previously learned, student will understand and explain the use of color in logotypes and logos.
- Take part in class discussions about logotypes and logos.
- Students will design logos appropriate for their original products using Adobe Illustrator or alternately sketched by hand and scanned for digital use.
- Improve logotypes and logos as the result of class, peer and teacher critiques.
- Learn, use and keep track of appropriate vocabulary (via notebook and Word Wall) concerning logotypes and logos.
- Bring notebook with completed homework to each class

Character Attributes

- Cooperation
- Responsibility

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher divides class into 2 teams. One with a leader and recorder for logotypes and one with a leader and recorder for logos.
- Teacher asks students to compile examples of different size, colors and styles of logos and logotypes.
- Students present these to the other team.
- Teacher initiates a discussion on how to identify these.
- Teacher gives a demonstration of Adobe Illustrator and how it can be used to design a logotype and a logo.
- Teacher offers help and extra computer time for learners who struggle with the unit.

Learning Activities:

- Students, in teams, will identify and share examples of logotypes or logos.
- Students will recognize the difference between each and know how each is used in advertising.
- Students will share and discuss the placement and use of each in a generic one page ad.
- Students will make sketches of logotype and logos for their original product.
- Students will take part in class, peer and teacher critiques.
- They will improve their logotypes and logos as a result of these critiques.

Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Be a member of a team to do research on either logotypes or logos.</p> <p>Role: Researcher, leader or recorder, advertising artist</p> <p>Audience: Self, team, class, teacher</p> <p>Situation: Students will collaboratively investigate logotypes or logos and present information to class. They will apply this information to their original product to use for their final presentation.</p> <p>Product or Performance: Logotype and logo design sketch</p> <p>Standards for Success: Presentation</p>	<ul style="list-style-type: none"> • Critique • Rubric • Team and class discussion • Use of Quality Circle • Ability to use appropriate vocabulary
Suggested Resources	
<ul style="list-style-type: none"> • Evamy, Michad. <i>Logo</i>, Laurence King, London. 2007. • Healey, Matthew, <i>Design DNA - Logos: 300+ International Logos Deconstructed</i>, HOW Books, London, 2010. • Logo Trends, http://blog.howdesign.com/industry-news/logo-trends/, 2011. • Logomaker, http://www.logomaker.com/ • Company Logotype, http://paulamarian.com/AdvertisingArt&Design/Company_Logo.html, 2012. • Product Logotype, http://paulamarian.com/AdvertisingArt&Design/AdvertisingArt%26Design/Product_Logotype.html, 2012. • Company Logo, • http://paulamarian.com/AdvertisingArt&Design/Company_Logo.html 	

New Milford Public Schools

Committee Member: Paula Marian Unit 20: Slogan	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 1
Identify Desired Results	
Connecticut Arts Framework: Program Goals	
<ul style="list-style-type: none"> • 3 - Respond, analyze and evaluate with understanding diverse advertising art. • 4 - Understand and use materials, techniques and forms of advertising. • 5 - Understand the importance of advertising in expressing and illuminating human experiences, beliefs and values. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Repetition of phrases is a strong branding tool. • Sharing ideas and learning to compromise strengthens artistic and academic concepts. 	<ul style="list-style-type: none"> • What is the difference between a slogan and a jingle? • How do alliteration and rhythm play a part in a slogan? • Can you sing 6 jingles?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • How to recognize a “catchy” slogan • How to compose a successful slogan Students will be able to do the following: <ul style="list-style-type: none"> • Identify the placement of a slogan in any ad, based on past experience with ad schematics. • Understand and explain the use of repetition, alliteration and rhyme in a slogan. • Bring notebook with completed homework to each class • Keep track of and use appropriate vocabulary, via notebook, and Word Wall. 	
Character Traits	
<ul style="list-style-type: none"> • Cooperation • Responsibility 	

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher leads discussion about students' experiences with slogans.
- Teacher shows examples of types of slogans.
- Teacher initiates a discussion on how to identify types of slogans.
- Teacher models the use of a critique to evaluate slogans.
- Teacher offers help for learners who struggle with the unit.

Learning Activities:

- Students, based on past knowledge, will share and discuss role of slogans in advertising.
- Students will recognize the difference between a slogan and copy and a slogan and a jingle.
- Students will share and discuss the placement of a slogan in a generic ad schematic.
- Students will divide into groups and brainstorm slogans for their original ad.
- Students will take part in class, peer and teacher critiques about their slogans.
- They will improve their slogans as a result of these critiques.
- Students will apply knowledge previously learned to new situations.
- They will take part in class discussions.
- Students will learn, use, and keep track of appropriate vocabulary.

Assessments

Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Be a productive member of a team to do research on slogans.</p> <p>Role: Researcher, leader or recorder.</p> <p>Audience: Self, team, class, teacher</p> <p>Situation: Students will collaboratively investigate slogans and present information to class. They will apply this information to their original product to be used for their final presentation.</p> <p>Product or Performance: Create original slogan</p> <p>Standards for Success: Presentation</p>	<ul style="list-style-type: none"> • Critique • Rubric • Team and class discussion • Ability to use appropriate vocabulary

Suggested Resources

- Foster, Timothy. The Art and Science of Advertising Slogans.
- <http://www.adslogans.co.uk/ans/creslo02.html> , 2013.
- <http://paulamarian.com/AdvertisingArt&Design/Slogan.html>, 2012.
- Tomm, Nigel, *Advertising Slogans*, Self-published, 2009.

New Milford Public School

Committee Member: Paula Marian Unit 21: Packaging	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 2
Identify Desired Results	
Connecticut Arts Framework: Program Goals	
<ul style="list-style-type: none"> • 3 - Respond, analyze and evaluate with understanding diverse advertising art. • 4 - Understand and use the materials, techniques and forms of advertising. • 5 - Understand the importance of advertising in expressing and illuminating human experiences, beliefs and values. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Packaging contains, protects, preserves, transports, informs, and sells. • The package helps identify the product seen in an advertisement or on the shelf. • A creative package distinguishes itself from the competition. • A package combines identity, typography, color, graphics, paper and pleasing shape. • Sharing ideas and learning to compromise strengthens artistic and academic concepts. 	<ul style="list-style-type: none"> • How does the package deliver the contents to the consumer? • How has packaging changed with the advent of green marketing? • What is the role of form, function and style in packaging?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • How to use their family and network in order to collect a variety of packages for study. • The parts of a package and be able to identify the parts in a schematic. • How to distinguish between a successful and an unsuccessful package. 	

Students will be able to do the following:

- Identify, in a schematic, the parts of a package.
- Understand and explain the use of color in a package.
- Discuss the demographics of the ad audience who will use the package.
- Apply knowledge previously learned to new situations.
- Take part in class discussions.
- Learn, use and keep track of appropriate vocabulary, via notebook and Word Wall.
- Bring notebook with completed homework to each class

Character Attributes

- Cooperation
- Responsibility
- Perseverance

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher leads discussion about students' experiences with packages.
- Teacher facilitates student to show their package collections.
- Teacher initiates a student discussion on how to categorize these packages.
- Teacher offers help for learners who struggle with the unit.

Learning Activities:

- Students will share and discuss packages from their prior knowledge.
- Students will assemble a collection of packages.
- Students will share and discuss the schematics of these packages.
- Students will sketch a package for their original product, which will include all elements previously discussed.
- Students will take part in class, peer and teacher critiques about their packages.
- They will improve their packages as a result of these critiques.

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Be a member of a team to do research on packages.</p> <p>Role: Researcher, advertising artist, package designer.</p> <p>Audience: Self, team, class, teacher, consumer</p> <p>Situation: Students will collaboratively investigate packages and present info to class. They will apply this information to their sketches for a packages for their original product to be used for their final presentation.</p> <p>Product or Performance: Package schematic, sketch and constructed package for final presentation.</p> <p>Standards for Success: Presentation</p>	<ul style="list-style-type: none"> • Package sketch • Package schematic • Critique and reaction from student audience • Ability to use appropriate vocabulary
Suggested Resources	
<ul style="list-style-type: none"> • Grip, <i>1,000 Package Designs (mini): A Comprehensive Guide to Packing It In</i>, Rockport Publisher, Beverly, MA 2011. • http://www.thedieline.com, packaging design industry, 2013. • Steve DuPuis, John Silva, <i>Package Design Workbook: The Art and Science</i>. Rockport, MA. 2008. 	

New Milford Public Schools

Committee Member: Paula Marian Unit 22: Oral Presentation/ART FEST	Course/Subject: Advertising Art & Design Grade Levels: 10-12 # of Blocks: 3
Identify Desired Results	
Connecticut Arts Framework: Program Goals	
<ul style="list-style-type: none"> • 1 - Create and present advertising artworks that express concepts, ideas and feelings. • 4 - Understand and use materials, techniques, forms, language, literature of Advertising Art • 7 - Develop sufficient mastery of Advertising Art to continue lifelong involvement in that art form— as responders, educated consumers and/or as creators. • 8 - Develop sufficient mastery of at least one art form to be able to pursue further study, if they choose, in preparation for a career. • 9 - Seek arts experiences and participate in the artistic life of the school and community. • 10 - Understand the relationships among the arts, other disciplines, and daily life. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Students must take good notes and save all worksheets in order to organize a final presentation. • Students will have self-direction reinforced. • Students must be conversant in the terminology of Advertising Art and Design. • Public display of artwork gives students self-confidence. • Become aware of careers as commercial/graphic artist, advertising professional, or stylist. 	<ul style="list-style-type: none"> • How do you select from a semester of information to organize a final presentation? • How does one complement a fellow student on his/her artwork in ART FEST? • What does one say when someone says they like your artwork and you do not? • How can role playing help a successful final presentation?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • How to overcome obstacles at any stage of the advertising project. • How to divide a huge project into workable sections. • The importance of keeping one's entire artwork safe and assembling it for public display. 	

- How to select and mount the best of their artwork to show.
- How to set up a show for best viewing and a safe environment.

Students will be able to do the following:

- Produce and prepare final project and support pieces.
- Bring notebook with completed homework to each class
- Give a well-organized oral presentation.
- Ask and answer probing questions either from class mates/teacher or as part of the audience.
- Help classmates hang artwork for a well-crafted show.
- Make labels for all pieces, including title of advertisement and package.
- Show appreciation for their own artwork and that of their peers.
- Be able to accept compliments for their artwork.

Character Attributes

- Perseverance
- Responsibility
- Respect
- Cooperation

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher facilitates student review of all units in the course.
- Teacher recommends the strongest elements to include in presentation.
- Teacher reminds students of examples of previously viewed final projects and packages.
- Teacher shows images of previous art shows.
- Teacher discusses the set-up and take-down of show display panels.
- Teacher assigns a job to class depending on the meeting time of class.
- Teacher takes digital pictures of ART TEST for the school website and blog.
- Teacher offers help for learners who struggle with the unit.

Learning Activities:

- Students will select the strongest elements of design to include in their final project.
- Students will do a self-critique of their project and package naming the strengths and weaknesses.
- Students will make outline of their presentation following guide in website.
- Students will research the oral presentation; they will include support materials, like demographic charts and magazine covers.
- Students will make name labels for these pieces.
- Students will help arrange artwork by project and class.
- Students will do a critique assignment of a peer project at ART FEST.

Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Give an oral presentation to teacher and class of advertising campaign for their original product. Set up a professional art show to showcase their advertising artwork.</p> <p>Role: Artist, advertising designer, curator</p> <p>Audience: Self, peers, parents, school, and greater community</p> <p>Situation: Oral presentation. Student shares written presentation and artwork with public.</p> <p>Product or Performance: Oral presentation. ART FEST</p> <p>Standards for Success: Rubric. Sharing of peer critiques from ART FEST.</p>	<ul style="list-style-type: none"> • Reaction and questions by classmates to presentation. • Attendance at ART FEST by public • Comments from peers and staff • Articles in local newspapers and on school website • High level of use of appropriate vocabulary
Suggested Resources	
<ul style="list-style-type: none"> • Advertising Art & Design Website, http://paulamarian.com/AdvertisingArt&Design/AdvertisingArt%26Design/ContactPage.html, 2012. • Final Project Checklist. http://paulamarian.com/AdvertisingArt&Design/Final_Project_Checklist.html, 2013. • Marian, Paula. <i>ART FEST Digital Photos</i>. various years. 	