

Area of Study

Local and Global Citizenship, Creativity, Enterprise, Personal Achievement.

Overview

Want to improve your students' visual literacy and ICT skills? In this unit students will engage to a high level with visual and moving images. Through the highly motivating medium of ICT used in this TU, students will improve communication skills, express creativity and problem solving skills and will collaborate with class members toward solutions. Students will demonstrate their abilities in these areas through applying their knowledge to project work. Teaching this unit achieves all of this and more! This TU in media and communications is educational and fun for students and teachers alike.

Related learning

Links to English, ICT, SPHE, Enterprise Education (LCVP)

Outline of the unit

Part 1 Learning and Understanding about Advertising

Students can be introduced to Advertising using a taped video/DVD of TV Adverts. Students can be introduced to concepts such as target audience and other concepts referred to in the article on gender differences in advertising referred to in resources.

Students will analyse and critique a selection of advertisements from various print media – magazines, newspapers, billboards. Students will be invited find their own examples. Students will focus on use of slogan/caption; language techniques used (e.g. alliteration, puns, etc); layout of advert; product placement; visual placement; copy; celebrity endorsement; logo and bargains/offers. Emphasis should be placed on understanding the main parts of an advertisement through a variety of print media, through group work analysis and oral presentations.

Class brainstorm a list of new products. Each student will be allotted a product randomly. Students will then plan an advert for their product on paper. Advert will be structured by slogan/caption, logo, visual, copy which may incorporate language techniques, celebrity endorsement, etc.

Outline of the unit

Part 2 Application and Creation of Advertisements

Students will use their plan to create an advert using a word processor or desk top publisher. Students can access the Internet for the visual or scan in a drawing. Students will, use word art, headings, different font styles, sizes, font colour, insert picture from Clipart or insert scanned picture or insert picture from file (saved from the Internet). All students will print out completed advertisement.

Printed student adverts can be used for further analysis in group work, displayed and included in student portfolio for unit assessment. Students (in groups) plan and prepare a TV advert for an existing product or for a new product. Students identify the roles involved in TV advert production. Students organise advert with props, drawings, music, etc. Students will become familiar with basic operations of a Digital Camcorder. Students will learn and practice some basic camera angles. Students shoot their advert. Class analyse and critique the finished adverts. Minimal editing skills required as whole advert is shot in one sequence requiring good planning and organisational skills.

Part 3 Learning and Understanding about News

Introduction to newspapers through a selection of newspapers found in students' homes. Newspapers are analysed and critiqued under a range of headings - broadsheet, tabloid, headlines, pictures, types of articles and language, types of adverts, pages of interest, entertainment news, sports, local. National and International news. Students will prepare instructions for compiling a newspaper report and article with a headline, a visual and report using the pyramid structure (see resources). Students analyse TV or radio news programmes for format, presentation, theme music, current issues, what makes the news, news times and news readers.

Part 4 Application and Creation

Students access a selection of current newspaper front pages from the Internet (see resources). Students identify the key elements of layout of front page. Students take on the role of reporter to investigate, interview and write headline and article for newspaper using pyramid structure. Students will access a broadsheet newspaper headline and article, copy and paste it to a word processor or desk top publisher. Students will then convert this article and headline to Tabloid Format. (This can also be done the other way round, Tabloid to broadsheet). Students use the inverted pyramid to organise a journalistic article (see resources).

Students select 2 newspapers and compare and contrast layout and content. Students will plan and prepare a TY newsletter on key events in the current term of TY. In small groups students can form groups taking on the different roles, Editor, Reporters, and can incorporate a variety of articles and pages, film reviews, jokes page, agony aunt page, etc. Students identify and discuss a working title, variety

of content, roles involved, assign work to individuals, design or generate artwork, using digital stills camera or scanning photos.

Using a desktop publisher or word processing package students prepare a class newsletter. On completion students print and circulate their newsletter to their peers, parents, teachers, etc.

Another option

Students plan, prepare a short current news programme using camcorder or for radio/audio

Breakdown of the unit (how timetabled)

A mixture of class time and concentrated access to computers is required for this unit.

Aims

This transition unit aims to:

- foster awareness of the principles of Communications
- promote visual literacy
- provide cultural enrichment
- develop ICT skills
- develop key skills.

Learning Outcomes

On completion of this unit students should be able to:

- analyse and critique advertisement layout and composition
- design, create and print an Advert for a unique product using ICT
- differentiate between and evaluate different newspaper media, using agreed criteria –such as format, layout and bias
- compose and edit a newspaper article using ICT
- create and print a Class Newsletter using a Word Processor or Desk Top Publisher
- demonstrate good teamwork skills, personal effectiveness and ability to think critically and creatively.

Key skills

How evidenced

information processing	Accessing a variety of adverts from print media, newspapers, magazines, billboards and the internet. Discriminating between the sources in terms of target audience. Producing a printed advert and a videotaped advert on a product.
critical and creative thinking	Examining, analysing and critiquing how advertising and adverts work to sell a product. Making good arguments for their own selection and critiquing their own and class work.
communicating	Through class discussion, pair work and group work
working with others	Through pair work in analysing and critiquing adverts and newspaper. Collaborative team work on TV Advert and Newsletter.
being personally effective	Achieving personal goals in completion of printed advert, participation in TV advert and contribution to newsletter. Validation of effectiveness from peers and teacher.

Learning approaches

A wide variety of methodologies may be used including class discussion, oral presentations, pair work, group work and the use of ICT as a teaching and learning tool.

Assessment approaches

- Teacher/student assessment of contribution to class work and discussions
- Teacher/student assessment of learning journal
- Portfolio of media products

Evaluation methods

Continuous evaluation: Students and teacher will evaluate the learning and skills development as the work progresses.

The success of the production of the advertisements, newspaper articles and Newsletter will be evaluated through class discussion and personal reflection sheets. This will include reflection on the individual role of each person and their contribution to the production. On completion of this Transition Unit students be asked to evaluate the overall Transition Unit and suggest modifications for future teaching of this Transition Unit.

Resources

- Recorded adverts from the TV, current magazines, different types of newspapers.
- Access to computers.
- Access to Internet /Broadband connection.
- Word processing and desktop publishing software – e.g. Microsoft Word and Microsoft Publisher
- Scanner
- Digital Stills Camera
- Digital Camcorder
- Access to Printer.

Internet links

www.aber.ac.uk/media/Students/Img9307.html article by Lois J Smith [1994]: 'A Content Analysis of Gender Differences in Children's Advertising' good concepts to use for directing student critique and creation of advert.

www.scoilnet.ie for quick access to newspaper front pages

www.unison.ie For national newspapers front pages

<http://www.ncsu.edu/midlink/ho.html> For examples of rubrics or google rubrics.

The use of the inverted pyramid in Journalism related sites

<http://www.teachervision.fen.com/journalism/writing/6042.html>

Visual aid for inverted pyramid

<http://www.gearupchicago.org/Tutorials/WritingForWeb/Important.html>

http://en.wikipedia.org/wiki/News_writing