**Print Advertisement Deconstruction**

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| Evaluation | **% of Final Grade** | % of Communication | % of Application | % of Knowledge and Understanding | % of Thinking  |
| Print Advertisement Deconstruction Preliminary Step: Print Advertisement Show and Tell | 5% | 1.25% | 1.25% | 1.25% | 1.25% |
| Print Advertisement Deconstruction | 10% | 2.5% | 2.5% | 2.5% | 2.5% |

**Preamble**

Prior to designing successful and persuasive advertisements you must understand the methods and techniques used in their creation. With the aim of improving media literacy and working towards becoming creative advertisers, you will be asked to deconstruct a print advertisement.

As with all assignments in this class there will be a list of expectations (curricular relevance) and a list of instructions (how to approach the tasks). There is also a preliminary step (due earlier) separate from the final product. Good luck and have fun ☺

**Print Advertisement Deconstruction Expectations**:

1. Analyse, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning.
2. Analyse media representations to describe their content, identify bias, and explain their impact on audiences.
3. Demonstrate an understanding of the ways in which media businesses, sponsors, and advertisers target and attract audiences, and of how audiences use and respond to media works.
4. Analyse and draw conclusions about the influences of media and communication technology on society, culture, and the economy.

**Print Advertisement Show and Tell**

To practice for the written Print Advertisement Deconstruction it would be helpful to verbally deconstruct a print advertisement. Pick a favorite advertisement and prepare to show and tell the class all about it. As with all assignments, follow the specific instructions and look at the rubric to view how marks are derived.

**Print Advertisement Show and Tell Instructions:**

1. Listen carefully in class to the lessons on print advertisement deconstruction.
2. Pay particular attention to the teacher led print advertisement deconstructions.
3. Attain a thorough understanding of the methods, techniques and theories of print advertisement.
4. Make sure you have the sheet titled Print Advertisement Deconstruction Primer.
5. Select one print advertisement to deconstruct.
6. It should be a print advertisement that allows you to explore the methods, techniques and theories of print advertisement (bias and stereotyping is on the rubric so this should be an aspect of the selected advertisement).
7. The print advertisement can be from a newspaper or magazine (not the internet).
8. The advertisements must be in color (no black, white and grey advertisements).
9. The advertisements must have a sports and/or entertainment theme (the advertisements do not have to be specifically selling sports and/or entertainment but they must involve sports and/or entertainment in a significant manner).
10. Use the Print Advertisement Deconstruction Primer to assist in deconstructing the print advertisements.
11. Go through the Print Advertisement Deconstruction Primer step by step.
12. Refer to specific methods, techniques and theories studied in class and appearing in the steps on the primer.
13. You do not need to cover every step on the Print Advertisement Deconstruction Primer, but you should capture the essence of the advertisement and the main methods, techniques and theories employed.
14. Make a list of five to ten of the most important points for deconstruction of the print advertisements.
15. Arrange these points logically and practice verbally deconstructing the print advertisement.
16. Review Presentation Skills posted on the class website skills section.
17. Bring the print advertisement to class and be prepared to present on the due date.

**Print Advertisement Show and Tell Rubric**

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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Communication** |
| Explanations were not communicated adequately and there were was no use of print advertisement vocabulary.  | Barely clearly communicated explanations using almost no print advertisement vocabulary. | Mostly clearly communicated explanations using a little print advertisement vocabulary. | Clearly communicated explanations using print advertisement vocabulary. | Very clearly communicated explanations using print advertisement vocabulary. |
| 0 1 2 2. 5 3 3.5 4 4.5 5  |

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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Application** |
| No application of the primer and lessons to assess strategy.  | Minimal application of the primer and lessons to assess strategy.  | Adequate application of the primer and lessons to assess strategy.  | Good application of the primer and lessons to assess strategy.  | Excellent application of the primer and lessons to assess strategy.  |
| 0 1 2 2. 5 3 3.5 4 4.5 5  |

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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Knowledge and Understanding** |
| No identification of print advertisement techniques.  | Minimal identification of print advertisement techniques.  | Adequate identification of print advertisement techniques.  | Good identification of print advertisement techniques.  | Superior identification of print advertisement techniques.  |
| 0 1 2 2. 5 3 3.5 4 4.5 5  |

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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Thinking** |
| No awareness of stereotyping and bias.  | Limited awareness of stereotyping and bias.  | Minimal awareness of stereotyping and bias.  | Some awareness of stereotyping and bias.  | Awareness of stereotyping and bias.  |
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**Print Advertisement Deconstruction**

Demonstrate all your acquired knowledge and skills with regard to deconstructing print advertisements in two one page reports. As with all assignments, follow the specific instructions and look at the rubric to view how marks are derived.

**Print Advertisement Deconstruction Instructions:**

1. Listen carefully in class to the lessons on print advertisement deconstruction.
2. Pay particular attention to the teacher led print advertisement deconstructions.
3. Attain a thorough understanding of the methods, techniques and theories of print advertisement.
4. Make sure you have the sheet titled Print Advertisement Deconstruction Primer.
5. Select two print advertisements to deconstruct (these must be different from the one used for the Show and Tell and cannot be the same as any used by other students for the Show and Tell).
6. The print advertisements can be from a newspaper or magazine (not the internet).
7. The advertisements must be in color (no black, white and grey advertisements).
8. The advertisements must have a sports and/or entertainment theme (the advertisements do not have to be specifically selling sports and/or entertainment but they must involve sports and/or entertainment in a significant manner).
9. Use the Print Advertisement Deconstruction Primer to assist in deconstructing the print advertisements.
10. Go through the Print Advertisement Deconstruction Primer step by step.
11. Refer to specific methods, techniques and theories studied in class and appearing in the steps on the primer.
12. You do not need to cover every step on the Print Advertisement Deconstruction Primer, but you should capture the essence of the advertisement and the main methods, techniques and theories employed.
13. For each print advertisement write a one page deconstruction, typed, double spaced and titled.
14. This must be in paragraph format as you are not submitting a list of answers to the questions in the primer.
15. Use spell and grammar check and have a peer or parent proofread.
16. Submit the advertisements and the one page deconstructions; altogether there should be two advertisements and two typed pages equaling two deconstructions submitted.
17. Paste the advertisements to the back of the typed deconstructions and include the source of the print advertisement (which magazine or newspaper it was cut from).
18. Submit punctually.

**Print Advertisement Deconstruction Rubric**

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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Communication** |
| Marketing vocabulary was not employed. There were excessive grammar and spelling errors, ideas were not communicated with any clarity.  | Marketing vocabulary was minimally employed. There were many grammar and spelling errors, ideas were communicated with limited clarity.  | Marketing vocabulary was employed. There were many grammar and spelling errors, ideas were communicated with some clarity.  | Marketing vocabulary was well employed. There were 2 or 3 grammar and spelling errors, ideas were mostly communicated with clarity.  | Advertisement deconstruction vocabulary was extensive and superbly employed. Grammar and spelling were flawless, ideas were communicated with clarity.  |
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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Application** |
| Strategy of the print advertisements was not explored.  | Strategy of the print advertisements was barely explored.  | Strategy of the print advertisements was adequately explored.  | Strategy of the print advertisements was well explored.  | Strategy of the print advertisements was thoroughly explored.  |
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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Knowledge and Understanding** |
| Techniques including vector lines, target audiences, sightlines, key words (etc) were not accurately identified and not explained.  | Techniques including vector lines, target audiences, sightlines, key words (etc) were minimally identified, not always accurately and explained. | Techniques including vector lines, target audiences, sightlines, key words (etc) were somewhat accurately identified and explained. | Techniques including vector lines, target audiences, sightlines, key words (etc) were mostly accurately identified and explained. | Techniques including vector lines, target audiences, sightlines, key words (etc) were accurately identified and explained.  |
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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Thinking** |
| No higher level analysis was evident as stereotyping, actions, themes, plot, relationships (etc), were not explained.  | Limited higher level analysis was evident through partial and basic explanations of stereotyping, actions, themes, plot, relationships (etc).  | Minimal higher level analysis was evident through basic explanations of stereotyping, actions, themes, plot, relationships (etc).  | Higher level analysis was evident through some interesting explanations of stereotyping, actions, themes, plot, relationships (etc).  | Significant higher level analysis was evident through very interesting explanations of stereotyping, actions, themes, plot, relationships (etc).  |
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