**The Commercial**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Evaluation | **% of Final Grade** | % of Communication | % of Application | % of Knowledge and Understanding | % of Thinking |
| The Commercial | 10% | 2.5% | 2.5% | 2.5% | 2.5% |

**Preamble**

The following passage delivers a poignant ethical critique of modern advertisement. As a disclaimer, me, the idealist, completely agrees and finds advertisement at its best negatively coercive and at its worst an instigator for out of control consumerism and the consequent environmental repercussions, but, me, the practical, prefers having two periods to discuss sports opposed to more history.

*The television commercial has mounted the most serious assault on capitalist ideology since the publication of Das Kapital. To understand why, we must remind ourselves that capitalism, like science and liberal democracy, was an outgrowth of the Enlightenment. Its principal theorists, even its most prosperous practitioners, believed capitalism to be based on the idea that both buyer and seller are sufficiently mature, well informed and reasonable to engage in transactions of mutual self-interest. If greed was taken to be the fuel of the capitalist engine, then surely rationality was the driver. The theory states, in part, that competition in the marketplace requires that the buyer not only knows what is good for him but also what is good. If the seller produces nothing of value, as determined by a rational marketplace, then he loses out. It is the assumption of rationality among buyers that spurs competitors to become winners, and winners to keep on winning. Where it is assumed that a buyer is unable to make rational decisions, laws are passed to invalidate transactions, as, for example, those which prohibit children from making contracts...Of course, the practice of capitalism has its contradictions...But television commercials make hash of it...By substituting images for claims, the pictorial commercial made emotional appeal, not tests of truth, the basis of consumer decisions. The distance between rationality and advertising is now so wide that it is difficult to remember that there once existed a connection between them. Today, on television commercials, propositions are as scarce as unattractive people. The truth or falsity of an advertiser's claim is simply not an issue. A McDonald's commercial, for example, is not a series of testable, logically ordered assertions. It is a drama--a mythology, if you will--of handsome people selling, buying and eating hamburgers, and being driven to near ecstasy by their good fortune. No claims are made, except those the viewer projects onto or infers from the drama. One can like or dislike a television commercial, of course. But one cannot refute it. Neal Postman*

Yeah, that pretty much sums it up. We know it is wrong, but it is part of business. Mythologize, dramatize, iconize – sell – and you will be rewarded with treasures and gold, well money…eventually…today marks. It is time to relinquish some integrity and become the Don Draper of the 21st century. Start by developing a commercial for a Northern extra-curricular.

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 no preliminary step for this assignment. Good luck and have fun ☺

**The Commercial Expectations**:

1. 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
2. Demonstrate an understanding of the interrelationship of form, content, and audience by creating media works for different audiences and purposes.
3. Use appropriate software to create integrated customized documents that meet professional business standards; demonstrate effective use of multimedia software.
4. Demonstrate an understanding of a team-based approach to project management.
5. Demonstrate the use of electronic tools to manage a multimedia team project.
6. Use a team-based approach to create a multimedia product.

**The Commercial**

Successful advertisements associate products with a story and emotions. Take the 2014 Toyota Tundra Commercial: It begins with kids playing on a classic backyard baseball diamond, then flows reverse in time showing how the grass was laid, the dugouts and fences constructed, the supplies delivered, the stones removed and finally, in the distant past a ball breaks a window and lands near a rugged manly middle aged father. Implied, with slight humor, is that the ball through the window was the genesis of the idea. All the while, the Toyota Tundra is part of the action of the commercial, though not always the main focus, and becomes associated with the story and emotions, the former being the construction of a baseball diamond, the latter being accomplishment and pride. And, like any great advertisement, the feeling of inferiority is communicated as the viewer definitely does not feel as good of a father since the viewer did not build a semi-professional looking baseball diamond in their backyard. A story, emotions and showing the viewer why they are less – resolution – buy a Toyota Tundra. For a fun exercise with target markets juxtapose this with the Toyota Prius commercial.

As with all assignments, follow the specific instructions and look at the rubric to view how marks are derived.

**The Commercial Instructions:**

1. To plan the commercial it would be wise to create a storyboard. Do so by dividing a paper into 5 to 5 squares, dividing the commercial into segments of 4 or 5 seconds, and in each square sketch or use a photo to describe the action of the commercial. Text could communicate any dialogue, explain actions or background sounds and effects.
2. The teacher will be available to discuss the storyboard and offer feedback prior to filming a commercial.
3. Begin to shoot the commercial well ahead of the due date as editing to perfection is time consuming.
4. Keep in mind that lots of light is required for an effective shoot – do not use a basement.
5. Keep in mind that depending on the quality of the camera sound might be difficult to pick up and background noise can be distracting – work through the problems with trial and error.
6. Film the commercial – take multiple shots from multiple angles.
7. The footage must be original and should be filmed and edited by a member of your group.
8. Use an editing program to sequence the shots, make transitions and cut unnecessary material.
9. A commercial should be exactly 20 or 30 seconds, no longer.
10. Add any graphics, voiceovers or music using the editing program.
11. The music does not need to be original.
12. Show the commercial to the class by posting the commercial to youtube or saving it on a usb. Make sure it will play on the classroom computer.

**The Commercial Rubric**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | | Level 4  80 – 100% | |
| **Communication** | | | | | | | |
| Non-applicable emotions and themes were not communicated with clarity. | Partially applicable emotions and themes were communicated with limited clarity. | | Mostly applicable emotions and themes were communicated with some clarity. | | Applicable emotions and themes were communicated with clarity. | | Very applicable emotions and themes were communicated with a high degree of clarity. |
| 0 1 2 3 4 5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | | Level 4  80 – 100% | |
| **Application** | | | | | | | |
| Technological skills and advertisement strategies were not employed; the commercial was not professional and convincing. | Technological skills and advertisement strategies were minimally employed; the commercial was not near professional and convincing. | | Technological skills and advertisement strategies were partially employed; the commercial was almost professional and convincing. | | Technological skills and advertisement strategies were employed; the commercial was professional and convincing. | | Technological skills and advertisement strategies were adeptly employed; the commercial was very professional and convincing. |
| 0 1 2 3 4 5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 | | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Knowledge and Understanding** | | | | | | |
| Little to no understanding of effective commercials was demonstrated, it was indicative of no research. | A limited understanding of effective commercials was demonstrated, it was indicative of minimal research. | | An understanding of effective commercials was demonstrated, it was indicative of some research. | A good understanding of effective commercials was demonstrated, it was indicative of good research. | | A superior understanding of effective commercials was demonstrated, it was indicative of thorough research. |
| 0 1 2 3 4 5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Below Level 1  0 – 49% | | Level 1  50 – 59% | | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Thinking** | | | | | | | |
| The commercial was not entertaining; no humor, action, adventure, was present. | The commercial was not particularly entertaining; little humor, action, adventure, was present. | | The commercial was somewhat entertaining; humor, action, adventure, was present. | | The commercial was quite entertaining; humor, action, adventure, was woven into the narrative. | | The commercial was highly entertaining; humor, action, adventure, was brilliantly woven into the narrative. |
| 0 1 2 3 4 5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 | | | | | | | |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /40