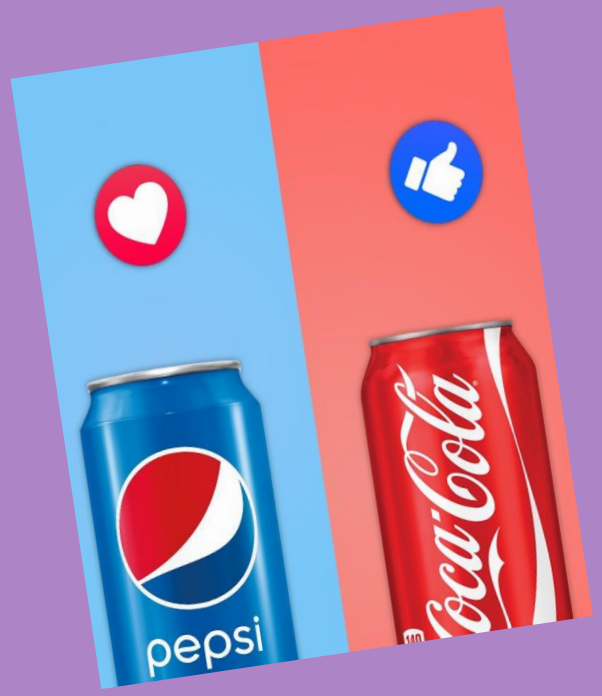


UNIT 15:

'ADVERTISING PRODUCTION'

LEVEL: 3 – UNIT TYPE: INTERNAL – GLH: 60

BTEC LEVEL 3 NATIONAL EXTENDED DIPLOMA IN CREATIVE DIGITAL MEDIA PRODUCTION: PEARSON

BRIEF

‘ADVERTISING PRODUCTION’

UNIT 15

UNIT BRIEF

- **Learners will explore codes and conventions of advertising production. They will select and prepare materials to produce an advertisement for a specified platform and audience.**

- **Advertisements are found in all media sectors and are produced and consumed across a wide range of distribution platforms. This unit will enable you to develop your understanding of the techniques applied to advertising production, allowing you to apply knowledge through the production of your own advertisement.**

- **You will gain an understanding of the codes and conventions of advertising production, the different types of advertisements and how they use methods of persuasion to target specific audiences. Your investigations will help you to understand how to produce your own advertisement. You will then be able to source and prepare appropriate content for a production for a specific audience and media sector, fully developing your technical skills.**

- **The knowledge, skills and experience that you gain during this unit will give you an insight into the features of advertising production along with transferable creative media production skills. This will enable you to make informed decisions about your choices for higher education, training or creative exploration. The work produced can form part of a portfolio of work for progression to employment or higher education.**

LEARNING AIM A

UNDERSTAND THE CODES AND CONVENTIONS OF ADVERTISING PRODUCTION

A1: ADVERTISING BY SECTOR
A2: TARGET AUDIENCE FOR ADVERTISEMENTS
A3: ADVERTISING CODES AND CONVENTIONS
A4: ADVERTISEMENT TYPES AND PERSUASIVE TECHNIQUES

LAA: OBJECTIVES

1. Focus on knowledge and understanding of the codes and conventions of advertisements through the deconstruction of adverts. Explore a range of memorable advertisements from across all media sectors and deconstruct through codes and conventions, advert types and persuasive techniques.

2. Using infographics, understand audience classification and how to identify the target audience for adverts. Collaborate an advert journal and categorize examples by geographic/demographic/ psychographic profiling. Identify how they were specifically constructed to appeal to them, and how they were distributed to reach them.

3. Review advertisers' information packs for UK magazine publications (media packs/kits). Analyse the data provided in the pack and the advertisements in the magazine itself.

4. Research Gunn's 12 advert types and find examples of advertisements to match his types. Complete textual analyses of set examples.

5. Consider the ways in which research will inform learners own advertising productions in LAB + LAC.

TASK 1: ADVERTISING SECTORS

ALL WORK TO BE PRESENTED ON YOUR WEBSITE UNDER THE 'UNIT 15' PAGE.
ALL TASKS MUST INCLUDE VISUALS (IMAGES/VIDEOS/GIFS/DIAGRAMS/CHARTS ETC.).

SECTORS

- Broadcast (TV/Radio/Cinema) + Print + Web-Based

Conduct general research into advertisements and answer the following:

1. **What are the advantages of advertising in the selected sectors?**

2. **What are the disadvantages of advertising in the selected sectors?**

3. **What are some of the challenges that face advertisers when distributing on different platforms?** *Consider old technologies (e.g. traditional broadcasting) and new media (e.g. social media).*

4. **What does the increase in digital consumption mean for traditional media forms such as print media?** *Find some examples of statistics/data/studies that support your reasoning.*

TASK 2: TARGET AUDIENCES

ALL WORK TO BE PRESENTED ON YOUR WEBSITE UNDER THE 'UNIT 15' PAGE.
ALL TASKS MUST INCLUDE VISUALS (IMAGES/VIDEOS/GIFS/DIAGRAMS/CHARTS ETC.).

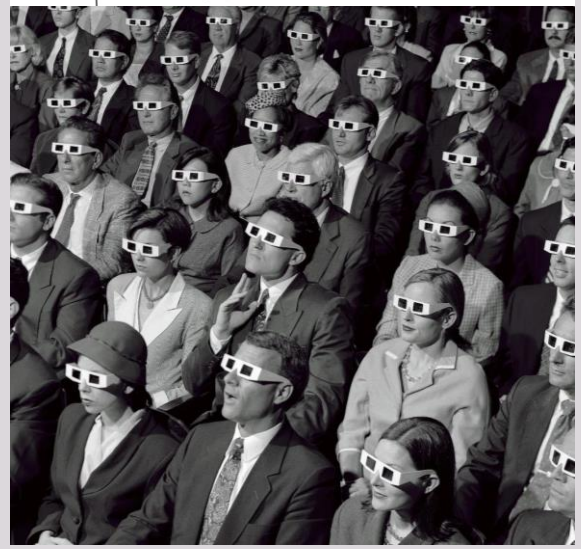
1. ***Research what is meant by the following terms:***
   - Mass audience
   - Niche audience
   - Psychographics
   - Geodemographics
   - Demographics

2. Which characteristics are commonly used to categorise audiences?

3. What are the different categories of audiences according to Young and Rubicam's theory?

4. Why is Young and Rubicam's theory referred to as being 'cross-cultural'.

5. Explain what products might be advertised to each category of Young and Rubicam's theory.

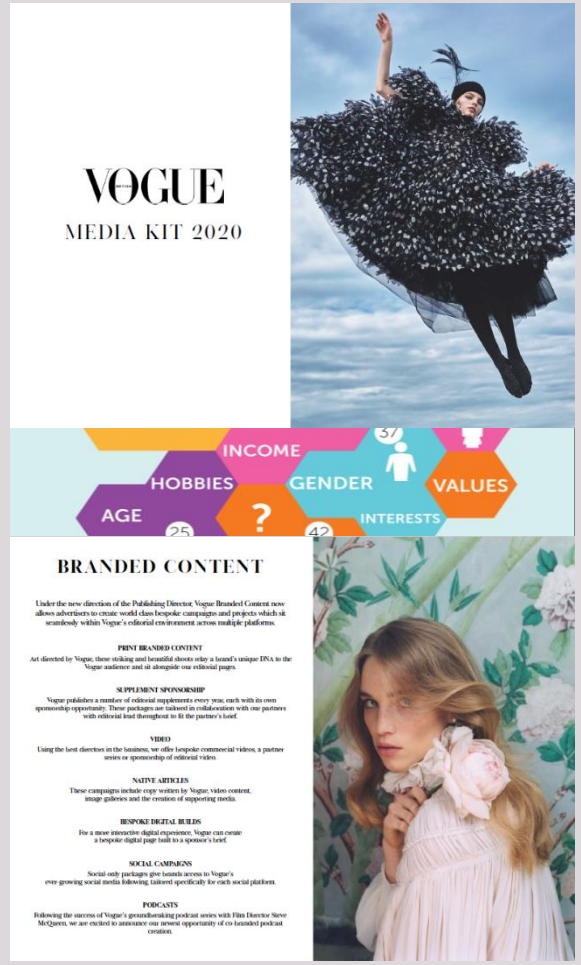


TASK 3: MEDIA KITS (MAGAZINES)

ALL WORK TO BE PRESENTED ON YOUR WEBSITE UNDER THE 'UNIT 15' PAGE.
ALL TASKS MUST INCLUDE VISUALS (IMAGES/VIDEOS/GIFS/DIAGRAMS/CHARTS ETC.).

Media industries conduct market research in order to build a demographic profile of their perfect target audience.

To sell advertising space, magazines inform advertisers about the types of people who read their magazines, in **'Digital Media Kits'.** This data can help companies plan their products.



MEDIA KITS INCLUDE:

- Mission Statement
- Audience Profile
- Advertising Rates
- Calendar - Team - Contacts

Go to https://www.mediactk.com/unit-15.html to some media kits.
Analyse the data provided in the packs/kits and the advertisements in the magazines themselves.

TASK 4: CODES AND CONVENTIONS

ALL WORK TO BE PRESENTED ON YOUR WEBSITE UNDER THE 'UNIT 15' PAGE.
ALL TASKS MUST INCLUDE VISUALS (IMAGES/VIDEOS/GIFS/DIAGRAMS/CHARTS ETC.).

1. ***Complete a conventions diagram for a print poster and a web-based poster of your choice.*** **Use the following bullet points as prompts.**

- **Content – narrative, visual imagery, verbal, order of information,**
- **Branding – identity, name, associations, brand logo, e.g. celebrity endorsements, traditional family values,**
- **Image – types of images used (photographs, illustrations), technical features, e.g. lighting, camera position, mise-en-scene etc.**
- **Copy (created from written text) – content, style and size of fonts used, positioning, integration with images, props**
- **Slogan/tagline – function (memorable, reinforcement of message, creates a desire for product/service),**
- **Time (to communicate the message) – duration of screen-time, e.g. TV, cinema, radio advertisements**

2. **Complete an analysis discussing the timings used within a broadcast advert. Comment on the duration of screen-time given to communicate the message.** *Discuss whether or not you think this is sufficient.*

TASK 5: PERSUASIVE TECHNIQUES

ALL WORK TO BE PRESENTED ON YOUR WEBSITE UNDER THE 'UNIT 15' PAGE.
ALL TASKS MUST INCLUDE VISUALS (IMAGES/VIDEOS/GIFS/DIAGRAMS/CHARTS ETC.).

COMPLETE THE FOLLOWING:

1. Define the differences between parody, pastiche and satire.
2. Find an example advert that uses ***parody*** to communicate meaning.
3. Find an example advert that uses ***pastiche*** to communicate meaning.
4. Find an example advert that uses ***satire*** to communicate meaning.

DEFINE THE FOLLOWING PERSUASIVE TECHNIQUES:

- Pathos
- Logos
- Ethos

DONALD GUNN THEORY:

1. Identify the 12 different types of adverts as outlined by Donald Gunn.
2. Find examples of adverts that illustrate 5 of Gunn's advert types.
3. How effective are these 5 different types of adverts?

LAA: CORE ASSESSMENT

ALL WORK TO BE PRESENTED ON YOUR WEBSITE UNDER THE 'UNIT 15' PAGE.
ALL TASKS MUST INCLUDE VISUALS (IMAGES/VIDEOS/GIFS/DIAGRAMS/CHARTS ETC.).

LEARNING AIM:
Understand the codes and conventions of Advertising Production

KEY CONTENT:
A1: Advertising by sector
A2: Target audience for advertisements
A3: Advertising codes and conventions
A4: Advertisement types and persuasive techniques

CREATE TEXTUAL ANALYSES OF EXISTING ADVERTISEMENTS

You analyses should be in the form of a written presentation, analysing the codes and conventions of advertising production, with illustrative examples.

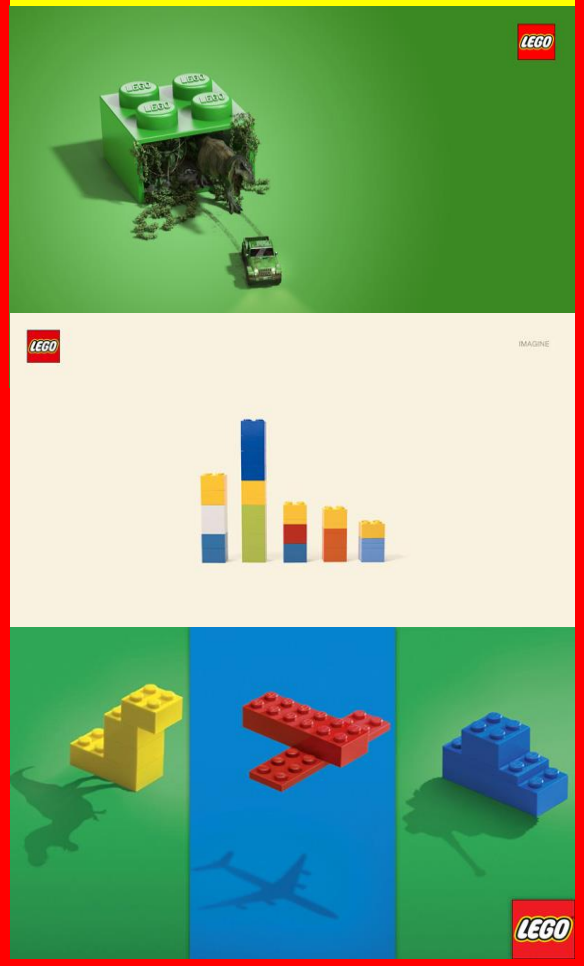
Pick a minimum of one example from each of the following sectors:

- **Broadcast (TV/Radio/Cinema)**
- **Print**
- **Web-Based**

- **Use all of the research you have conducted so far to help you.**

- **Remember to consider the use of mise-en-scene, colour, camera angles, sound etc.**

- **Discuss how effective you believe the persuasive techniques have been.**



LAA: MARK SCHEME

Pearson

Learning Aim A: Understand the Codes and Conventions of Advertising Production		
PASS	**MERIT**	**DISTINCTION**
A.P1 Explain the ways in which target audiences for advertisements are classified. **A.P2** Explain the codes and conventions of advertisement production within a specific media sector. **A.P3** Identify three examples of Gunn's 12 advertisement types and explain their use of persuasive techniques to appeal to the target audience.	**A.M1** Analyse the application of codes and conventions and persuasive techniques in advertisements across different media sectors.	**A.D1** Evaluate how advertisement types and persuasive techniques are applied to appeal to different target audiences across different media sectors.

LAA: MARK SCHEME

Learning Aim A: Understand the Codes and Conventions of Advertising Production EXAMPLES

For pass standard,

Learners will explain the ways in which a mass or niche target audience for an advertisement are classified through categories such as occupation, psychographic or geodemographic profiles. The explanation may not go beyond the obvious, for example learners may write, 'Advertisements for baby food are targeted at mothers who value the best for their child.' They will explain the use of most of the main codes and conventions of advertisements from one media sector but may not relate these to specific examples or, where they do so, the examples will not be used to effectively illustrate why the codes and conventions have been used. They will correctly identify and explain three different examples of Gunn's 12 advertisement types, including the type of persuasive technique that has been applied to appeal to the audience. The explanations may be basic, but they will be accurate. Learners, for example, may explain, 'This is a demonstration type of advertisement that is showing you the features of the washing machine to make it appealing to the audience.' Overall, the explanations may be basic in parts and may have some inaccuracies relating to the terminology of advertising production.

For merit standard,

Learners will produce evidence that shows they can give a detailed textual analysis of the selected advertisements' codes and conventions and persuasive techniques. Learners will analyse advertisements from across media sectors but, unlike the distinction standard, it is not a requirement to analyse advertisements targeting different audiences. In analysing the codes and conventions common to advertisements from more than one media sector, learners will demonstrate an understanding of the similarities and differences in their application. For example, learners will analyse billboard and radio advertisements and identify some similarities in their content, such as branding and the conventional use of slogans in both, observing however, that billboards apply very short-written slogans that can be read and understood at speed while radio advertisements conventionally apply musical slogans and repetition to stick in the audience's mind. In analysing the application of persuasive techniques in advertisements across media sectors, the evidence will provide examples of the use of pathos, logos or ethos and comment in detail on its use to persuade the target audience. Overall, the analysis should be logically structured, technically accurate with illustrative textual examples provided from the adverts to support the points made.

For distinction standard,

Learners will produce evidence that evaluates the application of persuasive techniques in a range of advertisement types targeted at different audiences. They will correctly identify the types of advertisements they have analysed by producing detailed and accurate references to Gunn's 12 advertisement types or by the style and form of the advertisements. For example, learners will identify a TV advertisement for bleach as an example of Gunn's 'symbolic type advertisement' as the flu germ is portrayed as an alien, or the correct identification of the realist narrative form of the Nescafé® series of TV advertisements. The identification of the advertisement types will lead to an evaluation of why that advertisement type is appealing to the target audience. For example, learners will recognise that the symbolic advertisement appeals to the target audience's desire to feel empowered by presenting the product as preventing an 'invasion' of germs, while the realist narrative of the Nescafé advertisements is appealing as it makes the target audience feel as if they are sharing a coffee with friends. Learners will produce evidence that shows they can evaluate the application of persuasive techniques in advertisements targeting different audiences. For example, learners will identify how the sentimentality of the narrative in the Nescafé advertisements aims to evoke positive emotions among the target audience, while the use of scientific data about germs in the bleach advertisement is a technique applied to appeal to the target audience's logic. Overall, the evidence, such as an audio or written report, will be easy to read and coherently explained with detailed illustrative textual examples provided from the advertisements to support the points made.

LEARNING AIM B

PREPARE MATERIAL FOR AN ADVERTISING PRODUCTION

B1: SOURCE AUDIENCE INFORMATION
B2: SOURCE TEXT, VISUAL, AUDIO, INTERACTIVE MATERIAL
B3: PREPARATION OF TEXT MATERIALS
B4: PREPARATION OF VISUAL MATERIALS

LAB: OBJECTIVES

1. Explore/build on existing knowledge, of how media audience information is gathered. Looking at previous units, can learners apply any of their existing knowledge to advertising.

2. Use the advertisers' information pack from LAA to look at the type of audience information available to advertisers.

3. Research other sources of audience information and model how to analyse this data as preparation for creating an advert to target a specified audience.

4. Explore the process of preparing to create an advertisement production.

5. Using an exemplar portfolio, model how to research the audience for the advert, how to select the most suitable advert type for the proposed audience, how to use the appropriate technical skills to prepare the print advert, and how to meet the requirements of the brief.

6. Model how to source and prepare all the content for the advert and how to make and amend drafts.

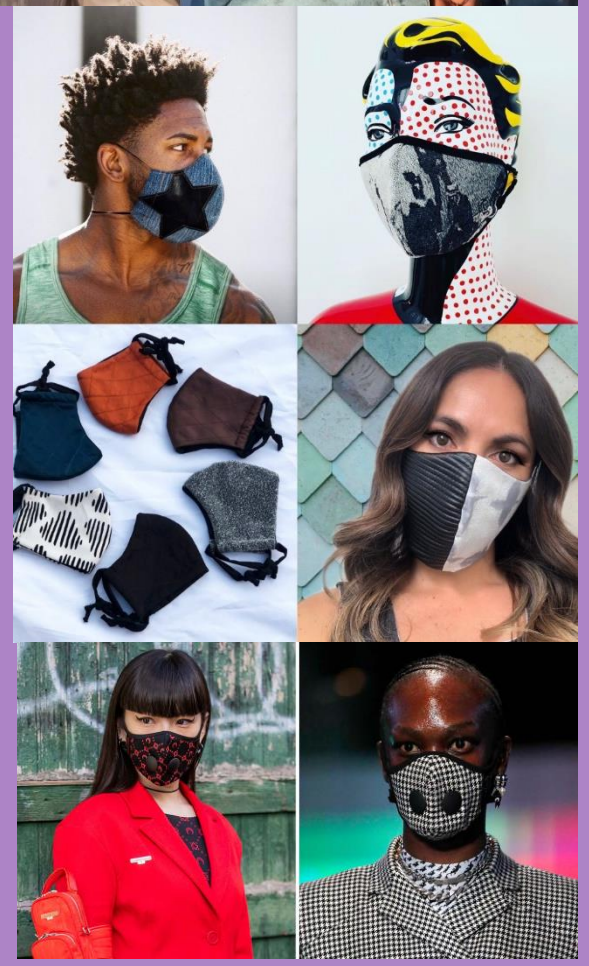
LAB: THE BRIEF

ALL WORK TO BE PRESENTED ON YOUR WEBSITE UNDER THE 'UNIT 15' PAGE.
ALL TASKS MUST INCLUDE VISUALS (IMAGES/VIDEOS/GIFS/DIAGRAMS/CHARTS ETC.).

'CREATE AN ORIGINAL FASHION BILLBOARD ADVERTISMENT TO PROMOTE A NEW FACE MASK'

As an advertising executive for the advertising agency 'House of Ads', you have been assigned the task of releasing a new billboard advert promoting luxury face masks for the established designer fashion brand, Rossi and Russo.

You must create an advertisement that encourages the target audience to adapt to the new way of life. You have been given the responsibility for researching, planning and construction, and as advertising executive, you must source all text and images for your advert.



The requirements for your advert are:

- **Promote a new line of facemasks for a designer brand featuring at least one model**
- **The advert should embody the style of the brand and should match their luxury identity**
- **Target an audience of 16-24-year olds who have an interest in similar designer products**
- **Feature the logo of the brand**
- **Display an awareness of fashion advertising conventions**
- **Use original images taken by yourself**
- **Use an original slogan created by yourself**

TASK 6: FASHION ADVERTISING

ALL WORK TO BE PRESENTED ON YOUR WEBSITE UNDER THE 'UNIT 15' PAGE.
ALL TASKS MUST INCLUDE VISUALS (IMAGES/VIDEOS/GIFS/DIAGRAMS/CHARTS ETC.).

PURPOSE

You are required to complete research into print fashion advertising and it's many forms and conventions:

ENSURE YOU DISCUSS:

- ***Categories*** *– Fashion Advert Genres/Types of Advert/Product*
- ***Conventions*** *– Typography, Composition, Layouts etc.*
- ***Mise-en-Scene*** *– Setting, Costume, Props, NVC/Gesture Codes, Lighting (Low-Key/High-Key) etc.*
- ***Camera Techniques*** *– Angles/Shots/Framing/Movements etc.*
- ***Subject Representation*** *– Gender, Ethnicity, Sexuality – Stereotyping, Ideologies etc.*
- ***Stock Situations*** *– Common Approach to Narrative/Storytelling etc.*

MARKET ANALYSIS

Begin to consider the intended audiences for fashion advertising:

1. DEMOGRAPHICS – age / gender / income / ethnicity etc…
2. PSYCHOGRAPHICS – (attitude / activities / personality & values)
3. GEOGRAPHICS – (local / regional / national / international)

TASK 7: SOURCE AUDIENCE INFORMATION

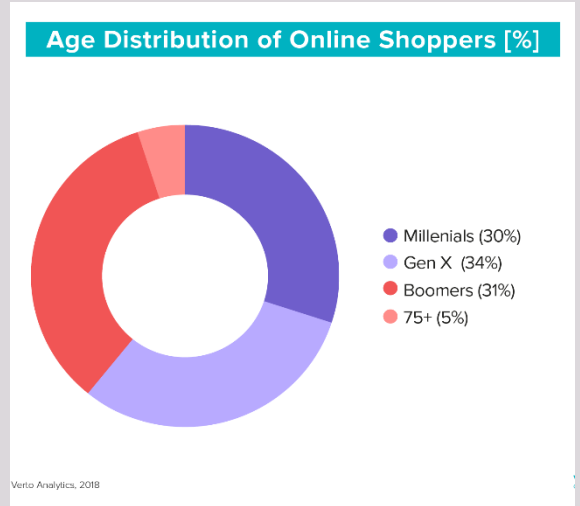
ALL WORK TO BE PRESENTED ON YOUR WEBSITE UNDER THE 'UNIT 15' PAGE.
ALL TASKS MUST INCLUDE VISUALS (IMAGES/VIDEOS/GIFS/DIAGRAMS/CHARTS ETC.).

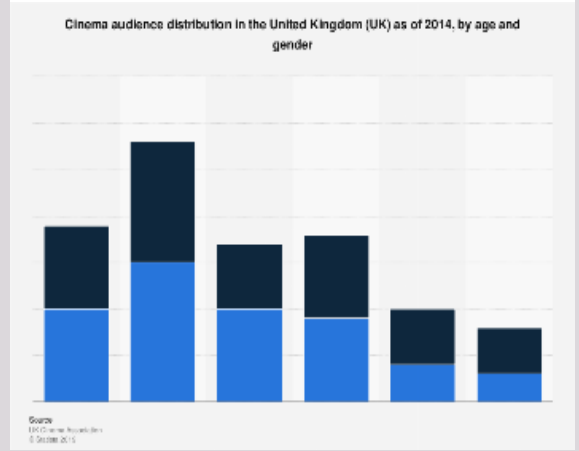
Carry out research into the following areas. *Your research should help you create a product to appeal to the target audience mentioned in the brief.*

You will need to carry out at **least three interviews** and **one questionnaire** to obtain the required information. *Results from your questionnaires and interviews should be briefly summarised with screenshots on your website*.

1. **What demographics and psychographics will you target with your advertisement?**
2. **What fashion products most commonly appeal your chosen demographics and psychographics?**
3. **Why will the given products be suitable for this target audience?**
4. **What persuasive techniques do you intend to use for your advert?** *(Explain why you believe these would be effective for your audience).*
5. **How do you intend to appeal to the audience through the overall style of your advert?** *(e.g. use of fonts, colours etc.).*

THEORY LINK: **STUART HALL – 'RECEPTION'**





TASK 8: SOURCE INTERACTIVE MATERIAL

ALL WORK TO BE PRESENTED ON YOUR WEBSITE UNDER THE 'UNIT 15' PAGE.
ALL TASKS MUST INCLUDE VISUALS (IMAGES/VIDEOS/GIFS/DIAGRAMS/CHARTS ETC.).

As you are preparing material for a billboard advert, you will need to source different materials to make your overall product a success.
This will include: *Text, Visual and Audio materials.*

Complete the following activities:

1. Source **5 different secondary images** that will inspire your own images.
2. Source **5 different print fashion adverts** that use a similar style to that which you seek to create for your own advert.
3. Source **5 different primary images** – taken by yourself – that can eventually be narrowed down to those you will use for your advert.
4. Create a collection of **at least 10 different font styles** that interest you and could be used in your advert to convey the brand identity. (Include fonts for both the logo, slogan and any other necessary text).
5. Are there any copyright clearances that you will need to obtain in order to use any of these sourced images? If so, how can you obtain these?

TASK 9: PREPARATION OF TEXT MATERIALS

ALL WORK TO BE PRESENTED ON YOUR WEBSITE UNDER THE 'UNIT 15' PAGE.
ALL TASKS MUST INCLUDE VISUALS (IMAGES/VIDEOS/GIFS/DIAGRAMS/CHARTS ETC.).

You are required to explore all possible TEXT elements to be included in your billboard advertisement.

In order to complete this task, you must research existing fashion advertisements and profile the many different styles of typography used for each convention (check your common conventions list).

CONSIDER: Font Choice – Language – Wording – Heading – Company Brand – Logo – Slogan – Colour Scheme – Key Image – Small Print – Anchorage.

EVIDENCE: Drawn Mock Ups/Drafts/Sketches + Typography Boards

TASK 10: PREPARATION OF VISUAL MATERIALS

ALL WORK TO BE PRESENTED ON YOUR WEBSITE UNDER THE 'UNIT 15' PAGE.
ALL TASKS MUST INCLUDE VISUALS (IMAGES/VIDEOS/GIFS/DIAGRAMS/CHARTS ETC.).

You are required to explore all possible VISUAL elements to be included in your billboard advertisement.

EXPLORE: Common fashion poses + Common fashion styles

Remember, these poses and fashion trends will need to be evident in your own drafts/photographs.

EVIDENCE: Photoshoots + Mock Ups (Drawn + Digital)

Annotate each pose/shot with relevant connotations and design thoughts (selection).

LAB: CORE ASSESSMENT

ALL WORK TO BE PRESENTED ON YOUR WEBSITE UNDER THE 'UNIT 15' PAGE.
ALL TASKS MUST INCLUDE VISUALS (IMAGES/VIDEOS/GIFS/DIAGRAMS/CHARTS ETC.).

LEARNING AIM:
Prepare material for an Advertising Production

KEY CONTENT:
B1: Source audience information
B2: Source text, visual, audio, interactive material
B3: Preparation of text materials
B4: Preparation of visual materials

For your assessment for Learning Aim B, you must create the following requirements in relation to the brief you have been given.

1. **A written, audio or visual proposal of your ideas for an advertisement production**
2. **A portfolio of evidence of the sourcing and preparation of materials for the advertising production**
3. **The portfolio should include annotated research notes, mock-ups, sketches, drafts**

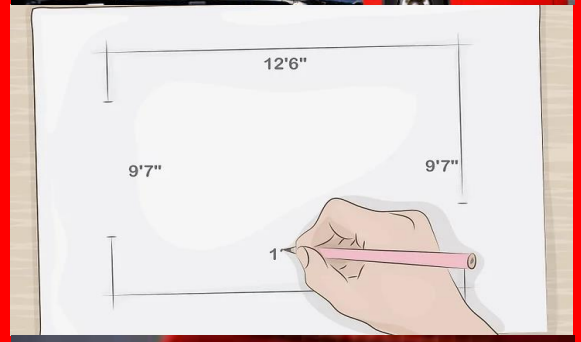
Your preparation portfolio can be constructed and presented as a pitch or treatment. How you use appropriate technical skills to prepare the advert and how it meets the brief requirements is key.

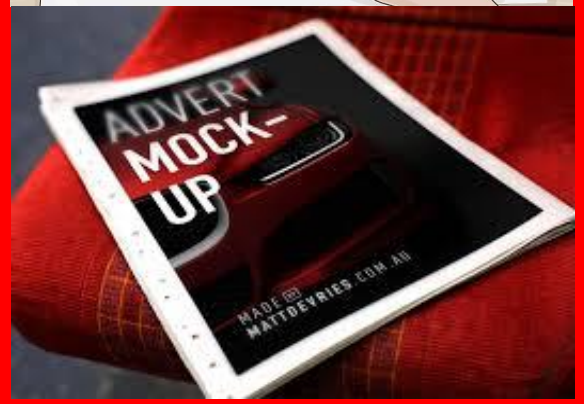
Answers/Present each of the following, for the different stages of production.

1. Reflect on your detailed **drawn draft for 3 different** advert ideas.
2. Reflect on your detailed **digital draft for 3 different** advert ideas.
3. What **locations** did you use for your photographs? How will they contribute to your final product?
4. Which software have you decided to use to help you produce your finished advert?
5. What are the advantages of using this specific software?
6. What possible challenges are you anticipating to face in post-production and why?
7. How will you be able to determine if your advert was successful?

Answers/Present each of the following, in order to tailor you final product to your target audience.

1. How do you intend to make your finished advert stand out among other fashion adverts currently in the publishing sector?
2. Have you chosen to design a horizontal or vertical billboard poster? How did you come to this decision?
3. What adjustments would you need to make to you advert if you were to change the format? (e.g. from vertical to horizontal, offline to online etc.).
4. Find two examples of billboards in locations that you would like to see your advert displayed.





LAB: MARK SCHEME

Pearson

Learning Aim B: Prepare Material for an Advertising Production		
PASS	**MERIT**	**DISTINCTION**
B.P4 Carry out appropriate audience research to inform the production of an advertisement for a specified sector. **B.P5** Source and competently prepare content for the production of an advertisement for a specific media sector.	**B.M2** Interpret audience research to inform the production of an advertisement for a specified sector. **B.M3** Source and effectively prepare suitable content for the production of an advertisement for a specific media sector.	**B.D2** Analyse audience research to inform the production of an advertisement for a specified sector and consistently demonstrate comprehensive preparation of all content for the production..

LAB: MARK SCHEME

Learning Aim B: Prepare Material for an Advertising Production EXAMPLES

For pass standard,	For merit standard,	For distinction standard,
Learners will show some consideration of the brief and the proposed idea for the advertisement production, such as attempting to appeal to the target audience. Learners' portfolios will contain evidence that they have undertaken basic research into the audience to inform their decisions. The information gathered by learners may be broadly relevant but may not be interpreted in anything other than a basic form. Learners may, for example, hold a focus group and collect broad information about what kinds of advertisements the target audience likes, 'they liked cool-looking advertisements' but fail to ask more specific questions about their preferences of style and layout and how information could be used to inform decisions. Learners will provide evidence of the sourcing and preparation of materials appropriate to the advertisement, demonstrating that they have taken measures to select, for example photographs, to use in their advertisement, and preparing them, by cropping the material they sourced. There will be some evidence of checking the materials, but some omissions may still occur, for example a spelling error.	Learners will address the brief and the proposed idea for the advertisement in a mainly appropriate manner in terms of choice of style, form, advert type and selection of persuasive techniques. Their portfolio of evidence of preparations for the advertisement production will not be as comprehensive as for distinction level. Audience research will be used to inform learners' preparation of their advertisement although this will be less rigorous than that demonstrated by distinction learners, for example learners may select a style of advertisement to produce based on their findings from a focus group, but not use the findings to inform other choices they make such as content or persuasive techniques. The preparation of the material, once sourced, will show that learners have taken actions to suitably prepare the content to be used in an advertisement production, such as writing the copy/script and preparing an image through cropping, although such preparations will not be as comprehensive as for distinction level, for example their drafts will not contain detailed annotations. Preparation of the materials will still be accurate, however, with thorough checking, for example a photograph will not be badly scaled, and there will not be spelling errors in the text.	Learners will thoroughly think through the proposed idea and it will be wholly appropriate, with detailed evidence of considering the appeal of the advertisement to the target audience. Learners' portfolios will clearly document (either electronic or a hard copy) how they have sourced and used audience information to inform their preparation of the advertisement production. Learners' portfolios will include evidence of detailed and appropriate audience research, or research from advertising sources of information (relevant to the details provided by the brief). For example, learners may hold a focus group with the target audience stated in the brief to determine their preferences of type, form and style of advertisements. Learners will analyse the findings, using that information to source and prepare appropriate content and materials for their own advertisement, or they may use details provided in an advertisers' information pack to help them plan. Learners' evidence will demonstrate that their choice of advertisement type, form, style and persuasive technique, applied to their own advertisement, have been directly informed by their research, for example through detailed annotations or detailed audio recording. When gathering the text, visual, audio or interactive materials required for their advertising production, evidence will clearly show the considerations learners have taken into account when selecting them, such as clearances they would need to use a song in a radio advertisement. Learners will be thorough in the gathering and preparation process for all materials and they will use methods that would be appropriate in a professional context, for example adherence to appropriate advertising regulations for the sector, or consideration of unintended or inappropriate interpretation of the images/text. These considerations will be evidenced in the portfolio, for example through annotations, oral recordings or in a visual form. Comprehensive preparation of text, visual, audio or interactive materials for the advertisement production will be evidenced through detailed mock-ups, drafts, layouts for the proposed advertisement, all of which will indicate how the individual features of the proposed advertisement will appeal to the target audience. All text will be edited, prepared and proofread to ensure it is accurate in respect of spelling and grammar. All images must be prepared in a format, file size and quality fully appropriate to the specified platform.

LEARNING AIM C

PRODUCE AN ADVERTISEMENT FOR A SPECIFIC DIGITAL MEDIA SECTOR

C1: MEDIA SECTORS AND FORMATS FOR ADVERTISING
C2: ADVERTISEMENT PRODUCTION STAGES
C3: APPLYING CODES AND CONVENTIONS IN ADVERTISEMENT PRODUCTION

LAC: OBJECTIVES

1. Produce an advertisement for a digital media sector that (1) correctly follows the production processes and (2) applies the codes and conventions of advertising production from a chosen sector.

2. Explore how the exemplar portfolio was created through the productions process. Moving through the production stages, demonstrations/exemplars/models to be shown on how to perform that task.

3. Presentations of practice examples to be undertaken, with the aim of identifying how to improve the production by means of constructive feedback.

4. Illustrate how the tools and techniques used to produce these exemplar adverts ensure that industry codes and conventions were followed.

5. Practice the creation of advertisements for different media sectors, ensuring that the most relevant sector is selected and follows the appropriate codes and conventions.

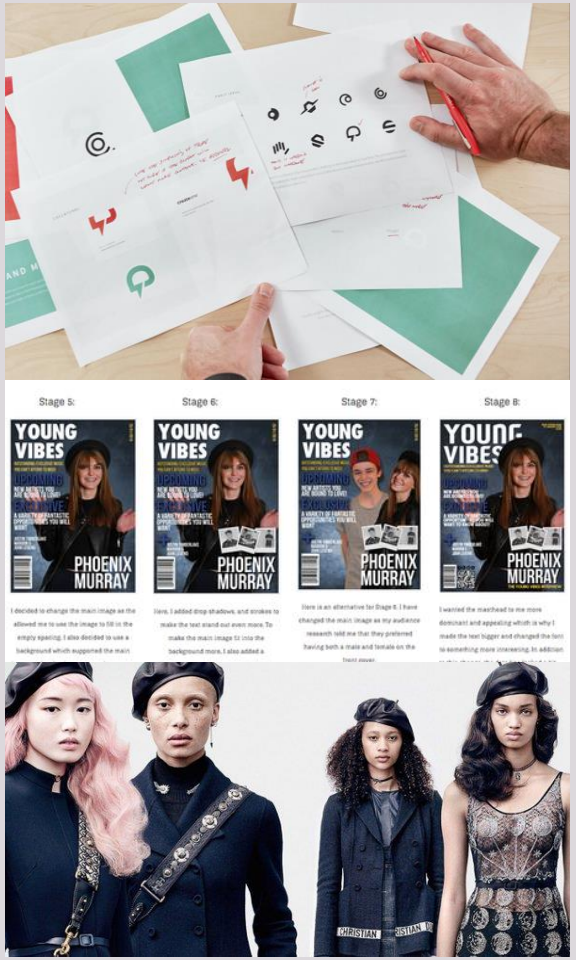
TASK 11: ADVERTISEMENT PRODUCTION

ALL WORK TO BE PRESENTED ON YOUR WEBSITE UNDER THE 'UNIT 15' PAGE.
ALL TASKS MUST INCLUDE VISUALS (IMAGES/VIDEOS/GIFS/DIAGRAMS/CHARTS ETC.).

- **Learning Aim C is assessed through the submission of a production log and final outcome of how your fashion advertisement was constructed.**

- **For the final 20 mins of each lesson, you are required to take a screen grab** (cmd+shift+3) **of your work, upload it to your website, and write a supporting paragraph that discusses your:**
  - **Thought process**
  - **Skills development**
  - **Justification of decisions**
  - **General reflections**

- **PEARSON:** *Finished layouts for an advertisement production for a specific media sector, accompanied by a log of design and production stages. This may be presented in the form of a production log, blog or an annotated visual record; it must show experimentation with codes and conventions within trial layouts, and justification of final design and production decisions. It will include a review of the suitability of the product for a specific target audience.*



TASK 12: FINAL EVALUATION

ALL WORK TO BE PRESENTED ON YOUR WEBSITE UNDER THE 'UNIT 14' PAGE.
ALL TASKS MUST INCLUDE VISUALS (IMAGES/VIDEOS/GIFS/DIAGRAMS/CHARTS ETC.).

You are required to write a final summative evaluation covering: *Mise-en-scene/Typography/Codes and Conventions/Audience Appeal* – **Justify Why.**

Answer the following questions to show your understanding and ability to apply advertising codes and conventions to your production.

1. **What technical codes have you used to appeal to your given target audience, (e.g. camera angles, lighting, editing techniques etc.)?**
2. **How have these technical codes helped you to appeal to the target audience?**
3. **What fashion advertising conventions have you decided to use and why?**
4. **Other than coming across your billboard poster, are there any other ways you think your audience could engage and help you distribute your advert?**
5. **Will the majority of your target audience consume your advert with the intended meaning or are there any potential risks with audience consumption?**

LAC: CORE ASSESSMENT

ALL WORK TO BE PRESENTED ON YOUR WEBSITE UNDER THE 'UNIT 15' PAGE.
ALL TASKS MUST INCLUDE VISUALS (IMAGES/VIDEOS/GIFS/DIAGRAMS/CHARTS ETC.).

LEARNING AIM:
Produce an advertisement for a specific digital media sector

KEY CONTENT:
C1: Media sectors and formats for advertising
C2: Advertisement production stages
C3: Applying codes and conventions in advertisement production

For your Learning Aim C core assessment, you must create a complete fashion advert intended to be displayed on billboards promoting the designer brand 'Rossi and Russo'.

- Ensure you use the assigned brief to help you in the completion of this assessment. You may use all of the prepared materials you have sourced to help you with this activity.

- Remember to consider the target audience and success criteria in your finished product.

REQUIREMENTS FOR ASSESSMENT:

1. **Finished Billboard Advertisement**
2. **Construction Log**

LAC: MARK SCHEME

Pearson

Learning Aim C: Produce an Advertisement for a Specific Digital Media Sector		
PASS	**MERIT**	**DISTINCTION**
C.P6 Create an advertisement for a specified audience and media sector, following the correct stages of production.	**C.M4** Create an advertisement for a specific media sector, using appropriate techniques and applying codes and conventions	**C.D3** Create an advertisement for a specific media sector, using effective techniques and applying codes and conventions to appeal to a specified target audience.

LAC: MARK SCHEME

Pearson

Learning Aim C: Produce an Advertisement for a Specific Digital Media Sector EXAMPLES		
For pass standard, Learners will produce a final advertisement for a specific media sector, using some of the codes and conventions of advertising production in that sector. Learners' productions will demonstrate appropriate production techniques, such as integration of a cropped image and a slogan but these will be applied in a basic way. There will be some basic application of the codes and conventions, such as writing a memorable slogan, but there may be errors such as positioning it incorrectly.	**For merit standard,** Learners will produce a final advertisement for a specific media sector, using the codes and conventions of advertising production in that sector to meet the requirements of the brief. The codes and conventions might be applied with less precision than those demonstrated by distinction level learners, for example the finished radio advertisement may contain a catchy slogan to appeal to the target audience but may fail to closely follow the convention of repeating it at intervals. Learners' application of production techniques will demonstrate understanding of the codes and conventions of the media sector, for example, using alliteration in the slogan, but these might not be as well executed as for distinction level.	**For distinction standard,** Learners will produce an accurate final advertisement for a specific media sector, using the codes and conventions of advertising production in that sector to meet the requirements of the brief. Learners' work will demonstrate, through the application of the production techniques, very close adherence to the codes and conventions of advertising production in the selected media sector, such as anchoring the image on a billboard advert with a bold, short slogan, or the recording, editing and repetition of a slogan in a radio advertisement. The advertisement will demonstrate, through the considered application of technical skills by learners, a purposeful appeal to the target audience.