

## COMMERCIAL APPLICATIONS

### Performance Standard Vi27A.E (visual art)

Develop a roster of needed artists to create television commercials and a job description for each one accordingly:

- *Knowledge*: Identify the different types of artists needed to produce television commercials and the kinds of work they do.
- *Process*: Develop a roster of five artists needed to produce a television commercial and a job description for each.
- *Communication*: Explain why the artists selected are needed to produce the commercial and why their work is critical to its success.

### Procedures

1. *In order to analyze how the arts function in history, society and everyday life (27A)*, students should experience sufficient learning opportunities to develop the following:
  - Identify many different types of artists needed to create television commercials, and the jobs they do.
  - Analyze how the arts are used in commercial applications (e.g., posters, television commercials, package design, industrial design).
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Explain that the students will act as casting directors for the director of a television commercial. Their job is to develop the roster of artists needed to produce a particular commercial. Ask students to view a television commercial to develop a roster of artists complete with job descriptions who are needed to create the commercial.
4. Play the Campbell's Chunky Soup commercial with T. Buckley in it for the students. Give students time to make their notes of the types of artist that would be needed to create the commercial. Re-play the tape for them to check for additional artist types.
5. Provide each student a copy of the "Commercial Applications" task sheet. Ask students to note in the first column the different artists needed to create the commercial. Ask them to write a job description in the second column, detailing the kind of work each artists does.
6. Re-play the commercial for a final check.
7. Ask each student to name the artists they listed and explain why their role is critical to the success of the production of the commercial. This can be done orally or in writing.
8. Evaluate each student's work using the Fine Arts Rubric as follows and add the scores to determine the performance level:
  - *Knowledge*: The identification of the different types of artists needed to produce television commercials and the work they do was thorough and accurate.
  - *Process*: The selected five artists were well-detailed and accurate.
  - *Communication*: The explanation of why the artists selected are needed and why their work is critical to the success of the commercial was clear, concise and well-reasoned.

### Examples of Student Work follow

### Time Requirements

- One class period

### Resources

- Video tape of a television commercial
- Copies of the "Commercial Applications" task sheet
- Commercial Applications Rubric

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**COMMERCIAL APPLICATIONS - ROSTER OF NEEDED ARTISTS**

<b>Artists</b>	<b>Job Description</b>

**Use another sheet of paper for additional artists and job descriptions.**

## COMMERCIAL APPLICATIONS

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds = 11 - 12 total points
- Meets = 8 - 10 total points
- Approaches = 4 - 7 total points
- Begins = 3 total points

	<b>KNOWLEDGE</b>		<b>COMMUNICATION</b>	
	The identification of the different types of artists needed to produce television commercials and the work they do was thorough and accurate.	<b>Artist List</b>	<b>Job Description</b>	The explanation of why the artists selected are needed and why their work is critical to the success of the commercial was clear, concise and well-reasoned.
<b>4</b>	<ul style="list-style-type: none"> <li>• The identification of all artists/jobs was thorough and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Five of the artists identified were appropriate and critical to producing commercial.</li> </ul>	<ul style="list-style-type: none"> <li>• The descriptions of five artists were complete, well-detailed and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• The explanation was clear, concise and well-reasoned.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The identification of most artists/jobs was thorough and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Four artists identified were appropriate and critical to producing commercial.</li> </ul>	<ul style="list-style-type: none"> <li>• The descriptions of four artists were complete, well-detailed and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the explanation was clear, concise and well-reasoned.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The identification of some artists/jobs was thorough and accurate, or the descriptions were incomplete.</li> </ul>	<ul style="list-style-type: none"> <li>• Three artists identified were appropriate and critical to producing commercial.</li> </ul>	<ul style="list-style-type: none"> <li>• The descriptions of three artists were partially complete, had some detail and were accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• The explanation was somewhat complete and well-reasoned.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The identification of a few artists/jobs was thorough and accurate, or the descriptions were marginal</li> </ul>	<ul style="list-style-type: none"> <li>• 1 or 2 artists identified were appropriate and critical to producing commercial.</li> </ul>	<ul style="list-style-type: none"> <li>• The descriptions of 1 or 2 of the artists were marginal in detail and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• The explanation was marginal in completeness and reasoning.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• The identification of artists/jobs was missing and/or incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>• The roster was not completed or was incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>• The descriptions were missing and/or incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>• The explanation was missing and/or incorrect.</li> </ul>
<b>Score</b>				

79 days' supreme. ~~pipers~~

Baby walks in. water balls. Baby  
grabs flower, butterfly plays  
around baby. Baby with a  
butterfly. Runs away after  
the butterfly.

Roster of Needed Artists Worksheet

Artists	Job Description
cartoonist	someone who does cartoons
set designer	someone who dressed the person
architect	someone who designed the room
music	people who did the background music
photojournalist	someone who took a picture of the backgrounds

"Exceeds" (page 1)

## Huggies Diapers

It starts in a forest type place. A baby with wings is raising a black & yellow butterfly. The commercial is about Huggies Diapers. The butterfly keeps flying around the baby. At the end the butterfly lands on the box of Huggie Diapers. Then the butterfly and the baby leave the forest type place.

Roster of Needed Artists Worksheet

Artists	Job Description
animation	for the butterfly to move
music	for the babby and butterfly to dance
cartoonist	drew cartoon type figures
people	was the baby
costom drsing	costom for the babby
comperterist	to draw the pictures
props	for the commutial
make-up	for the baby's face
color desing	for the color of the things
sprit writer	to write the words that she says
Painter	for painting the back round
Sulptoreist	for making the mosh rooms
drawer	for making the pictures in it
artist	to desing the drawings
enviromentalist	to see what the background should look like
word writer	for the rash the move