

# **Interdisciplinary Lesson Plan for Advertising and Commercials Grades 5-12**

**Writing / Art/ Music/ Tech Ed/ Media / Math**

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**Goal:** The learner will be introduced to the legal responsibilities surrounding the use of music in the creation of commercial advertisements.

**Instructional Objectives:** Students will establish business partners with one another to write and create a commercial using advertising material and royalty free music to record a commercial and/or other advertising project. Students will create artwork, product list, descriptions, pricing and appropriate taxes for product or event.

Each class/teacher will decide on a rubric that fits their personal objectives and grading scale.

**Materials needed:** Royalty Free Music to be used for background music in commercials, morning announcements, voice-overs, podcasts or any other type of advertising project.

**English/Writing:** Students will write a commercial script (30 sec. and 60 sec.) for a business or school event. Emphasis should be on essential content expressed through original and creative advertising slogans. The written material must be read within the allotted time slots. Reading with expression is also a key component. Discuss voiceovers and the role of the actor in commercials with intent to sell a product. Students will also write descriptions for products, business and/or event selected.

**Art:** Students will design a poster, brochure, or magazine advertisement for the business or event. Identify and analyze product or event to be advertised. Students will learn to synthesize the graphic art with descriptive writing with intent of selling product, business, and or/event.

## **Art Teacher chooses appropriate standard/s:**

Visual Arts Content Standards provide program goals for all grade levels:

- \* Understanding and applying media, techniques, and processes
- \* Using knowledge of structures and functions

- \* Choosing and evaluating a range of subject matter, symbols, and ideas
- \* Understanding the visual arts in relation to history and culture
- \* Reflecting upon and assessing the characteristics and merits of their work and the work of others
- \* Making connections between visual arts and other disciplines

**Music/Tech Ed/Media Specialist:** Students will evaluate and select music that fits the type of business they have chosen. Compare and contrast music selections to best suit product, business and /or event. Students will record the commercial script they wrote as a voice over to the music..

**Music/Media Specialist Teacher selects appropriate standard/s:**

National Standards for Music: This Lesson targets (in **bold**):

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
- 4. Composing and arranging music within specified guidelines.**
5. Reading and notating music.
- 6. Listening to, analyzing, and describing music.**
7. Evaluating music and music performances.
- 8. Understanding relationships between music, the other arts, and disciplines outside the arts.**
9. Understanding music in relation to history and culture.

**Math:** Student's will make up price list and figure out tax (varies according to area you live in) that would need to be charged on each item sold. More calculations on taxes can be made by adding, a number of items sold and what the tax would be on that total value. Skills used would be adding up money and multiplying % (decimals).

**Evaluation: Evidence of learning will include:**

Informal assessment  
 Conferences  
 Discussion and review of Rubric  
 Student Journal  
 Group Discussion  
 Artwork  
 Script  
 Recorded Commercial

**Summary / Reflection:** What did the student learn? Did students identify

and understand the use of royalty free music in advertising and commercials? Discuss the legal issues that surround the use of copyrighted material in school, work, and or business place.

**Outcome of project. Reflection:** In small groups and together as large group discuss strengths of each commercial and improvements that can be made (think tank approach) to enhance the sale of a product or event. Review rubric. Guide students in appropriate use of disseminating constructive criticism by identifying strengths first and suggesting changes and additions second. Have students journal and orally present their outcomes using the four critical thinking strategies : Describe, Analyze, Interpret, Decide.

**Describe:** What is the event or business to be advertised?

**Analyze:** What should be emphasized to make us notice the event or business ?

**Interpret:** What do we want to tell about the product or business?

**Decide:**

Have you seen another advertisement like this?

Is the advertisement original and organized?

Is the music appropriate and enhancing of the event, product, or business?

Is the music legal to use?

**Extensions:**

- \* Share commercial with other grade levels/classes.
- \* Incorporate selected commercials into the daily morning announcements or have each class create a morning announcement segment to be used on alternating weeks to start and end the morning announcements.
- \* Play selected commercial on Public Access TV
- \* Create school podcast.

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