

High School Art-Public Relations/Advertising

2003-2004

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1. Description of Primary Learners Junior or Senior Art Students

- | | |
|---|--|
| <input type="checkbox"/> Early Learners | <input checked="" type="checkbox"/> High Schools |
| <input type="checkbox"/> Primary Schools | <input type="checkbox"/> Young Adults |
| <input type="checkbox"/> Upper Elementary | <input type="checkbox"/> Adult Learners |
| <input type="checkbox"/> Middle Schools | <input type="checkbox"/> Intergenerational |

2. Subject/Topical Areas of Inquiry: Public Relations

- | | |
|---|---|
| <input type="checkbox"/> Science/Technology | <input type="checkbox"/> Daily Life Skills |
| <input type="checkbox"/> Social Sciences | <input type="checkbox"/> Business/Economics |
| <input checked="" type="checkbox"/> Arts/Humanities | <input checked="" type="checkbox"/> Local Community |
| <input type="checkbox"/> Personal Development | <input type="checkbox"/> Home, Garden, Auto |

3. Library Resources/Media Formats Used: All we have...

- | | |
|--|--|
| <input type="checkbox"/> Reference Books | <input checked="" type="checkbox"/> Databases |
| <input checked="" type="checkbox"/> Periodicals | <input checked="" type="checkbox"/> Collections |
| <input checked="" type="checkbox"/> Web Sites | <input checked="" type="checkbox"/> Videos, Art Forms |
| <input checked="" type="checkbox"/> Production Tools | <input checked="" type="checkbox"/> Production Equipment |

High School Art-Public Relations/Advertising

Program Description: The High School Art Public/Relations Advertising project replicates the development of a real life public relations campaign. The participation of an outside client who represents the topic to be promoted sets this project apart from other projects. This is a two to three week experience for the upper level high school art class that begins by setting a learning context through exploration of existing advertising and public relations materials.

The experience includes interviewing clients, computer/internet research, group work and art production. The experience concludes with project presentations to teacher, media specialist and clients during which the art students demonstrate proficiency with the real world application of their knowledge products.

Program Benefits: This program enables learners to explore art career possibilities by completing a real world project.

Past participants have valued the program because it helped them to work through a real world project from beginning to end, work as a part of a team and incorporate art production into a practical product.

The Roles the Media Specialist Plays

- Information Specialist
- Instructor in Information Literacy/Inquiry Skills
- Partner to Teachers/Instructors/Subject Experts
- Program Advocate and Administrator

High School Art-Public Relations/Advertising

LEARNING OBJECTIVES FOR PRIMARY LEARNERS

Learning Dimension	Content Objectives	Information Literacy Objectives
Concepts	<p>The students will work in small groups to create a public relations campaign on a selected topic. <i>Responding to Art: Aesthetics H.5.2</i> <i>Creating Art: Production H.7.1</i></p> <p>http://www.doe.state.in.us/standards/standards2000_arts.html</p>	<p>Students will use the www and library databases to access information about the topic. Students will evaluate and organize the information.</p> <p><i>ILS 1, 2, 3</i></p> <p>http://www.doe.state.in.us/standards/ILS_Correlations.html</p>
Practices	<p>The artwork will convey an understanding of the topic.</p> <p><i>Creating Art: Production H.8.2 and H.10.1</i></p>	<p>Students will use the information to generate public relations products in a variety of formats. Students will collaborate with their group, the media specialist and the art teacher to refine their products.</p>
States of Being	<p>Public relations and advertising are possible career choices for an art student. Art production and creativity are very important in these fields.</p> <p><i>Careers and Community H.11.1</i></p>	<p>Student daily reflections will demonstrate an appreciation of the importance of information to this project. Student products will give evidence of skillful use of information.</p> <p><i>ILS 3, 5, 7</i></p>

These objectives correlate with established State standards.

TOOL KIT 1: INSTRUCTIONAL GUIDE

This is a guide for the **librarian, teacher, and/or subject expert** to follow when replicating the program.

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This Instructional Guide contains these components, in order of use:

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Day Four	4.6
Days Five and Six	4.7
Day Seven	4.8
Days Eight and Nine	4.9
Day Ten	4.10
Beyond Day Ten	4.11

This plan assumes a class period of approximately one hour and a class of 25 to 30 students. The actual day-to-day schedule may have to be modified.

HIGH SCHOOL ART AND PUBLIC RELATIONS

OBJECTIVE:

Students will work in small groups to produce a public relations campaign for the selected topic. Students will interview a client expert (should be someone working directly with the topic to be promoted) and research the topic in the school media center using a variety of sources. They will keep a daily reflection log throughout the project. The information gathered will be organized and evaluated. This information will be used to produce a variety of materials that will promote the topic to a specified audience, preferably other teens.



POSTERS



MASCOT



BROCHURES



TELEVISION
PUBLIC SERVICE
ADS



NEWSPAPER OR
MAGAZINE ADS

*Selecting a Topic
and Gathering
Materials*

Choosing a Topic of Interest

Choose a topic that will be of interest to your students.







It could be a local park or cultural site. It could be a local charity or service group. Or it could be a school event, the yearbook, the newspaper, the bookstore, the media center or a school organization. Two important considerations will be the accessibility of an expert “client” and interest to your students. (Media Specialist and Art Teacher)

Gathering Materials



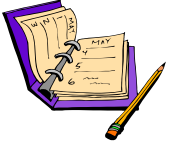
Make arrangements with a local expert or group of experts to visit your class to serve as “clients,” a primary source, to be interviewed. Scheduling the project may revolve around the availability of this important event.

Gather a variety of examples of brochures and magazines containing advertisements and public service messages that may be similar to the kind of materials you hope your students will produce. You may also wish to tape some public service messages from television. (Media Specialist and Art Teacher)




DAY ONE

	<p>Show the clip from the movie "What Women Want" where Mel Gibson uses several women's products, including leg wax and pantyhose. Discuss why he is trying those products. The conclusion should be something like-"You have to know a product in order to sell it.</p>
	<p>Using a pc and video projector, look at the following web sites and discuss what makes a good advertisement or public relations campaign.</p>
	<p>http://www.superbowl-ads.com/ This page has the outstanding Super Bowl commercials from the past several years. Choose a few to watch and discuss what is good and what is not good about them. Make a chart of ideas from this discussion.</p>
	<p>http://www.prsa.org/ This web site for the Public Relations Society of America has information about their award winners. Choose two of these winning campaigns that have some similarity to this project and discuss the information given for the projects. Add this information to the chart.</p>
	<p>Introduce the topic for this assignment. Outline expectations. Form groups. Pass out journal pages and project rubric.</p>
	<p>Students make first day journal entries. Allow about five minutes for this activity at the end of each class period. These journals will be included in the portfolio of each student and will be part of the evaluation process.</p>

DAY TWO

	<p>This day should be spent gathering information about the topic. The media specialist should introduce relevant databases and any other sources that the students will find useful. Students should be given copies of the Research Strategy tool (5.2) and the media specialist should explain its use. The teacher and the media specialist should monitor the student progress as they work, giving advice and assistance where needed.</p>
	<p>Allow about ten minutes for groups to meet. Students should discuss findings and any preliminary ideas they have. One member of the group should be in charge of recording notes from group meetings.</p>
	<p>Daily Journal Entry</p>

DAY THREE

	<p>This day should begin with more time for research and team meetings.</p>
	<p>The second half of this period should be spent in teacher/media specialist directed activity. The students should prepare to interview their client during the next class period. They need to prepare questions and discuss procedures for this event.</p>
	<p>Journal Entries</p>

DAY FOUR





This day will be devoted to interviewing your guest client. Students should ask questions about the topic to get both factual information and also a feel for the topic. This should be a fairly informal discussion. Students should take lots of notes. The teacher or media specialist should take photographs of this session.





As always, be sure to give the students time to write in their journals at the end of the class.

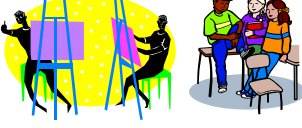
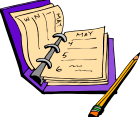
DAYS FIVE AND SIX

 An illustration showing two groups of students. On the left, two students are working on a large yellow and blue grid-like structure. On the right, three students are sitting at a table, looking at a book or document together.	<p>These two days, or more depending on the amount of time you can allow, should be spent in production. The students should be working with their groups and independently. The teacher and the media specialist should monitor this work closely and be available to consult with the students as they work. The art teacher obviously is the expert on production of art work and the media specialist should consult on the production of brochures and other computer generated materials.</p>
 An illustration of an open purple journal with a pencil resting on it. The journal has some text on the pages, and the pencil is yellow with a pink eraser.	<p>Daily Journal Entry</p>



DAY SEVEN

 An illustration showing a man in a white shirt and red tie pointing at a whiteboard. He is standing at a podium. In the foreground, the back of a person's head and shoulders is visible, looking towards the presenter. There are other people in the background, some looking at the whiteboard.	<p>This day should be used as a trial presentation for each group. They should present their products to the class and teacher and media specialist. Comments and suggestions should be made. If the client is available they should be invited also. The recorder for each group should make notes on comments and suggestions. Suggestions for alterations may be made for content and presentation techniques. Depending on the size of the class, this step may take more than one day.</p>
 An illustration of a purple notebook with a yellow pencil resting on it. The notebook is open, showing some text on the pages.	<p>Daily Journal Entry</p>

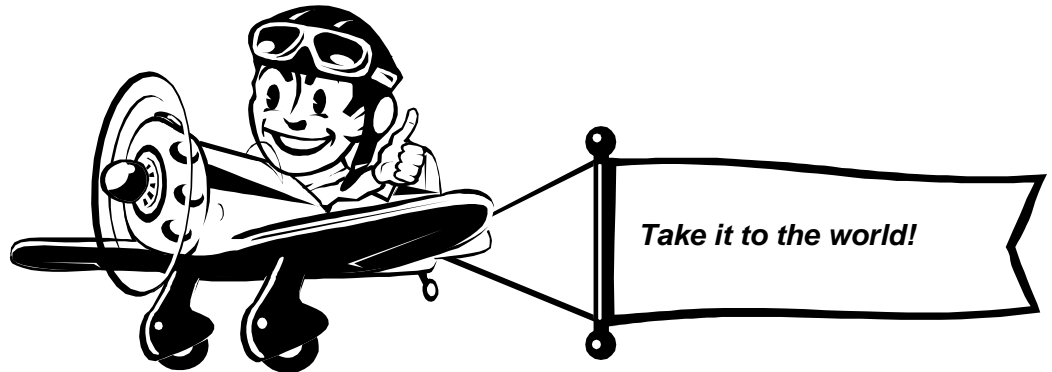
DAYS EIGHT AND NINE

 An illustration showing a group of four students. Two students are standing and looking at a large yellow screen or board with blue and purple lines. Two other students are sitting on chairs, looking towards the screen. The background is white with a yellow circle containing stars.	<p>The next two days should be used for revision and preparation of the final products and presentations. Students should discuss suggestions that were made and decide how to implement any changes. They should practice presentations and be ready for final evaluation.</p>
 An illustration of an open purple notebook with a yellow pencil resting on it. The notebook has some text on the pages, including the word "STAY".	<p>Daily Journal Entry</p>

DAY TEN

 An illustration showing a man in a white shirt and red tie pointing at a whiteboard. He is standing in a room with a potted plant. In the foreground, the back of a person's head and shoulders is visible, looking towards the presenter.	<p>This is it, the day we've all been waiting for. Students make their presentations. The teacher and the media specialist share responsibility for evaluating the projects. If at all possible the client should be present to give feedback to the students and to assist in the evaluation process.</p>
 An illustration of a purple spiral-bound notebook with a yellow pencil resting on it. The notebook is open, showing a page with a calendar grid and the word 'MAY' written on it.	<p>Even on this last day of the project it is important to have the students complete a journal entry. Their final thoughts will give the teacher and media specialist valuable information for any changes they may want to make before using this project with another group.</p>

BEYOND DAY TEN



Now the products are ready for the real world. Run the ads in the school newspaper or neighborhood newspapers. Ask local businesses to put posters and brochures in their stores. Place the materials wherever they are appropriate. Your students may be able to think of more uses for their work.

TOOL KIT 2: LEARNERS' MATERIALS

This is the collection of materials that may be reprinted for distribution to the learners in your program.

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The Learners' Materials are listed, in order of use:

	Page
1. Daily Journal Entry	5.1
2. Research Strategy	5.2
2. Evaluation Rubric	5.3-5.4

Daily Project Journal of _____

Date _____

Thoughts about this project:

(You may draw pictures and write thought in this space.)

Writing Prompt:

(May not be given every day)

Sources I used today:

Research Strategy

(Adapted from: <http://www.big6.com/>)

1. Why do I want this information?
2. What information do I need? (May be questions)
3. Strategies-What sources do I plan to use? (book, periodical, Internet, primary-experts)
4. Where will I find these sources?
5. What key words will I use?
6. How will I record the information I locate?
7. How will I cite the sources that I use?

Evaluation Rubric

	Beginner	Progressing	Proficient	Score
Process Skills- Research				
Indicator: Locates appropriate information from reliable sources.	Locates resources related to the topic.	Selects a variety of relevant resources.	Uses search strategies and evaluation techniques to gather the best information available.	
Indicator: Organizes information from various sources into usable format.	Sorts data and restates information.	Orders data and summarizes information.	Regroups information and creates original format. Develops new insights.	
Indicator: Uses information to create a new product.	Product shows evidence of basic information.	Product shows evidence of understanding of information.	Product reveals a thorough understanding of information and is an original use of the information.	
Daily Journal				
Indicator: Journal shows daily thought and motivation.	Journal entry completed for each day.	Entries give evidence of reflection.	Entries show evidence of synthesis and evaluation of information.	
Art Production				
Indicator: Art work is skillfully rendered.	Artwork demonstrates skill in observation and rendering.	Artwork is presented in convincing style appropriate to the medium.	Artwork demonstrates personal style and original thought.	
Indicator: Artwork conveys an understanding of the topic.	Artwork communicates the topic on a basic level.	Artwork communicates an understanding of the topic.	Artwork communicates the spirit and message of the topic in an original style.	
Presentation				
Indicator: Content includes at least three products.	Presentation meets minimum requirements.	Products are above minimum requirements.	Products reveal original thought and are appropriate to the mission and the topic.	
Indicator: Presentation is clear and well organized.	Ideas of the mission are communicated.	Presentation is cohesive and demonstrates understanding of the mission.	Presentation is enthusiastic, well organized and original. It demonstrates a thorough understanding of the mission.	
Indicator: Group works together to communicate.	Each person contributes to the presentation.	The presentation is well organized and each member contributes.	The contribution of each member is clear and all contribute to the presentation.	

(Continued on 5.4)

TOOL KIT 3: PROGRAM ADMINISTRATION

This is a guide for the librarian or primary partner who is taking responsibility for initiating the program, coordinating the efforts of all partners, and tabulating and reporting the evidence-based program measures

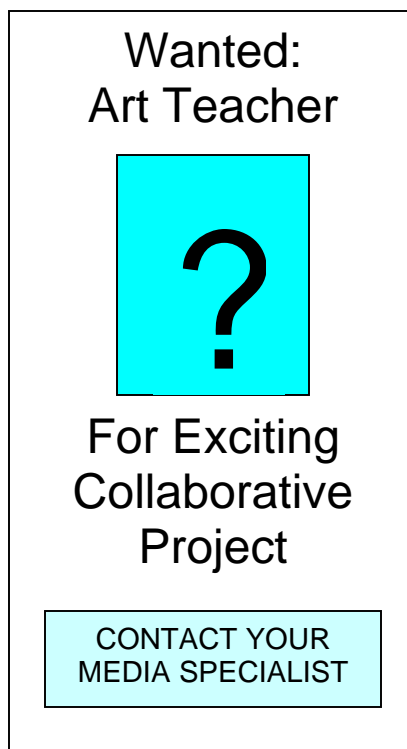
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Program Administration contains these components, in order of use:

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1. Promotion and Advocacy Tools	6.1
2. Partners' Role/Descriptions	6.2
3. Project Timeline and Critical Logistics	6.3
4. Measurement Guidelines-Students	6.4
5. Measurement Guidelines-Partners	6.5
6. Project Resources with Budget	6.6

Promotion and Advocacy Tools How to Get a Partner for this Project

1. **Just Ask**- Know your teachers. Know what they teach. There probably aren't more than a few art teachers in your building. Have a conversation with one or two of them that you think may be receptive. They might be excited to have a partner in a project. If you are new to your building or have a new group of art teachers, talk to the department head.
2. **Electronic Communication**- Send an email to all the art teachers. Invite them to a before or after school chat. Serve food. Describe the project and ask who is interested.
3. **Do your Own PR**-Make your own poster or brochure. Put them in the art teachers' mailboxes or post them in the art office.



Partners' Role Descriptions

Media Specialist

1. Collaborator-Plans the project with the teacher.
2. Instructional Guide-Introduces students to search strategies and sources.
3. Technology Specialist-Demonstrates and assists with technology for research and production (brochure software).
4. Evaluator-Shares responsibility with the teacher in evaluation of the student work.

Art Teacher

1. Collaborator-Plans the project with the media specialist.
2. Content Specialist-Gives instruction and assistance in the production of the artwork.
3. Evaluator-Shares responsibility with the media specialist in evaluation of the student work.

Client (member of the community)

1. Interview Subject-Visits the class at least one time to be interviewed by the students-a primary source.
2. Evaluator-If available the client should be present for the trial presentations to make comments and suggestions for revisions. He/she would also be valuable as a third evaluator at the final presentations.

Project Timeline and Critical Logistics

Time	1 to 2 Weeks Before Start	First Day-Introduction	Days Two and Three	Day Four	Days Five and Six	Day Seven	Days Eight and Nine	Day Ten	Beyond
Date(s)	Planning	Introduction	Research	Interview	Production	Trial Presentation	Revision	Presentation	Utilization
Media Specialist	Collaborate to select topic, reserve video, locate sources of information, schedule media center time	Assists in presentation of project to students, video presentation and www presentation	Search strategies, database instruction, preparation for interview	Introduce client, assist with interview	Monitor progress, assist as needed.	View presentations, make suggestions	Monitor student progress, assist where needed	Evaluate presentations- Process Skills and Presentation Skills	Assist in placing materials in appropriate publications and locations
Art Teacher	Collaborate to select topic, schedule client visit(s), gather art materials, duplicate student materials	Presents project to students, leads discussion	Assist students with research, monitor progress, prepare for interview	Assist with interview	Lead art production sessions.	View presentations, make suggestions	Monitor student progress, assist where needed	Evaluate presentations- Art Production and Presentation Skills	Assist in placing materials in appropriate publications and locations
Client	Agree to participate.			Answers student questions. Communicates effective information about topic		Attend if possible, make suggestions		Attend if possible, give feedback and assist in evaluation	Utilize materials, give feedback to students, media specialist and teacher
Location		Media Center or Art Room	Media Center	Media Center or Art Room	Art Room	Media Center or Art Room		Media Center or Art Room	Art Room
Materials		"What Women Want" video, Daily Journal Pages, Evaluation Rubric	Journal Pages	Journal Pages	Art Materials, Journal Pages	Journal Pages	Journal Pages	Journal Pages	Student Checklist
Hardware		TV/VCR Computer/ LCD Projector Flip Chart		see note	Computers, Microsoft Office, Paint	Easel, LCD projector, computer,		Easel, LCD projector, computer,	
Notes			Be sure to check with the client in advance to see if he/she needs any equipment or materials		Check to see what equipment the students may need for their presentations		Check to see what equipment the students may need for their presentations		

Measurement Guidelines-Students

1. **Evaluation Rubric** is on pages 5.3 and 5.4. It should be given to the students at the beginning of the project to serve as a guide. The media specialist and the teacher will cooperate in completing this assessment with input from the client. Plans for completion of the scoring should be made prior to the presentations.

2. **Journal Prompts** The following prompts may be used for the Daily Journal entries:
 - a. Which resources seemed to be the most useful for this project? Please explain.
 - b. Explain how you organized the information you found and how that lead to the creation of your products.
 - c. How do you see your role in your group? Are you a leader, a follower, a contributor, a cheerleader? Explain how you feel you are contributing.

3. **Portfolio** Students may be required to turn in an individual portfolio in addition to their team presentation. The following checklist will give the students guidance in preparation of the portfolio.

Check all that are included.	Product	Format	Location (If files are saved electronically on the school network students need to provide the location and name of the file.)	File Name/Location
	Poster		Portfolio or Network	
	Brochure		Portfolio or Network	
	Print Advertisement		Portfolio or Network	
	Mascot		Portfolio or Network	
	Logo		Portfolio or Network	
	Video Commercial		Portfolio or Network	
	Daily Journal Entries		Portfolio	

Measurement Guidelines-Partners

Rate each resource on a scale of 1 to 100 based on the degree to which it adequately served the learners in this project.

_____%	1	Media Specialist Resources -Did you see: -Guidance in finding and accessing information sources -Guidance in evaluation of resources -Partnering with teacher and other subject matter experts	Comments:
_____%	2	Research Materials and Sources -Were needed materials available? Check all that were available and appropriate. -Web Sites -Data Bases -Collection -Videos	Comments:
_____%	3	Production Materials -Were there adequate materials and work spaces available? Check all that were available and adequate: -Work spaces -Art materials (paper,paint, ink,cardboard, etc.) -Computers and software -Printers/Copy machines -Video Cameras -Digital Cameras -LCD projector -Easel	Comments:
_____%	4	Teacher Resources -Did you see: -Communication of the project goals -Assistance with group and individual work -Partnering with media specialist and other adult guides	Comments:

(This form may be filled out by the media specialist, the art teacher and the client. If you wish, students may be asked to fill it out as well.)

Project Resources and Budget

This is a complete list of all materials and hardware required for this project. Many schools may have some or all of the hardware in their collection. The cost for expendables and outside printing are approximately \$420.00 for a class of 25 to 30 students.

Facilities:

- Media Center
- Art Room
- Conference Room or Small Auditorium for presentations (optional)

Hardware: (not all of this hardware may be needed, depending on products produced)

- Computers with Internet access
- LCD Projector (\$1,000+)
- Scanner (\$100)
- Printer (\$60-\$1,000)
- Copy machine
- Television (\$400+)
- VCR (\$100)
- Easel (\$50)
- Digital camera/digital video camera (\$400+/\$300+)
- Editing equipment (\$2000+)

Software:

- Microsoft Office (or similar)
- Paint or other graphics program

Materials:

- Approximately 20 pieces of copy/printer paper per student (\$15)
- Paint, markers, ink, colored pencils (\$100)
- Poster board 1 to 2 per student (\$60)
- Floppy disks 1 per student (\$15)
- Videotape 1 per group (\$30)
- Outside printing services (\$200)