Product-Billboard Ad Campaign Project

Billboard: A billboard is a large outdoor advertising structure. Billboards present large advertisements to passing pedestrians and drivers. Typically showing large, ostensibly witty slogans, and distinctive visuals, billboards are highly visible in the top designated market areas. This project involves designing your own Billboard Ad Campaign.

Advertising Style
Billboard advertisements are designed to catch a person's attention and create a memorable impression very quickly, leaving the reader thinking about the advertisement after they have driven past it. They have to be readable in a very short time because they are usually read while being passed at high speeds. Thus there are usually only a few words, in large print, and a humorous or arresting image in brilliant color.

Slogans
are short, often memorable phrases used in advertising campaigns. They are claimed to be the most effective means of drawing attention to one or more aspects of a product.

Branding
is a name or trademark connected with a product or producer. Often, especially in the industrial sector, it is just the company's name which is promoted (leading to one of the most powerful statements of "branding")

STEP ONE: RESEARCH the history of Billboard ads by completing the following two handouts (Research Questions and History of Billboard Advertising)

STEP TWO: SELECT one product to create a 3 panel Billboard Ad campaign.

Your campaign must include:
1) Original slogan/branding of your chosen product
2) 3 Billboard Ad images connected together through shared slogan/branding/visual imagery.

NOTE: (All slogan/branding/visual imagery/photography must be original in nature.)

STEP THREE: DRAW 3 conceptual designs of possible looks/style that reflect your chosen product. Consider:
• Slogan/Branding (humor)
• Visual imagery
• Typography elements

STEP FOUR: Select your best conceptual sketches with input from the teacher and begin PHOTOGRAPHING your chosen product/subject matter/visual imagery to appear in the 3 Billboard Ads. Work in Adobe Photoshop to create your approved conceptual sketches digitally. REMEMBER: Your 3 Billboard Ad campaign should be unified through your use of slogans/branding/visual imagery.

STEP FIVE: FREE TRANSFORM your finished 3 Billboard Ad images using the following templates in Adobe Photoshop:

BILLBOARD AD CAMPAGIN TEMPLATES: K:\Mr.Arnett\ASM4M\Unit 1\Product - Billboard Campaign Ad Templates

STEP SIX: REFLECT on your project once it’s finished by answering the following questions in your Media Arts Journal:
1) What aspect of your project do you find most successful and why?
2) What aspect of your project do you find least successful and why?
3) If you could do this project again, what changes would you make to improve it?
1. What are billboards? (1)

2. Why is there little text involved in Billboard ads? (1)

3. What kind of advertising style do Billboard Ads use to catch a person's attention? (1)

4. List 4 different types of usage for Billboard ads. (4)
   1. ______________
   2. ______________
   3. ______________
   4. ______________

5. What is branding? (1)

6. How is branding used in Billboard Ads? (1)

7. What is a slogan? (1)

8. How is a slogan used in a Billboard Ad? (1)
9. Choose two different billboard ads online and answer the following questions: (12)

**First Billboard Ad**

1. What is the name of ad/product/company featured in the billboard ad?

2. What kind of branding is used in the billboard ad?

3. What kind of slogan is used in the Billboard ad?

4. What kind of mood/feeling do you get as a result of visual imagery associated with the product?

5. Do you think the billboard is successful? Why or why not?

6. List one way you think the billboard ad could be improved.

**Second Billboard Ad**

1. What is the name of ad/product/company featured in the billboard ad?

2. What kind of branding is used in the billboard ad?

3. What kind of slogan is used in the Billboard ad?

4. What kind of mood/feeling do you get as a result of visual imagery associated with the product?

5. Do you think the billboard is successful? Why or why not?

6. List one way you think the billboard ad could be improved.
Visit [http://en.wikipedia.org/wiki/Billboard](http://en.wikipedia.org/wiki/Billboard) and complete the following historical events:

1794 –

1835 –

1867 –

1872 –

1889 –

1908 –

1919 –

1925 –

1931 –

1960 –

1965 –

1971 –

1981 –

1997 –

2007 –
<table>
<thead>
<tr>
<th>Achievement Criteria</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking/Inquiry: Concept &amp; Meaning; Conceptual Design 1</td>
<td>Incomplete.</td>
<td>Concept is unclear and/or weak. Meaning or ideas conveyed are not on par with student’s grade level.</td>
<td>Concept is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student’s grade level.</td>
<td>Concept is clear and valid. Meaning or ideas conveyed are on par with student’s grade level.</td>
<td>Concept is clear and strong. Meaning or ideas conveyed are above expectations for student’s grade level.</td>
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<td>Conceptual Design 2</td>
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<td>Concept is unclear and/or weak. Meaning or ideas conveyed are not on par with student’s grade level.</td>
<td>Concept is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student’s grade level.</td>
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<td>Concept is clear and strong. Meaning or ideas conveyed are above expectations for student’s grade level.</td>
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<tr>
<td>Conceptual Design 3</td>
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<td>Concept is unclear and/or weak. Meaning or ideas conveyed are not on par with student’s grade level.</td>
<td>Concept is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student’s grade level.</td>
<td>Concept is clear and valid. Meaning or ideas conveyed are on par with student’s grade level.</td>
<td>Concept is clear and strong. Meaning or ideas conveyed are above expectations for student’s grade level.</td>
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<tr>
<td>Knowledge/Understanding: Design Process: Develop and apply a variety of approaches to communicate ideas and solve problems</td>
<td>Incomplete.</td>
<td>Limited demonstration of understanding the design process.</td>
<td>Some demonstration of understanding the design process.</td>
<td>Considerable demonstration of understanding the design process.</td>
<td>Superior demonstration of understanding the design process.</td>
</tr>
<tr>
<td>Elements &amp; Principles of Design</td>
<td>Incomplete.</td>
<td>Limited demonstration of understanding the elements &amp; principles of design while composing works.</td>
<td>Some demonstration of understanding the elements &amp; principles of design while composing works.</td>
<td>Considerable demonstration of understanding the elements &amp; principles of design while composing works.</td>
<td>Superior demonstration of understanding the elements &amp; principles of design while composing works.</td>
</tr>
<tr>
<td>Application/Creation: Demonstration of Design and Creation Processes and following procedures: 3 Conceptual Designs</td>
<td>Work does not meet assignment expectation s for this category of assessment.</td>
<td>Limited demonstration of the design and creation processes and following procedures; Transfers concepts, skills, and procedures to image(s) with limited effectiveness.</td>
<td>Some demonstration of the design and creation processes and following procedures; Transfers concepts, skills, and procedures to image(s) with moderate effectiveness.</td>
<td>Considerable demonstration of the design and creation processes and following procedures; Transfers concepts, skills, and procedures to image(s) with considerable effectiveness.</td>
<td>Superior demonstration of the design and creation processes and following procedures; Transfers concepts, skills, and procedures to image(s) with a high degree of effectiveness.</td>
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<tr>
<td>Communication: Clarity of 3 concepts: Unified Billboard Ad Campaign</td>
<td>Work does not meet assignment expectation s for this category of assessment.</td>
<td>Work demonstrates a limited degree of clarity in concepts.</td>
<td>Work demonstrates some degree of clarity in concepts.</td>
<td>Work demonstrates considerable degree of clarity in concepts.</td>
<td>Work demonstrates a high degree of clarity in concepts.</td>
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### Billboard Ad Campaign: Digital Images & Reflection Questions Evaluation

<table>
<thead>
<tr>
<th>Achievement Criteria</th>
<th>Level 0</th>
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<th>Level 2</th>
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<th>Level 4</th>
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<td><strong>Thinking/Inquiry</strong></td>
<td>Work does not meet assignment expectations for this category of assessment. Incomplete.</td>
<td>Concept is unclear and/or weak. Meaning or ideas conveyed are not on par with student's grade level. 0.25</td>
<td>Concept is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student's grade level. 0.25 – 0.50</td>
<td>Concept is clear and valid. Meaning or ideas conveyed are on par with student's grade level. 0.50 – 0.75</td>
<td>Concept is clear and strong. Meaning or ideas conveyed are above expectations for student's grade level. 1</td>
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<td><strong>Knowledge/Understanding</strong></td>
<td>Work does not meet assignment expectations for this category of assessment. Incomplete. 0</td>
<td>Limited demonstration of understanding the design process. 1</td>
<td>Some demonstration of understanding the design process. 2</td>
<td>Considerable demonstration of understanding the design process. 3-4</td>
<td>Superior demonstration of understanding the design process. 5</td>
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<tr>
<td><strong>Elements &amp; Principles of Design</strong></td>
<td>Work fails to meet assignment expectations. 0</td>
<td>Limited demonstration of understanding the elements &amp; principles of design while composing work. 1</td>
<td>Some demonstration of understanding the elements &amp; principles of design while composing work. 0.5-1.0</td>
<td>Considerable demonstration of understanding the elements &amp; principles of design while composing work. 1.0-1.75</td>
<td>Superior demonstration of understanding the elements &amp; principles of design while composing work. 2</td>
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<tr>
<td><strong>Media Arts Journal: Project Questions: Reflective</strong></td>
<td>Work fails to meet assignment expectations. 0</td>
<td>Poor, yes/no answers/limited incomplete. 1</td>
<td>Somewhat coherent and somewhat complete. 0.5-1.0</td>
<td>Clear and substantial answers. 1.0-1.75</td>
<td>Superior and insightful answers. 2</td>
</tr>
<tr>
<td><strong>Application/Creation</strong></td>
<td>Work does not meet assignment expectation s for this category of assessment. Incomplete. 0</td>
<td>Limited demonstration of the design and creation processes and following procedures; Transfers concepts, skills, and procedures to image(s) with limited effectiveness. 5</td>
<td>Some demonstration of the design and creation processes and following procedures; Transfers concepts, skills, and procedures to image(s) with moderate effectiveness. 6-6.5</td>
<td>Considerable demonstration of the design and creation processes and following procedures; Transfers concepts, skills, and procedures to image(s) with a high degree of effectiveness. 7-7.5</td>
<td>Superior demonstration of the design and creation processes and following procedures; Transfers concepts, skills, and procedures to image(s) with a high degree of effectiveness. 8-10</td>
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<tr>
<td><strong>Communication</strong></td>
<td>Work does not meet assignment expectation s for this category of assessment. Incomplete. 0</td>
<td>Work demonstrates a limited degree of clarity in concept. 0.25</td>
<td>Work demonstrates some degree of clarity in concept. 0.25 – 0.50</td>
<td>Work demonstrates considerable degree of clarity in concept. 0.50 – 0.75</td>
<td>Work demonstrates a high degree of clarity in concept. 1</td>
</tr>
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</table>

**Name:**

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A1. The Creative Process: apply the creative process to create media art works, individually and/or collaboratively;
- A1.2 develop plans, individually and/or collaboratively, that address a variety of creative challenges (e.g., reflect on and filter their ideas to select a feasible one as the basis for their plan; use storyboards, thumbnail sketches, production notes, scripts, choreographic notes, and/or blocking notes to help develop their plans), and assess and revise their plans on the basis of feedback and reflection
- A1.3 produce and refine media art works, using research, exploration, input, and reflection
- A1.5 use an appropriate tracking tool (e.g., a sketchbook, a journal, storyboards, a checklist, production notes, a “making-of” video) to produce a detailed record of their application of the creative process, and use this record to determine, through reflection, how effectively they applied this process

A2. The Principles of Media Arts: design and produce media art works, applying the principles of media arts and using various elements from contributing arts (dance, drama, music, visual arts);
- A2.4 analyse how media artists use the principle of point of view, and apply that principle in the design and production of media art works that explore elements from contributing arts

A3. Using Technologies, Tools, and Techniques: apply traditional and emerging technologies, tools, and techniques to produce and present media art works for a variety of audiences and purposes;
- A3.1 explore a wide range of traditional and emerging technologies, tools, and techniques, and use them to produce effective media art works
- A3.2 create and present media art works that are appropriate for specific audiences and venues, using various technologies, tools, and techniques
- A3.3 communicate their purpose and artistic intention when creating and presenting media art works, using a variety of approaches, tools, and techniques

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by using it to monitor the creative process, and by examining, interpreting, assessing, and reflecting on media art works;
- B1.1 analyse, through examination and reflection, their initial response to media art works, using various strategies and modes of communication
B1.2 use the critical analysis process, including the process of deconstruction, to interpret and assess media art works created by recognized artists, and record and organize their findings using a variety of tools and formats

B2. Identity and Values: demonstrate an understanding of how media art works reflect personal and cultural identity, and affect personal, cultural, and community values and their awareness of those values;
   - B2.2 analyse the ability of media art works to express historical or contemporary cultural identities
   - B2.3 analyse the ability of historical or contemporary media art works to influence community or societal values

B3. Connections Beyond the Classroom: demonstrate an understanding of the types of knowledge and skills that are transferable beyond the media arts classroom.

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other concepts relating to media arts;
   - C1.1 describe the stages of the creative and critical analysis process with reference to media art works, and explain and use correctly and appropriately a broad range of terms related to the conventions, concepts, principles, and elements of media arts when creating or analysing media art works

C2. Contexts and Influences: demonstrate an understanding of the sociocultural and historical contexts of media arts;
   - C2.1 analyse the connections between a contemporary media art work and related historical art works
   - C2.2 explain, on the basis of research, the history and development of various media technologies and/or items that are dependent on these technologies
   - C2.3 describe, with reference to individual artists and their works, culturally specific methods used by contemporary media artists to engage their audiences

C3. Responsible Practices: demonstrate an understanding of responsible practices associated with producing, presenting, and experiencing media art works.
   - C3.4 identify a range of positive character traits associated with media arts production, and exhibit these traits in both their independent work and their interactions with others (e.g., show respect for their own work and the work of others and for their tools and work spaces; demonstrate sensitivity towards their subjects; show responsibility by completing tasks and meeting deadlines; display encouragement and support for team members)