

TEACHING UNIT V

MUSIC & ARTS

COMMERCIALS, MORE THAN IMAGES AND SOUND

INTERNATIONAL TEAMWORK AS A METHOD TO MAKE OUR
SCHOOLS INCLUSIVE OF DIVERSITY



TEACHING UNIT SPAIN II

ARTS AND MUSIC: COMMERCIALS, MORE THAN IMAGES AND SOUND

1. INFORMATION:

- a. **Date:** 20-26 September 2015
- b. **Level:** Secondary teaching (3º ESO)
- c. **Subject:** Arts and Music.
- d. **Theme:** "Commercials: more than images and sound"
- e. **Teacher:** Soledad Alegre López and Belén Pérez Correa

2. AIMS/GOALS

- a. Value the cooperative work as a useful tool to acquire knowledge.
- b. Encourage attitudes of respect, cooperation and interest towards other people.
- c. Promote communication and interpersonal relationships among students.
- d. Encourage personal responsibility to achieve agreements.
- e. Understand advertising messages properly.
- f. Use the media with progressive autonomy and a critical attitude.

3. COMPETENCES/SKILLS

I. Competence in linguistic communication:

- a) Development of active listening
- b) Be aware of social conventions, cultural values and the flexibility of the language depending on the context and the communicative intention.
- c) Have a communication attitude overcoming the language obstacles.

II. Competence in social skills and citizenship:

- a) Collaborate actively in teamwork
- b) Try to understand the social reality in which you are living through advertising analysis/ by analyzing commercials).
- c) Be aware of the surroundings values and try to create your own value that helps you make decisions.
- d) Show critical thinking when observing reality and analyzing adverts.

III. Cultural and artistic competence:

- a) Think about the relationship between advertising effectiveness of spot and its aesthetic value.
- b) Link the creative idea, audiovisual production and communicative effectiveness.
- c) Observe the power of image and music transmitting feelings.

IV. competence of learning to learn:

- a) Develop and assess individual or group projects with creativity.
- b) Create appropriate, coherent and consistent commercials.

4. METHODOLOGY

a. Type of lesson:

- Interactive.
- Team working

b. Type of interaction (organization in classroom):

- Working in groups of three/four students (one from each country).

c. Teaching aids:

- Head projector, Internet, computers, cameras and other materials (cardboard, markers, scissors...)

5. TEACHING:

a. Contents:

- Communicative analysis of commercials.
- Formal items of a spot.
- Meaning and creative value.
- Filming a stop motion.
- Steps in the production of an ad: the idea, the script, and production.
- Relationship between the creative idea and the emotional expression.

b. Activities:

- Motivating activities and content presentation: they will analyze contents by means of different ads and music cuts.

- Content presentation activities: they will present the final tasks individually and they will compare all of them looking for similarities.
- Processing information activities: They will use all the information to search stereotypes in the different produced commercials, first individually and then in small groups.
- Summing-up activities or learning analysis: think about what you have done individually and then exchange opinions in the whole group.

6. EVALUATION:

a. Individual

- Assessment of teamwork skills through a target of competences.
- After answering specific questions, assessment of their personal reflections or thoughts

b. Group evaluation

- Assessment of the answers in a conclusion activity/worksheet

SPOT

PUBLICITARIO

STOp MOTION

Start thinking about your spot.

What's the target audience?

What message do you want to say?

What will we base the main idea on?

Choose a slogan.

Which features are we going to stand out in the spot?

Which images we going to use (cutouts, puppets, actors, colors, rhythm ...)

Choose music

A **TV spot** is like a short advert you see on television, which tells us a story with moving images in order to persuade the viewer to consume a product or the service, or try to modify a habit or behavior.

TYPES OF TELEVISION SPOTS

Product promotion ad

It is an informative speech in which a speaker or an actor explains the product features.

TESTIMONIAL SPOT

A customer tells us about the effectiveness of the product. He is usually an ordinary person or an expert in the field (doctors, psychologists...)or sometimes celebrities, such as actors, football players

NARRATIVE SPOT

They are short performances where the advertised product is associated to a little story or an anecdote

HUMOROUS SPOT

This type of ad uses humour to associate the product with a funny situation and comedy

MUSIC IN PUBLICITY

In this spot the product structure can have one of three musical forms:

- I) A dance choreography
- II) singing dialogues
- III) or the use of a jingle.

advice

You should consider that the story you tell us must be adapted to the audiovisual product: it's publicity. Besides, you have a limited time (no more than 20 seconds), the space (you must film in the school or round it) and the technique limitations.

You should be original, don't use *clichés* seen everywhere. It's better to avoid dialogues or use them very little. Voice in off and music will be enough.

Once the literary script is written, **WHAT, WHO, HOW, WHEN, WHERE** questions must be solved in it. It should not be more than one sheet long.

If there is more than one scene, number them, describe as accurately as possible the space, the characters and their actions. If there is a dialogue, show it with a dash before the character's name. Do not include technical indications.

The message should be clear, simple and short: it mustn't be confused or misunderstood.

Take care of the language: it should not be too commercial because it sounds publicity from the very beginning.

Get to the point: you can go to the essence of the message in short, powerful brush-strokes.

Choose the music: decide the role that it is going to have (background, character, which aspect of the image has to be reinforced). It has to look real what we see, not just "fill".

Humor, lights, color,

¡acción!



Stop motion

Stop motion

It is an animation technique to pretend the movement of static objects through a series of successive pictures. You take photos of objects of reality (puppets, objects, actors ...) with all possible movements to look they are moving

Stop motion

Steps to follow

- 1) Think well the story you're going to have , in pictures , in as you want it to look on the screen.
- 2) Draw a previous script , follow a pattern .
- 3) Prepare the film set
 - Prepare characters
 - Light up the stage so that there is no change of light .
(Lamps, hoses ...)
 - Photoshoot

Photo shoot

- 1) It is better to take the pictures in order, so it will be easier to reproduce the movement.
- 2) The more pictures the better!
- 3) Do not move the camera , if possible, use a tripod.
- 4) Share the tasks or scenes.
- 5) Check the photos as you are taking, cast aside the blurred ones. Pass them very quickly with the camera to reproduce the movement.

Stop motion

Video editing

1. Use a video editing program such iMovie or Windows Movie Maker

2. Put all the photos you are going to use in a file on the computer, out of the memory card in order to make the process faster.
3. Name the photos consecutively.
4. Change the speed of the fixed images to 0.15 seconds.
5. If the pictures are in this way, select all of them and drag to the timeline, placing them automatically.
6. Stop motion
7. Add the voices, music or sound effects
8. Add the title and the credits at the beginning and at the end of the video
9. Export the video.