Media, Year 10 (Sem 1) **TASK 2: Online Advertisement Campaign**

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**TASK DESCRIPTION:**

**Part A: (Pre-Planning)** In groups of 3-4, students will use one of the companies you wrote the response on from Task 1 and begin planning an online advertisement campaign. Using the pre-planning pack provided, groups will write a treatment for the advert, detailed design proposal, a detailed shot list and storyboard. Remember that there are constraints such as location time and school rules amongst other things, so plan accordingly.

**Part B: (Production)** Students will use their pre-planning to produce a 20-30 second advertisement. You will need to work together as a group effectively to ensure your finished advertisement is of a high standard.

**Part C: (Post-Production)** Students will individually edit their own advertisement using Premiere Pro and will include music, sound effects, dialogue, foley etc to ensure the final production is to a high standard ready to be used in the companies next campaign.

**TASK REQUIREMENTS:**

1. Students will work in groups of 3-4, and assume a production role:
	* Director (written treatment)
	* Producer (detailed shot-list and resource list)
	* Camera Operator (storyboard)
	* Sound editor (foley, sound effects)

Each group will submit a pre-planning pack.

1. The group will be assessed on their telling of an interesting story for the campaign, and using film genre conventions.
2. Students will each individually edit their own version of the advertisement and include their own music, sound effects and dialogue.
3. Students will submit a self-evaluation of their work and completed advertisement.

**TASK 2: Online Advertisement Campaign | MARKING KEY**

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| CRITERIA | Result |
| Media Skills: Pre-Production |
| Student displays comprehensive understanding of the various stages of pre-production and completes all facets to a high standard. | 9-10 |
| Student shows a strong understanding of the various stages of pre-production and completes all facets satisfactorily. | 7/8 |
| Student demonstrates an understanding of the various stages of pre-production and completes all facets satisfactorily. | 5/6 |
| Student demonstrates some limited pre-production planning. | 3/4 |
| Student did not complete pre-production planning appropriately. | 1/2 |
| **Media Skills:** Production Role  |
| Student demonstrates an exceptional degree of skill and effort during the production phase. | 9-10 |
| Student demonstrates a high degree of skill and effort during the production phase. | 7/8 |
| Student demonstrates appropriate skill and effort during the production phase. | 5/6 |
| Student shows some effort during the production phase. | 3/4 |
| Student shows minimal effort during the production phase. | 1/2 |
| Media Skills: Post-Production |
| Advertisement is exceptionally edited and contains all of the attributes of a professional campaign. | 9-10 |
| Advertisement is well edited and contains all of the attributes of a professional campaign. | 7/8 |
| Advertisement is well edited and contains most of the attributes of a professional campaign. | 5/6 |
| Finished product contains some limited elements of a professional advertisement. | 3/4 |
| Finished product does not contain the relevant elements of a professional advertisement | 1/2 |
| Media Ideas: Creation of Movie Genre Narrative |
| Student’s production has an exceptional narrative structure, which tells an engaging story. | 9-10 |
| Student’s production has a cohesive narrative structure, which tells an interesting story. | 7/8 |
| Student’s production has a clear narrative structure, which is demonstrated satisfactorily. | 5/6 |
| Student’s production has limited elements of a cohesive narrative. | 3/4 |
| Student’s production has no clear narrative structure. | 1/2 |
| **Media Responses:** Evaluation of Work  |
| Self-evaluation demonstrates perceptive analysis of strengths and weaknesses of the production. | 5 |
| Self-evaluation reflects on some of the strengths and weaknesses of the production. | 4 |
| Student’s self-evaluation suggests some of the strengths of the production. | 3 |
| Self-evaluation is generally completed at a satisfactory level. | 2 |
| Self-evaluation has little thought or not completed. | 1 |