

Advertisements

Project Overview

In the design and production business world, students can expect to work with clients. These might be internal clients—another department needing materials designed—or external clients seeking an organization’s services. In this project, students are introduced to the process of working with a client through an advertisement project. They work with a client to identify the goals, audience, and purpose of an advertisement. You might choose to limit the scope of these projects by being the client or by selecting a specific client in the school for each student group. Or you might choose to work with local businesses and organizations, depending on the level of your students.

Working in small groups, students interview clients and then design and provide multiple comps of their advertisement designs to the client. Students engage in a review and redesign cycle with their clients. They also conduct a focus group to gain feedback on the usability and overall effect of their advertisements. Students engage in the review and redesign process until reaching agreement with clients. Students build their client advertisements for placement in print, web, and video collateral. Finally students reflect on their overall process and product.

Student product: Advertisement

Note: Portions of this project align to the Adobe Certified Associate objectives. Within the instruction steps and technical guides, the specific learning objectives for the exam(s) are referenced with the following format: ^{1.1}

Project Objectives

The objectives for this project are met by using all of the associated activities along with the specific project guidelines.

Project management skills

- Designing for a client
- Planning and managing projects with multiple steps
- Identifying audience(s)

- Selecting and using appropriate applications
- Conducting review sessions
- Writing a summary of client needs
- Developing a project plan
- Tracking milestones
- Understanding roles and responsibilities
- Preparing files for print, web, and video

Design skills

- Designing for audience(s)
- Creating an original work
- Applying design principles
- Providing multiple design ideas
- Balancing graphics and text
- Sketching advertisements
- Creating designs that meet client requirements
- Understanding different file formats
- Creating design comps
- Designing for emphasis
- Designing for usability
- Designing on a grid

Research and communication skills

- Analyzing and evaluating advertisements
- Communicating purpose and goal
- Planning strategies to guide inquiry
- Questioning to focus and clarify
- Presenting designs to a client
- Demonstrating personal responsibility by incorporating feedback
- Researching topic for advertisement
- Interviewing clients
- Conducting a focus group
- Finalizing design with clients

Technical Skills

Photoshop

- Creating design comps
- Retouching photos by using selection tools
- Sharpening photos
- Adjusting brightness and contrast
- Adjusting levels and colors
- Cropping, resizing, and straightening images
- Combining multiple images
- Transforming images
- Using opacity and fill tools
- Saving as PDF

InDesign

- Formatting text
- Adding text and graphic frames
- Combining graphic and text frames to make page layouts
- Using InDesign layers
- Placing objects (images, text, PSD files) on the page
- Placing text over images
- Using graphic frames as masks
- Creating vector masks
- Preparing files for print

Illustrator

- Creating vector artwork
- Modifying and transforming graphics

Project Activities

- *Activity:* Design principles
- *Activity:* Introduction to project planning, project management, and teamwork
- *Activity:* Working with clients
- *Activity:* Planning design projects
- *Activity:* Design comps
- *Activity:* How to draw and add text with Adobe Photoshop
- *Activity:* How to create layouts in InDesign
- *Activity:* Conducting focus groups
- *Activity:* Design project review and redesign
- *Activity:* Publishing with InDesign
- *Activity:* Presenting design projects

Background preparation resources

[Technical and content information](#)

[Keywords](#)

[ISTE NETS*S Standards for Students](#)

[Adobe Certified Associate objectives](#)

Project Steps

1. Introduce students to the goals of the project:
 - To work with a client to produce an advertisement.
 - To define a project plan.
 - To review and revise per client's specifications.
 - To create print, web, and video versions of advertisements.

2. *Activity:* Design principles
(Suggested time: 50–100 minutes)

ACA Exam Objectives: 2.3, 2.2, 2.3, 2.3, 2.2, 2.1, 2.3, 2.2, 2.3

Follow these steps to utilize this activity for this project:

- a. This activity introduces the concept of using design principles and typography to evaluate and inform design. Topics include color theory, layout, tone, and sustainable design.
- b. Share examples of print and web advertisements and discuss the design principles and techniques used in the following areas:
 - Layout
 - Colors and graphics
 - Typography
 - Tone

3. *Activity:* Introduction to project planning, project management, and teamwork
(Suggested time: 50–150 minutes)

ACA Exam Objectives: 1.6, 2.6, 1.3, 1.4, 1.4, 2.6, 1.5, 1.6, 1.3, 1.4, 1.3, 1.4

Follow these steps to utilize this activity for this project:

- a. Use this activity to introduce and discuss the following when working on a project:
 - Project planning
 - Production phases
 - Project management
 - Working in teams
- b. Form student design teams of two or three people. Where possible, mix members with different strengths, such as visual design or technical skill. Discuss the concept of working as a team.
- c. Introduce the project, with information about the client organizations, such as the following:
 - Name of organization
 - Its mission and goals
 - Product or service provided by the organization and explanation of how it works
 - Background and history
 - Why the organization wants an advertising team

Note: You might choose to limit the scope of these projects by being the client or by selecting a specific client in the school for each student group. Or you might choose to work with local businesses and organizations, depending on the level of your students.

d. Ask the teams to have an initial meeting where they discuss ideas for how to organize the planning of their tasks within the project phases. Explain they will create a formal project plan, after the client interview.

4. *Activity:* Working with clients
(Suggested time: 50-150 minutes)

ACA Exam Objectives: 2.6, 1.4, 2.6, 1.6, 1.4, 1.4

Follow these steps to utilize this activity for this project:

a. This activity introduces the best practices for working with clients to help them create projects that address client's audience, purpose, and goals. Through this activity students will learn about:

- Interviewing clients
- Designing for clients
- Communicating and presenting design ideas to clients
- Understanding and addressing client design issues
- Finalizing design with a client

b. Have each design team meet to discuss the interview questions and add other questions they feel might be necessary to build their understanding of their client's needs.

Note: Depending on the level of your students, you might want to review and approve the interview questions or ask students to practice interviews to refine their interview style and questions. You might also choose to sit in on and facilitate interviews conducted with clients outside the school.

c. Ask students to interview their clients, take notes, and gather information they identified as needed when prepping for the interview.

d. After the interview, have teams review any advertisements recommended by the client. Encourage teams to brainstorm design ideas as they review advertisements.

5. *Activity:* Planning design projects
(Suggested time: 50-100 minutes)

ACA Exam Objectives: 1.6, 2.6, 1.3, 1.4, 1.4, 2.6, 1.5, 1.6, 1.3, 1.4, 1.3, 1.4

Follow these steps to utilize this activity for this project:

a. Use this activity to teach students how to create a project plan while managing projects.

b. Have teams complete their project plans, incorporating their conclusions from the interview.

6. As students plan their advertisements, instruct each group to:

- Sketch layout ideas
- Take photographs of relevant products, people in action, or other services related to the advertisement
- Identify any needed assets

7. *Activity: Design comps*
(Suggested time: 50-100 minutes)

ACA Exam Objectives: 1.6, 1.3, 3.2, 1.5, 1.3, 1.3

Follow these steps to utilize this activity for this project:

- a. This activity introduces the concept of a design comp and how they are used to create and present multiple design ideas.
- b. Instruct each group to create three concept ideas for the advertisement in Photoshop, using relevant images and assets.
- c. Instruct each group to convert their comps to PDF and meet with the client (in person or online) to explain their designs (you might recommend that the client liaison lead this meeting). During the presentation, make sure students have designated a note-taker to gather all comments.

Note: You might ask students to practice their "pitches" prior to meeting with the client.

- d. Instruct students to review and revise their advertisements according to client feedback. Instruct them to resubmit one or two comps (depending on the clients' wishes) and continue this cycle until the client approves a single comp.

Note: Ask students to check in with their project plans as they engage in multiple cycles of the review and redesign process to be sure they can still make all deadlines. You might ask students to update and communicate to clients the impacts to the schedule if review cycles go too long and to formulate strategies for keeping the project from slipping, such as reducing project scope with clients, limiting review cycles, or re-addressing deadlines.^{1,3}

8. *Activity: How to draw and add text with Adobe Photoshop*
(Suggested time: 100-150 minutes)

ACA Exam Objectives: 2.2, 2.3, 4.6, 4.7

Follow these steps to utilize this activity for this project:

- a. Using the technical guides in this activity, introduce your students to the drawing, painting, and text tools in Photoshop.
- b. Allow students time to create any image elements for their advertisement in Photoshop. If desirable, students can also use Adobe Illustrator to create graphical elements for their advertisement.
- c. Ask students to save elements and assets from Photoshop for use in InDesign.
- d. Remind students to use proper citation for all of their images and graphics.

Note: If necessary, review the *Editing images and graphics* and *Copyright and fair use* activities.

9. *Activity: How to create layouts in InDesign*
(Suggested time: 100-150 minutes)

ACA Exam Objectives: 2.2, 2.5, 3.4, 4.3, 4.4, 4.5, 4.60

Follow these steps to utilize this activity for this project:

- a. This activity helps you teach students how to place objects on a page to create a layout. The focus is how to:
 - Add text and graphic frames
 - Combine graphic and text frames to make page layouts

- Use InDesign layers
- Add placeholder text
- Place objects on the page
- Place text over images
- Reuse objects
- Use graphic frames as masks

b. Instruct students to create a new document in InDesign, using the advertisement size requirements. If students need a refresher on getting started with InDesign, review the *Getting started with Adobe InDesign* activity.

c. Allow students time to complete their advertisement layout and copy and insert Photoshop image and graphic assets according to their client approved design comp.

Note: Remind students to consider the validity of their advertisement claims as they build their advertisements.

d. Ask students to check in with their milestones as they build the advertisements. You might remind them to budget their time appropriately to meet their deadlines. [1.3, 1.3, 1.3](#)

e. Explain that until they make a final version, all previous iterations should have a watermark to identify that it is a working draft for the client and for use in a focus group. Have students add a watermark to their advertisements.

Note: Depending on your students, you might have to explain the definition and purpose of a watermark. You might also want to explain other professional services requiring a watermark (for instance, photographers).

10. Ask students to show their watermarked version to their client for feedback. Ask students to take notes on the worksheet from the *Design project review and redesign* activity, and make any necessary revisions based on client feedback.

11. *Activity:* Conducting focus groups
(Suggested time: 50-100 minutes)

ACA Exam Objectives: [1.1, 2.6, 1.1, 1.4, 1.1, 2.6, 1.1, 1.6, 1.1, 1.4, 1.1, 1.4](#)

Follow these steps to utilize this activity for this project:

- This activity introduces the purpose of a focus group and general tips for conducting one in order for students to inform and improve their designs.
- Have each group plan its focus group session by using the guidelines from the discussion to learn how their advertisement is perceived and how to improve it.
- Instruct each group to gather potential target audience members (with help from their clients) and coordinate and run a focus group, using their plans.
- As they conduct their focus group ask them to take notes using the worksheet from the *Review and redesign* activity.

12. *Activity:* Design project review and redesign
(Suggested time: 50 minutes)

ACA Exam Objectives: 1.1, 2.6, 1.1, 1.4, 1.1, 2.6, 1.1, 1.6, 1.1, 1.4, 1.1, 1.4

Follow these steps to utilize this activity for this project:

- a. Use this activity to teach your students how to engage in a formal review and redesign process to help them improve and expand their design skills.
- b. Allow each group time to redesign and revise their advertisement as necessary from their focus group findings, as they recorded on their worksheets.
- c. Instruct them to create their final advertisement and remove the watermark.

13. *Activity:* Publishing with InDesign
(Suggested time: 50-100 minutes)

ACA Exam Objectives: 2.1, 3.5, 4.1, 5.1, 5.2

Follow these steps to utilize this activity for this project:

- a. This activity introduces students to publishing options in InDesign, preparing files for print, exporting to multiple screens, and using adaptive layouts for viewing on different devices. For the purposes of this project, introduce preparing files for print in InDesign.
- b. Explain that the students must prepare the advertisement for the delivery specs of the client and a print version for a professional printer.

14. *Activity:* Presenting design projects
(Suggested time: 50-100 minutes)

ACA Exam Objectives: 2.6, 1.4, 2.6, 1.6, 1.4, 1.4

Follow these steps to utilize this activity for this project:

- a. This activity introduces your students to presenting their work to a variety of audiences, including clients. Use the tips in this activity to help your students learn how to communicate their ideas clearly.
- b. Have each group present the final advertisement to the client (in person or online), explaining their design decisions, including the focus group feedback.
- c. To reflect on their own process, jigsaw each group to discuss the project process and results. Have each group take notes on the conversation. Topics could include:
 - Design process and decisions, including the various iterations and stages of the advertisement.
 - Experience of working with a client and final client presentation.
 - Experience of conducting a focus group.
 - Experience of working within a group, creating a project plan, and using project management strategies.
 - Explanation of how the review and redesign cycle strengthened their final product.
 - Identification of any additional lessons learned.
 - Remind students to use the guidelines from the *Peer review* activity.

Extension Activities

You can extend the project in the following ways:

- *Project phases*: As the class discusses project phases, you can extend the project in the following ways by pointing out similar phases of work completed by students in previous projects:
 - Define
 - In Projects 2 & 3, students defined purpose, goals, and audience when creating their logos and business cards.
 - In Project 3, students completed redesign reviews for their business cards.
 - Design
 - In Projects 2 & 3, students designed comps.
 - Structure
 - In Projects 2 & 3, students drew sketches for their logos and business cards.
- *Focus groups*: Ask students to research focus groups to learn about their use and purpose, exploring effective techniques for leading a focus group.
- *Blue sky client scenario*: Have each student group create an exaggerated and fun organization and product that needs to be advertised. Have each team place their idea in a hat, and then have teams draw an idea to determine who will be their client. Encourage your students to be creative and take advantage of the features and effects in Photoshop and InDesign to create visual interest.
- *Teacher-led client scenario*: If outside clients are not available, you can be the client mimicking a local business such as a restaurant. Ask students to design an advertisement for the restaurant highlighting select menu choices and ethnic theme of the restaurant.

Assessment

This is a high level view of what student should create during this project. Refer to the assessment rubrics in each activity for more detailed/specific assessment rubrics for each part of the project.

	0 – Does not meet expectations	3 – Meets expectations	5 – Exceeds expectations
Advertisement - print	Absent or incomplete.	Advertisement is created in appropriate file format and size for printing in color. Advertisement employs appropriate color theory, page layout, and design principles.	Advertisement is created in appropriate file format and size for printing in color. Advertisement conveys a clear purpose and message. Advertisement clearly speaks to an intended audience. Advertisement clearly and efficiently employs appropriate color theory, page layout, and design principles.

Teamwork	Absent or incomplete.	Student collaborates with other students as required to provide feedback or assistance. Contributes equally to project work but makes minimal effort to help others build skills.	Student collaborates freely with other students to provide feedback or assistance. Contributes equally to project work. Consults with other team members on major project decisions and voluntarily helps others build skills to complete the project.
Time management	Unable to manage time.	Student allots time for each phase of the design and development process. Completes most phases on schedule.	Student thoughtfully and effectively allots time for each phase of the design and development process. Completes all phases on schedule.
Jigsaw debrief	Absent or incomplete.	Using the jigsaw method and taking notes, student teams share and reflect on the design and decision-making process, the experience of working with a client, and the experience of conducting a focus group. Student teams reflect on the experience of working within a group, creating a project plan, and using project management strategies to complete the project. Student teams reflect on how the review and redesign cycle strengthened their final product and identify any additional lessons learned.	Using the jigsaw method and taking notes, student teams share, discuss, and reflect on the design and decision-making process, the experience of working with a client, and the experience of conducting a focus group. Student teams analyze and reflect on the experience of working within a group, creating a project plan, and using project management strategies to complete the project. Student teams reflect on how the review and redesign cycle strengthened their final product, identify any additional lessons learned, and explain how they could improve their teamwork, management skills, technical skills, and communication skills for future projects.

Background preparation resources

- To view video tutorials aligned with the skills required to complete this project, visit Adobe TV: <http://tv.adobe.com>
- For more teaching and learning resources on topics in this project, search for resources from the community on the Adobe Education Exchange: <http://edex.adobe.com/>
- For an overview of the interface and for more information on the technical aspects of *Adobe Photoshop*, see *Photoshop Help*.
- For an overview of the interface and for more information on the technical aspects of *Adobe Illustrator*, see *Illustrator Help*.
- For an overview of the interface and for more information on the technical aspects of *Adobe InDesign*, see *InDesign Help*.

Advertisements

- Guidelines, templates, and tutorials for advertisement design: http://desktoppub.about.com/od/ads/Advertising_Design.htm
- Twenty-four tips for advertisement layout design: <http://ezinearticles.com/?24-Tips-On-How-To-Produce-The-Best-Advertisement-Layout&id=103893>
- Information for making web advertisements: www.useit.com/alertbox/20030505.html
- An archive of print advertisements: www.adflip.com
- Access to over 7,000 advertisements from newspapers: <http://scriptorium.lib.duke.edu/adaccess>

Keywords

- design comp
- focus group
- project management
- usability
- watermark

ISTE NETS*S Standards for Students

This project is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this project aligns to your state requirements.

ISTE NETS*S: Curriculum and Content Area Standards – NETS for Students

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

3. Research and Information Retrieval

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks

4. Critical Thinking and Problem Solving

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- d. use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- d. transfer current knowledge to learning of new technologies.

Adobe Certified Associate Exam Objectives

Adobe Certified Associate, Web Authoring objectives

- 1.1 Identify the purpose, audience, and audience needs for a website.
- 1.6 Understand project management tasks and responsibilities.
- 2.3 Demonstrate knowledge of page layout design concepts and principles.
- 2.6 Communicate with others (such as peers and clients) about design and content plans.

Adobe Certified Associate, Visual Communication objectives

- 1.1 Identify the purpose, audience, and audience needs for preparing image(s).
- 1.3 Demonstrate knowledge of project management tasks and responsibilities.
- 1.4 Communicate with others (such as peers and clients) about design plans.
- 2.2 Demonstrate knowledge of design principles, elements, and image composition.
- 2.3 Demonstrate knowledge of typography.
- 3.2 Demonstrate knowledge of layers and masks.
- 4.6 Demonstrate knowledge of drawing and painting.
- 4.7 Demonstrate knowledge of type.

Adobe Certified Associate, Video Communication objectives

- 1.1 Identify the purpose, audience, and audience needs for preparing video.
- 1.4 Demonstrate knowledge of the production planning and management process.
- 2.3 Demonstrate knowledge of visual techniques for enhancing video content.
- 2.6 Communicate with others (such as peers and clients) about design and content plans.

Adobe Certified Associate, Interactive Media Communication objectives

- 1.1 Identify the purpose, audience, and audience needs for interactive media content.
- 1.5 Understand project management tasks and responsibilities.
- 1.6 Communicate with others (such as peers and clients) about design and content plans.
- 2.2 Demonstrate knowledge of design elements and principles.

Adobe Certified Associate, Graphic Design & Illustration objectives

- 1.1 Identify the purpose, audience, and audience needs for preparing graphics.
- 1.3 Demonstrate knowledge of project management tasks and responsibilities.
- 1.4 Communicate with others (such as peers and clients) about design plans.
- 2.1 Demonstrate knowledge of design principles, elements, and graphic composition.
- 2.3 Demonstrate knowledge of typography.

Adobe Certified Associate, Print & Digital Media Publication objectives

- 1.1 Identify the purpose, audience, and audience needs for preparing page layouts.
- 1.3 Demonstrate knowledge of project management tasks and responsibilities.
- 1.4 Communicate with others (such as peers and clients) about design plans.
- 2.1 Demonstrate knowledge of the appropriate properties of page layouts for print, web and digital publishing.
- 2.2 Demonstrate knowledge of design principles, elements, and graphic composition.
- 2.3 Demonstrate knowledge of typography.
- 2.5 Understand key terminology of page layouts.
- 3.4 Demonstrate knowledge of layers.
- 3.5 Demonstrate knowledge of exporting, packaging, saving, and organizing files.
- 4.1 Demonstrate knowledge of how to create multiple-page documents.
- 4.3 Demonstrate knowledge of how to use frames in a page layout.
- 4.4 Add text to a page layout.
- 4.5 Add graphic, image, and video content to a page layout.
- 5.1 Demonstrate knowledge of how to prepare page layouts for publishing to print.
- 5.2 Demonstrate knowledge of how to prepare page layouts for export to multiscreen devices.

For more information

Find more teaching materials for using Adobe software in your classroom on the Adobe Education Exchange: <http://edex.adobe.com/>.



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