Project 4
Advertisements

Timing: 11 to 15 hours

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 the Advertisements project align to the Adobe Certified Associate, Visual Communication objectives. Within the instruction steps and technical guides, the specific learning objectives for the exam are referenced with the following format:[1.1]

Project objectives

At the completion of the project, students will have developed the following skills:

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
- Preparing files for print, web, and video

Design skills

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

Research and communication skills

- Analyzing and evaluating advertisements

© 2012 Adobe Systems Incorporated

- 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

Technical skills

Photoshop

- Editing photographs
- Creating design comps
- Creating reusable assets
- Using opacity and fill tools
- Saving as PDF

InDesign

- Exporting to different formats
- Formatting text (kerning, tracking, scaling, and so on)
- 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

Acrobat Pro

- Creating a PDF document

Project materials

- Adobe Photoshop CS6 Extended installed on all machines
- Adobe InDesign CS6 installed on all machines
- Adobe Acrobat X Pro installed on all machines
- Digital cameras
- Scanners
- Worksheet: How to analyze advertisements
- Worksheet: Project plan
- Worksheet: Client interview: Advertisements
- Photoshop guide: How to create layer comps
- Worksheet: Review and redesign of advertisement
- Photoshop guide: How to add a watermark to images
- InDesign guide: How to work with text frames
- InDesign guide: How to work with graphics frames
- InDesign guide: How to combine graphics frames and text frames
- InDesign guide: How to place images on a page

Background preparation resources

- Technical and content information
- Key terms
- ISTE NETS*S Standard for Students
- Adobe Certified Associate, Visual Communication objectives

Project steps

Defining client requirements

(Suggested time: 150–200 minutes)

1. Introduce students to goals of the project:

 © 2012 Adobe Systems Incorporated

- 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. Share examples of print and web advertisements and discuss the design principles and techniques used in the following areas:[2.2, 2.3, 2.4]
   - Layout
   - Colors and graphics
   - Typography
   - Tone

   Note: You might want to gather examples prior to this activity to share.

   Worksheet: How to analyze advertisements

3. 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.[1.3]

4. 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: If it is difficult to find clients you can use the ideas in the client scenarios section of the extension activities to help create client profiles.

5. Introduce aspects of project management and how to work with clients.[1.3, 1.4] Suggested topics to cover include:
   - Identifying roles—especially the person who serves as the liaison between the client and the group.
   - Identifying the necessary project steps.
   - Creating a timeline with specific deliverables and due dates.
   - Understanding and clarifying client expectations.
   - Communication and dialog with a client—students are encouraged to use e-mail, web conferencing (such as Adobe Acrobat Connect Pro), Adobe Acrobat X Pro, and other online collaborative tools to review design with their client.
   - Identifying common problems and issues in project management.

6. Discuss the project phases and ask students to organize the planning of their tasks within the project phases. Instruct each group to begin to create a project plan (explain they will complete it after their client interview) that takes into account the following:
   - Define
   - Design

© 2012 Adobe Systems Incorporated

- Build
- Delivery: Print delivery, web delivery, and video delivery

Worksheet: Project plan [1.3]

7. In preparation for the client interview, discuss the kind of information design teams need from a client about the client's goals and target audience.

   Worksheet: Client interview: Advertisements [1.1]

8. 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.

9. Ask students to interview their clients, take notes, and gather information they identified as needed when prepping for the interview.[1.4]

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

11. Have teams return and complete their project plans, incorporating their conclusions from the interview.

    Note: Make sure students identify any copyrighted assets they plan to include in their advertisements, with a strategy for acquiring permission to use such material.[1.2]

Planning and designing an advertisement

(Suggested time: 100–150 minutes)

12. As students plan their advertisements, instruct each group to do the following:
    - Sketch layout ideas
    - Take photographs of relevant products, people in action, or other services related to the advertisement
    - Identify any needed assets

    Note: Remind students that they need to gain permission from any person they photograph for use in the advertisement or for visualizing the advertisement with clients. You might ask students to go online to find a general type of release form for getting releases from people they photograph.

13. Instruct each group to create three concept ideas for the advertisement in Photoshop, using relevant photographs and assets. 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.[1.4]

    Photoshop guide: How to create layer comps [3.2]

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

 © 2012 Adobe Systems Incorporated

14. Review the process of redesigning from Project 3 and 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.

    Worksheet: Review and redesign of advertisement

    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]

Building an advertisement

(Suggested time: 150–200 minutes)

15. Allow students time to create any graphics elements for their advertisement in Photoshop.

16. Explain that the first version of the advertisement will have a watermark to identify that it is a working draft for the client and for later use in a focus group. Using the "I do, we do, you do" method, demonstrate how to use opacity and fill to create a watermark in Photoshop and instruct students to create a watermark on their graphics elements in Photoshop.

    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).

    Photoshop guide: How to add a watermark to images [3.2]

17. Using the "I do, we do, you do" method, demonstrate how to work with text and place objects on a page in InDesign.

    InDesign guide: How to work with text frames

    InDesign guide: How to work with graphics frames

    InDesign guide: How to combine graphics frames and text frames

    InDesign guide: How to place images on a page

18. Instruct students to export elements and assets from Photoshop to InDesign and allow them time to complete their advertisement layout and copy.

    Note: 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]

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

Reviewing and redesigning an advertisement

(Suggested time: 250–300 minutes)

19. Discuss the purpose of a focus group and general tips for conducting one.[1.1] Some topics to cover include:
    - *Defining the objectives:* Determine what they want to learn about their advertisement.

- *Planning the session:* Identify the best time of day, determine the best representative audience to select, plan refreshments, choose the number of members, create an agenda, create questions, determine how to display the advertisement, plan for recording the session, choose a leader and note-takers for the session, and choose any thank you gifts for participants.
- *Facilitating the session:* Make introductions, identify the goal of the session, explain recording if applicable, ask questions, provide summaries of participant answers for clarification purposes, include all participants, and close the session.
- *After the session:* Make sure the session was recorded, write down any additional notes or observations, debrief with fellow team members, and create a summary document.

20. 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.

21. Instruct each group to gather potential target audience members (with help from their clients) and coordinate and run a focus group, using their plans.

Note: Depending on available resources, you might ask other teams in the class to be the audience for the focus group to help students engage in this process. In this variation, students who pose as the audience might need to research the expected needs and expectations they represent to accurately inform the design.

22. Allow each group time to redesign and revise their advertisement as necessary from their focus group findings. Instruct them to create their final advertisement and remove the watermark.

Worksheet: Review and redesign of advertisement

23. Explain that the students must prepare the advertisement for the delivery specs of the client and also the following situations, if not requested by the client to learn about graphics in different media:

- Print version for a professional printer
- Web version for a web or Flash designer
- Video version to be used by a producer as a preamble section of a movie

Note: You might want to review the file format and exporting discussion from Project 2. You might also find it helpful to identify the best file formats for the web (JPG, GIF, PNG), for photos (PSD, TIFF, JPG, PDF, DICOM, large document format), for commercial printing (TIFF, EPS, PDF, PSD, DCS), for video (PSD, TGA, PICT), and for PowerPoint/Word (PNG).[2.1]

24. Have each group present the final advertisement to the client (in person or online), explaining their design decisions, including the focus group feedback.[1.4]

25. 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.

 © 2012 Adobe Systems Incorporated

- Identification of any additional lessons learned.

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.
- *Interactive advertisements:* Ask students to reconsider their advertisements for the web by adding interactive elements to their advertisement in InDesign or exporting their InDesign document to an XFL format and creating an interactive version in Adobe Flash Professional CS6. You can access guides on importing files into Flash, creating digital narratives, and incorporating interactivity into an advertisement on the Adobe Education Exchange: http://edexchange.adobe.com
- *Rich Internet applications:* Ask students to design their advertisements in Photoshop and export a file for importing into Adobe Flash Professional. In Flash Professional, students can add rich interactive elements and design robust, compelling, and engaging interactions with the information in the advertisement.For more instruction on how to create RIAs, see the *Digital Design: Foundations of Web Design* curriculum, Project 6: Rich Internet Applications on the Adobe Education Exchange: www.adobe.com/go/digitalcareers
- *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

- Project rubric

Background preparation resources

- Review the student step-by-step guides referenced in this project.

- To view video tutorials aligned with the skills required to complete this project, visit the Visual Design CS6 show on Adobe TV: http://tv.adobe.com/show/visual-design-cs6/
- For more teaching and learning resources on advertisements and other topics in this project, search for resources from the community on the Adobe Education Exchange: http://edexchange.adobe.com
- For an overview of the interface and for more information on the technical aspects of Photoshop, see Photoshop Help.
- For an overview of the interface and for more information on the technical aspects of InDesign, see InDesign Help.
- You might supplement this project with the following design books:
  - Lawler, B. (2009). *The Official Adobe Print Publishing Guide, Third Edition.* Berkeley: Adobe Press.
  - Williams, R. (2007). *Robin Williams Design Workshop, Second Edition.* Berkeley: Peachpit Press.

Project management

- A general introduction to project management on the web: www.managementhelp.org/plan_dec/project/project.htm.
- The basics of conducting focus groups: www.managementhelp.org/evaluatn/focusgrp.htm.
- Ten tips for running a successful focus group: www.groupsplus.com/pages/mn091498.htm.

Advertisement layout:

- 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.

Key terms

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

© 2012 Adobe Systems Incorporated

ISTE NETS*S Standard 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.

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.

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:

   a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   d. contribute to project teams to produce original work and solve problems.

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 technology tools based on appropriateness of specific task.
   d. process data and report results.

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.
   c. collect and analyze data to identify solutions and/or make informed decisions.
   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 positive attitudes toward technology uses that support collaboration, learning, and productivity.

6. Technology Operations and Concepts

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

© 2012 Adobe Systems Incorporated

a. understand and use technology systems.
b. select and use applications effectively and productively.

Adobe Certified Associate, Visual Communication objectives

1.1 Identify the purpose, audience, and audience needs for preparing image(s).

1.2 Demonstrate knowledge of standard copyright rules for images and image use.

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 image resolution, image size, and image file format for web, video, and print.

2.2 Demonstrate knowledge of design principles, elements, and image composition.

3.2 Demonstrate knowledge of layers and masks.

3.3 Demonstrate knowledge of importing, exporting, organizing, and saving.

4.1 Demonstrate knowledge of working with selections.

4.5 Demonstrate knowledge of retouching and blending images.

5.1 Demonstrate knowledge of preparing images for web, print, and video.

Assessment

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Project plan	Absent or incomplete.	Project plan details the estimated hours, the delivery date, and the owner or specific tasks in each project phase: the project definition phase, the design phase, the building phase, the delivery phase. Project plan identifies assets requiring copyright or fair use permission.	Project plan clearly and explicitly details the estimated hours, the delivery date, and the owner or specific tasks in each project phase: the project definition phase, the design phase, the building phase, the delivery phase. Project plan identifies assets requiring copyright or fair use permission.

© 2012 Adobe Systems Incorporated

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Interview	Absent or incomplete.	The interview identifies the client's goals, the target audience, and the intended purpose of the advertisement. The interview identifies the content and information crucial to the advertisement. The interview identifies the client's preferred design requirements.	The interview clearly identifies the client's goals, the target audience, and the intended purpose of the advertisement. The interview clearly identifies the content (both original and repurposed) and information crucial to the advertisement. The interview identifies the client's preferred design requirements and documents specific examples. The interview includes additional relevant and thorough questions used during the course of the conversation to get or clarify specific information.
Design comps	Absent, incomplete, or unfocused rationale.	Teams review with client three design comps created in Photoshop. Design comps use relevant photographs and assets.	Teams review with client three design comps, with clear explanations of the design principles used. Design comps use relevant photographs and assets to clearly convey and support the intended advertisement message.

© 2012 Adobe Systems Incorporated

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Review and redesign	Absent or incomplete.	The students effectively use the review and redesign process to work with the client to gain approval for final advertisement idea. Review and redesign identifies whether the design comp meets the initial goals, requires new goals, and reflects good design principles. The review and redesign process details redesign changes for the advertisement.	The students effectively use the review and redesign process to work with the client to gain approval for the final advertisement idea. The review and redesign process clearly and explicitly identifies how the design comp meets or does not meet the initial goals, whether the advertisement requires new goals, and how the advertisement reflects good design principles. The review and redesign process details redesign changes for the advertisement and identifies new design principles and technological techniques to incorporate. In the course of reviewing design comps, students use design notes to assist in the review and redesign process.
Focus groups	Absent or incomplete.	Focus group questions elicit feedback on advertisement design, layout, content, and message. Focus group is planned, scheduled, and conducted with potential advertisement audience. Focus group findings and data are recorded, summarized, and analyzed. Teams review their watermarked design comp and redesign according to focus group feedback.	Focus group questions elicit specific and pointed feedback on the advertisement design, layout, content, and message. Focus group is planned, scheduled, and conducted with multiple advertisement audiences. Focus group findings and data are recorded, summarized, and analyzed with specific redesign notes. Teams review their design comp and redesign according to focus group feedback.

© 2012 Adobe Systems Incorporated

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Advertisement – print	Absent, incomplete, or unfocused.	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.
Advertisement – web	Absent, incomplete, or unfocused.	Advertisement is created in appropriate file format and size for use on the web. Advertisement employs appropriate color theory, page layout, and design principles.	Advertisement is created in appropriate file format and size for use on the web. 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.
Advertisement – video	Absent, incomplete, or unfocused.	Advertisement is created in appropriate file format and size for use in video. Advertisement employs appropriate color theory, page layout, and design principles.	Advertisement is created in appropriate file format and size for use in video. 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.
Team work	Absent or incomplete.	Student collaborates with other students as required to provide feedback or assistance. Fulfills assigned team roles and contributes equally to project work. Sometimes consults with other team members on major project decisions but makes minimal effort to help others build skills.	Student collaborates freely with other students to provide feedback or assistance. Fulfills assigned team roles and contributes equally to project work. Consults with other team members on major project decisions and voluntarily helps others build skills to complete the project.

© 2012 Adobe Systems Incorporated

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
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.

© 2012 Adobe Systems Incorporated