

Commercials

Project Overview

Commercials are short, stylistic, and impactful videos used to sell products, goods, services, and even political campaigns. In this project, students work with a client to create a commercial: identifying the goals, audience, and purpose for the commercial based on their client's wishes. Students, working in teams, undergo a formal review and redesign cycle with their client and produce a final commercial that will be deployed on the web. In the process, students learn to create composited video using creative lighting techniques and special effects. You might choose to limit the scope of this project by being the client or by selecting a client in the school for each student group. Another alternative is to ask students to engage with local businesses and create a commercial for them.

Student product: Commercial

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

- Creating a project plan, milestones, and roles
- Identifying client needs and goals
- Selecting actors
- Directing actors

Design skills

- Designing and creating rough cuts and assembly cuts to communicate ideas to clients

- Considering the technical and design impact of commercials deployed on the web
- Setting up creative lighting
- Compositing video
- Working with chroma key sets
- Using action videography

Research and communication skills

- Gathering content and synthesizing ideas for commercials
- Pitching to a client
- Reviewing and revising with clients
- Creating a script
- Reflecting on production and group process

Technical Skills

Adobe Premiere Pro

- Using slow-motion and fast-motion tools
- Working with keying effects
- Exporting to web

Audition

- Editing audio
- Applying effects to audio clips

After Effects

- Understanding the interface
- Creating animated text
- Creating special video effects
- Rotoscoping

Project Activities

- *Activity:* Introduction to project planning, project management, and teamwork
- *Activity:* Working with clients
- *Activity:* Video pre-production
- *Activity:* Understanding digital photography and digital images
- *Activity:* Editing images and graphics
- *Activity:* Introduction to compositing and chroma keying
- *Activity:* Editing audio with Adobe Audition
- *Activity:* Applying video effects
- *Activity:* Design project review and redesign
- *Activity:* Getting started with Adobe After Effects
- *Activity:* Creating visual effects with After Effects

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:
 - Work with a client to create a commercial.
 - Create a project plan and schedule by interviewing a client.
 - Work with composited video.
 - Create motion and text animation and video special effects.
2. Share examples of TV and online commercials and discuss the audience, purpose, and effectiveness of each video advertisement.^{1.1, 1.2} Make sure to include commercials with the following techniques and discuss how each technique enhances the commercial:^{2.3}
 - Compositing
 - Musical score integrated with the script throughout the commercial
 - Motion graphics and visual effects

Note: You might gather a variety of examples prior to this activity.

3. Introduce the project, explaining they will work with clients to create a commercial. Provide information on the client organization that students will be working with, such as the following:
 - Name of organization and its website
 - Organization mission and goals
 - Product or service provided by the organization
 - Reasons the organization needs a commercial

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.

4. *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 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 aspects of project management, including how to manage working with clients.

5. *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. In preparation for the client interview, discuss the kind of information teams need about the client's goals and target audience. Have each team meet to research the client and discuss the interview questions and to add other questions they feel might be necessary to build their understanding of their client's needs.^{1.1, 1.2}

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

- c. Allow each team time to interview their client. The interview is best if done in person; however, if that is not possible, students can conduct the interview by phone or web conferencing.
- d. Have each team review any commercials and advertisements recommended by the client. Encourage teams to collect design ideas as they review commercials.
- e. Have each group discuss the information gathered from their client and synthesize that information.

6. *Activity: Video pre-production*
(Suggested time: 50 minutes)

ACA Exam Objectives: 1.1, 1.4, 2.2, 2.6

Follow these steps to utilize this activity for this project:

- a. This activity introduces students to the video pre-production phase where they learn about creating shot lists, project proposals, and treatments.
- b. Have students brainstorm two ideas for the commercial and create two treatment documents that take into account the following:
 - Concept
 - Scene description
 - Approach

7. *Activity:* Understanding digital photography and digital images

Activity: Editing images and graphics
(Suggested time: 50 - 150 minutes)

ACA Exam Objectives: 2.1, 2.2, 2.5, 2.6

ACA Exam Objectives: 5.4, 2.1, 2.6, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 4.5, 5.1, 2.5, 3.4, 4.4, 4.6

Follow these steps to utilize this activity for this project:

- a. Use these two activities to teach your students how to edit images and create graphic elements using Photoshop and Illustrator, as well as, teach your students about image composition and how to use a digital camera.
 - b. Instruct each group to do the following for each of their two treatment ideas:
 - Take photographs or scan images of products, services, and people to help the client visualize the commercial.
 - Identify and create any needed assets.
 - c. Remind students to secure permission for any images and photos. If necessary, review the *Copyright and fair use* activity.
8. Explain that they will use an assembly cut to communicate their two concept ideas to the client, using still images and assets before they spend time shooting video. Have each group create an assembly cut using the still images and assets they created and collected. ^{2.1} Have the teams save their rough cut then assess each team's progress.
- Note:** If necessary, review assembly cuts from the *Video post-production* activity.
9. Instruct each team to present and explain their two ideas to their client, using the visual aid of the assembly cuts (you might recommend that the client liaison conduct this meeting). ^{2.6}
- Note:** Additionally you might ask students to practice their "pitches" prior to meeting with the client.
10. Using client feedback, each team will select one idea and revise their assembly cut accordingly. Instruct them to resubmit the assembly cut (depending on the client's wishes) and continue this cycle until the client approves a single commercial concept.
- Note:** If necessary, review the *Design project review and redesign* activity.

11. *Activity:* Introduction to compositing and chroma keying

(Suggested time: 50 - 150 minutes)

ACA Exam Objectives: 1.4, 2.2, 2.3, 4.2, 4.6

Follow these steps to utilize this activity for this project:

- a. This activity introduces chroma keying and compositing to help students create video projects without needing to be on location.
- b. As the students prepare to plan their shot selections for the commercial, discuss techniques such as chroma keys and compositing that can help them create commercials and other types of video projects without needing to be on location (for instance, placing an actor in an action scene that would be too expensive or dangerous to film).
- c. Instruct students to determine if compositing or chroma keying shots should be used in their commercial.

12. Once the client has given final approval for the team's commercial idea, remind students of the steps in the pre-production phase, and instruct them to create the following and hand it in for instructor:
 - Shot list, with at least one composited video shot
 - Script (if necessary, review the *Research and scriptwriting* activity)
 - Project proposal, with talent (actors) identified, if applicable
13. Allow each team time to shoot the necessary footage from their shot list, using the equipment and locations identified in their project proposal.

Note: If teams are working with actors, you might want to discuss the importance of directing. You may also need to create a schedule for students to have access to blue/green screens for shooting composite shots.
14. With the final approval for the commercial idea, instruct each group to assemble any additional needed assets (images, logos, audio, or video clips).

15. *Activity:* Editing audio with Adobe Audition
(Suggested time: 50 - 150 minutes)

ACA Exam Objectives: 4.4

Follow these steps to utilize this activity for this project:

- a. Use this activity to introduce your students to Adobe Audition and learn how to edit audio and mix sound.
- b. Allow students time to record any necessary voiceover narration according to their scripts.
- c. Discuss the option of creating or obtaining a musical score that fits the tone of their commercial and that they can integrate with any script dialog (voiceover narration, actor dialog, etc.) where appropriate.

16. *Activity:* Applying video effects
(Suggested time: 100-150 minutes)

ACA Exam Objectives: 2.3, 2.5, 4.1, 4.5, 4.6

Follow these steps to utilize this activity for this project:

- a. Use this activity to introduce your students to effects, including how to apply text effects, motion effects, and image effects.
- b. Focus on teaching your students how to do the following:
 - Speeding up/reversing clips
 - Layering clips
 - Compositing
 - Masking
17. Using the footage and assets, instruct students to edit a rough cut. Explain that a rough cut does not have to be perfect but should be complete enough that they can share the commercial with others to solicit their feedback.

Note: Remind students about the ethical responsibility of editors as they prepare their Commercials.

18. *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 video production skills.
- b. Pair student groups and conduct a review and redesign cycle of their commercials. Because students will learn about advanced audio mixing and motion effect techniques later in the project, have them include anticipated information in their worksheets.
- c. Allow students time to redesign their commercials and prepare the rough cut so they feel confident showing it to their client.
- d. Have the students show the rough cut to their client and solicit feedback.^{2.6}

Note: Ask students to check in with their project proposals 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.

19. *Activity: Getting started with Adobe After Effects*
(Suggested time: 50 - 100 minutes)

This activity introduces your students to Adobe After Effects, specifically designed to produce graphics and visual effects.

20. *Activity: Creating visual effects with After Effects*
(Suggested time: 100 - 150 minutes)

Follow these steps to utilize this activity for the this project:

- a. Use this activity to teach your students to how to create video effects, text animations, and rotoscope.
 - b. Allow each team time to create graphic and visual effects for their commercial in After Effects and to finalize their commercial.
21. Instruct students to publish their commercials in web ready formats. If necessary, review the *Exporting video* activity.^{5.1,5.2}
22. Remind students about client debriefing from the *Working with clients* activity, and advise the students to have a debriefing session, using the worksheet, with their client to review the final commercial and discuss the experience.

Extension Activities

You can extend the project in the following ways:

- *Professional video producer or advertiser:* You might ask a professional video producer or advertiser to come to class and talk about creating commercials and supporting documentation, explaining how they are helpful in the production process and as a tool for communicating with the client.
- *Simulated clients:* If the project does not involve an external client, you can take one of the following approaches:
 - Have each student team present its needs for a commercial to the class. Have the class act as a client, giving feedback and assessing the commercial.
 - Pair two student teams together to serve as clients for each other.
 - You serve as the client and give feedback to student teams.
- *Original visuals:* Ask students to use applications such as Photoshop and Illustrator to create any still images or enhance any photos taken and used in the commercial.
- *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 be creative and take advantage of the features and effects in Adobe Premiere Pro and After Effects.
- *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 ways they would use the menu choices and restaurant type to persuade the audience to come to 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
Commercial - content	Absent, incomplete, or unfocused.	Commercial is 30–60 seconds long and communicates information to the target audience(s).	Commercial is 30–60 seconds long and clearly and effectively communicates about a product or service to sell to the target audience(s). The commercial is original, concise, and attention grabbing.

<p>Commercial – technical</p>	<p>Absent, incomplete, or unfocused.</p>	<p>Commercial includes at least one instance of composited video using chroma key. Commercial includes advanced editing techniques such as layering and masking and at least one text or motion effect created in After Effects.</p> <p>Commercial includes an edited musical score and is in a web file format that can be streamed on the web.</p>	<p>Commercial includes one or more instances of composited video using chroma key. Commercial includes advanced editing techniques such as layering and masking and at least two text or motion animations or effects created in After Effects.</p> <p>Commercial includes an edited musical score and is in a web file format that can be streamed on the web.</p>
<p>Team work</p>	<p>Absent or incomplete.</p>	<p>Student teams collaborate and interact with peers, experts, or others to create assembly cut, rough cut, and final commercial.</p> <p>Teams plan and manage a project proposal with a schedule of deliverables to ensure delivery and approval for commercial idea, assembly cut, rough cut, content, and final product to client. Teams assess deliverable schedule and re-address deadlines where applicable. Student fulfills assigned team roles and contributes equally to project work. Student sometimes consults with other team members on major project decisions but makes minimal effort to help others build skills.</p>	<p>Student teams expressly collaborate and interact with peers, experts, or others to create assembly cut, rough cut, and final commercial. Teams expertly and efficiently plan and manage a project proposal with a schedule of deliverables to ensure delivery and approval for commercial idea, assembly cut, rough cut, content, and final product to client. Teams assess deliverable schedule and re-address deadlines where applicable. Student fulfills assigned team roles and contributes equally to project work. Student consults with other team members on major project decisions and voluntarily helps others build skills to complete the project.</p>
<p>Time Management</p>		<p>Student allots time for each phase of the design and development process.</p> <p>Completes most phases on schedule.</p>	<p>Student thoughtfully and effectively allots time for each phase of the design and development process.</p> <p>Completes all phases on schedule.</p>

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 the 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 Premiere Pro*, see *Premiere Pro Help*.
- For an overview of the interface and for more information on the technical aspects of *Adobe Audition*, see *Audition Help*.
- For an overview of the interface and for more information on the technical aspects of *Adobe After Effects*, see *After Effects Help*.

Commercials

- The process of making a commercial and includes an example of a script and storyboard for a 30-second commercial: www.videomaker.com/article/3327/.
- Production techniques used in shooting documentaries, commercials, action events, training videos, promotional videos, and TV programs: www.videomaker.com/article/1395/.
- This article offers tips and tricks in creating a video ad: <http://adwords.blogspot.com/2006/09/video-ads-tips-and-tricks-part-1-of-3.html>.

Keywords

- assembly cut
- compositing
- chroma key
- final cut
- keying effects
- layering
- masking
- rotoscoping
- rough cut
- treatment

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.
- 2.6 Communicate with others (such as peers and clients) about design and content plans.
- 5.4 Modify images and image properties.

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.
- 2.1 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.
- 2.5 Demonstrate knowledge of image-generating devices, their resulting image types, and how to access resulting images in Photoshop.
- 2.6 Understand key terminology of digital images.
- 3.1 Identify elements of the Photoshop user interface and demonstrate knowledge of their functions.
- 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.
- 4.3 Transform images.
- 4.4 Adjust or correct the tonal range, color, or distortions of an image.
- 4.5 Demonstrate knowledge of retouching and blending images.
- 5.1 Demonstrate knowledge of preparing images for web, print, and video.

Adobe Certified Associate, Video Communication objectives

- 1.1 Identify the purpose, audience, and audience needs for preparing video.
- 1.2 Identify the video content that is relevant to the project purpose and appropriate for the target audience.
- 1.4 Demonstrate knowledge of the production planning and management process.
- 2.1 Demonstrate knowledge of how to organize and plan a video sequence.
- 2.2 Identify general principles for video shooting.
- 2.3 Demonstrate knowledge of visual techniques for enhancing video content.
- 2.5 Demonstrate knowledge of using still images to enhance video content.
- 2.6 Communicate with others (such as peers and clients) about design and content plans.
- 4.1 Import media assets (video, image, and audio files).
- 4.2 Organize and manage video clips in a sequence.
- 4.4 Manage sound in a video sequence.
- 4.5 Manage superimposed text and shapes in a video sequence.
- 4.6 Add and manage effects and transitions in a video sequence.
- 5.1 Demonstrate knowledge of export options for video.
- 5.2 Demonstrate knowledge of how to export video from Adobe Premiere Pro.

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.

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.
- 2.5 Understand key terminology of graphics.
- 3.4 Demonstrate an understanding of vector drawing concepts.
- 4.4 Demonstrate knowledge of how to use scanned or photographic images.
- 4.6 Demonstrate knowledge of how to modify and transform objects.

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.

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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