

Instructional Unit Title: Ways of Seeing: The Power of Visual Literacy (Advertising)

The teacher may provide examples of various Pop Art advertisements so students can identify key artistic characteristics of the genre.

The teacher may introduce various advertisements so that students can begin to identify how popular culture is reflected in advertisements of different countries.



The teacher may provide several products and the advertisements used to promote them so that students can begin analyzing potential audiences for and intentions/goals of product advertisement.



The teacher may take product names and demonstrate various lettering styles so that students can determine how lettering changes the feeling and look of a product/advertisement design.

The teacher may lead a discussion about various slogans and/or jingles in advertising so that students can explain how sound/music can heighten the meaning of text and design.

The teacher may provide a variety of logos so that students can begin to analyze the decision making process behind logo designs (e.g., simple, memorable, timeless, versatile, relevant).

The teacher may engage students in looking at various company and product names so that students can identify and explain how words are used in advertising/branding (e.g., descriptive, compound words, with a "twist", using a prefix/suffix, spelling changes, acronym, blended words).



The teacher may provide images of various product mascots and characters so that students can articulate principles for creating an effective spokesperson/character.

PERFORMANCE ASSESSMENT: You are a newly contracted graphic designer at Gotham Advertisement Agency. You have been given the job assignment of creating a 2D advertisement for an original product (food, snacks, drinks, clothing apparel, accessories, skateboard, pet accessories, music, computer application etc.) that seeks to influence buyer's perceptions. Your product design must include a unique product name, product description, company name, and logo. The following design components must be applied to help sell the product: use of symbol/metaphor, color, shape, craftsmanship, space, lettering, slogan and character graphic. You must create a rough draft of your product before completing the final copy. Your design must stand out and sell the product to your current culture and answer the question: "What makes the consumer want to purchase your product over others?"

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.