Arts, A/V Technology & Communications

A Note on Teamwork and Presentations to Further Connect WRS to the Activity:

- Identify the competency or unit in your program that would be most appropriate for teaching this activity synchronously. Students learn best in context.
- Divide the class into competitive teams (at least two).
- Have the teams brainstorm ideas and establish rules for brainstorming: all ideas are accepted.
- Have teams arrive at consensus and choose their best idea to propose.
- Teams should establish norms, roles, and expectations for team members.
- Teams will clearly define their mission and the idea of their proposals.
- The teacher should act as the judge of the quality and feasibility of the ideas.
- The teacher should also provide enough background to get students started and monitor student behavior along the way, providing helpful feedback when necessary.
- Students should share work and reflect on how well the team worked together.

Resources

[Why is creativity important?](#) from Harvard Business School Online

Introduction

This Career Cluster groups career titles that focus on designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism and entertainment services. While the emphasis is clearly on the application of creativity and innovation, conveying messages effectively to a larger audience often involves a great deal of technical skill and problem solving.

Note: Ask students to list careers in the Arts, A/V and Communications Cluster that require mastery of technical skills. Focus on the Oscars award ceremony and ask students what technical jobs are required to create and televise that live event.

The use of AI is expected to be a major influence on all aspects of creative work, such as art production, writing, film and special effects.

Note: Teachers may ask the students what they think the top job trends are before revealing the following list. This makes for a nice ice breaker activity.

Arts, AV/ & Communications Rapidly Growing Job Opportunities (2024)

1. Audio and Video Technicians
2. Communications Equipment Operators, All Other
3. Film and Video Editors
4. Technical Writers
5. Choreographers
6. Costume Attendants
7. Dancers
8. Entertainers and Performers, Sports and Related Workers, All Other
9. Makeup Artists, Theatrical and Performance
10. Media Programming Directors

—O*Net Online

Scenario

An advertising firm (student team) is asked by a client (teacher) to design an advertisement for a new tennis shoe.

Teachers will take on the role of the client. Teams will compete to propose the best ad. Parameters are supplied to the teams:

1. Emphasis should be placed on fashion design rather than sportswear. People may wear these shoes as part of business casual attire or more casually with social appeal.
2. Audience for ad is adults and young adults.
3. The shoe manufacturer or "client" is called "Playground Now, Inc.."
4. Teams must use the following components and single restriction:
    a. Logo/brand name design
    b. Tag line
    c. Written copy or script for visual medium
    d. Shoe feature(s), at least one, created by team
    e. No personalities (i.e., celebrities) may be used.
5. Teams must assign sub-teams or individuals to do the following:
    a. Identify one medium type to carry your message and rationale for choosing it. This will determine the look and feel of the campaign.
    b. Brand name (e.g., Air Jordan) and tag line (e.g., "Just Do It") description and rationale
    c. Written copy (i.e., text) or script (i.e., screenplay) for ad
    d. Logo design description and rationale
    e. Shoe design and featured component(s) description and rationale

f. Description of production elements and overall message: featured image(s), music, and/or prevailing idea of the ad.
g. Pitch (bring it all together): What is the main message you wish to communicate to the audience? How do you want them to feel?
h. Incorporate at least one question and answer from each of the five WRS areas which follow in the WRS Connection section.

Note: This project may be completed in written form only. A fully produced ad is not necessary, just a proposal. That said, some visuals are typically created and may help. Teacher should add to or take away from the client criteria for the project.

WRS Connection

Each of the following Workplace Readiness Skills with their definitions is followed by a series of process questions that students may pull from and answer to include within their presentations. Choose the most relevant questions in each of the five skill areas.

1. Creativity and Innovation—We define creativity and innovation as:

- Discussing the importance of creativity and innovation in the workplace
- Brainstorming and contributing ideas, strategies, and solutions
- Developing and/or improving products, services, or processes
- Identifying and allocating available resources.

Process Questions

a) Sometimes, creative ideas represent a disruption or change to the same pattern or way of doing things. In what way is your ad one of a kind and/or disruptive of a current way of thinking?
b) When deciding how to start your proposal, what was your creative process?
c) What could be an innovation in shoe design?
d) How might you change your proposal to make it even more innovative?
e) How do could you make your proposal or pitch even more brief?
f) What resources are needed to execute your ad: time, people, technology, funding? Finding and applying resources effectively is creative.
g) There are two ways of seeing and thinking about the future: pessimistically and optimistically. How is optimism particularly creative in nature? How did your ad reflect positive aspects over negative?

2. Critical Thinking and Problem Solving—We define critical thinking and problem solving as:

- Recognizing and analyzing problems
- Evaluating potential solutions and resources
- Using a logical approach to make decisions and solve problems
- Implementing effective courses of action.

Process Questions

a) What problems arise when managing your team?
b) How did you resolve to create your ad proposal and get the team to agree with the vision?
c) What resources, if any, did you consult to help you create your ad proposal?
d) How would your ad appeal to the target audience?
e) What was the main problem(s) you encountered when creating your ad proposal, and how did you solve them?

3. Initiative and Self-Direction—We define initiative and self-direction as:

- recognizing the importance of proactive, independent, decision-making
- identifying workplace needs
- completing tasks with minimal direct supervision
- applying solutions.

Process Questions

a) Who on your team took a leadership role? Describe.
b) Did team members complete their tasks without being managed? Describe.
c) What does initiative have to do with creativity and this project?
d) How would your ad proposal appeal to individuals within your target audience (beyond persuading them to buy the product)?
e) Did competing with another team motivate you? Why or why not?

4. Integrity—We define integrity as:

- recognizing the importance of having integrity in the workplace
- complying with local, state, and federal laws
- adhering to workplace policies and procedures
- exhibiting honesty, fairness, and respect toward self, others, and property.

Process Questions

a) Advertisements tend to play with the truth and manipulate it. What ethical guidelines did you observe when creating your ad proposal?
b) How much did your team borrow from current advertisements? Did you use AI?
c) Did your ad proposal appeal to a diverse audience? How? Why might this be an important ethical component for advertisers?
d) Did any ethical/fairness issues arise when working with your team? If so, how did you resolve them?

5. Work Ethic—We define work ethic as:

- demonstrating diligence (e.g., working with persistence to accomplish a task)
- maintaining dependability (e.g., being reliable)
- accounting for one's decisions and actions
- accepting the consequences of decisions and actions.

Process Questions

a) Did you disagree with any of your team's creative decisions? How did you react? Did it affect your work?
b) What setbacks did you encounter and how did you resolve to work through them?
c) How did you show resilience and drive and a positive mindset as you worked with persistence to create a good proposal?
d) Were your contributions overlooked, underpraised, or rejected? Did that affect your work ethic?

We strongly encourage teacher feedback on these activities, if implemented, as well as success stories and examples of your completed work. Reviews may be sent to Darren Morris, Instructional Designer, CTECS, dmorris@ctecs.org.

For teachers who wish to expand the activity into a larger project, the following PBL Design Principles and Teaching Practices are provided

PBL Project Design Principles

1. **A Challenging Problem or Question:** The project is framed by a meaningful problem to be solved or a question to answer, at the appropriate level of challenge

2. **Sustained Inquiry:** Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.
3. **Authenticity:** The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and issues in the students' lives.
4. **Student Voice & Choice:** Students make some decisions about the project, including how they work and what they create, and express their own ideas in their own voice.
5. **Reflection:** Students and teachers reflect on the learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles that arise and strategies for overcoming them.
6. **Critique & Revision:** Students give, receive, and apply feedback to improve their process and products.
7. **Public Product:** Students make their project work public by sharing it with and explaining or presenting it to people beyond the classroom.

PBL Teaching Practices

1. **Design & Plan:** Teachers create or adapt a project for their context and students, and plan its implementation from launch to culmination while allowing for some degree of student voice and choice.
2. **Align to Standards:** Teachers use standards to plan the project and make sure it addresses key knowledge and understanding from subject areas to be included.
3. **Build the Culture:** Teachers explicitly and implicitly promote student independence and growth, open-ended inquiry, team spirit, and attention to quality.
4. **Manage Activities:** Teachers work with students to organize tasks and schedules, set checkpoints and deadlines, find and use resources, create products and make them public.
5. **Scaffold Student Learning:** Teachers employ a variety of lessons, tools, and instructional strategies to support all students in reaching project goals.
6. **Assess Student Learning:** Teachers use formative and summative assessments of knowledge, understanding, and success skills, and include self and peer assessment of team and individual work.
7. **Engage & Coach:** Teachers engage in learning and creating alongside students, and identify when they need skill-building, redirection, encouragement, and celebration.