

## Lesson Plan

**Course Title:** Advertising Design I

**Session Title:**

**Using Models in School: Original Imagery for Ad Designers**

**Time:**

2-4 Days

[Lesson length is subjective and will vary from instructor to instructor]

**Performance Objective:**

Upon completion of this assignment, the student will use the camera, on and offsite photography, and incorporate a specified model for use in an ad for a client to the satisfaction of the instructor.

**Specific Objectives:**

- Demonstrate that they understand the specifics of the camera and the lighting that they use for the project.
- Style the shot and the model(s) they are choosing to photograph for the specified client.
- Demonstrate the use of both their camera and the software that is used to enhance their photographs (Adobe Photoshop).
- Read supplemental material regarding photographing people if desired.

### Preparation

**TEKS Correlations:**

This lesson, as published, correlates to the following TEKS. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed.

- **125.94(c)(1)(B)**  
... demonstrate the principles of group participation and leadership related to citizenship and career preparation;
- **125.94(c)(1)(C)**  
... identify employers' expectations and appropriate work habits
- **125.94(c)(2)(A)**  
... demonstrate effective oral and written communication skills with individuals from varied cultures, including fellow workers, management, and customers;
- **125.94(c)(3)(C)**  
... demonstrate knowledge of production techniques utilized in advertising design;

## Interdisciplinary Correlations:

### English:

#### 110.xx(6)(A) - Reading/word identification/vocabulary development

- **110.xx(6)**  
expand vocabulary development through wide reading, listening, and discussing;

#### Accommodations for Learning Differences:

- [Lesson Plan/Curriculum Modifications Checklist](#)
- [Guidelines and Procedures for Adapting Instructional Materials](#)
- [Instructor Format for Curriculum Customization for Learning Differences](#)
- [Sample Curriculum Customization for Learning Differences](#)

## Instructor/Trainer

### References

1. **Adobe PhotoshopCS Techniques for Digital Artists** *Author: Luanne Seymour Cohen, Adobe Press, ISBN#0-321-22043-9*
2. [http://www.photolinks.com/st\\_prod.html?p\\_prodid=8&p\\_catid=1](http://www.photolinks.com/st_prod.html?p_prodid=8&p_catid=1) A video available on lighting and photography
3. <http://www.nyip.com/> A very “newsy” site full of all kinds of information on photography issues.
4. [www.adobe.com/products/tryadobe/main.jsp#product=39](http://www.adobe.com/products/tryadobe/main.jsp#product=39) (to download trial version if needed)
5. <http://www.photoshopsupport.com/news/03-25-04-total-training.html>

The above site is a great place to go to get some masterful books and training DVDs on incorporating Photoshop skills with digital photography. Deke McClelland is one of the best out there.

### Instructional Aids

1. PowerPoint Presentation – Using Models in School: Original Imagery for Ad Designers

### Materials Needed

Photo paper to print final ads on.

## **Equipment Needed**

1. Projection system to display PowerPoint presentation
2. Digital cameras and studio lighting for student use
3. Color printer to print ads
4. Computer stations with Adobe Photoshop installed

## **Learner**

Pencil and paper with which to sketch initial concepts and thumbnails for advertising piece.

## **Introduction**

### **Introduction (LSI Quadrant I):**

**SAY:** Sometimes it is difficult to find objects, people, or props and animals to use in ad photography. This is true for professionals, but it is even truer when we are in a school situation.

**ASK:** Has anyone ever thought about how to put a shot together like the pros do? What kind of planning must it take to get all of the elements to happen just the way they should in order to get the best possible shot for a client?

**SAY:** Today we will challenge ourselves to do a photo shoot. We will need to do part of it outside of class and part of it in class. We will then combine these elements in Photoshop and get them all to work together using color matching and other techniques available inside the software if necessary.

## **Outline**

### **Outline (LSI Quadrant II):**

**Note:** Instructors can use the PowerPoint presentation and refer students to commercial photographers' websites to get a jumpstart on the project.

- I. Have students visit links to the best photographers' sites that you are aware of. A few of my favorite commercial sites for photographers who deal with models are these: <http://www.michaelgirard.com/> and <http://www.jessehoff.com> for beautiful photos and a nice portfolio and [http://www.career.edu.my/path/desc.asp?career\\_id=52](http://www.career.edu.my/path/desc.asp?career_id=52) for a brief career description and how a design diploma can figure into the job of commercial photographer
- II. If desired, these websites (or others) can be projected from the teacher computer for the students to see as a group. This enables students to come to similar conclusions about why they should familiarize themselves with this occupational skill.
- III. Further introduce the idea of producing an ad utilizing food styling with a PowerPoint presentation
  - Introduce students to vocabulary terms and trends related to commercial

photography with this springboard links page:

<http://www.tafe.sa.edu.au/lsrc/learn/springboards/artdesign/compho.html>

- Show students the Power Point and websites as examples of how to use model based photo shoots as the basis for an ad.
  1. The student will then obtains instructor approval of their concept for the ad for the client that they are assigned.
  2. Give all students the same assignment: to create an advertisement for a social health issue. It can be an anti-smoking ad, a healthy eating habits ad, or any other social health issue that you approve.
  3. Students will add copy and headlines to create a full ad and will turn it in for printing.

### **Application**

#### **Guided Practice (LSI Quadrant III):**

Teacher will go over the websites and PowerPoint presentation with the class. Students begin their individual exercises after the instructor approves their topic.

#### **Independent Practice (LSI Quadrant III):**

Allow students to create a concept for their social health ad. They are to plan a photo shoot with a model or models included. Points to consider are:

- The types of model(s) that they are going to need.
- The lighting for any studio shots needed.
- Planning any location shots for outside of class.
- The background used with the model (students may want to experiment with different colors, textures, fabrics to see what effect this has on the look of their product).
- The props to be used (what does their message call for?)
- The camera angle when they photograph their product.

### **Summary**

#### **Review (LSI Quadrants I and IV):**

- When students have completed their shoots, create a social awareness book with the finished products, and print a copy for the counseling office or school administrators.

### **Evaluation**

#### **Informal Assessment (LSI Quadrant III):**

Teacher monitors individual/group progress as students work on activities. Teacher provides individual help/redirection as needed.

**Formal Assessment (LSI Quadrant III, IV):**

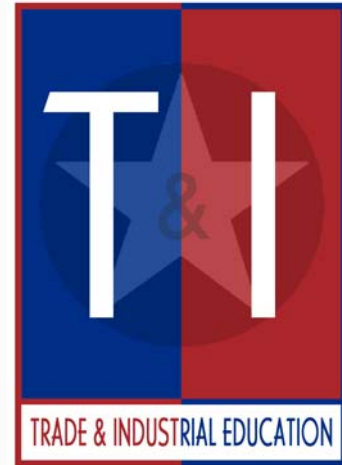
Evaluate the results of the photo shoot and the ads that the students turn in. Ask them to explain any problems that they ran into as their ideas progressed. Others will learn from mistakes made. Have a verbal dialog and have the students assess one another's work. Ask the students to bring in social health ads that they have found and assess their ability to discuss the effectiveness of the ads. Have them contrast and compare the ads they did to the ones currently in use.

**Extension/Enrichment (LSI Quadrant IV):**

- Students that have succeeded in learning the techniques may wish to try doing the following to practice further:
- Visit a social services agency and interview the chief of operations there. Have them look at their ads and give them feedback on them. Ask them what they look for in their advertisements and promotional pieces.
- Have the students compile a report on some of the issues that seem to be important when shooting photos for social health organizations.

# Using Models in School

Original Imagery  
for Ad Designers



# How do we get good photo shoots while we are in school?

- Yes, it can be frustrating. High school environments can be limiting when trying to get original shots for use in advertising.
- How can we get things done in the somewhat restrictive environment of a classroom?



# Step one to getting a good photo is to evaluate the goal.



- What is the assignment?
- How are you communicating the desired message?
- Have you thought about the goal of the piece you are trying to create?



# Once you have thought through the process, then set up the shot.

- Think about the lighting first.



# Is this going to be a studio shot with lights specially set up?

- It is best to have special lights and an area that is easy to control for certain situations.



# Other situations call for natural light or going on location. This is more difficult as a high school student.

- Consider doing some photography on the weekends when your time is not as regulated and you have more freedom to explore natural light situations.



# Let's say your instructor asks you to do an ad for this product...

- What else do you need to photograph to compile a successful advertisement?



# One idea might be a sick child... don't forget the props!

- Do you have a younger brother or sister that you could photograph outside school hours?
- If you use a neighbor or another school aged child, be sure to get a release form signed by a parent or a guardian.



# Here is another possible assignment...

- Dog food. This brings to mind several possibilities. Remember, sometimes you use models who are not human.
- Animals are fun to work with!



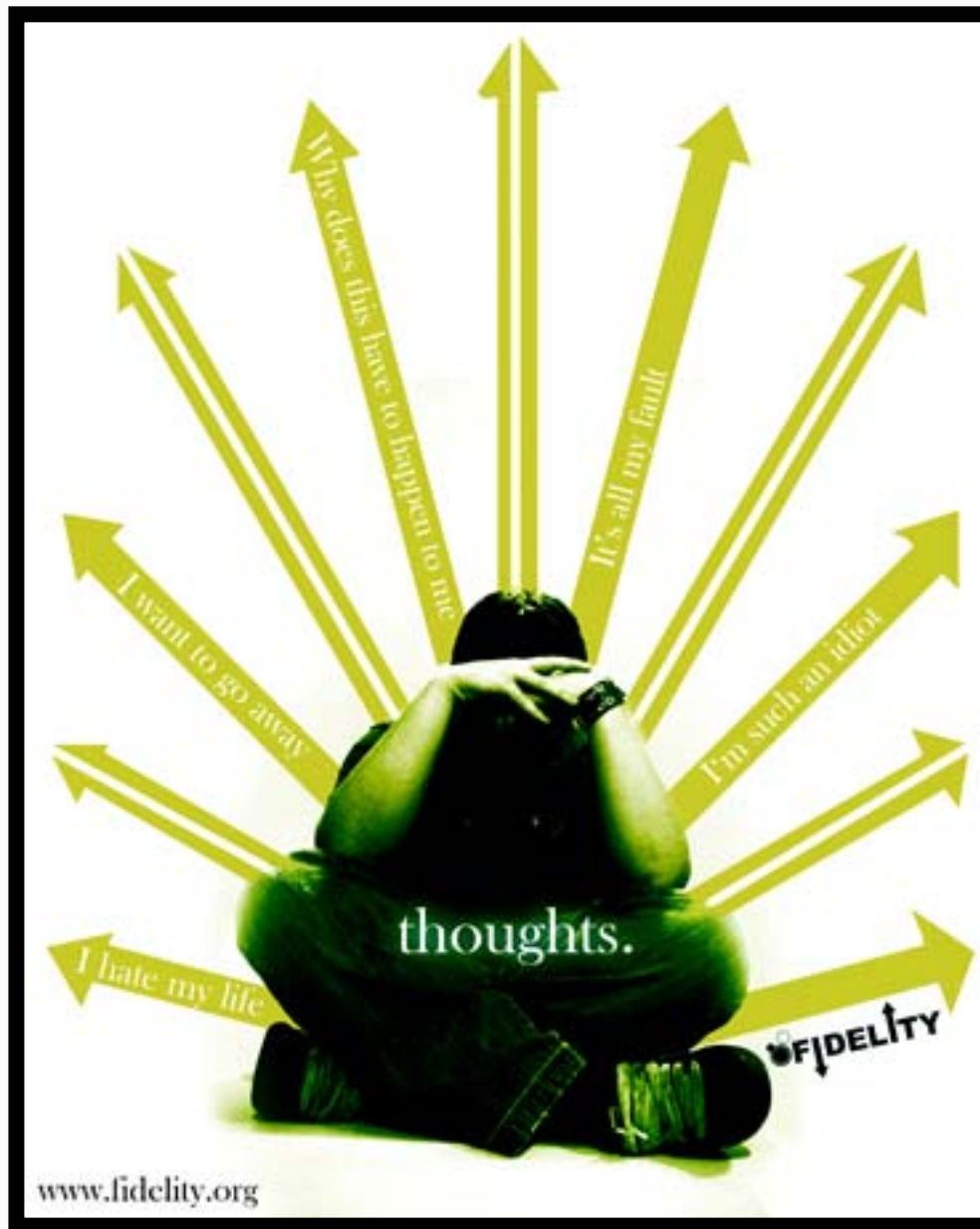
# Once again, this idea may require some homework.

- Shooting some of your ad photos outside of class is a good way to use interesting original photos in your work.
- This kind of shot is not a good idea inside of a public school.



**Usually, there are a lot of students and teachers who are willing to model for you during school hours if you need an adult or a young person.**

- Recently, our class did a social health assignment that dealt with teen depression.
- The students modeled for each other's ads, and it worked out quite well...



**In the ad, the student's identity was not evident, and they got the shot they needed.**

- For photo based adwork, the planning ahead becomes extremely important.
- Models can be planned into your work, but in certain situations, you may need to get your shot on location.
- This requires weekend or evening work.

# It is great to archive photos.

- You never know when you might need that lion photo for a zoo ad!



# How does one archive digital photos?



- The very best way is to have a designated photo server. That is uncommon and somewhat unrealistic in most schools, so we have a 250 gig external hard drive attached to the teacher computer. It is only 25% full at this point, and there are thousands of photos on it.



# Original photos using models makes your work professional and unique.




- Use whatever makes sense with your ad concept.
- Remember, the planning makes the ad work sell.
- Selling the idea or the product is what advertising is supposed to do.

Slide 1

## Using Models in School

Original Imagery  
for Ad Designers




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Slide 2

### How do we get good photo shoots while we are in school?

- Yes, it can be frustrating. High school environments can be limiting when trying to get original shots for use in advertising.
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Slide 3

### Step one to getting a good photo is to evaluate the goal.

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- How are you communicating the desired message?
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Slide 4

**Once you have thought through the process, then set up the shot.**

- Think about the lighting first.




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Slide 5

**Is this going to be a studio shot with lights specially set up?**

- It is best to have special lights and an area that is easy to control for certain situations.



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Slide 6

**Other situations call for natural light or going on location. This is more difficult as a high school student.**

- Consider doing some photography on the weekends when your time is not as regulated and you have more freedom to explore natural light situations.



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Slide 7

**Let's say your instructor asks you to do an ad for this product...**

- What else do you need to photograph to compile a successful advertisement?





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Slide 8

**One idea might be a sick child... don't forget the props!**

- Do you have a younger brother or sister that you could photograph outside school hours?
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Slide 9

**Here is another possible assignment...**

- Dog food. This brings to mind several possibilities. Remember, sometimes you use models who are not human.
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Slide 10

**Once again, this idea may require some homework.**

- Shooting some of your ad photos outside of class is a good way to use interesting original photos in your work.
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Slide 11


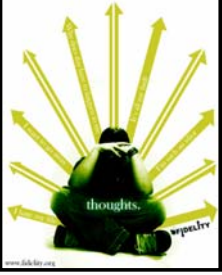
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Slide 12




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## Slide 13

**In the ad, the student's identity was not evident, and they got the shot they needed.**

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## Slide 14

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## Slide 15

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## Slide 16

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## **Using Models in School**

### Original Imagery for Ad Designers

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## FINDING AND USING MODELS QUIZ

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

ANSWER THE FOLLOWING TRUE/FALSE QUESTIONS.

1. You can get good photo shoots in schools, but you have to search sometimes.  
 TRUE  
 FALSE
  
2. The first step in getting a good photo is to consider what type of developer you will use.  
 TRUE  
 FALSE
  
3. When setting up the shot, you should consider lighting first.  
 TRUE  
 FALSE
  
4. Photos rarely need to be set up.  
 TRUE  
 FALSE
  
5. It is a good idea to archive regular photos, but you cannot archive digital photos.  
 TRUE  
 FALSE

## FINDING AND USING MODELS QUIZ

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

ANSWER THE FOLLOWING TRUE/FALSE QUESTIONS.

1. You can get good photo shoots in schools, but you have to search sometimes.  
 TRUE  
 FALSE
2. The first step in getting a good photo is to consider what type of developer you will use.  
 TRUE  
 FALSE Consider the goal.
3. When setting up the shot, you should consider lighting first.  
 TRUE  
 FALSE
4. Photos rarely need to be set up.  
 TRUE  
 FALSE Many shots need to be set up.
5. It is a good idea to archive regular photos, but you cannot archive digital photos.  
 TRUE  
 FALSE You can archive photos digitally by saving to a zip drive or flash drive, or backup harddrive.