

Unit 42: Design for Advertising

Unit code:	D/502/5023
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to develop learners' skills and understanding in being experimental and thinking 'outside the box' with creative solutions spanning many different types of graphic design media.

● Unit introduction

Graphic designers need to be able to understand and communicate ideas in a wide variety of situations. Design for advertising is an area of graphics that requires a particular understanding of how graphic images, creative typography and chosen media are used to communicate a message. Whether that message is for a product, an event or to raise funds, the combination of message, images and media are vital for success.

Design for advertising can take many forms, from newspaper adverts, posters and press inserts to billboards, bus sides and mobile phones. In this unit learners will understand how to analyse advertising briefs in order to understand the contexts, opportunities and constraints related to this form of graphic design.

Learners will examine the hidden and overt messages that can be communicated through the use of propaganda, concern, emotion, surrealism and persuasion. Learners will be able to consider concepts for advertising campaigns and generate a campaign aim and strategy to achieve it.

This unit aims to develop learner's skills in advertising and the processes that are involved in this, from dissecting an assignment, idea generation and development to possible production issues and budgets to execution of final design solutions. Learners will be given the opportunity to develop a variety of ideas in response to given themes using as broad a range of media as possible.

Learners will also explore a variety of different outcomes from past and existing advertising solutions to the development of their own ideas.

Learners will be expected to present their work in a professional and appropriate format; in form which may include portfolio presentations, mounted work, exhibitions, formal presentations or critiques.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand issues in design for advertising
- 2 Be able to originate and develop ideas in response to advertising briefs
- 3 Be able to present design solutions.

Unit content

1 Understand issues relevant to design for advertising

Advertising messages: communication eg intended audience, medium, style, format, design, content, client

Work of others: practitioners; primary sources eg galleries, exhibitions, guest speakers; secondary sources eg internet, books, magazines, design

Medium: on screen eg web, animation, television, cinema, LCD, plasma, hand-held device, print eg illustration, packaging, hoarding, magazine; product eg logo, material, corporate colours, look and feel

Design contexts: eg sources, background information; relevant to the brief eg audience, product, message, media

Opportunities: existing thinking; new ideas eg circumstances, products, exploitation, exploration, new openings, scope, media

Constraints: client led eg time, cost, resources, approaches; other eg legal, ethical

Communication issues: eg subtle, non-literal, theoretical, conceptual, abstract, literal, explicit, factual

2 Be able to originate and develop ideas in response to advertising briefs

Originate ideas: primary sources eg field trips, guest speakers, galleries; secondary sources eg internet, books, magazines, film, television

Develop ideas: eg mind mapping, group work, drawing, painting, photography, video, mood boards, worksheets, thumbnail sketches, visuals, collage, cut, paste

Review: own work eg technical language, technical qualities, aesthetic qualities, opportunities, further development, fitness for purpose, given theme, assignment brief

3 Be able to present suitable design solutions

Present: eg drafts, models, portfolio, exhibition, seminar presentation; presentation eg finished maquettes, models, mounted prints, video, digital, audio-visual presentations

Suitable design solutions: eg magazine advertisements, press advertisements, posters, flyers, packaging, point of sale, film, television, advertising storyboards

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 discuss examples of advertising [SM, RL, IE, TW]	M1 compare diverse examples of advertising to inform own work	D1 use the results of informed, independent investigations to develop the brief to its full potential, producing innovative and original ideas
P2 review opportunities, constraints and communication issues [RL, EL, CT]		
P3 produce and develop original ideas in response to advertising briefs [CT, RL, SM, EP]	M2 originate and develop individual and diverse ideas in response to advertising briefs	D2 develop, evaluate and present sophisticated and innovative solutions for advertising briefs.
P4 review production and development work [EP, CT, SM, RL]	M3 coherently analyse and present effective design solutions for advertising briefs.	
P5 present own final outcomes. [EP, CT, RL, TW]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
------------	--	---	--

Essential guidance for tutors

Delivery

Successful delivery of this unit should give learners opportunities to investigate all aspects relevant to advertising briefs, such as audience, product, particular message or unique selling point and media.

Learners can be given a selection of media to develop ideas (in the example assignment, for an anti-smoking campaign). Learners will need to identify the intended target audience and develop ideas for their proposed media. Research and initial ideas can be generated in sketchbooks, either paper based or digital. The development of ideas and final pieces can be produced using various digital and traditional techniques for example painting, photography, thumbnail sketches, marker pens and industry standard software.

Finished work should be presented to a professional standard, that is mounted work and a formal presentation to clients, simulated or actual.

Learners will become acquainted with the processes associated with client-led briefs as the unit should be delivered as a real-life brief that replicates industry features such as deadlines, target audience, a particular product, ethical considerations, copyright and inclusive design. The use of demonstrations and discussion is helpful to contextualise learners' ideas within the given theme or assignment brief.

Most of the work for this unit will be carried out in studios or workshops but learners' work can be contextualised further by visiting galleries, exhibitions and studios. If possible, professional practitioners should also be involved by giving a seminar, workshop or setting the assignment.

Tutors could consider integrating delivery of this unit with other relevant units the learners are taking as part of their programme of study. Units such as *Words and Images in Graphic Design* and *Information Graphics* could be integrated successfully within an assignment brief.

For learning outcome 1 learners should be directed towards past and present examples of the work of others and be encouraged to form opinions and be influenced by these examples. Learners should also be encouraged to investigate their own examples using the internet, libraries and multi-media sources which will inform their learning by encouraging analytical and discussion skills. Learners should be taught how to identify all the relevant contexts and opportunities of a given brief. They should develop the ability to communicate a message to a particular audience.

For learning outcome 2, assignment briefs should be set which mirror those in the workplace. It can be useful to take a competition brief or one sponsored by a local or national company and adapt it to cover the learning outcomes of the unit or units being covered by the assignment. Learners will need to be taught how to develop ideas for given advertising briefs using a variety of idea generation methods such as mind maps as an individual or group, thumb nailing and design boards. They should also be encouraged to review work in progress, at appropriate stages, as an active part of the development and refinement of the brief. They should be taken to galleries or on field trips to source relevant information and inspiration to help contextualise and develop their ideas. Sources such as the internet, books, magazines, CDs and DVDs should be provided to contextualise the work further. Learners should be encouraged to experiment and develop ideas in the form of thumbnails and roughs and then further develop them to marker pen or computer generated visuals in order to recognise the ideas full potential.

For learning outcome 3, learners need to be shown how to produce design outcomes effectively for a given advertising brief in a variety of ways, including use of suitable software and hardware as well as traditional techniques. They should prepare a suitable portfolio of work, mount and exhibit work for an exhibition, present work verbally and visually at informal and formal presentations and critiques to peers and tutors, and possibly visiting practitioners.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit. Assignment 1: Anti-smoking Campaign Introduction to brief <ul style="list-style-type: none">• Discussion – initial thoughts• Potential, constraints, contexts• Possible outcomes• Idea generation.
Discussions and examples of advertising <ul style="list-style-type: none">• Past and present examples• Different media – television, magazine, animation, advertising, packaging, hand-held device• Literal and abstract examples.
Supported study time <ul style="list-style-type: none">• Individual learning plans• Production of sketchbook work, mood boards, thumbnails and roughs• Annotation and research• Idea development• Informal discussions.
Learner self-directed study – idea development.
Workshops <ul style="list-style-type: none">• Collage• Copywriting• Photography• Software/hardware tasks and training• Short studio based challenges – thumbnailing workshop.
Learner self-directed study – experiments with media.
One-to-one support <ul style="list-style-type: none">• Individual learning plans• Time management• Formal discussion with tutors• Assignment feedback• Evaluations• Formal and informal presentation/discussion.
Learner self-directed study – producing outcomes.

Topic and suggested assignments/activities and/assessment

Peer evaluations

- Individual learning plans
- Idea generation and development
- Interim critique
- Final critique
- Discussion group.

Review of unit and assessment.

Assessment

Learners will be expected to provide evidence in the form of a sketchbook, electronic or paper based, design boards, annotated notes etc that show they have investigated the design contexts, opportunities, constraints and communication issues of the brief. Learners will need to be guided through how all this affects the development of their work and how to generate ideas, incorporating these findings, using basic idea generating techniques. Learners should produce evidence through sketchbook annotation, interim critiques, individual learning plans and outcomes that cover the learning that has taken place including dissecting a given assignment, the generation and development of ideas, and the production, presentation and review of final outcomes.

For P1 and P2, learners will be expected to provide evidence, written, verbal or visual, to show that they have discussed the issues relevant to design for advertising the design contexts, opportunities and constraints of an advertising brief, and that they understand basic communication methods.

Learners will need to provide evidence that they have undertaken basic research activities in response to an advertising brief.

For P3, learners should provide evidence that they have originated a basic concept, aim and strategy for the development of further work and are able to develop basic ideas in response to advertising briefs.

Evidence for P4 may be presented informally or assessed on a one-to-one basis, learners being given with verbal and written feedback.

For P5, learners should present final graphic design solutions for an advertising brief to an appropriate standard. They must have considered and applied the given opportunities, contexts and constraints of the brief correctly. Ideas and finished work may be presented informally to the tutor or formally to the group for peer assessment. If assessed directly by the tutor, observation records may be completed by both the tutor and learner. If assessed during a work placement or other external activity, witness statements may be provided by a suitable representative and verified by the tutor. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

For M1, learners will be expected to provide evidence that they have investigated the design contexts, opportunities and constraints of an advertising brief and that they have used this investigation, and an understanding of communication methods, to inform their own work.

For M2, learners will need to provide evidence that that they have used the results of their research in response to an advertising brief and have originated an effective concept, aim and strategy for the development of further work.

For M3, learners should present final graphic design solutions for an advertising brief, to a competent standard, having considered and applied the given opportunities, contexts and constraints of the brief effectively.

For D1, learners must use the results of in-depth investigations and research to produce visually creative and original ideas for advertising briefs. Learners at this level are expected to be able to build on their experimentations to develop ideas confidently, using them with high levels of skill and control.

For D2, learners must produce and present responses to advertising briefs which demonstrate imagination and creativity, resolving outcomes with sophistication and confidence. Presentations could include digital animations for TV or film titles, image manipulated illustrations, portfolios such as posters, advertisements, illustrations, photographs, display boards for exhibitions, installations, seminars or slide shows with spoken commentary.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5 M1, M2, M3 D1, D2	Assignment 1: Anti-smoking Campaign	A graphic designer has a brief from a local NHS Trust, targeting a specific age group.	Evidence to include the following: <ul style="list-style-type: none"> • sketchbook (paper based or PDF) consisting of research into examples of words or images annotated notes, development of ideas (experiments with design ideas using traditional and digital media) • final piece mounted to a professional standard, formal presentation/ critique that incorporates an overall evaluation of learner work.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Art and Design sector suite. This unit has particular links with the following unit titles in the BTEC Art and Design suite:

Level 1	Level 2	Level 3
Introduction to Graphic Visual Language	Working with Graphic Design Briefs	Words and Images in Graphic Design
	Working with Interactive Media Briefs	Typographic and layout Design
	Working with Digital Art and Design Briefs	
	Working with Moving Image Briefs	

National Occupational Standards

This unit also provides development opportunities for some of the underpinning skills, knowledge and understanding of the following National Occupational Standards:

CCSkills Sector Skills Council

Design (revisions in draft form June 2009)

- DES1 Apply research on the history and theory of design to your own design activities
- DES2 Apply design industry knowledge to inform your own design work practice and work
- DES8 Explore the use of colour in a creative environment
- DES10 Create visual designs
- DES15 Research and evaluate the nature of design in a specific industry context
- DES18 Interpret the design brief and follow the design process
- DES28 Developing your own design offer
- DES32 Apply concepts and theories of creativity and innovation to your own design work.

Essential resources

Specialist graphic design studios and digital workshops will be required. These should be equipped with appropriate hardware, software and materials in order to fulfil the practical work in this unit. Access to digital media and design software is essential. A well-stocked learning resource centre should be available with appropriate research materials in the form of books, magazines and internet facilities.

Employer engagement and vocational contexts

Centres should develop links with practising artists, craftspeople and designers, to deliver assignments to learners or to provide work experience.

Links with employers are essential to delivery of the programme in terms of work experience and future employment.

Vocational learning support resource include:

- Learning and Skills Network – www.vocationallearning.org.uk

Business and finance advice:

- local and regional Business Link – www.businesslink.gov.uk

Assignments should be vocationally relevant. Centres should consider the delivery of 'live projects' to support the vocational content of the unit and programme.

Creative & Cultural Skills (www.ccskills.org.uk), the sector skills council for arts, crafts and design have launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the arts, crafts and design sector, including job descriptions.

Indicative reading for learners

Textbooks

Berger W – *Advertising Today* (Phaidon Press, 2003) ISBN 978-0714843872

Bergstrom B – *Essentials of Visual Communication* (Laurence King, 2008) ISBN 978-1856695770

Bernstein D – *Advertising Outdoors* (Phaidon Press, 2004) ISBN 978-0714843872

Boyce M – *Sizes May Vary: A Workbook for Graphic Designers* (Laurence King, 2008) ISBN 978-1856695435

Eskilson S – *Graphic Design: A New History* (Laurence King, 2007) ISBN 978-1856695114

Fletcher A – *The Art of Looking Sideways* (Phaidon Press, 2001) ISBN 978-0714834498

Lupton E – *DIY: Design It Yourself* (Princeton Architectural Press, 2005) ISBN 978-1568985527

Pipes A – *Drawing for Designers: Drawing Skills, Concept Sketches, Computer Systems, Illustration, Tools and Materials, Presentations, Production Techniques* (Laurence King Publishing, 2007) ISBN 978-1856695336

Pipes A – *Foundations of Art and Design: Second Edition* (Laurence King, 2006) ISBN 978-1856695787

Journals

Computer Arts

Computer Arts Projects

Creative Review

Websites

www.asa.org.uk

Advertising Standards Authority

www.computerarts.co.uk

Computer Arts magazine

www.creativereview.co.uk

Creative Review magazine

www.limitedlanguage.org

discussion on visual communication

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	discussing assignment requirements researching and annotating evaluating work
Creative thinkers	generating and developing ideas developing final outcomes evaluating work
Reflective learners	evaluating own work and that of others presenting ideas and final solutions
Team workers	generating ideas developing software and hardware skills
Self-managers	researching and annotating developing ideas and final solutions managing time and workload
Effective participators	generating ideas assessing peers discussing work.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Reflective learners	giving feedback on assessment decisions
Team workers	discussing ideas
Self-managers	organising time and managing resources effectively
Effective participators	participating in critiquing own work and that of others.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching examples of words and images developing and producing final outcomes
Manage information storage to enable efficient retrieval	backing up digital files
Troubleshoot	working through any issues using correct procedures
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	finding related examples to support development of ideas
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	finding and using relevant information to support the development of ideas and the formulation of opinions
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	researching, developing and producing final outcomes
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	preparing materials with regard to: <ul style="list-style-type: none"> • scale
Identify the situation or problem and the mathematical methods needed to tackle it	<ul style="list-style-type: none"> • paper sizes and formats • font sizes
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting ideas, developing, evaluating and analysing work
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	assessing assignment opportunities, contexts and constraints
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	annotating ideas writing evaluations.