

AN OVERVIEW

Presented here are a variety of resources for teaching television advertising for GCSE. They include:

THEORETICAL BACKGROUND:

1. AIDA display diagram.
2. Maslow's hierarchy of needs diagram.
3. Maslow's hierarchy with examples from advertising.
4. Information on "Hidden Persuaders" based on the work of Vance Packard.

ANALYSIS SHEETS:

1. Advert analysis sheet.
2. Television advertising: technical, symbolic language.
3. Two worksheets on the representation of elderly people in adverts.
4. Worksheet on hidden advertising.

COURSEWORK TASK:

1. Guidelines for a pre production piece of coursework centred around soft drinks or sweets.
2. Guidelines for a textual analysis essay on print ads for Coca-Cola.

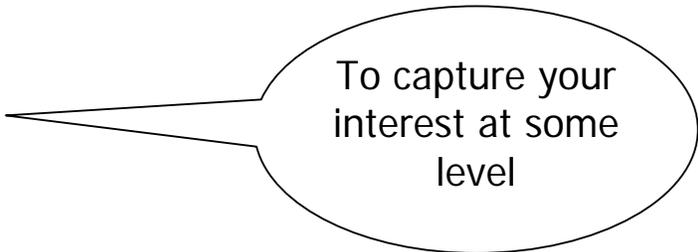
AIDA display diagram

Awareness



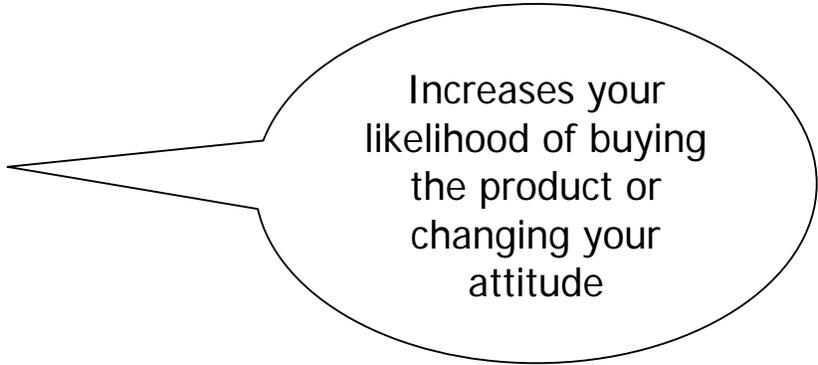
To make sure you have heard of the product or campaign

Interest



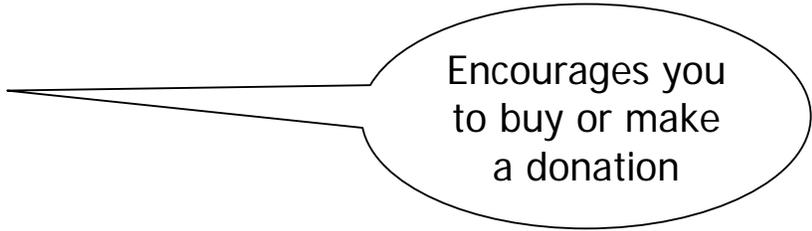
To capture your interest at some level

Desire



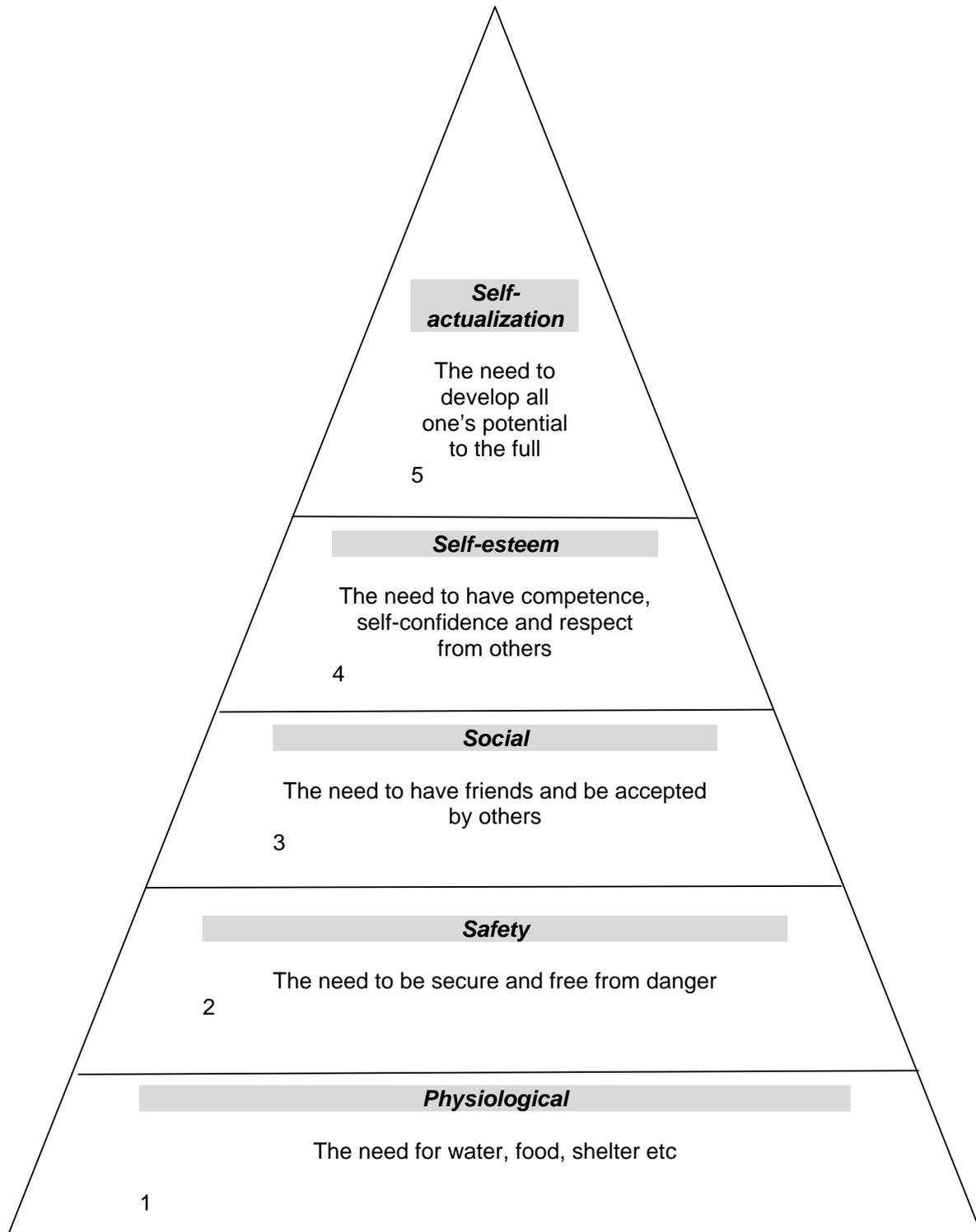
Increases your likelihood of buying the product or changing your attitude

Action

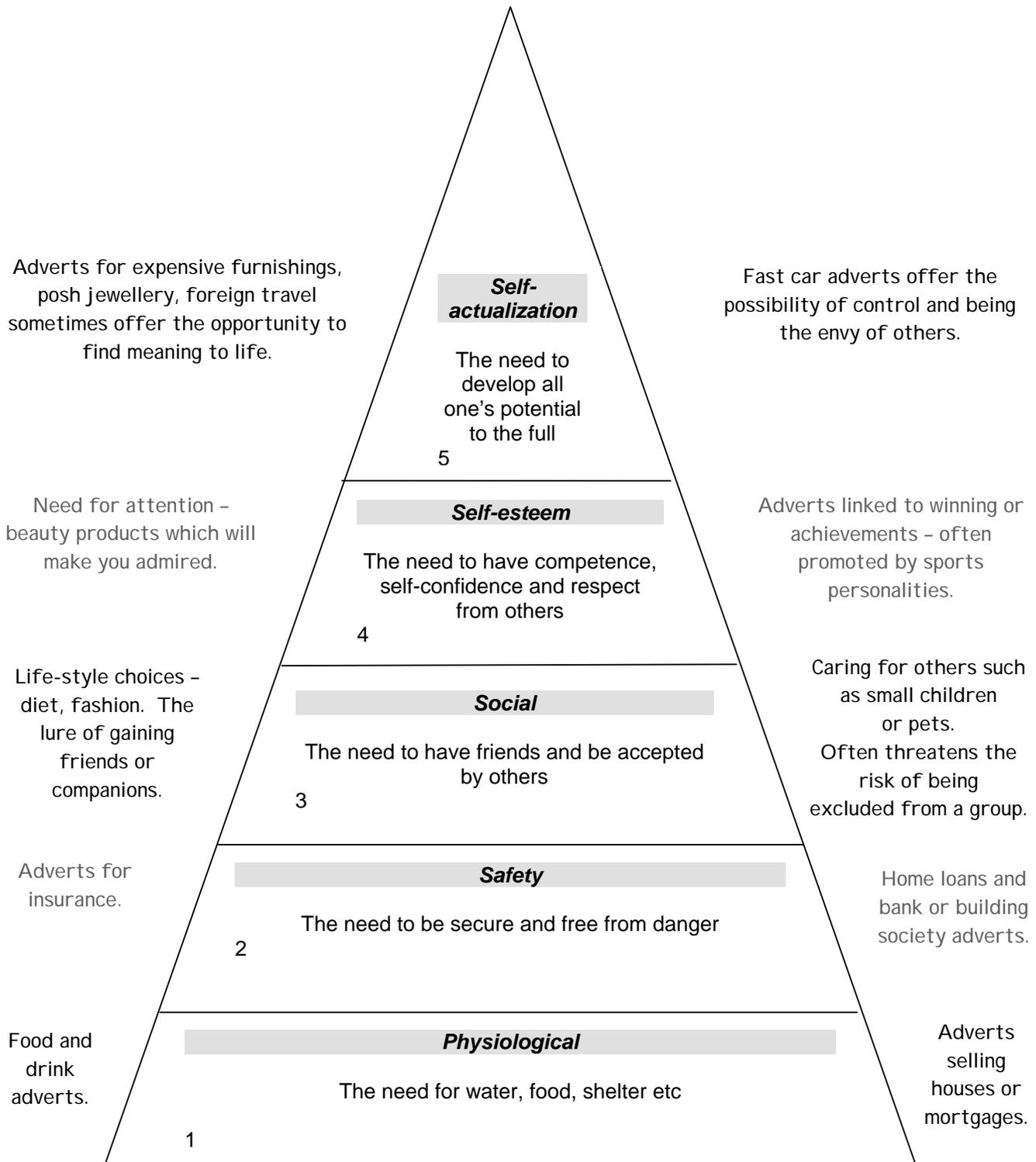


Encourages you to buy or make a donation

MASLOW'S HIERARCHY OF NEEDS



MASLOW AND ADVERTISING



‘The Hidden Persuaders’ by Vance Packard (1960)

Marketing Eight Hidden Needs

1. Selling *emotional security*, eg selling fridge freezers as an assurance that there is always food in the house as insecure people apparently need more food around than they can eat.
2. Selling *reassurance of worth*, eg selling soap products to houseworkers by fostering their feeling of ‘worth and esteem’ and getting away from the feeling that housework is unappreciated drudgery.
3. Selling *ego-gratification*, eg the vanity press which prints people’s books if they pay the publishing costs themselves. Though no one ever reads the books, the authors are made to feel important.
4. Selling *creative outlets*, eg selling gardening products to older women as a way of their going on growing things after they have passed the child-bearing stage.
5. Selling *love objects*, eg the promoters of American TV pianist Liberace, who appealed to older women (who apparently wanted to stroke his greasy, roguish curls), made sure that his TV shows always included a picture of his real-life mom beaming in her rocking chair.
6. Selling *sense of power*, eg new cars sold to males as a way of renewing their sense of power and reinforcing their masculinity which their old car fails to deliver.
7. Selling a *sense of roots*, eg associating a product such as bread with ‘the good old days’ which by implication were warm, homely and friendly.
8. Selling *immortality* eg selling life insurance to men by promising the prospect of immortality through the perpetuation of their influence. Apparently, though men can stand the thought of physical death, what they cannot accept is their obliteration.

ADVERT ANALYSIS SHEET

PRODUCT: _____

Examples:

1. Mise-en-scene:

2. Camera Angle / Camera Shot / Camera Movement:

3. Script: (esp. slogans)

Written:

Spoken:

4. Sound:

Diegetic:

Non-diegetic:

5. Lighting: (Naturalistic / Expressionistic?)

6. Editing:

CONCLUSIONS:

What is the advert's proposition?

What is the advert's target audience (refer to marketing categories eg a1, c6 etc.)?

What audience needs is the advert addressing (make reference to Maslow's criteria of need)?

Using examples, explain how effective the advert is:

Television Advertising:

Technical Codes

Camera shots:

Interviews:

Camera angles:

Editing:

- Sound:
- diegetic
 - non-diegetic

Music:

Symbolic Codes

- Body language
- Dress codes
- Setting
- Object codes
- Compositional codes
- Colour
- Typographic codes

Language Codes

Written text on screen:

Speech or dialogue:

Voice over:

What is this advert selling? _____

Date:

Time:

Channel:

Programme:

GCSE Media Studies: Representation in Advertising – 1

We will watch two current television adverts featuring elderly people. Complete your notes in the chart below during viewing and discussion time.

Advert: _____

Shot No	Time	Denotation:—	Connotations:—

GCSE Media Studies: Representation in Advertising – 2

Advert 1: _____

Representation of the elderly

-

Evidence

-

Evidence

-

Evidence

Advert 2: _____

Representation of the elderly

-

Evidence

-

Evidence

-

Evidence

Now write a paragraph on each advert, detailing the representation of the elderly based on these notes.

Add a third paragraph comparing the representation in the two adverts (similarities **and** differences).

Research: Deconstruct a third advert of your own choice and compare with these two adverts.

Television Advertising ~ HIDDEN ADVERTISING

Advertising often happens at times other than the commercial breaks.

Label each of these scenarios with the type of advertising it is and give another example if you can.

PRODUCT PLACEMENT

SPONSORSHIP

ENDORSEMENTS

1. _____

Whilst watching a football match live on TV you notice that all around the pitch there are boards advertising 'Nike' and 'Orange' mobile phones.

My example:

2. _____

In a recent episode of Eastenders one of the main characters was seen driving an Audi car – the badge of the car was clearly visible.

My example:

3. _____

Twinings Tea is by royal appointment to Her Majesty the Queen.

My example:

Q. Why don't we see commercial breaks on BBC channels?

Q. What is the difference between sponsorship and endorsement?

Media Studies Advertising Pre-production Coursework

**Task: Design a magazine advertisement mock up to promote a new soft drink/
sweet bar**

Outline of activities:

- Decide what product you want to advertise.
- Decide who your target audience will be – for example: teenagers 12–17 or professional 20–30 women.
- Research similar products for a similar target audience – you may need to interview your target audience to find out their likes/dislikes.

Consider:

Name

Logo/Slogan

Price

Packaging

Taste

Colours/fonts

Advertising strategies

Deconstruct at least two magazine adverts for similar products,
preferably aimed at a similar audience

- Brainstorm ideas for your own product, name, slogan, logo, design, packaging, price, selling features.
- Plan which magazines you will advertise it in – and other possible advertising slots/placements.
- Design a magazine mock up. This does not need to be professionally produced with DTP, but can use simple cut and paste techniques. If you wish to use ICT, you will need to show work in progress.
- Deconstruct your advert mock up. Use connotation/denotation. Remember to consider why it is effective for your target audience. You may wish to get members of the target audience to comment on your advert.
- Evaluation – explain the decisions you made during the process, compare your pre-production process with that of the “real” one.

Media Studies GCSE: Textual Analysis coursework

Compare the two magazine adverts for Coca-Cola.
Discuss the different strategies used to market this product.
How successful do you think the adverts are in reaching their target audience?

Stage 1 – In pairs, discuss and make notes on the following:

1. Deconstruct Advert 1. Remember to use denotation and connotation.
Consider: Audience – age, gender, social class, lifestyle, aspirations.
 Purpose – eg to promote new product, raise brand profile, compete with other products etc.
 Colour, font, actors, style, magazine type, size of ad, slogans, logo etc.
 How effective is the advert overall?
2. Deconstruct Advert 2 using the same criteria as above.
3. If you have any differences of opinion, be sure to discuss ideas thoroughly – there is no right or wrong!
4. Homework: Make sure all your notes on the task are legible and finished.

Stage 2

1. In pairs discuss which advert you find most effective and why that is the case.
2. Begin to plan your answer to the textual analysis task. You have 600 words to answer the question, 2–3 sides typed of A4. However quality is vital, so if you go over the limit don't worry!
3. Think carefully about the target audience for these ads, if they are the same/different, what does that suggest about the profile of the brand being advertised?
4. Read the notes on the history of Coca-Cola, and have a good look at the website on www.coca-cola.com.
5. Remember you can use sub headings to divide up your analysis.

Stage 3

1. You should begin writing your essay today. You will be given a copy of the assessment criteria, it is up to you to ensure that you include reference to each of these in your written work.
2. You will have three lessons including today, plus homework time in which to complete your work. If you have ANY queries or concerns you must go and speak to your teacher immediately – not on the date it is due in!
3. A possible plan could be:
Part 1: Overview of the Coca-Cola company and its origins, plus a look at the company today – use statistics from the history of Coke info and from the website – try the links to audio-visual center and press kits – they are good.
Part 2: Deconstruction of Advert 1 written up and ideas/connotations discussed.
Part 3: Deconstruction of Advert 2 written up and ideas/connotations discussed.
Part 4: Analysis of the similarities / differences between the two ads, looking closely at the historical context and the target audience.