PARENT NOTES

Art & Design / English Crossover

Graphic Communication: Advertising

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At A Glance:

- ✓ Art & Design: Advertising
- English crossover (writing and speaking & listening skills)
- Upper Key Stage 2
- ✓ National Curriculum 2014
- Practises writing and artistic

About this activity

- The task links to specific skills in Art & Design and English that will be engaging and relevant to students in upper key stage 2, as it challenges them to create a fun advertising campaign based on their experience at Blackgang Chine.
- After their visit to Blackgang Chine, students will practise their thinking and organisation as well as their writing and artistic skills, working in groups.
 - The groups will be given a number of advertising related tasks to

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Students will be engaged in a group

activity where they are creating an advertising campaign which they will present to an audience.

They will develop a range or advertising resources specifically for Blackgang Chine, and will pitch their campaign to the class, focusing on persuasive aspects.

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What is the task?

 The tasks include creating a slogan, a flyer, a billboard, a TV advertisement, an on-screen advertisement and an extra item of their choice.

How does this link to my child's learning

- Students will be writing and designing materials for a specific purpose and audience; they will practise using language to persuade.
- In addition to developing their planning, writing and creative design skills, ICT skills will also be extended.
- The tasks require careful selection of images and language in order to persuade. This is a key requirement in the National Curriculum.
- Students will also use their skills of evaluation when providing feedback to other groups.

What will they learn?

- Students will learn about how to persuade others effectively.
- The group structure will help children to learn to work with others in an environment more akin to the work place.
- ► The presentation helps to build confidence and self-esteem.

How does this enrich study undertaken in school?

- The stimulus of a real location that has been visited motivates the student in a more positive way.
- ▶ It will also build on their collaboration skills and support their

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work in ICT.

"The more of a solution of the more of the solution of the sol

- David Ogilvy

What do they need to have done in preparation?

Look at advertisements on TV, in magazines, on-line and consider what devices are being used to persuade their audience, who the target audience is and how the devices are adapted to audience.

What skills do they need to demonstrate?

- Careful selection of language and other materials with the intention of persuasior
- The ability to recognise persuasive features used in the work of others.
- The ability to work alongside others and be willing to learn to improve these skills.
- It is hoped that all students will take part in presenting the group's work to the class thereby demonstrating confidence and pride in their work.

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www.edudest.uk Blackgang Chine. We help students of all ages. This coastal theme park of all ages and abilities to experience allows the imagination to run wild. excellent curriculum based learning opportunities at many Island venues and

Become a pirate, dinosaur expert or cowboy and discover the hidden world of the smugglers!



lackgangchine.com

excellent article.

This would serve as an ideal introduction for learners prior to their visit, and is suitable for ages 7 upwards.



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What other follow-up tasks are there?

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attractions.

In addition to the task detailed, pupils could also:

- Complete an art project on themes seen at the park, e.g. producing a mural
- Write a story using genre-specific themed detail
- Discuss and present ideas for possible consumer products inspired by the Blackgang Chine park.

Is there any scope for future learning at Blackgang Chine?

- Yes. There are many other subjects and tasks developed for this key stage and for subsequent visits. There is much to be learned here!
- See the ED website's venue pages for more great learning options!

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