**4C Checklist:**

1. Today’s cameo: Christmas theme (based on classic song, movie, or cartoon) \_\_\_
2. Oral presentation \_\_\_
3. Grammar pop quiz packet (includes:
	* 1. Grammar quiz \_\_\_
		2. In-class disciplinary essay \_\_\_
		3. Decision paragraph assignment \_\_\_
		4. Picture cameo \_\_\_
4. Compare & Contrast 3 media articles \_\_\_
5. Teen Rep handout + q’s \_\_\_
6. Justice packet q’s \_\_\_
7. Oh Canada packet q’s \_\_\_
8. This week’s assignment: Create an ad (can be a visual ad or script for commercial) for one of the following: Disney, Pepsi, Subway, Holister, A&F, A&W, McDonald’s, Dodge, HMV, Zellers, or Pizza Hut \_\_\_

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| **Media Presentation—Creating Media Works**  |
| **Categories** | **Level 1(50 - 59%)** | **Level 2(60 - 69%)** | **Level 3(70 - 79%)** | **Level 4(80 - 100%)** |
| **Knowledge -understanding of information, ideas, concepts, and themes MS1.01C****-understanding the uses and effects of technical elements MS2.01** | - demonstrates limited understanding of information, ideas, concepts, or themes -demonstrates limited understanding of the use and effects of technical elements of chosen medium  | -demonstrates some understanding of information, ideas, concepts, or themes-demonstrates some understanding of use and effects of technical elements of chosen medium  | - demonstrates considerable understanding of information, ideas, concepts, or themes-demonstrates considerable understanding of use and effects of technical elements of chosen medium  | -demonstrates thorough and insightful understanding of information, ideas, concepts, or themes -demonstrates thorough and insightful understanding of technical elements of chosen medium  |
| **Thinking-critical and creative thinking skills MS1.05**  | - demonstrates limited understanding of the differences between implicit and explicit messages in media works | - demonstrates some understanding of the differences between implicit and explicit messages in media works | - demonstrates considerable understanding of the differences between implicit and explicit messages in media works | - demonstrates thorough understanding of the differences between implicit and explicit messages in media works |
| **Application-media conventions and techniquesMS3.04** | - applies media conventions and techniques with limited effectiveness | - applies media conventions and techniques with moderate effectiveness | - applies media conventions and techniques effectively | - applies media conventions and techniques creatively and effectively |
| **Communication-for different purposes and audiencesMS3.02** | - demonstrates limited sense of audience and purpose (choice of medium, focus, visual message, design, language) | -demonstrates some sense of audience and purpose (choice of medium, focus, visual message, design, language) | -demonstrates clear sense of audience and purpose (choice of medium, focus, visual message, design, language) | -demonstrates strong sense of audience and purpose (choice of medium, focus, visual message, design, language) |

Test material:

The media, especially television, creates representations of reality. Reality is a commodity, advertised and sold and not just the product but the image the product provides. As such, plugging you - the watcher - into popular culture.

Consider the following questions:

* What is pop culture?
* Is pop culture, pop because we all like it? Or is it popular because this is what we are convinced to buy?
* Who controls pop culture?
* Do items become popular because we all want them, or is it that we the consumer are convinced that we must have this item to fit in?

When watching television, we are the targets of carefully created ads, and entertainment programming.

**What can we do?** What we can do is understand how the media operates, and so, deconstruct (analyze the parts) the media. We can also be aware of the values and messages represented in what we watch in order to spend our viewing time watching programs that promote Christian values.

**How do we do this?**

**Did you know?**

Did you know that all media, even the news, constructs reality. Take for example a television news story. The journalist will submit a report and the report will then be edited. During the editing phase, phrases, images and details will be included or extracted in order to provide the best impact on the target audience. The story now will offer another point of view, offering us what appears to be an objective version of the story, but what in truth is **the most dramatic representation of the story**. Evening news shows are in competition for audience share. A highly rated show means television networks can demand more for ad airtime.

The media is basically a business interested (as are all businesses) in making money. Networks carrying recent Super Bowls have been able to charge advertisers over 2 million dollars for a 30 second ad. Networks can charge advertisers large amounts if a show’s rating represents a good share of the potential audience. Ratings are crucial. Major American networks like NBC, CBS, and ABC rely on the Nielson Ratings to determine what they can charge customers to advertise.

The media uses codes and conventions to suggest the way we should perceive the representation. The camera angle, or the lighting of a scene will suggest what sense we will make of what is going on. How do we know the good guys from the bad guys? Or even the cool guys from those who are not cool?

Media always includes a message, whether it is obvious or not.

You can **deconstruct** the media by analyzing the reality it constructs, the codes and conventions of the forms it uses, the message it sends, and by examining the economic benefit of the media sample.

**Deconstructing Print Ads**

Examine the following print ad. Consider the use of colours, what is suggested by the use of background colours, notably the white glow? What does the picture suggest? What’s the mode of travel? Where is the man headed? What does the text suggest? What is the tone? Which words suggest the mood of the ad? What is really being sold?



The ad suggests that when the summer is over we need to find another place where we can go. The travel company is “dedicated” to you. Ready to take you where “you need” to go to find your country road. The story is that you can be assured that you will be helped in locating the road to your special place. The glow suggests that you will find the magic of where you are going thanks to Terrific Travel. The name of the company suggests its effectiveness and reputation and terrific time you will have. The paragraph above deconstructs the print ad.

**Did you know?**

Storyboards are like comic books, they create a picture for the director of a film or ad. Storyboards provide all the information needed to create copy for the scene being shot (including the dialogue, the audio, and the look of the scene). The video component is described as the camera action for the scene. Camera action involves: camera movement (how camera is moved), angle (high, low, right on) and camera distance.