Career Interests Project – Part 4

Career Commercial

Learning Outcomes - Health & Career Education – Grade 5

B1 – I can identify types of work that interest me
B2 – I can relate work habits to transferable skills (e.g., effective work habits learned in school can be used in situations outside of school)

Learning Outcomes - Language Arts - Grade 5

C4 – I can create meaningful visual representations (using movie software) for a variety of purposes and audiences that communicates a story and shares information & relevant to the topic, featuring: development of ideas by delivering a message and sharing experiences; an organization in which key ideas are evident with a beginning, middle, end, problem, and solution
C11 – I can use the features and conventions of language to express meaning in my representing, including: capitalization in titles, headings, and subheadings; proper flow for telling a story and appropriate variety of scenes (establishing shot, close-ups, point of view shot (POV); appropriate uses of apostrophes; conventional Canadian spelling for familiar and frequently used words; spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, word walls, thesaurus)

Task: Part 1 – Choose the Career to Focus Your Commercial On
You have already done this in career interests project – part 3

Task: Part 2 – Planning Your Commercial
You and a partner will plan out a commercial (30 seconds – 1 minute) that shows a 'business' or 'company' that is advertising for people to hire as employees. The business or company being advertised will be focused on either you or your partners career choice.

What Your Plan Should Include:
- Have a clear beginning, middle, and end to the commercial
- Have each scene you are going to film drawn on the storyboard. Each scene on the storyboard should have:
  - a quick sketch (stick figures are fine)
  - a short description of what will happen and any lines 'actors' have to say
  - a label of what kind of shot it will be (e.g., wide, medium, close-up)

Beginning
- The beginning (5 to 10 seconds) should be mysterious. In other words, it should grab attention because your audience will not sure be what it is advertising. The beginning should set up a reason for someone to need the job/career described in the commercial (For example: a boy needs money so that he can go to the movies with his friends. He needs a job in order to earn money).

Middle
- The middle should describe the following: at least 3 duties/activities a person in the career/job has to do (be specific); at least 3 skills/attributes a person will need to get the career/job.

End
- The end should include some sort of summary, and finally a 'catch phrase' or jingle (e.g., "I'm Lovin It", or "You deserve a break today!")

Get starting by working on the sheet called "Commercial Planning Page". On this sheet you will map out your beginning, middle, and end and then create a storyboard of your commercial.
Task: Part 3 – Filming Your Commercial

Filming Tips:
- You will need to show some filming skills while making your commercial. The following shots are required in the commercial (a 'shot' is each time you start and stop filming):
  - At least one establishing shot
  - At least four 'close up' shots
  - At least two 'wide' shots
  - A minimum of eight shots in your commercial
  - No 'bouncy camera' or 'jumpy' shots
Extension:
  - At least 2 POV shots
  - At least 2 zoom in/zoom out shots

Definitions:
- 'close up' shot is a scene in your movie that shows mostly just a person's face
- 'wide' shot is a scene where you see two or three people and most of the room/area they are in
- 'establishing shot' is usually the first scene. It is usually a wide shot showing the audience where the scene takes place (e.g., a shot of the name on the outside of a store to show the audience that is where the scene is supposed to be). An establishing shot can also be a close up of an important object you want the audience to see. For example, if the phone is ringing during the scene, you might ‘establish the phone with a quick close up of it ringing.
- 'bouncy camera' or 'jumpy' shots simply means that the you have to hold the camera still while filming and not move it around too much.

* Very important reminder: Any scenes where the 'actors' are talking should be close ups or very close medium shots. If the camera is too far away from the actors when they are talking, the audience will not able to hear what they are saying.

Task: Part 4 – Editing Your Commercial

You will use movie making software on the computers to put together your scenes and make your commercial. You will learn and complete the following skills:

1. Importing your movie scenes from a camera/iPad onto the computer.
2. Create and save a movie project in a correct folder
3. Create an opening title sequence (e.g., adding a title scene on a black background and introducing actors names)
4. Move your movie clips into your movie project & edit their play length
5. Add music and/or sound effects
6. Create a closing sequence
7. Add writing or subtitles
Names: ___________________________________

**Career Interests Project – Part 4**

**Career Commercial Marking Rubric**

**Health & Career Education Outcomes:**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Not Meeting Expectations</th>
<th>Approaching Expectations</th>
<th>Meeting Expectations</th>
<th>Exceeding Expectations</th>
</tr>
</thead>
</table>
| B1 - I can identify types of work that interest me | - When it came to describing (either by telling or showing) duties / activities that a person doing your chosen career / job would often have to do, your commercial was missing:  
  ____ sharing duties / activities  
  ____ explanations of what each duty / activity means  
  ____ clear & easy to follow explaining  
  ____ correct information from research | - When it came to describing (either by telling or showing) duties / activities that a person doing your chosen career / job would often have to do, your commercial:  
  ____ may have only had one or two duties or activities  
  ____ some may be explained in too little detail  
  ____ some may have been confusing or hard to follow  
  ____ not all shared were correct duties or jobs | - Your commercial does a good job of describing (either by telling or showing) duties / activities that a person doing your chosen career / job would often have to do by:  
  ____ giving three or four duties or activities  
  ____ have given enough details and specifics for each duty or activity  
  ____ being easy to understand and follow  
  ____ sharing correct information about the duties or activities (not just guessing) | - Your commercial does an excellent job of describing (either by telling or showing) duties / activities that a person doing your chosen career / job would often have to do by:  
  ____ giving more than four duties or activities  
  ____ having both words and actions to describe the duties / activities (e.g., someone is doing it in the commercial while someone says it out loud) |
| B2 – I can relate work habits to transferable skills (e.g., effective work habits learned in school can be used in situations outside of school) | - When it came to describing (either by telling or showing) skills or strengths that a person doing your chosen career / job would need, your commercial was missing:  
  ____ sharing skills or strengths  
  ____ explanations of what each skill or strength means  
  ____ clear & easy to follow explaining  
  ____ correct information from research | - When it came to describing (either by telling or showing) skills or strengths that a person doing your chosen career / job would need, your commercial:  
  ____ may have only had one or two skills or strengths  
  ____ some may be explained in too little detail  
  ____ some may have been confusing or hard to follow  
  ____ not all shared were correct skills or strengths | - Your commercial does a good job of describing (either by telling or showing) skills or strengths that a person doing your chosen career / job would need by:  
  ____ giving three or four skills or strengths  
  ____ have given enough details and specifics for each skill or strength  
  ____ being easy to understand and follow  
  ____ sharing correct information about the skills or strengths (not just guessing) | - Your commercial does an excellent job of describing (either by telling or showing) skills or strengths that a person doing your chosen career / job would need by:  
  ____ giving more than four skills or strengths  
  ____ having both words and actions to describe the skills or strengths (e.g., someone is doing it in the commercial while someone says it out loud) |
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<td><strong>Storytelling</strong></td>
<td>- Your commercial did a poor job of storytelling. It was missing: ______ a clear beginning ______ a beginning that set up a reason for the commercial ______ a middle that includes a commercial with duties / activities or skills / strengths ______ a clear ending</td>
<td>- Your commercial does an average job of storytelling. It might have: ______ had a very short beginning ______ a beginning that sets up a reason for the commercial ______ a middle that includes a commercial with only 1 or 2 duties / activities and/or only 1 or 2 skills / strengths involved in your chosen career ______ had a very short ending or an ending that doesn't 'wrap up' the problem shown in the beginning</td>
<td>- Your commercial does a good job of storytelling because it has: ______ a clear beginning ______ a beginning that sets up a reason for the commercial ______ a middle that includes a commercial with at least 3 duties / activities and at least 3 skills / strengths involved in your chosen career ______ a clear ending that 'wraps up' the problem shown in the beginning</td>
<td>- Your commercial does an excellent job of storytelling because it has all mentioned under 'meeting' plus: ______ a beginning that captures attention of the audience. It might be mysterious. ______ an ending that includes a catch phrase or jingle</td>
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<tr>
<td><strong>Filming</strong></td>
<td>- Your commercial shows you did a poor job of filming because: ______ you have only 1 close-up ______ you have no clear wide shots ______ you do not include an establishing shot ______ you have 5 or less shots in your commercial. Some shots might be long and have camera movement ______ in many of the shots the camera is bumpy or jerky ______ you often forgot to use close-ups for scenes where actors are talking (it was hard to hear what was said because the camera was too far away)</td>
<td>- Your commercial shows you did a average job of filming because: ______ you have only 2 or 3 close-ups ______ you have only 1 wide shots ______ you do have a clear establishing shot ______ you have only 6 or 7 shots in your commercial ______ in some of the shots the camera is bumpy or jerky ______ you used close-ups for some scenes where actors are talking (some scenes it is hard for the audience to hear)</td>
<td>- Your commercial shows you did a good job of filming because: ______ you have at least 4 close-ups ______ you have at least 2 wide shots ______ you have at least 1 establishing shot ______ you have at least 8 shots in your commercial ______ in most of the shots the camera remains still ______ you used close-ups for most scenes where actors are talking (audience can hear mostly everything being said)</td>
<td>- Your commercial shows you did an excellent job of filming because: ______ you have more than 4 close-ups ______ you have 3 or 4 wide shots ______ you have at 2 establishing shots ______ you have more than 8 shots in your commercial ______ you include 2 point of view shots ______ you include 2 zoom in/zoom out shots ______ all of the shots have smooth camera work ______ you used close-ups for all scenes where actors are talking (audience can hear everything being said)</td>
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**Language Arts Outcomes:**

**Skill**

**Approaching Expectations**

**Meeting Expectations**

**Exceeding Expectations**
<table>
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<th>Proofreading</th>
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| - Your commercial shows you did a poor job of editing because:  
  ____ you did not include a title sequence at the start  
  ____ you have many poor transitions from shot to shot (e.g., actors standing still or pausing)  
  ____ you didn't include a subtitle during the commercial (words on the screen during a scene)  
  ____ you didn't include a music sample  
  ____ you didn't include any sound effects  
  ____ you did not include a title sequence at the end |
| - Your commercial shows you did an average job of editing because:  
  ____ you have a short or hard to read title sequence at the start  
  ____ you have some poor transitions from shot to shot (e.g., actors standing still or pausing)  
  ____ you have a short or hard to read title sequence at the end |
| - Your commercial shows you did a good job of editing because:  
  ____ you have title sequence at the start with names  
  ____ you have mostly smooth transitions from shot to shot  
  ____ you have at least 1 subtitle during the commercial (words on the screen during a scene)  
  ____ you have at least 1 music sample  
  ____ you use at least one 1 sound effect  
  ____ you have a title sequence at the end with words on the screen |
| - Your commercial shows you did an excellent job of editing because:  
  ____ you have an 'eye catching' title sequence at the start with names and special features  
  ____ you have smooth transitions from shot to shot  
  ____ you have 2 or more subtitles during the commercial (words on the screen during a scene)  
  ____ you have 2 or more music samples  
  ____ you use 2 or more sound effects |
| - You have errors with capitalization of any words on the screen  
  ____ there are some 'easy' mistakes (e.g., lower case 'I' or capital first letter for a person's name) |
| - You have errors with capitalization of any words on the screen  
  ____ you have some errors with capitalization of any words on the screen  
  ____ there are 1 or 2 'easy' mistakes (e.g., lower case 'I' or capital first letter for a person's name) |
| - You have mostly correct capitalization of any words on the screen  
  ____ you have mostly correct capitalization of any words on the screen  
  ____ there are no 'easy' mistakes (e.g., lower case 'I' or capital first letter for a person's name) |
| - You have correct spelling & punctuation of any words on the screen  
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