



CTAE PROGRAM AREA

PATHWAY: PROFESSIONAL SALES & PROMOTION
COURSE: PROFESSIONAL SALES & PROMOTION
UNIT 9: DEVELOPING A PROMOTIONAL PLAN-VISUAL
MERCHANDISING SECTION



INTRODUCTION

Annotation:

In this unit, students will learn the place of visual merchandising in the promotional mix. The teacher will give a PowerPoint presentation about Promotion and Visual Merchandising that goes into depth on elements of design in designing a visual merchandising display. There is another PowerPoint the teacher can also use that gives more information on fashion window displays. There are 2 projects for the students, they first do a Principles of Design project in which they go through magazines and find examples of all of the elements of design. Then they work in pairs to develop a shadow-box window display using the elements of design correctly.

Grade(s):

<input type="checkbox"/>	9 th
<input checked="" type="checkbox"/>	10 th
<input checked="" type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time:

6-8 50 minute periods

Author:

Memory Reed, Harris County High School, reed-m@harris.k12.ga.us

Additional Author(s):

Cheryl Tays



FOCUS STANDARDS

GPS Focus Standards:

MKT-PSP-9. Students will develop visual merchandising to compliment advertising campaigns.

- a. Create ideas for displays.
- b. Plan/schedule displays/themes with management.
- c. Inspect/approve displays.

GPS Academic Standards:

ELA12W2. The student demonstrates competence in a variety of genres.

ELA12W3. The student uses research and technology to support writing.

ELA12LSV1. The student participates in student-to-teacher, student-to student and group verbal interactions.

National / Local Standards / Industry / ISTE:

UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand the importance of good design in designing visual merchandising.
- Students will understand the importance of the elements of design.

Essential Questions:

- Why do businesses hire designers to design their window and in-store displays? Why does it matter how things are displayed in the store?
- Why is an outfit more appealing in a mannequin than on a hanger?
- Why are the window displays important?

Knowledge from this Unit:

- Students will be able to explain the elements of design.
- Students will be able to understand the importance of visual merchandising to retail businesses.
- Students will be able to recognize the various elements of design.
- Students will be able to create an effective display for a business using the elements of design.

Skills from this Unit:

- Students will create an advertisement.
- Students will create a store display.
- Students will create a promotional display.



ASSESSMENT(S)

Assessment Method Type:

<input checked="" type="checkbox"/>	Individual project
<input type="checkbox"/>	Subjective assessment - Includes short answer and essay tests.
<input type="checkbox"/>	Post-test
<input checked="" type="checkbox"/>	Group projects
<input type="checkbox"/>	Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
<input type="checkbox"/>	Objective assessment - multiple-choice, true- false, etc.
<input type="checkbox"/>	Pre-test
<input type="checkbox"/>	Peer-assessment - assessment of peer proficiency using specific criteria

Assessment(s) Title:

The Elements of Design

Assessment(s) Description/Directions:

The Elements of Design project has students recognize each element of design by finding them in magazine advertisements and pasting them to a piece of paper and turning in. See #7 below.

Attachments for Assessment(s):

[Elements of Design Project](#)



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary. Hand out “Visual Merchandising Vocabulary” and go over with students.
4. Show “Sample Window Displays Introduction” PowerPoint to introduce the unit. Discuss with class the various window displays they saw, what they liked and didn’t like, interesting displays they’ve seen before, etc.
5. Hand out note taking guide for Promotion & Visual Merchandising PowerPoint.
6. Show the Promotion & Visual Merchandising PowerPoint. Make sure you understand the various elements of design and explain them to the students. Make sure the students take notes of the elements of design and principles because they will need them to do their projects.
7. Hand out “Elements of Design” Project. Also give each student 33 pieces of legal size copy paper and glue to do the project. Have a variety of magazines available for the students to use on this project. (Give extra credit points to get kids to bring in magazines, but be careful of what they bring in. No Cosmopolitan, etc. Old magazines for the Media Center may be available.) Give students at least 1 day in class to do this project.
8. Hand out “Fashion Window Displays Note-taking Guide”. Show “Fashion Window Displays” PowerPoint. This PowerPoint explains both interior & window displays.
9. Break teams into pairs. (Do not have more than 3 on a team.) Hand out the “Principles of Design Project”. This project should take the students a few days to complete. They should provide their own props (old toys, things around their house, etc.). You may need to help them find shoe boxes and some props. They can be quite creative when it is expected of them, but some will try to get out of it by saying they don’t have anything, they all have something they can bring in. Use the “Shadow Box Rubric” to grade their displays. I often would have other staff come in and grade them also. However, you have to make sure they followed the elements and principles of design exactly. That is the purpose. No matter how cute, if it isn’t a color scheme then they don’t get the points.
10. If you don’t have time for the Principles of Design project, you could give them the “Visual Merchandising and Display Planning” project and grade them with the “Fashion Window Display Rubric”. But they really get a lot out of the bigger project if you have time for it.



CULMINATING PERFORMANCE TASK(S)

Culminating Unit Performance Task(s):

Principles of Design Project

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

See #9 above for directions. The Principles of Design project has students working in pairs to design a display window or store interior in a "shadow box", using the principles of design.

Attachments for Culminating Performance Task:

[Principles of Design Project](#)
[Shadow Box Rubric](#)



UNIT RESOURCES (OPTIONAL)

Web Resources:

<http://www.paintquality.com/color/index.html#>

Attachments, Materials & Equipment:

- A variety of magazines for cutting out advertisements, legal size copy paper (33 sheets per student)
- Scissors
- Glue
- Hot glue
- Shoe boxes
- Small items that can be used in a display sample (old kids meal toys, etc.)
- Elements of Design Project
- Fashion Window Display Rubric
- Fashion Window Displays
- Fashion Window Displays Note-taking guide
- Principles of Design Project
- Promotion and Visual Merchandising
- Sample Window Displays Introduction
- Shadow Box Rubric
- Visual Merchandising and Display Planning
- Visual Merchandising Note Sheet
- Visual Merchandising Vocabulary

What 21st Century Technology was used in this Unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		

Notes & Reflections:

This unit culminates the Promotion Plan section and uses all of the elements of design. It takes a while to do, but it is fun for the students. If you have the students in the fall, it is a good activity to do around the holidays due to the amount of items they can find to use to build their displays. I always displayed their displays in my display window to show off what the kids had done, they liked that. Also, if you have a display window you can assign one group to do a life-size display in the window. Usually you have them begging to do the window.

If you have time, it would be great to take a field trip to a local popular retail store and arrange for a store manager or employee that is responsible for window and store displays to talk and tour with the students. Have the students walk around and evaluate the displays.

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.