

PROJECT 4

competition for a real client

OVERVIEW

RUBRIC

CREATIVE BRIEF

STEPS

- **1** [WORKSHOP 1](#)
- **2** [WORKSHOP 2](#)
- **3** [WORKSHOP 3](#)
- **4** [THE BIG IDEA](#)
- **5** [LEGS](#)
- **6** [FINAL WORK](#)
- **7** [THE PITCH](#)
- **8** [EVALUATIONS](#)

SCHEDULE

Both graphic designers and art directors need to be able to create a campaign Big Idea, and then express individual executions under this umbrella via strong headlines and visuals. Basic copywriting skills also aid in creation of engaging social media that complements a campaign's consistent theme while always reinforcing the brand's position.

Multiple lectures and exercises in the class have offered ways to go about this, from researching and fully understanding the objectives to brainstorming multiple ideas and using different processes to get to your perfect headline/concept/visual. There is not just one way to do this, but you (as a student and as a professional) can find your perfect way.

Students were also introduced to Design Thinking, understanding that finding the right question(s) is just important as then solving for the correct solution(s). The client this year is Bradbury Art Museum on the campus of Arkansas State University. The marketing goal of BAM is to consider different target markets for museum attendance, which leans more toward the question than answer side of a marketing problem. Because each team will solve for a different audience, which can then result in its own Big Idea, students are competing against each other in a new way. Perhaps all will win...or maybe not. Either way, the experience of pitching work to a real client will occur. This is still a competition.

First, the class will work together to find 3 separate target markets that differ greatly from each other. Then students will be broken up into groups, each group taking a different target. As this is a competition, be aware of any information shared from this point forward. All work must follow the brand of the museum, but that is all. Each group will then thoroughly analyze features and benefits that relate to that target, all requiring research. Next, each group will formulate a Big Idea and pull it out to a print campaign of three ads and then grow it on social media. **If the Big Idea is too narrow or specific, it will become increasingly difficult as you try to grow the pieces.**

Again the process of ad creation is explored – each step building off of its predecessor – **the skill of multi-step problem solving that requires integrity and focus is also reinforced.** Students will also work together as a team to create an amazing campaign, then pitch the work to a real client!

OVERALL

- Each student should put **100% effort** into each step of this project, as one builds on the next. To put insufficient effort in any step will become evident in the project's completion.

PRELIMINARY RUBRIC:

- Directions were followed accurately with absolutely no errors.
- All work for all steps completed.
- Ambition - How much did you challenge yourself? Did you plan your time well?
- Participation in all workshops and critiques.
- Quality of Big Idea.
- Big Idea answers client marketing objective.
- Quality of different headlines, showing comprehension of campaign creative under a Big Idea and responding to brand.
- Quality of complementary nature of visual (if applicable) to verbal message.
- Typographic treatment.
- Layout quality > clear understanding of visual hierarchy to control the read.
- Layout quality > clear understanding of shape's relation to space.
- Consistency - but not repetition - across campaign executions.
- Social media posts display understanding of medium and platform.
- Social media posts express campaign.
- Social media posts do not violate brand.
- *Additional ideas to grow campaign reinforcing Big Idea and its objective.*
- No misspellings.
- Final file functions correctly.
- Final file contains all required materials.
- Final file is named correctly.
- Team participation to project.
- Ability to delegate and take direction well to perform as part of an efficient team.
- Participation in successful client pitch.

creative brief



BRADBURY ART MUSEUM

BRADBURY ART MUSEUM

201 Olympic Dr. • Jonesboro, AR 72401

- <https://bradburyartmuseum.org>
- <https://fowler.astate.edu/bradbury-art-museum/>
- <https://www.instagram.com/bradburyartmuseum/?hl=en>
- <https://www.facebook.com/BradburyArtMuseum/>

CONTACTS

- Haley Voges, Assistant Director | 870.972.3765 | hvoges@astate.edu
- Madeline McMahan, Museum Registrar | 870.972.3434 | mmcmahan@astate.edu

ABOUT BRADBURY ART MUSEUM

- Bradbury Art Museum, formerly known as Bradbury Gallery, is a contemporary art facility on the campus of Arkansas State University. It was established in January of 2001 by Curt Bradbury who provided an endowment in honor of his wife, Charlotte, an alumna of A-State and a former member of the university's Board of Trustees. In August of 2015 the gallery was reestablished as a museum to better reflect its scope and purpose of teaching, presenting and collecting.
- Bradbury Art Museum features changing exhibitions of contemporary art in all media with programming that promotes the understanding of art and its significance to society. Prominent regional, national and international artists are presented to inform viewers of cultural developments in our community, across the country and around the world. Through these endeavors we invite museum visitors and program participants to meaningfully engage in artistic experiences that are enlightening and educational.
- The museum is the site of the Delta National Small Prints Exhibition, an annually held, nationally recognized juried print show of work by artists from the US and abroad.

→ ABOUT THE FOWLER CENTER:

"The finest artistic space in the region. Fowler Center at Arkansas State University is home to the finest artistic performance and exhibition space in the region. International,

national, and collegiate performers grace our stages and spaces to engage and invigorate our community. The mission of Fowler Center is to present to the students, faculty, and staff of Arkansas State University and the citizens of Northeast Arkansas an opportunity to experience visual and performing arts events of national and international stature, to provide a professional setting for the public events of the university arts programs, and to enhance the image and visibility of Arkansas State University throughout Arkansas, southeast Missouri, and eastern Tennessee.” <https://fowler.astate.edu/about/>

Text in this style are scribbles from the meeting with the client on Wed, Nov 9.

As discussed, this project has unique challenges. Hopefully, at least one person from each team took notes while at the meeting.. :)

What do we want to accomplish?

- Awareness in general. Not the same as A-State.
- NEA (Northeast Arkansas) region > only art museum in this region. (Closest is Memphis and St. Louis).
- Galleries sell; Museums do not. >> Museums are learning institutions, service to the public
- Free (Grant-funded >> University only pays to keep the lights on and some other important elements; however, it is not as much as one might think.)
- Hours (just changed to be more consistent) >> Tues - Sat 12-5pm
- Parking > not difficult, but hard to explain and people are scared to park on campus >> Anywhere in the Fowler Center lots, EXCEPT on game days
- Other information:
 - BAM (like many other museums) DID have the outlook that it only brought in work from outside of the region that people would not usually be able to see. This has changed to be even more community-focused >> bring in those from the area too.
 - New director is coming. In the meantime, must find new audiences; hence, this project's goals.
 - Activity >> the experience of the shows >> how can it be interactive?
 - CONTEMPORARY > the only contemporary museum in the area. >> Contemporary means work from artists who are ALIVE and actively working today.
 - To you students only >> just email/call to come when BAM not open to public. 9am earliest - 4pm. Monday-Friday.

To whom are we talking?

- Audiences picked :(from scribbled notes and Slack DMs >> we'll refine in class)

>>>

1. **GROUP 1: Chase, Morgan, Harley, Will**

Mental Wellness

30-something

NEA region

more single mingle

No kids

Disposable Income, not rich >> \$30-50,000

2. **GROUP 2: Chloe, Woodbine, Crystal**

K-6, NEA Region

Not so much Kid Outreach

Get kids to it as destination >>

Primary: Kids

Secondary: ??

3. **GROUP 3: Cat, Kara, Avery, Trinity**

Retired, no grandkids

Full autonomy, disposable income

average age 62 (life expectancy 75)

Partners, not single

What is the greatest product/service competition for this product/service in relation to reaching the target consumer?

- Memphis > Brooks and Dixon >> neither is contemporary
 - BAM has used >> #ArtNow or #ARTNOW
- St. Louis > lots, including one on a campus and the great City Museum :)
- NOT A-State Museum in the library. (Other than people get confused.)
- Crystal Bridges > another world. ;) Plus, they don't seem to want to work with BAM.

What is the greatest intangible competition for this product/service in relation to reaching the target consumer?

- Getting people to come experience the art IN PERSON. (It is its strength and its weakness.)
- (Mention to places like Meow Wolf that is an experience to view the work.... Meow Wolf is more of a gallery than a museum, but still..)
- Regions >> Stay home instead of go to art museum

- Other non-profits in area.

What do they think now about this product/service/brand?

- Plus, remnants of the old goal of it being a place that got a lot of its money from being a sort of “members only” for early art openings, etc. >>
 - That is wasn’t accessible, but snooty and intellectual
 - BAM not being for kids.

What do we want them to think?

Art is for everyone, it is fun, etc. Also community-centered. Should be a destination.

Why should they think this?

This will be a big part of Workshop 2! >>>

What features and benefits would explain this?

We will work on this in class, but it is encouraged to consider it in groups beyond that time.

see next page

- **Feature #1:**
- **Benefit** to that audience :
 - **So What?**
 - **So What?**
 - **So What?..... (Etc.)**
- **Real Benefit** to that audience :

Remember, there are multiple features and possibly multiple benefits to the target audience from that feature. Keep doing So What until it is really a true benefit which with you can work.

What is our message or the one thing that should be conveyed?

Is there a call-to-action that is necessary?

Logo, Tagline, Branding Requirements:

Yes. See logo and social media mock-up materials in Project 4 folder for this class. Remember, this is specifically Bradbury Art Museum as the destination. There are no set visual guidelines.

Tagline: No tagline!

See Slack #grfx3603_proj4 for logo vector files. Gill Sans Light, ALL CAPS, tracked out >> is the brand typeface. That does not mean it needs to be the typeface for your campaign. In fact,

considering the logotype is vector artwork and you have no tagline, you probably won't be using much of Gill Sans Light.

Other notes:

(thanks especially to Chloe and her great marketing questions!) >>

PAIN POINTS >>

- Where in the Fowler Center BAM is.
- Most liked social media pics from visitors:
- Picture of whole piece and detail.
- Selfies of visitors with artwork.
- Want people to follow on social media.
- Word of Mouth is SO powerful

CHALLENGES (worded later in the meeting) >>

- Exposure
- Relevancy
- Hard to Find
- Pandemic Recovery Mode
- Recovering from the Director leaving, new one has yet to be hired/start
- MONEY not a problem right now.

DO >>

- Figure out how to experience.
- Give them ideas out of the box (which would be the legs to your Big Idea, btw...and what they asked for was Guerrilla Marketing tactics). DO NOT SHOW them vinyl banners to put up. Formula, been done.
- See the Philbrook Museum in Tulsa and all the cool things they do in the museum and on their socials.
- Highlight what makes BAM unique >> Contemporary. Get people from Memphis to here because that's not at Brooks or Dixon. (It is, btw; however, it isn't either museums specialty. Just FYI, they don't only show dead artists's work. LOL)

WHAT WORKS >>

- Social Media: Facebook and Instagram

- Campus Calendar
- Jonesboro Calendar
- Press Releases
- Events Page on Website

We gave the client some suggestions, like YouTube Channel, Facebook Live, etc. Feedback below, along with warning that the entire ship (for now, until new director hired) is just the two of them. BAM has had success with other than what is shown below, but they had interns, grant-funded employees like a PR person, etc. Different people through the years.

(FYI: This is completely normal for non-profits (a.k.a. 501 C3's).

MORE INFORMATION:

- **Trip Advisor:** https://www.tripadvisor.com/Attraction_Review-g31706-d12794840-Reviews-Bradbury_Art_Museum-Jonesboro_Arkansas.html "Bradbury Art Museum features changing exhibitions of contemporary art in all media and programs that promote the understanding of art and its significance to society. BAM is admission free and open to the public."
- **The Arkansas Delta Byways Travel Guide:** <https://www.deltabyways.com/things-to-do/bradbury-art-museum/>
- **Interview with former director:** https://www.youtube.com/watch?v=_jpqpa09TiA
- **Partnership with St. Bernard's:** <https://www.stbernards.info/events/art-exhibition-bradbury-art-museum-0>
- **KASU Broadcasts about BAM:** <https://www.kasu.org/tags/bradbury-art-museum>
- **From Batesville:** https://www.guardonline.com/arts_and_entertainment/bradbury-art-museum-hosts-three-exhibits/article_0162a3fb-6eb5-5f18-be91-29b4b7677069.html
- **From Arkansas Business:** <https://www.arkansasbusiness.com/tagged/Bradbury+Art+Museum>
- **Art in America:** <https://artinamericaguide.com/listings/bradbury-art-museum/>

STEP 1 workshop 1

The first workshop is one of the few in this project that is not about idea generation. It will also take the most time to finish and is worth the most points.

Students decided on multiple audiences to propose to the client.

Students also began researching BAM and anything that could inform marketing choices for BAM.

RESEARCH + EVALUATION + BRAINSTORM

In this first workshop, student teams will be guided through the Creative Brief and all goals of the project. Students should begin in-depth research while in class and exchange contact information for the large amount of work that will need to be delegated and completed outside of class time.

- Research online. Research reviews. Research competition that hasn't been considered.
RESEARCH!
- *More research after class: Go to BAM as a team and/or individually with a camera and way to take notes! Be careful of taking pictures of people you do not know, especially children. Be respectful.*

The following will be completed in class during the workshop.

PROBLEM/TASK

Consider a Problem/Task relationship for the marketing objective by understanding BAM as it presently stands in the minds of the target market(s). "Try to be honest about where your brand is at the moment and how it is really seen. You can't change perceptions if you don't know where your issues lie."

- In order to reach the goal, what is/are the problem(s)? If there are many, concentrate on one.
- What is the main task to remedy this problem? You will have many, but attempt to come up with the main task you must achieve to fix the problem.
- **Keep this simple. Also discuss to be sure we (and the client) are all on the same page.**

FEATURES/BENEFITS

- Make a list of the Features and Benefits of BAM per its objective and audience.
- First think of the features of your specific product/service of BAM.
- Distill this to three features.
- Then for each feature, do multiple steps of **SO WHAT?** until you get to a solid emotional benefit. If it doesn't correspond to an emotional reaction, you're not there yet. (And if you've gotten to "So they can lead a happy life", back up one.)

ACTION

- What **action(s)** do you want the consumer to take? Go beyond just awareness. Is it to go to a website? To call a phone number? If it is to visit the location? Is it to share with others?
- Consider what gets the attention, engages interest, and causes a desire for this product or service? How can you funnel your target market to the desired action listed above?

For example:

If the action desired is to get the community to follow BAM on Instagram, how will you get people to really want to do this?

STRATEGIES/TACTICS

- **Remember the strategy is to go down the river, while the tactic is to take a boat.**
- Considering the task(s) of remedying the problem(s) you've identified and the action you want the consumer to take, formulate some strategies beyond creating print advertisements. Consider events, online promotions, and anything else that makes sense in reaching the target market.
- Once you have a list of strategies, narrow this down to a few.
- For each of these strategies, consider multiple tactics to achieve this.

For example:

Your goal is to make BAM a destination for young families to meet up.

If a strategy is to reach out to people who are within a certain area near downtown Jonesboro, a tactic could be to do a geofilter on Snapchat. It could also be used by those who are actually at BAM, but the fact it even appears to those already in the area will have return.

BRAINSTORM

Begin headlines and sketches by brainstorming first. You will be asked to show evidence of the method(s) that you used to create the headlines. You will have Post-It notes.

You can mind-map. You can write emails to your grandparents. Et Cetera.

See what is due when you walk in class for [Workshop 3](#).

BEFORE CLASS > HEADLINES + SKETCHES ROUND 1

- With more information, the team will continue to be guided through multiple rounds of ideation to creatively solve for the objective.
- Conceive of headlines and campaign ideas using Post-It notes and any other methods supplied in class.
- Be careful. A Big Idea THEME line might be conceived here, but then create separate headlines. Don't just pull one line across a campaign. A tagline already exists and cannot be replaced.
- As a group, draw quick sketches next to your headlines if you would like, as this may help you considerably if you are used to thinking only visually to solve problems.

- *Note: All of your print ads to display your Big Idea must include the logo, website, and socials.*
- *Body copy is optional. If student chooses to use it, one can use Placeholder Copy or actually write all or part of it.*

Create at least 25 strong headlines with quick sketches or layout ideas next to them.

25 is the ABSOLUTE MINIMUM. It is suggested you do more.

DUE > WHAT • WHEN • WHERE

The exercises will result in tangible pieces. All but the sketches should be completed in class.

Sketches are **DUE** by **11:00am** on **Mon, Nov 14**.

Professor will discuss with students. Some headlines may need to be developed further or some may be too redundant. **NOTE: These three ideas/headlines must support three completely separate Big Ideas for this stage.**

IN CLASS >> HEADLINES + SKETCHES ROUND 2

3 (completely separate campaign ideas) **of Round 1 will be picked.** Now refine the visuals (if they exist beyond amazing typography). Each of the 3 should be designed by somebody different on the team. Delegate work fairly amongst team members.

Tight sketches/computer renderings will be completed for these.

- 8 in. w x 10.5 in. h, full bleed optional.
- Headlines must be included. Tagline and logo must be included.
- Avoid see-and-say (for example, “He’s as big as a house” with a picture of a person the size of a house.). Push yourself past this.
- Images may be FPO.
- Typography should never be an afterthought.
- Ads must also not be such an abstract connection that nobody would get the message but you.
- It must not just be “pretty.” Style cannot override the message.
- **Remember your objective and target audience!!!**

- **In addition, each of the 3 will contain rough ideas** (headlines and/or sketches) **to extend each to 2 other print ads/socials.** This will test the ability to pull the ad out to a campaign, its first test of Big Idea strength.
- They must continue under the campaign - think consistency in style, photography, focus, idea, etc., but not the exact same thing over and over again.

DUE > WHAT • WHEN • WHERE

Artwork is **DUE** in group’s private Slack channel by **8:15am 11:00am** on **Mon, Nov 28.**

1 will be picked!

STEP 4 the big idea

CAMPAIGN - PRINT

Students should make any revisions and create final work for this campaign of 3 print ads using either Illustrator or InDesign for layout (Photoshop only for support files).

- 8 x 10.5 inches (or other suggested options per media research)
- See all required information.
- Review all of the client information and specs again. DO NOT overlook any of it.

Know it like your job/grade depends on it.

KEEP REVISING PRINT AS YOU BEGIN SOCIAL MEDIA. Delegate work fairly amongst team members, considering what else needs to be completed in the following steps.

DUE > WHAT • WHEN • WHERE

See Schedule and Slack #grfx3603_proj4 for details.

SOCIAL MEDIA

LECTURE

Lecture about Social Media and Creating Content for business accounts on Instagram/Facebook.

INSTAGRAM

Now that you have a good grasp of your Big Idea brought to life and with multiple rounds of headlines already written, consider great ways to post about your product/brand/service in Instagram in pictures AND captions. Remember that you want to sound authentic, but you must also fall under the Big Idea. First, be comfortable in Instagram if you are not already! Then research what BAM presently does, which obviously pulls from its Facebook posts.

Create visual and verbal content for at least 10 different final ideas for Instagram posts. Use FPO (For Placement Only) images for this first round if you need to suggest an image or style you'd like to create. Videos or animated content will always get attention! **Remember you are still expressing your campaign Big Idea to answer the objective**, but using social media's power. This means you are doing more than just showing pictures or repeating headlines. Really consider the strategy and how social media has a much further reach than print if used well.

CAPTIONS

As [this article](#) states, "In a nutshell, you can't afford to leave your captions as an afterthought. While creating beautiful content for your feed is ultra important, if you want to get more engagement on your posts, and maybe even reach new audiences, **writing good Instagram captions that drive engagement is a great strategy.**"

Use >>

- #conversations, #trending issues, [#justusehashtagsplease](#)
- @call-outs (or [@shout-outs](#))
- No weblinks. There are just no easy, dependable, aesthetically pleasing ways to do this on Instagram. Still. Grrrr.
- Photos, obviously. Videos if you can figure out how to show them (see links) on the mock-ups.

Consider even more ways >>

- how to engage followers?
- how to grow followers?
- how to get a post to be shared or even go viral?

PHOTOSHOP FILES

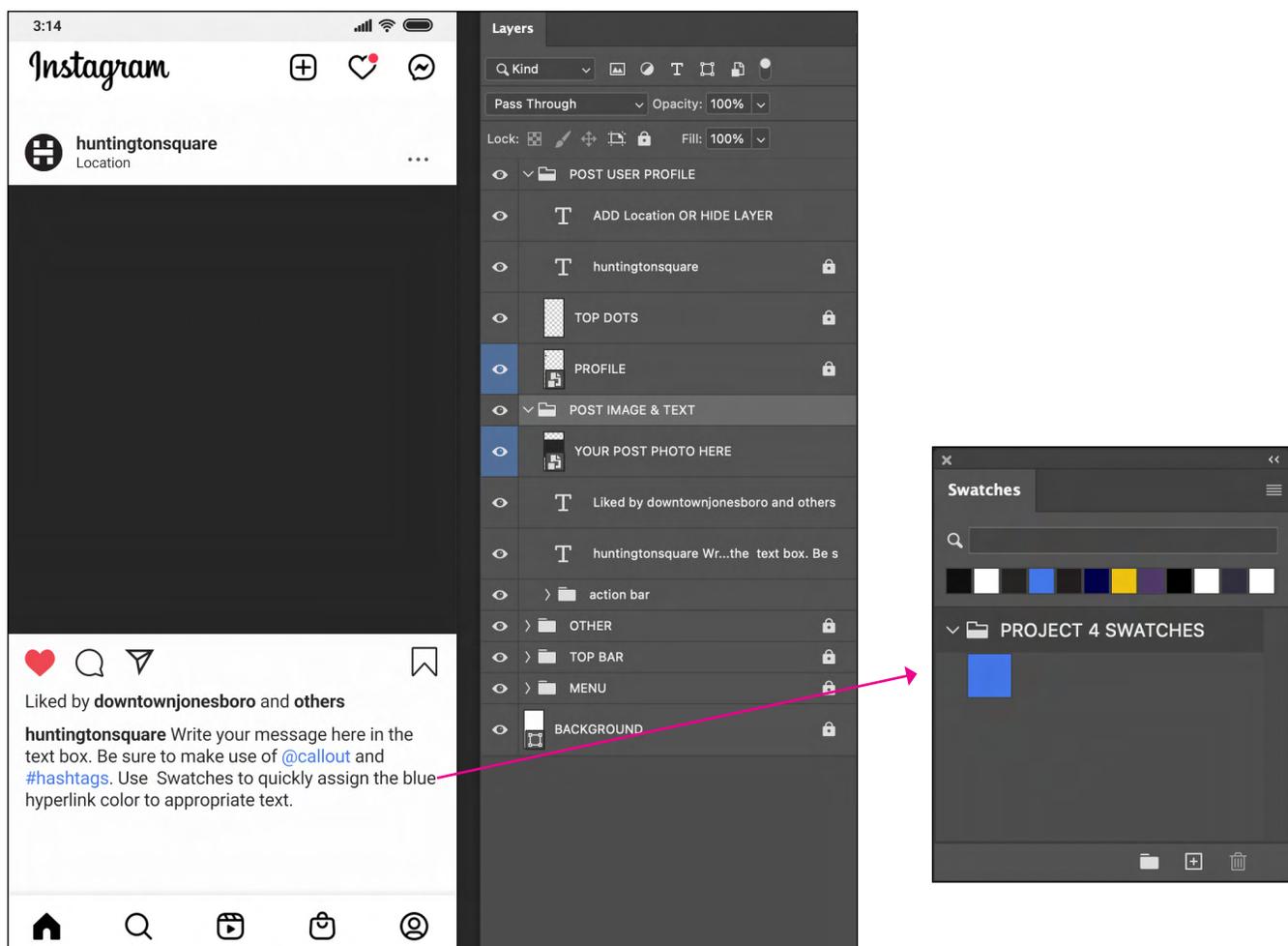
DO NOT create a fake account for BAM. Instead, use the supplied Photoshop files to show them in mobile mock-ups.

- Be sure you show hyperlinks using the Swatch palette.
- There are ways to [place movie files in Photoshop!](#) Experiment if you'd like!

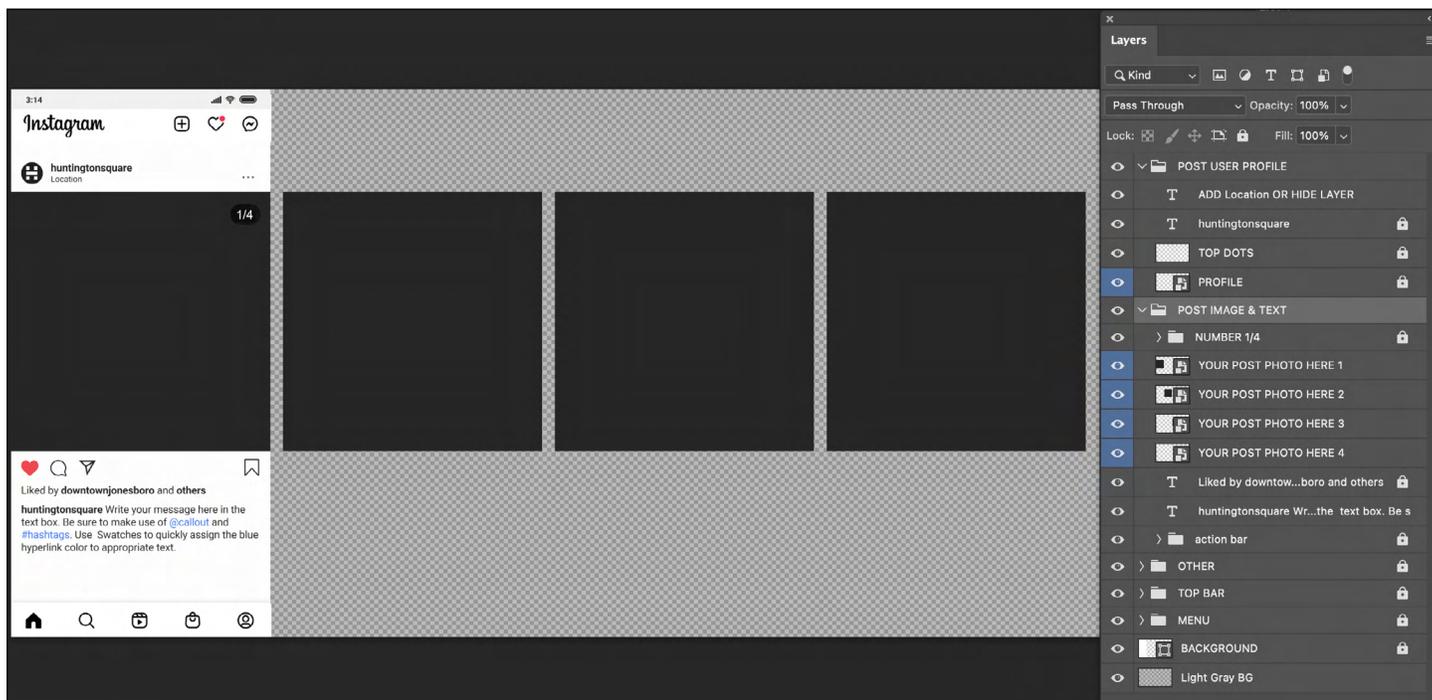
Begin with these two files first. Create a minimum of 10 posts, each with a caption.

You may choose to only use 1 image with a caption or multiple images. Rename these files however it makes sense to you and your team.

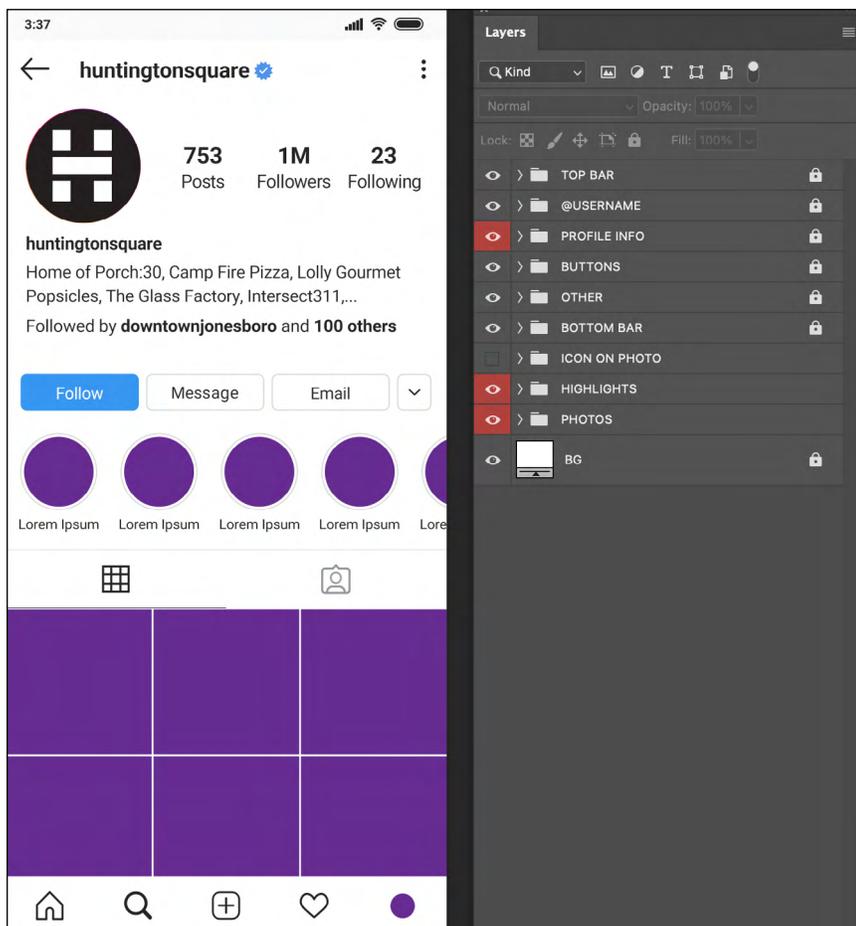
If you use only 1 image, use **HS_Instagram_Post_1.psd.**



If you use multiple images, use **HS_Instagram_Post_2.psd**.



Then use pictures from the posts to fill in the **HS_InstagramProfile.psd**. You may or may not use the HIGHLIGHTS layer. If not used, adjust other areas so layout flows correctly.



+ EVERYTHING ELSE!

What other elements can grow this campaign? **The more a group can show, the stronger the Big Idea is and the more easily the client can view it as THE ANSWER.** Below are just ideas to get started! There is no minimum.

- **Merchandise -**

T-shirt, hat, bumper sticker, and cup that fall within the campaign's Big Idea. Do not just make more merchandise with the BAM logo on it, because that doesn't illustrate your campaign. Remember your target market(s). Think thoroughly how one can argue the budget spent on these pieces!

See online for FREE examples of mock-ups. Prof. Nikki also has many files too big to easily share. **Adobe Dimension** is also available to use!

- **Direct Mail -**

Create a postcard (research sizes for mailing), as a cheap option. Remember, this is how to extend your campaign. This postcard (or series of postcards) can be mailed or left on tables at nearby businesses that agree to help promote!

- **App -**

Create at least a navigation map of an app that does something like Virtual Reality for a scavenger hunt or even just a map; however, make sure it ties into your campaign and doesn't just have the logo on it. Wanna be really crazy? Make the app really work on something like XD.

- **Environmental Graphics -**

Vinyl banners that follow your campaign's Big Idea. Where do you see these around town? Start observing. Consider cross promotions like with The Forum, A-State, the library, etc.

- **What Else?**

Talk to Prof. Nikki with any crazy ideas! :)

DUE > WHAT • WHEN • WHERE

See Schedule and Slack #grfx3603_proj4 for details.

STEP 6 final work

Create a document using InDesign to display the final campaign as a “**Leave-Behind**” for the client after the pitch is given.

- > The document should be created as Letter-sized (8.5 x 11 inches).
- > Save the file as **Proj4_GRP**(your group number)_**FIN**.INDD.

The document should contain the following:

- Cover Page that states either a Big Idea line (if available) or Project 4 and students’ names.
- Page that clearly states the Big Idea and how it answers to marketing objective and speaks to the target audience.
- 3 final ads created in either InDesign or Illustrator.
Remember, all ads should be 8 inches x 10.5 inches, so they should fit on the page with a .25 inch margin.
- Photoshop files containing 10 final Instagram mock-ups posts with captions (most containing hyperlinks) and 1 or more photos.
- Photoshop file of profile page.
- All the extra Legs to grow the campaign! At least place images. It is suggested to explain briefly what something is if necessary.
- **On the last page:** Thank the client for allowing your group to create work for them. For this message, type or scan in team members’ handwriting. Also include the following typed:
Group grants copyright of this creative material to the Bradbury Art Museum; however, we would appreciate any credit if the client earns recognition for the campaign. Our team members would be pleased if BAM contacted us to retrieve digital files of work shown and/or future work with this campaign. Internships and resumé-worthy work are extremely valuable to us as we begin our careers in a competitive creative field. Then list each team member’s name and contact information.

When complete, **File : Package** with Fonts and Links. Also File : Export to an **Interactive PDF**.

- >>> Each student place their team’s work in his/her/their PROJECT 4 folder on Google Drive for this class. (Yes, that means each of you will upload the same file to your own Googles.)
- >>> Also post one PDF to group’s Slack private channel.

DUE > WHAT • WHEN • WHERE >

See Schedule and Slack #grfx3603_proj4 for details.

STEP 7 the pitch

Students will receive a lecture/discussion about how to best pitch an idea to the client. These include simple things people often forget like eye contact and introducing all team members whether or not they actually present. Students often will dress in a color-coordinating scheme or wear t-shirts with campaign slogans – anything to further push the team effort.

The pitch will likely be on campus in a room where students will have access to an AppleTV that hooks up to a laptop, so slides (or other) must be created.

Sometimes students have created merchandise, like a t-shirt, mug, or bumper sticker, or a full-sized poster they pitched for the campaign and left with the client to keep and consider further opportunities. It works!

Each group will have **20 minutes** to pitch and no more. To have much less than 20 minutes may show nerves or inadequate information.

DUE > WHAT • WHEN • WHERE

See Schedule and Slack #grfx3603_proj4 for details.

STEP 8 evaluations

EVALUATIONS OF TEAM MEMBERS AND SELF

This is part of your grade, so please do not forget to complete this!

Set aside at least 45-60 minutes to do this. It's a major part of your project grade!

Fill out and Submit [this Google Form](#).

DUE by Tues Dec 13 11:59pm.

For all of the following, also see within each Steps what is due and when. **Team members MUST WORK OUTSIDE OF CLASS for the rest of the semester or the work will not be finished.**

WEEK OF OCT 31

WED NOV 2

- Project 4 teams assigned and participate in team-building exercises
- Begin research.

WEEK OF NOV 7

MON NOV 7

- Discuss research so far. Discuss Client and objective further.
- Workshop 1: Design Thinking > Each team pick audience. Start researching!

WED NOV 9

- **8:30am: Meet at Bradbury Art Museum.**
DO NOT BE LATE or you will be locked out! Be ready to ask questions and take notes.

WEEK OF NOV 14

MON NOV 14

- Discuss research so far. Discuss Client and objectives further.
- Workshop 2: Evaluation + Brainstorm in class
- Workshop 3: Begin Headlines + Sketches RD 1 in class

WED NOV 16

- [Project 3 DUE.](#)
 - Headlines + Sketches RD 1 **DUE**, 3 picked
 - Begin Headlines + Sketches RD 2

WEEK OF NOV 21

Fall Break

*Slack > group private channel.

WEEK OF NOV 28

MON NOV 28

- Headlines + Sketches RD 2 (=computer renderings) **DUE**.
Final idea picked and Big Idea extensions discussed.
- Begin steps 4 and 5.
- **LECTURE/DISCUSSION:** Social Media and Other Legs

WED NOV 30

- Instagram 10 (minimum) posts with captions and Profile page **DUE** in *Slack**.
Discuss in class.
- W.I.P. critiques >> Place all work so far in *Slack**.

WEEK OF DEC 5

MON DEC 5

- Meet in **HSS-3121**.
- **LECTURE/DISCUSSION:** The Pitch and the Leave-Behind
- W.I.P. critiques >> Place all work so far in *Slack**.

Tuesday, December 6th is the last day of classes

FRI DEC 9

- Final Work (= Leave-Behind) **DUE** in *Slack** by midnight.

WEEK OF DEC 12

MON DEC 12 **8-10 AM** >> *This is the [scheduled time](#) for this class's final*

- Meet for Final Pitch(es) in **HSS-3121 no later than 8am** with presentation file ready to load on professor's computer. **Pitches begin at 8:30am.**

TUES DEC 13

- Complete **Evaluations Form** by 11:59pm on this day.