

**Pitching and marketing
your project**

PROJECT TITLE

Producer Name

# INTRODUCTION

This section of the application is in download format, as we recognise some time may be required to prepare everything required in this document. However, once you have completed it, you will have a comprehensive marketing toolkit that you can use for future selling and marketing of your work throughout the life of your project.

The information you will provide in this form are industry standard and are required by all touring artists.

Once you have submitted this document, you are more than welcome to re-format this information to utilise how you see best fit to pitch your work.

**Please note that completion of all sections are required unless stated as optional.**

This section of your application consists of three segments;

**1. Pitching to Educators**

This segment offers you an opportunity to explain the benefits of your work/project and how it can connect with students and explain why your project would benefit the school’s curriculum. You can outline how your project will run by including timelines and specific contact points with students that will help educators envision your work in their school.

**2. Marketing Toolkit**

The marketing toolkit section of this document is designed to guide you through writing, creating or simply providing what you are required to offer for your touring project. The aim of your marketing toolkit is to provide a one-stop-shop for all promotion related material about your project. A solid marketing toolkit with a variety of content to help promote your project will help assist educators when deciding to program your project as part of their yearly curriculum calendar.

If you are applying with a new project, or a project still under development, please describe as best you can at what development stage your project is currently at, and your intentions for marketing the show, including a clear timeline of when materials will be provided. You can use this document as a guide as you create your work, helping to make sure you collect relevant marketing material as the project develops.

**3. Education Resources**

The education resources section will help to gather information about the project that will be used to create a high-quality teacher resource. This is a valuable document for teachers to use to assist them in working your project into their class plan. This will also be a valuable resource that can be used for the life of your project.

**We understand that this document may feel daunting. If you require any clarification or need to discuss your ideas, please contact our Programming Communications Coordinator, Erin Cookson, on 03 9644 1806 or book in a time to go through the document** **ecookson@rav.net.au****.**

# PITCHING EDUCATORS

## DESCRIPTION OF YOUR PROJECT

*This segment offers you an opportunity to explain the benefits of your work/project and how it can connect with students and explain why your project would benefit the school’s curriculum.*

*Regional Arts Victoria staff will use this description to sell your project to educators across Victoria. The explanation of your project is one of the most powerful things you can create when pitching your work to schools.*

*This takes the place of marketing copy – you are not selling your project to ticket buyers you are selling to educators, teachers and school principals.*

*A good way to start is to use your* ***tagline*** *as a jumping off point; then create an explanation of how your project delivers its key themes to a key audience.*

*Tagline = words you use to sell your project to a ticket buyer*

*Educators Pitch = word you use to sell your project to educators*

**Tagline:** *A short, memorable description that has a lasting effect on the reader.* *A tagline offers information that can be easily remembered. In the end, it should help a teacher understand the bigger picture and leave them enticed and wanting more.*

|  |
| --- |
| **X** |

**Describe your project and how it will be implemented in a school (Max 300 words):***Remember to think about who you are pitching to. This copy will be used to sell your project to teachers as part of their yearly curriculum.*

|  |
| --- |
| **X** |

# MARKETING TOOLKIT INFORMATION

*You may have heard the saying ‘content is king’. The strength of your content is key to building successful promotional campaigns, especially on ever popular social media platforms. Focus on creating unique, high-quality and authentic content that is entertaining, useful and interesting.*

*Content includes text, video, imagery and audio; whatever the content medium is, you need to ensure it is shareable and relevant to your project.*

## PRODUCER/ARTIST CONTACT

**Producer/Marketing Contact: X**

**Email: X**

**Phone: X**

 **PERFORMANCE AND COMPANY INFORMATION**

**Performance Title: X**

**Producer / Company name: X**

**Written by: X**

**Performer/s: X**

**Creative team: X**

**Running Time: X**

**Key Themes:** *Name at least* ***three.*** *For example; dealing with grief, acceptance of oneself, regional living etc.* **X**

**Suggested Age Range: X**

**Warnings:** *include if there are any adult themes, coarse language, sexual references, strobe lighting etc.*

**X**

## COMPANY/PRODUCTION INFORMATION

*Company/production background information*

**Project Background:**  *How it was made (max 200 words)*

**X**

**Content:**

*What it is about (max 200 words)*

**X**

**Context:***Themes and Cultural Significance (max 200 words)*

**X**

**Value:***How it aims to impact student learning (max 200 words)*

**X**

## BIOGRAPHIES

*Please provide us with comprehensive bios for your cast. These can include a brief CV, any awards won, or special points of interest that may be relevant to media and publicity. (Max 200 words each)*

**X**

## SOCIAL MEDIA

*List your social media address links.*

|  |  |
| --- | --- |
| **Twitter** | **X** |
| **Facebook** | **X** |
| **Website** | **X** |
| **Other** | **X** |

## LOGOS AND ACKNOWLEDGEMENTS (REQUIRED ON ALL PROMOTIONAL MATERIALS)

*List and include any other logos such as collaborators or co-producers that you require to appear on all promotional materials.**Include links to high res version of all logos.*

|  |
| --- |
| **URL 1** |
| **URL 2** |
| **URL 3** |

## IMAGES

*Images speak a thousand words; one of the strongest tools available for any promotion is dynamic, clear and strong images.*

*Think outside the box! Where you can include photos of your project in action. Teachers are more likely to be interesting to booking your project if they can see images of you working with students; this will help them understand the artistic process, as well as envisioning how your project could fit with their class! These kinds of images personalise your project.*

*Provided a minimum of 2 images in* ***both*** *High Resolution (300DPI Jpeg, file size should be approx. 2 MB) and for web (small jpeg file). All images provided to us must already have the proper permissions and copyright required, that they may be used in Regional Arts Victoria marketing materials/activities.*

* *Hero image clearly labelled– in both landscape and portrait (jpeg)*
* *Production images (jpeg)*
* *Cast headshots (jpeg)*
* *Behind the scenes, images (jpeg) (optional)*

**Hero images:**

|  |  |
| --- | --- |
| **Hero Images***Provide a* ***minimum of 2*** *and up to 4 Hero Images (include links to high-resolution downloadable images) Hero image clearly labelled– in both landscape and portrait (jpeg)* | **Image Credit***Please list any photographer credits where applicable. By providing these images, you are giving Regional Arts Victoria permission to use them to promote your show and our activities.* |
| **URL 1** |  |
| **URL 2** |  |
| **URL 3** |  |
| **URL 4** |  |

**Production images:***(include links to high-resolution downloadable images)*

|  |  |  |
| --- | --- | --- |
| **Type of Images** | **Image Links** | **Image Credit** |
| *Production images (jpeg)* | **URL** | **X** |
| *Cast headshots (jpeg)* | **URL**  | **X** |
| *Behind the scenes images (jpeg*) | **URL** | **X** |

## VIDEO

*Teachers and principals use video to gain an understanding of your work. Short, high-quality videos of your project are essential for pitching your work to educators.*

*The best way to present this footage is with a 30-second to 2 min video.*

*If you don’t have any video footage or promotional videos now is the time to make some! As part of this application process, it is essential you provide high-quality video materials. If you’re unsure of where to start and need some guidance contact our* *Programming Communications Coordinator**.*

*Here are some examples of great promo videos*

[*Balance*](https://vimeo.com/203047363) *by Transcience*

[*Voice Lab*](http://www.polyglot.org.au/workshops/voice-lab/) *by Polyglot*

[*The Ballad of Pondlife McGurk*](https://www.youtube.com/watch?v=pdB5YOjAJMo) *by Windmill Theatre Company*

**Promo Video:**  *A piece of content that captures the tone and message of your project. This does not need to be direct footage of your project; it can be*

|  |  |  |
| --- | --- | --- |
| **YouTube***include a link to a promo video hosted on YouTube*  | **Vimeo***include a link to a promo video hosted on Vimeo* | **Download link***include a link to a downloadable video file*  |
| **URL** | **URL** | **URL** |

**Or**

**Showreel:**

*Showing footage of the best parts of your actual show*

|  |  |  |
| --- | --- | --- |
| **YouTube***include a link to a promo video hosted on YouTube*  | **Vimeo***include a link to a promo video hosted on Vimeo* | **Download link***include a link to a downloadable video file*  |
| **URL** | **URL** | **URL** |

**Optional additional video links:***Rehearsals, behind-the-scenes, performances, trailers, vox pops, interviews. These will be used on social media pages, websites and on venues in-house screens.*

|  |  |  |
| --- | --- | --- |
| **YouTube***include a link to a promo video hosted on YouTube*  | **Vimeo***include a link to a promo video hosted on Vimeo* | **Download link***include a link to a downloadable video file* |
| **URL** | **URL** | **URL** |
| **URL** | **URL** | **URL** |
| **URL** | **URL** | **URL** |

## ADDITIONAL SUPPORT MATERIAL

Please include any additional support material you have for your project. E.g. teacher feedback or a script.

**X**

# EDUCATION RESOURCES

The information supplied in this document will be used to create a high-quality teacher resource. While we ask for as much detail as possible, we are more than happy to assist with curriculum links and the refining of activities for classroom use.

For inspiration view our teacher resources page on our website:

<http://www.rav.net.au/arts-and-education/our-program/teacher-resources>

**Please do not hesitate to contact our Arts & Education Manager, Pippin Davies 03 9644 1808** **pdavies@rav.net.au** **for assistance with this section of the document.**

## SUGGESTED PRE-INCURSION ACTIVITIES

At least five Suggested Activities for BEFORE the visit

*Think about what you would like students to know already*

|  |  |
| --- | --- |
| **Activity**  | **Description** |
| **X** | **X** |
| **X** | **X** |
| **X** | **X** |
| **X** | **X** |
| **X** | **X** |

## SUGGESTED POST-INCURSION ACTIVITIES

At least five Suggested Activities for AFTER the visit

*Think about what students could expand upon. Activities that dissect and expand upon the content of the workshop/performance that the teacher and students can engage in post-performance*

|  |  |
| --- | --- |
| **Activity**  | **Description** |
| **X** | **X** |
| **X** | **X** |
| **X** | **X** |
| **X** | **X** |
| **X** | **X** |

## CURRICULUM LINKS

Please indicate how your project connects with the Victorian curriculum.

*Consult the Victorian F-10 curriculum for curriculum links. Note: that The Australian F-10 curriculum is not the same as the Victorian Curriculum.* [*victoriancurriculum.vcaa.vic.edu.au*](http://victoriancurriculum.vcaa.vic.edu.au/)

|  |  |
| --- | --- |
| **Learning Areas** | **Capabilities** |
| English  |  |
| Mathematics  |  |
| Sciences  |  |
| The Arts* Dance
* Drama
* Media Arts
* Music
* Visual Arts
* Visual Communication Design
 |  |
| The Humanities* Civics and Citizenship
* Economics and Business
* Geography
* History
 |  |
| Languages  |  |
| Health and Physical Education |  |
| Technologies (including digital technologies and design and technologies)* Design and Technologies
* Digital Technologies
 |  |

**VCE Units 1- 4**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 1 |  |  |  |
| Unit 2 |  |  |  |
| Unit 3 |  |  |  |
| Unit 4 |  |  |  |

## CROSS-CURRICULAR CONNECTIONS (optional)

Does your work sit in a cross-curricular intersection? For example art and science.

What is the relationship of the two (or more) fields you are exploring?

*This section is optional but is useful in contextualising the content of the body of work)*

**X**

## FURTHER READING

*List any useful texts or references that can be used to broaden the learning experience of the project.*

|  |  |
| --- | --- |
| **Books** | **X** |
| **DVDs** | **X** |
| **Internet Sites** | **X** |
| **Images** | **X** |
| **Other** | **X** |

## SUPPORT MATERIAL

(Any additional historical/ideological background information or research that fleshes out the content of the performance/workshop)

(Include any other relevant images that inform the work – ensure to credit all images)

**X**