



LCA English and Communications

Day 4

Session 1

Overview of the Seminar

| | |
|------------------|---|
| Session 1 | Review of Leaving Certificate Applied Year 1 Introduction to Module 3: Communication in media Media texts in the modern world |
| Tea/Coffee Break | |
| Session 2 | Film Studies - genre, critical terminology and storytelling Comparing and analysing Using short film - students as creators and curators |
| Lunch | |
| Session 3 | Media and Advertising - critically analysing a range of advertisements Linking digital literacy and critical literacy Planning a learning outcomes based unit of learning |

Key messages

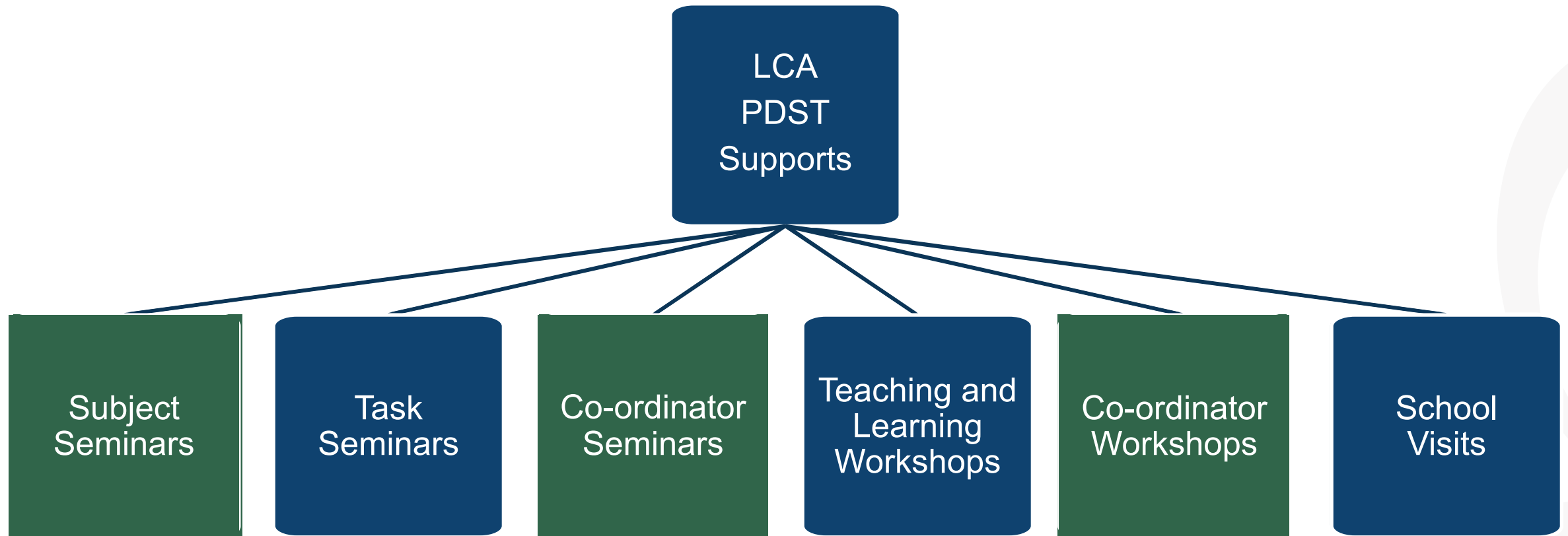
Subjects in LCA are inherently transdisciplinary, authentic and relevant to the current and future needs of all students

LCA subjects support the use of a wide range of inclusive, differentiated, experiential teaching and learning approaches

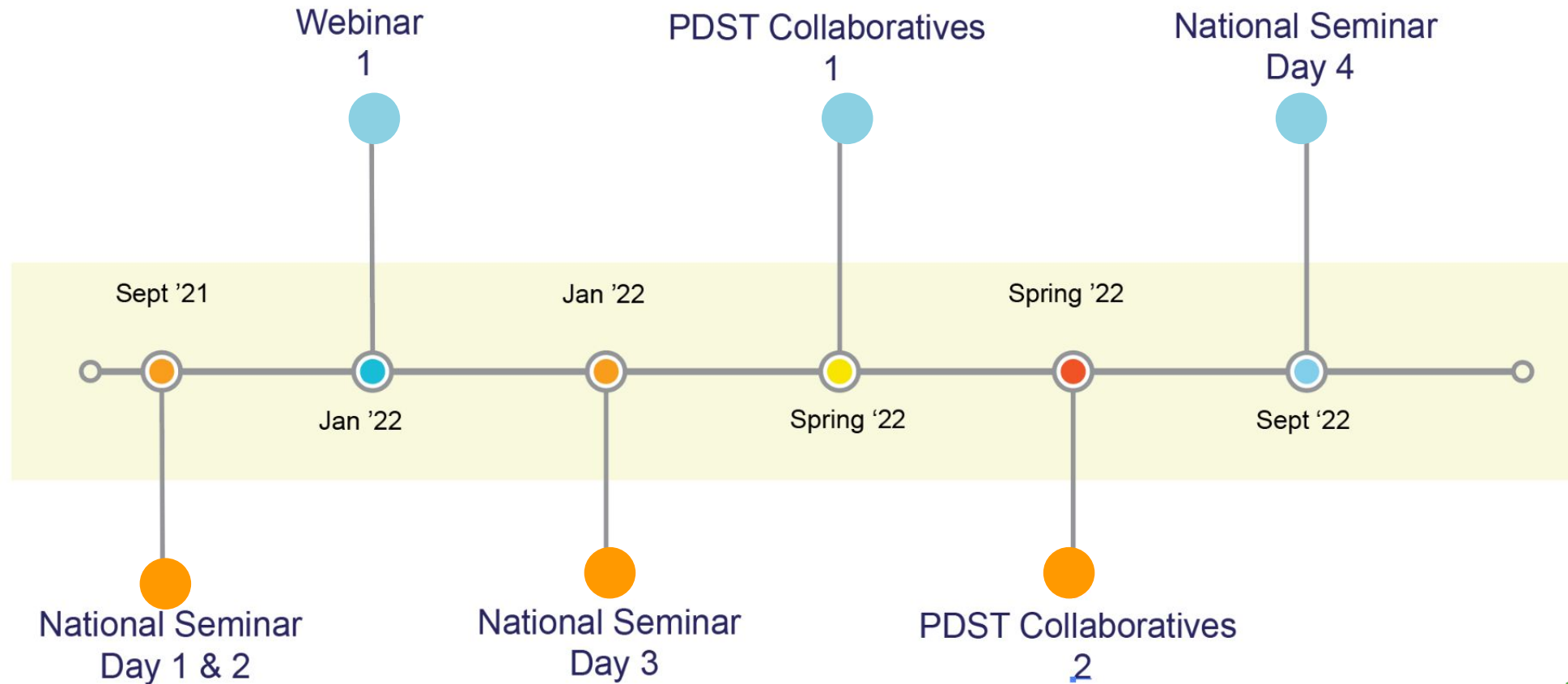
The use of a critical vocabulary to evaluate media texts ensures that students are active and informed participants in a media-rich world

The skills of textual analysis and critical literacy are developed throughout LCA English and Communications

LCA supports provided by PDST

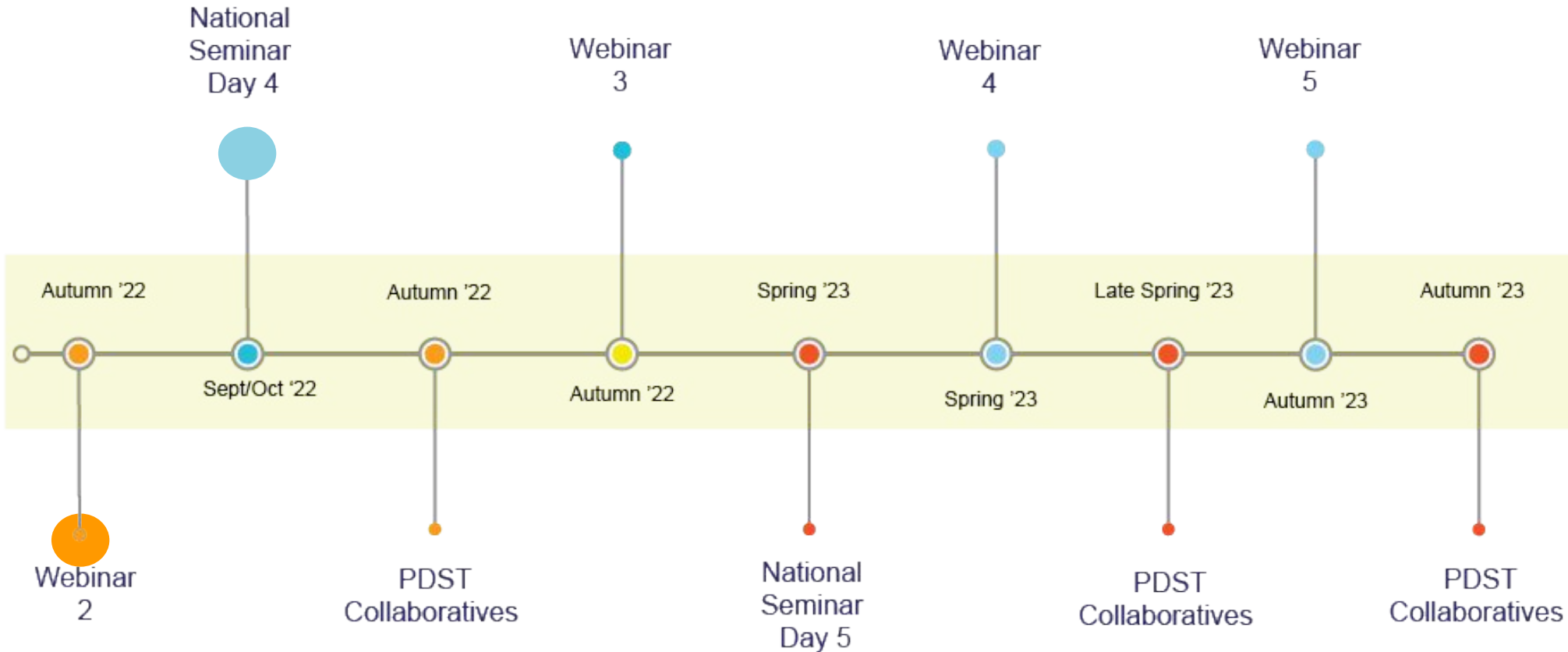


CPD for the revised module descriptors



Leaving Certificate Applied Subject Specification CPD

CPD for the revised module descriptors



Session 1

By the end of this session participants will have:

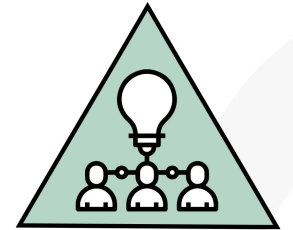
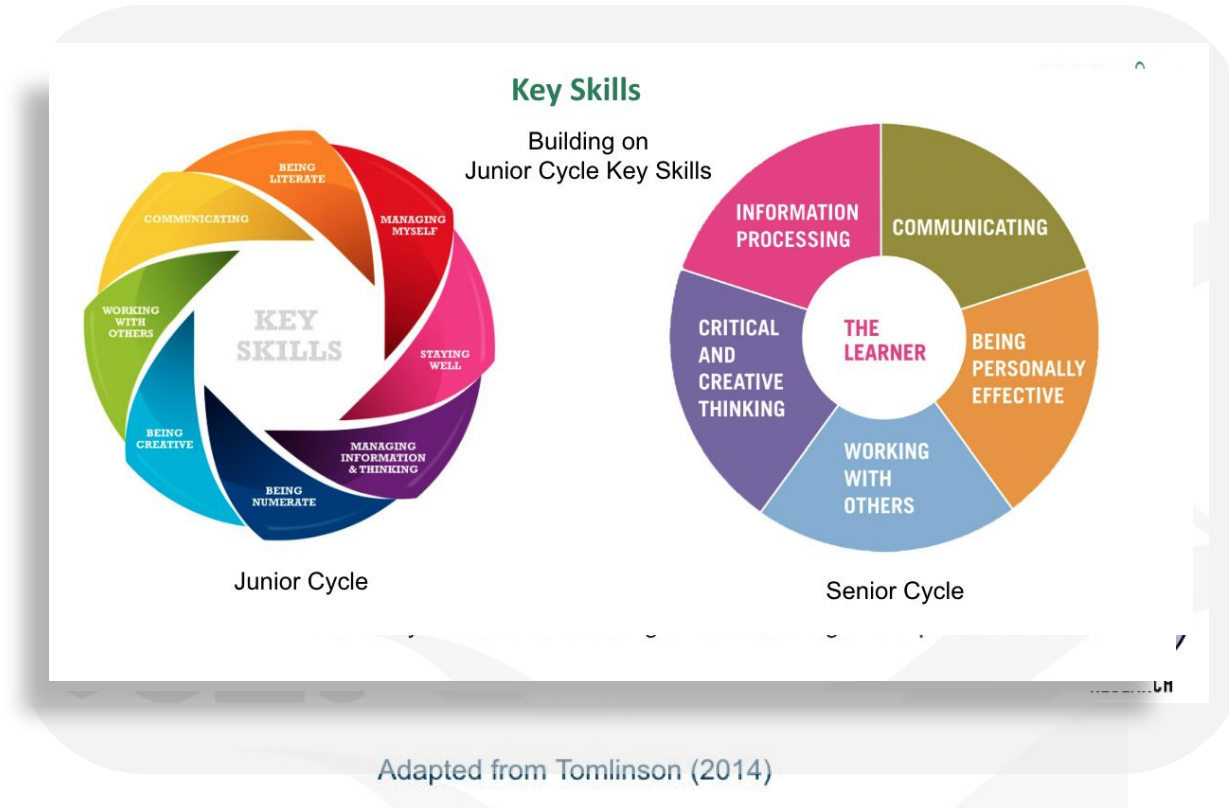
Become aware of the scope and timeline of CPD supports available

Reflected on shared experiences and prior knowledge in the teaching of LCA English and Communications

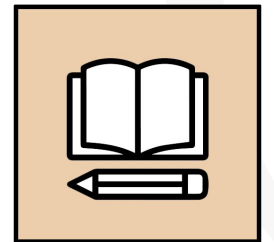
Explored and become familiar with the learning outcomes of Module 3: **Communication** in media

Evaluated different forms of **communication** in media

Reflecting on our learning from seminar days 1-3



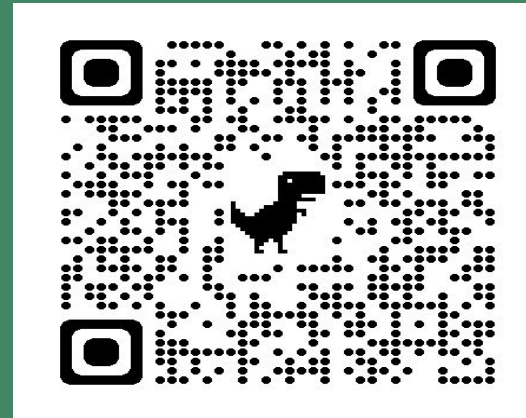
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Link to resources for today's seminar



<https://www.pdst.ie/post-primary/lca-day4-english>



Module 3 Communication in media

Units

Unit 1 Introduction to media

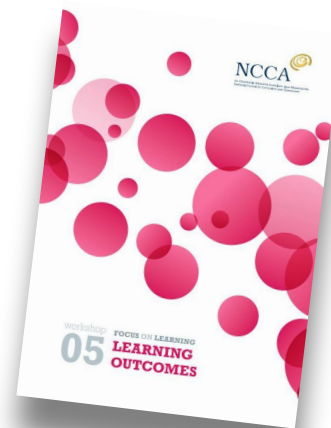
Unit 2 Audio, visual and print media

Unit 3 Media and advertising

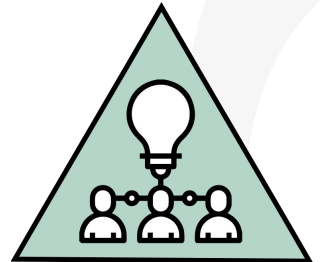
Unit 4 Film studies

‘Learning outcomes provide the building blocks for teachers to plan their teaching, learning and assessment.’

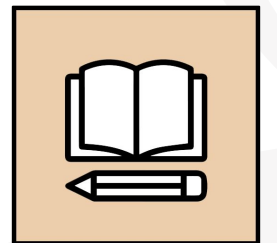
NCCA Focus on Learning Outcomes p.6



Module



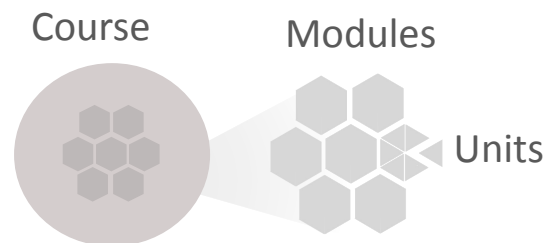
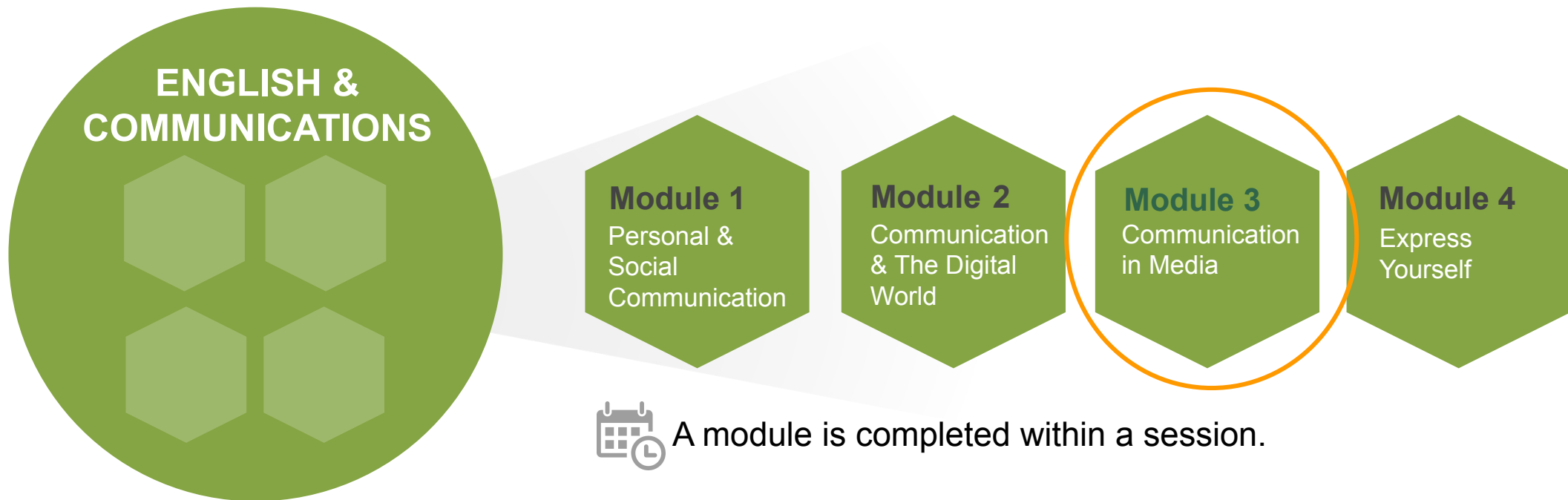
ACTIVITY



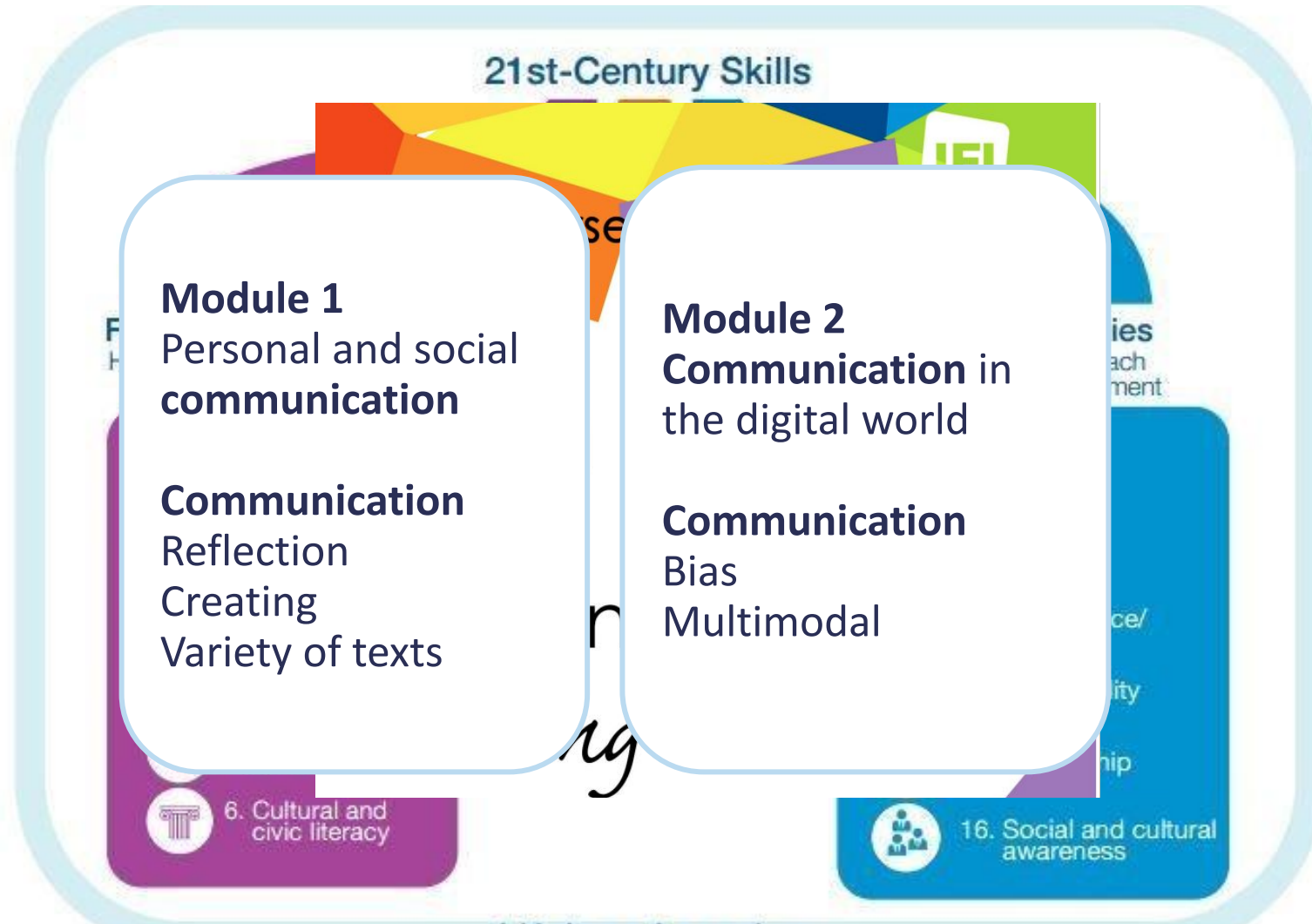
WORKBOOK

Modules in LCA English and Communications

There are **four** modules to be completed sequentially in English and Communications in the Leaving Certificate Applied programme



Building on Junior Cycle and prior knowledge through the module descriptor





The critically literate classroom

Honours the cultural capital and multiliteracies of all students

Builds a safe, inclusive classroom environment that promotes risk taking and inquiry

Incorporates thought-provoking multimedia and multimodal texts

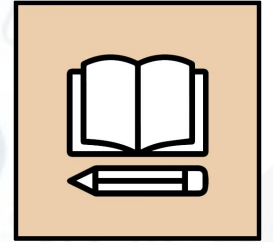
How is this evident in your LCA English and Communications classroom for all students?



LO 2.3 Analyse and compare topic, purpose and audience in three contrasting media forms

LO 1.1

Examine the different types of media forms and evaluate the appropriate audience for each form



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LO 2.3

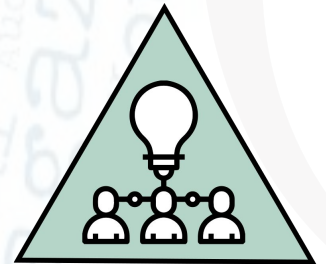
Analyse and compare the topic, purpose and audience in three contrasting media forms



KA 2

LO 2.1

Describe and differentiate between different types of media. The student will understand the purpose and function of a range of media



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Session 1

By the end of this session participants will have:

Become aware of the scope and timeline of CPD supports available

Reflected on shared experiences and prior knowledge in the teaching of LCA English and Communications

Explored and become familiar with the learning outcomes of module 3 **Communication** in media

Evaluated different forms of **communication** in media



LCA English and Communications

Session 2

Session 2

By the end of this session participants will have:

Engaged in ways of analysing different genres of film

Investigated specific film concepts e.g. panning, mise-en scene, etc. utilising a range of film clips, including suggested films from the module descriptor

Utilised graphic organisers to compare and contrast the art of storytelling through costume, set, sound effects, music, conflict and visual qualities

Explored a range of resources and supports for teachers to facilitate students in becoming creators and curators of film and media artefacts

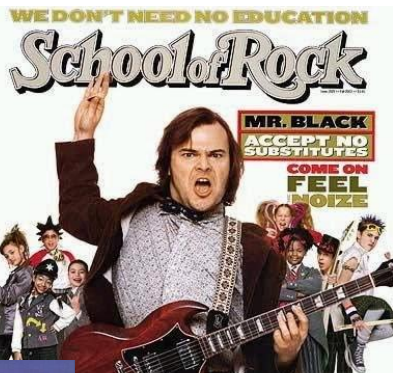
Focus on film

Short Course



Film

Exploring
 Creating



‘The medium of film is studied in an in-depth manner’

LCA English and Communications descriptor p.13

Building on Junior Cycle

Prior experience of film studies?

What films have your students studied before?

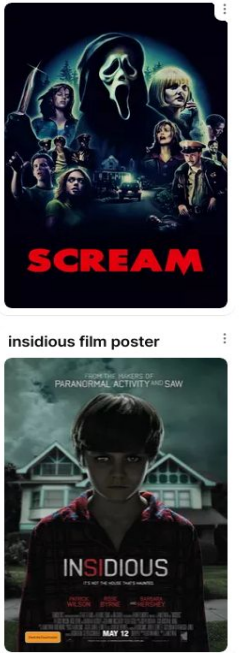
What film concepts are they familiar with?

Genre sort activity

Adventure



Horror



insidious film poster

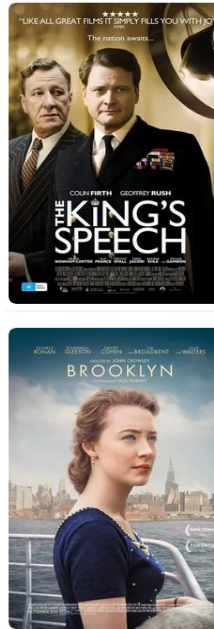
Comedy



Action

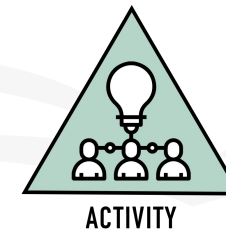


Historical



The student will be able to:

LO 4.1 Identify and explore different genres of film including adventure, horror, westerns, comedy, action, war, historical, crime and gangster, musicals, documentaries and propaganda.



Using short films - students as curators



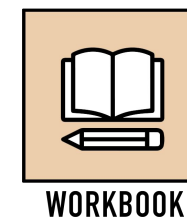
LO 4.1 Identify and explore different genres of film including adventure, horror, westerns, comedy, action, war, historical, crime and gangster, musicals, documentaries and propaganda.

Student choice

Representation

Transdisciplinary

Image: www.imdb.com



Film vocabulary and techniques



LO 4.3 Identify and use vocabulary specific to the film genre: close-up, mise-en-scène, zoom, panning, panorama, sequence, sound effects, lighting and motif

LO 4.4 Compare and analyse how these techniques are used for effect in different genres



'Analyse the opening scene, consider music, lighting, props, characters etc.'

Teacher guidelines, LCA English and Communications descriptor p.44



Setting

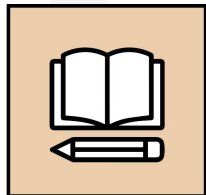
Costume

Music

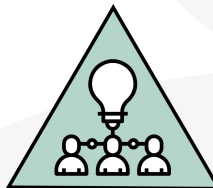
Lighting

Colour

Visual Qualities



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'Use a class-created rubric to compare films under appropriate headings'

Teacher guidelines, LCA English and Communications descriptor p.44



Setting

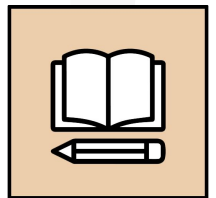
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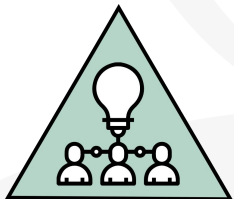
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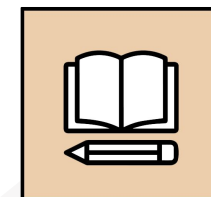
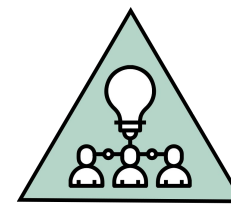
Comparing and contrasting



Compare and contrast a film and a related text.
Critically analyse and display or present the findings
Key Assignment 4

How could your students display or present their findings?

What opportunities for transdisciplinary learning does this key assignment provide?



Analysing opening scenes

Movie



YouTube
 Juno opening scene - Clip 1 of 19 - JUNO film (2007)



YouTube
 Some like it Hot-part 1



YouTube
 Opening to Unforgiven 1993



YouTube
 Mad Max: Fury Road 4K HDR

‘Analyse the opening scene, consider music, lighting, props, characters etc.’

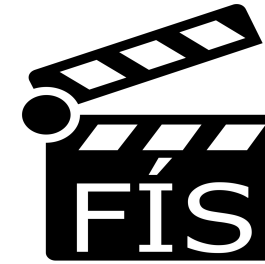
Teacher guidelines, LCA English and Communications descriptor p.44

Resources

Student choice



Students as filmmakers

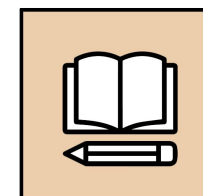


Collaboration

Transdisciplinary links

Student voice

Supports and resources



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Explored a range of resources and supports for teachers to facilitate students in becoming creators and curators of film and media artefacts



LCA English and Communications

Session 3

Session 3

At the end of this session participants have:

Reflected on the ubiquity of advertising in all of its media forms

Collaborated with colleagues to explore strategies to support students in applying a critical vocabulary to advertising campaigns across different types of media

Explored links between the digital literacy skills in module 2 **Communication** and the digital world to the critical literacy skills being nurtured in module 3 **Communication** in media

Collaborated with colleagues to plan a learning outcomes based unit of learning

Unit 3: Media and Advertising



© marketoonist.com

“Understand and explore how media is used as an advertising tool”

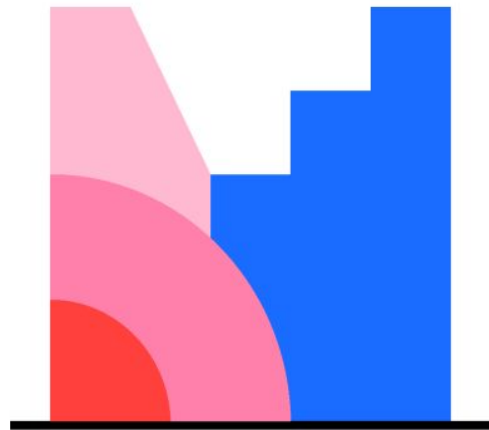
LCA English and Communications module descriptor, p.40

“Apply critical literacy skills to the social media age”

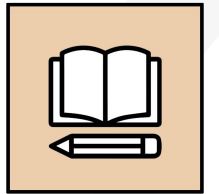
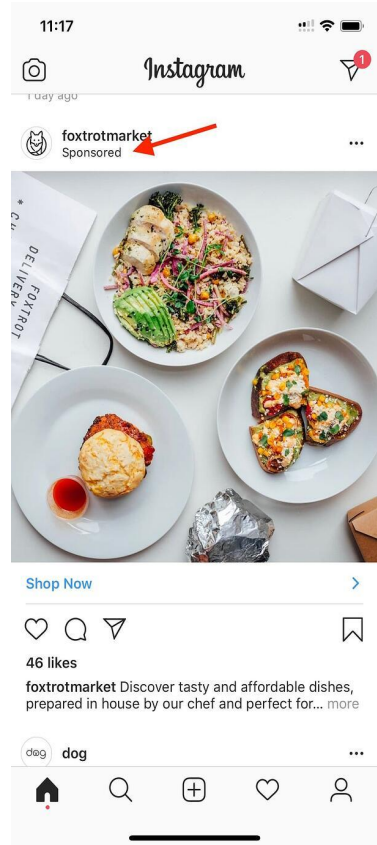
LCA English and Communications module descriptor, p.40

What types of advertising do your students' encounter?

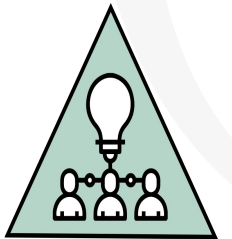
Go to [menti.com](https://www.menti.com). Enter the code: 45325506



LO 3.2 Examine the methodologies used in media and critically analyse a range of advertisements



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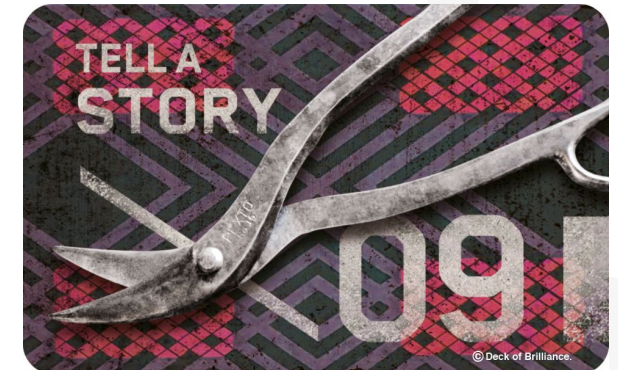
ACTIVITY



Students as creators of advertisements



Image: Irish Mirror, 8th August, 2021.

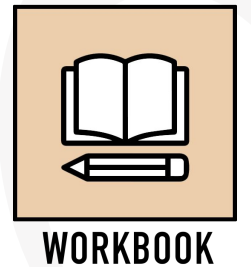


Key assignment: Identify a real-life scenario that requires an advertisement and create an advertisement using the medium of your choice



Planning a learning outcomes based unit of learning

1. Choose your learning outcome(s)
2. Consider your three LCA Students and the prior knowledge of your students.
3. Design an activity/activities and associated success criteria to achieve chosen learning outcome(s) and activate key skills.
4. Identify links to other LCA subjects
5. Identify opportunities for effective use of questioning



Key messages

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LCA subjects support the use of a wide range of inclusive, differentiated, experiential teaching and learning approaches

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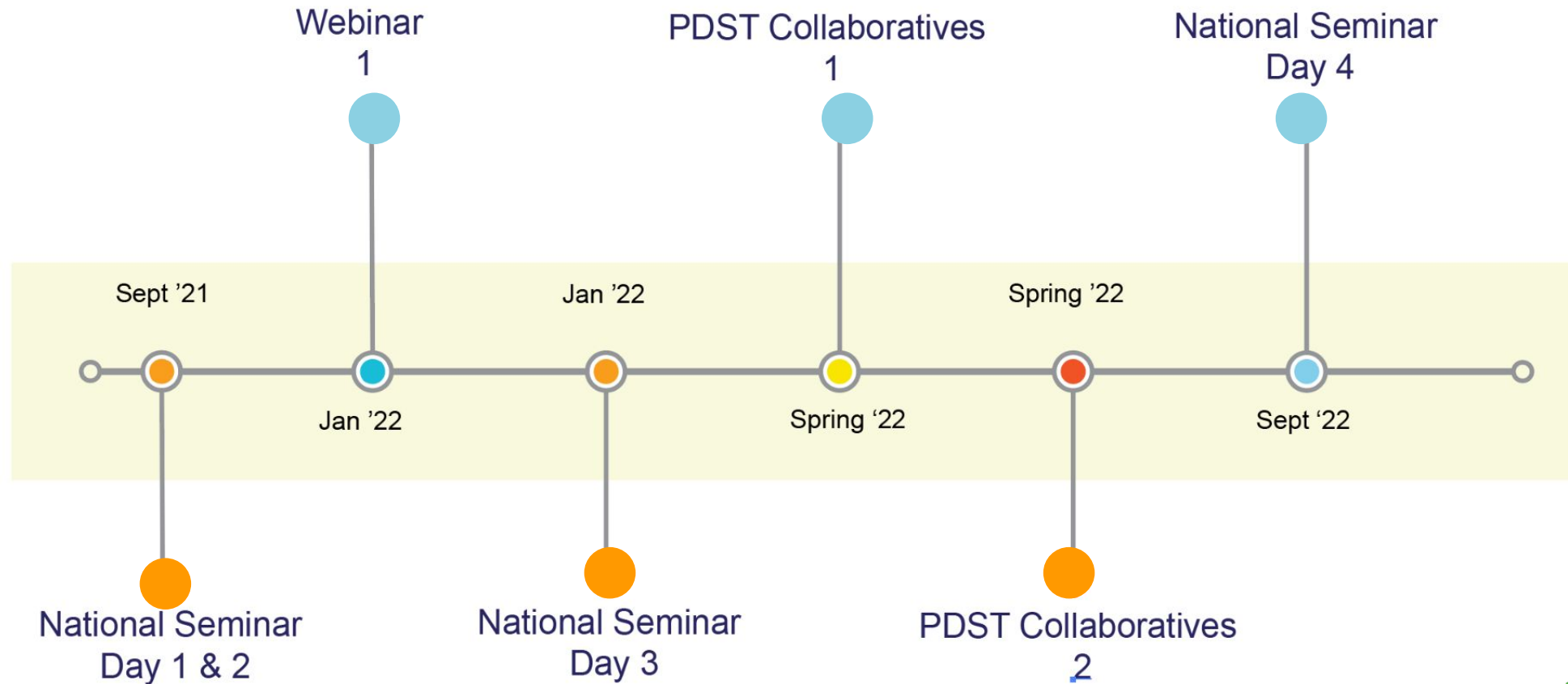
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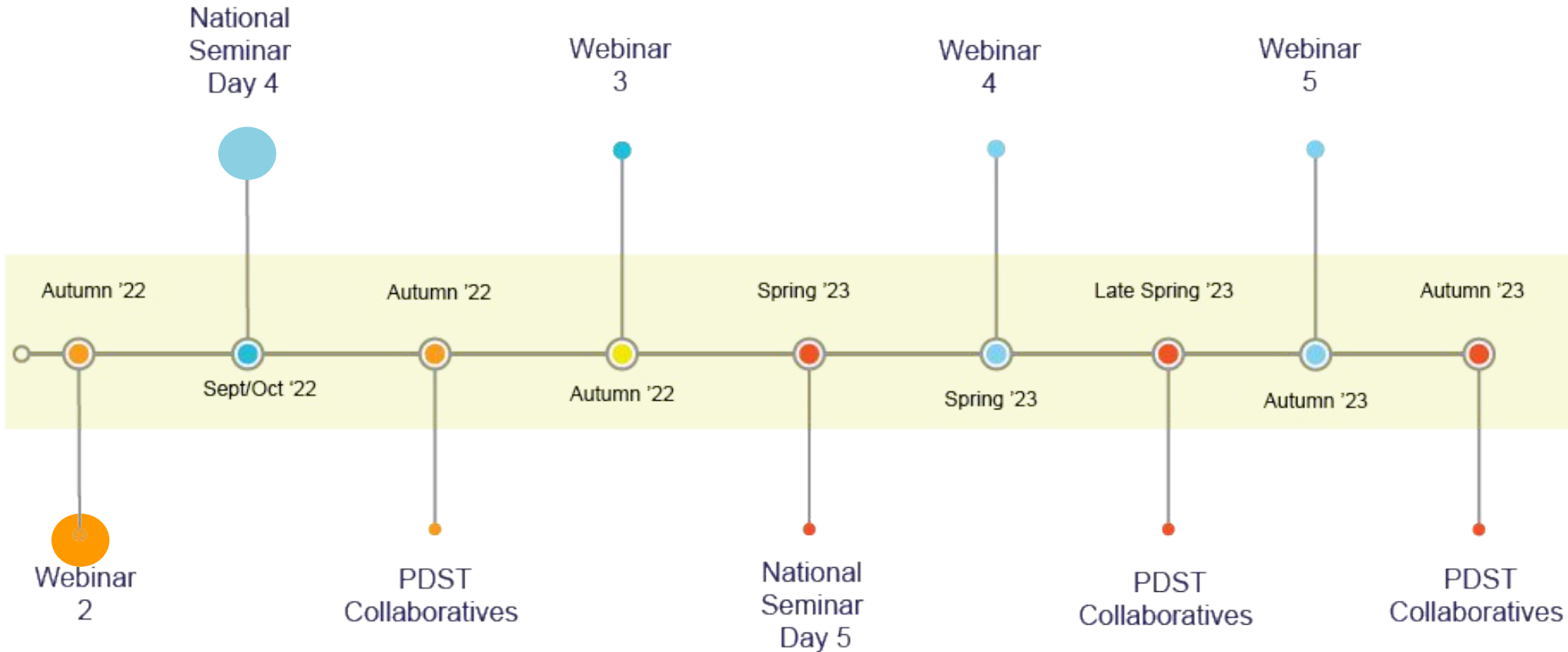
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CPD for the revised module descriptors



Leaving Certificate Applied Subject Specification CPD

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End of seminar