

Leaving Certificate Applied (LCA) English and Communications

Day 4

Participant Booklet

Table of Contents

Session 1

Key messages	3
CPD for revised module descriptors	4
Review since Day 1, 2 and 3	5
Module three - think, pair, share	7
QR link to resources	9
Critical literacy	10
Learning outcome activity	11

Session 2

Analysing film using graphic organisers	13
Comparing and contrasting	14
Film vocabulary	15
Students as filmmakers	17
Useful links and resources	19

Session 3

Advertising glossary	20
Critically evaluate advertisements	25
Tri-pie graphic organiser	27
Planning a unit of learning	28
Useful websites	31
Notes	32

Contact Details

LCA Administration Base

Clare Education Centre,
Government Buildings,
Kilrush Road,
Ennis,
Co. Clare.
Phone: 065-6845504
Email: lca@pdst.ie
Website: www.pdst.ie/lca
Twitter: @PDST_LCA

Session 1: 9.30 - 11.00

Key Messages

Below are the key messages for today's seminar:

Key Messages



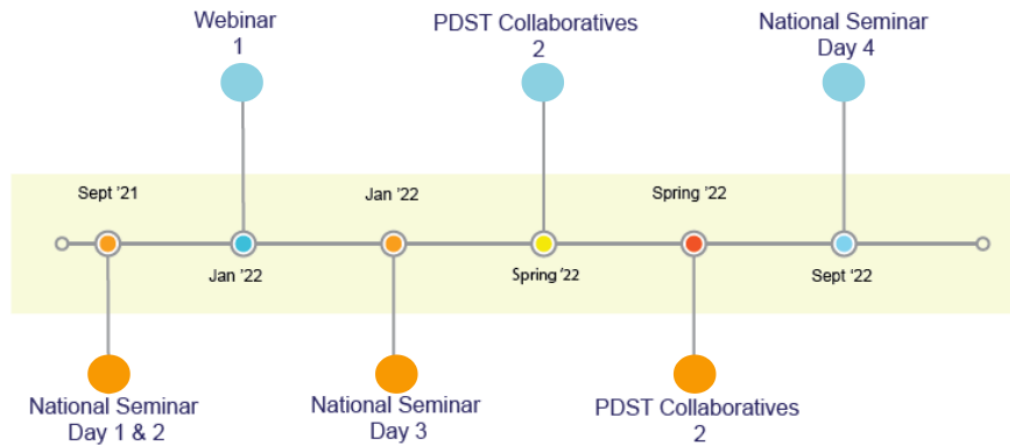
Subjects in LCA are inherently transdisciplinary, authentic and relevant to the current and future needs of all students

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

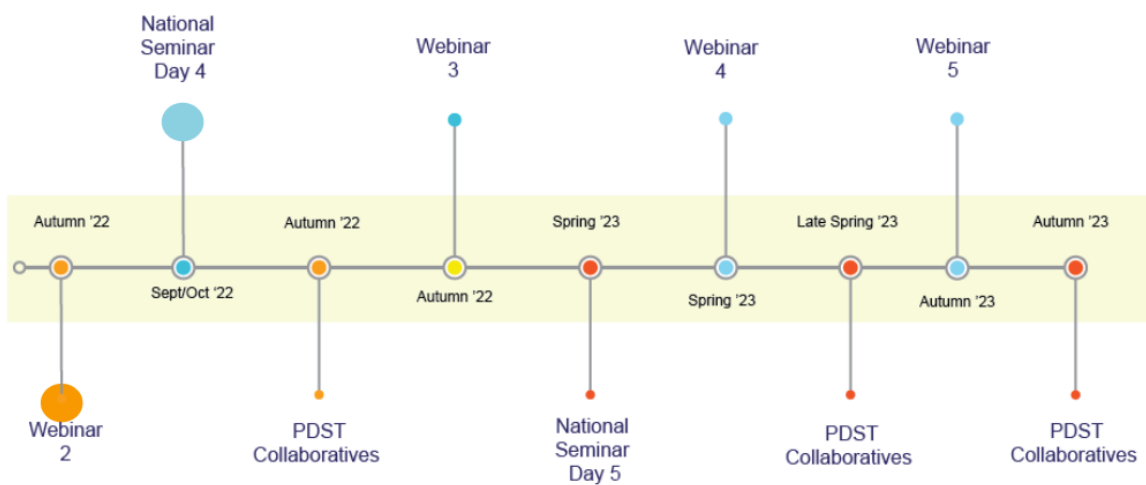
The use of a critical vocabulary to evaluate media texts ensures that students are active and informed participants in a media-rich world

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

CPD for the revised module descriptors



CPD for the revised module descriptors



Reflection

Keeping in mind our three students previously mentioned at seminars, one who requires a little support, one who requires some support and one who requires more support.

What has worked well for you?	
What was the main challenge?	

<p>What have been the changes in your practice?</p>	
<p>How have you supported student reflection in your LCA English and Communications class?</p>	

Module 3 Communication in Media Think - Pair - Share

While you are reading the units of the module descriptor please answer the following:

What action verbs are in each unit?	What opportunities do these present for planning your LCA students' learning?
Unit 1 Action verbs	Think: Pair: Share:
Unit 2 Action verbs	Think: Pair: Share:

Unit 3 Action verbs	Think: Pair: Share:
Unit 4 Action verbs	Think: Pair: Share:

Critical literacy

With your group please answer the following questions:

1. What is critical literacy?	2. Why teach critical literacy?
3. What skills are required?	4. How do we teach these skills to our students?

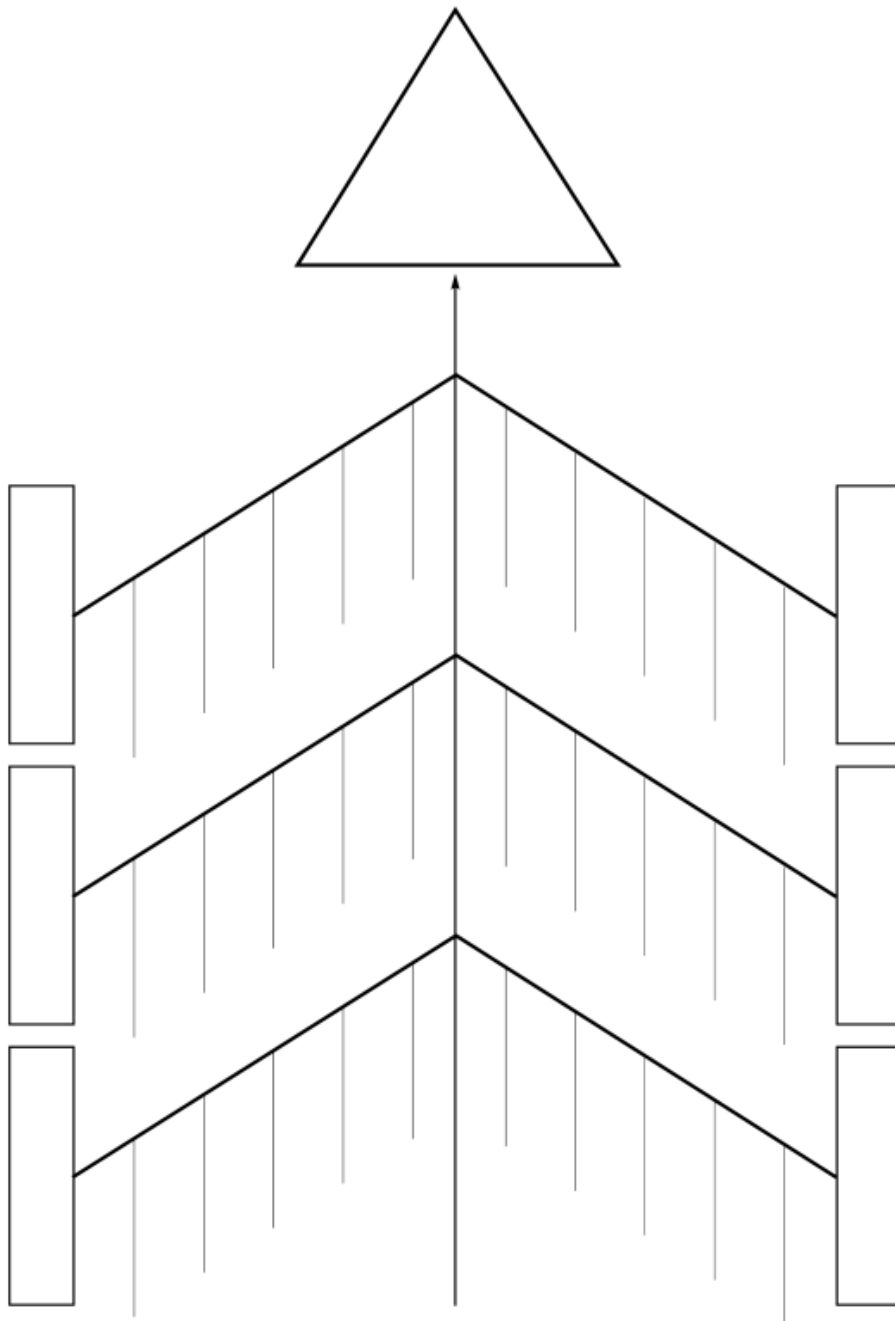
Analyse and compare topic, purpose and audience in three contrasting media forms

Topic we have chosen:	Media form 1	Media form 2	Media form 3
<p>Topic What is this about?</p> <p>Who created this message (group/ individual/organisation etc)?</p> <p>Who paid for this message to be made?</p> <p>Which lifestyles, values and points of view are represented/are missing?</p>			
<p>Purpose What are the key message(s)?</p>			

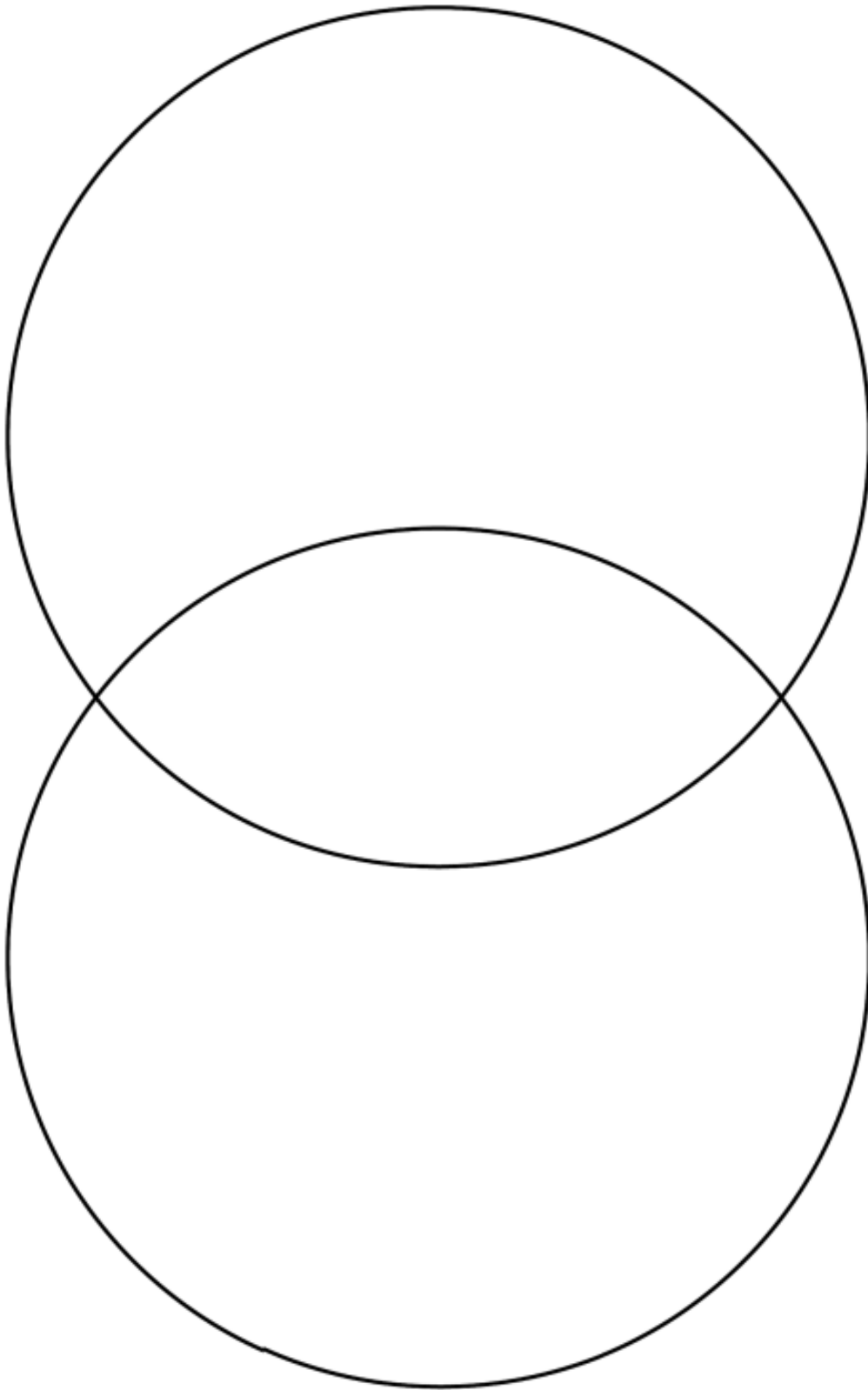
<p>Is the message's purpose to inform? To entertain? To persuade?</p> <p>How might different people interpret these messages?</p>			
<p>Audience</p> <p>Who is the intended audience?</p> <p>How do you know?</p> <p>What techniques are used to attract the viewers attention? (Colour/music/lighting etc.)</p> <p>How might different people interpret this message?</p>			

Session 2: 11.15 - 1:00

Analysing Film Using Graphic Organisers



Comparing and Contrasting



Film Vocabulary

Setting	<p>Setting is the time and place (or when and where) of the story. It is a literary element of literature used in novels, short stories, plays, films, etc., and usually introduced during the exposition (beginning) of the story, along with the characters. The setting may also include the environment of the story, which can be made up of the physical location, climate, weather, or social and cultural surroundings.</p>
Mise-en-scène	<p>French term from the theatre which literally means 'what's put in the scene'. In the cinema it refers to the elements of a shot - the set, the props, the actors, the use of colour and light - and the way these elements are composed or choreographed.</p> <p>Each of these factors combine to give the shot a certain 'look' or 'feel'. What is put in or left out of a shot can make a big difference to the signals we receive about what sort of film it is and how we are supposed to feel at this point. For instance, a simple shot of a tree can be made to look threatening by adding a vulture and a storm and shooting it in darkness. The same tree can be given a very different look by having children playing beneath its sunlit branches.</p>
Zoom	<p>A single shot taken with a lens that has a variable focal length, thereby permitting the cinematographer to change the distance between the camera and the object being filmed, and rapidly move from a wide-angle shot to a telephoto shot in one continuous movement. This camera technique makes an object in the frame magnify and appear larger; the movement towards a subject to magnify it is known as zoom in or forward zoom, or reversed or decreased to reduce its size is known as zoom out.</p>
Panning	<p>A type of camera movement, when the camera swivels horizontally on the camera tripod in order to follow an action or reveal a scene.</p>

Genre	Originally a French word meaning ‘kind’, ‘sort’ or ‘type’. Genre refers to a class or type of film that share common features including: distinctive artistic and thematic elements, iconography (e.g. bad guys in westerns wear black hats), narrative content, plot, subject matter, mood and milieu (or setting) or characters.
Shot	The basic unit of meaning in a moving image text. It can be described according to its length, or duration, the way it is framed (i.e. the camera distance and angle), and the arrangement of elements within it (often referred to as the mise-en-scène).
Shot types	<p>Long shot – shows background, establishes where you are.</p> <p>Mid shot — shows torso and some background.</p> <p>Close-up — head and shoulders, usually used to show emotion. Draws our attention to face or object.</p> <p>Point-of-view shot – helps us to see the action from a character’s viewpoint and thus empathise with them.</p> <p>High angle shot – camera looks down on person/object, making them look vulnerable.</p> <p>Low angle shot – camera looks up at someone/thing, making them appear powerful.</p> <p>Visual guides to common techniques available at http://thefilmSPACE.org/teachingtrailers/2019/secondary/docs/closing-ading-shot-types.pdf</p>
Scene	A shot (or series of shots) that together comprise a single, unified dramatic event, action, unit, or element of film narration, or block (segment) of storytelling within a film, much like a scene in a play. The end of a scene is often indicated by a change in time and/or location.
Sequence	A sequence usually refers to a longer segment of film than a scene.

Sound	<p>There are three elements to a film soundtrack:</p> <p>Dialogue – this can be used to give us clues as to character and what might happen next.</p> <p>Music – this creates atmosphere, affecting us on a very emotional level.</p> <p>Sound effects (SFX) – again, very effective at creating atmosphere. These sometimes do not fit with the image that we are seeing, thus creating a disorientating effect.</p>
Lighting	<p>Lighting quickly creates an atmosphere on screen. If it is dark and shadowy we might be made to feel uneasy, as in a thriller; if the lighting is bright we feel happy and confident. The filmmaker can use lighting to draw our attention to a person/object or equally, to hide them.</p>
Motif	<p>A motif is a symbolic image or idea that appears frequently in a story or film. Motifs can be symbols, sounds, actions, ideas, or words. Motifs strengthen a story by adding images and ideas to the theme present throughout the narrative.</p>

Adapted from:

http://www.filmeducation.org/teachingtrailers/docs/TT13_FILM%20LANGUAGE%20GLOSSARY.pdf

<http://thefilmSPACE.org/teachingtrailers/2019/secondary/docs/closerreading-shot-types.pdf>

<https://www.filmsite.org/filmterms.html>

Students as Filmmakers

<http://www.fisfilmprimary.ie/film-making-resources#>

'At FÍS we are all about encouraging teachers and pupils to embrace filmmaking and digital storytelling as a means of communicating stories. Whether you decide to create a short documentary, drama or adaptation or a short 2/3 minute multi-media digital story the FÍS post primary resources will guide you through the process.'

Below you will find downloadable resources; Process Overview, Film Making Resource Sheets A to G and a series of online 1 minute video tutorials.

The lessons are not intended to be prescriptive but will provide guidance, tips and information to get you started with your filmmaking or digital storytelling project. The good news is they are standalone lessons so you can pick and choose if you are already proficient or experienced in some areas covered.'

[Process Overview](#)

[FAQ's](#)

[Digital Storytelling Tips](#)

[Documentary Making Tips](#)

[Film Making Resource A - Roles & Responsibilities](#)

[Film Making Resource B - The Story](#)

[Film Making Resource C - Script & Storyboard](#)

[Film Making Resource D - Using Smart Devices](#)

[Film Making Resource E - Locations, Sets, Costumes, Make-Up & Lighting](#)

[Film Making Resource F - The Shoot](#)

[Film Making Resource G - Editing picture, editing sound & the soundtrack](#)

Useful Links and Resources

Suggestions for Films

Links and resources for the suggested films on page 57 of the English and Communications module descriptor, includes film posters, links to the relevant IMDB listing, theatrical trailers, opening scenes and teaching resources where available.

<https://www.scoilnet.ie/uploads/resources/37781/37584.pdf>

<https://www.youtube.com/playlist?list=PLtdBNVHQANYMLhM0DcsVsFLMr4WedB0O>

Suggestions for Documentaries

Links and resources for the suggested documentaries on page 57 of the English and Communications module descriptor, includes film posters, links to the relevant IMDB listing, theatrical trailers, opening scenes and teaching resources where available.

<https://www.scoilnet.ie/uploads/resources/37782/37585.pdf>

Short Films - a Selection

A selection of short films made in Ireland which could be used to explore a variety of genres including historical, animation, documentary, romance, horror, comedy, Irish language, subtitled and drama.

<https://www.scoilnet.ie/uploads/resources/37784/37587.pdf>

Students as Curators of Film

Repositories of short films which could be used to explore a variety of film genres. Could facilitate student choice as students can select films that they wish to study. Teacher supervision and discretion is advised as not all short films are age rated.

<https://www.scoilnet.ie/uploads/resources/37785/37588.pdf>

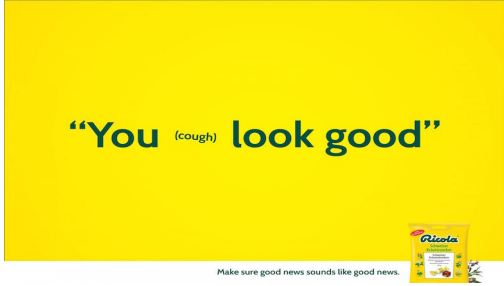

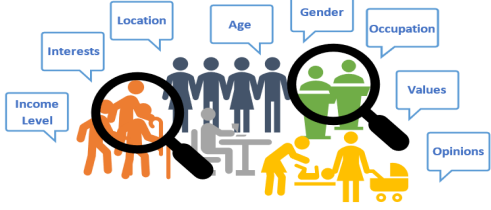

Students as Filmmakers



Irish websites which provide support, advice and technical training to help guide students and teachers through the filmmaking process. Some provide access to filmmaking competitions and opportunities for screenings.





<https://www.scoilnet.ie/uploads/resources/37786/37589.pdf>


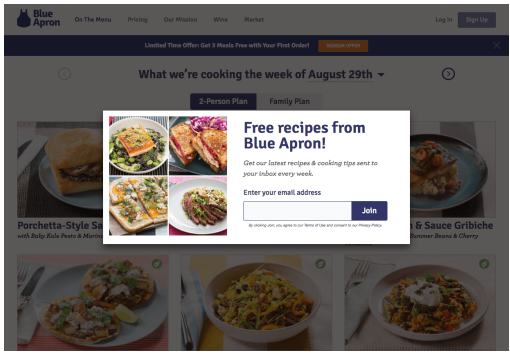
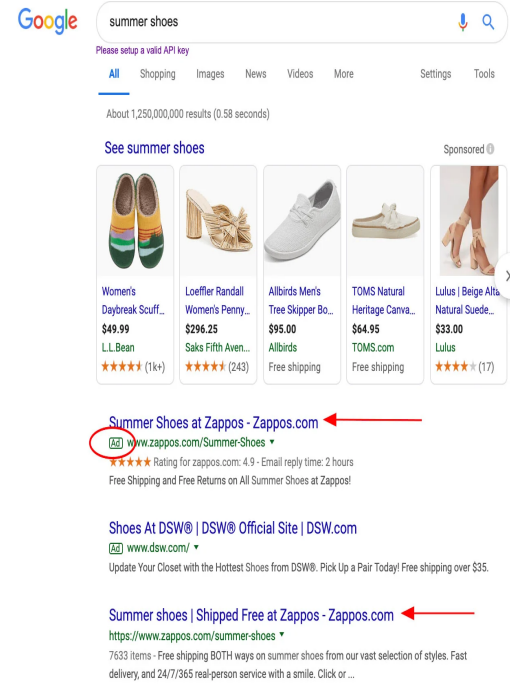
Session 3: 2.00 - 3.30





Advertising Glossary

Term	Explanation	Example
Copy	The text on an advert.	 <p>“You (cough) look good”</p> <p>Make sure good news sounds like good news.</p>
Font	The choice of typeface for the text.	
Audience	The targeted group of people who will look at the advert.	<p style="text-align: center;">Target Audience Analysis</p>  <p style="text-align: center;"><small>Image: AGS, Airiodion.com</small></p>
Representation	The decisions that have been made to create messages about the product via body language, model chosen, costume, etc.	

<p>Slogan</p>	<p>Line of copy which encapsulates the product. Designed to be memorable, often are a play on words. I'm lovin' it', 'Have a Coke and a smile', 'Every Little Helps', 'Melts in your mouth, not in your hand'.</p>	
<p>Logo</p>	<p>A symbol or other small design adopted by an organisation to represent its products eg. McDonald's 'golden arches'.</p>	
<p>Endorsement</p>	<p>Advertisers use celebrities to endorse products, for example, Gareth Bale and Lucozade. Ordinary people often used to endorse goods such as washing up liquid or washing powder.</p>	
<p>Unique Selling Point (USP)</p>	<p>The promotion of a unique selling point, for example, the secret chicken recipes for KFC and Coca Cola or the 'snap, crackle and pop' of Rice Krispies.</p>	

<p>Persuasive language</p>	<p>Language used to make the product seem more desirable than it really is.</p>	
<p>Hard sell</p>	<p>Hard sell is short, loud and concise telling you the price of the product and why you need it.</p> <p>webuyanycar.com TV ...</p>	
<p>Soft sell</p>	<p>The soft sell promotes an associated lifestyle. The audience may be wondering what the product is right up until the final image. Often used for perfume/aftershave ads, Kiera Knightly in Dior, for example.</p>	
<p>Sensationalism</p>	<p>Using attention-grabbing tactics designed to provoke strong emotions to promote a brand or product. Red Bull 'gives you wings', for example.</p>	

<p>Technical codes (inc audio codes)</p>	<p>Pacing, camera angles, editing, audio- jingles. Fanta using a close up, for example.</p>	
<p>Pop-ups</p>	<p>Adverts that appear when using a specific web page - often competition related and offer prizes or discounts.</p>	
<p>Search engine marketing</p>	<p>Companies often pay search engines to have their market presence rank higher on search results to increase the visibility of their products.</p>	

<p>Influencers</p>	<p>Companies offer free products to vloggers or bloggers such as Kylie Jenner who test and talk about the products with their audience via social media channels.</p>	
<p>Web banner</p>	<p>Adverts placed on a website and if you click the banner, you are redirected to the advertisers website.</p>	
<p>Testimonial</p>	<p>A statement or recommendation from a customer about how a product has benefitted them.</p>	
<p>Repetition</p>	<p>Advert shown a number of times to keep a brand or product at the front of consumer's minds (build brand familiarity).</p>	

Adapted from Hendry, S. & Stephenson, E., *Media Studies*, 2017, Illuminate Publishing.

CRITICALLY ANALYSE ADVERTISEMENTS

AUDIENCE

Who is the target audience for this advert or product?

How do you know the advert is targeted at this audience?

Are hard sell techniques used to target the audience (short, loud information telling you why to buy the product)?

Are soft sell techniques used to target a specific audience (promotion of a lifestyle)?

TECHNIQUES

Is repetition used to sell the product?

Are testimonials used to sell the product?

Is the advert sensationalist?

If you click on the advert are you redirected to the advertisers website?

Is a social media influencer being used to promote a product ?

Is the advert overt or covert ?

CRITICALLY ANALYSE ADVERTISEMENTS

LANGUAGE

Copy: what text is in the advert?

Font: what font is used?

Slogan: Is there a slogan ?

Logo: is a logo used?

How is the language used to persuade you to buy the product?

REPRESENTATION

What decisions have been made to create a message about the product?

Is the model chosen for the advert male or female? Why?

What does the clothing suggest about lifestyle, age, social status associated with the product?

How does the camera angle used help to portray the product (close up, zoom, panning, panorama)?

How does the music help to sell the product?

Tri-pie graphic organiser for analysing advertisement

1. What is being sold?
2. What techniques are being used?
3. Is the advertisement successful and why/why not?



Planning a unit of learning Module 3: Communication in media

Unit learning outcome(s):

Your three LCA students and class profile:

Prior knowledge:

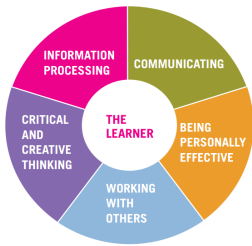
Learning activity/activities:

Success criteria:

Transdisciplinary links to other LCA subjects:

Opportunities for effective use of questioning:

Skills activated:



Reflection

From my learning in this seminar I intend to start.....(please note down reflections and action steps for your LCA classroom)

Useful Websites

<https://www.webwise.ie/media-smart/>

https://ncca.ie/media/4107/learning-outcomes-booklet_en.pdf

<https://www.shortoftheweek.com/>

<https://www.screenireland.ie/promoting/gallery>

<https://ifiarchiveplayer.ie/after16/>

<https://freshfilm.ie/call-me/>

<https://www.walkinmyshoes.ie/campaigns/frame-of-mind>

<https://www.youth.ie/documents/nyci-arts-programme-digital-filmmaking-handbook/>

<https://curriculumonline.ie/getmedia/a1204bb8-a22c-4b9f-8465-061915fca707/L2-Enterprise-in-Animation-Dec-19.pdf>

<https://ifi.ie/wp-content/uploads/2018/02/JC-Short-Course.pdf>

https://ncca.ie/media/2540/moving_image.pdf

<https://wft.ie/>

www.digitalstories.ie

<http://thefilmSPACE.org/teachingtrailers/2019/>

<https://firstcutfilmfestival.com/>

<https://deckofbrilliance.com/>

<https://ifiarchiveplayer.ie/>

<https://ifiarchiveplayer.ie/adverts/>

<https://www.pdst.ie/sites/default/files/Language%20to%20support%20Discussion%20%286%29.pdf>

www.pdst.ie/sites/default/files/Critical%20Literacy%20%283%29.pdf

