



Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

[pdst.ie](http://pdst.ie)  



An Roinn Oideachais  
Department of Education

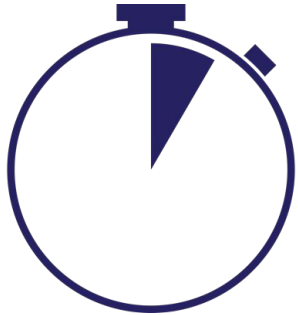
# LCA English and Communications

## Day 5

## Session 1

# Registration

## Clárú



**PDST** | An tSeirbhís um Fhorbairt | Ghairmiúil do Mhúinteoirí  
Professional Development | Service for Teachers

### SEMINAR

#### Post-Primary Seminar

Teacher Attendance at CPD for Primary seminar.

Please take 5 minutes to complete the following registration form.

eilismagner@pdst.ie [Switch accounts](#)

**\*Required**

**Email \***

Your email address

**Full Name(as will appear on certificate) \***

Your answer

**Your Teaching Council Number \***

Your answer

**Your Roll Number \***



Please take time to complete each question accurately. Information provided is used to generate a certificate of attendance.

**This form will close at 2pm**

# 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

Examined and become familiar with the learning outcomes of Module 4

Explored approaches to support students in engaging critically and creatively with poetry and song

# Overview of the Seminar

## Session 1

Review of Leaving Certificate Applied  
Introduction to Module 4: Express yourself  
Critical vocabulary: song and poetry

Tea/Coffee Break

## Session 2

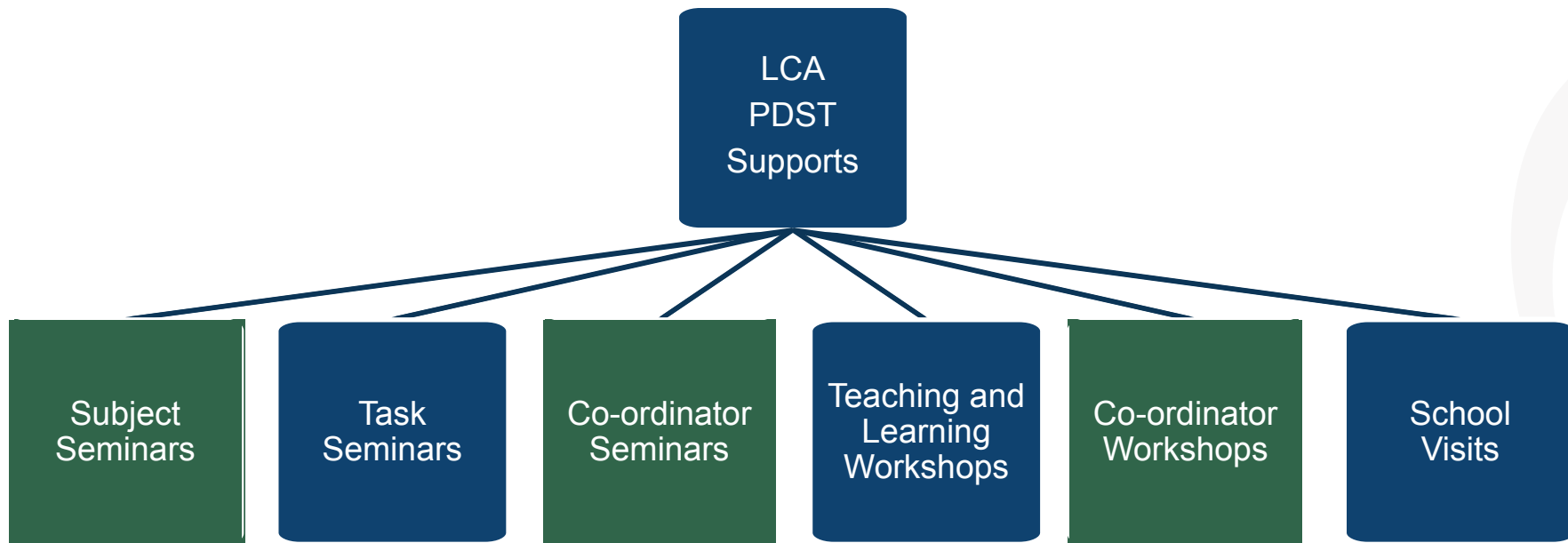
Planning learning outcomes based units of learning  
Developing a personal response to song, poetry and drama  
The features and terminology of song, poetry and drama

Lunch

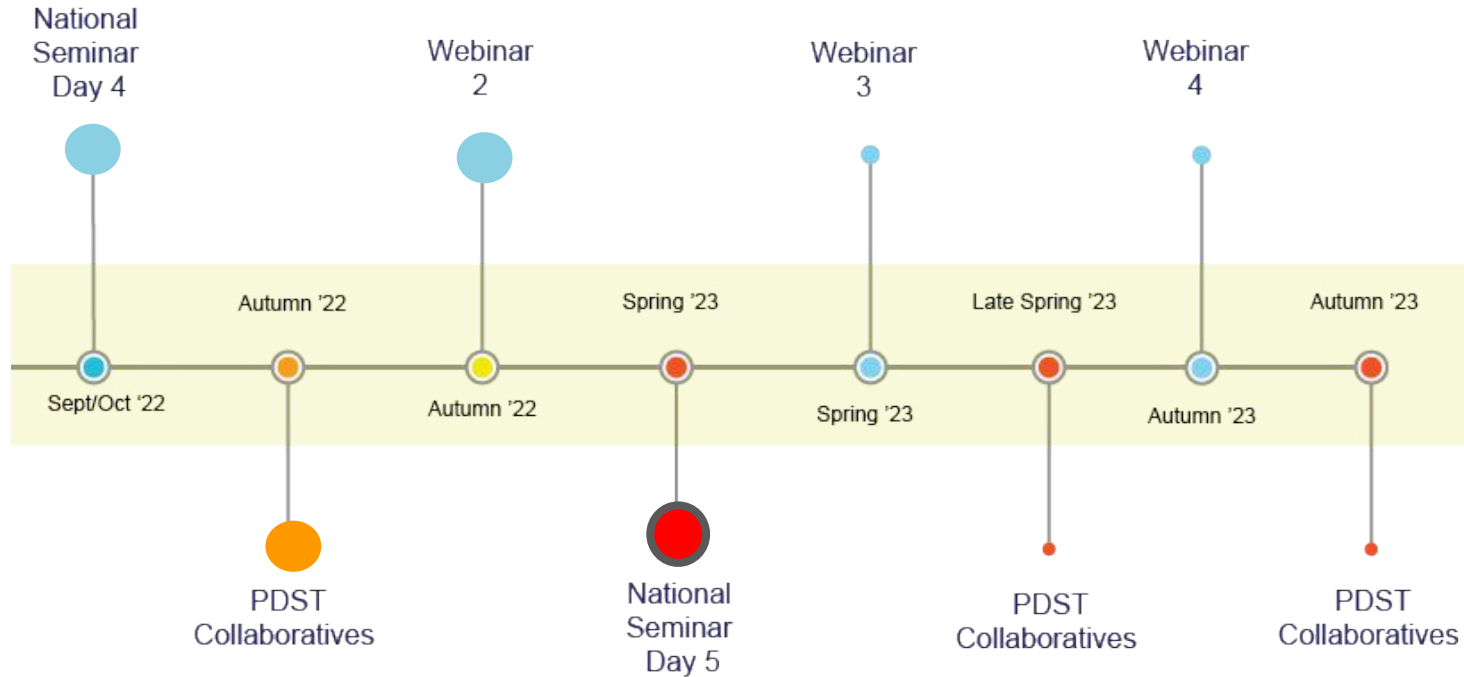
## Session 3

Supporting students to express themselves  
Carousel of stimuli  
Reflection on LCA English and Communications

# LCA Supports provided by PDST



# CPD for the revised module descriptors



Leaving Certificate Applied Subject Specification CPD

# What do you hope to get from today's seminar?



# Key messages

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

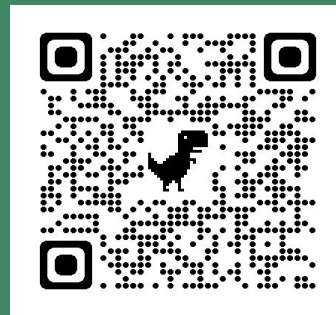
LCA subjects support the use of a wide range of inclusive, differentiated, experiential teaching and learning approaches

The use of a critical vocabulary is essential when analysing drama, poetry and song and supports students in experiencing each art form

Engaging with LCA English and Communications supports students in expressing themselves creatively



# Link to resources for today's seminar



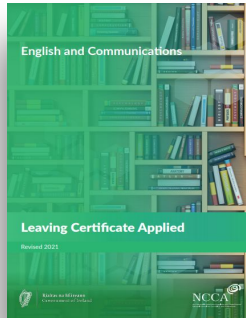
# Module 4 Express yourself

## Reflect:

What is suggested to you by the Module title, 'Express yourself'?

## Feedback:

Focusing on the title 'Express yourself', what is the purpose and aim of this module?

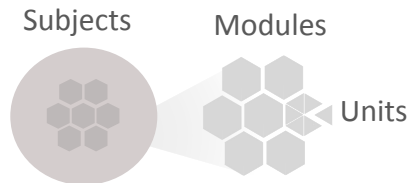
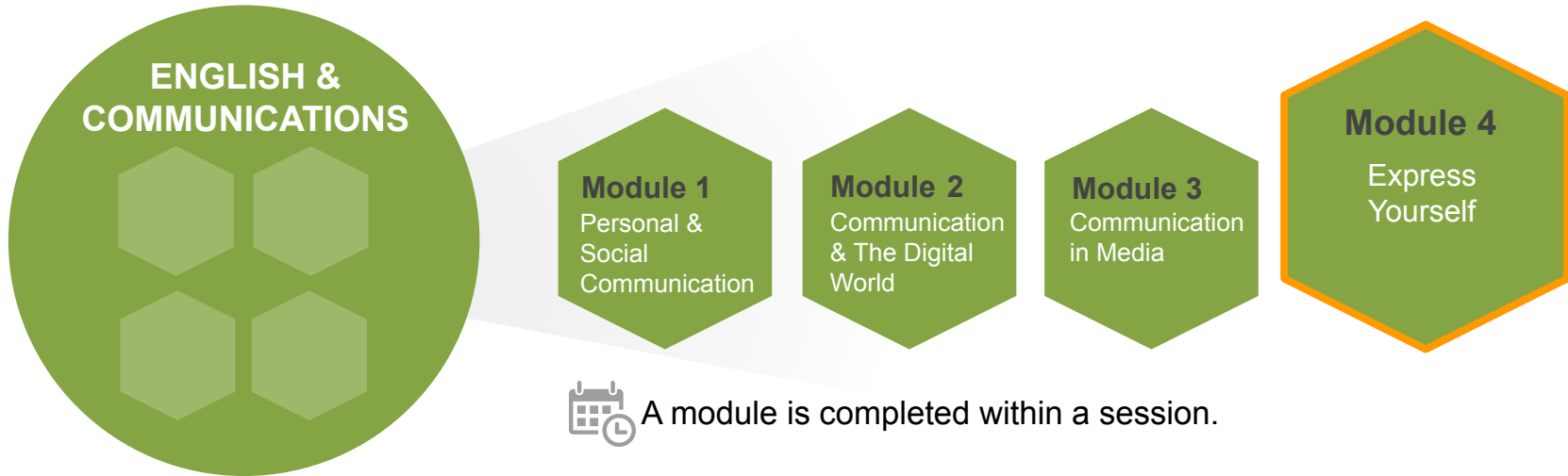


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# Modules in LCA English and Communications

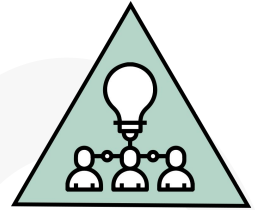
There are **four** modules to be completed sequentially in English and Communications in the Leaving Certificate Applied programme



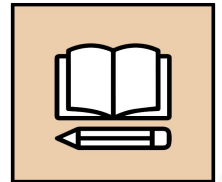
# Promoting learner participation



# Creative thinking



ACTIVITY



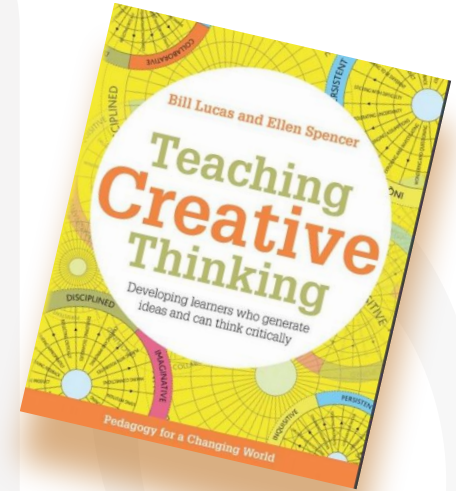
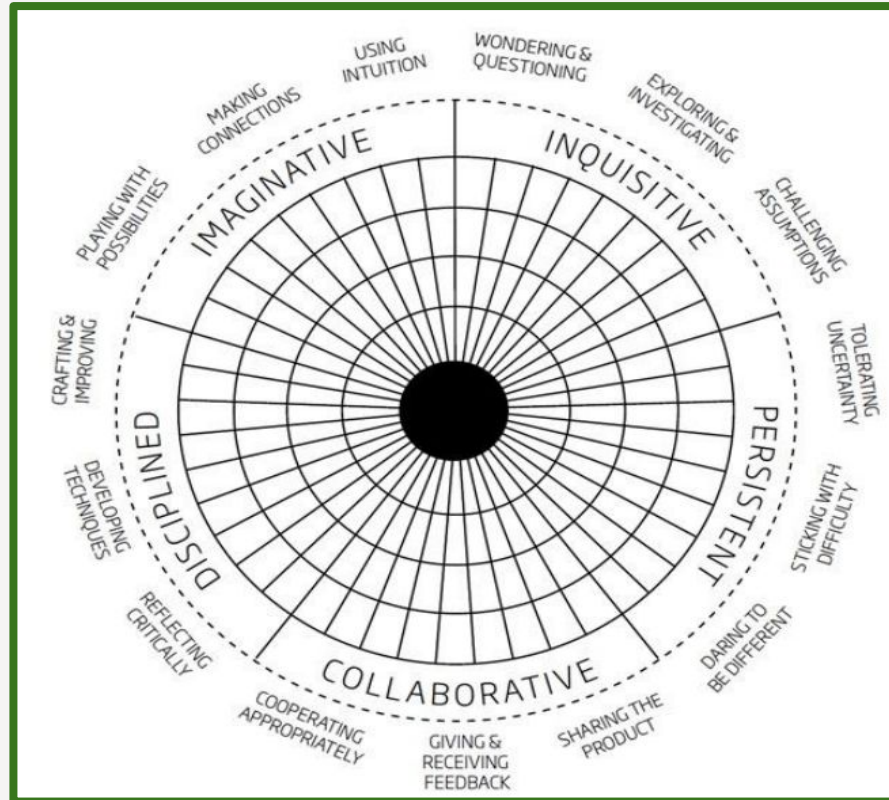
WORKBOOK

# Five Dimensional Model of Creative Thinking



RESEARCH

OECD Publishing



# Building on key skills from junior cycle



LCA English and Communications builds on Junior Cycle English learning. Junior Cycle learning outcomes emphasise the students' **growing sense of the writing process**, their **awareness of audience** and their growing ability to **make links** between texts they study. (NCCA, 2018).

# Creative youth



Clár Éire Ildánach  
Creative Ireland  
Programme  
2017-2022



Creative Clusters is an initiative of the Creative Youth Plan.

Clusters of schools can work together

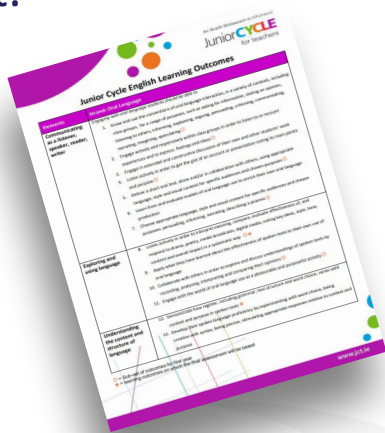
€3,000 per school over two years



# Learning outcomes from junior cycle to senior cycle

## JC English

LO 4: Use an appropriate critical vocabulary while responding to literary text.



## LCA English and Communications

Unit 1 LO 2: Apply critical vocabulary to exploring themes and emotions





# Module 4: Express yourself

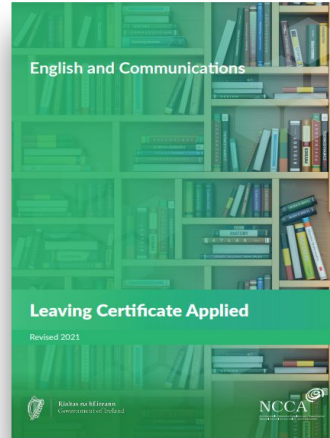
## Units

Unit 1 Song

Unit 2 Poetry

Unit 3 Drama

Unit 4 Reflection



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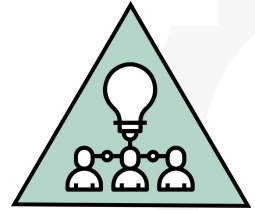
‘Learning outcomes provide the building blocks for teachers to plan their teaching, learning and assessment.’

*NCCA Focus on Learning Outcomes p.6*

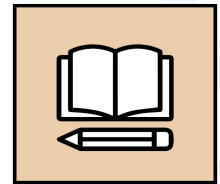
Module



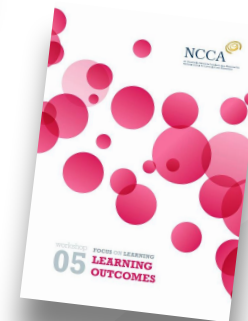
Units



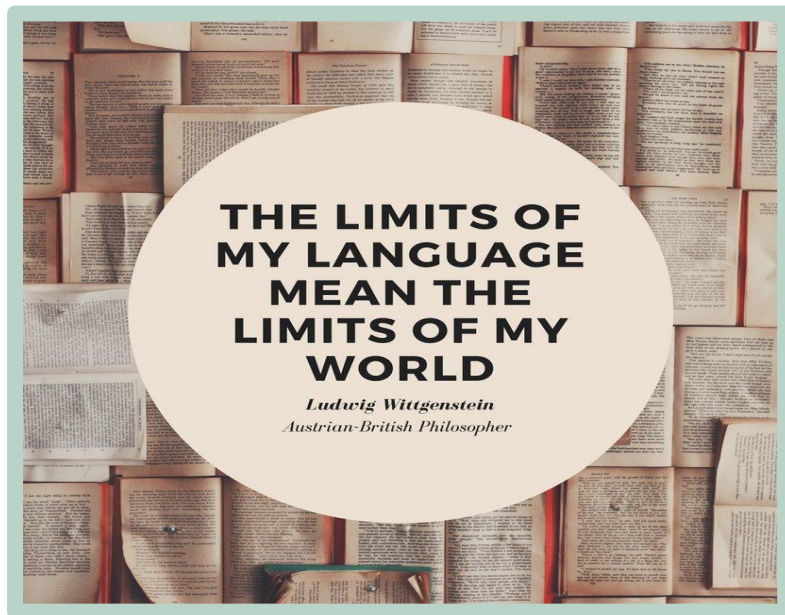
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# Vocabulary expansion



Module 1 : Personal and social communication

Module 2: Communication and the digital world

Module 3: Communication in media



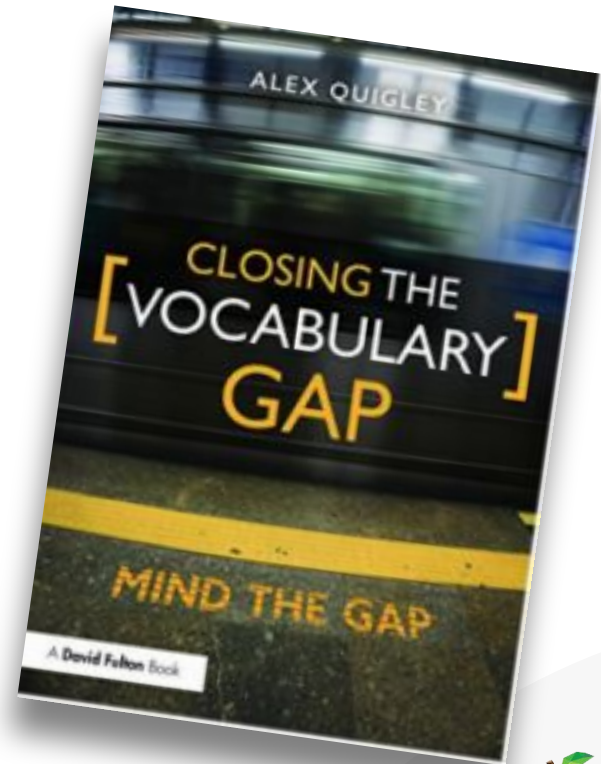
# Vocabulary expansion

Learning outcomes:

LO 1.1: List and explain techniques such as rhythm, beat..

LO 2.1: Apply the critical terminology....

LO 3.1: Define and characterise critical vocabulary....



# Explicit vocabulary instruction

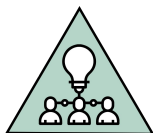
## Tier 2

High frequency words, found in many content areas

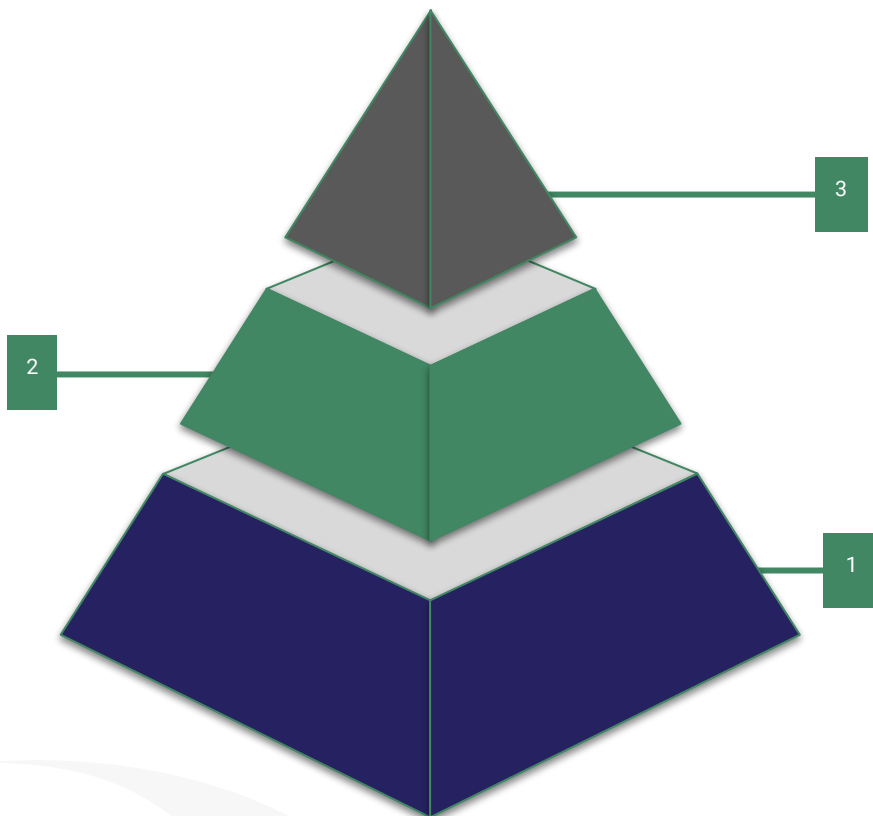
Found less frequently in conversation



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## Tier 3

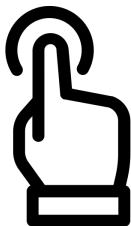
Low frequency words

Limited to specific topics/domains

## Tier 1

Words of everyday speech, familiar to most students

# Explicit vocabulary instruction



Created by The Icon Z  
from Noun Project

Prior to reading or writing, carefully **SELECT** critical words that need to be taught to ensure student success.



Created by The Icon Z  
from Noun Project

**EXPLAIN** the word using a student friendly definition and provide meaningful examples of the word used in context.



Created by Ranah Pixel Studio  
from Noun Project

**EXPLORE** the word using Frayer diagrams, semantic mapping, or through a morphemic / etymological analysis.



Created by Adrien Coquet  
from Noun Project

**CONSOLIDATE** student understanding by recalling the word, through word walls, monitoring apps or guides, and by integrating it into classroom dialogue.

(Quigley, 2018)



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# LCA English and Communications

## Session 2

# Applying critical vocabulary

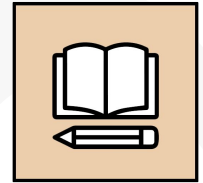

**Song**



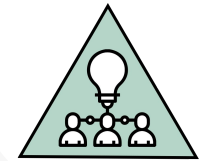
**Poetry**



**Rap**



**WORKBOOK**



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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

Examined and become familiar with the learning outcomes of Module 4

Explored approaches to support students in engaging critically and creatively with poetry and song

# Reflection



Is there an overall theme to the jigsaw activity? What is the overall theme?

Consider over break what theme you might use with your students?

## Session 2

**By the end of this session participants will have:**

Considered planning approaches to Module 4 Express yourself

Had an opportunity to collaboratively explore supports for students in responding to song, poetry and drama

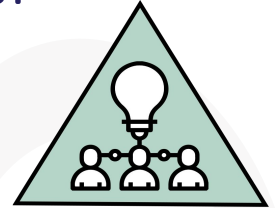
Explored the features of drama

Collaboratively planned a unit of learning

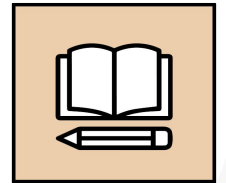
# Planning a unit of learning

How do you plan units of learning for LCA English and Communications?  
What are the essential elements?

How do you plan in order to develop students' critical and creative thinking skills and capacities?



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# Responding to poetry

LO 2.3 Respond personally to a poem...

LO 2.2 Critically analyse a selection of poetry...

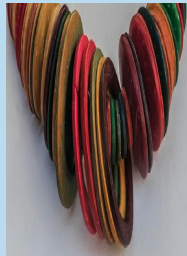
LO 2.1 Apply critical terminology...

Select  
Explain  
Explore  
Consolidate

Sentence  
starters

Self  
question  
strategies  
for  
writing

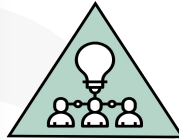
Images



*For Our Mothers, Felicia Olusanya*  
Leaving Certificate OL, 2023



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# Working with a range of texts

Which quotation strikes you most?

What is happening in it?

What features are evident?

Present a reading of one quote

## Key Assignment 2

Compose a poem, song or rap on a topic that means something to you.

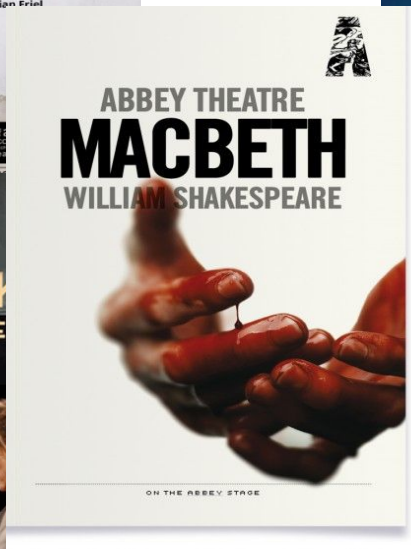
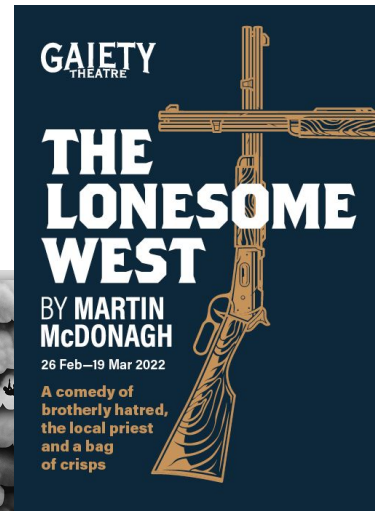
'Those that I fight I do not hate  
Those that I guard I do not love'

'If love was jazz  
I'd be dazzled  
By its razmatazz'

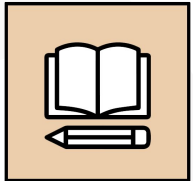
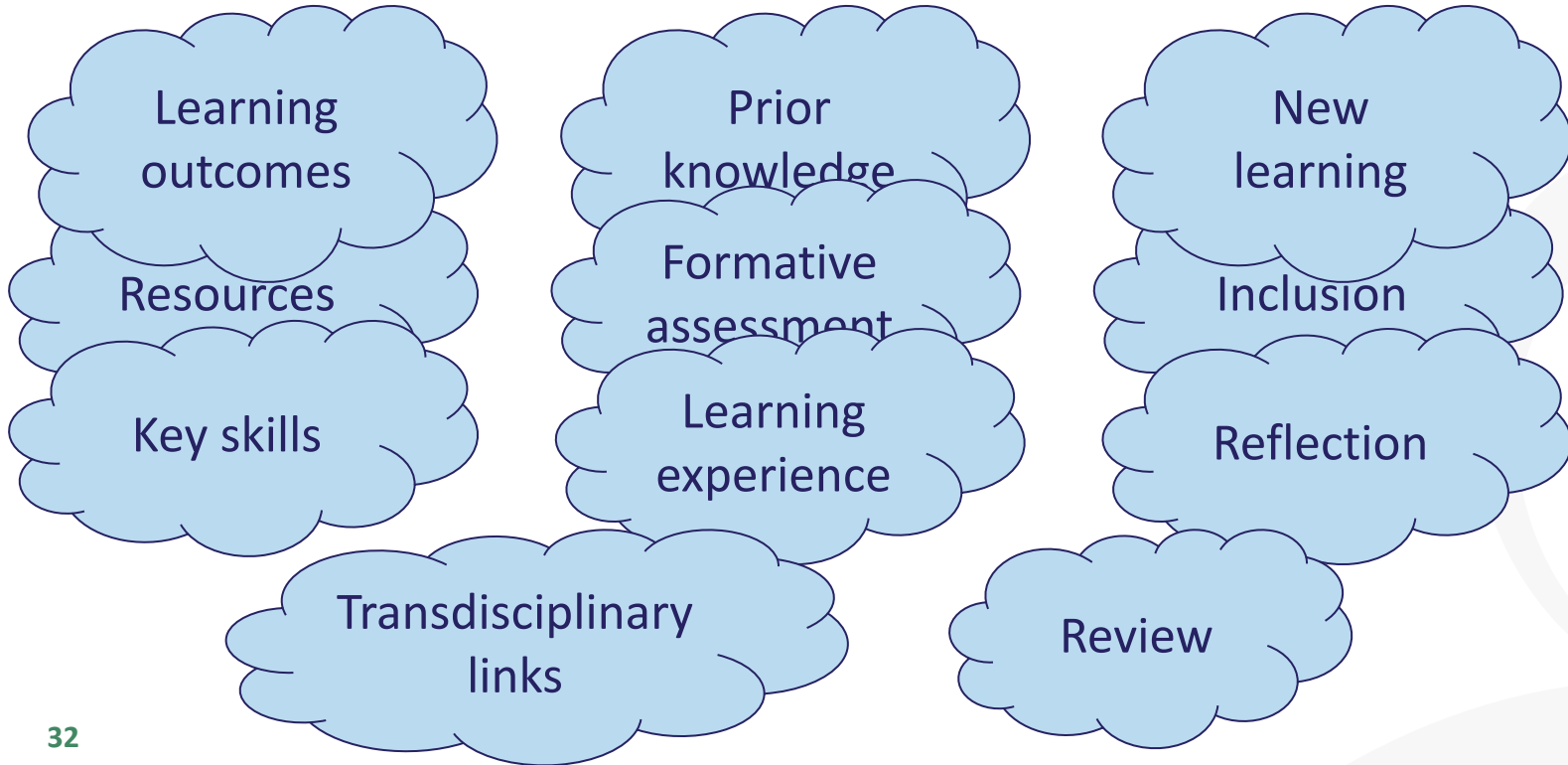
'A road, a mile of kingdom. I am king  
Of banks and stones and every blooming thing.'

'Divorce me, untie or break that knot again  
Take me to you, imprison me,'

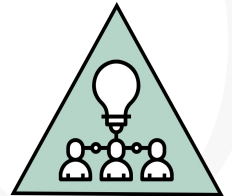
# Planning to explore the features of drama



# Planning a unit of learning



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## Session 2

**By the end of this session participants will have:**

Considered planning approaches to Module 4 Express yourself

Had an opportunity to collaboratively explore supports for students in responding to song, poetry and drama

Explored the features of drama

Collaboratively planned a unit of learning



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# LCA English and Communications

## Session 3

## Session 3

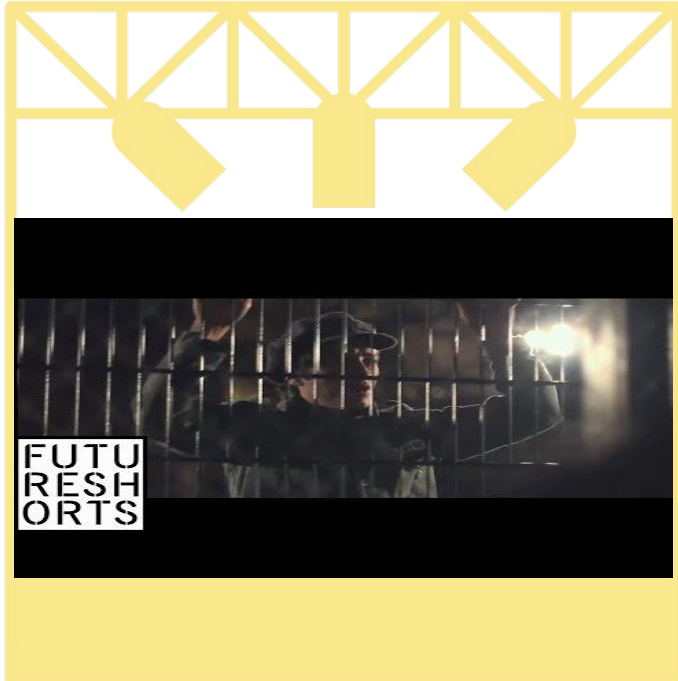
**By the end of this session participants will have:**

Explored the role of the teacher in supporting students to compare and evaluate drama on stage and film

Examined a range of stimuli in a carousel activity to support active student learning

Reflected on the key messages from today's seminar and the implications for your practice in your LCA classroom

# Working with drama extracts

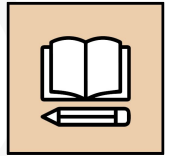


**LO 3.3 Compare and evaluate drama on stage and film**

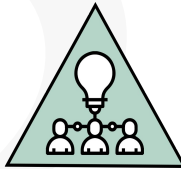
**LO 3.1 Define and characterise critical vocabulary...**

**LO 3.2 Explore the features of a drama...**

**LO 3.4 Appreciation and critique a live performance.**



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# Working with drama extracts

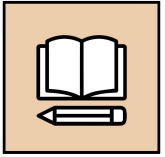


**LO 3.3 Compare and evaluate drama on stage and film**

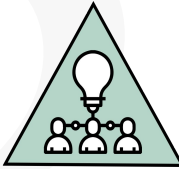
**LO 3.1 Define and characterise critical vocabulary...**

**LO 3.2 Explore the features of a drama...**

**LO 3.4 Appreciation and critique a live performance**



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**ACTIVITY**

# Create a brief performance

## Teacher guidelines

‘The performance could take the form of a puppet show, a voiced animation, an improvised role play, a radio play (complete with sound effects), a mime or a series of monologues.’

‘The emphasis should be on the experience of the art form rather than the pressures of performance’

English and Communications descriptor, p. 50

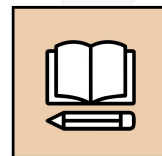


# Create a brief performance

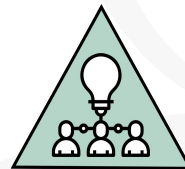


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English and Communications descriptor p.50



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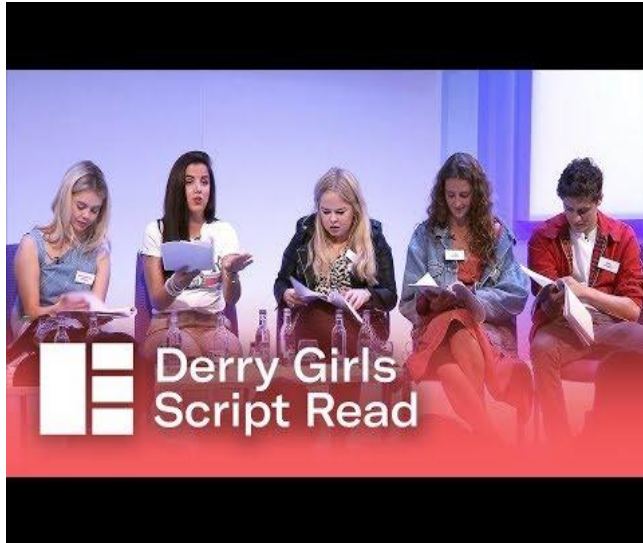


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Drama without the drama...



# Create a brief performance



Staged reading

What are the advantages of creating a staged reading with your LCA students?



Drama without the drama...



## LO 3.4 Appreciate and critique a live performance.

What opportunities are there in

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st

to

performance?

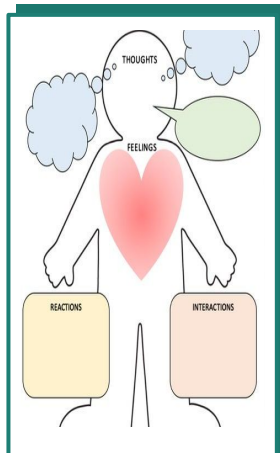
### Key Assignment 4.3:

Engage with a staged performance and present a review or report on the experience

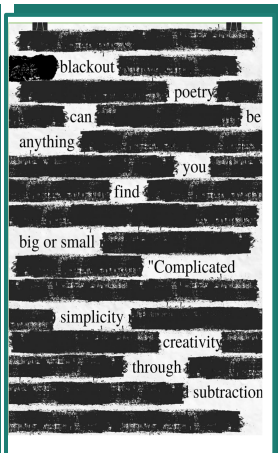
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# Stimuli to support planning for active learning



Role on the wall



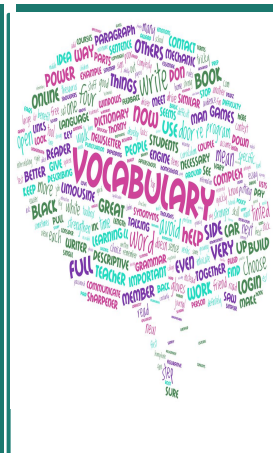
Blackout poetry



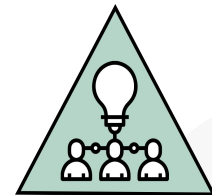
Mime or Voiceover



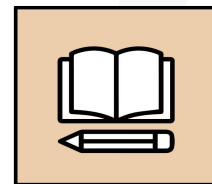
Shakespeare or Rap



Critical vocabulary



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# What is the teachers' role in supporting students learning experiences?



## Session 3

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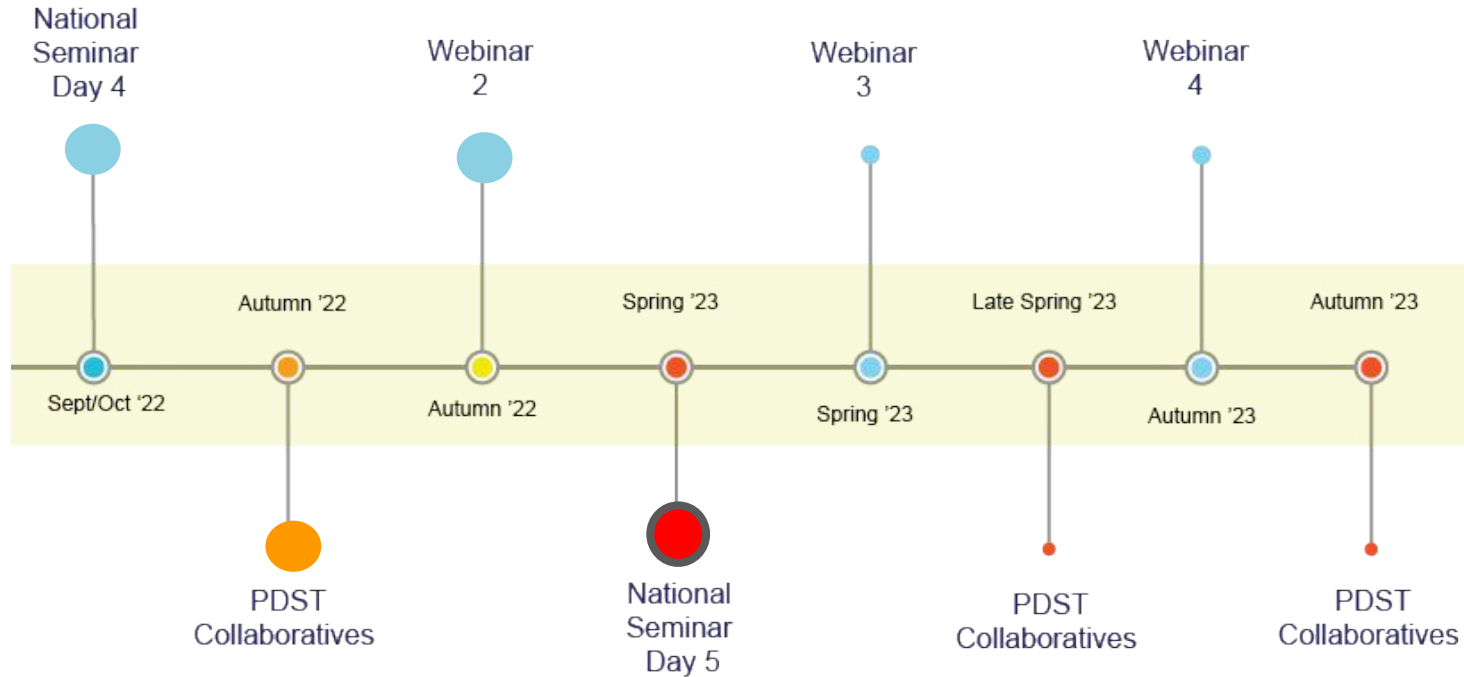
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Leaving Certificate Applied Subject Specification CPD

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# End of seminar