

# Subject vocabulary – Stage 6

## Creative Arts

### Sequence

To get the most from these resources they should be used as a teaching and learning sequence. One set of activities leads on to the next.

1. **Improve student writing through subject vocabulary (this document)**
2. Improve student writing through planning for writing ([DOCX](#) | [PDF](#))
3. Improve student writing through writing and feedback ([DOCX](#) | [PDF](#)).

### Learning focus

With these literacy activities teachers use content that they have planned in their teaching and learning cycle. For each literacy activity an example from Stage 6 Music 1 has been provided. The example provided is a model for teachers. Teachers create their own specific examples for their subject and class. Teachers can modify the learning intentions and success criteria to reflect their context.

### Syllabus outcomes

For each Creative Arts subject, relevant syllabus outcomes have been provided in the [Stage 6 Creative Arts syllabus links \(PDF 118 KB\)](#) document. However, for their own professional practice teachers are strongly advised to always refer to the syllabus documents on the [NESA website](#).

### Learning Intentions

- Students will become familiar with subject vocabulary.
- Students will increase understanding of specific vocabulary terms.
- Students will create and maintain their own glossary.

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## Success criteria

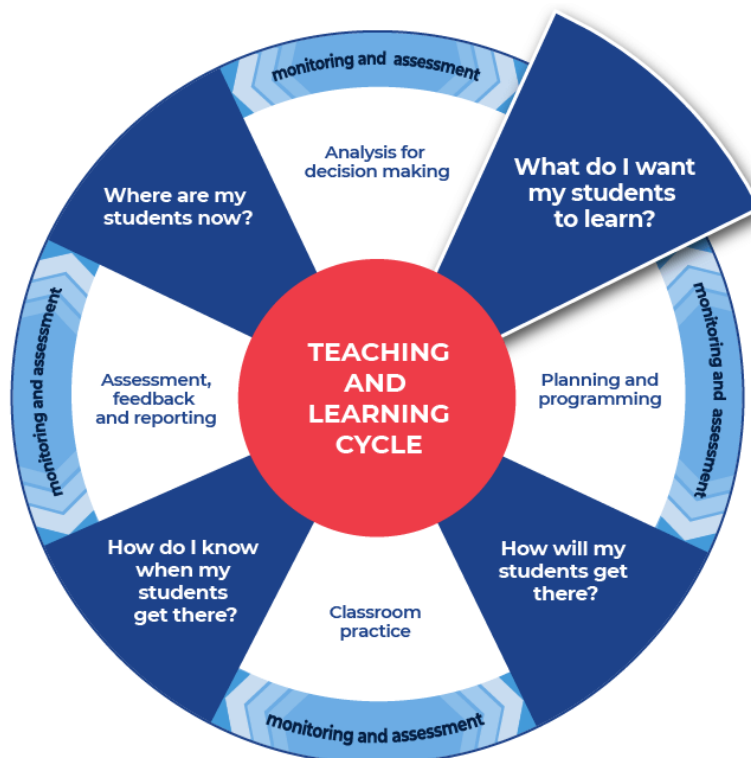
- Students are able to define terms that are specific to their subject.
- Students are able to effectively use terminology that is specific to their subject.
- Students are able to complete self-directed work.

## Teaching strategies

- [Activity 1: Select](#)
- [Activity 2: Explain](#)
- [Activity 3: Explore](#)
- [Activity 4: Consolidate.](#)

(Adapted from: Alex Quigley 'Closing the Vocabulary Gap' Routledge 2018)

# Activity 1: Select



## Required resources

Teachers choose a resource that they are currently using in class. It could be an article, video, website, textbook page, or other.

Teachers provide their students with access to the chosen resource.

Examples of resources are listed below:

- Specific pages or a chapter from a textbook.
- A video or TED Talk on the topic.
- NSW syllabus document, for example the [Creative Arts Stage 6 Syllabuses](#).
- [NESA Glossary of key words](#).
- For the Music 1 examples a specific text has been chosen: [Baroque Music Forms](#).

When selecting the text that you will work with, consider the text complexity and your reason for using that text. It is also important to read texts carefully before using them with students and pre-identify any terms or subject specific language that students may find challenging. Further information on text complexity can be found in the [National Literacy and Numeracy Learning Progressions, Literacy Progression, Appendices 6 – Text Complexity \(PDF 388 KB\)](#).

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## Instructions:

- Students engage with the text that the teacher has provided.
- Students select ten unfamiliar words that they do not feel confident they know the meaning of.
- Students write the words into a table or in their workbook.
- Teachers model their own example to share with students. An example from Music 1 has been included.

### Differentiation:

- Teachers could pre-select the ten words.
- Teachers could pre-select some of the words and then allow the students to select the rest.
- Teachers could alter the amount of words to be selected.
- Teachers could support comprehension by altering the font of the text to make it more readable and presenting the information in smaller sections.
- Teachers may want to use some pre-reading activities, such as: providing students with clues for [navigating the text](#), summarizing, [locating explicit information](#) and explaining specific terms that will appear in the text.
- Teachers may also read the text to students to allow them to hear the text, including the pronunciation of key terms.
- Teachers could use videos and other multi-modal texts to support learning.

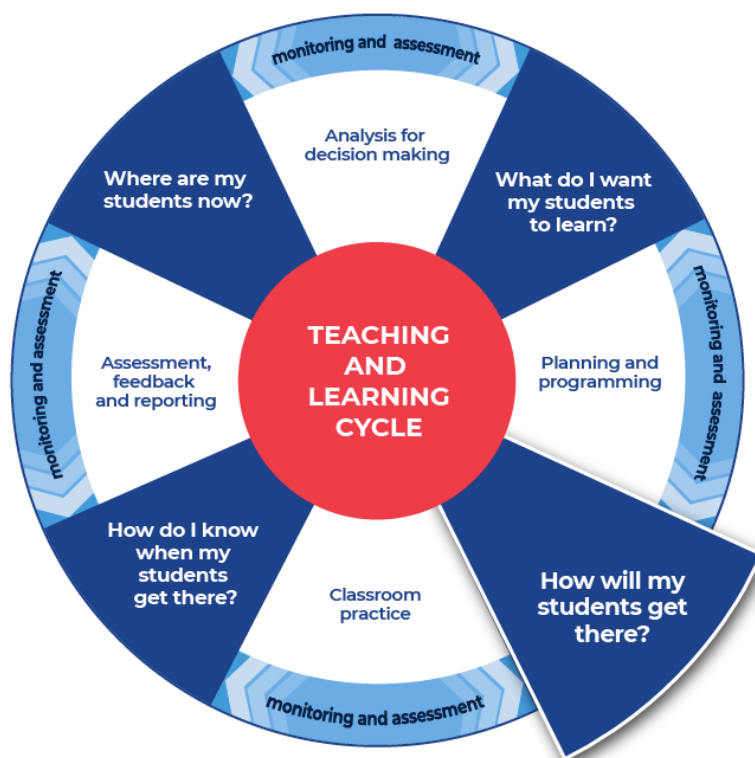
### Further support:

- An example from Music 1 has been provided using the text, [Baroque Music Forms](#).

## Example

<b>polyphonic</b>	<b>continuous</b>	<b>derives</b>	<b>ritornello</b>
<b>sonata</b>	<b>idiomatic</b>	<b>concerto</b>	
<b>era</b>	<b>characteristics</b>	<b>baroque</b>	

## Activity 2: Explain



### Instructions:

- Teachers replicate the example structure but for the text that their students are working with. Teachers provide their example to their students.
- Students research the formal technical definition for each of their words and write it in the table provided, or in their workbook. Students can use online or hard copies of dictionaries. Definitions could also be sought from the [NESA Glossary](#) or from a specific Creative Arts subject glossary and other sources as required.
- Students create their own informal 'student' definition for each word. It should be written in plain English. This is the way they might explain it to a friend.
- Students should write their informal definition in the table.
- Students will need to complete this task for all ten words.

### Differentiation:

- Teachers may provide the words and scaffold the definitions. For example, create mini cloze passages inside the definition spaces and provide a word bank for students.
- Teachers could supply the link to the online dictionary and students can write the definition in the table.

- Teachers could also encourage students to work together to create informal definitions first. Students could then source the formal definitions and refine their informal definitions. Students could work in pairs with a friend and then they should join their word lists together and complete definitions for twenty words.
- Modifications for EAL/D students may include explicitly teaching how to use the dictionary and support in choosing which definition is relevant to Creative Arts.
- Teachers could support students by discussing the word as it is used in the context of the sentence.
- Teachers could support students by discussing multiple meanings and that being literate, includes understanding that some words can have multiple meanings.

## Template

Word	Dictionary definition	Your definition
word	From name-of-dictionary: 'dictionary definition.'	Student definition.
...	...	...
...	...	...
...	...	...
...	...	...
...	...	...
...	...	...
...	...	...
...	...	...
...	...	...

## Completed example

This example has been filled in for teachers as a model.

Word	Dictionary definition	Your definition
polyphonic	From <a href="#">Merriam-Webster</a> : 'style of musical composition employing two or more simultaneous but relatively independent melodic lines'	Poly means many and phonic means voices. So polyphonic means many voices and in this instance means multiple melodic lines played simultaneously.
era	From <a href="#">Dictionary.com</a> : 'a period of time marked by distinctive character, events, etc.' 'the period of time to which anything belongs or is to be assigned'	A certain period of time in which specific things happened. Like there was a certain style or big event or way that people organised their lives.
sonata	From <a href="#">Merriam-Webster</a> : 'an instrumental musical composition typically of three or four movements in contrasting forms and keys'	A sonata is a song for instruments. It usually has three to four contrasting parts. A feature of a sonata is the use of call and response.

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## Activity 3: Explore

### Instructions:

- Teachers provide their own completed example and a template to their students.
- Students explore each word to deepen their understanding of the subject vocabulary.
- Students complete this task for all ten of their words.

### Differentiation:

- Teachers can choose between the two template options provided.
- Teachers could explicitly discuss with students if they know this word from another subject and if the meaning of the word is the same or different from the other class. This allows students to connect learning across KLAs.
- Students could find an image that represents this word.
- Students could use [graphic organisers](#) from the [Digital Learning Selector](#).

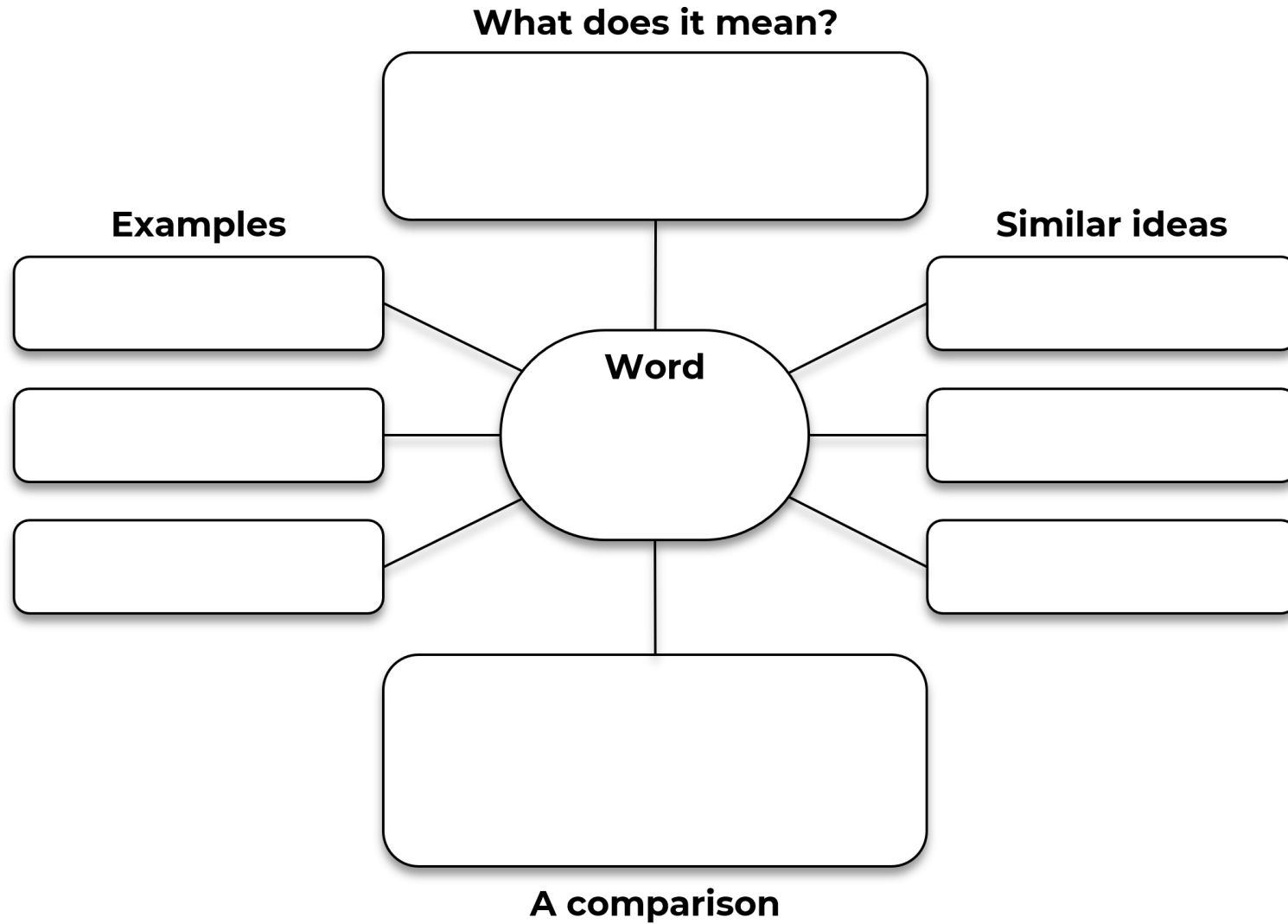
### Further support:

- Teachers model their own example to share with students. An example from Music 1 has been included.

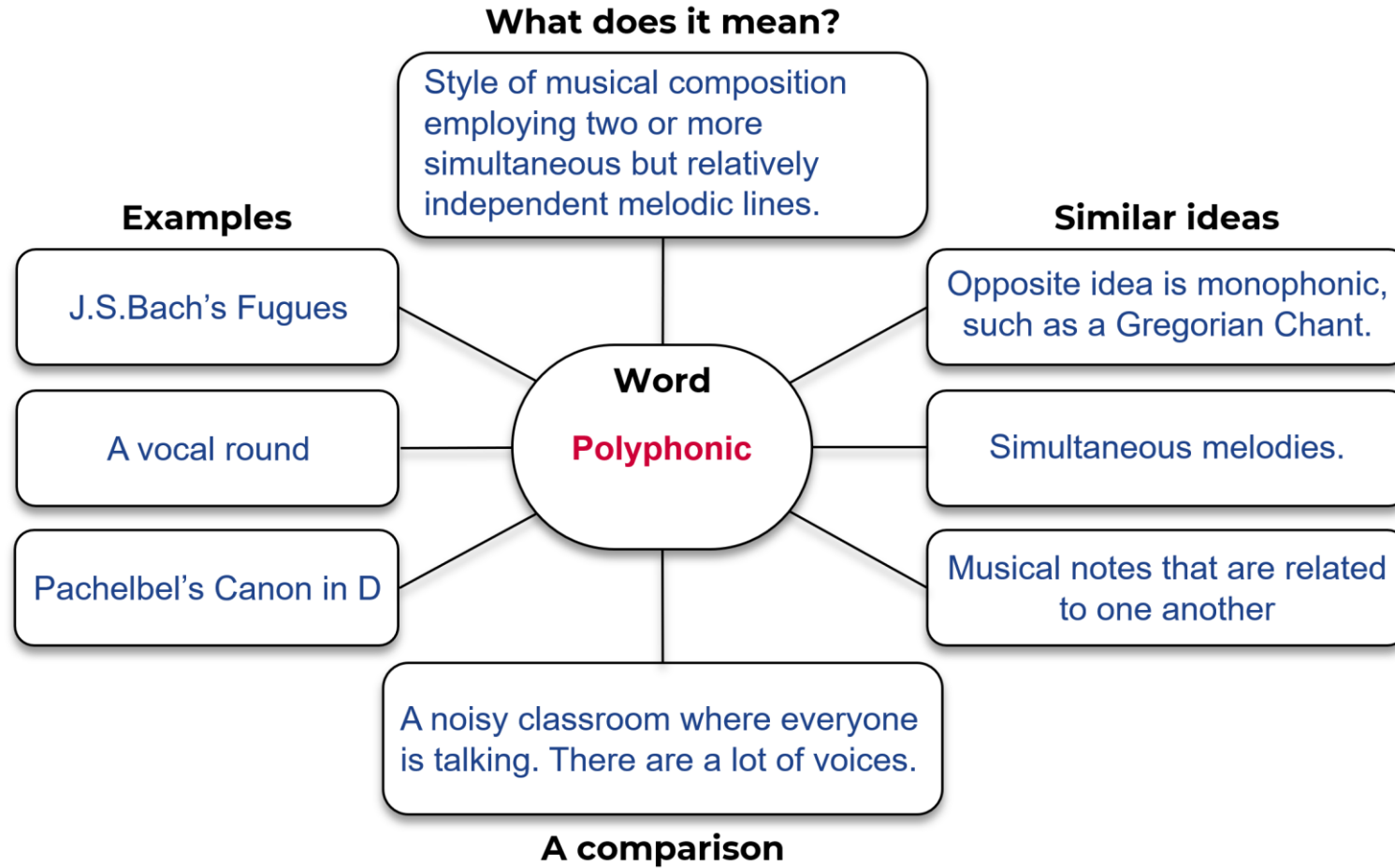


## Example 1

Template: Vocabulary Map



## Completed example: Vocabulary map



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## Example 2

### Template

Word: \_\_\_\_\_

Write the sentence, from the text, that contains the word.

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In the text, what are some other words associated with this word?

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Can you find an example, in the text, of a sentence that hints at the meaning of the word?

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Does the text make a comparison, or could you create a comparison?

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## Completed example

**Word:** polyphonic

**Write the sentence, from the text, that contains the word?**

‘The sonata is polyphonic and uses imitation or what we know as call and response.’

**In the text, what are some other words associated with this word?**

‘Sonata’ and ‘one or more instruments’ and ‘polyphonic and uses imitation or what we know as call and response.’ And ‘composers wrote specifically for instruments based on their musical characteristics.’ These words let us know that there is a musical conversation between notes and instruments.

**Can you find an example, in the text, of a sentence that hints at the meaning of the word?**

‘The sonata is polyphonic and uses imitation or what we know as call and response.’ Hints that polyphonic means some sort of conversation in the music.

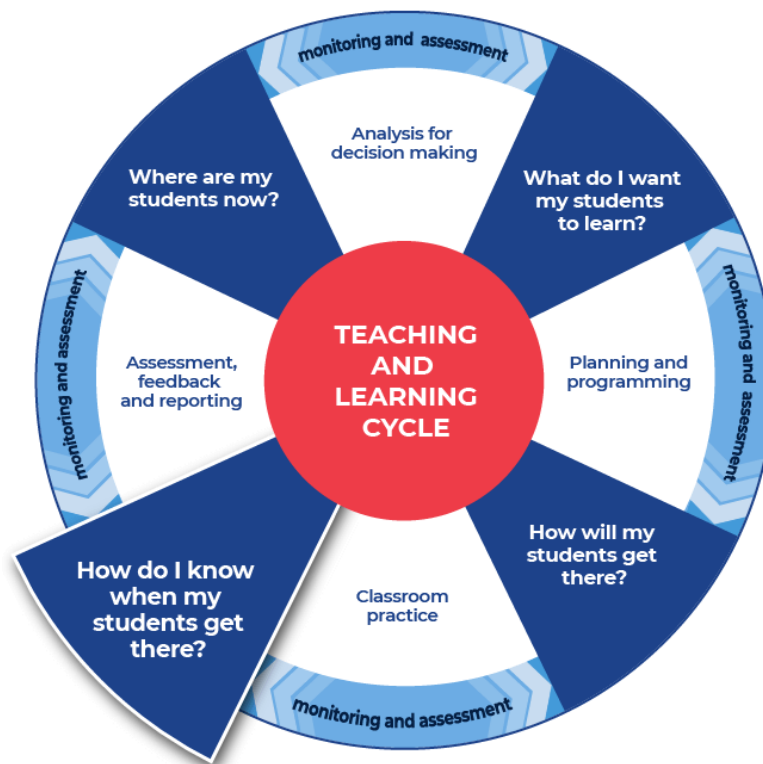
**Create your own sentence that includes the word?**

The song was polyphonic because the violin melody was responded to or answered by another set of related notes by the flute and then the two melodies were played simultaneously. It uses specific rules and patterns.

**Does the text make a comparison, or could you create a comparison?**

Polyphonic is like a noisy classroom where everyone is talking. There are a lot of voices.

## Activity 4: Consolidate



### Instructions:

- Students consolidate their subject vocabulary learning by creating a match-up worksheet.
- Students create a worksheet using the template provided by writing their ten words in the boxes listed down the middle of the worksheet.
- Students fill in the outer squares with their personal definitions of the words. They should ensure that they are out of order.
- Students provide the teacher with an answer sheet for the match-up that they create. The word and correct definition should be clearly indicated.
- Teachers swap student's match-up worksheet with a peer who aims to get ten out of ten as they attempt the worksheet.

### Differentiation

The teacher could:

- ask students to create a match-up worksheet using the template provided and write synonyms for their ten words in the boxes listed down the middle of the worksheet.
- split the class into two groups, half of the class has a word and half of the class has a definition, students move about the space and locate their word or definition

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- organise students into pairs to create flash cards or word webs, paper or online, this could incorporate selecting [graphic organisers](#) from the Digital learning selector
  - show students how to create a crossword - students use the words and definitions and then share their crossword with a peer
  - show students where and how to locate different texts or sources that demonstrate the different definitions of a word that they have explored. This supports the Williams Model of differentiation with the aspect of Organised Random Search.
  - explain the concept of a cloze passage and ask students to create cloze passages
  - provide students with space to create a word wall. This could be added to throughout the module
  - direct students to a specific template within the [Digital Learning Selector](#) and encourage them to organise and classify their new words
  - hold a [gallery walk](#), this enables students to showcase their new words to their peers.

Name of worksheet: \_\_\_\_\_

Student name: \_\_\_\_\_

Match-up the words with the appropriate definitions.

**Definitions**

**Words**

**Definitions**

Name of worksheet: \_\_\_\_\_

Student name: \_\_\_\_\_

**Answer sheet.**

**Definitions**

**Words**

**Definitions**



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This is the end of the activities for: **Improve writing through subject vocabulary**.

Teachers should move on to the next set of Creative Arts activities: **Improve student writing through planning for writing** ([DOCX](#) | [PDF](#))

## Additional vocabulary lesson resources

### Cohesion

Cohesion is defined as ‘that quality in a text determined by its parts being related and contributing to its overall unity. Cohesion is achieved through shaping the form, creating a structure that the responder can recognise and use to navigate the text ...’ ([English K–10 Syllabus Glossary](#)). For more ready-to-use teaching and learning activities on cohesion visit [HSC minimum standard – Cohesion](#).

### Learning Resource Hub

Evidence-based resources and tools are accessible to all schools via the [Learning Resources Hub](#) (staff only).

Teachers can use these resources to support integration of reading and numeracy instruction into teaching and learning programs.

### Question verbs

We have included a glossary of [question verbs and activities \(DOCX 80 KB\)](#) that are ready to use. These will get your students thinking about what the question is asking.

### Topic Vocabulary

For more ready-to-use teaching and learning activities on topic vocabulary go to [HSC minimum standard – Topic vocabulary](#).

### Vocabulary

For more ready-to-use teaching and learning activities on vocabulary go to [HSC minimum standard – Vocabulary](#).