Prifysgol Cymru
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Poetry in the Classroom

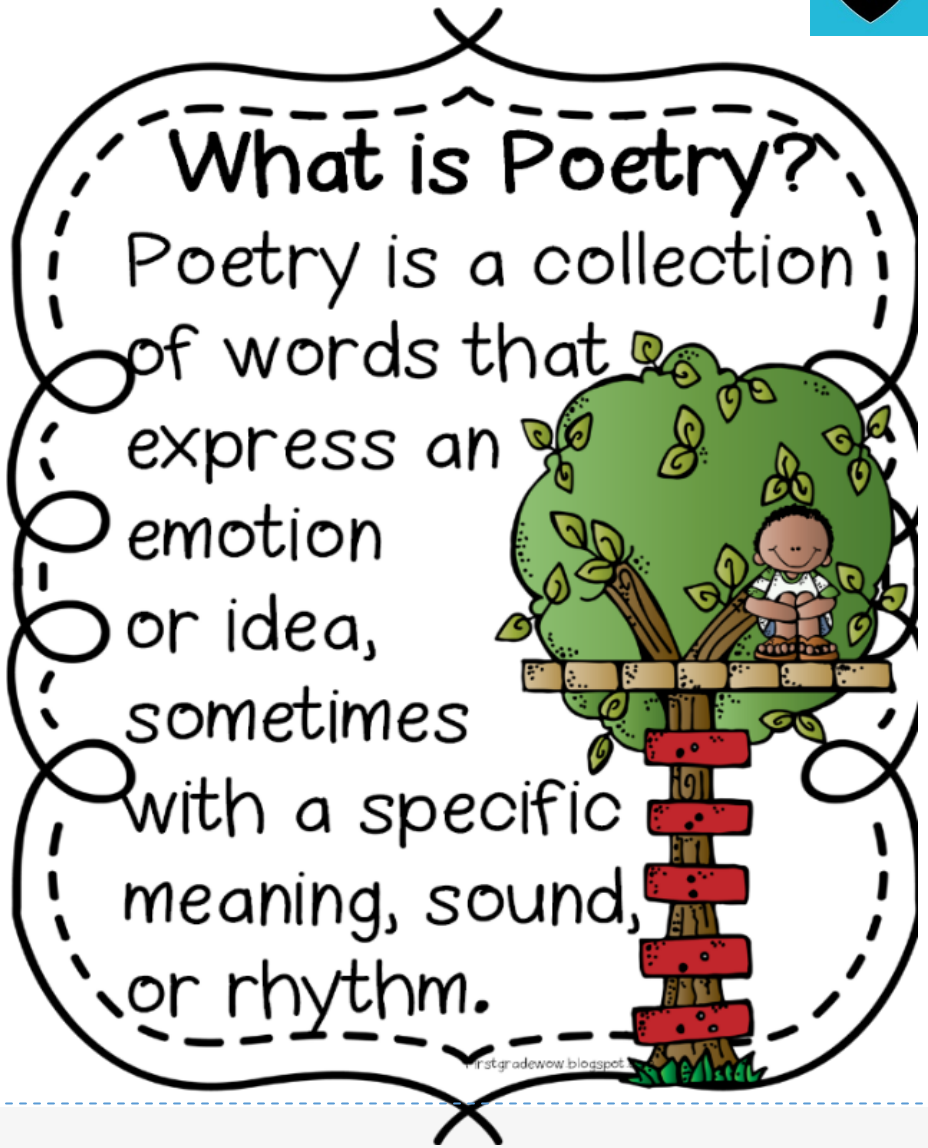
Professional & Pedagogic Studies:

Leading the Learning: what, how and why am I teaching?

ECAD5008

Language, Literacy & Communication

November 2023



Aims of this lecture

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	Aims
1	What is poetry?
2	Look at the old curriculum and the new framework.
3	Reading poems aloud.
4	Think about how we can develop children's love of poems by getting them to perform poetry – what are the characteristics of good poems for the classroom?
5	Prepare some poetry for performance.
6	Different forms of poetry – why they might be useful.
7	Writing a poem.

What is poetry?

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"Poetry is an art form in which human language is used for its aesthetic qualities in addition to, or instead of, its notional and semantic content. Poems frequently rely for their effect on imagery, word association, and the musical qualities of the language used."

www.poetry.org

The boring bits-
The fourth "What Matters Statement"

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Literature fires imagination and inspires creativity.

Literature expands horizons. It inspires and motivates us while also helping us to learn more about language.

The Languages, Literacy and Communication Area of Learning and Experience will provide learners with literary experiences that will engage their interest and imagination as readers, listeners, viewers, writers and creators. They will not only be enabled to appreciate a creator's craft but also to develop their own creative skills. They will experience and respond to a variety of literature that gives them insight into the culture, people and history of Wales as well as the wider world. Through this, as their understanding of their own and other people's experiences, beliefs and cultures is enhanced, learners will be helped to develop their ability to demonstrate empathy. This in turn will contribute to their emotional and mental well-being. In all, the experiences offered in this area of learning and experience will spark learners' imagination and creativity and help to build a lifelong love of literature.

The boring bits- The fourth "What Matters Statement"

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"Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected."

Welsh Government (2015) *English Programme of Study*

Literature fires imagination and inspires creativity

Welsh/English

Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
I can join in with familiar songs, rhymes, stories and poems. I can retell stories. I can respond creatively to the range of literature I hear, read or view.	I can listen to and remember poetry, drama and prose. I can retell stories creatively. I can use my imagination to respond to and adapt literature to create my own work.	I can comment on literature and make connections between what I hear, read and view. I can use my knowledge of writing styles and the features of different literary genres to create my own work.	I can explore a wide range of genres, experimenting with language choices and techniques for my own creative purposes.	I can engage with a wide range of literary genres in depth in order to explore and craft my own work.
I can use familiar words and phrases and experiment with newly-learned vocabulary.	I can use my imagination to create my own literature.	I can use my imagination and experiment with language to create my own literature.	I can use my imagination and experiment with different creative forms and techniques to create my own literature.	I can experiment with and craft my own literature.

Poetry Books

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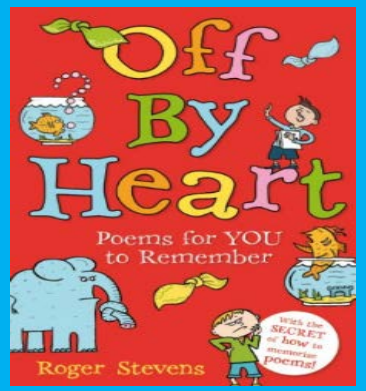
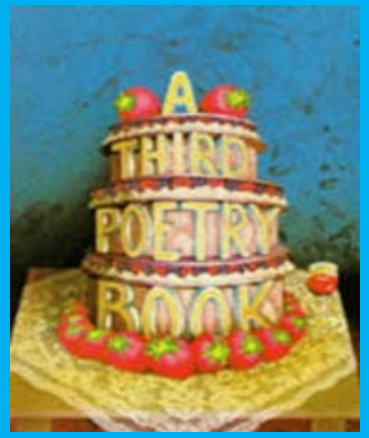
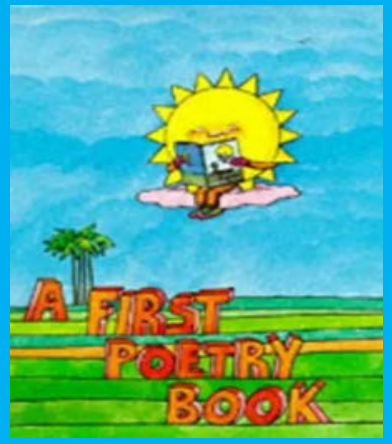
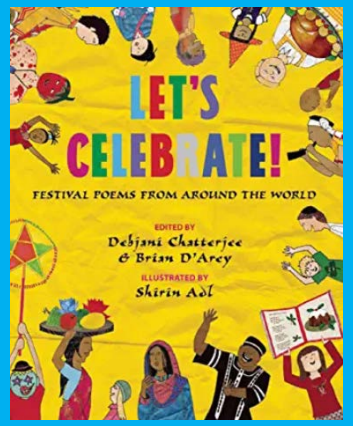
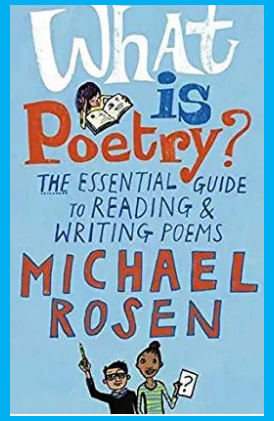
Some of my favourites

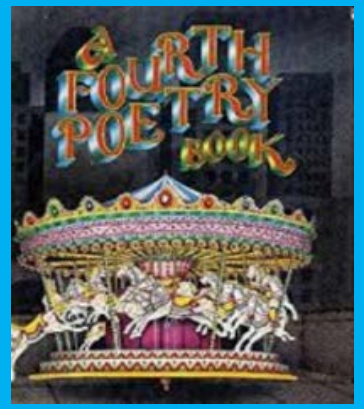


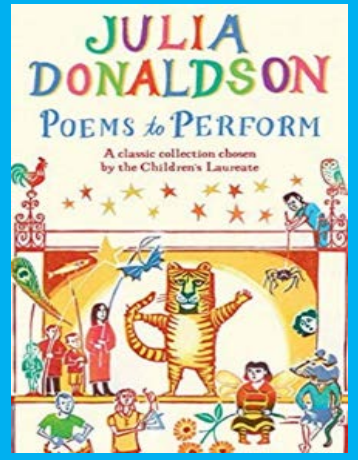


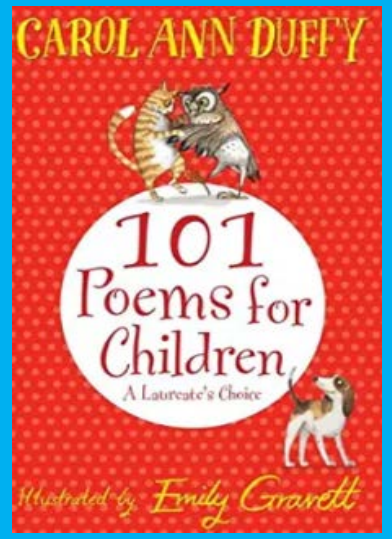


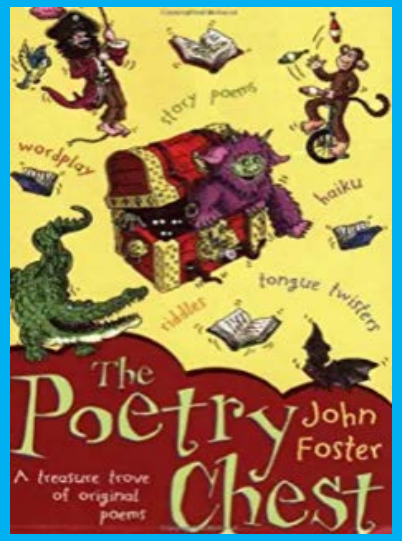












Reading Poetry

The Visitor

A crumbling churchyard, the sea and the moon;
The waves had gouged out grave and bone;
A man was walking, late and alone …

He saw a skeleton on the ground;
A ring on a bony hand he found.

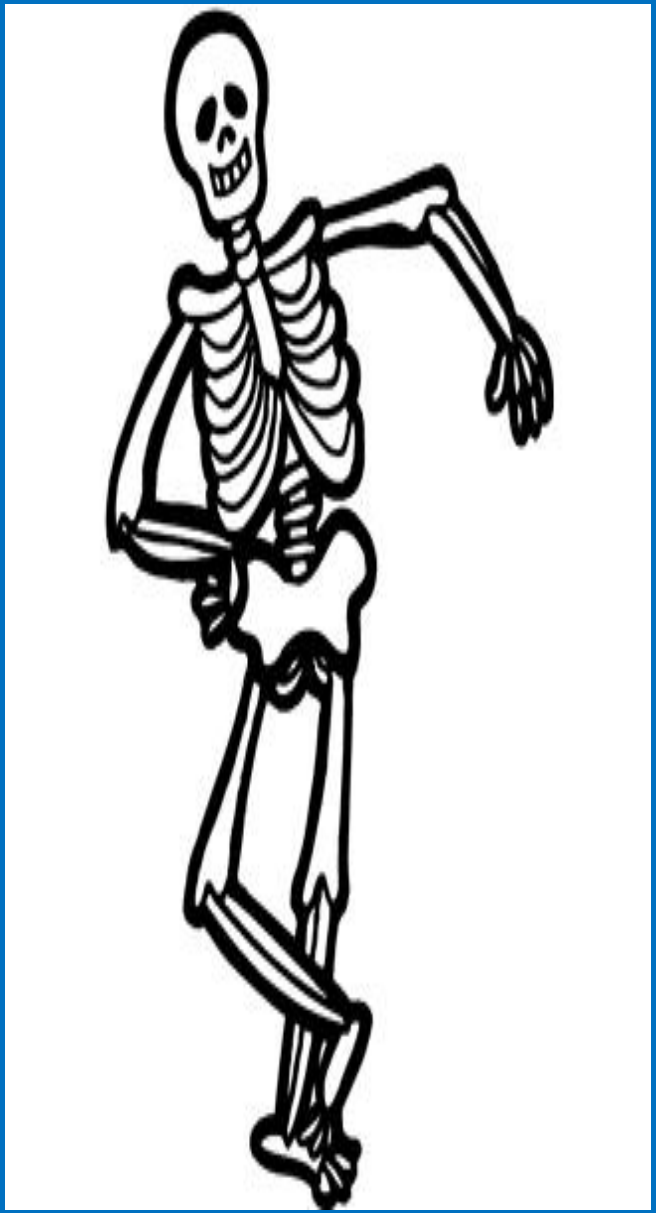
He ran home to his wife and gave her the ring.
"Oh, where did you get it?" He said not a thing.

"It's the loveliest ring the world," she said.
As it glowed on her finger. They skipped off to

At midnight they woke. In the dark outside,
"Give me my ring!" a chill voice cried.

"What was that William? What did it say?"
"Don't worry, my dear. It'll soon go away."

"



"I'm coming!" A skeleton opened the door.
"Give me my ring!" It was crossing the floor.

"What was that, William? What did it say?"
"Don't worry, my dear. It'll soon go away."

"I'm reaching you now! I'm climbing the bed."
The wife pulled the sheet right over her head.

It was torn from her grasp and tossed in the air;
"I'll drag you out of bed by the hair!"

"What was that, William? What did it say?"
"Throw the ring through the window! THROW IT AWAY!"

She threw it. The skeleton leapt from the sill,
Scooped up the ring and clattered downhill,
Fainter … and fainter .. Then all was still.

Ian Serraillier

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What sort of things did I do with my voice to make the poem come to life?

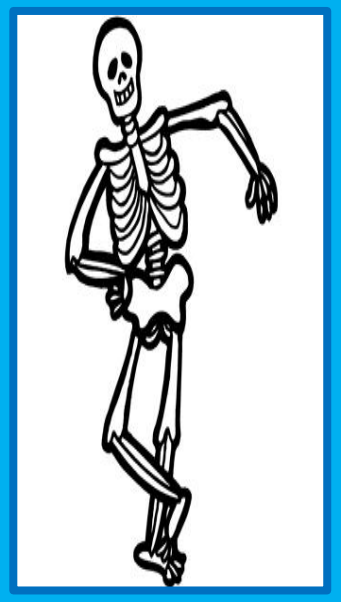
Voice:

- Intonation;
- Expression;
- Characterization;
- Volume.

What sort of thing could I have done with my body to make the poem come to life?

Body:

- Facial expression;
- Stance;
- Actions.



Performing Poetry

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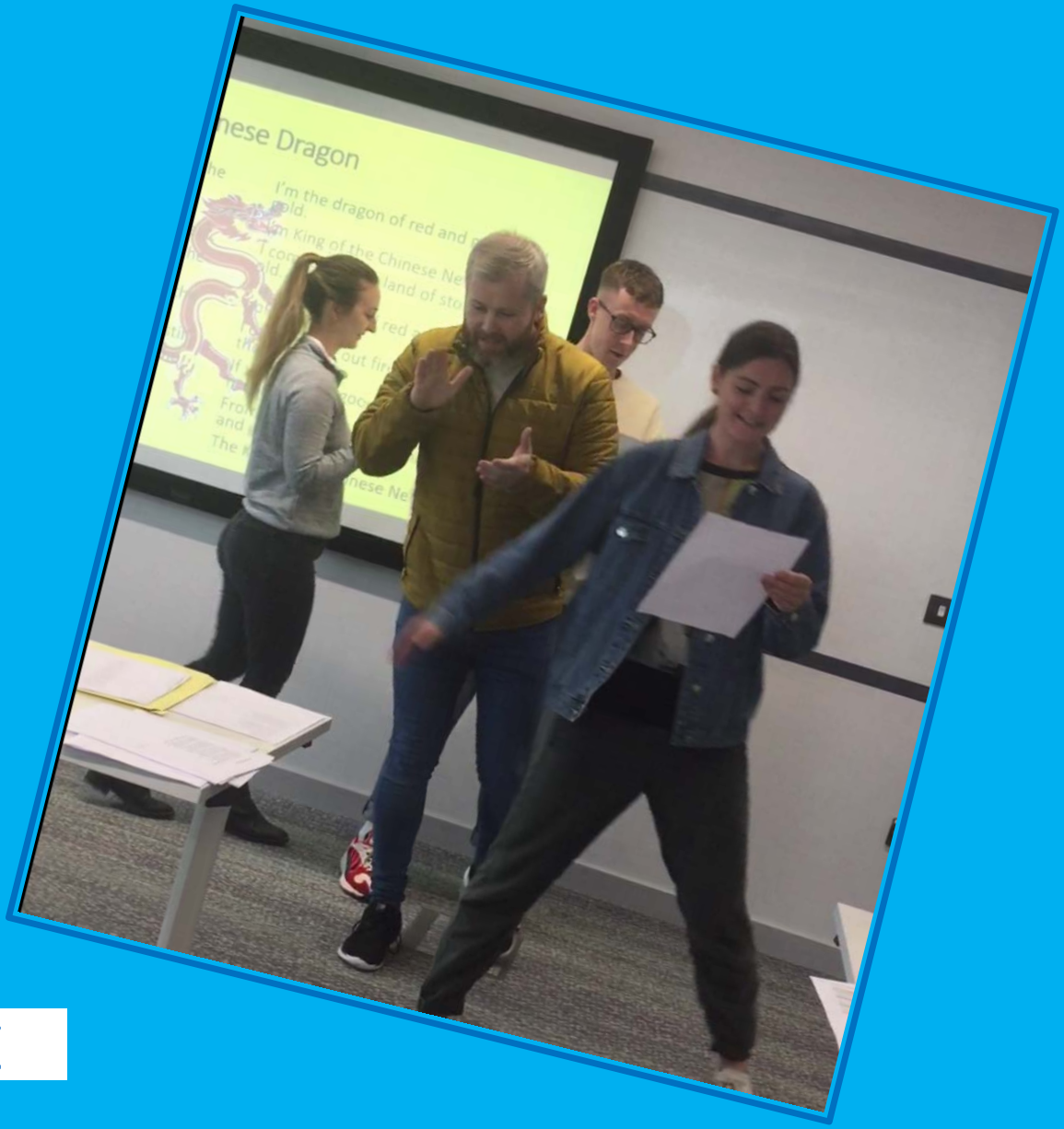
Children performing poetry

What are the benefits?

Some inspiration



Chinese Performance.MOV

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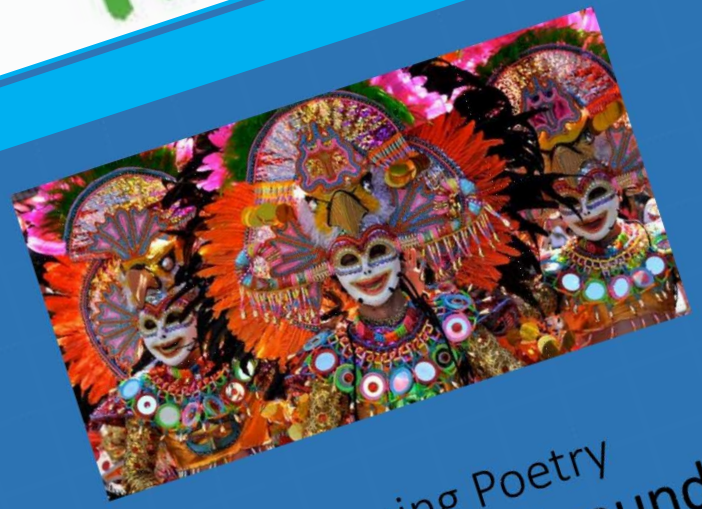
Give it a go



Performing Poetry
Festivals from Around the World

Task 1

- Work together in a group to perform one of the poems I have put on the Poems to Perform PPP;

Showtime!

Writing Poetry

Acrostic Poems

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Poems in which certain letters of a word in each line together form a word, which is the subject of the poem.

Tall Story

Today, our teacher
Asked us to write
Lacrosse sticks in our English
Lesson. At least that's what we thought

She said.
That's why most
Of us looked blank and
Replied, 'If it's all right with
You, we'd rather write high queues instead.'

Raging Toothache

Throwing a tantrum
Offensive language
Oaths and blasphemies
Terrible temper
Hollering and yelling.

Cinquains

How to Write Cinquains?

I am
counting out the
syllables in each line
to make sure that I've written a
cinquain.

I am
not really sure
that counting syllables
is the best way to make you write
good poems.

At the Gate

Thoughtful,
The old man stands,
Resting against the gate,
Wondering when it will open,
Waiting.

A form of syllable poem consisting of five lines adding up to 22 syllables. Line 1 has two syllables, line 2 has four syllables, line 3 has six syllables, line 4 has eight syllables and line 5 has 2 syllables.

Clerihews

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Count Dracula

Count Dracula
At blood-sports is quite spectacular.
He hunts for prey at dead of night
And always gets in the first bite.

Neil Armstrong

Neil Armstrong
Wasn't on the moon for long.
But in that time he left behind
A giant footprint for mankind.

A clerihew is a four-line verse about a person, which consists of two rhyming couplets. The first line of the clerihew is the name of the person. Finding words which rhyme with people's names isn't easy so clerihews are difficult to write

Haiku

Haikus are traditional Japanese verse-form, consisting of three lines and a total of seventeen syllables, arranged in the pattern 5-7-5.

Seaview Haiku

Bright as butterflies
With folded wings, the windsurfs
Skim across the bay.

Grey as steel, the sea
Shimmers in the fading light:
Day slides into night.

Kenning

Volcano

Earth-rumbler
Mountain-shaker
Rock-splitter
Fissure-breaker.

Crater-cracker
Fiery fountain
Steam-spitter
Molten mountain.

Fire-breather
Lava-thrower
Moonscape-sculptor
Destruction-sower.

A keening is a descriptive phrase, or compound word, which is used to name something instead of a noun. Anglo-Saxon poets often used kennings in their poems, for example, a river is sometimes describes as a "swan path". A kennings poem is a poem consisting of a list of kennings.

Limericks

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There Once Was a Boy Called Bill

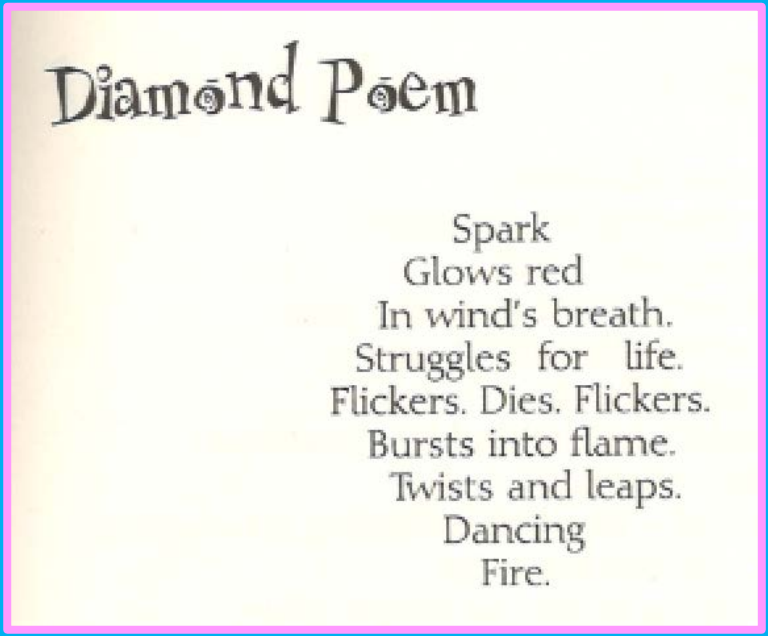
There once was a boy called Bill
Who sat on a porcupine's quill.
He jumped in the air
'Cause his bottom was bare
And that's why he cannot sit still.

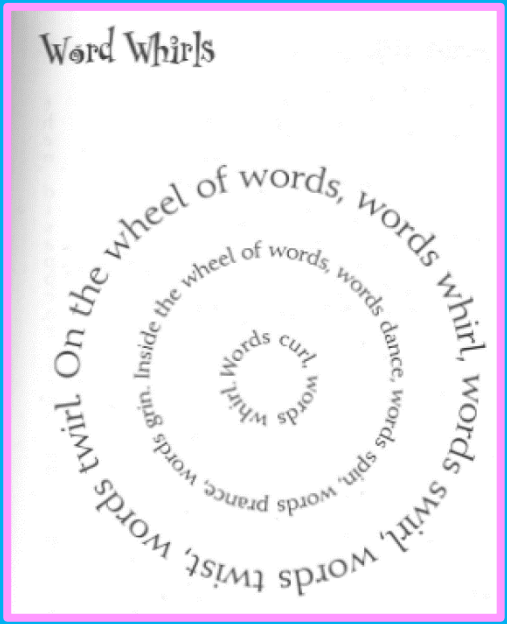
There Once Was a Boy Called Jack

There once was a boy called Jack
Who went for a ride on a yak.
When he gave it a smack
It raced off down the track
And came back without Jack on its back.

A limerick is a humorous five-line poem with a particular pattern. It has a rhyme scheme of aabba: lines 1 and 2 are longer lines of 3 beats ending with a rhyme; lines 3 and 4 are shorter lines of two beats that end with a rhyme; line 5 is a longer line of thee beats that rhymes with lines 1 and 2.

Shape poems





A shape poem is one in which the lines of the poem are arranged to make a picture or shape. You can make a shape poem about any kind of object. In the simplest form of shape poem, the words are written so that they make a shape of the object.

Tankas

Silver Aeroplane

Silver aeroplane
Speeds across the summer sky
Leaving in its wake
Trails of vapour: White scribblings
On a page of blue paper.

Tankas are a type of Japanese syllable poem, consisting of five lines and 31 syllables arranged in the pattern 5-7-5-7-7

Tongue-twisters

Shaun Short's Short Shorts

Shaun Short bought some shorts.
The shorts were shorter than Shaun Short thought
Shaun Short's short shorts were so short,
Shaun Short thought, Shaun, you ought
Not to have bought shorts so short.

A rhyme that is difficult to say properly because it uses similar or repeated sounds, e.g., She sells sea-shells on the seashore.

Story poems

Poems that tell a story.

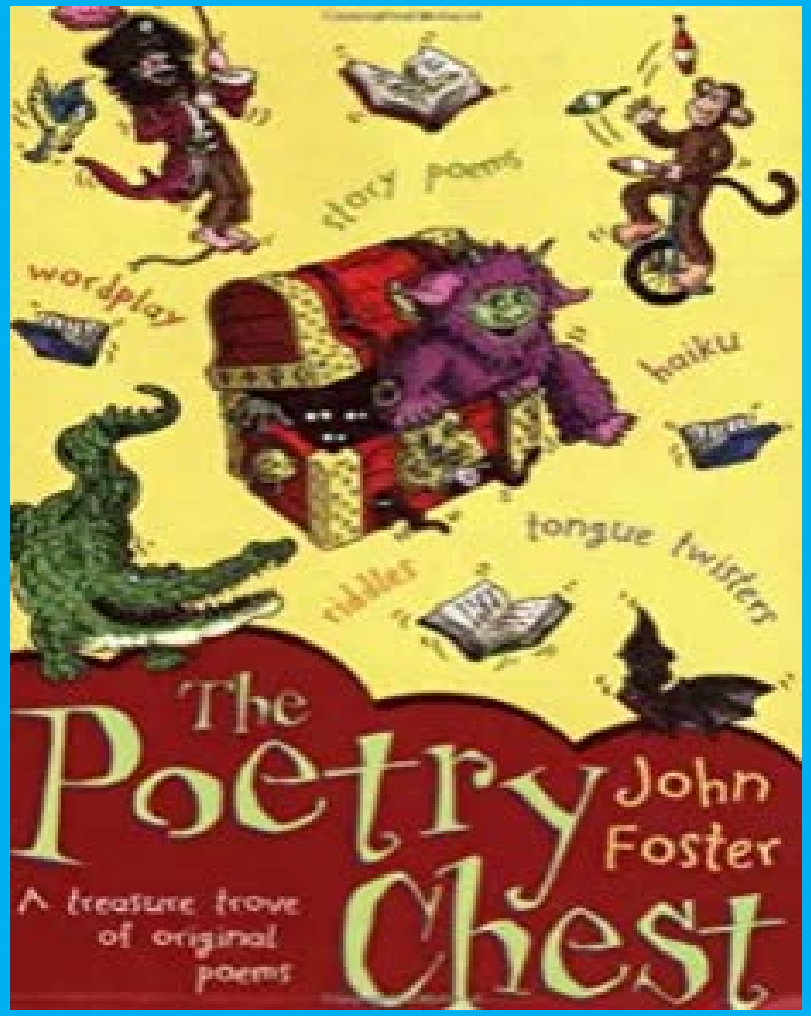
When Allie Had a Loose Tooth

When Allie had a loose tooth,
She did as her dad said.
She went into the kitchen
And found a piece of thread.

She tied it round the tooth.
She tied it to the door.
But when she slammed the door shut,
The knob fell on the floor!

Different types of poems

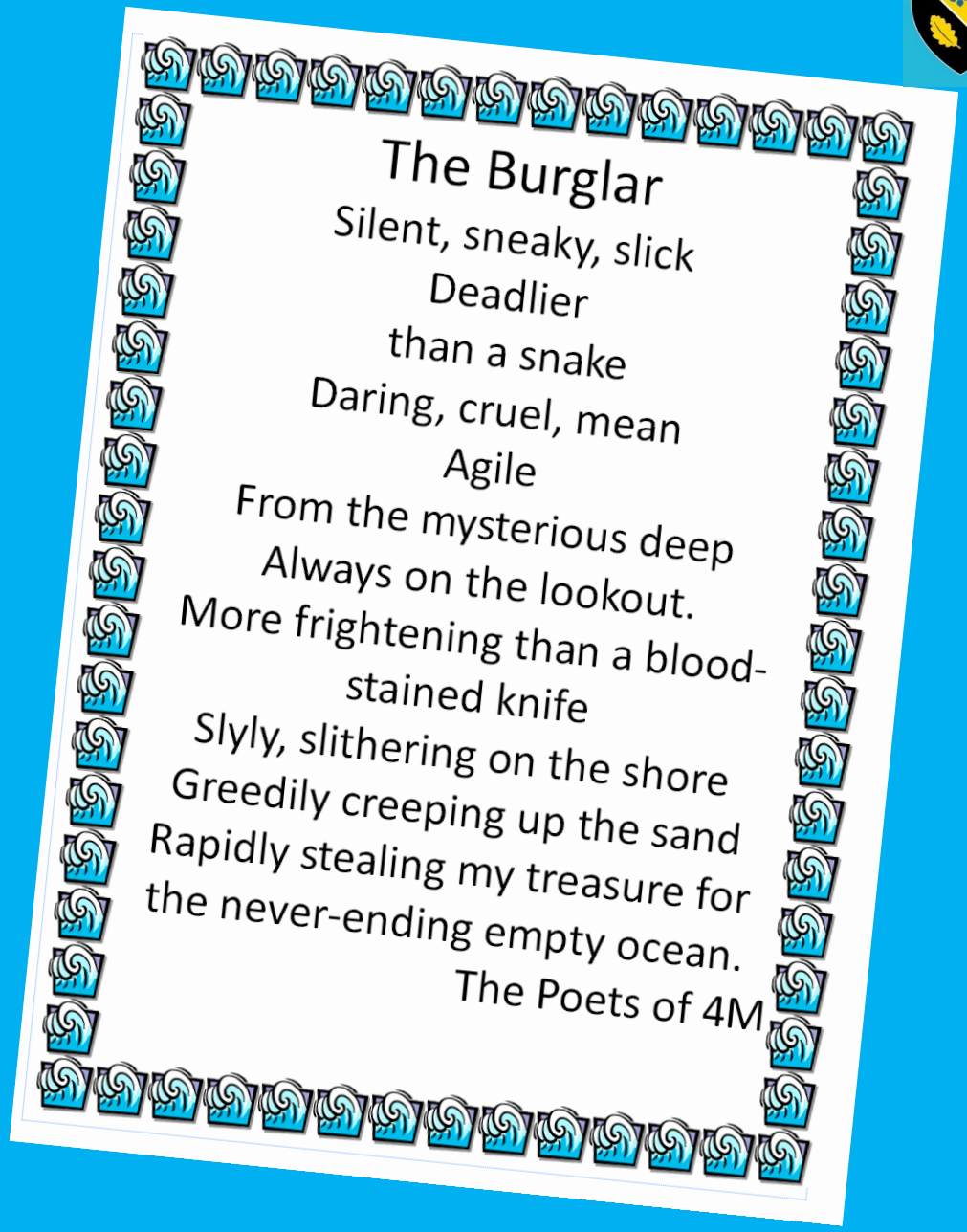
This is an extremely useful book and all of the previous examples have been taken from it.



Imagery Poetry

my thanks to Gillian Clarke

http://www.gillianclarke.co.uk/gc2017/



The Burglar

Silent, sneaky, slick
Deadlier
than a snake
Daring, cruel, mean
Agile
From the mysterious deep
Always on the lookout.
More frightening than a blood-
stained knife
Slyly, slithering on the shore
Greedily creeping up the sand
Rapidly stealing my treasure for
the never-ending empty ocean.

The Poets of 4M

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Task 2

1. Make a list of words that describe the object.
2. Think of something completely different that could be described by that word.
3. Look at the second list – can you see any objects / themes / ideas that are emerging from that list? For example, in the above poem, although the children were describing the sea they began to imagine it as a burglar.
4. Once you have decided on that idea you build a poem using words you have already got, and adding some, to create that image.
5. Read and refine as many times as is needed.

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Thank you so much for your participation today.
There is a handout you can download for yourselves.

If you have any questions following today's session, please contact me

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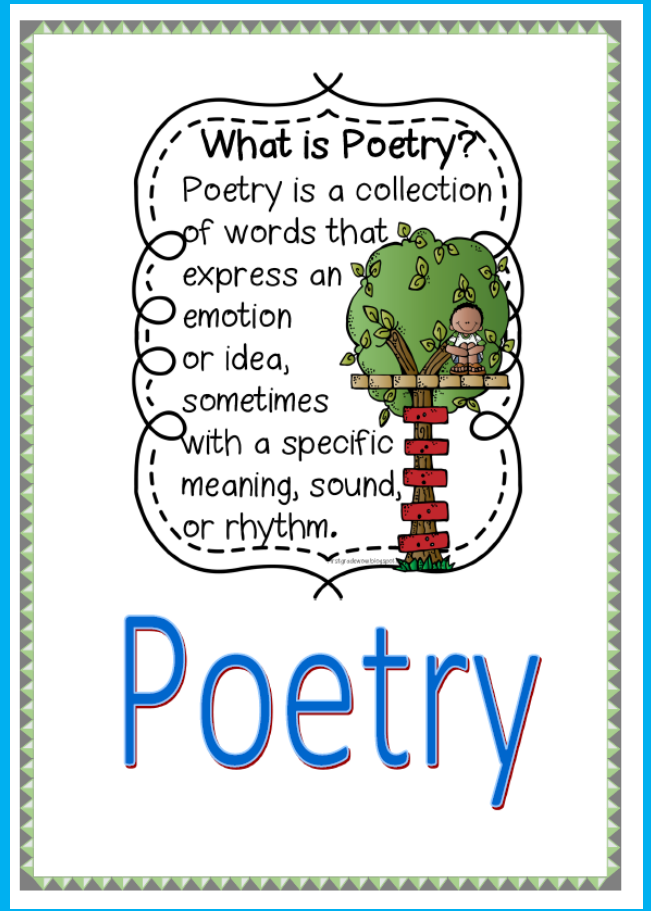
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