

## Year 7 Unit 4 Overview: Understanding Poetry

Speaking and Listening Assessment: March 2022

You will learn how to:

- Understand ideas and messages in a poem
- Communicate ideas and messages in your own poem
- Explain the effects of writers' choices (language and structure)
- Use language and structural devices in your own poetry
- Build a personal interpretation of a poem
- Perform a poem to an audience and explain why you chose it and what its strengths are as a poem

An expert in English is:

Inquisitive and perceptive, an appreciative reader, who enjoys reading and responding analytically to a wide range of texts.

Confident and creative, a compelling writer, able to adapt their style to suit a range of audiences, forms and purposes.

Engaging and thoughtful, a fluent communicator, confident to articulate their own opinions and responds to others with sensitivity and skill.

<p><b>Unit Overview</b> During this unit, you will focus on developing the following skills:</p> <ul style="list-style-type: none"> <li>• Starting to build a personal interpretation of a poem</li> <li>• Explaining key ideas and themes in a poem</li> <li>• Analysing a poet's choice of words, linguistic techniques and structural techniques for specific effects and using these devices in your own poetry for specific effect.</li> <li>• Writing your own poetry.</li> <li>• Performing a poem to an audience</li> <li>• Explaining to an audience what the strengths of a chosen poem are</li> </ul>	<p><b>Yellow Key Words: Subject terminology:</b>  <u>form</u>: the type of poem  <u>structure</u>: the order and arrangement of ideas in a poem  <u>Speaker</u>: the person narrating the poem  <u>stanza</u>: a group of lines (unit of a poem)  <u>rhyme scheme</u>: how the rhyme is arranged within the poem  <u>caesura</u>: a pause in a line of poetry  <u>enjambment</u>: the continuation of a sentence or clause  <u>simile</u>: the comparison of one thing with another, using 'like' or 'as'  <u>metaphor</u>: a word or phrase which compares two objects, thoughts or feelings to provide a stronger image  <u>imagery</u>: visually descriptive language used in a way that appeals to our physical senses.                      Personification: Describing a non-living thing as it has human qualities or feelings.  <u>Alliteration</u>: When words that are close together start with the same sound.  <u>Contrast</u>: A striking difference within a poem or between poems (words, images, tone)</p>		
<p><b>Suggested reading or support available:</b></p> <p><a href="http://www.poetryarchive.org">www.poetryarchive.org</a> for listening to poets reading their work, looking at poems by theme and understanding poetic terms</p>	<p><b>Purple Key words: Ambitious vocabulary</b></p>		
<p><b>Cross curricular:</b></p> <p>SMSC: understanding relationships, cultures and the world around you</p> <p>Literacy: reading for meaning; looking for alternative or deeper meanings</p>	<p>Group 1:</p> <ol style="list-style-type: none"> <li>1.violent</li> <li>2. mysterious</li> <li>3. discordant</li> <li>4. overwhelming</li> <li>5. nonsensical</li> <li>6. mirrors</li> <li>7. sonorous</li> <li>8. striking</li> <li>9. symbolic</li> <li>10. intimidating</li> </ol>	<p>Group 2:</p> <ol style="list-style-type: none"> <li>1.savage</li> <li>2. foreboding</li> <li>3. repressive</li> <li>4. eccentric</li> <li>5. rhapsodic</li> <li>6. mimics</li> <li>7. graphic</li> <li>8. figurative</li> <li>9. vulnerable</li> <li>10. sentimental</li> </ol>	<p>Group 3:</p> <ol style="list-style-type: none"> <li>1. impassioned</li> <li>2.ominous</li> <li>3.cacophonous</li> <li>4.tyrannical</li> <li>5.bombastic</li> <li>6.eloquent</li> <li>7.allegory</li> <li>8.transient</li> <li>9.lackadaisical</li> <li>10.halcyon</li> </ol>
<p><b>iPad opportunities:</b></p> <ul style="list-style-type: none"> <li>• <b>SimpleMind</b>: great for planning ideas for a response</li> <li>• <b>Padlet</b>- group work interpreting a poem</li> <li>• <b>Book Creator</b> – to create your own poetry anthology on.</li> </ul>			