



Indicative A response

Let's eat poetry

Year 9

English

Section 1. Select and analyse

1. Select a poem that:

- ☒ is long enough for a 3 minute performance
- ☒ contains a range of poetic devices
- ☒ has a clear theme you can convey in your performance
- ☒ allows you to entertain and engage the audience.

Name of chosen poem "Dulce et decorum est" by Wilfred Owen.

2. Record your initial impressions about your poem.

- a. What attracted you to this poem?

I could imagine all the visual and auditory devices that I could use to add to the meaning and entertainment value of this poem. It will be a great poem to make the audience think about war.

- b. Name one other poem you read and rejected. Give reasons.

I looked at "Anthem for a Doomed Youth" but that is more a read to yourself poem. It doesn't have as many clear poetic devices to highlight.

3. Give an overview of your poem.

- a. What is the poem about?

The poem is about war and is meant to shock the reader. I think I can use that to engage the audience when I perform it.

- b. What is the mood or emotion of the poem?

The mood of the poem is one of sadness and desperation — it is really quite depressing.

- c. How will you convey this to your audience?

I will use body language to convey it, by slumping and dragging myself along and speaking slowly and sadly.

4. Complete the poetry analysis on the next page.

Poetry analysis	
Title "Dulce et decorum est" Poet Wilfred Owen	
What is the significance of the title and why was it chosen?	What is the message of the poem?
<p>The poet talks about "the old lie" (Dulce et Decorum est, pro patria mori), which means it is sweet, right and fitting to die for your country. He chose the title to be sarcastic because he doesn't believe the lie.</p>	<p>The message in the poem is that war is a terrible thing with an ugly impact on soldiers and the poem asks if it is worth dying for your country.</p>
Why do you think the poet wrote this poem?	How are rhythm, rhyme and structure used in this poem?
<p>I did some research and found out that Wilfred Owen fought in the first World War, when people believed that war was glorious. He came home and spent time in hospital with shell shock and wanted to tell people that war was a terrible thing to live through. He tried to shock them with ugly word pictures so that they would realise how horrible it was.</p>	<p>This poem is a mixture with two eight line verses and one 12 line verse. It has a conventional rhyming scheme where every second line rhymes and the beat of the poem is regular. It sounds a bit like soldiers marching. I will do it slowly in my presentation so it sounds like tired and sad soldiers. Wilfred Owen uses many different types of punctuation to break up the poem, which will make it easy and interesting to perform.</p>
What images and figurative language does the poet use and what effect do they have?	What sound devices are used in the poem and how do they add to the meaning?
<p>This poem uses almost every poetic device, which makes it great to perform.</p> <p>Alliteration: "watch the white eyes writhing"</p> <p>Simile: "bent double, like old beggars under sacks"</p> <p>Metaphor: "drunk with fatigue" (I love this because I have a picture in my head of a soldier staggering with exhaustion).</p>	<p>Onomatopoeia (e.g. gargling, guttering, hoot, coughing).</p> <p>Gargling and guttering are used to make the sound of soldiers choking after the gas attack.</p> <p>Hoots is used because it sounds like the shells before they land.</p>

Section 2. Plan your performance

Information for teachers: An “A” response considers and incorporates the following in the planned performance:

- effective ways in which to convey the poem’s mood, meaning and language to the audience
- visual and audio aids that enhance meaning and position audience (e.g. PowerPoint presentation, music, sound effects, picture books, images, costumes, props)
- clear articulation
- changes of pace to add interest
- inflection
- pause for effect or emphasis
- pitch
- emphasis
- voice projection
- stance.

Section 3. Rehearse and perform

Reflect on a partner's formal rehearsal of their poetry performance.

Performer <i>Student A</i>	Reviewer <i>Student B</i>
Date <i>02/06/08</i>	Duration of performance <i>3.5 minutes</i>
Title of poem <i>Dulce et decorum est</i>	Poet <i>Wilfred Owen</i>
Theme of poem <i>War</i>	
Main messages or ideas in the poem <i>War is terrible, shocking and people get hurt.</i>	
Identify poetic devices in the poem (with examples) <i>Rhyme every second line.</i> <i>Alliteration – "Watch with the white eyes writhing".</i> <i>Rhythm that sounded like soldiers marching (good idea to drag your feet to show you were tired)</i> <i>Lots of sound words. Good idea to cough and make the real sound you would hear.</i>	
ICTs or media devices used in the performance <i>PowerPoint presentation, pictures and battle sounds: Great images of war (made the girls pull faces!) I really liked that you put up the meaning of the last bit so we knew what it meant.</i>	
Were these successful or distracting? Why? <i>Your PowerPoint went too quickly and you had too many slides, it made me feel dizzy. It is a slow poem so make the slides go slowly so we can concentrate on what you are saying. The poem itself gives us some idea how awful war is without so many pictures.</i>	

Pace of delivery? Any suggestions for improvement?

You did a great job. I can't believe you can remember all of the poem.

Audibility of performance (pitch and pause)

Sometimes when you are being sad and slow, it is a bit hard to hear so don't put your head down.

Expression or emotions evident in the poem?

The poem is pretty shocking and you used your voice to yell or whisper. You made me feel sad while I was listening.

Suggestions for ways to improve the performance?

I think it is great that you dressed up like a soldier and your performance was excellent. I think you should use less pictures in your PowerPoint presentation because you were trying to keep up with it. Why don't you choose the best five pictures and still have the title at the beginning and the meaning of the foreign bit at the end. If you like, instead of timing your PowerPoint presentation and trying to keep up with it, I can click the slides over for you and you can just perform instead of trying to do it all by yourself.

What did you enjoy most about the performance?

I really like that you chose a poem that wasn't pretty or about love. It really made me think about the effect that war has on soldiers. I thought I would HATE this poetry unit but your performance was good.

Explain how you will use these observations to improve your own performance:

I looked at the feedback and even though I put a lot of work into finding pictures for my PowerPoint presentation, I realise that the audience will look at the pictures instead of listening to me. I decided to use just one slide with the title "Dulce et decorum est" at the beginning with a bugle blowing that song they play on ANZAC day, then I am going to have one picture of soldiers while I perform the poem then a slide that says "Dulce et decorum est, pro patria mori" then a slide with the translation, "it is sweet, right and fitting to die for your country", the bugle will play again while I leave.

Perform your poem.

Section 4. Justify

In around 300 words, justify how you have used your voice and your visual and audio aids to position the viewer to understand and appreciate your chosen poem.

Information for teachers: The following “A” response appears in the format requested in the *Student booklet* (Times New Roman, 12pt, double-spaced).

“Dulce et decorum est” by Wilfred Owen

During my performance of “Dulce et decorum est” by Wilfred Owen, I decided to dress up like a soldier and use a short PowerPoint presentation.

The first slide of the presentation had the title “Dulce et decorum est” and a bugle blowing that song they play on ANZAC day when I got on the stage. Then I had a picture of soldiers painted by John Singer Sargeant while I performed the poem, then I had a slide that said “Dulce et decorum est, pro patria mori” followed by a slide with the translation “It is sweet, right and fitting to die for your country” and the bugle played again when I left the stage. (Paul offered to click the slides over so I could concentrate on my performance, and I thought that was a great idea so I included it.)

There were a number of poetic devices that I highlighted in my performance. I used a lot of onomatopoeia or sound words. When it says “coughing like hags” I coughed and I trudged in time with the rhythm while I said the poem. My uncle is in the army reserve so I borrowed his camouflage gear to make it realistic. I think the bugle playing made the audience stop talking and pay attention when I walked onto the stage. I used body language to show sadness and weariness and despair. I had a chair on stage so I could sit down and shake my head, then put my head in my hands.

I varied my voice and pace for different verses in the poem like when it says “you too could pace behind the wagon ...” I pointed in an accusing way at someone in the audience. When I said the final line I put one hand on my heart and saluted with the other. At times I whispered and then when it says “Gas! Gas! Quick boys!” I shouted it and struggled to put on my helmet.

I shocked the audience with the ugly way that Wilfred Owen talks about war in the poem and made them realise that it is not a game and it is not fun. I hope that I made some of the people in the audience cry or at least stop and think about the impact of war. Even though the poem was from long ago, we see enough news about the war in Iraq for the audience to connect the ideas of the poem to real life.