



Student booklet

Let's eat poetry

Year 9	English
Name	

Prepare a three minute poetry performance as part of Arts Week celebrations. Use technology and media techniques to entertain your audience at the local shopping centre.

You will:

- select and analyse a poem
 - use presentation skills
 - use technology and media techniques
 - reflect and provide feedback for a peer
 - justify your presentation.
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Section 1. Select and analyse

1. Select a poem that:

- ☐ is long enough for a three 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

2. Record your initial impressions about your poem.

- a. What attracted you to this poem?

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

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3. Give an overview of your poem.

- a. What is the poem about?

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

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

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4. Complete the poetry analysis on the next page.

Poetry analysis	
Title Poet	
What is the significance of the title? Why was it chosen?	What is the message of the poem?
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Why do you think the poet wrote this poem?	How are rhythm, rhyme and structure used in this poem?
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What images and figurative language does the poet use? What effect do they have?	What sound devices are used in the poem? How do they add to the meaning?
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Section 2. Plan your performance

You should consider the following when planning your poetry performance.

- How can you perform the poem in a way that **conveys its mood, meaning and language** to your audience?
- Remember that your **voice** is your vehicle — make sure that you incorporate:
 - ☐ clear articulation so your audience hears every word
 - ☐ changes of pace to add interest
 - ☐ inflection (changes of tone, accents for different sections, characters)
 - ☐ pause for effect or emphasis, to signal to the audience that this is important
 - ☐ pitch (speak quietly or loudly to engage audience)
 - ☐ emphasis (stress certain important words to highlight them)
 - ☐ voice projection (make sure your voice can be heard by everyone in the audience).
- **Stance** — use your body to communicate with your audience, but make sure that you face them at all times.
- What **visual and audio aids** will you incorporate into your performance? How will these enhance meaning and position your audience? You can choose from:
 - ☐ PowerPoint presentation
 - ☐ music and/or sound effects
 - ☐ picture books and/or images
 - ☐ costumes and/or props.
- You will need to **rehearse** your performance until you know it well enough to present without notes or prompts.
- Maintain **eye contact** with your audience.
- There will be a **formal rehearsal** with a peer to allow you to practise, receive feedback and improve prior to your performance.
- You will be required to **provide feedback** to another student on their rehearsal and to reflect on ways you can improve your own performance. Please ensure that your feedback is constructive and realistic.



Section 3. Rehearse and perform

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

- ☐ Use active listening skills to review performance.
- ☐ Clarify meaning.
- ☐ Reflect on possible improvements to partner's performance.
- ☐ Integrate ideas into your own performance.

Note: If it is hard to identify any of the following, please make suggestions for ways to add, improve or clarify these elements.

Performer	Reviewer
Date	Duration of performance
Title of poem	Poet
Theme of poem	
Main messages or ideas in the poem	
Identify poetic devices in the poem (with examples)	
ICTs or media devices used in the performance	
Were these successful or distracting? Why?	

Pace of delivery? Any suggestions for improvement?

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Audibility of performance (pitch and pause)

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Expression or emotions evident in the poem?

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Suggest ways to improve the performance?

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What did you enjoy most about the performance?

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

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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.

Include the following information:

- ☐ the name of the poem and poet
- ☐ an overview of the poem and why you chose it
- ☐ a statement about the importance of positioning the audience to see the poem a certain way
- ☐ an explanation of each of the visual and audio aids used and why they were used
- ☐ a concluding sentence that sums up the way the audience has been positioned to appreciate the poem
- ☐ a statement justifying how you have used feedback to make improvements to your performance.

Your paragraph must also:

- ☐ be typed in Times New Roman, 12 point, double-spaced
- ☐ be in the past tense
- ☐ use correct spelling, grammar and punctuation.

Look at the example below.

"The Highwayman" by Alfred Noyes

During my performance of "The Highwayman" by Alfred Noyes, I used a variety of aids to position the viewer. These aids included a PowerPoint presentation, music, and pictures from a children's picture book. These aids were used to show the poem in a specific way.

The PowerPoint presentation was used to create interest in the poem and to allow members of the audience who are more visual to see the words as they were read. The colour, blue, was used to present a calm atmosphere, as the pictures were graphically stimulating. The pictures enhanced the presentation of the poem as they allowed the audience to get an idea of what the characters looked like and to see the setting of the road and the inn. The haunting music enhanced the sombre mood of the poem. The negative portrayal of the soldiers is seen by the way they were drawn in the picture book as well as through their actions in the poem. The visual and audio aids were deliberately selected to position the audience to appreciate the poem in a poignant way.

Initially, as background to my performance, I had intended to use the voice of Loreena McKennitt in her song, "The Highwayman". It became clear from the feedback from my partner that the lyrics drowned out my performance. Because of this, I removed the singing from my presentation. It was also evident from the feedback provided by my peers that I needed to have more inflection in my voice to make the presentation more interesting for the audience. I worked to improve that aspect of my delivery for my final performance.