

# Teacher guidelines

## Let's eat poetry

**Year 9**

**English**

**Students present a three minute poetry performance, incorporating the use of technology and media to entertain and engage an audience.**

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**Time allocation** 6 hours (plus 3 minutes per student for poetry performances)

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### **Context for assessment**

Year 9 English students have been asked to present a poem at the local shopping centre as part of the Arts Week celebrations. Their three minute poetry performance will incorporate the use of a range of technology and media to enhance the meaning and engage the audience. Following their performance students will write 300 words justifying their performance choices.

**Identify  
curriculum**

Defining what students are expected to learn, and how they will demonstrate their achievement.

This assessment gathers evidence of learning for the following **Essential Learnings**:

<b>English</b>	<b>Essential Learnings by the end of Year 9</b>
<p><b>Ways of working</b></p> <p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>• demonstrate and analyse the relationship between audience, subject matter, purpose and text type</li> <li>• recognise and select vocabulary and interpret and apply literal and figurative language</li> <li>• interpret and analyse how language elements and other aspects of texts position readers/viewers/listeners</li> <li>• construct non-literary texts by planning and organising subject matter according to specific text structure and referring to other texts</li> <li>• make judgements and justify opinions about how the qualities of texts contribute to enjoyment and appreciation</li> <li>• reflect on and analyse how language choices position readers/viewers/listeners in particular ways for different purposes and can exclude information</li> <li>• reflect on learning, apply new understanding and justify future applications.</li> </ul>	<p><b>Knowledge and understanding</b></p> <p><b>Speaking and listening</b></p> <p><b>Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes across local, national and global contexts.</b></p> <ul style="list-style-type: none"> <li>• The purpose of speaking and listening includes examining issues, evaluating opinions, convincing others, and managing relationships and transactions.</li> <li>• Speakers make assumptions about listeners to position and promote a point of view, and to plan and present subject matter.</li> <li>• Spoken texts have a range of structures and can be delivered in a number of mediums.</li> <li>• Words and phrasing, pronunciation, pause, pace, pitch and intonation express meaning, establish mood, signal relationships and are monitored by listeners.</li> <li>• Nonverbal elements, including body language, facial expressions, gestures and silence, express meaning, establish mood, signal relationships and are monitored by listeners.</li> <li>• Active listeners monitor responses, clarify and paraphrase meanings, and integrate ideas relevant to a line of reasoning in their own responses.</li> <li>• In presentations, speakers make meaning clear by organising subject matter, and by selecting resources that support the role they have taken as the speaker and the relationship they wish to establish with the audience.</li> <li>• Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting.</li> </ul>

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**Reading and viewing**

**Reading and viewing involve using a range of strategies to interpret, analyse and appreciate written, visual and multimodal texts across local, national and global contexts.**

- Words, groups of words, visual resources and images can position an audience by presenting ideas and information and portraying people, characters, places, events and things in particular ways.

**Writing and designing**

**Writing and designing involve using language elements to construct literary and non-literary texts for audiences across local, national and global contexts.**

- The purpose of writing and designing includes parodying, analysing and arguing.
- Words and phrases, symbols, images and audio affect meaning and establish and maintain roles and relationships to influence an audience.

**Language elements**

**Interpreting and constructing texts involving manipulating grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) across local, national and global contexts.**

- Paragraphs build and sustain cohesion and develop a central idea.
- Adjectives and adverbs are used to express attitudes and make judgements and/or evoke emotions.
- Figurative language, including onomatopoeia and alliteration, and emotive, evocative, formal and informal language, creates tone, mood and atmosphere.
- Vocabulary is chosen to establish roles and relationships with an audience, including the demonstration of personal authority or credibility.
- Auditory, spoken, visual and nonverbal elements, including the use of sound fades, dissolves, cuts, hyperlinks, camera angles and shot types, can be combined to position an audience.

**Literary and non-literary texts**

**Manipulating literary and non-literary texts involves analysing the purpose, audience, subject matter and text structure.**

- Literary texts entertain, evoke emotion, create suspense, parody and develop themes.

**Assessable elements**

- Knowledge and understanding
- Interpreting texts
- Constructing texts
- Appreciating texts
- Reflecting

<b>Information and Communication Technologies (ICTs)</b> <b>Cross-curriculum priority by the end of Year 9</b>
<p><b>Creating with ICTs</b></p> <p>Students experiment with, select and use ICTs to create a range of responses to suit the purpose and audience. They use ICTs to develop understanding, demonstrate creativity, thinking, learning, collaboration and communication across key learning areas. They:</p> <ul style="list-style-type: none"> <li>express and creatively represent ideas, information and thinking in innovative ways.</li> </ul>
Source: Queensland Studies Authority 2007, <i>Cross-curriculum priority by the end of Year 9</i> , QSA, Brisbane.

## Links to other KLAs

This assessment could be expanded to assess the following **Essential Learnings**:

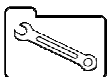
<b>The Arts</b>	<b>Essential Learnings by the end of Year 9</b>
<p><b>Ways of working</b></p> <p>Students are able to:</p> <ul style="list-style-type: none"> <li>present arts works to particular audiences for a specific purpose, style and function, using genre-specific arts techniques, skills, processes and cultural protocols</li> <li>reflect on learning, apply new understandings and justify future applications.</li> </ul>	<p><b>Knowledge and understanding</b></p> <p><b>Drama</b></p> <p><b>Drama involves manipulating dramatic elements and conventions to express ideas, considering specific audiences and specific purposes, through dramatic action based on real or imagined events.</b></p> <ul style="list-style-type: none"> <li>Drama elements are manipulated to create tension and status, and are used to express ideas.</li> </ul>
Source: Queensland Studies Authority 2007, <i>The Arts Essential Learnings by the end of Year 9</i> , QSA, Brisbane.	

## Sequence learning

Describing learning experiences and resources that will enable students to complete the assessment.

Listed here are suggested **learning experiences** for students before attempting this assessment.

- Examine different poetic devices (e.g. alliteration, repetition, assonance, onomatopoeia, rhythm, rhyme, figurative language).
- Identify how poetic devices create mood in a poem.
- Review use of graphic organisers to analyse texts.
- View examples of dramatic poetry readings in films (e.g. *10 Things I Hate About You*, *A Walk To Remember*, *Dead Poets Society*).
- Review appropriateness of visual and audio aids in a performance.
- Model and practise speaking techniques:
  - clear articulation so the 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 their voice can be heard by everyone in the audience).
- Participate in speaking activities such as impromptu speeches and games.
- Discuss how students should analyse and reflect on peer and own performances.
- Practise how to give constructive feedback.
- Practise writing 300 words justifying their performance.



## Teacher resources

“Unit 5: Let’s Eat Poetry”, *Nelson Queensland English Two*, Uscinski, S, Gardiner, J, King, D & Taylor, R 2004, Nelson Australia Pty Ltd, Victoria.

## Develop assessment

Gathering evidence that demonstrates how well students have achieved the curriculum expectations.

### Sample implementation plan

This table shows one way that this assessment can be implemented. It is a guide only — you may choose to use all, part, or none of the table. You may customise the table to suit your students and their school environment.

Suggested time	Student activity	Teacher role
<b>Section 1. Select and analyse</b>		
30 minutes	Read a range of poems and select one to perform.	Provide a diverse range of poetry resources for students to select from (e.g. books, internet, magazines). Remind students that the poem must be long enough for a three minute performance.
45 minutes	Analyse poem and give reasons for choice.	Guide and assist as needed.
<b>Section 2. Plan your performance</b>		
2 hours	Decide what visual and audio devices to use in their performance. Prepare visual and audio elements for their performance. Rehearse performance.	Ensure that students organise with you any audio or media equipment they will need for the performance in advance of performance time.
<b>Section 3. Rehearse and perform</b>		
1 hour	In pairs, conduct formal rehearsal and time performance, while partner provides comprehensive and constructive feedback, suggesting improvements. Provide feedback for a partner then use peer and own ideas to refine the performance.	Organise feedback partnerships. Organise required audio or media equipment for student performances.
3 minutes per student (performance)	Perform the poem.	Organise suitable venue for performances. Ensure that students perform and are rated on their presentation after reflecting and incorporating feedback from partner.
<b>Section 4. Justify</b>		
90 minutes	Draft a 300 word justification of their performance ideas. Edit spelling, grammar and punctuation errors. Discuss finished draft with teacher. Publish a final typed copy of their justification.	You may choose to conduct this under controlled conditions as preparation for senior English. Ensure student access to computers.

## Make judgments

Making standards-referenced, consistent judgments.

During the learning process, you and your students should have developed a shared understanding of the curriculum expectations identified as part of the planning process.

After students have completed the assessment, identify, gather and interpret the information provided in student responses. Use only the evidence in student responses to make your judgment about the quality of the student learning. Refer to the following documents to assist you in making standards-referenced judgments:

- *Guide to making judgments*
- *Indicative A response*
- *Sample responses* (where available).

### Making judgments about this assessment

It is important to remember that students are interpreting a poem in their performance. There must be evidence of student's understanding of the mood and emotions they wish to represent to the audience. This will be seen in:

- the strategic use of pauses for emphasis
- varying and intelligently controlling pace
- utilising a variety of pitches to add richness and excitement to the performance
- the confident and coherent control of volume, tone and voice
- the use of body language to successfully enhance understanding of the mood and emotions intended by the poet.



For further information, refer to the resource *Using a Guide to making judgments*, available in the Resources section of the Assessment Bank website.

## Use feedback

Using feedback to enrich teaching and learning.

Evaluate the information gathered from the assessment to inform teaching and learning strategies.

Involve students in the feedback process. Give students opportunities to ask follow-up questions and share their learning observations or experiences.

Focus feedback on the student's personal progress. Emphasise continuous progress relative to their previous achievement and to the learning expectations — avoid comparing a student with their classmates.



For further information, refer to the resource *Using feedback*, available in the Resources section of the Assessment Bank website.