



## Writing and Performance Poetry – Live Lesson

**Date:** Thursday, 4<sup>th</sup> October 2018

**Time:** 2pm

**Duration:** 35 minutes (approx.)

**Location:** [bbc.com/livelessons](http://bbc.com/livelessons)

*(Note: if you can't watch the programme live, you will be able to watch the recording on the Live Lessons website within half an hour of the live broadcast via BBC iPlayer)*

### Curriculum links

#### Key Stage 2 English (2<sup>nd</sup> Level in Scotland)

##### England

###### Lower KS2

- Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discussing words and phrases that capture the reader's interest and imagination
- Identifying how language, structure, and presentation contribute to meaning
- How to perform poems to support their understanding of the meaning

###### Upper KS2

- Identifying and discussing themes and conventions across writing
- Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect
- Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Identifying how language, structure and presentation contribute to meaning

##### Northern Ireland

###### KS2

- Poetry as a way of expressing themselves
- Listen and respond to a range of contexts, purposes and audiences, thinking about what has been said and the language used. Pupils should also be given opportunities to develop their ability to communicate and capture the interest of listeners
- From beginning to read with expression in response to print variations and punctuation to reading aloud, inflecting appropriately to assist meaning
- From using rhymes, poems and stories as models for structuring their own writing to relating own experiences and reflecting on ideas, thoughts, feelings and imaginings
- Using imagination to express thoughts, feelings and opinions in written form, for example compose a poem about their feelings on a special occasion

##### Scotland

###### 2<sup>nd</sup> Level

- Identifies the main ideas of a text with appropriate detail
- Recognises techniques used to influence the reader, for example, word choice, emotive language and/or repetition
- Relates the writer's theme to own and/or others' experiences

- Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text
- Creates text regularly for a range of purposes and audiences selecting appropriate genre, form, structure and style

When writing to describe and share experiences:

- Describes thoughts and feelings about the experience
- Attempts to engage and/or influence the reader through vocabulary and/or use of language

When writing imaginatively and creatively:

- Applies a few features of the chosen genre
- Attempts to use figurative language (imagery) to engage the reader for example, simile, metaphor, alliteration and onomatopoeia

## **Wales**

### *KS2*

- Listen and view attentively, responding to a wide range of communication, e.g. written and dynamic texts, theatre and poetry performance
- Engage in activities that focus on words, their derivation, meanings, choice and impact
- Speak clearly, using intonation and emphasis appropriately, e.g. recitation, oral storytelling
- Produce poetic writing, using imagery and poetic devices, e.g. rhyme and form
- Texts with a variety of tone, e.g. humour, parody, word play

## **Setup**

### **How much space and equipment is needed?**

The lesson can take place in a classroom with a large screen linked to a reliable broadband connection. Good audio equipment is not essential but will make the event more enjoyable.

We will be asking the students to get involved in creative activities throughout the lesson. They will need accompanying activity sheets to guide them through these tasks, as well as pens and pencils.

### **How many students can participate?**

It's completely up to you how many students you have participating in the session. We want to get as many students as possible engaged in this Live Lesson.

## **How to prepare for the lesson**

Two activity sheets accompany the Live Lesson. Print enough for all the pupils to have a copy. You can find the activity sheets on our website, titled **Activity 1: Simile and Metaphor** and **Activity 2: Alliteration**.

Although we explain the meaning of these terms in the Live Lesson, for younger pupils, an explanation before the lesson may be helpful.

## Overview

The theme for National Poetry Day 2018 is **Change** and this will be the focus of our Poetry Live lesson. Throughout the programme pupils will contribute to a collective Live Lesson poem via a number of activities. Pupils will perform the poem together at the end of the Live Lesson.

### Section 1: Simile and Metaphor

We will explore simile and metaphor, what they are and how they are used. On **Activity Sheet 1**, pupils will be asked to write their own simile and metaphor about autumn for the collective Live Lesson poem.

### Section 2: Playing with words

We will look at how we can make our poem more exciting with rhyme, nonsense words, onomatopoeia and alliteration. On **Activity Sheet 2** pupils will be asked to come up with a sentence using alliteration, to contribute to the collective Live Lesson poem.

### Section 3: Performance

We will look at how to perform poems and how we can use a performance to add meaning to a poem. We will explore reading with feeling and how to colour a line with emotion in the voice. We will also consider how the layout of a poem can affect the performance. Pupils will be asked to examine a poem and perform it in pairs, giving feedback to their partner. Pupils will perform the Live Lesson collective poem written during the programme.

## Contact us

If you're planning on watching the Live Lesson, let us know. Email us with your school name and it could be featured in the Live Lesson.

As the Live Lesson unfolds, feel free to send in any questions or comments for our special guest experts on the subjects of performing or writing poetry, or anything poetry related.

You can email us before and during the Live Lesson at [live.lessons@bbc.co.uk](mailto:live.lessons@bbc.co.uk), or get in touch by using the hashtag **#bbclivelessons**. We'll aim to answer as many of your questions as possible.

We'd also love to see examples of your students' work. If your class has created any work or carried out any activities using the resources on our website, please do send it in to [live.lessons@bbc.co.uk](mailto:live.lessons@bbc.co.uk). Your pupils' creations could be showcased on the programme and on our website.

*If you are sending in any images or videos that feature children, please ensure that you have parental permission, as they may feature in the Live Lesson and on our website. Please be aware that the BBC may ask you to demonstrate that you have received verifiable parental consent.*

***In the email, please confirm your official relationship to the child/children featured, e.g. teacher, Brownie group leader, sports coach etc. and confirm that you have sought prior parental consent. Please also ensure the material is not sensitive or controversial. Read our Terms and Conditions for more information***