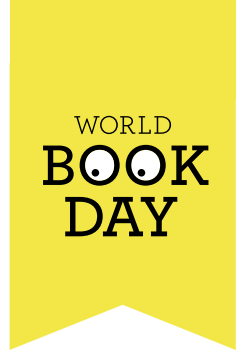




EXPERIENCE 2



ACTIVITY SUMMARY:

Experience, explore and experiment with the power of words and the rhythm of language by performing a poem.

INGREDIENTS:

poetryline.org.uk

TIME:

An afternoon

METHOD:

1. Choose and play a poem from the poetryline site.
2. Invite the children to draw what they imagined as the poem was being performed.
3. Referencing their visualisation, invite them to discuss what they liked/disliked about the poem.
Invite them to consider any questions or puzzles that the poem may pose for them. Did the themes explored remind them of an experience they may have had?
Discuss what parts of the performance they liked and why.
4. Using a highlighter and a large photocopy of the poem
5. discuss which parts of the poem they would emphasise if they were performing it and in what ways they might do this, e.g. varying the tone and pitch of their voices, designating words, phrases or stanzas to individuals to read or deciding on parts which would benefit from being read in unison. Once the text has been highlighted and marked, perform the poem as a class.

EYFS / NATIONAL CURRICULUM 2014:

Develop positive attitudes to reading and understanding of what they read by:

- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that meaning is clear to an audience.
- Recognising some different forms of poetry.

SUGGESTED RESOURCES

- poetryline.org.uk

This site provides a wealth of resources, including, teaching sequences for year groups across the primary setting based on a range of age appropriate poetry collections.

- picturebookplays.co.uk

Although based around stories, rather than poems, former Children's Laureate, Julia Donaldson's website is full of hints, tips, ideas and resources for children's performance in class.

CASE STUDY

This Reception class performed the poem *Soggy Greens* by John Cunliffe from the collection *Here's a Little Poem*. See their performance at: vimeo.com/64491479