

Scheme of work 3: Performance poetry

Overall objective

To perform an original poetic piece of writing to the whole school

Learning objectives

1. Produce an original, interesting and expressive poetic performance
2. Be able to perform (rather than simply speak) in front of a large group of one's peers
3. To be able to work independently on an original composition
4. To be able to give and accept specific and effective feedback on original work
5. Understand and feel the role of the voice in reading and writing poetry
6. [Overlap with English LO's to do with poetry]

Key learning

1. Repertoire of poetic devices [see resources section]
2. Repertoire of literacy-critical terms
3. Poetically / artistically effective uses of prosodic, production, gestural, postural features of the live language
4. That poetry is fun

Resources

The oracy weebly page is full of role-models and inspiration [password protected]

[Cambridge English Faculty reading aloud](#)

Repertoire of poetic devices especially suited for compositions to be read aloud

[Glossary of literary-critical terms](#)

School 21 best-practice

Context for 'Unit'

| Situation | Type/purpose of talk | Relationship to audience | Shared Understanding | Size of Audience | Format | Rules |
|--|-------------------------------------|--------------------------|----------------------|---|----------------------------------|---|
| <ul style="list-style-type: none">• Performing a poem you have written yourself to an audience | Expressive, self-revelatory, ornate | Friends and peers | Medium | <ul style="list-style-type: none">• Large, whole school | Live, possibly filmed / recorded | Poetic (is this harder, more embarrassing than an Ignite talk? How so?) |

Products