Learning Objectives

Year 3 Strand 9 – Creating and Shaping Texts
- Select and use a range of technical and descriptive vocabulary
- Write non-narrative texts using structures of different text types

Year 4 Strand 9 – Creating and Shaping Texts
- Show imagination through the language used to create emphasis, humour, atmosphere or suspense
- Choose and combine words, images and other features for particular effects

Year 5 Strand 9 – Creating and Shaping Texts
- Adapt non-narrative forms and styles to write fiction or factual texts, including poems
- Reflect independently and critically on their own writing and edit and improve it

Year 6 Strand 9 – Creating and Shaping Texts
- Integrate words, images and sounds imaginatively for different purposes

Introduction
Prior to the lesson this plan will be used in ask your class to suggest their favourite bands or singers. Make a short list of 10 artists / bands and then select 1 song from each, varying in content and style. Compile the 10 songs in to a handout for the pupils and include the Poetry Techniques Sheet* we’ve provided for you.

Main Teaching Activity
Explain the music they love can teach them basic poetic techniques. Discuss the examples provided on the Poetry Techniques Sheet. Ask pupils to suggest an example for each technique in an open discussion in the class. Make notes on the board. At this time use the hand out to help pupils identify the chorus and verses of the songs.

Split your class into groups and tell pupils that in their groups they need to identify an example of each of the poetic techniques from the hand out. Explain that they should first write the poetry technique down and when they have identified that technique write the entire line beneath it.

E.g. Simile
Her eyes were like twinkling diamonds.

Clarify that for alliteration, assonance, consonance, rhyme and repetition that pupils should underline the appropriate letters or words. After pupils have shown their proficiency with the poetic terms, they then work independently to write their own lyrics. Their lyrics should use a minimum of 2 different poetic techniques in it.

Plenary
This is a 5-10 minute activity. Once pupils have written their own lyrics ask them to work in pairs. They are to read their poem to their partner. Their partner is to provide feedback, something they like about the lyrics and a suggestion on how it could be improved. To extend the activity to a second lesson ask pupils to redraft, copy up and illustrate their lyrics.

Differentiation
For less able pupils suggest they write one verse and one chorus. You may wish to select which poetry techniques they are to include. Students may need to discuss the terms verse and chorus further.

To challenge more able pupils who have a flair for language, writing and technical ability suggest they incorporate additional poetry techniques. You may wish to select which poetry techniques they are to include.

Notes
This is a one-hour activity. Alternatively introductory work can be done in class (20-30 minutes) and the poem can be written as homework.

*Poetry Techniques Sheet is on the second page of this PDF.
Poetry Techniques Sheet

**Simile** - a comparison of two unlike things using ‘like’ or ‘as’
For example: She is beautiful *like* the morning sun.

**Metaphor** – a comparison of two unlike things *without* using ‘like’ or ‘as’
For example: Lilly is a fox.

**Personification** – an inanimate object is given human-like characteristic
For example: The trees *danced* in the wind.

**Hyperbole** – a great exaggeration
For example: She ate a *mountain* of mashed potatoes.

**Alliteration** – at the beginning of words, there is a repetition of consonants
For example: The *swimmer's skin* sizzled in the *sun*.

**Assonance** – anywhere in the words, there is a repetition of vowels
For example: Please *bake me a date cake*.

**Consonance** – anywhere in words, there is repetition of consonant sounds
For example: *Write a great paper by the due date*.

**Onomatopoeia** – words that sound like the name of the word
For example: The cereal *snapped, crackled, and popped*.

**Repetition** – words or phrases are repeated
For example: *Because there is hope, because there is love, because there is* beauty, I can go on

**Rhyme** – sound alike endings of words
- **End rhyme** – At the end of lines, words rhyme.
  For example: Cars and cans lined the *rack*;
  They tumbled down on my *back*

  - **Internal rhyme** – Words that rhyme are in the middle of the line.
    For example: I carry a gold *locket in my pocket*.

* These definitions and examples are from the poetry section of The *Write Source* by Great Source Education Group [1999].