

Poetry Rivals Song Lyrics and Poetry Techniques Key Stage 3 Lesson Plan

KS3 Key Concepts – Learning Objectives

- ☒ 1.1c Demonstrating a secure understanding of the conventions of written language, including grammar, spelling and punctuation.
- ☒ 1.2b Using inventive approaches to making meaning, taking risks, playing with language and using it to create new effects.
- ☒ 1.4c Exploring others' ideas and developing their own.
- ☒ 2.3c Generate and harness new ideas and develop them in their writing.
- ☒ 2.3f Use imaginative vocabulary and varied linguistic and literary techniques to achieve particular effects.
- ☒ 2.3q Use planning, drafting, editing, proof-reading and self-evaluation to shape and craft their writing for maximum effect.
- ☒ 2.3v Signal sentence structure by effective use of the full range of punctuation marks to clarify meaning.
- ☒ 4.3a Develop independence in writing
- ☒ 4.3e Evaluate and respond constructively to their own and others' writing.
- ☒ 4.3i Write for contexts and purposes beyond the classroom.

Introduction

Prior to the lesson this plan will be used in ask each student to submit lyrics from one of their favourite bands or singers. Clarify that the music should be school appropriate. Take all of the lyrics and make a selection of 10 songs, varying in content and style. Compile the songs in to a handout for the pupils and include the Poetry Techniques Sheet* we've provided for you. (The hand out can be worked on individually or in groups.)

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.

Tell students that 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 4 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 by using songs in the lyric packet as examples.

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 **sw**immer's **sk**in **s**izzled in the **s**un.

Assonance – anywhere in the words, there is a repetition of vowels
For example: Please **b**ake me a **a**te **c**ake.

Consonance – anywhere in words, there is repetition of consonant sounds
For example: Write a **g**reat **p**aper by the **d**ue **d**ate.

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].