|  |  |  |
| --- | --- | --- |
| Suitable for Key Stage 2 - Upper | | |
| **A Quiet Space – Poetry** | | |
| **Learning Objectives:** | **Curriculum Links:** | **Resources:** |
| * To select appropriate grammar and vocabulary to understand how such choices change and enhance meaning * To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear * To create a bank of words and phrases and use it to create a poem | **English -** Poetry  **English -** Vocabulary  **Drama** - Performance | * Model poem * Pencils, post-it paper, clipboards, highlighters * Thesauri |
| **Teacher’s Notes** | | |
| **Before your visit** | | |
| * Children should have some experience of creating adjective phrases and synonyms for their own word banks and using a thesaurus. * Children should be familiar with some of the names of common things found inside a church; pews, alter, a lectern, a pulpit, a font, as well as their purpose. | | |
| **During your visit** | | |
| **Introduction *(15 mins)*:**  Find a comfortable area where all children can sit or make a circle. Discuss the feelings of being in this space, how is it different? What do you notice around you? Explain that we are going to use a poem to help us build a picture of this place. Introduce the poem and read it aloud. Discuss the meaning behind the words and what it makes them think of. Ask the children to work in pairs to highlight 6 words or phrases each, which they think work well. Perform the poem together again with children joining in with the words they highlighted. Discuss what effect this had on the performance. | | |
| **Main activity *(30 mins)*:**  Distribute post-its to each pair and ask them to collaborate and agree on the most powerful words or phrases from the poem and write them neatly onto small pieces of paper. They can then begin to add words or phrases of their own to pieces of paper and arrange them on the floor into lines and verses.  The children could group their lines around a focus; feelings the space evokes, textures they can see or touch, details they noticed, questions they want to ask, smells or sounds within the space.  Get the children to read each line aloud to their partner and experiment with the order of the words, changing and improving them adding and editing anything that works, creating repeating patterns, adding descriptive adjectives and powerful verbs and adverbs.  Stop the children and refer back to the original idea of performing the new poem in their pair. Who will read what? How will you emphasize key words or phrases to create an effect? | | |
| **Plenary:**  Children perform their first draft to their peers and encourage feedback. What works really well? What did you like? Encourage children to articulate clearly being kind, helpful and specific. Children have 5 mins to make adjustments based on peer feedback and then record their second draft on the reverse of the original poem sheet. Final readings of all poems if time allows. | | |
| **After your visit** | | |
| * Poems could be reworked and elaborated upon once back in class. They could then be presented and displayed in the church or in school. * They could also be used as a starting point for some literacy work on describing settings. | | |
| **Example of Poem:** | | |
| **A quiet space,**  **Cool damp air,**  **The scent of wood and stone,**  **Columns reach up,**  **Heavy rough wooden beams stretch,**  **Solid slabs of stone lay,**  **Silent and still,**  **Long wooden pews sit,**  **Smooth and cloth worn,**  **Forward facing ranks,**  **Dappled light, splashes in through ancient glass,**  **Muffled sounds from the world outside,**  **A bird’s nest, a pulpit, a lectern, a mouse,**  **A space to speak, and think,**  **An organ at the back for song,**  **A font - a place to wet the baby’s head,**  **What happened here?**  **The start and end of many lives,**  **What would you hear if walls could talk and seats could speak?** | | |
|  | | |