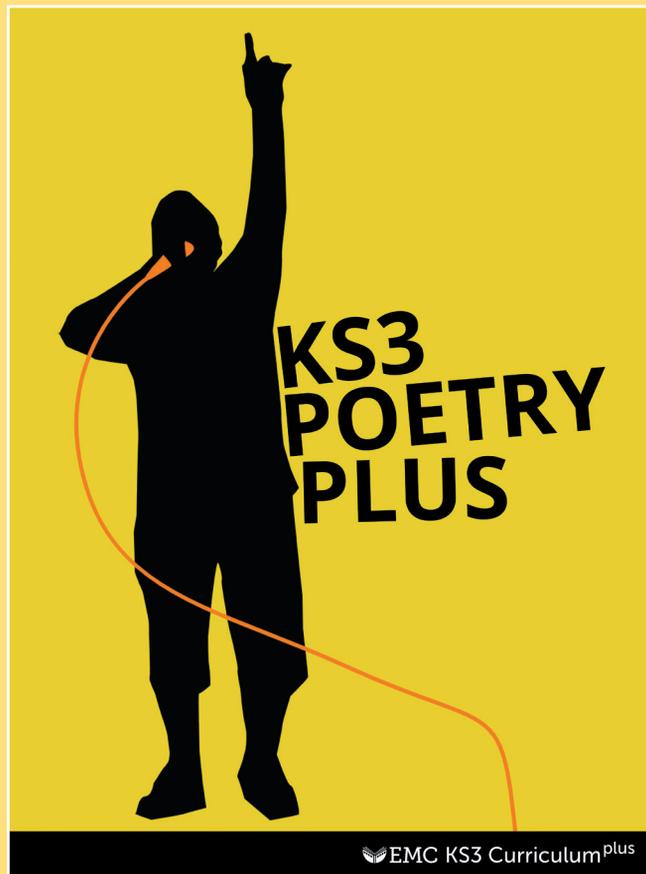


EMC KS3 Curriculum^{plus}

Units of Learning: Medium-Term Plans



◆ PP1: What Is a Poem? (Y7)	2
◆ PP2: Say It Out Loud (Y7)	5
◆ PP3: The Choices Poets Make (Y7)	8
◆ PP4: Lost in Translation (Y8)	11
◆ PP5: Single Poet: Robert Frost (Y8)	14
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◆ PP8: Single Poet: Inua Ellams (Y9)	24

PP1 What Is a Poem?

◆ Year 7

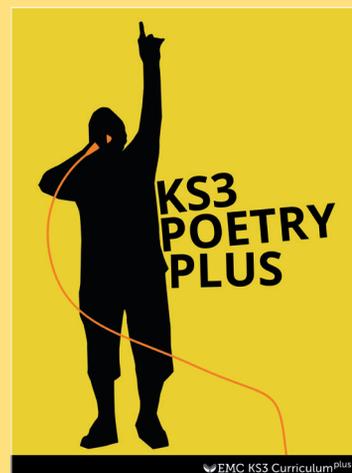
◆ 2-3 weeks

KS3 Poetry Plus pages 31-42

Narrative of the Unit

This introductory unit is designed to get pupils thinking about what exactly poetry is. They begin by exploring a range of poems, extracts from poems and other bits of texts. They must decide which are poetry and why, using their thinking to develop a check-list of what makes a poem. They then move on to thinking about what they like in a poem and what makes a good poem.

Throughout, they apply their ideas to actual poems from the *KS3 Poetry Plus* Anthology, as well as receiving direct input from other poets and from statement banks to push their thinking on.



Analysing Poetry Cards

- ▶ As with all *KS3 Poetry Plus* units, pupils should be given the opportunity to apply the EMC Curriculum^{plus} Analysing Poetry cards that form part of the EMC KS3 Curriculum^{plus} package. They can apply cards of their choice, or cards selected by their teacher, to one or both stories.
- ▶ The cards are designed to support pupils in working within the broad discipline of English and literary analysis. They offer a focused, straightforward and reflective approach to interleaving some of the key skills of English throughout the curriculum.

EMC Curriculum Processes

Personal Processes

- ▶ Read widely for a range of purposes, including for pleasure
- ▶ Discuss and explain own reading choices, including likes and dislikes
- ▶ Make extended spoken contributions to group and whole class activities in formal and informal settings
- ▶ Use talk and writing to develop existing ideas and generate new ones

Creative Processes

- ▶ Demonstrate imaginative approaches to range of spoken and written tasks

Critical Processes

- ▶ Express opinions about reading within broad conventions of literary and linguistic analysis
- ▶ Ask interesting questions about texts
- ▶ Compare texts

Technical Processes

- ▶ Draw on wide vocabulary to communicate effectively and meaningfully; this includes recognising when straightforward, simple vocabulary is more effective than more complex vocabulary
- ▶ Talk and write about texts using appropriate subject terminology

Rich Curriculum Content (with reference to the National Curriculum)

This maps out the curriculum ‘headlines’ for this unit. Much of the ‘subject content’ in the KS3 National Curriculum programme of study, is already covered by EMC’s Curriculum Processes. We have used processes for the bulk of the mapping, because they guide teachers and students in how to *do* English beyond simple subject matter.

Reading	<ul style="list-style-type: none"> ▶ Read a wide range of poems ▶ Contemporary poetry ▶ Pre-1914 poetry ▶ Seminal world literature ▶ Close focus on poetic conventions, including ones associated with figurative language, language, vocabulary choice and text structure ▶ Read critically
Writing	<ul style="list-style-type: none"> ▶ Formal expository writing ▶ Writing poetry
Grammar & Vocabulary	<ul style="list-style-type: none"> ▶ Precise and confident use of linguistic and literary terminology
Speaking & Listening	<ul style="list-style-type: none"> ▶ Participate in structured discussions ▶ Use formal and informal discussion to generate ideas ▶ Presentations

Suggested Route Through

Numbers in the left-hand column refer to stages in the learning process, not to lessons.

STAGE 1	<p>WHAT IS A POEM?</p> <p>Pages 32-36</p> <ul style="list-style-type: none"> ◆ Pupils read a selection of poems, extracts from poems and other texts. They must identify which they think are poems and which are not. They jot down reasons as to why they think each example is or is not a poem. They then draw on their ideas to come up with their own definition of poetry, which they share with the rest of the class.
STAGE 2	<p>WHAT DO YOU LIKE IN A POEM?</p> <p>Page 37</p> <ul style="list-style-type: none"> ◆ Pupils look through Poetry Plus and select a poem that they personally like. They practise reading it aloud, thinking about why they like the poem as they do so. They then join up with other pupils and listen to each other read the poems they have selected. After doing this, the group makes a list, ‘What we like about poems’. They share these as a class, putting them together to make a list of 10 points that people in the class like about poetry.

Suggested Route Through

STAGE 3

DRAWING ON THE EXPERTS

Pages 37-38

- ◆ Pupils build on their own ideas about poetry by reading a selection of comments from poets themselves. They rank order the comments, then compare their thoughts across the class.

STAGE 4

WHAT MAKES A GOOD POEM?

Pages 39-40

- ◆ Pupils work with a partner to come up with five criteria that they think make a good poem. They enter their criteria into a chart, as exemplified on page 40, then each choose two poems at random from the *KS3 Poetry Plus* Anthology. They read their poems (four in total) together, applying their criteria to each and giving them a mark, as shown on the chart. They then review their criteria and discuss their thoughts as a whole class.

STAGE 5

PULLING IT ALL TOGETHER

Pages 41-42

- ◆ Pupils explore a series of statements that add to their discussions in this unit by introducing and reinforcing vocabulary used to talk about poetry. They place the statements in a 'Diamond 9' formation, then discuss their thoughts as a class. Finally, they choose a poem from the *KS3 Poetry Plus* Anthology on their own (or write one) and write a few paragraphs, drawing on the ideas explored in the unit of learning.

ASSESSMENT TASKS

- ◆ On your own, choose a poem from *KS3 Poetry Plus* that you particularly like. Write a few paragraphs about this poem, focusing on:
 - ▶ What you like about it
 - ▶ What makes it a poem
 - ▶ What makes it a good poem
 - ▶ How it fits in with other ideas explored in this unit
- ◆ As an alternative, you might like to write a poem of your own and write about it in the same way – what you like about it, what makes it good, and so on.