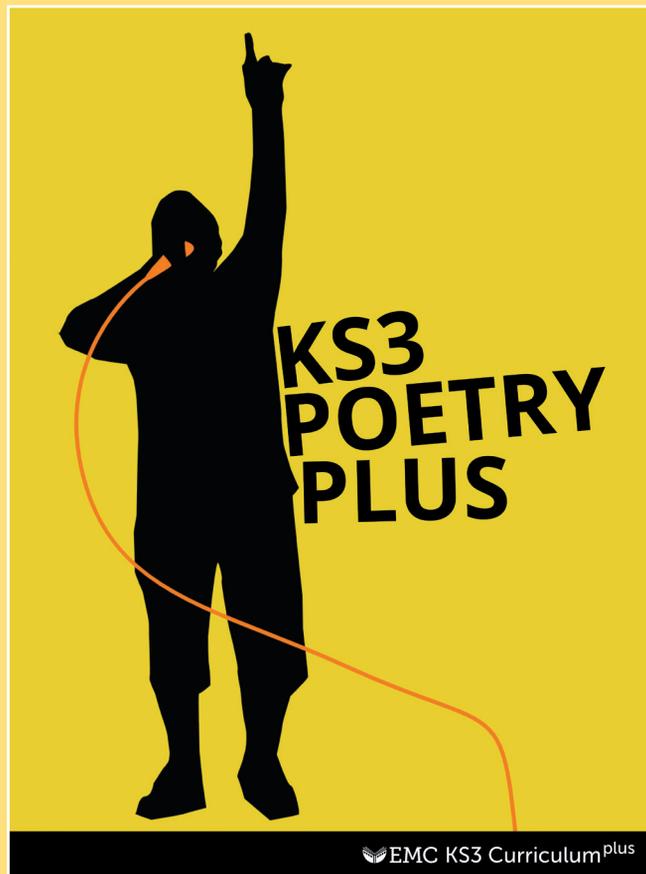


EMC KS3 Curriculum^{plus}

Units of Learning: Medium-Term Plans



◆ PP1: What Is a Poem? (Y7)	2
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PP1 What Is a Poem?

◆ Year 7

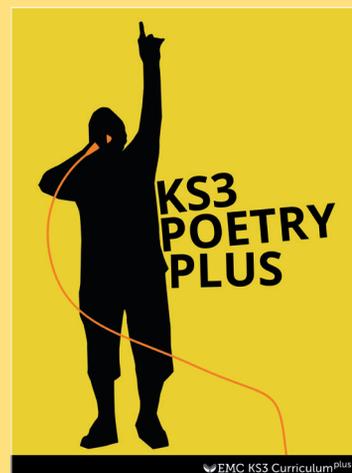
◆ 2-3 weeks

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.

PP2 Say It Out Loud!

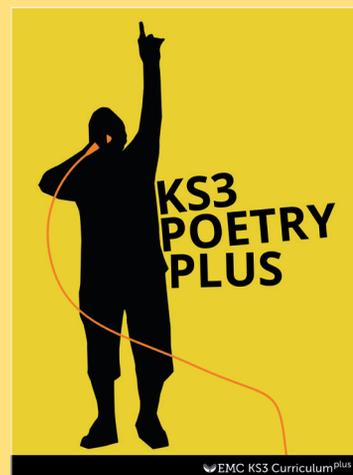
◆ Year 7

◆ 2-3 weeks

KS3 Poetry Plus pages 43-58

Narrative of the Unit

This unit explores the oral traditions of poetry. It begins by focusing on the role of sound in making poetry memorable. It looks at how early poems were structured to make them memorable in an age before mass writing. It then looks at the role of story-telling when speaking poems out loud before moving into the modern era by exploring the world of poetry slams.



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

- ▶ Adapt speech and writing for different purposes, audiences and forms
- ▶ Provide significant and meaningful input to group and class discussions

Creative Processes

- ▶ Generate fresh and interesting ideas about and from own reading
- ▶ Draw on reading to inform creative writing
- ▶ Speak and write in ways that entertain, stimulate and hold attention
- ▶ Engage with texts creatively, for example writing as a character, changing a text, writing in a different genre, and so on

Critical Processes

- ▶ Understand how language and meaning are related to context
- ▶ Situate their reading within its broader literary, social and historical contexts

Technical Processes

- ▶ Maintain consistency and appropriateness of tone in written and spoken communication
- ▶ Understand how texts are constructed for particular effect

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 ▶ Close focus on poetic conventions, including ones associated with figurative language, vocabulary choice, organisational features and text structure ▶ Read critically
Writing	<ul style="list-style-type: none"> ▶ Writing poetry ▶ Drawing on reading to inform writing
Grammar & Vocabulary	<ul style="list-style-type: none"> ▶ Difference between spoken and written forms ▶ Precise and confident use of linguistic and literary terminology
Speaking & Listening	<ul style="list-style-type: none"> ▶ Use formal and informal discussion to generate ideas ▶ Presentation and performance

Suggested Route Through

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

STAGE 1	<p>WHAT MAKES SPOKEN POETRY MEMORABLE</p> <p>Pages 44-46</p> <ul style="list-style-type: none"> ◆ Pupils complete a range of task to help them think about what makes spoken poetry memorable. First, they draw on memories of nursery rhymes and songs to compile a list of what makes them easy to remember. Second, they find a poem in the <i>KS3 Poetry Plus</i> Anthology that they think uses memorable speech. They share their poem with a partner and use ideas about what makes it memorable to build on the list they started in the previous activity. Finally, they rank order the list on page 46 about what helps make a poem memorable. They discuss their ideas as a whole class.
STAGE 2	<p>HEROIC VERSE</p> <p>Pages 47-50</p> <ul style="list-style-type: none"> ◆ Pupils are introduced to the form and structure of alliterative verse in Anglo-Saxon poetry. They are given two short translations from <i>Piers Plowman</i>, one of which sticks to the alliterative verse form, the other of which doesn’t. They experiment to see which is most memorable. They then move on to look at a longer alliterative verse extract, this time from a translation of <i>Beowulf</i>. They draw on what they learn to write an alliterative verse poem of their own.