

## Year 6 NLS Unit: Range of poetic forms

Resources	Story Shorts 2, TV and DVD player; writing equipment; individual whiteboards; interactive whiteboard
Context	Drawing and explaining visual images and using them as a stimulus for poetry writing
Prior knowledge	Children will be familiar with: <ul style="list-style-type: none"> <li>• a range of poetic forms</li> <li>• poetic devices such as alliteration, metaphors, similes and onomatopoeia</li> </ul>

**Learning strands****Speaking**

Use a range of oral techniques such as dialogic talk to explore ideas, including:

- symbolism in print and moving imagery
- defining metaphorical images in a literal sense

**Listening**

- watch/listen and discuss the use of music, sound effects and silence in short sequences (Ref: Becoming Cineliterate Stage 2 *Look Again* page 47)

**Understanding and interpreting texts**

- understand how authors use different structures to create impact (for example: the continually changing two dimensional images in the film/range of poetic forms)

**Creating and shaping texts**

- integrate words (such as descriptive adjectives and metaphorical phrases), images and sounds imaginatively for different purposes

**Word structure and spelling**

- use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen (continuous objective)

**Success criteria**

Have you:

- remembered to use the points that were raised in the discussions with your Talk Partner?
- used metaphorical language and the effects within the film to inspire your writing?

**Learning outcome**

Through exploring the nature of the film, pupils will be able to apply the following concepts selectively within the poetic form:

- symbolism and binary oppositions
- visual imagery which identifies the hero/villain.

**Introduction: Whole Class**

- Listen to the film's soundtrack. Discuss in Talking Pairs what is happening and what is the possible story.
- Watch the film and discuss the images shown.
- Watch the film for a second time and list the images onto whiteboards. Eg knife, key, cage etc.
- As a class, pair up the images and discuss possible literal meanings of figurative images.

**Development activities**

- In pairs, children draw images that binary oppose. Write a phrase to explain what the images could be symbolic of. Use these interpretations to draft their own free verse or concrete poem.
- Extension: Children create their own binary oppositions using common household items.

Plenary

- Watch the film again and discuss any new observations or interpretations.