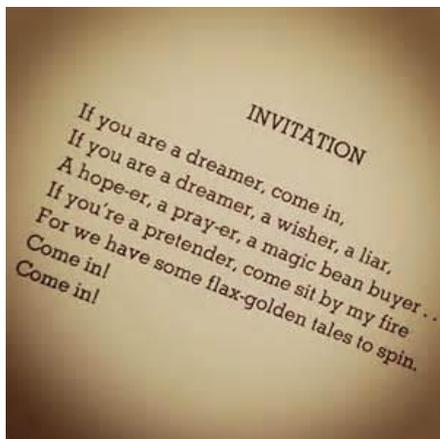




# Epic, Lyric and Dramatic

## The Art of Poetry

[Learning block summary - website / prospectus](#)



*Epic, Lyric and Dramatic* is an exploration of the Art of Poetry for Class 8 (year 9, rising 14s). Based upon Aristotle's classification of the poetic arts that Steiner himself then developed, it is both a historical and a participatory study. Its primary goal is simply to offer young adolescents a passionate engagement with the art of poetry.

The learning block aims to blend students' immersive experience in poetry with their developing knowledge and skills for appreciating and creating it. It does this by exploring the origins of poetry in chant, music and communal religious practice, and how poetry can function similarly to painting (through the use of figurative language) and music (through the use of sound techniques).

As with other aspects of experiential and individualized learning in Steiner Waldorf education, the prime directive for teachers remains crucial - to craft from broad curriculum indications the learning journey needed by a particular class at a particular time. Accordingly, the poems studied and the activities undertaken will vary from class to class, whereas the knowledge and skills developed will remain true to the learning framework provided.

Thursday April 21<sup>st</sup> 2016

## Masks

Everybody wears a mask,  
an invisible mask,  
but there's a task,  
it's the past,  
Everybody has one  
that changes people,  
Like how the war changed the world  
there's two sides of the man or woman  
the part that is themselves,  
and the other is the mask,  
Personality alters when the mask takes over  
and the person changes day by day,  
dark vs light  
day vs night

you have to be tight  
to stop yourself  
Putting on your mask  
Some people are timid  
with themselves,  
but the mask is vicious  
a warrior,  
that will stop at nothing to take over.

Sometimes masks are symbols  
Sometime a fright,  
but everybody wears a mask  
even the people you think you know best.

Remember masks are everywhere  
don't wear your own!

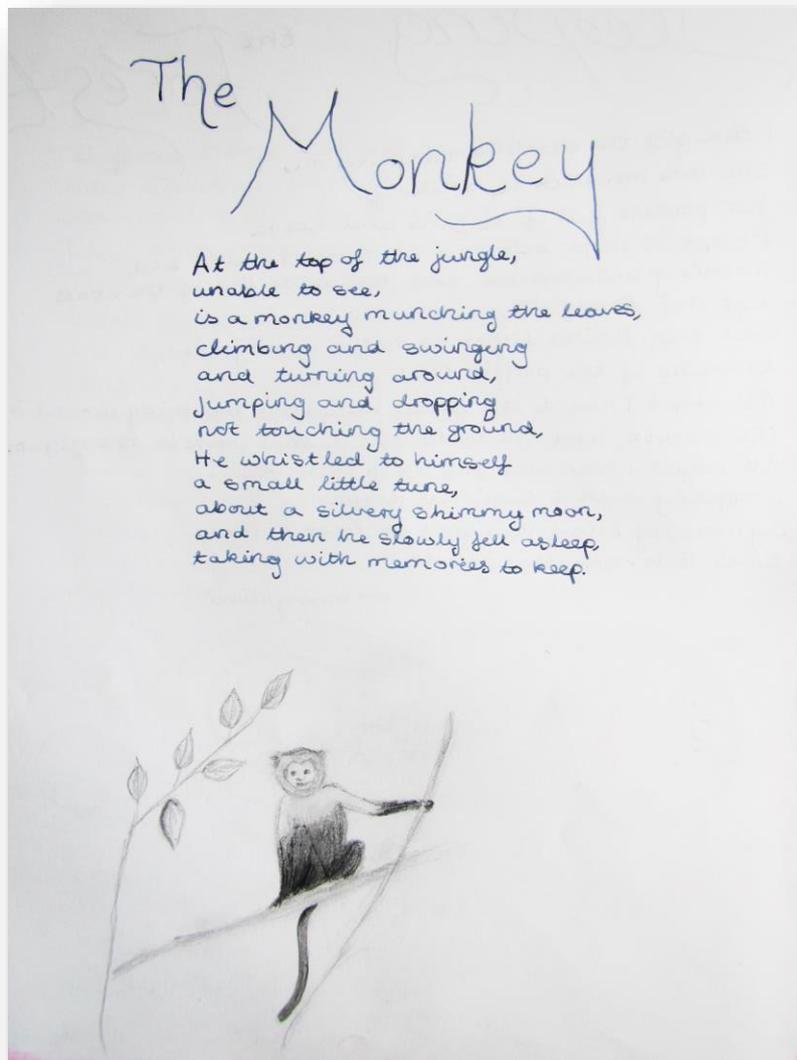
The mask will own you  
you'll alter your personality  
loved ones you will hate,  
hated ones you will love,  
you won't be yourself,  
never again,  
the mask is there don't wear it  
and don't let it conquer you!



Student work, Steiner Academy Exeter Class 8, Summer 2016.



Student artwork inspired by Ovid's Metamorphoses.



Student work, Steiner Academy Exeter Class 8, Summer 2016.

# Epic, Lyric and Dramatic - the Art of Poetry

## Typical learning experiences - teacher's resource

Write your own poems - hold poetry writing workshops in class, practice drafting and revising your own work, and giving constructive feedback to your peers.

Find your own favourite poems from each of Aristotle's principal categories (Epic - narrated storytelling, Lyric - shorter subjective reflections and Dramatic - multiple character narrations).

Retell the story of a range of different poems in order to explore their meaning and impact.

Undertake individual projects on a particular poet, looking at how their biography and landscape influenced their poetry, which poetic movement they belonged to, and within which genre of poetry they principally wrote.

Expand your knowledge of poetic devices, both through class exploration and individual research.

Explore figurative language (poetry as painting) through illustrating poems and translating paintings into poetry.

Explore sound techniques (poetry as music) through clapping / stamping different rhythms, and enacting rhyme schemes and other sound devices.

Stage dramatic enactments or recitations of poetry from a variety of genres.

Create an illustrated poetry timeline for the classroom wall.

Stage an in-school 'poetry slam.'

Research local poets, poetry slams and festivals.

Participate in national poetry recitation competitions (eg Poetry by Heart).

## Epic, Lyric and Dramatic - the Art of Poetry

### Developing knowledge and skills

#### Main lesson assessment guide for students - page 1

At the end of this main lesson, you will grade your own work and participation in class before handing in your workbooks and presentation books. Grades are given primarily for effort and learning. The basic expectation for a C grade is included here, with expectations for B and A grade overleaf. Work falling below a C grade remains ungraded.

<i>Grade criteria (universal for all main lessons)</i>	<b>Criteria for a C grade</b> (specific to Class 8 English / Epic Lyric Dramatic - The Art of Poetry)
<i>Class participation &amp; contribution</i>	<b>Show development as a poet</b> by using memory, imagination and knowledge to invent, draft and revise poems.
	<b>Show development as a critic</b> by working to provide constructive criticism, both orally and in writing, of your classmates' work.
	<b>Show development as a scholar</b> by understanding how poetry is affected by context, language, meaning and evidence. <i>These are <b>threshold concepts</b> that once understood, will change your perception or poetry. A full description will be given during class.</i>
<i>Homework completion</i>	Complete all homework on time.
<i>Presentation book completion</i>	Bring your presentation book to every class and improve on your handwriting and artwork over the course of this main lesson.
<i>Preparedness, study skills and workbook maintenance</i>	Bring your workbook to every class, date and title all entries, reflect on and reply to all peer and teacher comments.
<i>Attendance</i>	> 85%

# Epic, Lyric and Dramatic - the Art of Poetry

## Developing knowledge and skills

### Main lesson assessment guide for students - page 2

Grade and grading criteria	C	B	A
Class participation & contribution	<b>Show development as a poet</b> by using memory, imagination and knowledge to invent, draft and revise poems.	Use memory, imagination, knowledge and research to invent, draft, revise and reflect on poems.	Use memory, imagination, knowledge and research to invent, draft, revise and reflect on poems in both traditional and experimental forms.
	<b>Show development as a critic</b> by working to provide constructive criticism, both orally and in writing, of your classmates' work.	Provide constructive criticism, both orally and in writing, of your classmates' work. Actively participate in class discussions.	Provide conscientious and constructive criticism, both orally and in writing, of your classmates' work. Actively participate in class discussions.
	<b>Show development as a scholar</b> by understanding how poetry is affected by: <ul style="list-style-type: none"> <li>• context</li> <li>• language</li> <li>• meaning</li> <li>• evidence</li> </ul> (these are threshold concepts, that once understood, will change your relationship with the subject and your associated knowledge and skills).	Show how your understanding of these threshold concepts in appreciating poetry has developed over this main lesson.	Show how your understanding of these threshold concepts in appreciating poetry has improved your development as a poet and a critic over this main lesson.
Homework completion	Complete all homework on time.	Complete all homework on time & conscientiously.	Complete all homework on time and conscientiously.
Presentation book completion	Bring your presentation book to every class and improve on your handwriting and artwork over the course of this main lesson.	Develop your layout and presentation skills.	Bring originality in design and presentation to your work and maintain your presentation book to a pristine standard.
Preparedness, study skills and workbook maintenance	Bring your workbook to every class, date and title all entries, reflect on and reply to all peer and teacher comments.	Maintain your workbook to a high standard, using space efficiently and referencing additional sources.	Use your workbook as a creative source, noting the development of your ideas as you go.
Attendance	> 85%	> 90%	> 95%
No grade is allocated to those students who do not complete the minimum writing requirements and homework assignments, and / or who do not hand in a completed presentation book at the end of the main lesson.			

## Epic, Lyric and Dramatic - the Art of Poetry

### Learning framework - developing knowledge and skills Threshold concepts' mastery levels for Class 10

As you work towards your Upper School portfolio, you will increasingly come across **threshold concepts** and **mastery levels** in a number of different subjects. These are the insights that can enable you to transform your understanding and to discover your own creativity as well as to pass exams. Whilst they are set at a high level, this is in order to offer you a challenge. There are stages of understanding along the way that you will be more likely to encounter in Middle School, and these are described overleaf.

LANGUAGE (reading)	Understand & discuss how the various poetic devices in a text elaborate its main theme and sub-themes.
MEANING	Understand and discuss the interplay between a text's themes and sub-themes.
LANGUAGE (writing)	Create an original & engaging poem using a range of poetic devices that effectively relate the main and sub themes.
CONTEXT	Understand & discuss a text's impact & meaning in the light of its historical, geographical & biographical context.
EVIDENCE	Understand & discuss a text's impact & meaning in the light of contrasting evidence for its historical & biographical context
SPEAKING & LISTENING	Recite a text with engaging & subtle pathos, logos and ethos.

# Epic, Lyric and Dramatic - the Art of Poetry

## Learning framework - developing knowledge and skills

### Threshold concepts' mastery levels and sub-levels

The threshold concepts described here are not automatically assumed to be mastered by all students in either Middle or Upper School. There are, rather, to be worked towards in the context of 'turns of understanding' and 'initiations into a subject's culture' (Cousin: 2006, p.4).

Developmental phase	Class 7-9	Class 8-10	Class 9-11	Class 10-12
Activity	<i>Identify</i>	<i>Describe</i>	<i>Compare</i>	<i>Generalise</i>
Level of assessment	<i>Foundation</i>	<i>Developing</i>	<i>Secure</i>	<i>Mastery</i>
Level of learning	Surface		Deep	
<b>LANGUAGE</b> (reading)	Identify a range of poetic devices in a text.	Identify and distinguish between figurative language (poetry as painting) & sound techniques (poetry as music).	Discuss how the poetic devices used in a text contribute towards an understanding of its main theme.	<b><i>Understand &amp; discuss how the various poetic devices in a text elaborate its main theme and sub-themes.</i></b>
<b>MEANING</b>	Identify the main phrases and action in a text.	Identify the main theme of a text.	Identify the theme and sub-themes in a text.	<b><i>Understand and discuss the interplay between a text's themes and sub-themes.</i></b>
<b>CONTEXT</b>	Locate a text within its historical and biographical context.	Locate a text within its historical, geographical and biographical context.	Understand & discuss a text's impact & meaning in the light of its historical & biographical context.	<b><i>Understand &amp; discuss a text's impact &amp; meaning in the light of its historical, geographical &amp; biographical context.</i></b>
<b>EVIDENCE</b>	Cite the author, publisher and publication date for any given text.	Offer references for a text's location within a historical and biographical context.	Discuss the reliability of a variety of sources giving a text's historical and biographical context.	<b><i>Understand &amp; discuss a text's impact &amp; meaning in the light of contrasting evidence for its historical &amp; biographical context.</i></b>
<b>LANGUAGE</b> (creating)	Create an original poem using a range of poetic devices.	Create an original and engaging poem using a range of poetic devices.	Create an original & engaging poem using a range of poetic devices that effectively draw out the main theme.	<b><i>Create an original &amp; engaging poem using a range of poetic devices that effectively relate the main and sub themes.</i></b>
<b>SPEAKING &amp; LISTENING</b>	Recite a text from memory.	Recite a text with appropriate intonation and emphasis.	Recite a text with appropriate pathos, logos and ethos.	<b><i>Recite a text with engaging &amp; subtle pathos, logos and ethos.</i></b>

## Epic, Lyric and Dramatic - the Art of Poetry

### Sample content and differentiation for poetic devices, genres & movements

	All	Most	Some
Encountered through:	classroom activities	student research	
Poetic Devices	alliteration atmosphere/mood contrast imagery jargon juxtaposition metaphor paradox personification rhyme rhythm simile speaker theme	allegory ambiguity assonance cacophony cliché connotation euphony figurative language hyperbole meter onomatopoeia oxymoron rhyme schemes symbol tone understatement	Abecedarian allusion anachronism anaphora apostrophe consonance dissonance extended metaphor idiom irony litotes literal language metonymy synecdoche trope voice
Poetic movements	Beat poets Metaphysical poets Romanticism Harlem Renaissance The Urban Poets	Pastoralism Symbilism The Martian poets The Misty Poets Modernist Neoclassicist Nijo poetic school	Absurdism Imagism Parnassians Objectivists Confessionalists New York School Projectivists
Poetic genres	ballad blank verse epic limerick monologue narrative sonnet	acrostic Carpe Diem didactic elegy epigram haiku ode	cinquain concrete poetry found poetry free verse

# Epic, Lyric and Dramatic - the Art of Poetry

## Sources and references

**[www.poetryfoundation.org](http://www.poetryfoundation.org)**

The Poetry Foundation, publisher of *Poetry* magazine (since 1912), is a Chicago based independent literary organization “committed to a vigorous presence for poetry in our culture.”

**[www.bestlibrary.org/murrayslit](http://www.bestlibrary.org/murrayslit)**

**[www.poetryoutloud.org/poems-and-performance/](http://www.poetryoutloud.org/poems-and-performance/)**

US based performance poetry contest resources.

**<https://exeterpoetryfestival.wordpress.com/about/>**

Annual poetry festival in Exeter and monthly poetry slam.

**[www.biography.com](http://www.biography.com)**

Biography resource to explore the background context to poets' compositions.

**<https://performapoem.lgfl.org.uk/>**

Michael Rosen's esafe site for children's performance poetry.

**<http://www.poetrybyheart.org.uk/>**

National poetry recitation competition.