

Unit Title	'Poetically speaking...': Introduction to poetry						
Subject group and discipline	Language and Literature: English	MYP year	1	Unit duration (hrs)	20	Assessed tasks	<u>Formative</u> : Written analytical response to poem <u>Summative</u> : Oral analytical response to poem

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Creativity	Self-expression Style	Personal and Cultural Expression: Belief systems
Statement of inquiry		
Creators of texts use stylistic choices in order to creatively express individual belief systems.		
Inquiry questions		
<p>Factual (remembering facts and topics) — What makes poetry different from other forms of literature? How can we learn a poem off by heart?</p> <p>Conceptual (analysing big ideas) — Why is poetry an effective form of creative expression? Why do poets use certain stylistic devices? Why is learning poetry a meaningful skill?</p> <p>Debatable (evaluating perspectives and developing theories) — Is every decision made in creating poetry a conscious choice or do we read too much into our analysis? Is the aim of poetry to relay individual beliefs and perspectives, or is it simply a creative outlet for writers?</p>		
Objectives	Summative assessment	
<u>Criterion A: Analysing</u> i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology	<i>Outline of summative assessment task(s) including assessment criteria:</i> Goal- To deliver an oral analytical response to the poem that you deem most memorable and impactful, explaining why it had such an effect on you. Role- You are a passionate advocate for this poem you have selected. Audience- The rest of the class.	<i>Relationship between summative assessment task(s) and statement of inquiry:</i> The task connects to the goal by first asking students to examine the stylistic choices made by a selection of poets and begin to develop the skill of analysing how these choices are a creative expression of the poets' beliefs and the effect these choices- and thus the ideas conveyed- has on the audience. Once students are secure in their understanding of this connection, they will select the poem which has had the most profound impact on them as an individual,

<p>Criterion D: Using language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell, write and pronounce words with accuracy</p> <p>v. use appropriate non-verbal communication techniques.</p>	<p>Situation- You are delivering a presentation to your peers, explaining why and how your poem is the most memorable.</p> <p>Product/performance/purpose- You will write your analysis and then practise presenting this to your peers in order to inspire them to feel as strongly about this poem as you do.</p> <p>Standards and criteria- Your work will be assessed on Criterion A- Analysing (i. ii.) & Criterion D- Using language (i. ii. iii. iv. v.) (Year 1).</p>	<p>before then delivering an oral presentation to their peers explaining what they believe the poet's beliefs are and which of the poet's choices are the most memorable/effective in creatively conveying said beliefs.</p>
<p>Approaches to learning (ATL)</p>		
<p>Self-management skills: affective skills</p> <p>In order for students to write and speak in an appropriate register and style, they will practise managing self-talk (self-motivation) and strategies to reduce stress and anxiety (emotional management).</p> <p>Possible learning activity: Listening to others talk positively to themselves; discussing the importance of peer support and then encouraging the whole class to support one another before and after their presentations.</p>		