

<b>Unit Title</b>	<b>Poetry Unit</b>				
<b>Subject group and discipline</b>	<b>Language and Literature: English</b>	<b>MYP year</b>	<b>3</b>	<b>Unit duration (hrs)</b>	<b>20</b>

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i></b>
Creativity	Style, self expression	Personal and cultural expression

**Statement of inquiry**

Understanding poetic styles helps us to develop a personal and cultural response to creative writing and thinking.

**Inquiry questions**

**Factual (remembering facts and topics)—**  
 What is anaphora/enjambment/caesura?  
 What are plosives/fricatives/sibilance?  
 What is meter?  
 What is form and structure?  
 What is allusion?

**Conceptual (analysing big ideas)—**  
 How do poems cause readers to have personal and cultural responses?  
 Why do poets use certain stylistic devices?  
 How can poetry make us think and write creatively?  
 How do poems reflect the cultures in which they are produced?

Why is poetry an effective form of creative expression?

**Debatable (evaluating perspectives and developing theories)—**

Does intertextuality shape our reaction to a poem?

Does culture shape how poets express themselves?

Do we respond to poetry from unfamiliar cultures differently from how we respond to poetry from a more familiar culture?

**Objectives**

**Summative assessment** *This does not always have to be a GRASPS task but it does need to involve students demonstrating progress by transferring the skills and knowledge they have learnt to a real-life context. An analytical essay or practice exam questions (not quizzes) counts as real life context. Students need to construct a response using the knowledge and skills they practised in the unit.*

**A: Analysing**

- i. identify and explain the content, context, language, structure, technique and style of text and the relationship among texts.
- ii. identify and explain the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology

**D: Using Language**

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

**Goal:** To write and evaluate your own poem for a student anthology, using technical terms to unpick personal and cultural expression.

**Role:** Young writer for a pupil poetry anthology.

**Audience:** A young readership.

**Situation:** You are writing a poem and evaluating it, using your knowledge of poetic techniques.

**Purpose:** To analyse how a poet communicates their message effectively.

**Standards and criteria:** You will be judged by

Criterion A: Analysing text

Criterion D: Using language

Pupils build on their prior knowledge of poetic techniques, tone and mood to form their own personal response to poetic form. Lesson resources explicitly teach pupil knowledge of structural and language techniques: anaphora, enjambment, caesura, homage, allusion. Pupils use knowledge of techniques and analysis to create and evaluate their own poetry in the GRASP task.

**Approaches to learning (ATL): *These can be listed or you could offer some explanation of how they will be developed***

In order to write and evaluate their own poem, pupils will need to focus on the process of creating by imitating the work of others. (Reflection skills).