GCE English Literature 2015: Contemporary Poetry

(AS Component 1A and A level Component 3A)

Introduction

Contemporary Poetry

The scheme below reflects one half term block of teaching. This scheme is appropriate for the poetry text in AS component 1: Poetry and Drama, as well as A level component 3: Poetry (Section A post-2000 poetry) and so can be used for a co-taught group of AS and A level students in year 12, if desired.

The named poems for study are the same for AS and A level students.

Teaching of the selected poems is supported by the free Edexcel resource: *Poems of the Decade Teacher's Guide* which can be accessed on the Edexcel website.

AS and A level assessment

For the assessment, AS Level candidates will be required to compare two of their studied poems from the prescribed anthology *Poems of the Decade**

A level candidates will be required to compare one of their studied poems from that collection with a linked *unseen* poem written this century.

Unseen Poetry

For **A level students only,** an additional scheme of work on unseen poetry approaches can be found from p. 7 onwards. For A level students, this work can be incorporated throughout the teaching of the *Poems of the Decade*, allocating a range of the set poems for unseen analysis and practice.

Further materials are provided in the free Edexcel resource *Unseen Poetry Preparation Anthology* which can be accessed on the Edexcel website.

*For the list of poems to be studied within the anthology please see Appendix 4 of the AS specification or Appendix 5 of the A level specification (the poems are the same for AS and A level).

Wk	Focus	Learning outcomes	Content	Exemplar resources
1	'Ways into the text' • Considering students' own lifetime and its distinctive place in literary and historical context • Initial reading and responding to representative literature – poetry or other literary forms	Students will establish knowledge of: • the definition and development of poetry in English literature • literary terminology related to poetry analysis and how to use it effectively • appropriate further reading.	Introduction to the key concerns of the 21st century, using a range of materials and media. • Students study the history and development of poetry. • Give students opportunities for creative writing and poetry: considering poetry and its craft. • Provide a brief overview for students of the expectations of AS/A level examination for contemporary poetry response. • Encourage students to use guidance on approaching contemporary poetry provided in Edexcel's *Unseen Poetry Preparation Anthology* resource. Students to make an appropriate summary of the key points of advice, eg in a flow diagram, mind map or list. • Teacher to suggest students keep notes/log of key poetic terms and where these are exemplified in poems studied during the course, together with any questions they have about poems they read independently.	Introduction to contemporary poetry: • Extracts from a range of texts to consider the definition and purpose of poetry, e.g. comparing it with rhetoric, song, advertising slogans, prose, poetry within drama • Teacher-selected range of poems/extracts from which to discuss the history and development of poetry • Audio recordings of some contemporary poets, including materials from *The Poetry Archive* Introduction to approaching and writing about poetry: • Section 2 Essays from *Unseen Poetry Preparation Anthology*. Approaches can be used to enhance students' first readings of the prescribed contemporary poetry, even if their final assessment does not include unseen poetry. • Teacher-selected pair of poems from one, or more than one. poet – students to consider whether or not the poems are written by the same poet and why they think this • List of poetic terms and definitions, e.g. list from Peter Sansom's *Writing Poetry* (Bloodaxe Poetry Handbooks, 1993)

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				Writing poetry – considering form, content, word choice, structure, etc:
				 ● Writing ideas from Peter Sansom's *Writing Poetry*
				 ● Further reading from:
				   ● the poets included in *Poems of the Decade*
				   ● related research on poets' websites
				   ● related contemporary poetry prizes.
				   ● reading list from Edexcel *Unseen Poetry Preparation Anthology*
				   ● additional teacher suggestions.

2 – 7	Reading and studying the prescribed poems from *Poems of the Decade*	Students will develop their knowledge of: ● the poems' themes, language and poetic techniques ● the concepts and terminology required for analysing poetry ● how to make links and connections between poems ● mapping of linked poems in the prescribed poetry collection,	Students should study the set poems as outlined in the relevant Appendix of the specification (Prescribed Texts) as well as models of writing about poetry. Some of the following activities may be useful: ● keeping a poetry log. This might include key terminology and examples of their use, a reading journey to reflect students' reading of poetry independently, copies of poems that they have particularly enjoyed, key questions about poems they have read. ● consideration of how to annotate a poem ● consideration of ambiguity – investigating possible different readings of poems ● consideration of two poems and whether or not they are written by the same poet – to facilitate close analysis of language, form, style, concerns and tone	● *Poems of the Decade Teacher's Guide* ● Selection of poems for annotation and study as a whole class, or groups or individuals prior to whole class discussion – teacher-generated or taken from teacher's guide ● Filmed and audio reading and interviews with relevant poets where available: see *The Poetry Archive* http://www.poetryarchive.org/ and http://www.poetrystation.org.uk/ ● Statements giving points of view on aspects of a poem or poems (to be used to stimulate student discussion and consideration of personal response with relevant supporting evidence) ● relevant critical essays on poets/poems plus examples of comparative essays

W k	Focus	Learning outcomes	Content	Exemplar resources
		considering form, style, language, themes and concerns ● the characteristics of a skilled written response to poetry ● the structure form and content of a comparative analytical essay.	● analysis of poets' language choices, including poem titles, and their effect, through annotation of prescribed poems ● analysis of any patterns of language choices within and between poems, and how such frequencies may reflects poets' concerns across a number of poems ● analysis of poetic form and its relationship to the poets' intentions. Recreative writing activities, such as: ● using a 'collapsed poem' and drawing on the word bank to create their own writing ● using a prescribed poem as a starter for prose writing Students to carry out: ● presentations by individuals or pairs of students on a chosen poem, requiring seminar-style discussion from all students, key questions from the leading student(s) and consideration of contrasting viewpoints ● readings of poetry – student/class readings ● learn poems by heart: students choose and learn a choice of poem(s) from the collection.	● electronic version of 'collapsed' poems/'word walls' to enable students to identify patterns of word frequency and work from word banks to focus on language choice and thematic concerns of the poet/period ● Mapping work to identify links and connections between poems. Use of non-fiction and visual resources that develop students' knowledge of the historical social and literary context of the poems (to enhance knowledge and understand – context is not required for assessment).

2 – 7	Making connections between poems	Students will develop their knowledge of:
		● how to make links and connections between poems.
			Some of the following activities may be useful:
			● mapping connections between poems
			● presentations (individuals or pairs) on pairs of poems, followed by:
			   ● seminar-style discussion from all students
			   ● key questions from the leading
				● *Poems of the Decade Teacher's Guide*
				● Model of how to map links and connections between poems
				● Model comparative essays from *Unseen Poetry Preparation Anthology*
				● Shared writing activities, where pairs of students share the writing process of a

W k	Focus	Learning outcomes	Content	Exemplar resources
			student(s) ● consideration of contrasting viewpoints ● discussion, planning and writing work that considers links and connections between the studied poems.	comparative essay. Teachers can also use this method at front of class, inviting students to join in and edit.
8	Planning and writing a comparative response to poetry in exam conditions	Students will understand: ● relevant literary terminology and the conventions of the literary essay ● how to form and express personal response to literary text, both orally and in written form ● the Assessment Objectives against which examination responses for the Component 3 will be judged (AO1, AO2, AO4).	Students should complete the following: ● short essays at key points in their reading, with focus on relevant aspects of poetry such as language, meaning, thematic concerns, form, and structure ● consideration of model essays/extracts on sample questions ● paired work in which students consider effective written style, literary analysis and personal response.	● Bank of teacher-generated exam practice questions that specify a named poem, plus discussion of at least one other poem ● Sample model essays and/or annotated poems on the above ● List of AOs for student use.

Contemporary Poetry Comparison with Unseen

(A level Component 3A unseen element)

The content outlined below revises and supplements the study of *Poems of the Decade.* As such, this scheme has been split into skills blocks, rather than weeks.

You may wish to incorporate these activities as part of your overall teaching of the *Poems of the Decade*, allocating a range of the set poems within the anthology to be introduced as unseen texts.

This scheme draws on students' knowledge of taught poems, while at the same time preparing them to read and compare one of these to an unseen poem in examination conditions. Materials are provided in the free Edexcel resource *Unseen Poetry Preparation Anthology*

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Post-2000 poetry	Students will develop their knowledge of:
	
	 • the definition and development of poetry in English literature
	
	 • key figures in contemporary poetry – through listening, reading and discussion
		The following activities may support students in approaching unseen contemporary poetry.
		
		 • Provide a brief overview for students of the expectations in the A level examination for Contemporary poetry comparison with an unseen poem
		
		 • Discuss students' responses and experience of poetry so far, including:
		
		    • personal poem choices selected by individual students
		
		    • poetry and its 'outside the classroom' purpose
		
		    • differences between poetry and other writing forms.
		
		 • Introduce students to the T S Eliot prize. Involve students in the T S Eliot prize-shadowing scheme (October start date) to widen their reading and consider their personal responses.
		
		 • Provide opportunities for creative writing and poetry: considering poetry and its craft.
		
		 • Introduce students to the Edexcel *Unseen Poetry Preparation Anthology*.
		
		 • Have a student-led (individual/pairs) unseen poetry class session on one poem, selected from their personal reading or *Poems of the Decade*.
		
		 • Remind students to begin to keep notes on possible poems that they might use to lead this discussion later in the term.
			• Extracts from the Edexcel *Unseen Poetry Preparation Anthology*– Section 2: essays on how to approach unseen poetry
			
			 • Further reading list from Edexcel *Unseen Poetry Preparation Anthology*, plus additional teacher suggestions
			
			 • Ideas for creative writing from Peter Samson's *Writing Poems* (Bloodaxe Poetry Handbooks, 1993)
			
			 • T S Eliot prize shadowing scheme resources to enable students to understand real-time developments in contemporary poetry during their course
			
			 • *Poems of the Decade*

Read and respond to unseen	Students will extend their knowledge of: • the concepts and	• Students should read essays about approaching unseen poetry from the *Edexcel Anthology*. Students to make an appropriate summary of the key points of advice,	• The Edexcel *Unseen Poetry Preparation Anthology* Sections 2 and 3

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poems	terminology required for analysing contemporary poetry ● particular aspects of written style for writing about poetry ● literary terminology related to poetry analysis and how to use it effectively.	using: ● flow diagram ● mind map ● list. ● Provide teacher modelling of responding to a poem, including: ● group discussion by teachers, working together to unravel a previously unseen contemporary poem, chosen by another teacher in the department ● students writing notes on their method to understand how practiced readers go about this. ● Students to keep a poetry log, including: ● key terminology and examples of their use ● a reading journey to reflect students' reading of poetry independently ● copies of poems that they have particularly enjoyed ● key questions about poems they have read. ● Provide examples of how to annotate a poem. ● Students write short essays on individual unseen poems, focusing on relevant aspects of poetry, such as language, meaning, thematic concerns, form, and structure. ● Students consider model essays/extracts on sample questions. ● Students carry out paired work, in which they consider effective written style, literary analysis and personal response. ● They carry out analysis of poets' language choices in	● Teacher selection of contemporary poems for annotation and study as a whole class, in groups or individuals prior to whole class discussion, e.g. poems allocated for unseen practice from set poems within *Poems of the Decade* or The Poetry Archive's authored post-16 lessons. ● Teacher-created model of an annotated poem, plus teacher selection of a poem or pair of poems for a small group of teachers to discuss and analyse in front of a student audience. ● *Poems of the Decade* – any poems allocated for unseen study may be used for poetry annotation activities or examination practice ● Filmed and audio reading and interviews with contemporary poets: see *The Poetry Archive* and *The Poetry Station* plus individual poets' websites ● Teacher-authored statements giving points of view on aspects of a poem (to be used to stimulate student discussion and consideration of personal response with relevant supporting evidence) ● Relevant critical extracts or reviews to support development of personal responses to a poem, e.g. from

Focus	Learning outcomes	Content	Exemplar resources
		unseen poems, including poem titles, and their effect, through annotation of prescribed poems. ● Students analyse any patterns of language choices within and between poems, and how such frequencies may reflects poets' concerns across a number of poems. ● Students analyse the poetic form and its relationship to the poets' intentions. They carry out re-creative writing activities: ● using a 'collapsed poem' and drawing on the word bank to create their own writing ● using a prescribed poem as a starter for prose writing. ● Students give presentations, as individuals or in pairs, on a chosen poem, from *Poems of the Decade* or wider reading. Seminar-style discussion from all students, key questions from the leading student(s) and consideration of contrasting viewpoints. ● Readings of poetry to be carried out by student/class readings of poems.	*Poetry Review* www.poetrysociety.org.uk/content/publications/review/backissue/ ● Electronic version of 'collapsed' poems/'word walls' to enable students to identify patterns of word frequency, and work from word banks to create their own writing ● Trips to live poetry readings/visits from poets where possible

Focus	Learning outcomes	Content	Exemplar resources
Explore links between seen and unseen poems	Students will extend their knowledge of: ● how to make links and connections between poems ● the structure form and content of a comparative analytical essay.	● Students map connections between studied and unseen poems ● Students select examples from set poems (or wider reading) to pair with a poem from *Poems of the Decade,* plus give justifications for their choices. ● Presentations to be given by individuals or pairs of students on pairs of poems. ● All students conduct seminar-style discussions, including key questions from the leading student(s) and consideration of contrasting viewpoints. ● Discussing, planning and writing work that considers links and connections between prescribed and unseen poems.	● Model of how to map links and connections between poems ● Model comparative essays from *Unseen Poetry Preparation Anthology* ● Shared writing activities where pairs of students share the writing process of a comparative essay. Teachers can also use this method at front of class inviting students to join in and edit ● Bank of teacher-generated exam practice materials including Section 4 of the *Unseen Poetry Preparation Anthology* Sample model essays and/or annotated poems on the above, including those from Section 5 Edexcel anthology
Plan and write poetry essays in timed conditions Feedback and target setting	Students will improve their competence in: ● meeting the Assessment Objectives against which examination responses for Component 3 will be judged (AO1, AO2 and AO4) ● developing a personal response ● writing a comparative	● Students mark a model answer, identifying success criteria and targets. ● Students practise writing timed responses to sample questions on unseen and prescribed contemporary poetry. Set poems from *Poems of the Decade* may be introduced as unseen examination practice.	[Edexcel Sample Assessment Materials for Component 3 unseen poetry](#) p.104 Edexcel *Unseen Poetry Preparation Anthology* Sections 4 and 5 (Sample Unseen poems and Sample Responses)

Focus	Learning outcomes	Content	Exemplar resources
	poetry essay, including one unseen poem, in timed conditions ● understanding their personal strengths and weaknesses.		