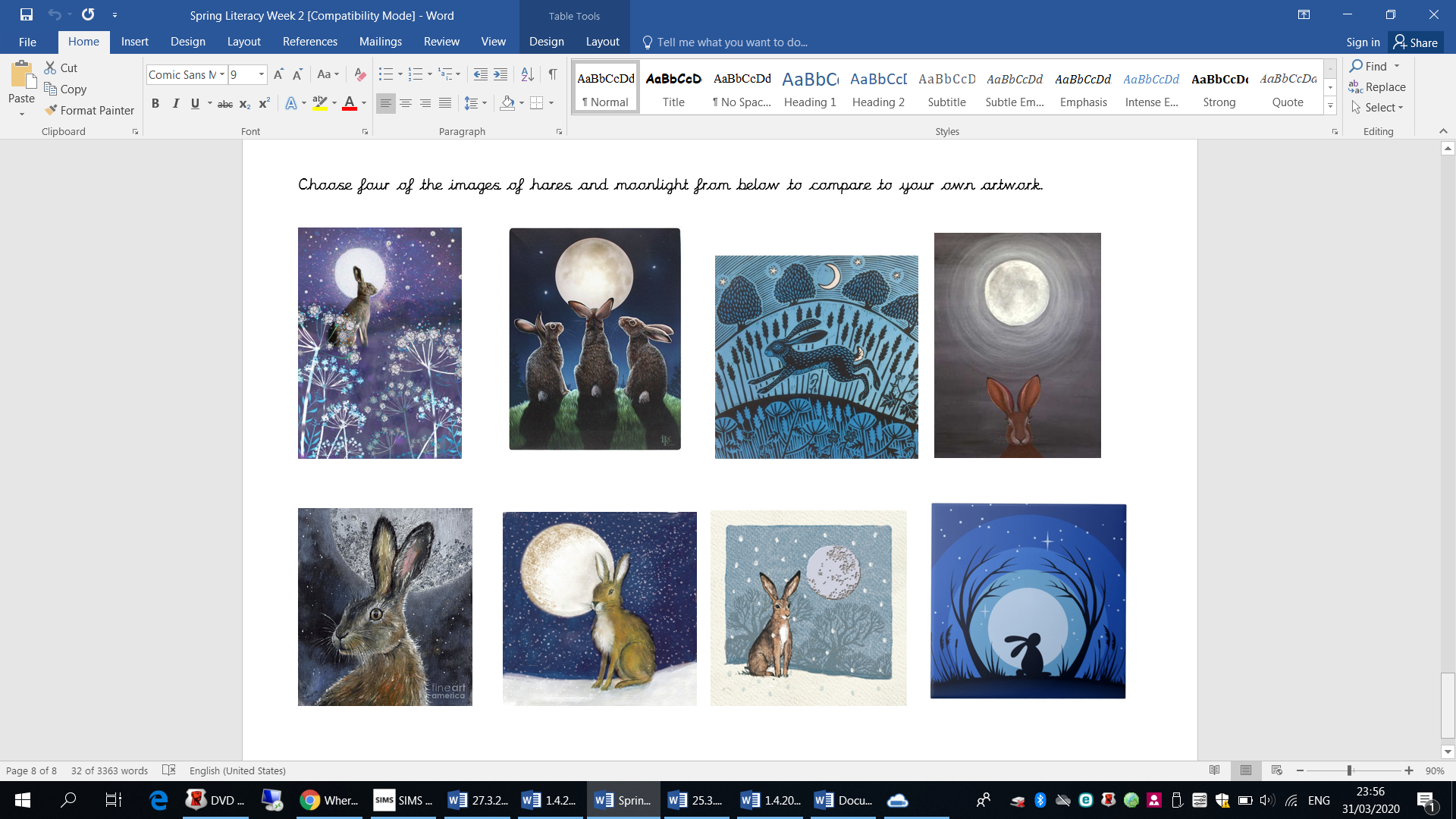
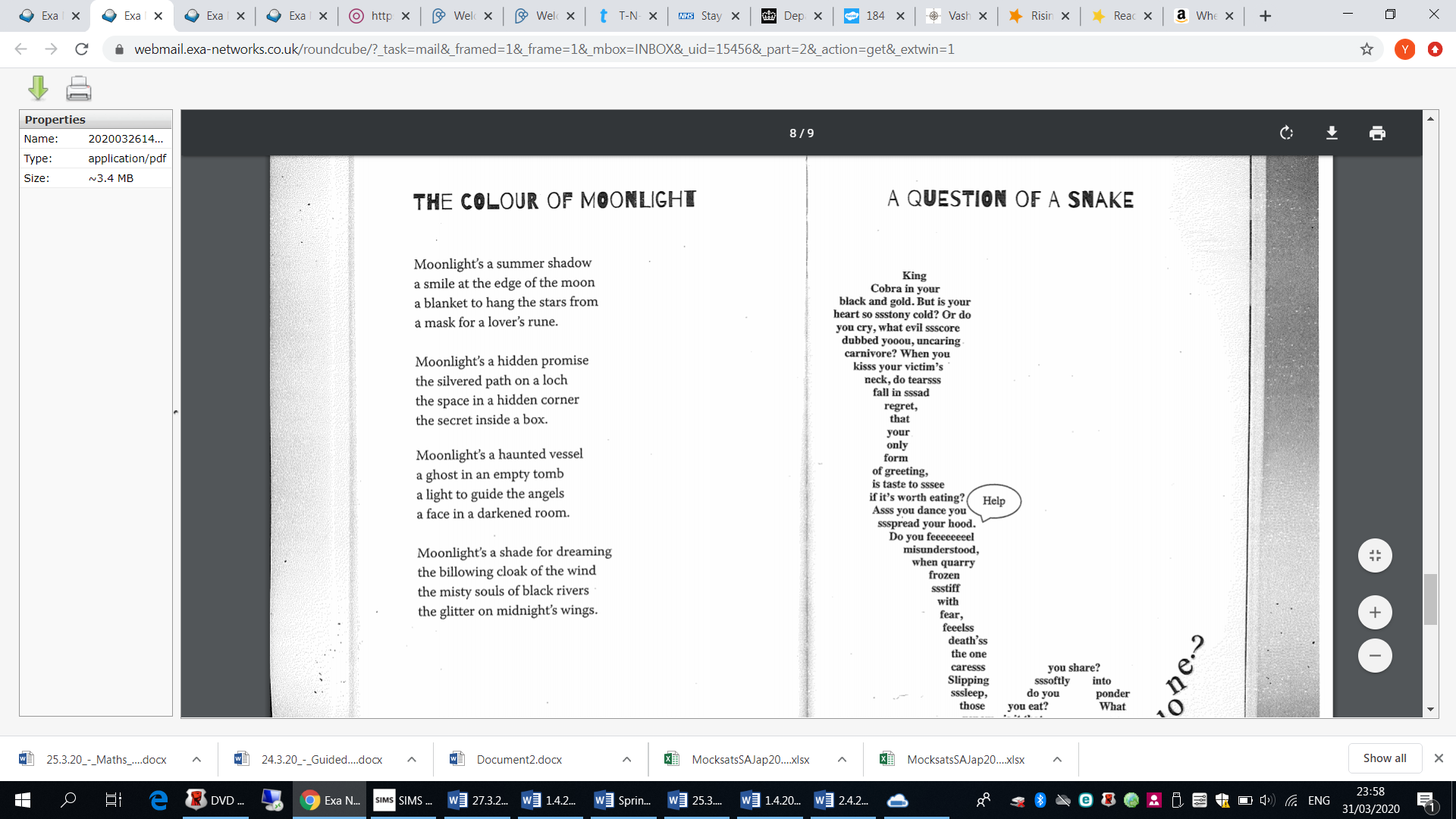
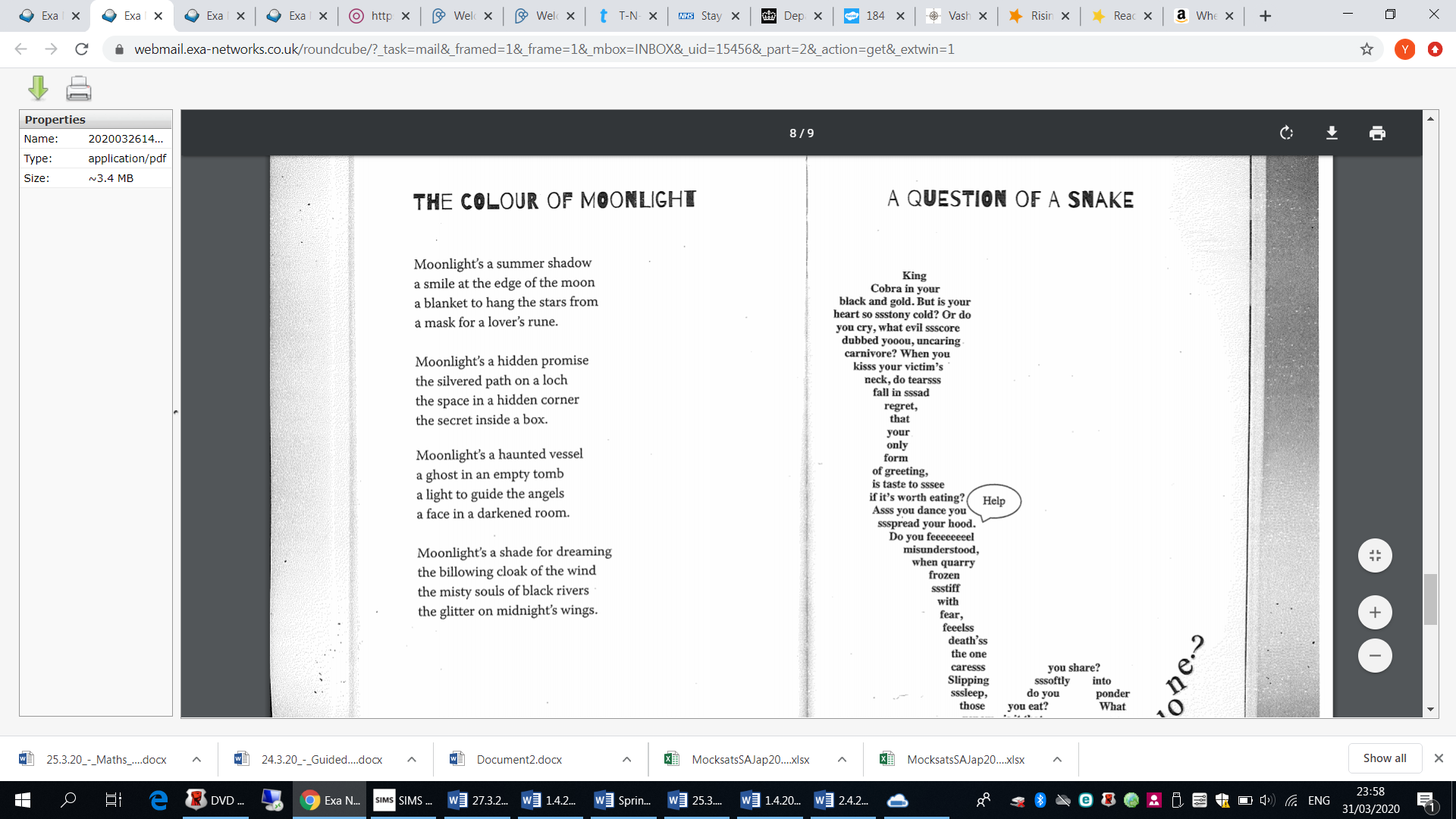
Thursday 2nd April 2020 LO: Responding to and performing poetry.

Show a selection of images of hares in the moonlight. Ask the children to discuss their responses to them and compare them to the images that they have produced.



Read ‘The Colour of Moonlight’ (pg 80).

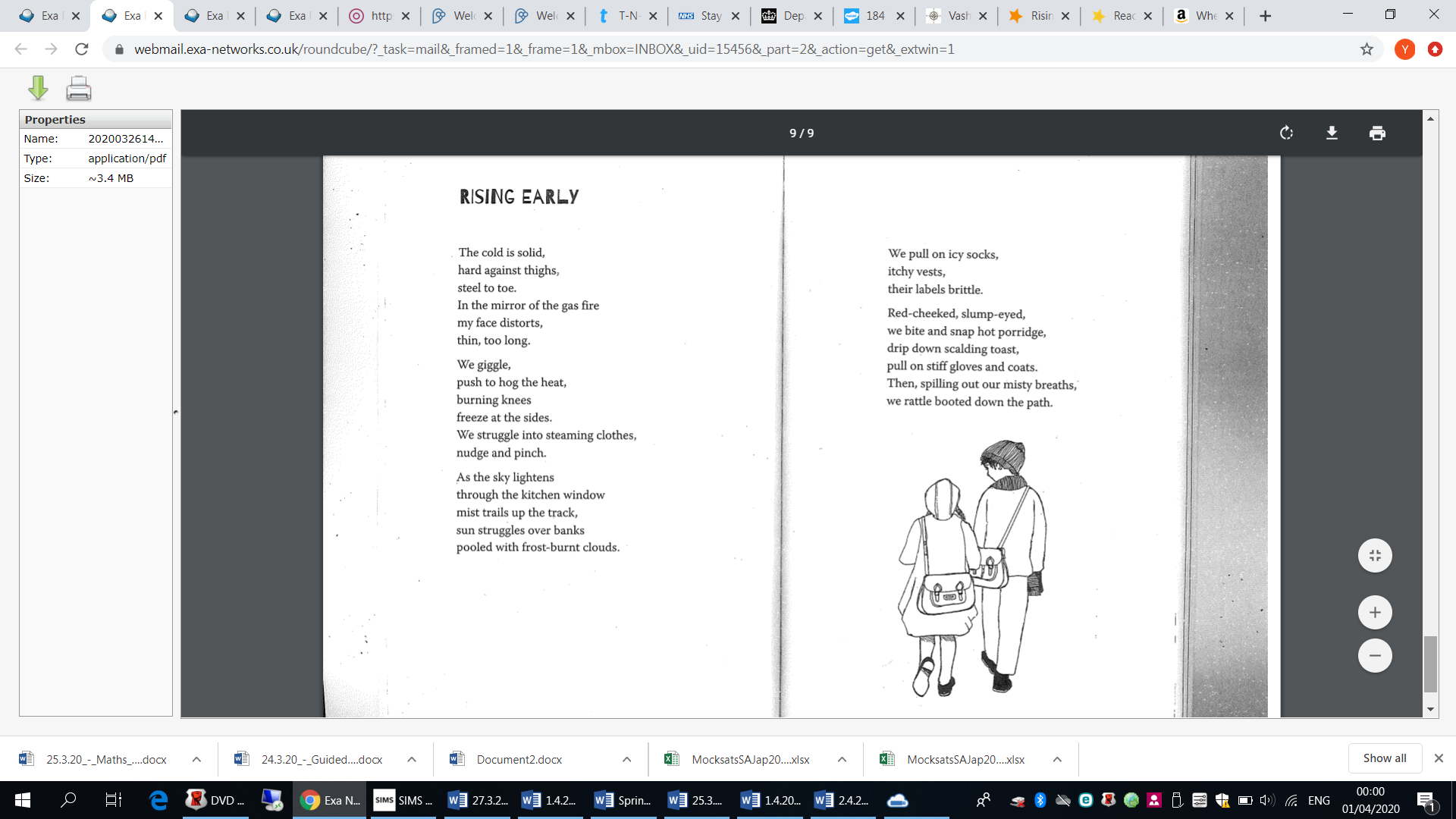
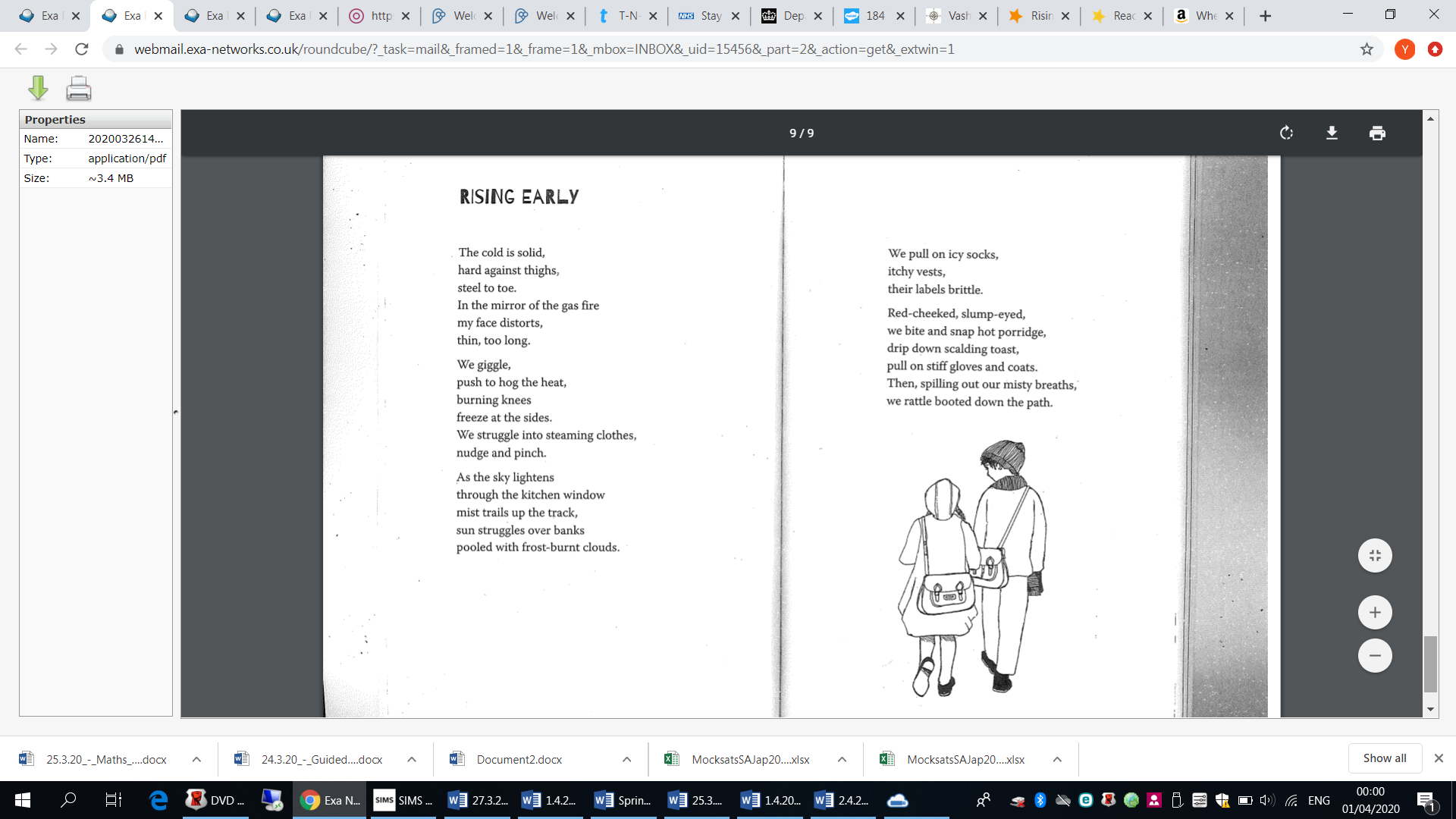
Give the children time to discuss the images created in their minds as they listen to the poem being read aloud. Explain that giving voice and sound to poetry is an important key to unlocking the music and meanings contained in each poem; it is through performing poetry that the quality of rhyme and verse form.

Show a short film clip to introduce dawn, mist and frost:

<https://www.youtube.com/watch?v=YPtVFrdYhnA>

Create a brainstorm of responses, noting words and phrases that they use to describe what they can see and any links to their own experiences.

Read the poem ‘Rising Early’ (pg 24) aloud to enable the children to hear the language and make initial responses to what the poem is about and how it makes them feel.

Re-read the poem and ask the children to think about its purpose:

* Why has the poet written this poem?

*It might be a memory from her own childhood or written from the viewpoint of two other children.*

* Which do you think is most likely and why?
* How does this poem fit with others that we have read from the collection so far?

Discuss the children’s own experiences of early starts and cold mornings.

How is it the same or different to the experiences of the children in the poem?

Could show the 1970s Ready Break advert to promote further discussion:

<https://www.youtube.com/watch?v=i1KUoS3mmvM>

Activity 1:

Children to analyse the poem ‘Rising Early:’

* How is the poem arranged on the page?
* What do you notice about each stanza?

Encourage the children to highlight the text and mark any features or poetic devices that interest them.

Activity 2:

Children to work with another member of the family (adult or sibling) to decide how to organise performance of the poem.

Will they read it all together, in chorus?

Will they split the poem into parts for individuals to perform?

Encourage the children to think about and be able to explain the reasons for their choices.

Children to have time to rehearse then perform to a family audience at home if possible!

Watch Sue Hardy-Dawson perform the poem on CLPE Poetry website:

<https://clpe.org.uk/poetryline/resources/teaching-sequences/where-zebras-go>

* What were the similarities and differences between her performance of the poem and the children’s?
* What can be learnt about performing the poem from the way she has done it?