

Topic

Poetry – Performance Poetry

We are learning ...

to explore performance poetry.

What we will be doing...

- listening the poet Brian Moses performing his poem 'Walking with my Iguana'
- exploring the format of performance poetry
- working with others to produce your own performance poem

Learning Outcomes

Distinction: is able to **identify, explain and explore** the writer's choice of language

Merit: is able to **identify** and **explain** the effect of the language of the poem

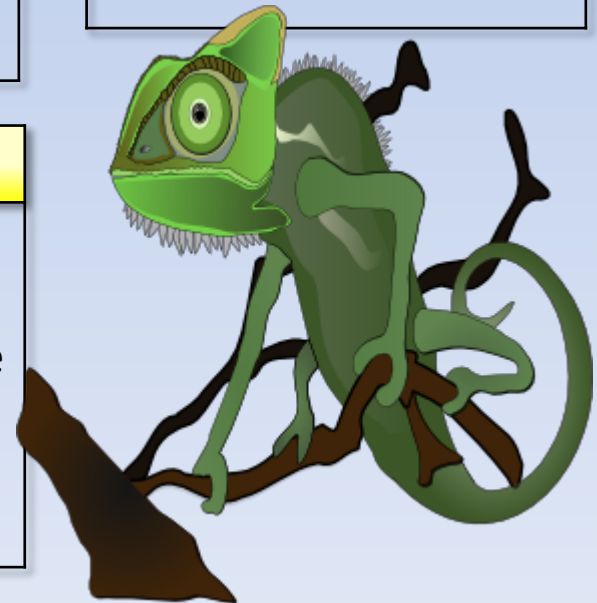
Good pass: is able to **identify** the **basic features** of the language used

Specialist Language

Language
Rhyme
Rhythm

Assessment Focus

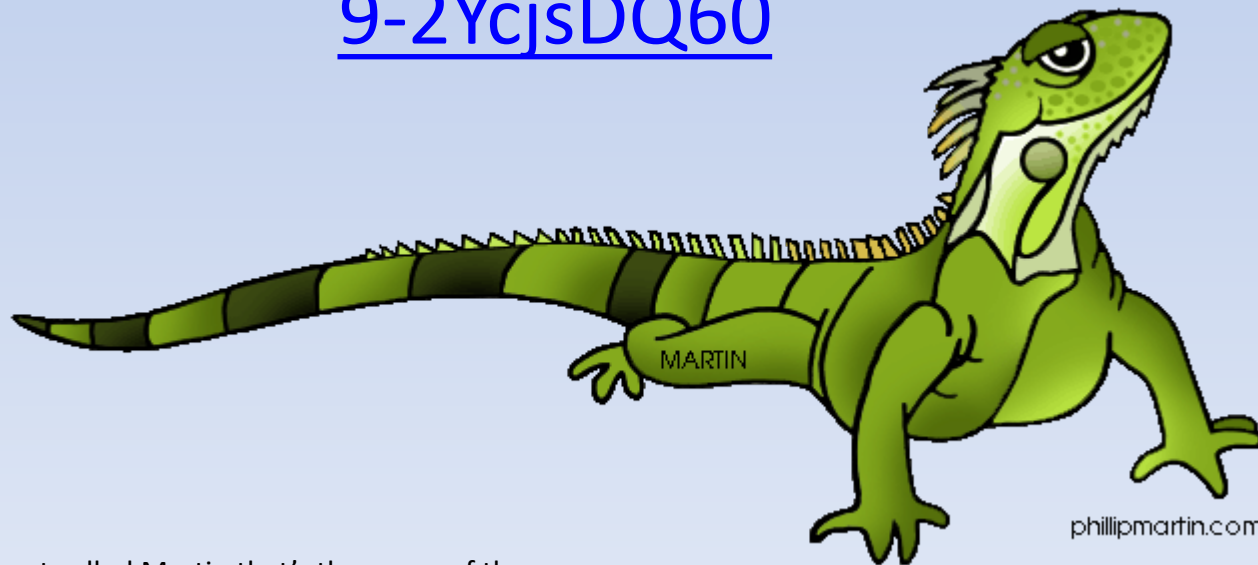
AF4 – identify the structure and organisation of the poem.



What does an iguana look like?

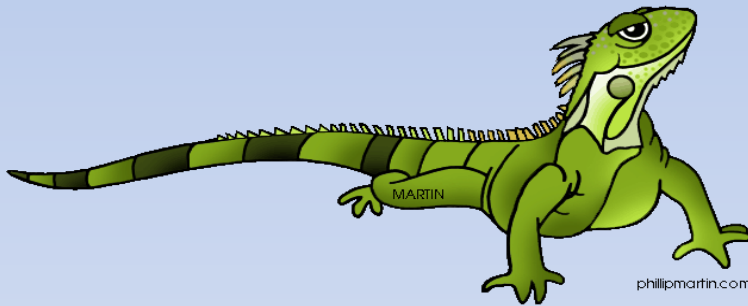
Where does it live?

<https://www.youtube.com/watch?v=9-2YcjsDQ60>



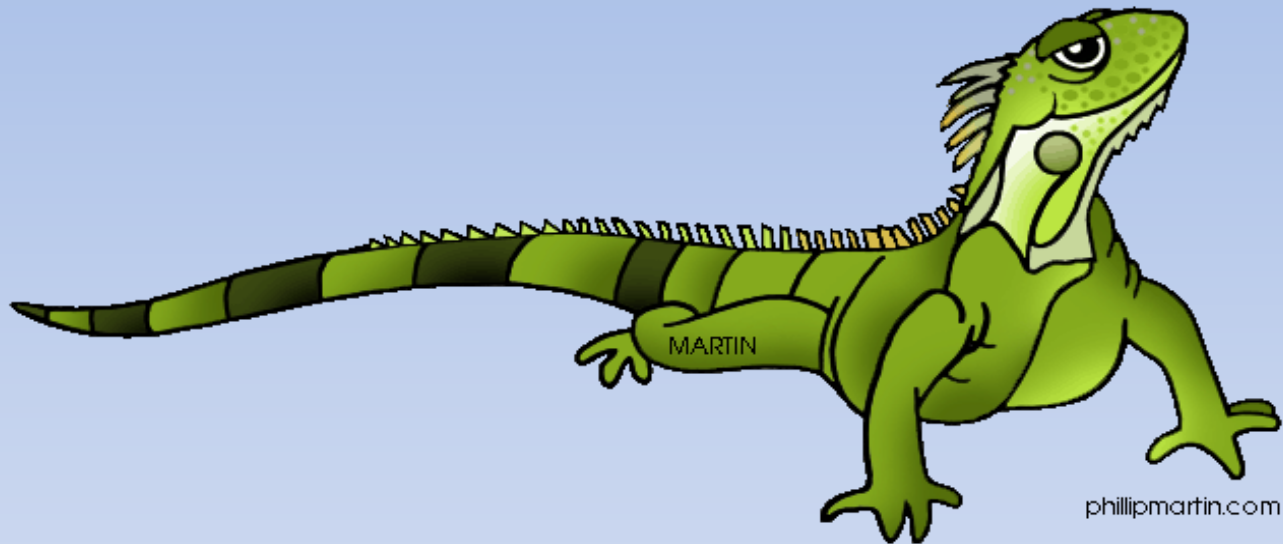
By the way, this iguana is not called Martin that's the name of the chap who drew the picture 😊

Do they look fierce or friendly?
Cuddly or angry?



Draw up a list of words to
describe the animal.

What would it be like to have one of these as a pet?



How would it be different from having a dog/cat/hamster?

<http://www.poetryarchive.org/poem/walking-my-iguana>

What do you think about the way the poem is performed?

Now you have the words of the poem, listen again.



Why is it unusual to take an iguana out for a walk?

How does the speaker of the poem feel when he is out walking his pet?



Task

What do you notice about the rhythm and rhyme of the poem?

Task

Join into groups and have a go at creating your own performance poem.

1. First of all think of an unusual pet.
2. Then think about the characteristics of the animal.
 - What does it look like?
 - How do people react to it?
 - What activities would it enjoy?
3. Begin writing e.g., lion:

It's the fur on his face
Which makes him look sweet
You'd better watch out
He may want something to eat

Remember that performance poetry words better with a good rhyme and has to have a very strong rhythm and beat.