Poetry: Reading Assessment

**Year 10 English | Due date: 10 May 2024**

***Learning Intention:*** *To understand how tone of voice, volume and speed impact the understanding of the message and the mood of a spoken text.*

**Your task is to present the poem, *Dulce Et Decorum Est*, in the most dramatic and emotive way you can.**

**Guidelines:**

* You may work alone or in groups of no more than three.
* You may choose to present to the whole class or only me.
* Decide within your group who will read which sections. Make thoughtful choices about how to divide the poem, considering whether there are any different perspectives that need to be highlighted or changes in tone/ideas that would lend themselves to a change of voice.
* You may pre-record the audio and add **audio** effects (e.g. background music) but you MUST read your section of the poem in your OWN voice. Don’t use voice-changing software or excessive reverb etc. I need to be able to clearly recognise who is speaking.
* Do not add visual effects.

**To read effectively you need to understand and appreciate:**

* The message, themes, and structure of the poem
* How the poet uses language techniques to strengthen their message
* Tone (how the poet feels about the subject) and mood (the feeling they are trying to create for the audience)

Your understanding of these ideas will be reflected in your tone of voice, vocal expression/emphasis, speed, and volume.

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| **Performance Standards** | **A** | **B** | **C** | **D** |
| **Message/Themes:**   * Tone of voice, speed, and volume were used effectively to reflect the **message and themes** of the poem. * Reading shows an understanding of the main point the author is trying to emphasise. |  |  |  |  |
| **Structure:**   * Structure of poem is clearly highlighted by well-chosen pauses, emphasis, change of voice/speaker, or other audible effects |  |  |  |  |
| **Tone/Mood:**   * Tone of voice, speed, and volume were used effectively to reflect the **tone and mood** of the poem. * Reading impacts the feelings of the audience powerfully |  |  |  |  |