![MC900326478[1]]()Poetry Dramatic Reading Assignment

*Your task is to create a poem (a long one like a ballad) or poems (several short ones such as a sonnet, rondeau or villanelle, which are examples of structured poems, although you could also do one in more free verse or less demanding styles) drawing on your study of poetic techniques and audience in the poetry response. You then should present your poems in a dramatic reading to the class of a maximum of 5 minutes long, which translates to roughly 800-900 words.*

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Examples of Types of Poems

*Ballad (1st verse of 17 only!)*

**The Highwayman** by Alfred Noyes

I

The wind was a torrent of darkness among the gusty trees,
    The moon was a ghostly galleon tossed upon cloudy seas,
    The road was a ribbon of moonlight over the purple moor,
    And the highwayman came riding—
                      Riding—riding—
    The highwayman came riding, up to the old inn-door.

*Sonnet (Shakespearean)*

**Sonnet 130** by Shakespeare

My mistress’ eyes are nothing like the sun;

Coral is far more red than her lips’ red;

If snow be white, why then her breasts are dun;

If hairs be wires, black wires grow on her head.

I have seen roses damask’d, red and white,

But no such roses see I in her cheeks;

And in some perfumes is there more delight

Than in the breath that from my mistress reeks.

I love to hear her speak, yet well I know

That music hath a far more pleasing sound;

I grant I never saw a goddess go;

My mistress, when she walks, treads on the ground:

And yet, by heaven, I think my love as rare

As any she belied with false compare.

*Rondeau*

**In Flanders Fields** by John McCrae

In Flanders fields the poppies grow

Between the crosses, row on row,

That mark our place, and in the sky,

The larks, still bravely singing, fly,

Scarce heard amid the guns below.

We are the dead; short days ago

We lived, felt dawn, saw sunset glow,

Loved and were loved, and now we lie

In Flanders fields.

Take up our quarrel with the foe!

To you from failing hands we throw

The torch; be yours to hold it high!

If ye break faith with us who die

We shall not sleep, though poppies grow

In Flanders fields.

*Villanelle*

**Do Not Go Gentle into That Good Night** by Dylan Thomas

Do not go gentle into that good night,

Old age should burn and rave at close of day;

Rage, rage against the dying of the light.

Though wise men at their end know dark is right,

Because their words had forked no lightning they

Do not go gentle into that good night.

Good men, the last wave by, crying how bright

Their frail deeds might have danced in a green bay,

Rage, rage against the dying of the light.

Wild men who caught and sang the sun in flight,

And learn, too late, they grieved it on its way,

Do not go gentle into that good night.

Grave men, near death, who see with blinding sight

Blind eyes could blaze like meteors and be gay,

Rage, rage against the dying of the light.

And you, my father, there on the sad height,

Curse, bless, me now with your fierce tears, I pray.

Do not go gentle into that good night.

Rage, rage against the dying of the light.

Features of Some Poetic Forms

*Ballad*

A folk song that tells a story of love, adventure, tragedy etc. Stanzas are used, simple language and a regular rhyme and rhythm. It traditionally uses drama, suspense and dialogue. Examples: *I Was Only Nineteen* by Red Gum; *The Man From Snowy River* by AB Paterson.

*Sonnet (Shakespearean)*

This is a very structured poem of 14 lines with a set rhyme pattern. It uses three quatrains (a quatrain is 2 pairs of rhyming lines in the form, *abab*) followed by a rhyming couplet, which is used to consolidate the poem’s theme. Thus: *abab/cdcd/efef/gg.* It is often written in iambic pentameter: soft, hard (an iamb) 5 times (pentameter – 5 feet per line). That is: soft, hard; **soft, hard**; soft, hard; **soft, hard**; soft, hard. Examples: any of Shakespeare’s sonnets☺

*Rondeau*

This is a poem of 15 lines usually in 3 stanzas of 5,4 and 6 lines with rhyme: *aabba, aabR, aabbaR* where lines 9 and 15 are a repeated phrase from line 1. Note that it only has two rhymes used continually throughout. The lines are all the same metrical length except the repeats. Examples: *In Flanders Fields* by John McCrae; *We Wear the Mask* by Paul Lawrence Dunbar

*Villanelle*

This is a nineteen-line poem with two repeating rhymes and two refrains. The form is made up of five tercets (3 line stanza) followed by a quatrain (4 line stanza). The first and third lines of the opening tercet are repeated alternately in the last lines of the succeeding stanzas; then in the final stanza, the refrain serves as the poem’s two concluding lines. Using capitals for the refrains and lowercase letters for the rhymes, the form could be expressed as: *A1 b A2 / a b A1 / a b A2 / a b A1 / a b A2 / a b A1 A2.* Examples: *Do Not Go Gentle* *into That Good Night* by Dylan Thomas; *Mad Girl’s Love Song* by Sylvia Plath

*Ode*

Is dignified and emotional and is to address a person or object deemed worthy of attention. It rhymes and has a regular stanza pattern, usually in 3 parts. Examples : *Ode on a Grecian Urn* by Keats; *To Autumn* by Keats

*Lyric/Song*

They are usually universally appealing and emotive and simple in language and form and uses such techniques as assonance, alliteration and repetition. They are usually quite short and have verses and a repeated stanza/chorus. Examples: *My Garden* by Robert William Service; *Blackbird* by the Beetles

Criteria for Poetry Dramatic Reading Assignment

*Knowledge and understanding:*

2 Knowledge and understanding of language features, stylistic features, and conventions to make meaning.

3 Knowledge and understanding of ways in which texts are created for a range of purposes and audiences.

*Application*

*1* Precision, fluency, and coherence of writing and speaking.

![MC900241709[1]]()![MC900241717[1]]()2 Use of appropriate language features, stylistic features, and conventions for a range of audiences and purposes