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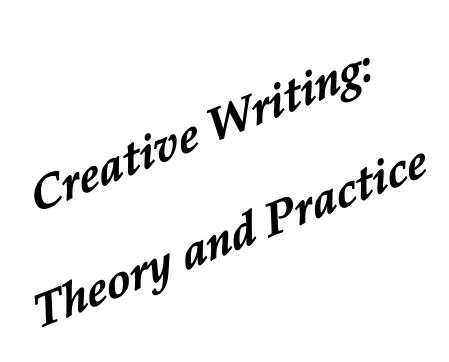
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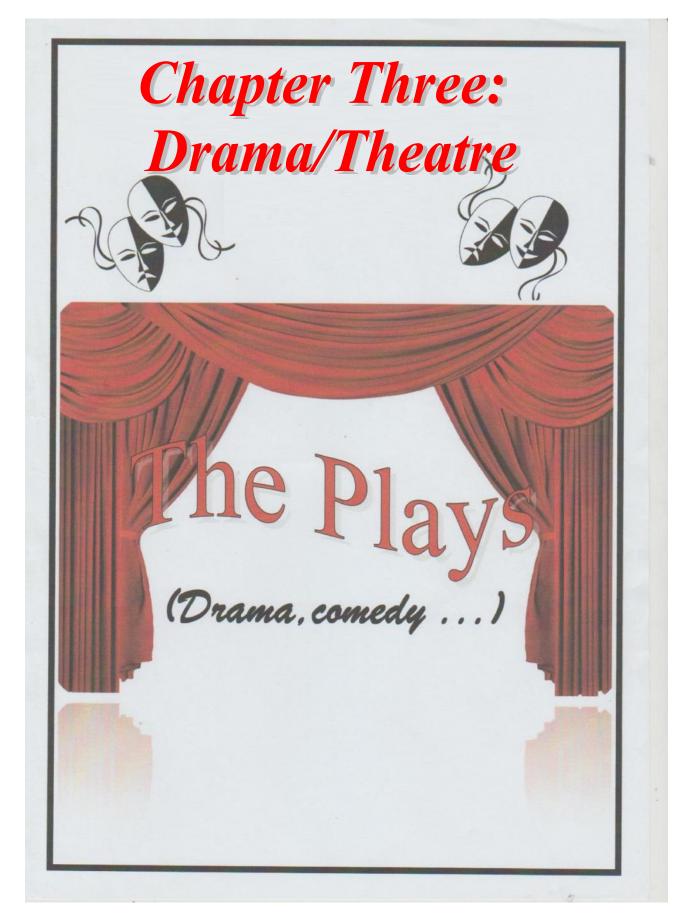
Faculty of Letters and Languages

Department of English Language and Literature

Module:

Creative Writing: Theory and Practice

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Level: Third

Chapter Three: Drama/Theatre

The Plays

(Drama, comedy . . .)

Lecture Five: Drama
Definition(s)

Drama

Drama is a genre of literature which is realized in performance. According to Iwuchukwu (2008) "...as a literary form, it is designed for the theatre because characters are assigned roles and they act out their roles as the action is enacted on stage. These characters can be human beings, dead or spiritual beings, animals, or abstract qualities" (p.4).

Drama is the most concrete genre of literature because the characters/actors talk to themselves and react to issues according to the impulse of the moment. Drama is, therefore, presented in the dialogue. In contrast, when we are reading a novel, we read a story as told by the novelist. The poem's message in most cases is not direct because it is presented in a compact form or in a condensed language. Drama provides a lot of benefits in the field of education such as: self confidence, esthetic appreciation, concentration, relaxation, fun, and communication skill (Basom, 2005, p.1). According to Rastelli (2006) "dramatic interaction is an activity which can be considered as essential in the learning process of a foreign language. It helps the students and teachers in many ways and has many psychological benefits as well" (p.82).

Drama (staged art) is a literary form which is designed for the theatre .It is an adaptation, recreation and reflection of reality on stage. Generally, the word, dramatist is used for any artist who is involved in any dramatic composition either in writing or in performance. Drama is different from other genres of literature. It has unique characteristics that have come about in response to its peculiar nature.

Really, it is difficult to separate drama from performance because during the stage performance of a play, drama brings life experiences realistically to the audience. It is the most concrete of all genres of literature. When you are reading a novel, you read a story as told by the novelist. The playwright does not tell the story instead you get the story as the characters interact and live out their experiences on stage. Drama is therefore presented in dialogue (Yesufu, 2008, p.3). Drama is a form of childlike play, embracing a naive and vibrant energy, both in its conception and performance; yet it is far from ill-disciplined and can create a more sophisticated form of narrative (Neale, 2009, p. 43).

Play

Play/Drama is "The form of a composition designed for performance in the theater, in which actors take the roles of the characters, perform the indicated action, and utter the written dialogue. The common alternative name for a dramatic composition is a **play**". (Abrams 1999, p. 69). Moreover, Carter (2001) explained some forms of drama: "a stage play, a radio play, an audio

recording on CD or audio cassette, a film [or] a television program" (p. 113). Klarer (2004); however, assumed that drama combines text with non-textual means such as stage, lighting, etc.

The dramatic or performing arts, however, combine the verbal with a number of non-verbal or optical-visual means, including stage, scenery, shifting of scenes, facial expressions, gestures, make-up, props, and lighting…this emphasis is also reflected in the word drama itself, which is derived from the Greek "draein" ("to do," "to act"), thereby referring to a performance or representation by actors" (p. 43).

Types of Drama

The word *drama* comes from the Greek verb *dran,* which means "to do." The earliest known plays . . .were written around the fifth century B.C. produced for festivals to honor Dionysus, the god of wine and fertility…it is a story told in front of an audience.

Tragedy

Tragedy is a play in which the protagonist fails to achieve desired goals or is overcomed by opposing forces.

Tragedy

1. Inevitable – there is no way to change or stop the outcome
2. Universal theme or appeal
3. Emotional
4. Protagonist fails to achieve goals
5. Protagonist alienated from society
6. Protagonist average or better
7. Protagonist falls from leadership, losing respect, dreams, position

Five Characteristics Found in Tragic Characters

1. They have a flaw or make an error that has serious consequences.
2. They make no apology for their actions.
3. They set goals based on unyielding beliefs.
4. They know that almost everything worth having demands some sacrifice.
5. They are willing to make the sacrifice themselves, never asking another to make sacrifices for them.

Pathos. An element in drama that arouses feelings of pity and compassion in an audience.

LEADS TO

Catharsis. The emotional release an audience feels after the downfall of a tragic character.

Comedy

Comedy is a play that treats characters and situations in a humorous way and has a happy ending.

1. Predictably unpredictable – you can expect the unlikely

2. Often time and place oriented

3. Intellectual, mental

4. Protagonist achieves goals

5. Protagonist Often becomes leader of a new society; even the villain is usually accepted

6. Protagonist less than average

7. Protagonist achieves success, often as a result of own mistakes or shortcomings

Seven Common Causes of Laughter

1. **Exaggeration** – an overstatement; and enlargement of the truth;

2. **Incongruity** – that which seems out of place, out of time, or out of character

3. **Anticipation** – when the audience is looking forward to something, i.e. a coming laugh

   #### Techniques of Anticipation

   a. Plant – an idea, a line or action emphasized early in the play – also known as foreshadowing.

   b. Running gag – three exposures to a plant

   c. Incompletion – a line or bit of action is started but never completed (completed with laughter), and

   d. Anticlimax – a result, much less important than what preceded it – building up and plummeting into a let down

4. **Ambiguity** – double meaning – puns and word play

5. **Recognition** – discovering hidden or obscure meanings

6. **Protection** – a situation in which the audience laughs because it knows violent actions are not realistic

7. **Relief** – an easing of pressure that results in laughter.

Two Types of Comedy

1. **Low Comedy – physical, sometimes vulgar and highly exaggerated in style and performance**

   Examples – *Moon Over Buffalo, Tom Jones*

   a. Farce – characterized by clowning, practical jokes and improbable characters and situations   Examples – *Arsenic and Old Lace, Noises Off*

   b. Burlesque – mocks a broad topic (physical and exaggeration) Example – *Saturday Night Live*

   c. Parody – mocks a certain work by imitating the author's style for comic effect Examples – *Scary Movie, Date Movie.*

2. **High Comedy –** Characterized by clever lines, word plays and allusions Examples – *Pride and Prejudice.*

    a. **Comedy of Manners** – shows the humorous traits of a particular segment of society, usually the upper class Example – *Emma* (or anything else by Jane Austin)

    b. **Satire** – humorous attacks on accepted conventions of society, holding up human vices and follies to ridicule Example – *Harrison Bergeron, Waiting for Godot.*

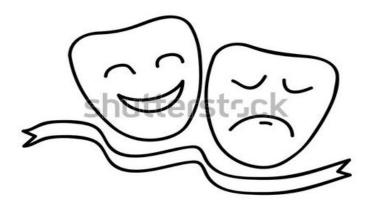**Benefits of Using Drama to Teach Creative Writing**

Using drama in a language classroom is a good resource for language teaching(the four skills), in which the students become familiar with grammatical structures in contexts and also learn about how to use the language to express, control and inform. It raises the students' awareness towards the target language and culture. In this context, the use of drama as a tool is very important in teaching a foreign language. Also, the use of drama promotes the students' comprehension of life experiences, reflect on particular circumstances and make sense of their extra linguistic world in a deeper way (Sarıçoban 2004, p.15). The educational benefits of drama, according to (Lenore, 1993), are as follows:

1. stimulates the imagination and promotes creative thinking,
2. develops critical thinking skills,
3. promotes language development,
4. heightens effective listening skills,
5. strengthens comprehension and learning retention by involving the senses as an integral part of the learning process,
6. increases empathy and awareness of others,
7. fosters peer respect and group cooperation,
8. reinforces positive self-concept, and
9. provides teachers with a fresh perspective on teaching.

(Mengü 2002, pp.1–4) added other educational benefits which are listed as follows:

1. authenticity: the students will be exposed to authentic language, target culture, etc.;
2. creativity, originality, sensitivity, fluency, flexibility, emotional stability, cooperation, and examination of moral attitudes, will be increased while developing communication skills and appreciation of literature,
3. the students will improve their competence to bridge the gap between their receptive and productive skills,
4. it is a space and time via which the students will develop new ideas and insights into a range of contexts, and new understandings of knowing not accessible in other more traditional ways of learning.

In other words, the use of drama seems to be an effective technique in today's communication-based, student-centered foreign language teaching. Since it is an authentic material, it helps the students to promote their comprehension of the verbal/nonverbal aspects of the target language they are trying to master. Particularly, teachers, who wish to make language learning more colorful, motivating and interesting, can make use of drama in their language classes. Since drama is the reenactments of social events, the students improve their personality and code of behavior. Thus, they can achieve more meaningful and realistic teaching from which the students can benefit to a great extent (Hi mano lu, 2005, p.63).

Lecture Six: Theatre

Theatre/Theater
Theater OR Theatre what is the difference?

Theater is the space

Theatre is the art-form

"Theater" comes from a Greek word meaning "The place for seeing" Everything comes from the Greeks- Greek Chorus

Theater/Theatre

Theatre has been a powerful medium of human expression and exploration for thousands of years, offering its community a deeper understanding of itself, both as a collective and as individuals, through a synthesis of entertainment and instruction. It offers the students the opportunity to develop a powerful insight into the nature of human relationships and interpersonal dynamics. Furthermore, the students develop intense imaginations, become keen observers, and generate valuable insights into the complexities of human nature (Theatre Arts, 2017–2018, p.365).

Act

As defined by (Abrams, 1999, pp. 2–3), "[a]n act is a major division in the action of a play. In England this division was introduced by Elizabethan dramatists, who imitated ancient Roman plays by structuring the action into five acts. Later in the nineteenth century a number of writers followed the example of Chekhov and Ibsen by constructing plays in four acts. In the present century the most common form of nonmusical dramas has been three acts. *Acts* are often subdivided into *scenes,* which in modern plays usually consist of units of action in which there is no change of place or break in the continuity of time… In the conventional theater with a proscenium arch that frames the front of the stage, the end of a scene is usually indicated by a dropped curtain or a dimming of the lights, and the end of an act by a dropped curtain and an intermission".

Scene

Gardner (1991) pointed out that: "a scene will not be vivid if the writer gives too few details to stir and guide the reader's imagination; neither will it be vivid if the language the writer uses is abstract instead of concrete" (p. 98). Burroway (1992) claimed that: "The form of a story requires confrontation, turning points, and crises; and therefore, require scenes… a scene deals with a relatively short period of time at length" (p. 175). Rees (2001), added that: "scenes give vitality, movement, action—life—to a story. Scenes show people doing things, saying things, moving right along in life's ongoing stream. Even when reporting about the past, writers may place scenes in present tense. . ." (p. 11). Moreover, Steele (2003) advocates that: "a scene

depicts the moment in real time, showing us exactly what transpires. Scenes are where dialogue makes its appearance" (p.127).

Furthermore, Miller and Paola (2005) stated that:"scene is based on action unreeling before us, as it would in a film, and it will draw on the same techniques as fiction—dialogue, description, point of view, specificity, concrete detail…scene also encompasses the lyricism and imagery of great poetry" (p. 136).   Morley (2007) assumes that the scenes are "the stages on which small dramas unfold. They show the reader one part of the story, as a frame or picture, but they do not tell" (p. 165) .

Elements of Theater

The elements of drama, by which dramatic works can be analyzed and evaluated, can be categorized into three major areas:

> 1. **Literary Elements**
> 2. **Technical elements**
> 3. **Performance Elements**

Aristotle (384-322 BC) was a Greek philosopher whose writings still influence us today. He was the first to write about the essential elements of drama more than 2,000 years ago. While ideas have changed slightly over the years, we still discuss Aristotle's list when talking about what makes the best drama. Aristotle considered these six things to be essential to good drama:

1. **Plot:** This is what happens in the play. Plot refers to the action; the basic storyline of the play.
2. **Theme:** While plot refers to the action of the play, theme refers to the meaning of the play. Theme is the main idea or lesson to be learned from the play. In some cases, the theme of a play is obvious; other times it is quite subtle.
3. **Characters:** Characters are the people (sometimes animals or ideas) portrayed by the actors in the play. It is the characters who move the action, or plot, of the play forward.
4. **Dialogue:** This refers to the words written by the playwright and spoken by the characters in the play. The dialogue helps move the action of the play along.
5. **Music/Rhythm:** While music is often featured in drama, in this case, Aristotle was referring to the rhythm of the actors' voices as they speak.
6. **Spectacle:** This refers to the visual elements of a play: sets, costumes, special effects, etc. Spectacle is everything that the audience sees as they watch the play.

The Modern Theater

In the modern theater, this list has changed slightly, although you will notice that many of the elements remain the same. The list of essential elements in modern theater is as follows:

1. Characters
2. Plot
3. Theme
4. Dialogue
5. Convention
6. Genre
7. Audience

The first four, character, plot, theme and dialogue remain the same, but the following additions are now also considered essential elements of theatre.

Convention. These are the techniques and methods used by the playwright and director to create the desired stylistic effect.

Genre. Genre refers to the type of play. Some examples of different genres include comedy, tragedy, mystery and historical play.

Audience. This is the group of people who watch the play. Many playwrights and actors consider the audience to be the most important element of drama, as all of the effort put in to writing and producing a play is for the enjoyment of the audience

Literary Elements

There are six stages in a plot structure.

1. Initial incident: The event that "gets the story going"
2. Preliminary event: Whatever takes place BEFORE the action of the play that is directly related to the play
3. Rising action: A series of events following the initial incident and leading up to the dramatic climax
4. Climax: The turning point or high point of a story, when events can go either way
5. Falling action: The series of events following the climax
6. Denouement: Another term for the conclusion from the French word for "unraveling"

Other Literary Elements

1. **Exposition.** The "who, when, where and what" part of the play;
2. **Story organization:** beginning, middle, end;
3. **Conflict.** The internal or external struggle between opposing forces, ideas, or interests that creates dramatic tension;

4. **Suspense.** A feeling of uncertainty as to the outcome, used to build interest and excitement on the part of the audience,

5. **Language.** In drama, the particular manner of verbal expression, the diction or style of writing, or the speech or phrasing that suggests a class or profession or type of character;

6. **Style.** the shaping of dramatic material, settings, or costumes in a deliberately non-realistic manner;

7. **Soliloquy.** A speech by a single actor who is ALONE on stage; and

8. **Monologue.** A long speech made by one actor (a monologue may be delivered alone or in the presence of others.).

Technical Elements

1. **Scenery** (set). The theatrical equipment, such as curtains, flats, backdrops, or platforms, used in a dramatic production to communicate environment

2. **Costumes.** Clothing and accessories worn by actors to portray character and period.

3. **Props.** Short for *properties;* any article, except costume or scenery, used as part of a dramatic production; any moveable object that appears on stage during a performance, from a telephone to a train

4. **Lights.** The placement, intensity, and color of lights to help communicate environment, mood, or feeling

5. **Sound.** The effects an audience hears during performance to communicate character, context, or environment

6. **Makeup.** Costumes, wigs, and body paint used to transform an actor into a character.

Performance Elements

1. **Acting.** Use of face, body, and voice to portray character;

2. **Character motivation.** The reason or reasons for a character's behavior; an incentive or inducement for further action for a character;

3. **Character analysis**. In responding to dramatic art, the process of examining how the elements of theater –literary, technical, and performance –are used;

4. **Empathy.** The capacity to relate to the feelings of another;

5. **Speaking.** The mode of expression, or delivery of lines;

6. **Breath control**. Proper use of the lungs and diaphragm muscle for maximum capacity and efficiency of breath for speaking;

7. **Vocal expression**: How an actor uses his or her voice to convey character;

8. **Inflection.** Change in pitch or loudness of the voice;

9. **Projection.** How well the voice carries to the audience;

10. **Speaking style.** The mode of expression, or delivery of lines; and

11. **Diction.** Selection and pronunciation of words; clarity of speech.

12. **Nonverbal Expression**

13. **Gestures:** Any movement of the actor's head, shoulder, arm, hand, leg, or foot to convey meaning; and

14. **Facial expression:** Physical and vocal aspects used by an actor to convey mood, feeling, or personality.

Benefits of Using Theatre (Performance of Plays) in Teaching Creative Writing

The overall aim of using theatre is to produce the students who have a good understanding of theatre and creative writing in their cultural context. The course encourages and develops specific skills creation of theatre, or in critical commentary on theatre, and the students' imaginative and original writing of fiction, poetry, or plays. The students are encouraged to stretch their own boundaries, to extend themselves technically. Performing arts is usually regarded as an enjoyable subject. This pleasure is beneficial for alleviating the stress due to academic overload. Taking time to watch a play helps to calm the mind and the body. Furthermore, performing arts boost confidence and play a great role in *emotional* and *cognitive* development. Furthermore, preparation for performances during theater classes develops *self-presentation*. The skills of playing different roles and impersonating characters may be beneficial in certain life situations. Individuals looking to enter the professional field of performing arts usually benefit from the immense experience got from art schools. However, the major drawback of performing arts is the fact that there are not many career options to choose from. Hence, there is substantial evidence supporting the existence of numerous *social* and *educational* advantages of performing arts. The following are examples of some of these benefits.

Supporting Activities

1. Act out the Dialogue

One of the easiest ways to incorporate drama in the classroom is to **have students act out the dialogue from some selected samples**. Simply workshop/ pair them up, have them choose roles, then work together to act out the dialogue, figuring out for themselves the "blocking," or stage movements. This is effective for a beginning activity of incorporating drama in the classroom.

2. Perform Reader's Theater

Another good beginning exercise is to do **Reader's Theater**. Hand out copies of a short or one-act play, have students choose roles, and then read the play from their seats without acting it out. However, do encourage them to read *dramatically*, modeling as necessary. Also, **using 'The Reader Theatre Technique',** the teacher divides the students into workshops, then asking them to write a fifteen-minute play, using the reader theatre technique.

3. Act out the Story

Since the students have been read the "*Raold Dahl's Ten Short Stories",* the teacher have to make the students act out these story(ies) or part of them working in groups and assigning roles and determining the blocking. This is particularly effective with "short-shorts": brief, one-scene stories with limited characters.

4. **Write the Dialogue for a Scene**

Watch a brief clip of a movie without the sound on. Have students write the dialogue for it and act it out. NEXT...

Once students have had some experience with the basics of character, dialogue, and stage movement, they can move on to some more advanced dramatics, involving more of students' own *creativity* and *critical thinking* skills.

5. **Improvisation 1**

Put students in groups, and assign the characters and the situation to the groups, perhaps using 3x5 index cards. Give a time limit of two to three minutes per scene. Students go from there, extemporaneously creating the dialogue and movement themselves.

6. **Improvisation 2**

The teacher selected a group of students randomly, then asked them to improvise a ten-minute play of a specific 'IDEA' in front of their classmates as 'audience'.

7. **Act out and Put Words to an Emotion**

Give students an emotion, such as "anger" or "fear". Have students, either singly or in groups, first act out that emotion, then puts words to the emotion.

8. **Give "Voice" to an Inanimate Object**

What would a stapler say if it could talk? Or an apple? Have students write monologues with inanimate objects as the character. A monologue is a short scene with just one character talking, either addressing the audience, God, or himself or herself. Hamlet's "To Be or Not to Be" soliloquy might also be termed a monologue, for example. After writing them, students can read the monologues aloud.

9. **Play Performance**

Summary

This play is about a television talent show called World Talent, where contestants from around the world compete to see who is the most talented performer. Each week the contestants perform in front of two judges and are interviewed by the show's presenter. The judges decide which performers will go through to the following weeks show. In this play, there are some interesting performers who surprise the judges, but it is the performers themselves who are in for the biggest surprise!

Characters

1. **Simone Statt** is the presenter of World Talent. She îs British and very confident. She likes to keep everythîng running smoothly and make sure everybody is happy - the judges and the contestants. This role is for a student who is at ease with taking charge of the scene.

2. **Robert** is one of the judges. He has been a rock star for the last twenty years. He; therefore, loves rock music. He is difficult to please and he especially hates hip hop.
3. **Mellssa** is also one of the judges. She used to be a ballet dancer and now teaches dance. She is friendly and does not want to hurt the performers' feelings.
4. **Mikey** is one of the performers. He is nineteen and from Australia, where he is a waiter. He performs a hip hop song in the World Talent competition. He is laid back.
5. **Tom** is also one of the performers. He is Canadian and in his twenties, in Canada, he works in an internet cafe. In the World Talent competition, he plays the drums very badly. He thinks he plays very well.
6. **Anna** the third performer. She is eighteen, from New York, and works in a shopping center. She talks a lot and she thinks she is an amazing performer. She sings a pop song, but is very out of tune. This role is for a confident student.

Preparation

Props

1. Two chairs for the judges
2. A microphone for Simone (this could be mimed)
3. Drums for Tom (these could be mimed)

Chapter Four:

POEMS

(Haiku Poems, Concrete Poems, Bio Poems .Acrostic & Limerick Poems ...)

Lecture Seven: Poetry vs. Poem

Poetry vs. Poem

Definitions and Origins

The Concise Oxford Dictionary's definition of poetry is the "art or work of the poet"; hence, this latter is defined as the "writer of poems". Also, it is defined as an "elevated expression of elevated thought or feeling in metrical or rhythmical form"; and the second definition of a poet is "writer in verse, especially one possessing high powers of imagination, expression, etc."

In earlier times, the poet has been credited with mystical or magical powers; he has been charged with celebrating weddings and victories, with lamenting defeats and deaths and with committing to memorable form the history of family, clan or kingdom. Poetry originates from the Latin word Poetria based on the Greek word poetes, and both mean 'doer, creator'.

Poetry is the oldest of the major literary genres that has been part of the traditions of man through the ages; it has manifested in most human ritual activities as well as served as a ready means of entertainment in traditional festivals. Poetry means different things to different people, for that reason it is difficult to define poetry using one single definition, but the majority of the definitions revolve around these concepts: composition, words and their arrangement, expression, emotion or passion, perception, thought, rhythm, imagination, etc., (Yesuf, Eruvbetine, Daniel, and Yakubu, 2006,p. 32). According to Ollila and Jantas (2006) "Poetry is any kind of verbal or written language that is structured rhythmically and is meant to   tell a story, or express any kind of emotion, idea, or state of being. Poetry is used to achieve this artistic expression in several ways" (p.1).

Mills (2006) defined poetry as "Poetry makes language an experience—of rhythm and sound as well as form and shape. It also generates meaning, using effects we find in other creative genres, including the dramatic, the use of story, voices and personae" (p. 88).   In addition to that "Poems are about real things, people and places, and how these figures in our imaginative life. . . [poetry] faces us with the facts, refreshes and enlivens our perception, makes the familiar strange"(p. 88). Mickics (2007) claimed that "poetry from Greek poiein, to make. The poet is traditionally seen as a maker, compared at times to a smith, or a potter at his wheel" (p.237).   He went on to assume that "poetry originally meant imaginative literature in general " (p. 238).

There are certain forms and patterns that poets follow in the composition process of their work. These different forms were birthed out of separate artistic and cultural movements. The most popular of these forms are elegy, narrative, ode, ballad, sonnet, villanelle, sestina, free verse, and epic. Poetry can entertain or amuse, we say. It can offer an unexpected insight or a sharp observation. At moments of crisis or loss, or at times of rejoicing, it can offer consolation, comfort, or a decisive way of fixing the meaning and importance of the event. It can serve as a vehicle for meditation. With its power to stay in the mind, it can provide mental reference and emotional assurance over many years or decades. Pullman (as cited in Carter, 2010, p.126) has made a clear distinction between two main fictional terms 'suspense and surprise in the following:

Poems, on the other hand, are collections of words that express an idea or emotion by using imagery and metaphor. A poem is a composition written in verse, combining sound and

meaning. The genre is often associated not only with specialized language, but with a very dense use of such a specialized language.

Through its economy of space, poetry enables one to express him/herself more briefly. As a result of its relative brevity, poetry tends to make more concentrated use of formal elements; it displays a tendency for structural, phonological, morphological and syntactic **overstructuring**, a concept which originated in formalist and slructuralist criticism. It means that poetry uses elements such as sound patterns, verse and meter, rhetorical devices, style, stanza for more imagery and frequently than other types of text. Very often, poetry is associated with subjectivity and the expression of intense personal experience.

Some people feel that poetry is easier to write than other forms of fiction or non-fiction. Indeed, a short poem can come about fairly quickly. However, even the shortest poem may need revisiting a number of times to rework, amend or even add to: perhaps the rhyme in the fourth line is not quite right, or the adjective in the opening line does not precisely capture the mood or image you want it to. There is always something that can be done to develop or improve a piece. Yet it can be difficult to know when to stop tweaking a poem, as Brian Moses (as cited in Carter, 2009, p. 19) reflected:

> What I enjoy about poetry is that you can create a poem quickly and it's there and you feel good that you've done something that day – but a poem can take anything from five minutes to a year to write. An average poem will initially take an hour or two – but I'm always tinkering away at it afterwards. Then I'll perform it and modify it. And then maybe perform it to a different audience and modify it again. Performances can help me to see if there are any flat points. Sometimes I'll start to write a poem, put it away for a couple of months, and then go back to it, and do a bit more to it – and it might take a year to get written. I don't think I ever quite know when a poem is finished. The only time I'll finally leave it alone is when it's published in a book.

It is difficult to answer the question 'What is Poetry?' conclusively, though most people are more or less able to recognize poetry when they see it. One recent critic has suggested the following criteria in answering the question 'What is Poetry?' (Muller-Zettelmann, 2000, pp. 73–156): Poetic texts have the following features:

1. relative brevity,
2. dense expression,
3. express subjectivity more than other texts,
4. display a musical or song like quality,
5. be structurally and phonologically overstructured,
6. be syntactically and morphologically overstructured,
7. deviate from everyday language, and
8. aesthetic self-referentiality (which means that they draw attention to themselves as art form both through the form in which they are written and through explicit references to the writing of poetry).

Features of Poems

1. most poems are short, bite-size chunks of text, perfect for reading, sharing, enjoying, discussing,
2. poems are in many forms (raps, haikus, free verse, etc.) so are ideal for children exploring structures and modes of language,
3. poems cover a range of subject matters – material can be fictional, autobiographical, anecdotal,
4. poems can have a range of tones – from the lightweight and frivolous to the more profound and spiritual,
5. poems are perfect for learning and performing in class, assemblies and concerts
6. poems are ideal for displays and publishing,
7. poetry is one of the best literary media for children to write themselves – and to write about their own ideas, thoughts, emotions, memories and experiences – to help them to gain confidence in their writing and to discover their own literary voices, and
8. poemscan be written anywhere – in the playground or on school trips to farms, art galleries, museums, etc.

Other features are added by (Barnet, Berman, & Burno, 1963)

1. **Rhythm**: a pattern of stressed and unstressed syllables in a line of poem.
2. **Rhyme**: similarity of sounds at the end of work.
3. **Alliteration**: repetition of consonant sounds at the beginning of words: *sally, sea.*
4. **Onomatopoeia**: uses words that sound like their meaning: *buzz, bang*.
5. **Imagery:** language that appeals to the reader's senses (hearing, sight, taste, touch and smell).
6. **Figurative language:** choosing words or phrases that help readers to picture things in a new way.
7. **Simile**: comparison using "*like*" or *"as*".
8. **Metaphor:** comparison without "*like*" or "*as"*.
9. **Personification:** giving an object or animal, human qualities.
10. **Speaker**: the voice that relates to the story or idea of the poem.
11. **Theme:** the controlling idea, of a poem is the idea, continuously developed throughout the poem by sets of key   words.
12. **Symbolism:** symbols are recognized as standing for something in particular….rain, for instance, stands for fertility.

General Advice on Writing a Poem

The process of writing a poem involves the three S's as it is claimed by Jan Dean:

1. See it – using the words to describe an image or feeling.
2. Sort it – drafting the poem as the first version is rarely the last.
3. Sound it – anything that doesn't sound right, won't do.
   a. Trust your ears.
   b. Always sound a poem out loud as you are writing it.
   c. Don't just say it, but actually sound out the words of the poem.

    d. By this it means listening to the music of the poem – the rhythm, the sounds of the words, the combinations of the words. (as cited in Carter, 2010, p.30)

Benefits of Using Poems to Teach Creative Writing

  Poem can pave the way for the learning and teaching of basic language skills. It is a metaphor that is the most prominent connection between learning and poem. Because most poems consciously or unconsciously make use of metaphor as one of its primary methods, they offer a significant learning process. There are at least two learning benefits that can be derived from studying poem:

1. the appreciation of the writer's composition process, which students gain by studying poems by components, and
2. developing sensitivity for words and discoveries that may later grow into a deeper interest and greater analytical ability.

Saraç (2003, pp.17–20) also explained the educational benefits of poem as follows:

1. provides readers with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary;
2. triggers unmotivated readers owing to being so open to explorations and different interpretations;
3. evokes feelings and thoughts in heart and in mind; and
4. makes students familiar with figures of speech (i.e. simile, metaphor, irony, personification, imagery, etc.) due to their being a part of daily language use.

  As Çubukçu (2001, p.11) mentioned, poetry is a rewarding and enjoyable experience with the properties of rhyming and rhythm both of which convey "love and appreciation for the sound and power of language." At this juncture, it can be stated that students become familiar with the suprasegmental aspects of the target language, such as stress, pitch, juncture, intonation by studying poetry. Through poetry, students can also study the semiotic elements in the target language, which constitute a cultural training as well.

  Moreover, poetry employs language to evoke and exalt special qualities of life, and suffices readers with feelings. It is particularly lyric poetry which is based on feelings and provides still another emotional benefit. Poetry is one of the most effective and powerful transmitters of culture. Poems comprise so many cultural elements - allusions, vocabulary, idioms, tone- that are not easy to translate into another language (Sage, 1987, pp. 12-13).

  In the same flow of ideas, Carter (2010, p.19) went on to add other benefits of using poems to teach creative writing:

1. most poems are short, bite-size chunks of text, perfect for reading, sharing, enjoying, discussing,
2. poems highlight the musicality of language,

3. poems are in many forms (raps, haikus, free verse, etc.) so are ideal for children exploring   structures and modes of language,

4. poems cover a range of subject matters – material can be fictional, autobiographical, anecdotal,

5. poems can have a range of tones – from the lightweight and frivolous to the more profound and spiritual,

6. poems are perfect for learning and performing in class, assemblies and concerts,

7. poems are ideal for displays and publishing,

8. poem is one of the best literary media for students to write themselves – and to write about their own ideas, thoughts, emotions, memories and experiences – to help them to gain confidence in their writing and to discover their own literary voices, and

9. poems can be written anywhere – in the playground or on university trips to farms, art galleries, museums, etc."

Activities: Supporting Inputs

Poetry vs. Poem
Activity: One

Objective
Students will practice this type of poem (Couplet Poem) in class in a limited time and topic.

Brief Definition
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Here is an example

She was a little ten**se**
The notice made no sen**se**
I saw a little hermit cr**ab**
His coloring was oh so dr**ab**
It's hard to see the butter**fly**
Because he flies across the sk**y**
Hear the honking of the goo**se**
I think he's angry at the moo**se**
His red sports car is just a drea**m**
It needs no gas, it runs on stea**m**
The children like the ocean sho**re**
We want to leave, but they want mo**re**
I made the cookies one by o**ne**
I hear the bell, so they are do**ne**
My cat, she likes to chase a mou**se**
Especially one that's in the hou**se**
Lightening, thunder, all arou**nd**
Soon the rain falls on the grou**nd**
I tire of writing poems and rhy**me**
I think I need vacation ti**me**
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Activity: Two

Objective
Students will practice this type of poem (Free Verse) in class in a limited time but free topic.

What is a Free Verse Poem?
A Free Verse is poetry written with rhymed or unrhymed verse that has no set **meter** to it.

An example of a Free Verse poem

In Flight

Wake up to a bright sapphire morning
Cloudless skies
This can only mean one thing
It's a go!
At the launch site
Teeth chit-chattering
And not just from the c-cold
What if a bird confuses my head for a perch?
Will my glasses be fogged up by the clouds?
If I fall out of the basket
And land in a field of cows
Up we go!
Far below
Idyllic fields of patchwork green
Glittering lakes - a treasure trove beneath the surface
Click!
I can't believe I'm so high
Feeling like a queen
I stretch my arms out to the sides
Now I'm a bird
So high
I close my eyes and take flight
I feel the wind in my wings
Up with the clouds
My hair, now feathers, sweeps behind me
I am as elegant as a swan
Soaring higher than the Earth
Oh
I'm not a bird
I'm not as elegant as a swan
I'm about as elegant as a rhino on roller skates
I'm just a schoolgirl
On a balloon flight
And we just crash-landed
In a field
With cows.

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Activity: Three

Objective
Students will practice this type of poem (Haiku Poem) in class in a limited time and topic.

Brief definition

Haiku is a form of poetry that began in Japan. Haiku uses the senses to describe scenes from nature, and often involves vivid images of trees, plants, seasons, and other elements of the natural world. A haiku is comprised of three lines, and a total of 17 syllables, broken up into a five-seven-five rule:

five syllables on the first line
seven syllables on the second line
five syllables on the third line

Tips help you in writing:

- o   write in three lines of about 10 to17 syllables;
- o   try to include some reference to the season of the year;
- o   to make your haiku more immediate write in the present tense;
- o   write about common events in nature and in human life;
- o   create an emotional response in the reader by presenting what caused that emotion; and
- o   avoid rhyme.

o   Here is an example:

Flower bright and light,
Full of pink petals and leaves,
You are beautiful

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Activity: Four

Objective
Students will practice this type of poem (Limerick Poem) in class in a limited time and topic.

Brief Definition

This is a fun sort of poem. Always humorous and often quite rude, which has made this type of poetry popular among school children. Limericks also follow a set pattern. There are **five lines**, with the first two rhyming with the last line. The third and fourth rhyme together.

The Structure of a Limerick Poem

A Limerick consists of five lines:

- o   The first line of a limerick poem usually begins with 'There was a....' and ends with a name of a person or a place.
- o   The last line of a limerick is normally a little farfetched or unusual.
- o   A limerick should have a rhyme scheme of aabba:
- o   This means lines 1, 2 and 5 rhyme and lines 3 and 4 **rhyme**.
- o   Also, lines 1, 2 and 5 should have 7 – 10 **syllables** and lines 3 and 4 should have 5 – 7 **syllables**.

An example of a Limerick Poem by famous poet Edward Lear

There was an old man with a beard
Who said, 'It is just as I feared,
Two owls and a hen
A lark and a wren
Have all built their nests in my beard!

or

There was a young girl from Nome,
Who lived in real snow dome,
One day when it thawed,
She thought it was God,
And died right there in her home

or

There was a young man named Tim
Whose dad never taught him to swim
He fell off a dock
And sunk like a rock
And that was the end of him

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Activity Five

Objective
Students will be able to practice this type of poem (Acrostic Poem) in class in a limited time and topic.

Brief definition

      This poem offers a play on words. It features as many lines as you wish, but the first letters of the lines can be read vertically as a word. Most of the time, the author will choose the vertical word first, and then write the poem based on that. This type of poetry doesn't need to rhyme. For example, the word Love could be turned into an acrostic poem like this one:

Example – An acrostic poem using the beginning of lines.

A n acrostic poem
C reates a challenge
R andom words on a theme
O r whole sentences that rhyme
S elect your words carefully
T o form a word from top to bottom
I s the aim of this poetry style
C hoose a word then go!

A less common and slightly more difficult type of an acrostic poem is where the last letter of each line spells out the word or phrase.

Example - An acrostic poem using the end of lines

Just woken up, I'm famished! Fancy a banan A
Oh dear, none in the fruit bowl. Wish I could do magi C
Like Harry Potter. Over there I do see a pea R
That's boring. How about sausages and mashed potat O?
Check the fridge - there's only mouldy cheese and two grape S
Even with my skills, I can't make much with tha T
What I really want is sweeties, shame there's only a kiw I
Phew, food dilemma over. I've been invited to a picnic C!

Finally, the more difficult type is where letters in the middle of the acrostic spell out the word or phrase.

Example - An acrostic poem using the middle of the lines

Fancy Writing A poem?
Pi C k a topic of your choice
You can w R ite about anything
Let y O ur imagination run wild
Choo S e the right words
Writing your T houghts on paper
Nothing is I mpossible
Be C reative!

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Activity: Six

Objective
Students will practice this type of poem (Cinquain) in class in a limited time and topic.

Brief definition

This type of poetry is very interesting. It offers a set of very set rules and can be a bit tricky at first. The actual poem is shaped like an arrowhead, with one word in the first line, two words that describe the first one in the second line, then a three word line that uses verbs to describe the action of the first word, the fourth line uses four words to demonstrate the feeling of the early lines and the final line is short again, describing or relating to the first line again. Here is an example of how this works:

Camera
Sleek, metal
Clicking, taking, capturing
Happy, eager, and exciting
Perfect machine

or

SNOW
LOVELY, WHITE
FALLING, DANCING, DRIFTING
COVERING EVERYTHING IT TOUCHES
BLANKET

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Activity: Seven

Objective
Students will practice this type of poem (Diamond) in class in a limited time and topic.

Brief definition

A diamond is an unrhymed seven-line poem. The beginning and ending lines are the shortest, while the lines in the middle are longer, giving diamante poems a diamond shape. "Diamante" is the Italian word for diamond, so this poetic form is named for this diamond shape. Believe it or not, the diamante was invented just 40 years ago. It was created by an American poet named Iris McClellan Tiedt in 1969, and has become very popular in schools. Also known as a "diamond poem" because of it's shape, there are two different types of diamantes; *synonym* diamantes and *antonym* diamantes.

The Rules of a Diamante

There are just a few rules to writing a diamond:
1. Diamantes are seven lines long.
2. The first and last lines have just one word.
   The second and sixth lines have two words.
   The third and fifth lines have three words.
   And the fourth line has four words.
3. Lines 1, 4, and 7 have nouns.
   Lines 2 and 6 have adjectives.
   Lines 3 and 5 have verbs.

Here's an easy way to visualize all three rules:

<div align="center">

Noun

Adjective, Adjective

Verb, Verb, Verb

Noun, Noun, Noun, Noun

Verb, Verb, Verb

Adjective, Adjective

Noun

</div>

In a synonym diamond, the nouns at the beginning and end are two words that mean basically the same thing. In an antonym diamond, the two nouns are opposites. Here are a couple of examples:

- **Synonym Diamond**

In this diamond, the words "Monsters" and "Creatures" mean the same thing, so they are synonyms.

<div align="center">

Monsters

Evil, Spooky

Howling, Shrieking, Wailing

Ghosts, Vampires, Goblins, Witches

Flying, Scaring, Terrifying

Creepy, Crawly

Creatures

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- **Antonym Diamond**

In this diamond, you might say that the words "Cat" and "Dog" are opposites, or "antonyms," so this is an antonym diamond.

<div align="center">

Cat

Gentle, Sleepy

Purring, Meowing, Scratching

Whiskers, Fur, Collar, Leash

Barking, Licking, Digging

Slobbery, Playful

Dog

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Activity: Eight

Objective
Students will practice this type of poem (ABC Poem) in class in a limited time and topic.

Brief definition

The alphabet poem (sometimes called an ABC poem) is similar to the acrostic but, as its name suggests, it uses the letters of the alphabet in order. It can be restrictive to follow exactly, but is great to use with children and is useful as an idea to get started having fun with poems, so I have provided some ideas to make it easier to use. Don't use all of the alphabet *Keep your alphabet poem, short and just use a section of the alphabet.* It can be difficult to keep going for the full alphabet, whereas just a few letters can flow more naturally.Here is an example:

An alphabet poem,
By definition,
Clearly
Dictates
Every letter's position

OR

Air raid shelters, damp and black

Bombs exploding, back to back

Children crying, adults too

"**D**own the cellar – after you"

Evacuees on the train

Farewells said in pouring rain

Gone to live in some strange place

Hoping for a friendly face…

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Activity: Nine

Objective
Students will practice this type of poem (Bio Poem) in class in a limited time and topic.

Brief definition
　　　Bio Poems can be written by students to describe the lives of real people as a creative writing exercise, or fictional characters to demonstrate reading comprehension. Bio Poems could even be written about inanimate objects. *Biopoem is a poem that describes a person in 11 lines. There is a specific formula to use when writing a biopoem.*

(First name)-

(Four adjectives that describe the person)

Son or Daughter of (your parents' names)

Lover of (three different things that the person loves)

*Who feels (three different feelings **and** when or where they are felt)*

Who gives (three different things the person gives)

Who fears (three different fears the person has)

Who would like to see (three different things the person would like to see)

Who lives (a brief description of where the person lives)

-(Last name)

For Example

Darice
Adventurous, curious, earthy, and caring
Daughter of Marge and Seth
Lover of climbing, fishing, biking
Who feels relaxed with friends, happy on holidays, and energetic when outdoors
Who gives love, patience, and encouragement
Who fears large exams, big black hairy spiders, and mice
Who would like to see Alaska, the Black Sea, and India.
Who lives in Chicago, Illinois
Ali

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Activity: Ten

Objective
Students will practice this type of poem (Blank Verse Poem) in class and in a limited time and topic.

Brief definition

A blank verse is a poem with no rhyme, but does have iambic pentameter. This means it consists of lines of five feet, each foot being iambic, meaning two syllables long, one stressed followed by an unstressed.

The Structure of a Blank Verse Poem

Five feet of iambic syllables,
Sounding du DUM du DUM du DUM du DUM du DUM,
Each foot making the verse sound like it has a heart beat rhythm, and
Each line has a set number of **syllables** see below.

An Example of a Blank Verse Poem

Furball Friend

Sweet pet by day, hunter by night. She sleeps,
She eats, she plays. My feet, caught in white paws.
She's up the fence, watching her prey - a bird.
Poor thing, better run quick, 'cause watch, she'll pounce!
She'll sweetly beg for fuss, but don't be fooled.
Cause one minute she'll purr and smile, then snap!
She'll spit and hiss - and oh - surprise! A mouse.
He's dead. A gift. Retracts her claws. Miaow!
Figure of eight between my legs, looks up
At me and purrs. The sound pulls my heartstrings.
Her big blue eyes like dinner plates - so cute.
Cunning she is, she knows I can't resist.
Curling up tight, we sleep entwined as one.
Despite her quirks, I would not change a claw
Of her. Cheeky Sammy: my snow-white queen.

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Activity: Eleven

Objective
Students will practice this type of poem (Concrete Poem) in class in a limited time and free topic.

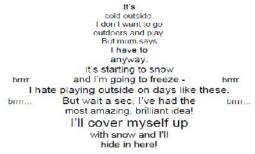**How to Write Concrete Poetry**
What is a Concrete Poem?
      Concrete poetry—sometimes also called 'shape poetry'—is poetry whose visual appearance matches the topic of the poem. The words form shapes which illustrate the poem's subject as a picture, as well as through their literal meaning.
      This type of poetry has been used for thousands of years, since the ancient Greeks began to enhance the meanings of their poetry by arranging their characters in visually pleasing ways back in the 3rd and 2nd Centuries BC. The name "Concrete Poetry;" however, is from the 1950's, when a group of Brazilian poets called the Noigandres held an international exhibition of their work, and then developed a "manifesto" to define the style.The manifesto states that concrete poetry 'communicates its own structure: structure = content'. There are 2 main ways that this can be achieved…

Outline Poems
      A common way to make the visual structure reflect the subject of the poem is to fill an outline shape that relates to the topic of the poem, in the same way that Carroll's poem fits the outline of a mouse's tail. Here is an example about a snowman:

1. choose an object to be the subject for your poem. good suggestions for beginners could be favorite animals or favorite foods;
2. draw a simple outline of its shape on paper or on the computer. if you're using paper, draw with a pencil not a pen; and
3. write your poem normally. Try to describe how the subject makes you feel. The words will be fitted into your drawing, so don't make it too long – between 6-12 lines is probably a good length.

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