



## Classroom activities

### Shelley re-ordered

Take a short poem or an extract of a poem and re-configure it.

This could be as simple as putting the existing words into a new order. It might also include summarising it down or expanding into a limerick / rap / haiku / new verse form.

*Ozymandias* may be used as a relevant part of the syllabus. For extension activities, however, other poems might make better choices.

#### Suggested groups:

Could be tailored to Y7-13. Target group Y11 English.

#### Resources:

Word-processing facilities or writing materials.

One or more poem(s) from the exhibition.

For some groups, printing texts large and cutting up words / phrases / lines for reassembling.

Scissors, glue, spare paper.

#### Learning Objectives:

- \* Greater understanding of poetic structure.
- \* Creative engagement with poetic structure.
- \* Improved awareness of the relationship between form and content.
- \* Introduction to / development of understanding of other genres.

#### AO and Syllabus links:

\* explore how language, structure and forms contribute to the meanings of texts and alternative interpretations;

\* explore relationships and comparisons between texts, selecting and evaluating relevant material.

#### Further information

This might allow discussion of the cento as a poetic form – creating new works from lines of Shelley and branching out into other authors.

Works in the exhibition include: *Ozymandias*, *Verses on a Cat*, *Queen Mab*, *Laon and Cyntha*.

Differentiation strategies might include giving pupils more / less choice over the poem, or the style of reworking. Fill in words (with originals or new ideas) rather than rearrange whole pieces.