



Scribblers Cymraeg

Weather Poems Workshop

Why is the snow raining? And who are the old ladies and their sticks? Why is the sun yellow in a picture, but in a 'real' sky, white?

And what on earth is 'nigen'? And where does the thunder come from and her fire? And why is the moon always beautiful, and the rain sometimes heavy, sometimes not so heavy...?

This workshop will be an opportunity for us to re-scrutinise the weather by creating poems together.

Lesson Plan

CLIMATE CHANGE, ABERYSTWYTH UNIVERSITY WORKSHOP

Weather Poems Workshop

Tying in with the Curriculum for Wales

Of the Four Purposes, the two below are the most prominent to be developed in this lesson; support pupils to become:

- enterprising, creative contributors
- informed citizens

Areas of Learning and Experience

- Languages, Literacy and Communication
(creating a piece of literature; developing vocabulary)
- Humanities (weather effect)
- Expressive arts (response and reflection)

POSTCARD

What?

What will the pupils learn?

- I. How to write a poem by scrutinising the weather – both visual and audio.
 - i) The benefits and importance of attention in creating art
 - ii) How focusing on the senses (specifically, hearing and seeing) can create images
 - iii) Sympathise with people living in a challenging climate

How?

How will we teach them this?

- 1) Show pupils a series of different weather and climate pictures.
- 2) Then discuss the pictures jointly taking into account these questions:
 - i) What are the colours in the picture?
 - ii) How does the picture make us feel?
 - iii) What does an imagination ear hear when looking at the picture?
 - iv) To what can we compare the weather in the picture?
 - v) What would it be like to be out in the weather seen in the picture?
- 3) Leaving the pictures for the time being, the workshop leaders will introduce the group to (quick) exercises of techniques such as configuration, rhyme, rhythm etc

How?

How will I know what they have learnt?

Choosing one picture, the group will create a joint poem that tries to capture the atmosphere of the weather in the chosen picture and uses some of the techniques discussed.

What next?

How can we extend this work?

- 1) Poems could be looked at by other poets about weather, taking into account the images the words create.
- 2) The 'sound' of the poem could be scrutinised and what contributes to creating that sound
- 3) Pupils could be encouraged to create a film of their own poems (using telephone apps etc)

