**Poems About Your City**

|  |  |
| --- | --- |
| **CEFR Level and Skill(s):** | A1 Writing |
| **CEFR Competence(s) Aimed at:** | Text production using simple sentence connectors such as “and” “but” “then” |
| **Art form(s) Exploited:** | Creative writing.  Music is optional. |
| **Duration of the Activity:** | 3 modules of 45 minutes (2 hours and 15 min.)  Optional modules are described. |
| **Materials and Equipment Needed:** | Materials:   * Paper and pen.   Optional:   * Musical instruments. * Tablets/computers. * Tablet application: Garageband, Bookcreator. * Google My Maps. |
| **PROCEDURE**  **Introduction:**  Focus in this activity is writing and self-expression through writing poems. In the short version, the students write their own poem about their favourite place in the city. In the long version, the students can turn their poem into a song.  The activity is built around an introduction to poetry and examples on poems and songs about cities, followed by concrete poetry writing and reading the new poetry to others students.  **Preparation:**  Find poems and music about cities that fits the age and language level of the students.  Decide the topic and content: How free is the activity? Can they write whatever they want or do they need to work with certain genres, topics etc.  Find relevant keywords and phrases to introduce to the students as prerequisites for making poems about their city.  **Module 1 - Introduction to poetry and listening to poems and songs about cities**  In this lesson you will introduces the students to the topic of writing poems and lyrics for songs.  Read and listen to poems and songs about cities (see examples at the bottom of the activity description).  Depending on the target language skills of the children, the poems can be either in the children’s native language or in the target language. Or a mixture of both.  Talk with the class about the poems and songs in the target language:   * The children talk about their favourite place in the city. * Each child picks a place to make a poem about for the next module.   **Module 2 - Write a poem about your favourite place in the city**  As a teacher you need to make a decision on the following:  - Type of poem?  - Long or short poem?  - Does it need to rime or not?  - Should the children have a certain amount of time to produce the poem?  - Is it okay to write in your native language first and then translate?  The students writes a poem about their favourite place in the city.  **Module 3 - Listening to each other's poems**  Everybody in class reads their own poem to each other. A variation could be to read another student’s poem.  The activity can be done in the classroom, but you could also turn the location into a café with a little stage to make a “poetry night activity”.  Collect all the poems and make an E-book in Book Creator. Record the reading of the poems for the E-book also.  Include also a map and pictures/videos from the places.  **Optional additions to the modules:**  **Module 4 - Introduction to music apps: GarageBand**  The purpose about this lesson is to get introduced to the tablet application GarageBand. It is important that you don’t try to make songs that are perfect.  Note: This can be replaced by other apps or by playing real instruments  Make a short introduction to the app:  - How to use the Smart instruments  - Introduction to chords, progression in chords and how to change the chords  - How to record a song  - How to export the song when finished  Make a song with 1 verse and 5 tracks in 15 minutes:  - Track 1: Piano  - Track 2: Bass  - Track 3: Drums  - Track 4: Guitar  - Track 5: Improvised song. Maybe use the things you talked about when discussing place in your area.  **Module 5 - Compose a song to the poem with GarageBand**  The students each compose a song from their poem either within the traditional format of three verses and a chorus or as a spoken word type of song or a rap song. Variation: You can work in groups where each participant contributes with a verse.  Play the songs for the class and ask them to explain their thoughts about the songs in the target language.  Collect all the songs and lyrics in your own songbook made in Book Creator. Include also a map and pictures/videos from the places.  **Module 6: Walk a route in the city to see the locations of the poems/songs made**  Make a map (for example using Google Maps) where you mark out the locations of the students’ poems and/or songs. This can be done in class or as preparation. The poems/songs can be embedded into the map using platforms like Google Drive, SkoleTube (in Denmark), YouTube, Sound Cloud or similar platforms.  The class can now follow the map and listen to the poems/songs at the different locations when they pass them. Talk about the poems and songs in the target language. | |
| **Things to consider (Precautions, safety measures, appropriate for larger groups, space needed etc):** | The activity can be made with the whole class where each child make a poem.  Group work can be relevant if you follow the module where the students make songs.  Safety precautions if the class go outside. |
| **Prerequisites for the teacher :** | Not applicable |
| **Source(s) / Useful links:** | **Examples on songs:**  You can choose your own poems or songs, but are some examples:  English:  The Kinks: Waterloo Sunset  The Beatles: Penny Lane  Kanye West: Homecoming  Sods: Copenhagen  Tina Dickow: Copenhagen  Lou Reed: Berlin  Simon & Garfunkel: The only living boy in New York  Taylor Swift: Welcome to New York  Sting: Englishman in New York  **Links to apps:**  Garage Band: <https://www.apple.com/lae/mac/garageband/>  Book Creator: <https://bookcreator.com/>  **Tutorial for Google My Maps Tutorial**, where you can add your own points to a local area map:  <https://library.carleton.ca/help/making-online-map-google-my-maps> |