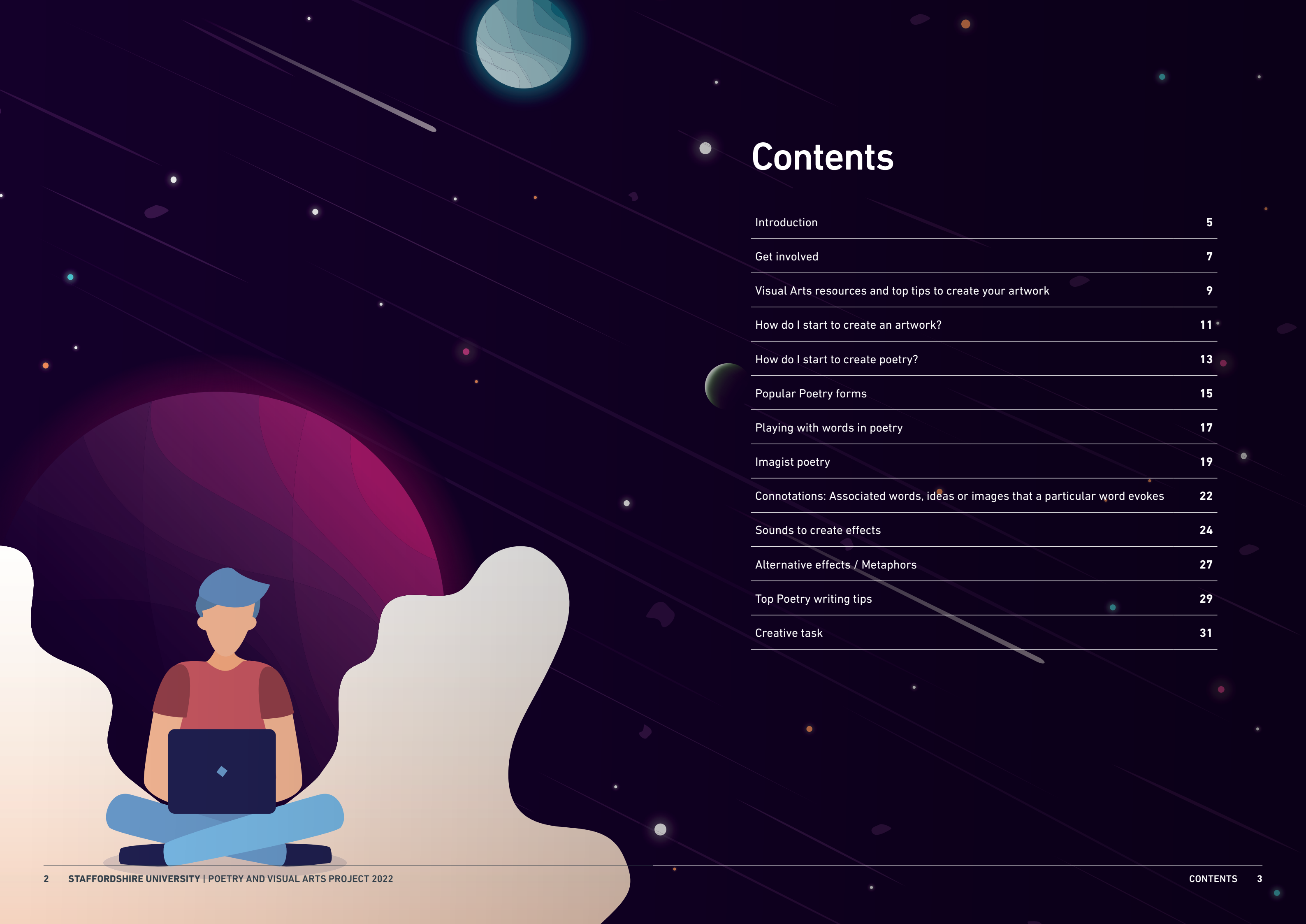


# Poetry and Visual Arts Project 2022

## A collection of poems and artwork

Exploring the themes of 'Hope', 'Making Connections' and 'Lessons Learned'.





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Welcome to Staffordshire University's

# Poetry and Visual Arts Project

## 2022

Staffordshire University's Institute of Education are offering you the opportunity to **write a poem** or **create a piece of visual art** based on one of three themes:

**HOPE**

**MAKING CONNECTIONS**

**LESSONS LEARNED**

**Any student from years 7-13 can enter.**

You do not have to be in top sets or amazing at English or Art – it's open for everyone and everyone's contribution will be welcome.



**The aim of this project is to give you the opportunity to be creative, have a voice and an outlet in these very strange times.**

Your entries are not marked or assessed and there are no mark schemes or success criteria; your poem will purely be read for pleasure by a wide range of people. The main thing is that you enjoy what you are writing and use it as an opportunity to voice your opinion, have a little fun and do something different.

**There are no rules!**

Your poem does not have to rhyme, it does not have to have lots of poetic techniques, it can be very short or very long and it can explore any aspect of the theme you have chosen to write about. If you speak another language, you can include words from that language too and it can be simple or abstract.

Your poem does, however, have to come from the heart which means it can be sad or funny! You can also present your poem in any way you like – handwritten (as long as it's legible and clear) or typed. Your artwork doesn't have to be just a drawing it can be any art materials you like: a digital image, a craft piece, a collage, a sculpture, a photograph – anything at all that gets you creating, using art materials that you enjoy making with.

Every poem and piece of artwork will be published electronically in an anthology by the end of the school year and each student who contributes will be sent a personal copy of the electronic anthology and a certificate of participation.

# Get involved...



## Why should I get involved?

IT'S AN OPPORTUNITY TO BE  
**CREATIVE**

YOU CAN CREATE  
SOMETHING THAT IS  
**IMPORTANT**  
TO YOU – WITH NO  
**RESTRICTIONS!**

IT WILL LOOK GREAT ON  
**COLLEGE/UNIVERSITY**  
**APPLICATIONS**

BEING CREATIVE IS  
**THERAPEUTIC**

YOU CAN VENT YOUR FEAR, FRUSTRATION, ANGER,  
JOY, HAPPINESS, WORRY ABOUT ANYTHING IN AN  
**UNUSUAL AND THERAPEUTIC WAY**

YOU CAN CHALLENGE YOURSELF  
TO DO SOMETHING YOU'VE NEVER  
**DONE BEFORE**

IT WILL HELP YOU WITH YOUR  
**ENGLISH AND ART**  
**LESSONS IN SCHOOL**

## How do I get involved?

Write your poem or create your artwork and send it to the following email address by: **1st May 2022**

Email to: **poetry@staffs.ac.uk**

Make sure you include your name, school, age and which theme you used for your poem or artwork. (If you want to be anonymous in the anthology, that's fine. You can tell us this in your email) Don't forget to give your poem an interesting title.

**It's as simple as that!**

\*You are only allowed to submit one poem.



# How to submit your artwork

You will need to submit your artwork by taking a good quality photograph of it or submit a scan of your artwork if appropriate (A flat artwork for example, a painting or drawing).

This is a tricky task and so we have put together some do's and don'ts about how to take a good image of your visual artwork creations.

## DO

- ✓ Take your photo straight on and not on an angle
- ✓ Take the photo in good lighting, without glare or reflection
- ✓ Make sure the photograph is in focus so that all the image can be seen clearly
- ✓ Fill the frame with your visual artwork creation
- ✓ Have a white or neutral, uncluttered background behind the artwork
- ✓ Only included one image for the project submission- include your name and project theme as part of the saved image or documents file when you email your submission to **poetry@staffs.ac.uk**

## DON'T

- ✗ Do not crop, adjust, balance or re-size the photographs
- ✗ Do not photograph your creation that is behind glass or in plastic sleeves
- ✗ Avoid hands/arms in the image when taking your photograph of the artwork

## File formats

Photographs or scans should be submitted either as an individual image files or document.

**We can accept the following file types and sizes:**

FILE TYPE	FILE FORMAT	MAX. INDIVIDUAL FILE SIZE
Image	.jpg / .png / .tif / .doc / .bmp / .pdf	15Mb
Document	.pdf / .doc / .docx / .pages	25Mb

# Visual Arts resources and top tips to create your artwork

The Associate Teachers in Art and Design have created a resource to help you get started if you haven't any art materials at home.

Think about which art materials you have enjoyed using at school or at home before, don't worry if you haven't specialist art supplies you could use items from your kitchen cupboard and recycle cardboard and other papers.

# Stuck for creative resources?

You don't need specialist art materials to participate in this project.

Below, we have compiled some creative resources you could use...

## As a canvas/texture...

- Back/inside of an envelope
- Old magazines
- Inside cereal box
- Wrapping paper
- Brown paper
- Cardboard
- Whiteboard
- Mobile phone drawing apps
- Wood/leaves/branches
- Stone/pebbles
- Old greetings cards
- Packaging paper
- Newspaper
- Baking paper – alternative tracing paper

## As a mark-making tool...

- Teabags
- Coffee
- Gravy browning
- Soil
- Turmeric
- Beetroot
- Red onion skin
- Soya Sauce
- Charcoal
- Ink
- Pen/felt-tip
- Pencil
- Eraser
- Chalk



# How do I start to create an artwork?

First, choose one of the themes from this year's project:

- HOPE
- MAKING CONNECTIONS
- LESSONS LEARNED

- 01 Start by looking on the internet for inspiration to the topic themes (try using Pinterest, Instagram, Dribbble and Behance)
- 02 Write out your thoughts before you begin so you can have your goal in mind when you come to create
- 03 Look at other artists for inspiration
- 04 Create a mood board of the inspiration images you have found so that you can reference them along your creative journey
- 05 Start to make initial sketches about what you may like to create
- 06 Play around with some different mediums and choose one (or a few) that you enjoy using and that reflect or enhance the subject of your artwork
- 07 Keep experimenting with your work until you get to a result you love, keep every piece of work (in a sketchpad if you can) as a record of your creative process
- 08 Present your final artwork

# Poetry resources and top tips

The Associate Teachers in English have created some resources to help you get started.

If you've never written any poetry before, the hardest bit is getting started, but the best thing to do is just start writing and see what happens. You can fine tune it later.

Don't forget to keep an eye out for updates on Facebook, Twitter and Instagram.

[facebook.com/StaffsUniPGCE](https://www.facebook.com/StaffsUniPGCE)

[#StaffsPoetryArt](https://twitter.com/StaffsPoetryArt)

## How do I start to create poetry?

First, choose one of the themes from this year's project:

**HOPE**

**MAKING CONNECTIONS**

**LESSONS LEARNED**

- 01** Find out about the different kinds of poems you can create (see the next page for examples)
- 02** Be creative and write about something you feel strongly about, Don't forget to give it a great title too!
- 03** Find your inspiration – it could come from literally anywhere...
- 04** It could be a tweet or a news headline or something someone says to you
- 05** It could be something you're passionate about or a hobby or a character from a book you're reading
- 06** It could be the noises or silence you can hear in your garden or the sounds you hear from the TV and radio
- 07** It could be a photograph you've seen or a piece of artwork or a Tik Tok challenge
- 08** It could be an Xbox or Playstation game, a storyline that captures your attention
- 09** Once you've written it, read it through and check you are happy
- 10** Read it aloud – how does it sound?

# What is Poetry?

**Poetry is a form of writing where the poet expresses his or her feelings about an issue or idea.** You might want to simply explore your feelings but you might also want to have an impact on your reader or send them a message or shock them, for example. You don't have to – it's your poem.

There are many different types of poem but some of the more common ones are listed below with an example, but remember that we're not looking for perfection. You can explore the best form of writing for what you want to say. These are just ideas to help you and give you somewhere to start. We're not looking for anything specific – this is your poem and you need to own it!

## Popular Poetry Forms

### Acrostic

In an acrostic poem, the letters of a word are written vertically down the left-hand side of the page and each letter is the beginning of a new word or phrase. They can form a sentence or short phrase or simply be a list of words. Find out more about Acrostic Poetry [here](#).

FOR EXAMPLE:

Sunny days  
Plants awakening  
Raindrops on the roof  
Interesting clouds  
New flowers  
Grey skies

### Acrostic by Lewis Carroll

By Lorena Alice Edith

Little maidens, when you look  
On this little story-book,  
Reading with attentive eye  
Its enticing history,  
Never think that hours of play  
Are your only HOLIDAY,

And that in a HOUSE of joy  
Lessons serve but to annoy:  
If in any HOUSE you find  
Children of a gentle mind,  
Each the others pleasing ever—

Each the others vexing never—  
Daily work and pastime daily  
In their order taking gaily—  
Then be very sure that they  
Have a life of HOLIDAY.





## Haiku

A haiku is a Japanese form of poetry. It has three lines.

The first line has **5 syllables**, the second line has **7 syllables** and the third line has **5 syllables**.

Think of it as a snapshot, like a photograph or a moment in time. You could create a series of haiku on the same theme if you wished.

Commonly the theme for a Haiku is based on the animal kingdom and the changing seasons.

FOR EXAMPLE:

An old silent pond...

A frog jumps into the pond,  
splash! Silence again.

By Matsuo Bashō

# Playing with words in poetry

**Do not be afraid to play around with words when you are writing poetry. Many poets use features of word play, such as puns, to add humour to their poetry.**

A pun uses multiple meanings and the similar sounds of words for a humorous impact. For example, in a love poem about vegetables, I might say that 'I love you from my head tomatoes' instead of 'to my toes.'

A poet who often plays on the way words sound is Brian Bilston. In the poem 'You Took the Last Bus Home' he plays on popular phrases that people say and their different meanings, such as when we say we catch the train or take the bus home. Instead of travelling on the bus, he is suggesting that they picked up the bus and brought it inside.

Or in this poem called 'Fall', which is the American word for Autumn, he plays on the words by using the spelling of the word Autumn and applying it to the rhyme, caught them.

**If you are really creative, why not even make up your own word?**

Remember, this is your poem – you can express yourself however you like.

you took  
the last bus home

don't know how  
you got it through the door

you're always doing  
amazing stuff

like the time  
you caught that train

By Brian Bilston

She loved to catch  
the falling leaves  
in autumn

she  
would  
sit  
and wait  
under trees  
until  
she'd  
cautumn

By Brian Bilston



# Imagist Poetry

**Imagism was a poetic movement that valued everyday life in all its mundane details, and when you know this, you soon find that you can write a poem about just about anything!**

In just two short lines, Pound captured a snapshot of life – a fleeting moment that is preserved forever. There is a hint of rhyme (half-rhyme) in crowd/bough, and the use of language in this poem allows it to really stand out – apparition suggests something ghostly, for example!

## Here is how you can do the same.

Fill in the following boxes based on something that you can see outside of your window:

Pick a noun or an image (a car, a flower, a piece of litter etc.)	
Describe that noun – if it is a car, what colour is it? Is there frost on the windshield?	
Write a metaphor that links closely to the image you described earlier	

Now that you’ve filled in the boxes, remove any words that you think are unnecessary – the Imagists said to use as few words as possible to get the message across.

**Here is an example of what you could come up with as you look out of your living-room window:**

Pick a noun or an image	A lamppost
Describe that noun	A solitary lamppost, with graffiti scrawled in permanent marker; the light is flickering.
Write a metaphor that links closely to the image you described earlier	The light flickers in morse code to signal the dusk.

FOR EXAMPLE:

## In a Station of the Metro

By Ezra Pound, 1913

The apparition of these faces  
in a crowd:

Petals on a wet, black bough.

THE FINISHED POEM:

a solitary lamppost  
with graffiti scrawled in black  
marker  
flickers in morse code  
and signals the dusk

## The English Sonnet

A sonnet has 14 lines and is one stanza long. It has a specific rhyming pattern:

**ABAB CDCD EFEF GG.**

It uses **iambic pentameter** (For help with this, visit [this link](#)) Historically it was written on the theme of love but modern sonnets are written on all sorts of different themes and topics.

FOR EXAMPLE:

## Shall I compare thee to a summer’s day?

By William Shakespeare

Shall I compare thee to a summer’s day?  
Thou art more lovely and more temperate:  
Rough winds do shake the darling buds of May,  
And summer’s lease hath all too short a date;  
Sometime too hot the eye of heaven shines,  
And often is his gold complexion dimm’d;  
And every fair from fair sometime declines,  
By chance or nature’s changing course untrimm’d;  
But thy eternal summer shall not fade,  
Nor lose possession of that fair thou ow’st;  
Nor shall death brag thou wander’st in his shade,  
When in eternal lines to time thou grow’st:  
So long as men can breathe or eyes can see,  
So long lives this, and this gives life to thee.



## Free verse

**This is exactly what it sounds like – you are free to do whatever you like!**

There is no strict rhyming pattern, rhythm or other rules! It is more like natural speech.

FOR EXAMPLE:

### Fog

By Carl Sandburg

The fog comes  
on little cat feet.  
It sits looking  
over harbor and city  
on silent haunches  
and then moves on.

### Autumn

By T.E. Hulme

A touch of cold in the Autumn night—  
I walked abroad,  
And saw the ruddy moon lean over a  
hedge  
Like a red-faced farmer.  
I did not stop to speak, but nodded,  
And round about were the wistful stars  
With white faces like town children.

## Spoken Word Poetry

**Also known as Slam Poetry, this is a type of poetry which expresses a person's story or struggle and is usually strong, powerful, emotional and moving.**

It usually has a strong sense of rhythm (like rap music) and has a musical feel to it. There are no rules with spoken word poetry, other than that the poem should have a great sound – it is supposed to be read aloud at a poetry 'slam'!

CHECK OUT THESE WEBSITES:

[slam.poetrysociety.org.uk](https://slam.poetrysociety.org.uk)

[poetrysociety.org.uk](https://poetrysociety.org.uk)

[joelletaylor.co.uk](https://joelletaylor.co.uk)

**You might also consider the following:**

- 01** Do you want to use rhyme? Will it rhyme on every line or just some lines? Will it have rhyming couplets? Find more info [here](#).
- 02** Which words will you choose? It's always handy to have a [thesaurus](#) open could we use 'contented' instead of 'happy' or 'sombre' instead of 'sad'? Which words best explore what you are trying to say or how you want your reader to feel?
- 03** Will you use punctuation? You may have learned about enjambement (where the sentence is spread over more than one line) or caesura (where there is punctuation in the middle of the line). These techniques will affect the way the poem sounds when read aloud.
- 04** How many verses will your poem have and why?
- 05** Will your poem be written from your perspective or will you write it from someone else's perspective?
- 06** Do you want to write for a specific audience?



# Connotations: Associated words, ideas or images that a particular word evokes

For example... Red might be associated with anger, passion, danger or love. Use this table to explore ways of using different words in your poem...

The Word	Ideas associated with this word	Ways I can suggest this within my poem
Red	Anger, passion, danger or love	The red sun dawned, the carnage of the battle revealed in it's wake.

## Accent and Dialect in Poetry

Our themes this year are personal, so write about yourself and the things you know.

Find and use your own voice, personalise your poem through your accent and dialect.

A big part of this is writing in the words you use and in the way you speak – this is called using your dialect in poetry.

Look at this example from 'Checking out me history' by John Agard. Agard uses non-standard spelling to represent his own accent and sound – poetry is all about sounds!

Try using some non-standard words in your poetry. We have a rich cultural heritage in Stoke, listen out for unusual words that you and your family and friends use. Can you use them in your writing?

'Ay-up!', 'Tara!' and 'Nana' are just a few examples of Stoke-on-Trent's local dialect.

FOR EXAMPLE:

### Checking out me history

By John Agard

'Dem tell me

Dem tell me

Wha dem want to tell me

Bandage up me eye with me  
own history

Blind me to my own identity

Have a go and start writing! I  
bet you have some fantastic  
words and sounds inside you!



# Sounds to create effects

## Poets use devices to jazz up their writing.

There are many different techniques they use: punctuation, repetition, irony, but let's look at how the writer uses sounds to create different effects.

Alliteration, consonance and assonance are devices the poet uses to create different effects.

**Alliteration** is the repetition of the initial consonant.

FOR EXAMPLE:

"**B**etty **B**otter **b**ought some **b**utter, but she said, this **b**utter's **b**itter; if I put it in my **b**atter, it will make my **b**atter **b**itter..."

**Consonance** is the repetition of the consonant sound in the sentence.

FOR EXAMPLE:

"**T**ry to **l**ight the **f**ire/ The **s**queaky wheel gets the **g**rease/ It's **h**ot and monotonous/**S**tem **e**nd and blossom **e**nd/ And **e**very **f**leck of russet showing clear."

**Assonance** is the repetition of the vowel sounds in the sentence.

FOR EXAMPLE:

"Upon an island hard to **re**ach, the **ea**st **be**ast sits upon his **be**ach. **Ea**ch **be**ast thinks he's the best **be**ast."

LET'S HAVE A LOOK AT SOME EXCERPTS FROM:

## Dulce et Decorum Est

By Wilfred Owen

### "Knock-kneed, coughing like hags."

The consonance of the 'k' sound in this simile, emphasises how the young soldiers are suffering from illness and gives a 'plosive' coughing sound- just like the soldier later in the poem.

### "and watch the white eyes writhing in his face"

The consonance of the 'w' sound slows down the pace and illustrates the slow suffering of the soldier. The use of assonance is also evident, the 'l' sound also slows down the pace and a disjointed and uncomfortable rhythm to this part of the poem.

### "An ecstasy of fumbling

Fitting the clumsy helmets just in time,

But someone still was yelling out and stumbling

And flound'ring like a man in fire or lime.—

The alliterative 'f' sounds in the slows down the rhythm as you move your mouth around the two close 'f' sounds, also creating the sense of clumsiness in the way you read it.

The 's' sound in the line, 'someone still was yelling out and stumbling' creates a 'hissing' sound, creating imagery of quickness and disjointedness from the 'f' sounds. The pace quickens mimicking the panicked tone of the soldier.



“Men marched asleep. Many had lost their boots,  
But limped on, blood-shod. All went lame; all blind;  
Drunk with fatigue; deaf even to the hoots  
Of gas-shells dropping softly behind.”

#### QUESTION:

Can you identify any alliteration, consonance or assonance?  
What effect does it have on the tone, pace or rhythm of the stanza?  
What effect does it have on the reader?

“He plunges at me, guttering, choking, drowning.”

#### QUESTION:

Why do you think Wilfred Owen chose these words?  
What sounds are created when saying them?  
What imagery does this create?  
How does it help the reader understand the horrors of war?



## Alliterative effects

The letter	The sound
<b>B</b>	Hard/plosive (makes an explosive sound when pronounced)
<b>K</b>	Guttural/hard/plosive
<b>D</b>	Hard/plosive
<b>F</b>	Hard
<b>G</b>	Guttural/hard/plosive
<b>M</b>	Soft
<b>W</b>	Gliding/wispy/airy
<b>S</b>	Sibilant: can suggest smoothness, slyness, controlled anger. Repetition of the 's' sound can create a sense of quiet.

## Metaphors

A metaphor compares two things that aren't alike, but have something in common.

It is a way of describing something by saying it is something else. A metaphor is a figure of speech that describes something by saying it is something else. It's not actually true but it gives the reader a clearer idea of what it is like.

Learn more about metaphors [here](#).

#### FOR EXAMPLE:

**'You are my sunshine.'**

In this example, someone is being compared to the sun. Sunshine is bright and provides the earth with lots of light. This suggests the person is very happy and brings joy to other people.

**A Concrete Noun** is a noun that can be identified through one of the five senses (taste, touch, sight, hearing, or smell).

**An Abstract noun** is a feeling or concept that you cannot touch, such as happiness or education.

#### It's your turn!

Select your best metaphor and make it grow into a whole poem. Think about each of your senses – taste, touch, sight, smell and sound – and use them to add more detail.

# Top Poetry writing tips

For help planning your poem [take a look at this video](#).



- 01** Don't overthink it, poetry doesn't have to be hard!
- 02** Write about something that interests you.
- 03** Write about something or someone you know such as: family member, pet, favourite place, friends etc.
- 04** Can you use your favourite film or song and turn that into a poem?
- 05** Poetry doesn't have to rhyme, so don't force it too if you can't.
- 06** Brainstorm/mind map your ideas.
- 07** Read other poetry on the same topic, it might give you some inspiration.
- 08** Think about how you want it to make people feel; do you want it to be funny? Sad?

# Creative task

We are going to work on writing our own poetry. First off, we are going to try and write a poem about our favourite animal.

Remember that the most important thing is to express your ideas and feelings in a creative and interesting way.

We are really looking forward to reading your poems and seeing your artwork.

## Write an animal poem

### STEP 1

Choose an animal and write down all of the things you think characterises that animal. Think about:

- PATTERNS
- COLOURS
- BODY PARTS
- SOUNDS/SENSES

- Hexagonal spots
- Sandy yellow
- Deep brown
- Windy neck
- Pointed ears
- Long blue tongue
- Hooves
- Spindly legs

### STEP 2

Decide your techniques for each part

- METAPHOR
- RHETORICAL QUESTION
- ONOMATOPOEIA
- SIMILE

- Chocolate Brown spots
- How does it feel Having such a long and windy neck?
- Hooves – clop clop
- Like a stallion at the races, he gallops.

### STEP 3

Using your animal, and your plan, write your own 2 stanza poem

Giraffe! Giraffe! Spindly legs standing tall  
in the dry savannah. I wonder; how does it feel  
Having such a long and windy neck?

His sandy yellow complexion warms hearts  
All over the African plains, and his chocolate  
Brown spots tantalise the eyes as he stretches  
His legs across the land. And like a stallion at  
the races, he gallops.

### Check list

#### Have I...

- Used 5 techniques? Which ones?
- Created a clear start, middle and end?
- Used tone to tell you how I feel about giraffes?






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Staffordshire University's School of Education Poetry and Visual Arts Project 2022, created in conjunction with students from local Secondary Schools and supported by Stoke CEP.

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