Emotive writing

All writing has an emotion or 'mood'.

Today, we are looking at how to create a mood using vocabulary.

We will also look at how to use punctuation to help your reader perform your poem.

Steps to success

When writing Free Verse, you could use the following features:

Punctuation *to help the reader*

Adjectives, *verbs* *and* *adverbs* *to enhance your work*

Effective *nouns* *and* *noun phrases*

Repetition, *onomatopoeia* *and* *alliteration*

Similes *and* *metaphors*

Personification

Emotive *language (mood).*

How many of these poetry features can you use?

REMEMBER:
The skill is to use each feature for **deliberate effect**; don't put every feature in your poem just because you can!

What can you see?

Use **phrases** rather than words.

What 'mood' does this image create? *(Some ideas are on the next slide).*

What can you see?

Use **phrases** rather than words.

What 'mood' does this image create?

Vast and empty

Gloomy, lonely tree

Poisoned land

Twisted trees

Words like **lonely**, **eerie empty** and **unnatural** make you feel something so they are emotive words.

Dreamy lake

Unearthly, unnatural

Quietly eerie

LO: SETTING THE MOOD

What can you see?

Use *phrases* rather than words.

What 'mood' does this image create? (Some ideas are on the next slide).

What can you see?

Use **phrases** rather than words.

What 'mood' does this image create?

Lush and tropical

Empty blue sky

Poisoned land

Tall, winding palm trees

Deep and relaxing

Hot sand

Silky smooth water

Which words are emotive?

Have you used any emotive words or phrases?

What can you see?

Use *phrases* rather than words.

What 'mood' does this image create? (Some ideas are on the next slide).

What can you see?

Use **phrases** rather than words.

What 'mood' does this image create?

Foggy and dull

Lonely and cold

Sad, dark and gloomy

Wet and rainy

Which words are emotive?

Have you used any emotive words or phrases?

What can you see?

Read the poem:

Fog
by Carl Sandburg

The fog comes
on little cat feet.

It sits looking
over harbour and city
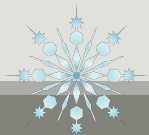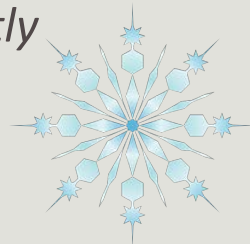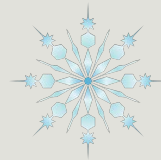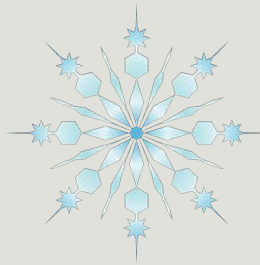on silent haunches
and then moves on.

What poetry features has Sandburg used in his poem?

What do you notice about this poem?

Winter Poem by Nikki Giovanni

once a snowflake fell
on my brow and i loved
it so much and i kissed
it and it was happy and called its cousins
and brothers and a web
of snow engulfed me then
i reached to love them all
and i squeezed them and they became
a spring rain and i stood perfectly
still and was a flower
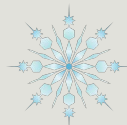
What do you notice about this poem?

Winter Poem by Nikki Giovanni

*once a snowflake fell
on my brow and i loved
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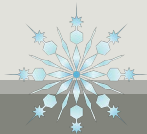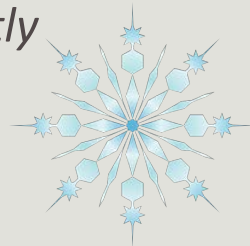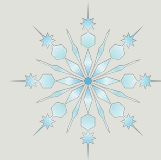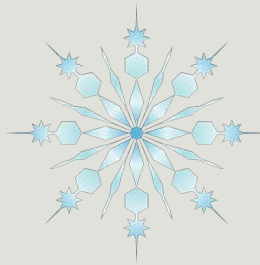still and was a flower*

No punctuation and capital letters makes reading the poem difficult.

There are no **strict rules** about punctuation in poetry, but it helps your reader know how to read it out loud.

Noun phrases

How could we describe the cat?

How could we describe the tree?

The cat sat in a tree.

Noun phrases

evil, grinning cat and gnarly, old oak tree are noun phrases.

Which sentence is more poetic? *Why?*

The cat sat in a tree.

The evil, grinning cat sat in a gnarly, old oak tree.

Noun phrases

Now write your own sentences about an animal of your choice using noun phrases.

The cat sat in a tree.

The **evil, grinning** cat sat in a **gnarly, old oak** tree.

Noun phrases

We're going to watch <u>*The School Bell*</u> *by Frank Flynn.*

Afterwards, the poet Craig Charles (who reads out the poem) talks about how the poet has used simile and metaphor to create images.

Noun phrases

Look at the cat sentence again.

<mark>The evil, grinning cat sat in a gnarly, old oak tree.</mark>

We can include a simile to increase the power of this image.

What does the cat remind you of?

<mark>The evil, grinning cat sat **like the bringer-of-death** in a gnarly, old oak tree.</mark>

We can try it as a metaphor.

<mark>The evil, grinning **bringer-of-death** sat in a gnarly, old oak tree.</mark>

Once we have the words, we can edit the sentence and take out any words that don't add to the 'mood' created by the sentence.

<mark>**Evil, grinning bringer-of-death in a gnarly, old oak.**</mark>

Task 1

Look at the sentences we have created.
Which do you like the best? Why?

1. *The cat sat in a tree.*
2. *The evil, grinning cat sat in a gnarly, old oak tree.*
3. *The evil, grinning cat sat like the bringer of death in a gnarly old oak tree.*
4. *Evil, grinning bringer of death in a gnarly old oak.*

Task 2

Now create your own sentences using noun phrases, similes and metaphors.

*Remember to trim down the final sentence, because **every word** you use should be **for effect** in poetry.*

Write three or four completely different sentences to describe the image of the Cheshire cat.

Challenge:
Can you put your sentences together to make a free verse poem?