





Key terms	Definition
<b>aesthetic appeal</b>	a sense of the beautiful, artistically pleasing, good taste. For example: 'The vivid imagery made the poem aesthetically pleasing'.
<b>allusion</b>	an indirect reference to someone or something that conveys or enhances a particular meaning. Allusions usually refer to literary works, and social and historical events or people
<b>assumptions</b>	rarely questioned opinions that are taken to be absolutely correct. Assumptions are learned over time in a particular cultural context and are applied automatically when understanding the world
<b>auditory (or oral) features</b>	When performing your poem, the use of the following features should reflect your choice of poetic form, subject matter, language and theme: <ul style="list-style-type: none"> <li>• volume levels</li> <li>• vocal tone (which should influence the mood you, as the poet, wish to establish)</li> <li>• rhythm (this depends on chosen poetic form)</li> </ul>
<b>ballad</b>	a narrative poem that is sometimes set to music and has a strong, regular rhythm and rhyme scheme
<b>beliefs</b>	ideas that are taken to be 'true' by individuals, regardless of supporting evidence
<b>blank verse</b>	poetry written in strict iambic pentameter (10 syllables in a line). It has no rhyme but is an artful replication of the natural rhythm of speech
<b>context</b>	the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation) 
<b>disempowerment</b>	the process of depriving 'power' in ways that delegitimise, ignore, devalue or discriminate against the identities and behaviours of individuals and groups
<b>elegy</b>	The poetic form of elegy is usually written to remember or mourn the loss of a loved person, place, object or way of life.
<b>empowerment</b>	the process of supplying power in ways that may legitimise, recognise or value the identities and behaviours of individuals and groups
<b>enjambment</b>	the spacing of phrases, clauses or sentences across multiple lines of the poem in order to develop the flow of the story
<b>evaluative language</b>	positive or negative language that judges (or evaluates) the worth of something. Language of Affect, Appreciation and Judgement is used by an author to position a reader to respond to the text in a particular way 



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<b>figurative language</b>	<p>word groups/phrases used in a way that differs from the expected or everyday usage. They are used in a non-literal way for particular effect, for example:</p> <ul style="list-style-type: none"> <li>• simile — ‘white as a sheet’;</li> <li>• metaphor — ‘all the world’s a stage’;</li> <li>• personification — ‘the wind grabbed my clothes’</li> <li>• alliteration — ‘sirens sing softly’</li> </ul> <p>(See also <b>Sheet 9 — Figurative language</b>)</p>
<b>free verse</b>	<p>used to express the poet’s perspective; to provide a ‘stream of consciousness’ insight into the poet’s mind. There is a tendency for the subject matter of free verse to look at the intricate details of everyday situations. There is no set rhyming scheme: rhyme is sometimes used, but the poet is free to arrange end sounds how he or she sees fit</p> <p>Free verse may have lines of irregular length: lines of varying length help set the rhythm. The rhythm is often fast paced for the flow of ideas. It is rare to see stanzas that are arranged according to a set rhythm.</p>
<b>gestural (or visual) features</b>	<p>When performing a poem, the use of the following features should reflect the choice of poetic form, subject matter, language and theme:</p> <ul style="list-style-type: none"> <li>• facial expression</li> <li>• gestures or movement</li> <li>• posture and body language.</li> </ul>
<b>limerick</b>	<p>a humorous poem of five lines in which:</p> <ul style="list-style-type: none"> <li>• there is an aabba rhyming scheme</li> <li>• the first, second, and fifth lines rhyme with each other, and the third and fourth lines rhyme</li> <li>• the first, second and fifth lines have nine syllables and lines three and four are shorter with six syllables</li> </ul>
<b>meter</b>	<p>the specific, named patterns of stressed and unstressed syllables in poetry. Scansion is the term used to describe how we graphically represent the metre of a line of poetry. The / symbol is stressed, the x is unstressed</p> <p>For example:</p> <p style="text-align: center;">x / x / x / x / x /</p> <p><i>But soft! What light through yonder window breaks?</i></p>
<b>mood</b>	<p>the feelings or emotions evoked by a text, the predominant emotions the reader derives from the text. Like tone, mood may shift and change across a poem</p>
<b>narrative structure</b>	<p>the way an author arranges the text; the story may be written in chapters; includes literary features such as flashback and foreshadowing. The traditional, chronological plot structure of a narrative story contains an orientation, complication(s), climax and denouement (resolution)</p>
<b>ode</b>	<p>a lyric poem written to express admiration or commemorate someone or something. This type of poetic form originated in Greece and was usually accompanied by music, therefore odes could almost be considered song lyrics</p>

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<b>poetic devices</b>	particular patterns and techniques of language used in poems to create particular effects  (See also <b>figurative language</b> ) 
<b>poetic form</b>	Poems have different rules that determine the type of poems they are. The <b>rhythm</b> and <b>meter</b> in a poem, as well as use of certain <b>poetic devices</b> , can define the type of poem. For example, poems can be written in the forms of limericks, odes, elegies, ballads, sonnets, free verse, blank verse and many more.
<b>poetic voice</b>	A poem is articulated using the voice of a speaker who is a specific character, a social or cultural group or the poet's own voice. The role of this speaker is made obvious through contextual clues within a poem, or specific language uses.
<b>position</b>	<i>Noun</i> : the stance of the author in relation to a specific issue or situation  <i>Verb</i> : the deliberate approach used by the author to strongly influence the opinion or attitude of the audience towards a particular issue or situation
<b>refrain</b>	A refrain (or chorus), is the repetition of a key phrase or phrases at various intervals in a ballad or a song.
<b>representation</b>	means to 'present something again'; it is a portrayal or description of a person or groups of people that portrays them as having certain qualities. These representations may be generalised or stereotypical, for example: representations of teenagers in the media are often negative
<b>rhyme</b>	<ul style="list-style-type: none"> <li>• <b>true rhyme</b>: words at the end of the line of poetry sound the same, for example: <i>fat</i> — <i>cat</i>, <i>treat</i> — <i>sweet</i></li> <li>• <b>slant rhyme</b>: words at the end of the line of poetry sound similar but may differ slightly with either a varying consonant sound at the end of the word, for example: <i>sweep</i> — <i>sweet</i>; or a varying vowel sound in the middle, for example: <i>fairly</i> — <i>folly</i></li> <li>• <b>internal rhyme</b>: involves words that rhyme within a line of poetry, for example: After school I swim in the pool whenever the weather is fine</li> </ul>
<b>rhyming scheme</b>	the way to identify the poetic form by examining the pattern of rhyme at the end of each line of a poem. When analysing poetry, letters are used to indicate which lines rhyme. For example, the rhyming scheme of a limerick is ' <b>aabba</b> '. This means that lines 1, 2 and 5 rhyme together and lines 3 and 4 rhyme
<b>rhythm</b>	the general pattern of stressed and unstressed syllables in language. Rhythm becomes apparent through the arrangement and pronunciation of words, which are made up of syllables. All language has a natural form of rhythm
<b>sonnet (Shakespearean)</b>	a 14-line poem written in three quatrains (four-line stanzas) and a rhyming couplet that follow a set rhyming scheme and a defined poetic meter called iambic pentameter
<b>stylistic features</b>	the ways in which aspects of texts, such as words, sentences and images, are arranged and how they affect meaning. Style can distinguish the work of individual authors as well as the work of a particular period, for example, an Elizabethan drama. Examples of stylistic features include narrative viewpoint, structure of stanzas, and juxtaposition 



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<b>subject matter</b>	In poetry, 'subject matter' refers to the subject or topics that are literally mentioned in the poem. For example, the subject matter of a poem may be teenagers
<b>symbolism</b>	the use of physical or identifiable things to represent deeper abstract concepts. Symbols evoke a set of associated, implied meanings or connotations. These meanings may vary between cultures
<b>theme</b>	In poetry 'theme' refers to the dominant social, moral or ethical messages a poet communicates about the subject matter of a poem. For example, the theme of a poem whose subject matter is teenagers, may actually be 'respect'. Respect is a broader concept than the subject matter 'teenagers'. The poem might talk about respect in a number of different ways, for example: respect for self, respect for parents.
<b>tone</b>	the author's attitude towards the subject matter and audience  Tone is reflected in the language choices of the author. Note that there may be shifts and changes in tone across a poem. It is important to understand that tone is distinct from subject matter, although the two are often related, for example: 'The poet uses a cynical tone as she describes teenagers' dependence on social media.'
<b>values</b>	ideas or attitudes that the people of a social or cultural group believe to be positive and worthy