



## The Spark of Stillness -The Pushkin Theme for 2019-20

The Pushkin Theme for this year is ***“The Spark of Stillness”*** and is derived from the element of Fire. It is a direct quote from the poem, **Hesychia**, by Her Grace **Sacha Abercorn**. This Pushkin theme is dedicated to her memory and to her amazing legacy.

Stillness is something we crave in today’s world of stress, endless noise and ceaseless motion. The importance of stillness and our need for it is a dominant aspect of this theme. **Stillness, which is not just sitting still, but being still.** In that state of stillness, calm and reflection, we are open to the sparks that come to us. Sparks of imagination, ideas and beginnings, sparks which send us on paths of discovery and renewal.

Study of this theme requires the exploration of the physical concept of the ‘spark’, a sudden burst of new energy, the very start of a new fire within us.

There is an inherent paradox in the phrase itself. The word ‘spark’, used as a noun or as a verb seems to contradict the notion of stillness. However, surely in a state of stillness we can are more able to respond to the sparks which trigger our imaginations.

Through the media of the Environment, the Arts and Writing all those participating in the Pushkin programmes this year should have diverse and motivating opportunities to investigate, to explore and to make this theme real.

The suggested activities in these supporting materials are designed to act as starting points or as ‘sparks’ to inspire the ideas and the imaginations of the teachers and of the children.

Experiencing the environment through the senses is always an essential aspect of any Pushkin theme and this theme is no different. Children should explore the world of nature, getting outside where possible.

This theme focuses on the creative and environmental aspects of learning as this is the Pushkin approach, however, it could easily be extended to incorporate aspects of Science, Technology, and some related activities and suggestions have been included.

### **Planning Activity**

During this activity, the teacher will introduce all the potential aspects of the theme to the class. The suggested planning activity is a Carousel activity.

For this activity, the class should be divided into groups and each group should have time to move around a set of stations that are set up in the classroom.

At each station, the teacher should provide a variety of stimuli to introduce the concepts, which the theme will cover, and to inspire the children's thinking, ideas and questions about the theme.

The teacher could provide poems, books, posters, film clips, images, printed information, websites and real objects, etc as the stimuli. These things focus the children's thinking as well as motivating them.

The teacher can of course choose whatever contexts they feel are appropriate to the age and interests of their pupils, suggestions about content are made below. The stations could include:

#### **Station 1: Exploring the word 'Spark' in all forms**

##### **Sparks as burst of energy igniting fires**

##### **Sparks in nature**

#### **Station 2: Exploring the word 'Stillness' as the absence of sound or a state of quiet**

Sound clips or videos as highlighted in the theme(see below)

Pictures and images of quiet places and of places where you would expect there to be silence.

##### **Igor Stravinsky, 'Rite of Spring'**

### **Rachmaninov, 'Symphony No2, Adagio: Adagio'**

These two pieces contrast harmony, symphony and discord. Stravinsky's piece is a cacophony of jarring music whilst Rachmaninov's is one of the most beautiful pieces ever composed. It is gentle, still, and resonates, quietude.

### **Sibelius, 'Symphony No. 5**

#### **Samuel Barber, 'Adagio for Strings'**

These two pieces of music will be used to explore how pauses, or moments of silence and stillness. Sometimes in their music, composers use stillness or silence to add emphasis and create drama.

### **Station 3: Exploring the word 'Stillness' as the absence of movement**

Sound clips or videos as highlighted in the theme

Pictures and images of quiet places and of places where you would expect there to be stillness, as in lack of movement.

### **Station 4 Stillness as calm, peace, tranquillity**

#### **Note:**

#### **Artists included in the theme:**

Daniel Turner, Westminster Bridge and Abbey

Claude Monet, The Thames Below Westminster, Water Lilies

Susan Whatling, Evening River and Bluebells

#### **Poets included in the theme:**

Walter de la Mare, Silver

William Wordsworth, Composed Upon Westminster Bridge, The Daffodils

W.B. Yeats, The Lake Isle of Innisfree

W.H. Davies, Leisure

Stopping By Woods on a Snowy Evening, Robert Frost

#### **Composers included in the theme:**

Igor Stravinsky, 'Rite of Spring'

Rachmaninov, 'Symphony No2, Adagio: Adagio'

Sibelius, 'Symphony No. 5

Samuel Barber, 'Adagio for Strings'

Once the children have had time to think about and discuss the materials at each station, they should record their questions. Then the teacher should lead the class in a feedback and sharing session. During this session the questions from all groups can be collated and sorted out. Some of the questions will not be answerable. So, these can be identified and discarded. Some of the questions will have one-word answers that can be dealt with there and then. The questions left at the end of this sorting will be the key questions that will underpin the learning during the course of the theme. The children's key questions and some of the images they used could all be displayed as a Planning Board.

## **Section - Stillness the absence of sound or quietness**

**In this section, the children are going to use pieces of music to explore the concept of stillness as quiet or even silence. They will listen to pieces of music to consider how composers, through their music convey a sense of stillness of quiet. They will also explore the opposite of that, how they can compose pieces to create discord and disharmony, to suggest friction and the very opposite of stillness, disjointed motion and disagreement. They will consider how to make creative music themselves. They will also use their work to inspire some Creative Writing, pieces of creative art work and more.**

### **Activity 1 Cacophony (using Stravinsky, 'Rite of Spring')**

The teacher should ask the children to consider the lack of stillness in today's world. One thing about today's world which makes it hard to find stillness is the ceaseless noise.

The children could think of all the things which cause noise in our lives. They could brainstorm these or alternatively use images or pictures to create a collage called, The Lack of Stillness- Noise.

The teacher should introduce the word cacophony to the children. It means:

***Cacophony:***

**noun: cacophony; plural noun: cacophonies**

## 1. a harsh discordant mixture of sounds

Children should listen to extracts from **Igor Stravinsky's 'Rite of Spring'**. This piece is well known for its discordant music. It was a groundbreaking piece in 1913 when it was first performed in Paris. They should discuss how the music is not pleasant to listen to, how it is harsh and not harmonious or melodious.

<https://soundcloud.com/chicagosymphony/stravinsky-the-rite-of-spring>

The children should have a chance to listen to an extract from the YouTube video (alternatively the teacher may wish to source the piece as a sound clip). The teacher can play as much of the piece as they feel appropriate. Alternatively, they could listen to several short extracts from the piece.

The teacher should lead a discussion about the music with the children. It is essential to point out that this piece is not very usual for classical music. It is not harmonious but rather is an 'unpleasant' piece. The children should be encouraged to discuss why they think the piece is 'unpleasant'. Why isn't it harmonious? **Why is the piece described as a cacophony?**

The children could consider what sort of scene the music conjures up...what could it depict? They could draw what the music could 'look like'. What might be happening in the piece of music? What scenes of everyday life could it be used to represent?

Once the children have explored the piece they could create their own music to represent the lack of stillness caused by endless noise. They could discuss how this concept of noise and discord might sound. They could select instruments which they feel would best represent the concept. They could work together to make some creative pieces of music to represent the notion of lack of stillness/ lack of silence.

They could compose in groups and play their pieces to their classmates to listen to. They could think about what makes noise or lack of stillness in today's world and about how they can represent that in their music.

They could create a pictorial music score to record their music and to help them to replay it for others.

## Opportunity for Writing

To extend this work further and to use it as a stimulus for Writing, the children could write a poem called, 'Cacophony'.

In groups the children could collaboratively brainstorm **sounds** we hear in **every day life**. They should record these as phrases on strips of paper. For example:

The chatter of children

The clang of the bell

The clatter of a train

The hum of an engine

**One group could take responsibility for brainstorming the sounds of home.**

**One group for the sounds of school.**

**One group for the sounds of town.**

**One group the sounds of countryside.**

Other places could also be identified and used. The children should create as many phrases detailing sounds as they can. When each group has created an adequate number of phrases the creation of the poems/ pieces of Writing can begin.

Each group should read their phrases to the other groups, in turns. The listening groups should all have time to:

- listen to the group who is reading
- write down and share a positive comment based on what they heard from the group who read
- pick out two of the phrases they liked best from the other groups' work, identify them and comment on why they liked those phrases

**Each group should have the chance to be the reading group.**

Then the children can work in their own groups to select their best phrases to organise these into a poem. They can negotiate which of their phrases they think are the most impactful or powerful.

Then they could sort or arrange them in the order they wish to use them to create a basic verse of the poem, based on a cacophony of everyday sounds.

Each group could add their verse to the overall composition of a class poem.

From these general pieces work can begin to edit and draft and create more polished pieces of writing. To do this the children could:

- pick a verse and add more adjectives to each line
- they could add to the statements, for example; The chatter of the children, **in the queue for lunch**, or the clang of the bell, **calling everyone to class.**

## ICT Activity – Wordle Writers

The children could use Wordle or similar tool to represent their ideas. They could do this as a group or as the whole class. Copying in all their words and phrases to Wordle allows the words and phrases to be randomly displayed. These random displays of the words could lead to further drafts of the poems or could act as drafts themselves. They could just be used for display purposes.

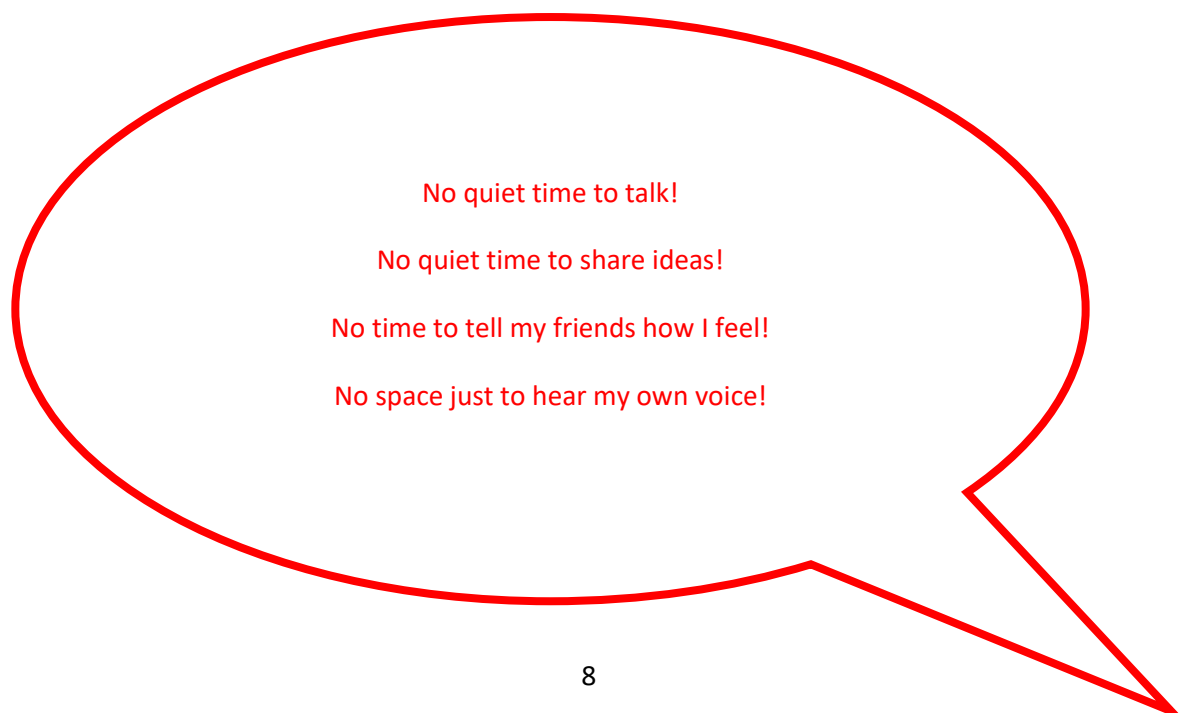
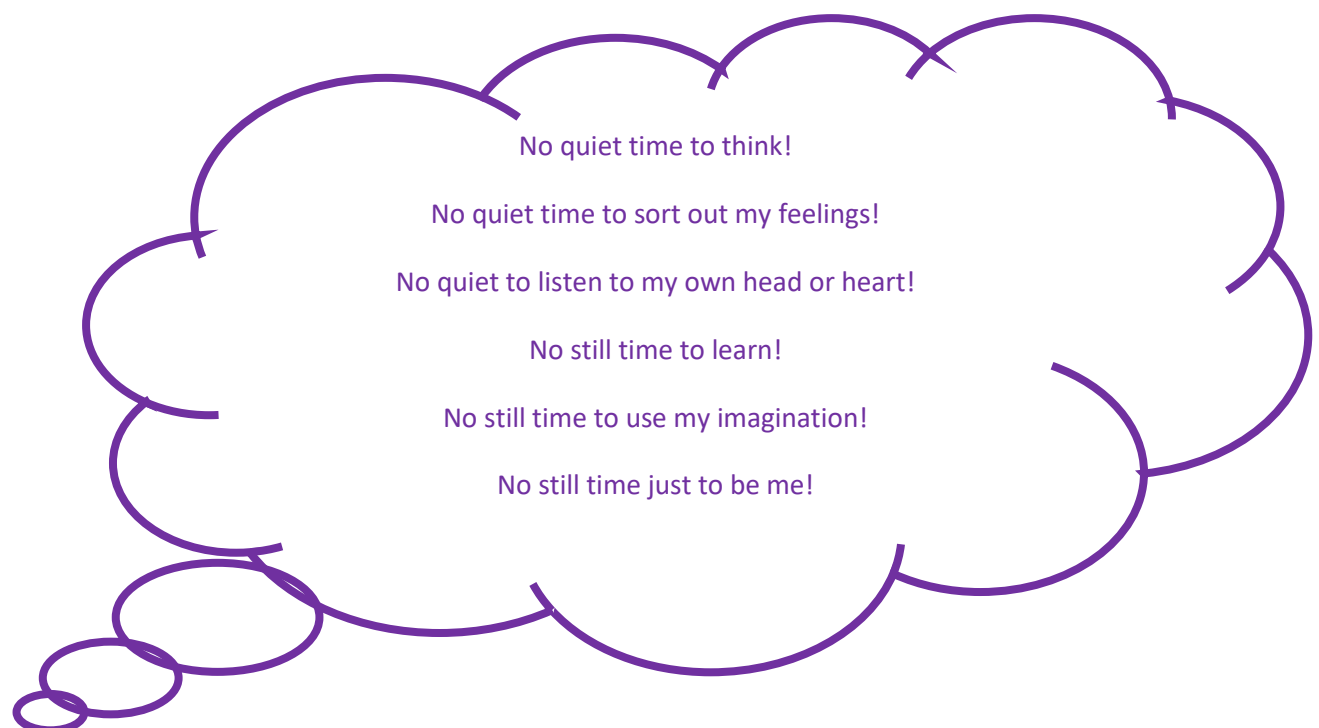


Once created the children could put together new and different phrases based on the random selection depicted in their Wordles, this will encourage some diversity and originality.

## Thinking about the lack of stillness or quiet in our world.

Children could create a visual to show what impact the lack of stillness due to constant sound feels like. They could consider how this leads to us not having a time or place to be calm, still and reflective. Perhaps also impacting how we relate to and communicate with others and with ourselves. **Sample idea is provided.**

### Noise brings no stillness:





## Activity 2 Harmony/ Symphony

Now that they have experienced this music of discord and disharmony, the opposite of stillness they are going to focus in on pieces which sharply contrast with the Stravinsky piece and which are the essence of stillness and quiet.

The children could listen to this beautiful piece by **Rachmaninov, 'Symphony No. 2, Adagio:Adagio'**

<https://www.youtube.com/watch?v=QNRxHyZDU-Q>

<https://www.youtube.com/watch?v=21z-K5ChWbE>

These are two versions of the same piece and the videos are very good for their use of accompanying images. Either/ both are useful for children to watch.

They could consider how **Rachmaninov** in this piece manages to represent stillness and quiet or even silence, by his music. They could discuss how quiet is made even more important in the way the music gets slightly louder and then drops away and becomes very quiet and very slow, helping to emphasis the quieter parts.

They could discuss how this concept of stillness might sound in music they make. They could select instruments which they feel would best represent the concept of stilless or indeed silence. They could work together to make some creative pieces of music to represent the notion of stillness/ silence/ quiet, inspired by the Rachmaninov piece.

The children could compare and contrast the pieces by Stravinsky and Rachmaninov and explore how one could represent the concept of stillness in the theme and how one could represent the concept of the spark.

### Using Images

The children could watch the video for the Rachmaninov piece and explore and discuss the choice of images in it and how they reinforce the concept of stillness.

They could create pieces of art work based on representing the Rachmaninov piece and entitle them... 'Stillness'. These could be drawings and sketches of times of day, places they know or imaginary scenes. Alternatively, the children could select images to create collages of scenes of stillness.

The artwork could be used to create a digital presentation, including the music as backdrop. An appropriate App or programme such as imovie, Power Point, Photostory could be used. The children could use the music and the artwork to create a gallery of their ideas and outcomes.

## **Activity 2**

This activity focuses on how some composers use silences, stillness in their compositions with great effect. They use the silence, the stillness to make a dramatic point.

Some basic information about this idea:

### ***The Power of Pause in Musical Composition.***

*Pauses can be an incredibly powerful tool in public speaking, as they provide several benefits to the speaker as well as to the audience. ... Collect our thoughts: gives us and our audience time to process. A silent break in your speech also grabs your audience's attention. The same can be said of pauses in musical compositions.*

*Utilizing silence for very brief (less than a few beats) or for longer periods (measure after measure) creates an impact on the listener. It can add emphasis to what other instruments are playing because the notes stand out more.*

*While the silence itself is not music, it can be used to punctuate/emphasize the sound that comes before or after it. The use of the stillness or silence can be as creative as the music itself.*

**Here are two pieces where pause or silence/ stillness is used to great effect:**

<https://www.classicfm.com/discover-music/latest/best-silences-in-music/>  
**Sibelius finishing piece with effective silences**

<https://www.youtube.com/watch?v=KylMqxLzNGo> **Barber, Adagio for Strings**

The children could listen to each of the pieces and then the teacher could ask them if they noticed the unusual pauses or stillness/silences in the piece or pieces they have listened to. The teacher could lead a discussion with the children based on how this is seen as a technique to add emphasis in the piece. The children could listen to each of the pieces again and decide if they agree that the effect of the pause or silence works.

The teacher could help the children to understand that the stillness/ silence in the piece of music adds to it...causes an effect.

They could vote on which piece they feel is the better example of this technique. They could write about the piece to describe what is happening before and the pause and what changes come after the pause.

They could discuss what the music could be representing, thinking of what might be going on in the music? For example, the music could represent a creature moving about and the pause or silence is when it stops, then moves again.

### **Making Music**

They could have the chance to create a piece of music themselves which contains a stillness or silence. They could share their music with the class and describe the events leading up to the silence and the events after.

For example their music could represent a fight, someone stops it! Then the children make up.

So the silence or pause affects or causes a change to happen.

The children could work in groups to create short pieces of music to perform. They could make simple graphic scores to record their music/composition. In these scores they could use pictures or symbols to indicate which instruments are played at which times. They could decide on a symbol to represent the silent/ still times in their music.

### **Opportunity for Writing**

The class could vote to decide upon their favourite piece of music from all the composers used in this section. Alternatively they could source further pieces

of music which instill a sense of stillness or quiet. They could listen, in silence and stillness, to the piece they have selected. Then they could be asked to consider their response to the piece by undertaking some writing based on it.

The teacher should encourage the children to think about their senses as they listen and to consider what images the music helps them to see or imagine. Or does it help them hear things?

The teacher should discuss with the children how being still and listening helps them to use their imagination. To consider how the music is the 'spark' for their ideas and thoughts... the music is **'the spark of stillness'**.

The children could have time to record their responses to the music. This could be done orally on an ipad, in drawings or in written notes. Then the children could begin to create their written response to the music. They could begin by using a tag line such as:

In the stillness I heard...

In the stillness I saw...

The children could add endings to these pieces. Initial ideas could be simple and recorded quite basically.

Then the children could go back over the lines and begin to develop and expand their thoughts by:

- adding adjectives
- adding similes (using 'as' or 'like' to make comparisons)
- adding alliteration, this could be explored and the soft or quiet sounds could be used, such as 's', 'sh', soft 'c' and 'g', soft vowel sounds etc.

The children could use their lines to create poems or descriptive pieces in response to the music they have listened to and the stillness they have experienced.

### **Extension**

As an extension activity the children could select one of the pieces of music they have been working, the one they liked best. They could then use that

piece as a stimulus to record how they responded to it or to consider how it impacted them. They could have a chance to quietly listen to the piece of their choice and to complete the following template.

For further exploration, the children could pick two pieces to compare and contrast them. A further template has been provided below for that activity too. **Template 1:**

<b>Piece of music chosen:</b>
<b>How does it affect your stillness?</b>
<b>How does it affect your mood?</b>
<b>What emotions does it make you feel?</b>

## **Pieces chosen to compare**

**Piece 1**

**Piece 2**

**Piece 1**

**Piece 2**

## **How does it affect your mood?**

**Piece 1**

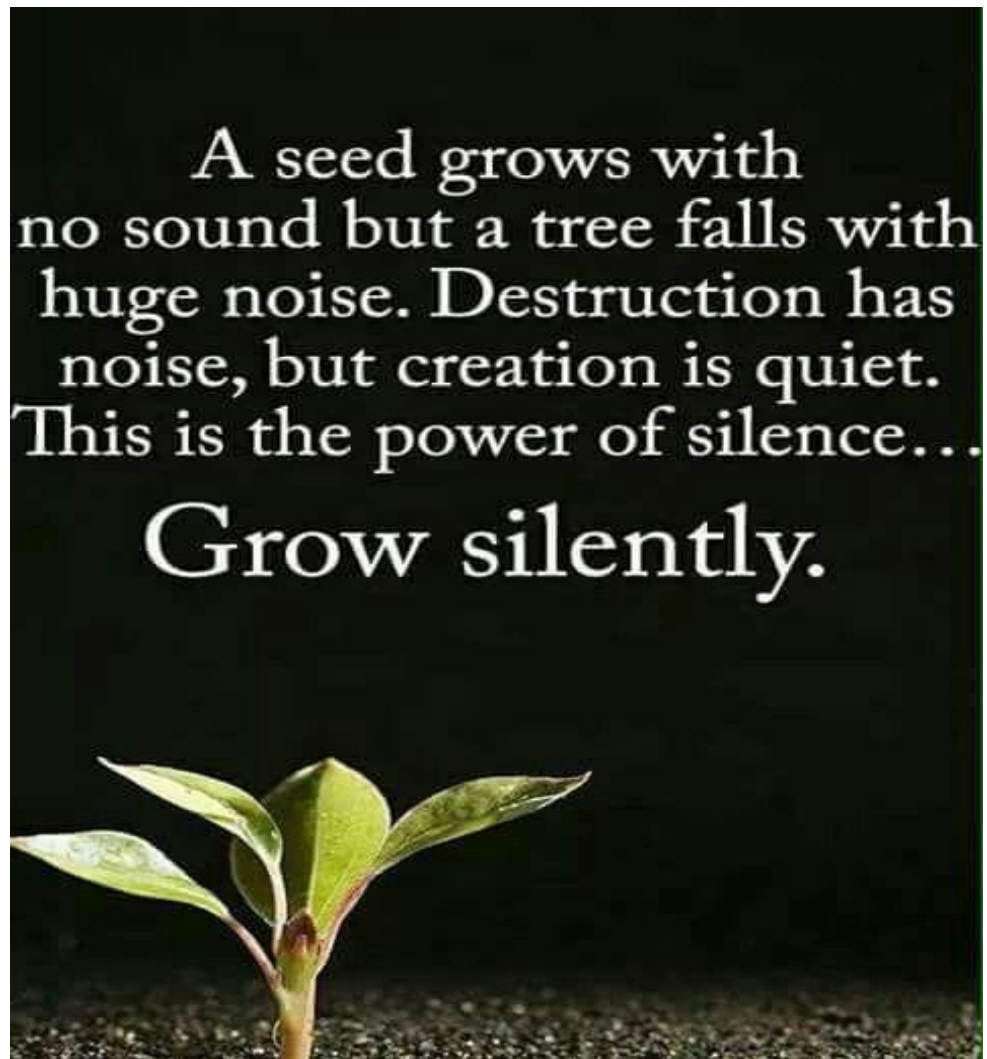
**Piece 2**

## **What emotions does it make you feel?**

**Piece 1**

**Piece 2**

## Connection to Nature



Stillness is often seen as the absence of sound.

Present the children with this quote and ask them to discuss what it means?

Ask them to think of destruction...what things can be destroyed and how can they be destroyed? What or who can cause destruction. For example:

- Man can destruct
- Weather can destruct
- Nature can destruct

Ask them to consider times of great destruction and disaster and to consider what sort of noises accompany destruction.

Watch these two You Tube videos

<https://www.youtube.com/watch?v=GfoUZJWKlyM>

This video is called Tree Falling in the Woods and is by Mark Hall

<https://www.youtube.com/watch?v=oDBX2gCXxYw>

This video is called Germination of a seed(Time Lapse) and is by Gardening 58 North.

The children could discuss the silence of one and the noise of the other and discuss the relevance and importance of the quote.

Then they could think about how to express these two opposing concepts.

**Some suggested activities:**

1. They could create digital presentations to convey the message of the quote using images or videos to explain or illuminate it.
2. They could consider all the noises of the destructive side of nature and all that happens in the quiet of nature, or in the silence and stillness of nature.

They could brainstorm the two opposing concepts. They could write poems based on the juxtaposition of their ideas. For example:

**Roaring ocean, rippling wave**

**Shrieking hurricane, whispering wind**

**Thundering avalanche, silent snowflake**

3. The children could go outside to record some of the sounds of nature, if and when appropriate. They could create 'sound poems' using the recordings. Alternatively, they could find and access appropriate sound clips to create these pieces.

**Optional Activity For Fun- Real Silence and Stillness**

Play a video for your class of the piece called 4'33" by John Cage. This piece is purely silent. It does conform to the rules of composition in music but there is no noise/sound. Neither is an instrument played.

The teacher could ask them to consider the question of if this is music or not?



They could watch the video of the piece being 'played'. Watch how the musician turns pages etc...

### **Reflecting on stillness as silence or quiet**

The teacher could ask the children to consider how the stillness created by quiet music, by being quiet and listening has helped them with the work they have undertaken in the first section of the theme.

**This discussion could be preceded by a moment of stillness or complete quiet. Then perhaps one of the quiet pieces of music, Rachmaninov for example, could be played and the children encouraged to just sit and listen.**

For enjoyment the teacher could read the poem '**White Noise**', simply allowing the children to hear and experience the stillness in the poem.

## *White Noise*

In all the world  
There's nothing like  
The sound of falling snow—

The only noise  
I've ever known  
That makes the clocks move slow;

The only sound  
That sweeps away  
The din of city streets;

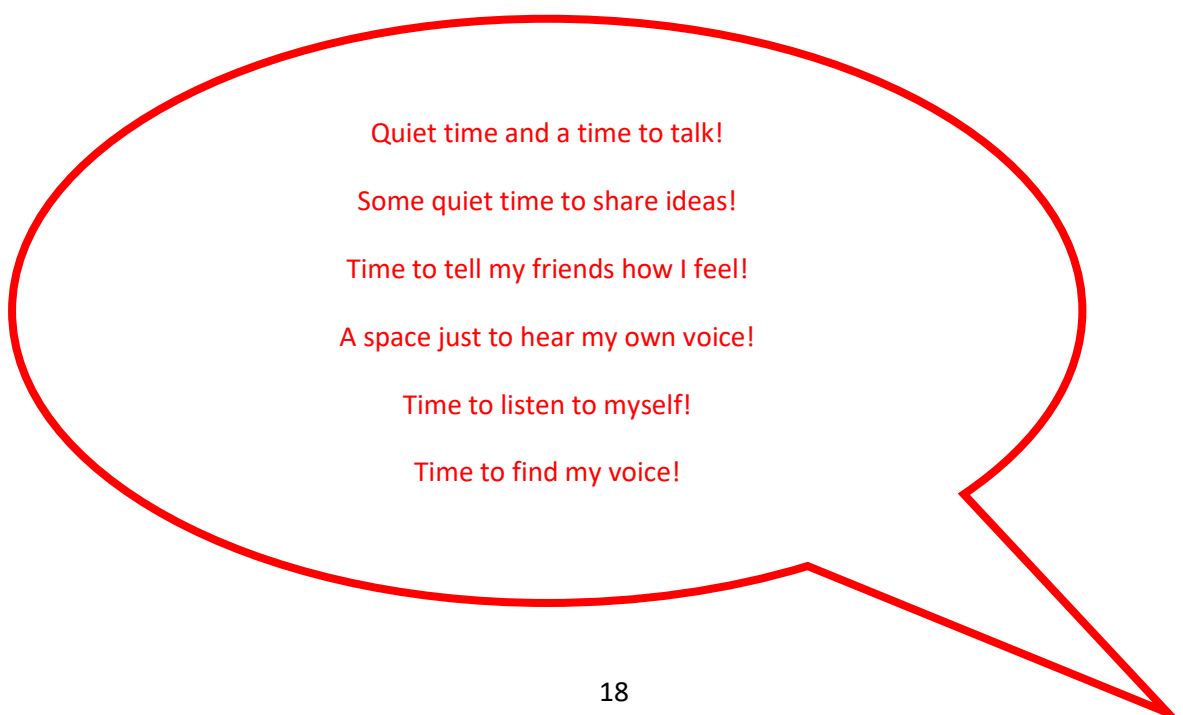
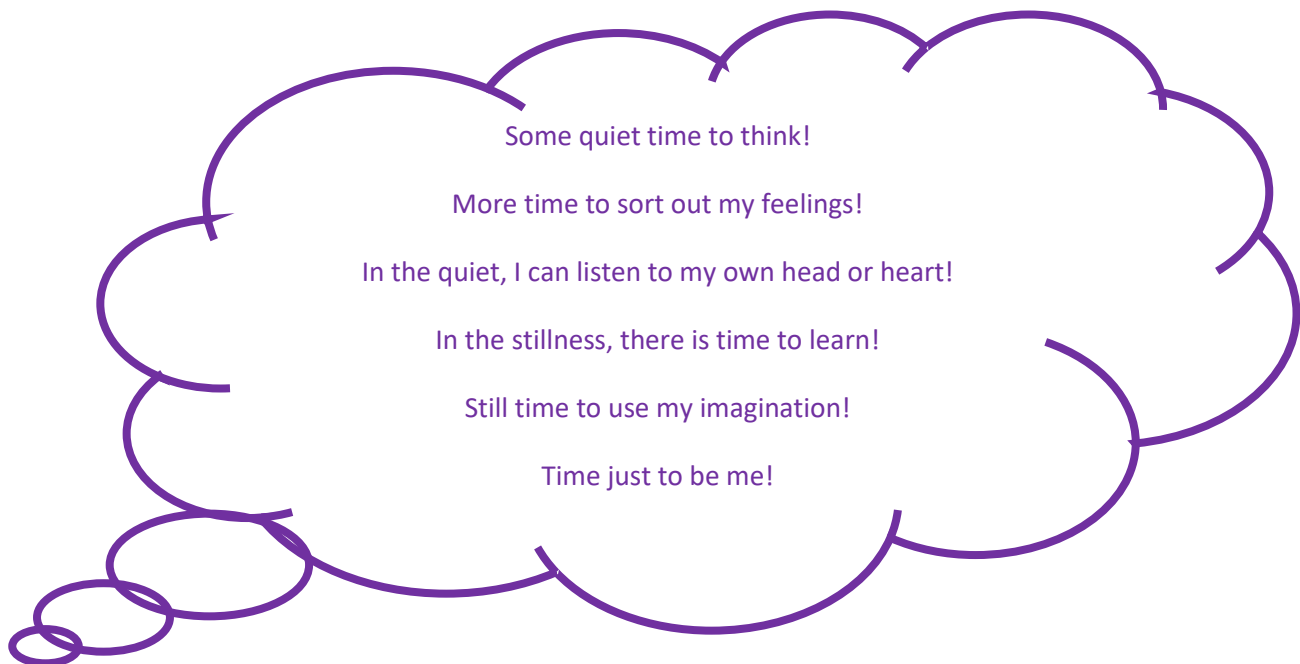
And wraps around,  
In soft embrace,  
'Most everyone it meets;

A sound that's not  
A sound at all—  
A quiet, soft and dear,

That comforts all  
The sleepy souls  
Who sit, and watch, and hear.

## Thinking about stillness and quiet

As a plenary to the session, the children could complete a second...Thinking about stillness activity. This time they could the positive statements of taking time to be still and time to reflect in quiet moments. They could record their ideas in speech and thought bubbles again. They could even simply change their original statements to positive ones.



## **Section - Stillness the absence of motion or movement**

In this section, the children are going to poetry and works of art to explore the concept of stillness as the absence of motion or movement. They will consider how writers and poets, through their work convey a sense of stillness. They will also explore how artists including photographers capture a moment in the stillness of the image they create. The children will consider the impact of these works on themselves. They will engage in activities allowing them to create works of art. They will also use their work to inspire some Creative Writing and more.

### **Activity 1 Upon Westminster Bridge, A Poem on Stillness**

In this activity, the children are going to use this beautiful poem based on stillness and the lack of motion as stimuli for their own Writing.

### **Composed upon Westminster Bridge (September 3, 1802)**

Earth has not any thing to show more fair:  
Dull would he be of soul who could pass by  
A sight so touching in its majesty:  
This City now doth, like a garment, wear  
The beauty of the morning; silent, bare,  
Ships, towers, domes, theatres, and temples lie  
Open unto the fields, and to the sky;  
All bright and glittering in the smokeless air.  
Never did sun more beautifully steep  
In his first splendour, valley, rock, or hill;  
Ne'er saw I, never felt, a calm so deep!  
The river glideth at his own sweet will:  
Dear God! the very houses seem asleep;  
And all that mighty heart is lying still!

**By William Wordsworth**

**The poem and some artworks related to it are going to be the stimuli for the work in the first activities of this section.**



Daniel Turner, Westminster Bridge and Abbey, 1800



Claude Monet, The Thames Below Westminster

## Activity - Using Upon Westminster Bridge

In this poem, Wordsworth describes how he experiences the large, and usually thronging, city of London still and calm. It is asleep as he watches it, motionless and calm but it is also ready to 'spark' into action.

The children could source images of London or Westminster Bridge at the time, or close to the time that Wordsworth was writing( Sept 1802).

Some images are included. The most famous is that of Claude Monet, The Thames Below Westminster, which is in the National Gallery.(1871)

Children could have time to find out about the artist and the painting. It was painted in 1871 some time after the poem was written but really does convey the scene in Wordsworth's poem. As does the painting by Daniel Turner which is very relevant to the date of the Wordsworth poem.

At the turn of the 19<sup>th</sup> Century London was the biggest city in the world. The fact that Wordsworth finds it 'sleeping' is very surprising.

The children could source paintings that show the reality of London in 1800 and its busy streets and river. They could collate words and phrases to describe the usual scenes in London, these should include:

Horses, carriages, boats full of people and cargo on the river. The streets full of street sellers and people from around the world. The dockland areas where all the ships came in etc.

The children could compare and contrast this to the scene before Wordsworth.

They could brainstorm all the movements that would have normally confronted someone in London, for example;

Horses trotting, Carriages rattling, River flowing, Boats sailing, Street seller walking, Dockers working, Child running, Shopkeeper carrying... etc.

They could create a poem using their statements as starting points. The poem could be called, **'The Mighty Heart'**, The poem should illustrate what Wordsworth would have seen if the city had not been asleep or still.

To extend the statements the children could be encouraged to add, adverbs after the verbs, and/ or adjectives before the noun in each statement.

This piece can then be compared to the scene that Wordsworth described.

### **Extension 1 – Time traveller**

The children could compare and contrast the paintings to London today. They could watch video material and source images to see what Wordsworth could see today as a time traveller.

They could look at the differences between the still pictures and the hustle of London today. They could think about and consider how difficult it would be for Wordsworth to imagine the difference in the place now. They could write to Wordsworth describing the city today.

### **Extension 2 – My Place**

The children could use some images, photographs, drone footage, Google Earth images of their own place to describe it when it is still. Even in a country area they could talk about the hills, the fields, the animals, the farmhouses etc.

They could explore how everything is calm and still. Like the poet they could imagine they are watching their place and see it in its stillness.

They could describe their own place at sunset or sunrise. They could take their own photographs to depict a still scene of their own place.

They could pick a vantage point in their locality and write to describe what they can see, 'In the Stillness'.

They could create the pairs of nouns and verbs as they did for the London scene and then extend and develop their statements by adding adjectives and adverbs.

Alternatively they could write to describe their place busy and their place still.

### **Extension 1 – The Spark**

In each case the children should decide what is the 'spark' that brings London or their place to life... is it sunrise? Is it wakening up, which event is the spark that undoes the stillness?

They could create a verse or piece of prose to describe the stillness. Then set/write '**the spark**' on a line of its own...to show it as the thing that makes a difference. What comes after '**the spark**' **should then be the alive and busy part of the piece of writing.**

## Activity Using Silver, Walter de la Mare

### Silver

Slowly, silently, now the moon  
Walks the night in her silver shoon;  
This way, and that, she peers, and sees  
Silver fruit upon silver trees;  
One by one the casements catch  
Her beams beneath the silvery thatch;  
Couched in his kennel, like a log,  
With paws of silver sleeps the dog;  
From their shadowy cote the white breasts peep  
Of doves in a silver-feathered sleep;  
A harvest mouse goes scampering by,  
With silver claws and a silver eye;  
And moveless fish in the water gleam,  
By silver reeds in a silver stream.

**By Walter de la Mare**

In this poem we see something of the 'spark in the stillness'.

**Silver** (the glint of silver itself, repeated throughout the poem)

Slowly, silently, now the moon  
Walks the night in her silver shoon;  
This way, and that, she peers, and sees  
Silver fruit upon silver trees;  
One by one the casements catch  
Her beams beneath the silvery thatch;  
Couched in his kennel, like a log,  
With paws of silver sleeps the dog;  
From their shadowy cote the white breasts peep



Of doves in a silver-feathered sleep;  
A harvest mouse goes scampering by,  
With silver claws and a silver eye;  
And moveless fish in the water gleam,  
By silver reeds in a silver stream.

Although there is very little motion and movement in this poem there is a spark or sparkle in the repetition of the word 'silver'.

The children could use words like this to depict a 'spark in stillness'. They could look at images of these images of stillness and see if they can find a spark in each. The 'spark' words will become adjectives in the poem.

**Note: Teacher can source or use their own images if they prefer.**



### Example

The children could pick 'spark' words or adjectives like: sunny, shinging, sparkling, gleaming, glistening, bright or shiny for this image of tranquility.

They could identify nouns in the image, such as; the grass, the water, the ripples, the sky, the sun beams, the trees, the ground, the clouds, as things which are lit up in the stillness of this image.



To create either a poem or a descriptive piece, called, **‘Spark of Stillness’**, they could pick one or two of the words and try to compose lines by pairing up the nouns and adjectives, for example:

### **Spark of Stillness**

Shining ripples on shiny water

Sunny beams on gleaming grass

Glistening clouds in a bright white sky

Sparkling light on still trees

Some suggested images to use as stimuli, however, teacher or children could source their own. **The only prerequisites are there is stillness and a spark!**



In this image sparks words could describe the flowers, grass, clouds, sky. Words such as starry, sunny, yellow, white, bright, shiny etc.



In this image sparks words could describe the flowers, road, grass, hill, the sun. Words such as gleaming, iridescent, glittery, glittering, glowing, beaming.

## Activity Using Both Poems

The teacher should now allow the children to consider the two poems. They should begin by **rereading the two poems** with the class. Then the children should have a chance to read them again in pairs or in small groups.

The teacher could lead some discussion based on comparing and contrasting the two poems. The children could be asked which of the poems they liked best and why? What surprised them in the poems, if anything?

Then the teacher could ask the children to consider what things in the poem might you expect to generally be moving? Which things in the poem would normally be moving but are not? Half of the children could consider one poem and the other half the other. Children could feedback their thoughts and ideas for the teacher to collate.

Once the children have considered what could have been moving in the poem they are going to consider how the poets create the exact opposite... how they create and convey images of real stillness and lack of movement. To do this the teacher should led discussion of the poems identifying the words, phrases and images in the poems which are used to convey stillness. The teacher could discuss with the children how the poet has managed to 'freeze' the scene, still.

**There is a proforma for the children to use provided below.**

**Other things to consider:**

Why does the poet want us to be still?

What do we notice in stillness that we miss when we are continually on the go?

How can we benefit from being still?

How can we be more still in our school day?

If these poems and pieces of music make us feel still and quiet how can we use them to help us in our lives?

<b>Words the poet uses to convey stillness:</b>	
<b>Upon westminster Bridge</b>	<b>Silver</b>
<b>Phrases the poet uses to convey stillness:</b>	
<b>Upon Westminster Bridge</b>	<b>Silver</b>
<b>Images the poet uses to convey stillness:</b>	
<b>Upon Westminster Bridge</b>	<b>Silver</b>

## Activity On the move to moveless

### Working in groups.

Once the children have considered how the poet creates the image of stillness and calm in these scenes. They could pick a scene which they would expect to depict some forms of movement.

They could for example choose the forest or a beach or some other scene with which they would be familiar. In their group they could firstly brainstorm all the things within their scenes that could be moving.

They could write all of these down as they collate them.

They could source videos or clips of the scene they have chosen to help them brainstorm their ideas. Sample of ideas has been provided. Alternatively they could use dictionaries and thesaruses to help them identify suitable verbs.

Scene chosen: Forest	
Things Forest moving	Movements
Trees	Bending, bowing, waving
Branches	Shaking, rocking, swinging
Leaves	Falling, fluttering, twirling
Squirrels	Scampering, climbing, jumping
Mouse	Scurrying, running, nibbling
Stream	Bubbling, bursting, trickling
Birds	Swooping, flying, soaring
Insects	Wriggling, creeping, scuttling
Plants	Bobbing, swaying,dancing
Grass	Wafting, quivering, swishing

Once they have collated a range of verbs, suggesting a variety of movements within their scene, they are going to try to freeze that scene as the poets did in the two poems they are using as inspiration.

To do this they can begin to change the words they have brain stormed. Taking them from an action/ doing word to a still, motionless word. The children should use the examples they found in the two poems as the basis of their work and to inspire their thinking.

**Some of them can be changed simply by making them opposites using a prefix.**

**Some can be changed for words with opposite meanings which suit the context.**

**Some can be changed by adding 'less' as in the words 'moveless' and 'smokeless' used in the poems.**

Children can work together to make their changes, in their groups they could play with the words and making decisions about which changes are best for which words...here are some examples of what the words could become:

Scene chosen: Forest	
Things Forest moving	Movements
Trees	<b>unbending, upright, standing</b>
Branches	<b>unshaking, unwavering, swingless</b>
Leaves	<b>clinging, flutterless, twirless</b>
Squirrels	Scampering, climbing, <b>jumpleless</b>
Mouse	Scurrying, running, nibbling
Stream	Bubbling, bursting, trickling
Birds	Swooping, flying, soaring
Insects	Wriggling, creeping, scuttling
Plants	Bobbing, swaying, dancing
Grass	Wafting, quivering, swishing

**Note this activity should engender lots of discussion as the children decide how to change the different words. The table is only provided as examples and the children's own words can be used.**

Once some suitable vocabulary has been collated the children can use their words to create phrases, pairing up their new verbs with nouns. These phrases can form the building blocks of some creative writing. They can be used to write descriptive pieces about the stillness in the place or poems to portray the stillness.

### **Art Activity Painting Stillness**

Whether the artist has chosen to portray stillness or motion in their composition, they create a moment frozen in time and colour; a motion captured, or stillness preserved, for many years to come. Perhaps this is the true beauty of a painting for in a painting, the artist creates a moment that you can always return to, view, and perhaps even see differently time on time.

**In these original paintings by the artist Susan Whatling we see how she uses colour, subject and brush strokes to convey stillness.**

Evening River





The colours used are still colours, lots of blue, reflecting the sky and the water.

The amount of reflection suggests the water is very still too.

In the background the trees and the house are all very still and lifeless.

The upward strokes of the brush stands the water still, there is no movement in it, no ripples or flowing movements. Nothing in the picture is going anywhere. **Everything is still.**

The teacher could put these points to the children and ask them if they agree or do they think there is movement in the picture. They could also discuss how making things which normally move, still actually emphasises the stillness.

Then the children could ask the children to consider this image by Susan Whatling to see how she achieves stillness in it. The painting is called 'Bluebells'.



The children could discuss and record their thoughts on how:

- The subject
- The colours
- The other objects in the painting

- The background
- The brush strokes

How all of these work together to convey the stillness of this image.

Thoughts could include ideas such as:

Everything in this image seems to be standing still. The deep colours draw us into the clusters of flowers, but we have to be still, we need to look closely to see them. We again see the brushstroke being vertical and all going in one direction suggest lack of movement- almost standing still. Only the motionless trunks of the trees can be seen, nothing in them suggests movement. The background is plain and dark and nothing is moving in it either. The light suggests evening or even night time. There are so many bluebells packed into the scene, it is as if they cannot move. The bluebells catch the attention and hold us there to look at them.

To use the two images the teacher could pose the question... what colour is stillness?

The children could create a palette of colours to represent stillness. To do this they could use one of the Susan Whatling paintings(or both).

They could mix colours like the colours she has used and make an artist's palette for her. They could use these colours to complete a blank palette, filling in the colours.

The palettes could be displayed as 'the Colours of Stillness'.

Then the children could adapt one of Susan Whatlings paintings to add the 'spark'.

The children could create a further palette to depict the colours of sparks. Having done that they should think about an animal, object, or flower of one of the colours of a spark. They are going to paint that thing and then they are going to add it to one of the Whatling compositions.

So the teacher will need to photocopy or reproduce one of the images for each child, the image of their choice. Then the child should create their 'spark' to the image. These images now represent the concept of, 'The spark of Stillness'.



## Examples

Children could choose to put a red squirrel into the 'Bluebells' painting or a red sunset or sunrise into the 'Evening River'. They could put a red flower into either scene, which is a spark of colour.

A blank palette has been provided as an appendix and a larger versions of the painting can be made by visiting:

<https://www.etsy.com/sg-en/listing/645173793/evening-river-an-original-painting-by>

## Opportunity for Writing

The children could then use all elements of their art work as the basis of Creative Writing.

To begin the exercise the class need to have some useful language. They could use the two Whatling paintings as their stimuli. They should then consider words or phrases to describe the sense of stillness in these paintings.

The teacher should ask the children to imagine themselves in the scene. Perhaps they could listen to one of their earlier pieces of music and sit with their eyes closed to get a sense of the stillness around them.

Then the teacher could encourage the children to consider words to describe the stillness.

Children could brainstorm in groups. If needs be the teacher could give each group a few starter words to help them and to break the ice.

Dictionaries and thesarus might help with this task. Alternatively, the children could use ipads in their groups and search for synonyms for words they come up with.

Some suggested words could include:

Placid tranquil still hushed calm quiet silent peaceful peacefulness restful serene serenity tranquility lull immobile hush unmoving relaxed soothing Soundless motionless heavenly settled subdued
---

The children should then consider all the things they see in the painting, the nouns... a list of these could be compiled.

Trees house river sky clouds reflections leaves trunks bluebells grass twigs branches
---

To create their poems or descriptive pieces the children could select some of the things they see in the paintings (the nouns) and create lines by using a colour and a statement to describe the stillness of the object. They could record their ideas on this format/ table to begin with, as they tumble out their ideas and trial them. This is a sense is their first draft and further drafts can be created on the same format. Children can edit ideas and improve as they go.

NOTE: DON'T FORGET TO RECYCLE EARLIER BRAINSTORMING TOO!

Example of how to start using ideas and developing them

Stillness is:		
Draft One		
Object	Colour	Statement
River	Silvery Blue	Serene and calm
Water	Grey	placid and unmoving
Fields	Golden	Restful and hushed
Trees	Green	Still and upright
Sky	Pale Blue	Tranquil and peaceful

Stillness is:		
Draft Two (alliteration has been identified)		
Object	Colour	Statement
River	Silvery Blue	Serene and silent

Water	Grey	placid and peaceful
Fields	Golden	Heavenly and hushed
Trees	Green	Still and soundless
Sky	Pale Blue	Subdued and settled

**Once the children have had some time playing with their drafts they could write their pieces. For example they may wish to organise their sentences in a different format:**

## **Evening River**

Serene and silent, silvery blue, river

Placid and peaceful, grey, water

Heavenly and hushed, golden fields

Still and soundless, green, trees

Subdued and settled, pale blue, sky

Once they have their final lines the children could decide on which way to order them as well.

## **Activity – Photography (1) A Selfie of Stillness**

Just like a painting a photograph is a moment frozen in time. It is a still image.

In the stillness of an image we capture many things. A photograph can capture what we look like but it cannot convey our thoughts our emotions, what's going on in our heads. Unless we are outwardly showing these things.

In this activity the children are going to be still...they are going to take a **'selfie of stillness'**. They are going to consider what they feel and what happens to them in stillness.

So they will need to slow down and begin to reflect on what they are trying to do. They are capturing themselves in an instance...creating a record of them, a stillness, a pause , a thoughtful moment.

To do this they are going to consider some questions or statements...

The teacher should create the appropriate atmosphere in the classroom by playing music, reflecting on some images, lighting a candle.

Then the teacher could ask the children to listen as he/ she makes some suggestions, such as:

*'Pause from the fast-paced, busy day. Close your eyes. Breathe. Relax. Create space. Be curious...listen.*

*In stillness, we can break away from the ceaseless information entering our mind, and make space for our own unique creativity to spark.*

*In stillness, we create the space to be calm.*

*In stillness, we can listen to our inner voice.*

*In stillness, we can be who we are.*

*In stillness, we can bring new ideas into our mind.*

*In stillness, we can begin to sort out problems.*

The children could have some time to listen and to think. Then the teacher should ask them to write.

In the stillness, I am...

The children can firstly record how they feel. They may be calm or quiet or tranquil. The teacher may wish to provide the children with some words from those used earlier to help them record their feelings.

## Step 2

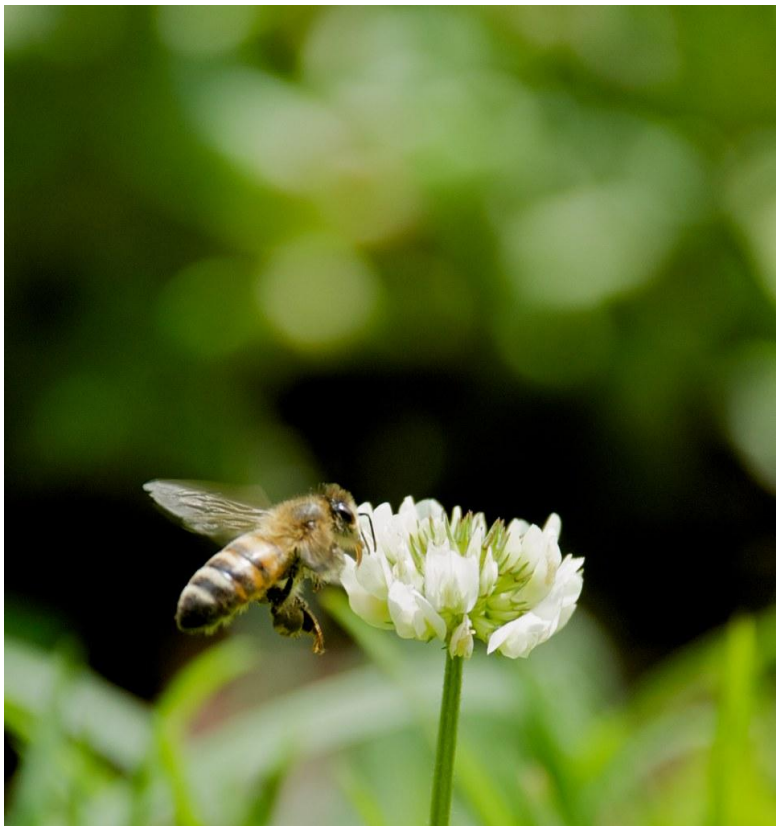
The teacher could encourage the children in their still and quiet state to 'daydream', and to record who they become in their imaginations when they are still and open to their daydreams.

All of their ideas, thoughts, feelings and daydreams could be displayed in speech bubbles around their 'selfie of stillness' photograph.

## **Activity – Photography (2) InStillness I See...**

The children could have some time to take photographs of objects to capture them in stillness. They should zoom in and look at the objects, getting closer in and closer in, taking photos as they zoom. Then they could use these images to mirror how we can begin to get clarity and see things clearer as we are still and take time. When we look at them, we see more and take more notice.

The children could record what they see as they zoom.



For example this might be the end image of:

1. A picture of a field
2. A closer look at the field
3. An image of some clover flowers
4. The image of this clover flower with the bee
5. Another zoom in could reveal just the bee.

The piece of writing could simply record what is seen at each stage:

**For example:**

### **In Stillness I See**

The green field

The grass and flowers

The white clover flowers

The flower head with a bee

The bee

### **Thinking about Stillness as lack of movement.**

**When we don't move we are standing still, lying still or sitting still but that is not the same as being still.**

The teacher should ask the class to consider the difference between just not moving and being still. They should ask the children to think about the poets and the poems they have worked on. To think about the paintings they have explored, and to think about what came to them when they were being still.

They should consider how being still helped them to think, to daydream and to use their imaginations.

The teacher could encourage the children to record, **Five Benefits of Being Still**. Alternatively, they could consider the things being still could help them with, such as, thinking, learning, listening, communicating...etc.

## **Section 3 The 'Spark'**

**The word 'spark' has many meanings and we use it very differently in many different contexts.**

*noun*

noun: **spark**; plural noun: **sparks**; plural noun: **Sparks**

1. a small fiery particle thrown off from a fire, alight in ashes, or produced by striking together two hard surfaces such as stone or metal.
2. a small flash of light produced by a sudden disruptive electrical discharge through the air.

3. an electrical discharge that ignites the explosive mixture in an internal combustion engine.
4. a small amount of a quality or intense feeling. "a tiny **spark of** anger flared within her"
5. a sense of liveliness and excitement.

Something can **spark** our imaginations.

A **spark** can start a great fire or be the last whimper of one.

A **spark** can inspire! A spark can be the beginning of a great idea!

A **spark** can ignite a mighty engine! A spark can motivate!

A **spark** can cause an argument or lead to a loving relationship!

We often refer to people as '**Bright Sparks**', if they are clever. This section of the theme considers all these aspects of the word, '**spark**'.

### **Spark the imagination**

What things can we use to spark our imagination? We can look to the work of great artists, musicians and writers to see what they used to 'spark' their imaginations. What did they choose as the stimuli for their work?

The teacher could ask the children to think of singers, artists or writers that they may know and see if they can work out what was their inspiration. The teacher will probably have to provide the examples set out below as starting points for the children. **The initial discussion should focus on finding out what sort of things are 'sparks', when related to imagination.**

As starting points, the children could begin by looking at some of the most famous paintings in the world.

Such as:

- The Mona Lisa, Leonardo Da Vinci
- Starry Night, Vincent Van Gogh
- Girl with a Pearl Earring, Johannes Vermeer

- Water lilies, Claude Monet
- The Scream, Edvard Munch

**The teacher could ask the children to identify what they think was the ‘spark for the painter of these pictures?**

**Ideas should include:**

**People, nature, emotions, colours, etc.**

Next, the children could listen to, read and discuss some of the most Famous poems in the English Speaking world, such as:

- The Daffodils, William Wordsworth
- The Lake isle of Innisfree, W.B. Yeats
- Stopping By Woods on a Snowy Evening

**The teacher could ask the children to identify what they think was the ‘spark for the poet who wrote these poems?**

**Ideas should include:**

**People, nature, emotions, colours, etc.**

The teacher could then help the class to collate and present works of Art, Poems, Stories, Pieces of Music, Songs etc. Anything which has caused a ‘spark’ in the person who created it can be selected and displayed, used to illustrate the point that works of art have a ‘spark’ a stimulus for the creator of the piece.

**The children could consider where do the ‘sparks’ come from. They could create a list:**

**Things that spark the imagination:**

- Places
- People
- Nature
- Events
- Emotions
- Things/ objects



- Music
- Films
- TV Programmes
- Video games
- Books
- Poems
- Images
- Photographs
- The children may have even more

### **Activity ‘My spark’**

The children could pick one thing, which sparks their imagination such as nature or music. Perhaps they could be even more specific and pick a painting, a song, a piece of music, or something in particular which ‘sparks’ their imagination.

They are going to write firstly a piece of instant writing on the ‘spark’ they have chosen. These could be as diverse as flowers and tractors, depending on what the child has picked for themselves. They could consider the following questions on the table below.

The children should select something that sparks their own imagination. They should consider the questions below and write simple answers for any of the questions that they find relevant to them or their idea.

They should consider for themselves, how they would like to represent their ‘spark’ in a creative way. The choice to create a picture, a photograph, a piece of prose, a poem, a piece of creative music should be their own.

They can jot ideas down at the end of the table or pro forma below. The children should be allowed to explore their own ideas and to express them as they see fit themselves.

In this activity the children are in control of the outcome and the teacher should support them with the process.

What is your 'spark'?	
Why is this a spark for you?	
Where do you find it?	
What does it make you think about?	
Where does your imagination take you?	
What do you want to say about your spark?	
How would you like to represent your spark?  In a painting?  In writing?  In music?	
Plan for representing my 'spark'	

## **Activity- A spark can ignite**

**An engine needs a spark to make it work.**

<https://www.youtube.com/watch?v=qClXTmOtFy8>

The children could watch this explanation of how a car engine works, an engine requires a spark to ignite it. This spark causes an explosion within the engine. This burst of energy and the continuing burning of fuel is then turned from heat energy into movement energy.

The children could explore this process further and they could find out about the fact that this process causes pollution.

Then the children could carry out some basic research on the Electric Car.

These two sites may be of use. The first one is from kidzsearch and gives some basic background information. The second is a simple explanation of how electric cars differ from cars with an internal combustion engine, and how they are therefore the 'greener' option.

[https://wiki.kidzsearch.com/wiki/Electric\\_vehicle](https://wiki.kidzsearch.com/wiki/Electric_vehicle)

<https://www.ucsusa.org/resources/cleaner-cars-cradle-grave>

Based on their learning the children could create posters to promote the use and development of electric cars, saving our planet from further pollution!

They could try to include the word 'spark' somehow in their promotional materials.

They could discuss how the issue of pollution and saving the planet 'sparks' strong argument and feelings among people. They could explore what type of emotions, are sparked by issues around pollution, climate change and promoting a cleaner planet!

Children could design their ideas for cars of the future, designing shapes and fuel sources. They could create models of their designs using junk art.

### **Activity- A spark can start a wildfire**

The teacher could provide some footage of recent or ongoing wildfires in the world and ask the children the simple question...what started these/ this fire. The answer is simple...a spark!

The teacher could provide the class with this piece of information:

***Have you ever heard of a fire triangle? Wildfires need three things to thrive and firefighters call these three things the fire triangle. They include a fuel source, such as dry wood and plants; oxygen, which is delivered by wind and air; and a heat source, such as a cigarette, a spark from a campfire, a lightning strike or even the sun.***

[https://www.ducksters.com/science/earth\\_science/forest\\_fires.php](https://www.ducksters.com/science/earth_science/forest_fires.php)

**The information on this page could be shared, read and discussed.**

Children could find out about recent wildfires and how they have caused destruction in parts of the world and in the Rainforest. They should view video material to find out where the fires have been and what has happened.

They could create reports on the forest/ wildfires using green screen technology. They could include the word spark in the title of their report.

Simple experiments could be carried out by the children to explore how a fire/ flame needs air to feed it. The basic experiments could include:

- The burning candles within closed containers to show how the candle expires when there is no air
- How fire can be started by hot sun on glass or metal

The children should have time to consider the pro and cons of forest/ wildfires.

They should consider and collect all the words to describe how such a fire a fire burns. The teacher can decide if the class are going to collate, verbs or verbs and adverbs to describe the movement of the fire as it spreads across an area of land or of forest.

The children could brainstorm words initially.

They could then develop these words into similes by adding the words, 'like' or 'as' to create statements.

Ideas or examples could include:

#### Verbs

**Sparkling, burning, roaring, hissing, sizzling, glowing, flickering, licking, crackling, dancing, leaping, spreading, blazing, blistering, scorching, consuming, attacking, engulfing, sweeping, raging... etc.**

#### Similes

Like a tiger growling

Like an engine

Like a river

Like an animal

Like a dancer

Like a steamroller

Like a weapon

Like a hurricane

Like a tsunami

Like a cat

Like a race car

Like a train

Like an avalanche

When appropriate verbs and similes (comparisons) have been collated the children could work in pairs to create a poem by putting the ideas together, or by randomly selecting them in pairs. Pairings could include statements such as:

## **Wildfire**

Wildfire,

Sparkling like an engine

Licking like a cat

Creeping like an animal

Leaping like a dancer

Crackling like a firework

Roaring like a tsunami

Blazing like a race car

Engulfing like an avalanche

## **Sparks can be the beginnings of great emotions**

Love work based on Elaine's workshops to be included after 08/110/2019

**What causes emotions in us ... what are the sparks?**

**Inventors are Bright Sparks**

**'The Spark of Stillness'**

## Appendix Optional Activities

### The Universe The Big Bang Theory

The Universe is everything.

All of space, time and matter is contained in the Universe. It is everything we experience, know and feel. It is our world and everything beyond it.

As far back as History goes human beings have wondered about the Universe. How it began. How it is structured and how it works. What will happen it and how will it end. To study the Universe is to find out about what came before us, our lives and what will come after us.

The Space Age and the work of organisations like CERN have helped us begin to answer some of our questions. But the Universe is still filled with mystery.

There are so many questions. The answers are all out there waiting for us to discover?

What do you want to find out about the Universe?

Let's start with what you already know...

#### **Activity- The Very Beginning of Everything was a Spark!**

In small groups, pairs or as individuals the children could create a Mind Map to display their current knowledge and questions about the subject The Universe.

Given all we know about the Universe how was it formed?

Scientists believe in 'The Big Bang' theory that an explosion started the whole thing off!

A 'spark' in the 'stillness' which has caused everything around us and which is continuing even today.

The children could explore all the aspects that make up the Universe. They could use the definition cards as sparks to stimulate some further research based on the different parts of the Universe.

They could create a Power Point presentation about the various parts of the Universe.

They could find out about famous 'Bright Sparks' associated with studying the Universe, people who have extended our understanding of the Universe and how it works.

These people could include:

Sir Isaac Newtown, Galileo , Copernicus

### Definition Cards for The Universe

A solar system consists of a star and all the objects orbiting it. It also includes all the other material in that system. Our Solar System includes the Sun together with the eight planets and their moons as well as all other bodies that orbit the sun. These include objects like asteroids.



To help the children understand a very concise outline of the on-going growth of the Universe they are going to sort out a timeline. The cards for this activity are provided. This timeline is an abridged and simplified version suitable for use at Key Stage 2.

The children should work in small groups. They should have time to read and discuss the cards and then order them into the correct sequence.

The children can then compare the order of the timelines they create.

The teacher should lead discussion to identify the correct order.

In order to help the children understand or visualise the vast expanding Universe they could carry out this practical activity.

### **Balloon Universe**

1. The teacher could pose the question, how can we demonstrate what an expanding Universe looks like? The children should be divided into small groups.

The teacher should provide each group with;

- Some balloons
- Some markers/felt tips
- A measuring tape/ ruler

The children should have some time to consider how these items could be used to demonstrate an expanding universe.

The idea is that the children should draw a few spots on the balloon before it is blown up. They could number the spots.

They should measure the distances between the spots and record them on a simple table. Then they should blow the balloon up slightly and re-measure the distances again.

This can be repeated once or twice more. As the new measurements are taken the children can observe what happens to the spots as the balloon expands.

The children could then be asked to consider what this suggests about our expanding Universe and what does it mean is happening to the Galaxies within it.

2. In order to help children understand how the galaxies and planets were formed they could carry out this practical activity:

### Tea leaf Galaxies

The teacher could pose the question; Can we demonstrate how Galaxies and Planets were formed?

The children should be divided into small groups.

The teacher should provide the groups with;

(Alternatively the teacher may want to demonstrate this activity)

- A large bowl of water (transparent is best)
- Some tea leaves
- A large spoon
- A camera

The idea of this activity is to show how the Galaxies and Planets were formed from matter that clumped together as the movement of the Universe slowed down and gravity pulled them together.

The tea leaves should be dropped into the water.

The water should then be stirred. The children should observe and discuss what happens to the tea leaves. They could make brief notes on their observations.

They could photograph this stage or record it.

Then the stirring could stop. The children should then record, discuss what happens to the tea leaves.

The tea leaves should fall and create clusters or clumps. These could also be photographed or recorded.

The children should have time to consider what they have learned from this demonstration and what it explains about how the galaxies and planets were formed.

### **Cards for Timeline Activity Two**

### **Activity Three- The Uni-Verse**

The teacher should source images of the Universe or galaxies on the web or in books. These could be displayed or printed and given to the children to view. The teacher should share this statement with the class.

Our Universe is organised in strands or strings. If you could look at the entire universe at once it would look like a giant spider web.

The children should be encouraged to use the images, the statement and what they have already learned to write a short one verse poem of 6-10 lines, entitled "A Uni-Verse".

The class should have time to think about images or ideas that the universe reminds them of.

For example, they might make suggestions such as:

The Universe reminds me of

A giant spider's web stretched on black cloth

A swirl of candy floss

A necklace of sparkling diamonds

They could pair up and share their ideas; these ideas could be shared with the class. The ideas could stimulate class, group or individual writing.

The children should have the opportunity to share their writing and to discuss aspects of each other's poems that they liked.

To extend this work they could develop similes and metaphors to describe the universe and create poems with these.