



	Description	Mark	Achieved
Stage 1	Research	20	
Stage 2	Creative writing	30	
Stage 3	Oral presentation	20	
	TOTAL	70	

CREATIVE WRITING PROJECT

ENGLISH: POETRY

TOTAL: 70 MARKS

NAME & SURNAME: _____

GRADE 7 _____

PROJECT STRUCTURE (3 CYCLES)

Week	Stage	Focus
Week 3–4	Stage 1	Reading, Research & Analysis
Week 5–6	Stage 2	Writing & Creative Production
Week 7–8	Stage 3	Oral Presentation & Reflection

STAGE 1: RESEARCH & ANALYSIS (20 marks)

Task 1: What is Poetry?

Read the text “*What is Poetry?*” and complete the questions using a mind map. Make sure to understand how poetry is different from stories and how poets use language to express emotions.

Key concepts to focus on:

- Definition of poetry
- Purpose of early poetry (especially in Africa)
- Structure: stanza, line, free verse, rhyme
- Figurative language: similes, metaphors, personification, alliteration, etc.

STAGE 1: RESEARCH AND ANALYSIS

Task 1: What is Poetry?

Read the text: 'What is Poetry'.

What is poetry? Poetry is a huge subject. It is as old as history and has numerous forms. The first poetry came before people could write. The earliest poetry was used as a way of remembering history, family stories and the customs and laws of society. Poetry is often closely connected to musical traditions. Early poetry was in the forms of chants and songs. In Africa, the earliest poetry dated back to prehistorical times with hunting poetry and praise poetry. Often drums were used when poems were chanted or sung. The Britannica Kids website defines poetry as: ‘Poetry is a type of literature, or artistic writing, that attempts to awaken a reader’s imagination or emotions. The poet does this by carefully choosing and arranging language for its meaning, sound, and rhythm.’

The Merriam Webster dictionary defines poetry as: ‘Writing that expresses a strong imaginative awareness of experience in language chosen and arranged to create a specific emotional response through meaning, sound, and rhythm.’ The Oxford Dictionary defines poetry as: ‘A piece of writing expressing feelings and ideas that are given intensity (power) by particular attention to language.’ So, what does this mean? All three of these definitions mention that poetry can be about experiences, ideas or feelings. And all say how language is very carefully chosen as poets want to make the reader feel something. How is poetry different from other literature and writing, for example, short stories and novels? Poetry is about using

language very carefully, usually in a short piece of writing, to make the reader feel, imagine or understand something. A poet will choose every word and sound and how the words work together with great care. Some people say poems are painting pictures with words.

One of the ways that poetry is different from other kinds of writing is that poetry looks different on a page to other writing. The way poets write is not the same as in stories. Poets often use the length of their lines to add to the meaning of their poem. For example, a poet can put just one word on a line to make the reader focus on a specific word or sound. Another point about poetry is that poets do not have to follow the grammar rules. In a poem there is sometimes no punctuation and the sentences do not have to be 'correct' in terms of grammatical rules.

There are special words to describe the structure of poems.

Poetry isn't written in paragraphs; poetry is written in stanzas. And when we discuss poems, we talk about lines, rather than sentences. In poetry, we don't talk about characters, but we refer to the person or narrator as the speaker in the poem. Poets use certain language devices to help 'paint a picture' with words. Many poems use rhythm, rhyme, metaphors, similes, personification, alliteration and onomatopoeia. The words and the language used can help the reader imagine and picture in their minds what the poet is writing about. Sometimes the way language is used creates certain feelings in the reader. Not all poems have to use these language devices, but many do.

Forms of poetry

There are some forms of poetry that follow certain rules. For example, haikus have 3 lines, and each line has to have a specific number of syllables: line 1 has five syllables, line 2 has seven syllables and line 3 has five syllables. A sonnet is a fourteen-line poem that follows a certain structure. A ballad is a longer dramatic poem that tells a story with a particular rhyme scheme. Rhyming couplets are two-line stanzas where the last words in each set of two lines rhymes. There is also free verse poetry where the poet does not have to follow any rules but can just use words and language to express themselves freely.

Creative tip: Poetry is like painting with words — it creates emotion, rhythm, and pictures in the mind.

Task 1: Questions:

- a. What is the definition of poetry?
- b. What was the purpose of early poetry?
- c. How was early African poetry performed?
- d. How is poetry different from stories?
- e. What are three forms of poetry (e.g. haiku, free verse, rhyming couplets)?
- f. What is the purpose of figurative language?

Task 2: Read and Analyse Two Poems and a Song (Not restricted to the ones provided)

Poem 1: “My Friend, My Brother” – adapted from Yoruba Wisdom Poetry

A heartfelt poem about friendship, loyalty, and emotional support.

Poem 2: “The Rock” – by Gcina Mhlophe

A powerful metaphor for a friend who is strong, dependable, and always there.

Song: “You’ve Got a Friend” – by Carole King

A classic song about the comfort of knowing someone will always be there for you.

Analysis Tasks

1. Create a Mind Map for any 2 texts:

- What is the poem or song about?
- Who is the speaker?
- What feelings are expressed?
- What figurative language is used?
- What message or life lesson does it teach?

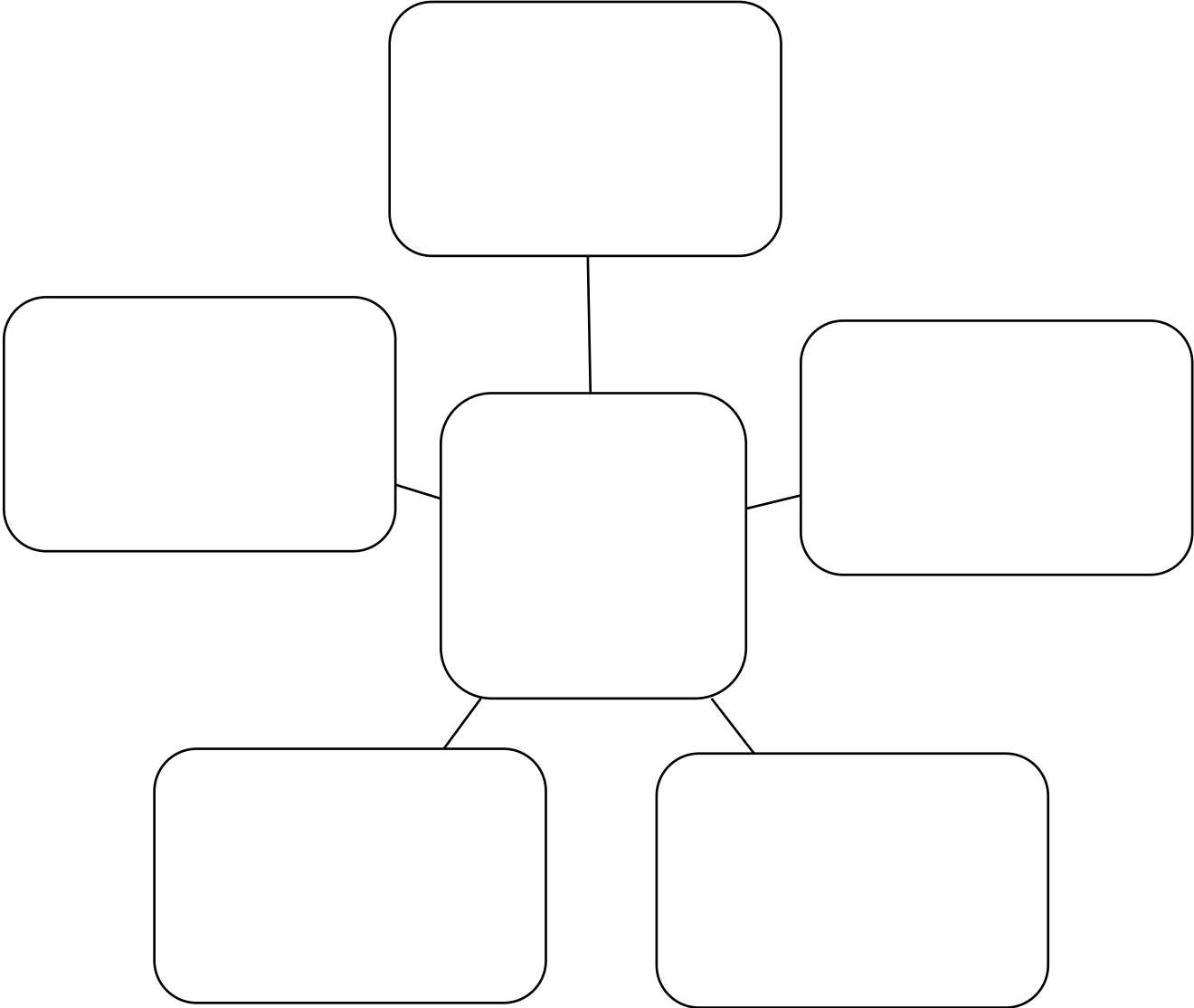
2. Compare the 2 poems selected using a Venn Diagram:

- How are the themes of friendship shown in each?
- What are the similarities and differences in structure and tone?

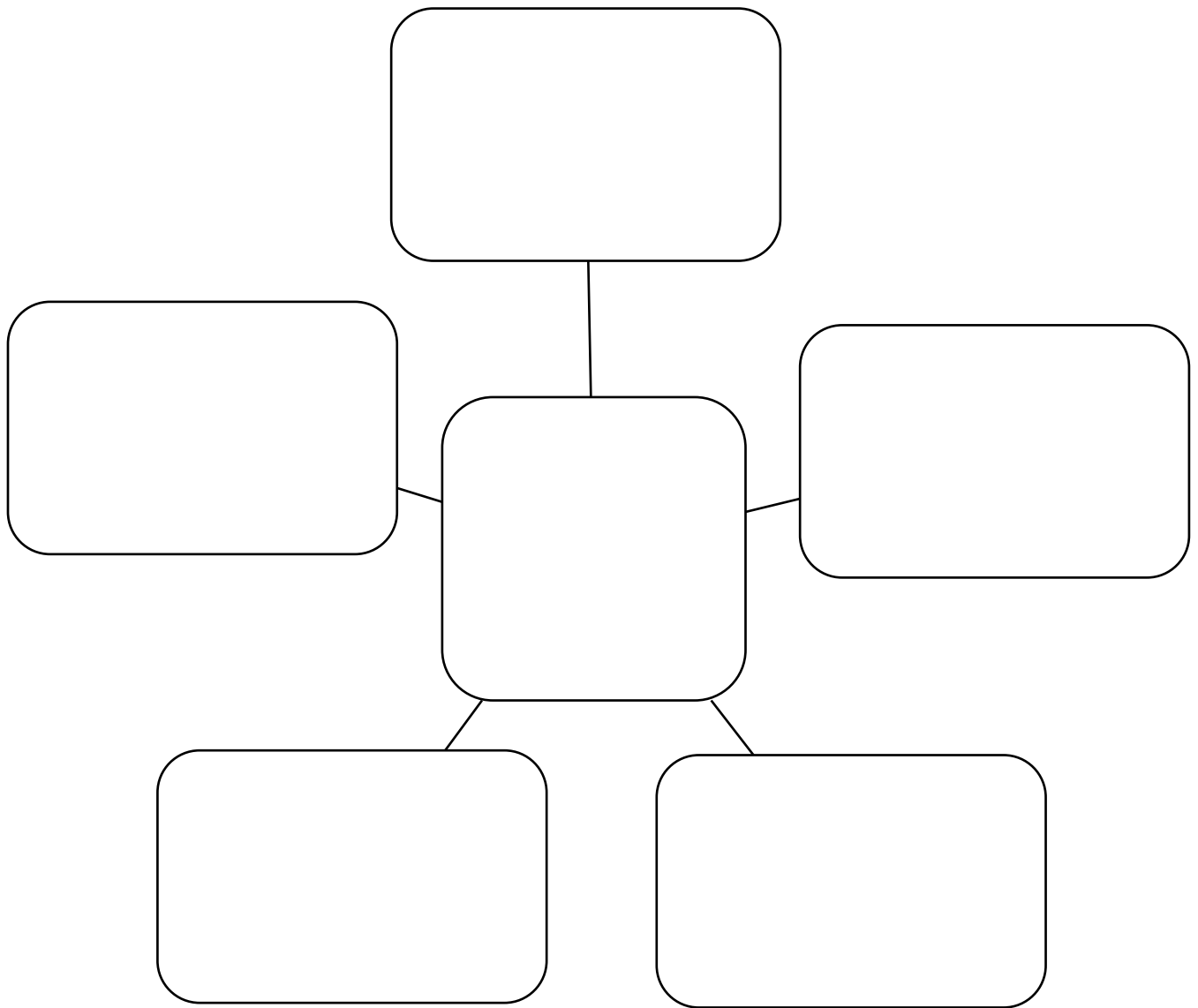
3. Answer these questions:

- a. What message about friendship does each poem or song give?
- b. Identify a metaphor or simile in each poem.
- c. Which one made you feel the strongest emotion? Why?
- d. Can songs be considered poems? Give reasons for your answer.

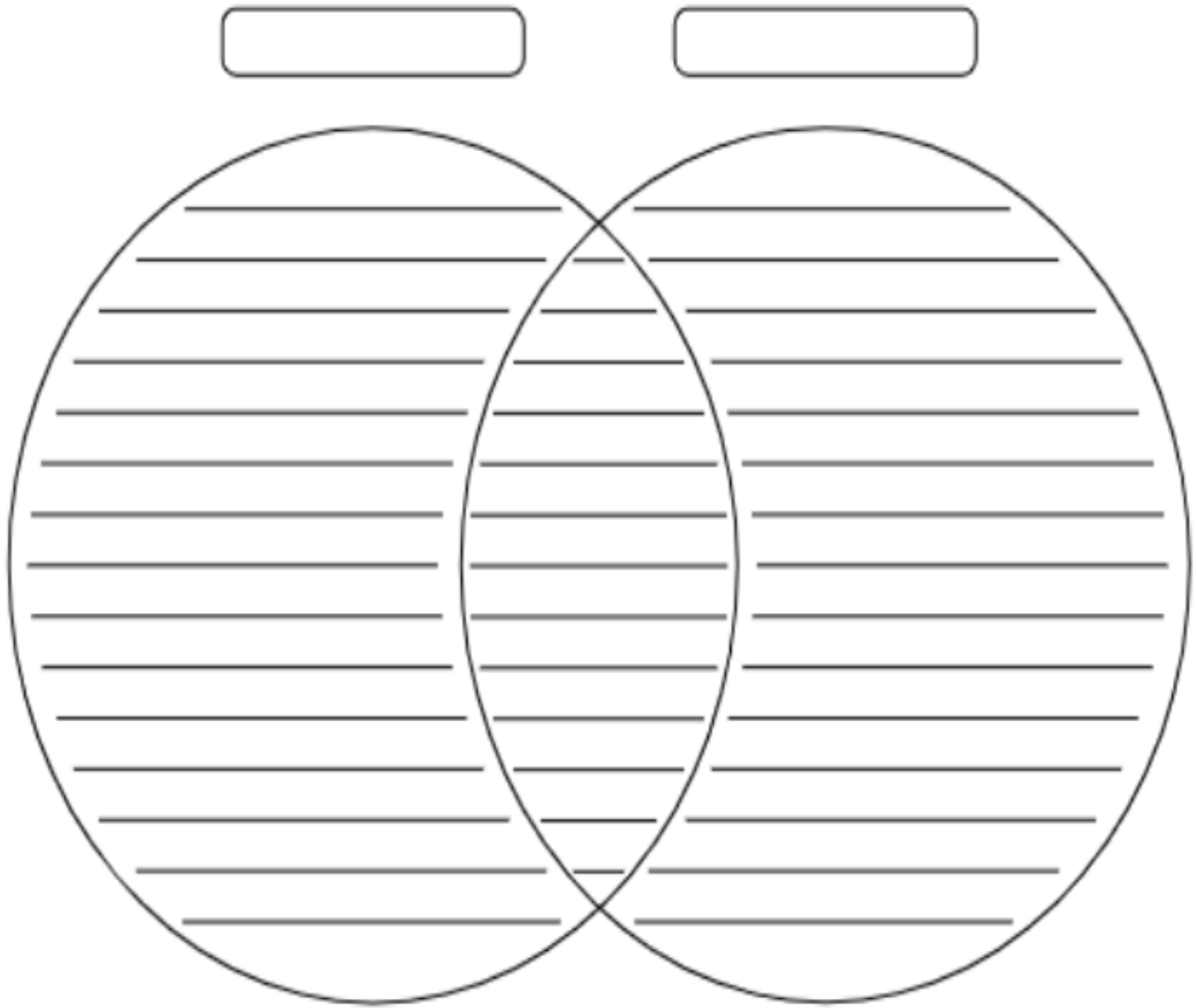
Mind Map 1. _____



Mind Map 2. _____



Venn Diagram



Task 3: Interview

Interview a Grade 7 learner and an older person (a parent, teacher, or grandparent). Record answers in the table below.

Questions:

- Do you like poetry? Why or why not?
- Have you ever written a poem or song? What was it about?
- Why do you think people write poems or songs?

Interview questions	Learner's response	Older person's response
Do you like poetry? Why or why not?		
Have you ever written a poem or song? What was it about?		
Why do you think people write poems or songs?		

Bibliography Guidelines

Learners must include a bibliography if they used books, websites, or interviews in **Stage 1**.

Examples:

- **Book:** Mahlangu, S. *African Legends Retold*. 2010, Maskew Miller Longman, Cape Town.
- **Website:** South African History Online. www.sahistory.org.za, Accessed 5 June 2025.
- **Interview:** Interview with Ms Ndlovu, 3 June 2025, at school.

Bibliography Template

Source Type	Citation
Book	
Website	
Interview	

Rubric (Research – 20 Marks)

Criteria	Level 4 (4 marks) Excellent	Level 3 (3 marks) Proficient	Level 2 (2 marks) Developing	Level 1 (1 mark) Emerging
1. Analysis of Poems and Song	Detailed and insightful analysis of all 3 texts, including theme, tone, and poetic devices	Clear understanding of all texts with good analysis	Basic understanding; limited or shallow analysis	Little understanding shown; vague or inaccurate responses
2. Visual Representations (Mind Maps & Venn)	All visuals are complete, clearly labelled, and reflect deep thinking	Visuals are clear and mostly complete; show thinking	Some visuals missing or incomplete; surface-level effort	Visuals are incorrect, unclear, or missing
3. Understanding Figurative Language	Accurately identifies and explains 3 or more poetic devices from the texts	Identifies 2 poetic devices with explanation	Identifies 1 poetic device with minimal explanation	No accurate identification or explanation of poetic devices
4. Interviews (Learner + Adult)	Full responses from both interviews; answers show depth and insight	Responses complete and relevant; understanding shown	Incomplete or general responses; lacks detail	Interviews missing, too brief, or off-topic
5. Research Paragraph & Bibliography	Well-structured paragraph answers the research question clearly; correct, complete bibliography	Clear paragraph; minor errors in source referencing	Basic paragraph with some confusion; bibliography is limited or incorrect	Weak or unrelated paragraph; no valid bibliography included

STAGE 2: WRITING AND CREATING (30 marks)

Task 5: Write Your Own Poem or Song

You will now write your own poem or song based on the theme of friendship. Imagine it is part of the soundtrack of a new movie about friendship.

Planning Questions:

- What will your poem or song be about?
- What emotions will it express?
- What poetic devices will you include (simile, metaphor, rhyme)?
- Will it be structured as a poem (stanzas) or a song (verses + chorus)?

Use your answers to draft and write your final version neatly.

Task 6: Create a Movie Poster

Design a poster for your movie about friendship. Your poem or song will be the theme song.

Your poster must:

- Include images, colours, and words that show emotion
- Show the title of your poem or song
- Be clear, neat, and creative

Learner Checklist – Stage 1:

I planned my poem/song and chose a structure.

- I included figurative language.
- I revised and improved my draft.
- I created a final neat version.
- I followed the theme of friendship.
- I created a creative movie poster to go with my work.

Poem or song Rubric (20 marks)

Criteria	Level 4 (4 marks) Excellent	Level 3 (3 marks) Proficient	Level 2 (2 marks) Developing	Level 1 (1 mark) Emerging
1. Content & Creativity	Highly original; ideas are meaningful and deeply connected to the theme of friendship	Ideas are clear and relevant to the theme	Ideas are loosely related to the theme; lacks depth	Ideas are unrelated, confusing, or very limited
2. Structure & Organisation	Clearly structured into stanzas or verses with a logical flow	Mostly structured with some logical flow	Limited structure; lacks coherence in parts	No structure; disorganised or jumbled
3. Language Use & Tone	Language is rich, appropriate, and consistent in tone	Language is appropriate and mostly consistent in tone	Language is simple or repetitive; tone varies	Language is incorrect or too limited; tone is inappropriate
4. Poetic Devices	Uses at least 3 poetic devices (e.g. simile, metaphor, rhyme, repetition, personification) effectively	Uses 2 poetic devices with some effect	Uses 1 poetic device; effect is minimal	No use of poetic devices or incorrectly used
5. Editing & Presentation	Final version is neat, polished, and error-free; evidence of revision	Mostly neat; 1-2 minor errors; revision is visible	Several errors; presentation or revision is weak	Untidy or incomplete; many errors; no revision evident

Poster Design Rubric (10 marks)

Criteria	Level 4 (2 marks) Excellent	Level 3 (1.5 marks) Proficient	Level 2 (1 mark) Developing	Level 1 (0.5 mark) Emerging
1. Theme Connection	Clearly reflects the theme of friendship and poem/song content	Reflects theme with slight disconnect	Loosely reflects theme; lacks clarity	Theme is unclear or missing
2. Visual Appeal	Very eye-catching; strong use of colour and layout	Visually appealing; some creative design elements	Basic visuals; limited design effort	Lacks visual appeal or incomplete
3. Creativity & Originality	Highly creative and unique	Some original elements	Few original elements	Little to no creativity
4. Text & Labels	All text is legible, well-placed, and contributes to meaning	Most text is clear and appropriate	Text is hard to read or placed poorly	Text is messy or missing
5. Neatness & Effort	Exceptionally neat and well-finished	Neat with minor issues	Somewhat messy	Very untidy or rushed

Poem/ song + Poster = 30 marks (Stage 2)

STAGE 3: ORAL PRESENTATION (20 marks)

Task Description for Learners:

You will present your original poem or song about friendship to the class. This task allows you to perform your creative writing and reflect on your inspiration and message. You may read it, chant it, or sing it, and use voice, facial expression, gestures, and a poster to make it interesting for your audience.

Task Requirements:

1. Introduction

- Greet the class.
- Briefly introduce the title and form of your poem or song.
- Explain what inspired your writing and what message you wanted to share.

2. Presentation of Poem or Song

- Read, chant, or perform your work clearly and with expression.
- Use voice variation, volume, and tone to suit the meaning.
- Show confidence and face the audience.
- Use your movie poster during the presentation to support your ideas.

Rubric (Oral presentation – 20 marks)

Criteria	Level 4 (4 marks) Excellent	Level 3 (3 marks) Proficient	Level 2 (2 marks) Developing	Level 1 (1 mark) Emerging
1. Content & Message	Clearly explains the inspiration and message behind the poem/song; highly engaging	Clearly introduces the purpose and message	Attempts to explain message, but not clearly	Message or purpose is unclear or absent
2. Clarity & Fluency	Speaks fluently with clear pronunciation and confident voice	Speaks clearly with minor hesitations	Sometimes unclear; uneven pace or hesitation	Mumbles, mispronounces, or is difficult to understand
3. Expression & Vocal Delivery	Uses tone, pace, pitch, and volume to enhance meaning; performance is expressive	Some variation in voice and tone; performance is expressive in parts	Limited use of vocal techniques; flat or inconsistent delivery	No vocal variation; monotone or unclear delivery
4. Engagement & Body Language	Maintains eye contact; uses gestures or facial expressions confidently	Maintains some eye contact; basic gestures	Limited eye contact or body movement	No audience connection; reads without expression
5. Use of Visual Support (Poster)	Poster is clearly shown and well integrated; enhances meaning of presentation	Poster is shown and related to presentation	Poster is shown but not discussed or connected	Poster not shown or not used effectively