

# CURRICULUM ALIGNMENT & CLASSROOM RESOURCES

## STUDENT BUSH POETRY



**FOUNDATION TO 10**



## COMPETITION OVERVIEW

Pint-sized poets can showcase their budding talents in the student classes of the Bush Poetry Competition. Students can recite poems by published authors such as Banjo Patterson and Henry Lawson to original works crafted themselves.

The competition features both live and virtual performance. Live performers will be required to recite their poem at the Ekka, while virtual contestants will need to upload a video performing their poem (original or existing) under six minutes in length. This competition is a great way for students to reconnect the city with rural stories.

## IMPORTANT CONTACTS

### *Competition Enquiries*

[entries@rna.org.au](mailto:entries@rna.org.au)

### *Education Content Enquiries*

[education@ekka.com.au](mailto:education@ekka.com.au)

### *Ekka School & Group Bookings Enquiries*

[groupbookings@ekka.com.au](mailto:groupbookings@ekka.com.au)

## FOUNDATION

### VERSION 8.4

#### *English: Language*

Understand that some language in written texts is unlike everyday spoken language ([ACELA1431](#))  
Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words ([ACELA1439](#))

#### *English: Literature*

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences ([ACELT1575](#))  
Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry ([ACELT1785](#))  
Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures ([ACELT1579](#))  
Retell familiar literary texts through performance, use of illustrations and images ([ACELT1580](#))

#### *English: Literacy*

Deliver short oral presentations to peers ([ACELY1647](#))

### VERSION 9

#### *Achievement Standard*

By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words.

#### *English: Literature*

Identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs ([AC9E2LE04](#))  
Create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools ([AC9E2LE05](#))



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*Creative & Critical Thinking*



*Intercultural Understanding*



## YEAR 1

### VERSION 8.4

#### *English: Language*

Understand patterns of repetition and contrast in simple texts ([ACELA1448](#))

#### *English: Literature*

Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme ([ACELT1585](#))

#### *English: Literacy*

Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams ([ACELY1661](#))

Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation ([ACELY1662](#))

### VERSION 9

#### *Achievement Standard*

By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions.

#### *English: Language*

Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs ([AC9E1LA04](#))

#### *English: Literature*

Listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme ([AC9E1LE04](#))

Orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through roleplay, writing, drawing or digital tools ([AC9E1LE05](#))



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## YEAR 2

### VERSION 8.4

#### *English: Language*

Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background ([ACELA1460](#))

#### *English: Literature*

Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences ([ACELT1590](#))

Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs ([ACELT1592](#))

#### *English: Literacy*

Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose ([ACELY1671](#))

Construct texts featuring print, visual and audio elements using software, including word processing programs ([ACELY1674](#))

### VERSION 9

#### *Achievement Standard*

By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They create written and/or multimodal texts including stories to inform, express and opinion, adapt and idea or narrate for audiences.

#### *English: Literature*

Identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs ([AC9E2LE04](#))

Create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools ([AC9E2LE05](#))



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## CLASSROOM RESOURCES

### *AB ('Banjo') Paterson - The Man from Snowy River*

One of the most famous poems in Australian literature, 'The Man from Snowy River' was first published in 1890. The poem tells the story of a chase through Australia's Snowy Mountains in southern NSW to recapture a valuable colt (horse). A book with illustrations by Freya Blackwood is a great edition of the classic and is available via video to share with your class.

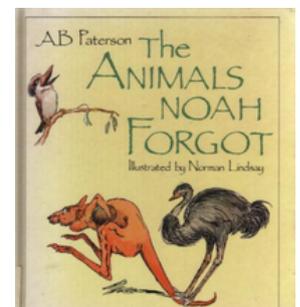
[youtu.be/oK3X8X6HY7o?si=h6yDgnQCWDvLZeQe](https://youtu.be/oK3X8X6HY7o?si=h6yDgnQCWDvLZeQe)



### *AB ('Banjo') Paterson - The Animals Noah Forgot*

Banjo Paterson is not known for his children's poetry, but he did write a collection of children's verse that were illustrated by Norman Lindsay and published in 1933. The book 'The Animals Noah Forgot' celebrates Australian animals and brings to life characters such as Weary Will the Wombat, Old Man Platypus and White Cockatoos. Take the opportunity to read some of these verses with your class.

[gutenberg.net.au/ebooks06/0603441h.html#WhiteCockatoos](http://gutenberg.net.au/ebooks06/0603441h.html#WhiteCockatoos)



## YEAR 3

### VERSION 8.4

#### *English: Language*

Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) ([ACELA1478](#))

#### *English: Literature*

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons ([ACELT1594](#))

Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose ([ACELT1600](#))

Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue ([ACELT1791](#))

#### *English: Literacy*

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose ([ACELY1682](#))

Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements ([ACELY1685](#))

Construct texts featuring print, visual and audio elements using software, including word processing programs ([ACELY1674](#))

### VERSION 9

#### *Achievement Standard*

By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They use language features including topic-specific vocabulary, and/or visual features and features of voice. They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts.

#### *English: Literature*

Discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose ([AC9E3LE04](#))

Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts ([AC9E3LE05](#))



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**YEAR 4****VERSION 8.4*****English: Language***

Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience ([ACELA1490](#))

***English: Literature***

Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns ([ACELT1606](#))

***English: Literacy***

Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information ([ACELY1687](#))

Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing ([ACELY1691](#))

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features ([ACELY1694](#))

Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements ([ACELY1697](#))

**VERSION 9*****Achievement Standard***

By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice. They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts.

***English: Literature***

Examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning ([AC9E4LE04](#))

Create and edit literary texts by developing storylines, characters and settings ([AC9E4LE05](#))

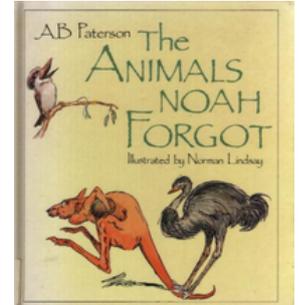
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## CLASSROOM RESOURCES

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### ***ABC Education: Overflowing with envy of Clancy's Splendid Life***

Enjoy this audio clip, which features Australian actor Jack Thompson reading AB 'Banjo' Paterson's poem 'Clancy of the Overflow'. This poem is an Australian bush ballad, narrated by a city office worker who imagines that Clancy's life as a shearer and drover in the outback would hold far more pleasures than his own.

[www.abc.net.au/education/overflowing-with-envy-of-clancys-splendid-life/13983020](http://www.abc.net.au/education/overflowing-with-envy-of-clancys-splendid-life/13983020)



### ***ABC Education: Poetic Devices***

A six-part series exploring the fundamental poetic devices of simile, metaphor, personification, alliteration, onomatopoeia, and imagery. Students will be invited into the world of six poets to see how they have used each device to write about an object that is special to them.

[www.abc.net.au/education/tv-guide/poetic-devices/102529624](http://www.abc.net.au/education/tv-guide/poetic-devices/102529624)



### ***ABC Education: What's With Poetry?***

We may not go out of our way to deliberately produce poetry everyday, but poetry can be found in what we write and how we speak all the time. From rhythm and rhyme, to sounds and images in words, you're probably a poet and you don't even know it (sorry, we couldn't help it). Matt from Sydney Story Factory explores the rules of poetry and when they can be broken, and how writing poetry might help you scratch an itch you didn't even know you had.

[www.abc.net.au/education/digibooks/whats-with-poetry/101743962](http://www.abc.net.au/education/digibooks/whats-with-poetry/101743962)



## YEAR 5

### VERSION 8.4

#### *English: Language*

Understand how texts vary in purpose, structure and topic as well as the degree of formality ([ACELA1504](#))

#### *English: Literature*

Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes ([ACELT1611](#))

#### *English: Literacy*

Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ([ACELY1702](#))

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience ([ACELY1704](#))

Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements ([ACELY1707](#))

### VERSION 9

#### *Achievement Standard*

By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice. They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding ideas with supporting details from topics or texts.

#### *English: Literature*

Examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs ([AC9E5LE04](#))

Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced ([AC9E5LE05](#))



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## YEAR 6

### VERSION 8.4

#### *English: Literature*

Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse ([ACELT1617](#))

Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice ([ACELT1800](#))

#### *English: Literacy*

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience ([ACELY1816](#))

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience ([ACELY1714](#))

### VERSION 9

#### *Achievement Standard*

By the end of Year 6, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice. They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts.

#### *English: Language*

Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole ([AC9E6LA08](#))

#### *English: Literature*

Explain the way authors use sound and imagery to create meaning and effect in poetry ([AC9E6LE04](#))

Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices ([AC9E6LE05](#))



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## CLASSROOM RESOURCES

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### ***ABC Education: What's With Poetry?***

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### ***ABC Education: Who was Banjo Paterson?***

Banjo Paterson was an Australian writer and a poet, most famous for writing 'Waltzing Matilda' and 'The Man From Snowy River'. It could be said that his writing, based on his own experiences of the Australian bush life, has shaped Australia's identity.

[www.abc.net.au/education/btn-who-was-banjo-paterson/13763494](http://www.abc.net.au/education/btn-who-was-banjo-paterson/13763494)



### ***Henry Lawson Memorial & Literary Society***

To learn more about Henry Archibald Hertzberg Lawson one of Australia's best-known Australian poets and fiction writers through the Henry Lawson Memorial & Literary Society which was formed in 1923.

[henrylawsonsociety.org](http://henrylawsonsociety.org)



## YEAR 7

### VERSION 8.4

#### *English: Literature*

Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels ([ACELT1623](#))

Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour ([ACELT1805](#))

#### *English: Literacy*

Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition ([ACELY1719](#))

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas ([ACELY1725](#))

### VERSION 9

#### *Achievement Standard*

By the end of Year 7, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features and features of voice. They create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence.

#### *English: Language*

Investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings ([AC9E7LA08](#))

#### *English: Literature*

Identify and explain how literary devices create layers of meaning in texts including poetry ([AC9E7LE06](#))

Create and edit literary texts that experiment with language features and literary devices encountered in texts ([AC9E7LE07](#))



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## YEAR 8

### VERSION 8.4

#### *English: Literature*

Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts ([ACELT1630](#))

#### *English: Literacy*

Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives ([ACELY1730](#))

Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate ([ACELY1736](#))

Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts ([ACELY1810](#))

### VERSION 9

#### *Achievement Standard*

By the end of Year 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice. They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence.

#### *English: Language*

understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor ([AC9E8LA02](#))

#### *English: Literature*

Analyse how language features, such as sentence patterns, create tone, and how literary devices, such as imagery, create meaning and effect ([AC9E8LE05](#))

Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects ([AC9E8LE06](#))



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## CLASSROOM RESOURCES

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### ***ABC Education: Radio National - The real story - AB Paterson and 'Waltzing Matilda'***

Banjo Paterson's 'Waltzing Matilda' is probably Australia's most recognised 'song'. Indeed, it has often been said that it should be our national anthem. But what is the real story behind 'Waltzing Matilda'? In this clip, listen to views on the the ballad and its writer by legendary folk historian Richard Magoffin and other 'Matilda' aficionados.

[www.abc.net.au/education/radio-national-the-real-story-ab-paterson-and-waltzing-matilda/14052286](http://www.abc.net.au/education/radio-national-the-real-story-ab-paterson-and-waltzing-matilda/14052286)



## CLASSROOM RESOURCES

### *ABC Education: Talkabout - Using language to describe being Australian*

What are some iconic Australian symbols? No doubt, people would say the kangaroo, the koala or the emu. But what about sheep? Have they played a part in shaping the way Australians see themselves?

[www.abc.net.au/education/talkabout-using-language-to-describe-being-australian/13937000](http://www.abc.net.au/education/talkabout-using-language-to-describe-being-australian/13937000)



### *ABC Education: Interactive: Paul Kelly on Poetry*

In 2019, the eminent Australian songwriter Paul Kelly published *Love is Strong as Death*. This anthology of poems has inspired and challenged him over the years, a number of which, he has set to music.

[www.abc.net.au/education/interactive-paul-kelly-on-poetry/102063924](http://www.abc.net.au/education/interactive-paul-kelly-on-poetry/102063924)



## YEAR 9

### VERSION 8.4

#### *English: Literature*

Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes ([ACELT1637](#))

Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyper ([ACELT1638](#))

#### *English: Literacy*

Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways ([ACELY1740](#))

Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features ([ACELY1746](#))

### VERSION 9

#### *Achievement Standard*

By the end of Year 9, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice. They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and advancing ideas, shaping meaning and providing substantiation.

#### *English: Literature*

Analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references ([AC9E9LE05](#))

Create and edit literary texts, that may be a hybrid, which experiment with text structures, language features and literary devices for purposes and audiences ([AC9E9LE06](#))



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## YEAR 10

## VERSION 8.4

*English: Literature*

Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses ([ACELT1643](#))

Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience ([ACELT1815](#))

*English: Literacy*

Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts ([ACELY1753](#))

Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues ([ACELY1756](#))

## VERSION 9

*Achievement Standard*

By the end of Year 10, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice. They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation.

*English: Literature*

Compare and evaluate how 'voice' as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses ([AC9E10LE06](#))

Create and edit literary texts with a sustained 'voice,' selecting and adapting text structures, literary devices and language, auditory and visual features for purposes and audiences ([AC9E10LE08](#))

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**CLASSROOM RESOURCES*****ABC Education: What's With Poetry?***

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[www.abc.net.au/education/digibooks/whats-with-poetry/101743962](http://www.abc.net.au/education/digibooks/whats-with-poetry/101743962)

***ABC Education: Radio National - The real story - AB Paterson and 'Waltzing Matilda'***

Banjo Paterson's 'Waltzing Matilda' is probably Australia's most recognised 'song'. Indeed, it has often been said that it should be our national anthem. But what is the real story behind 'Waltzing Matilda'? In this clip, listen to views on the the ballad and its writer by legendary folk historian Richard Magoffin and other 'Matilda' aficionados.

[www.abc.net.au/education/radio-national-the-real-story-ab-paterson-and-waltzing-matilda/14052286](http://www.abc.net.au/education/radio-national-the-real-story-ab-paterson-and-waltzing-matilda/14052286)

***ABC Education: Talkabout - Using language to describe being Australian***

What are some iconic Australian symbols? No doubt, people would say the kangaroo, the koala or the emu. But what about sheep? Have they played a part in shaping the way Australians see themselves?

[www.abc.net.au/education/talkabout-using-language-to-describe-being-australian/13937000](http://www.abc.net.au/education/talkabout-using-language-to-describe-being-australian/13937000)

***ABC Education: Interactive: Paul Kelly on Poetry***

In 2019, the eminent Australian songwriter Paul Kelly published *Love is Strong as Death*. This anthology of poems has inspired and challenged him over the years, a number of which, he has set to music.

[www.abc.net.au/education/interactive-paul-kelly-on-poetry/102063924](http://www.abc.net.au/education/interactive-paul-kelly-on-poetry/102063924)

***ABC Education: Prose vs Poetry with David Malouf***

Finding the right narrative form for a story can be tricky. Watch as David Malouf explains how his experience with poetry informed his prose writing. What are some of the things that writing poetry early in his career taught him?

[www.abc.net.au/education/prose-vs-poetry-with-david-malouf/13721942](http://www.abc.net.au/education/prose-vs-poetry-with-david-malouf/13721942)



# Ekka

## EDUCATION

### INTERNATIONAL AWARD WINNERS

The Royal Queensland Show (Ekka) is recognised for its excellence, over many years, by winning numerous awards at the International Fairs & Expos (IAFE) Awards.

IAFE has more than 1,000 members representing agricultural fairs from the United States, Canada, the United Kingdom, and Australia.

These awards represent the continued dedication the Ekka plays in bridging the country city divide, and educating the next generation on the essential role farming and agriculture plays in their everyday lives.



[www.ekka.com.au](http://www.ekka.com.au)