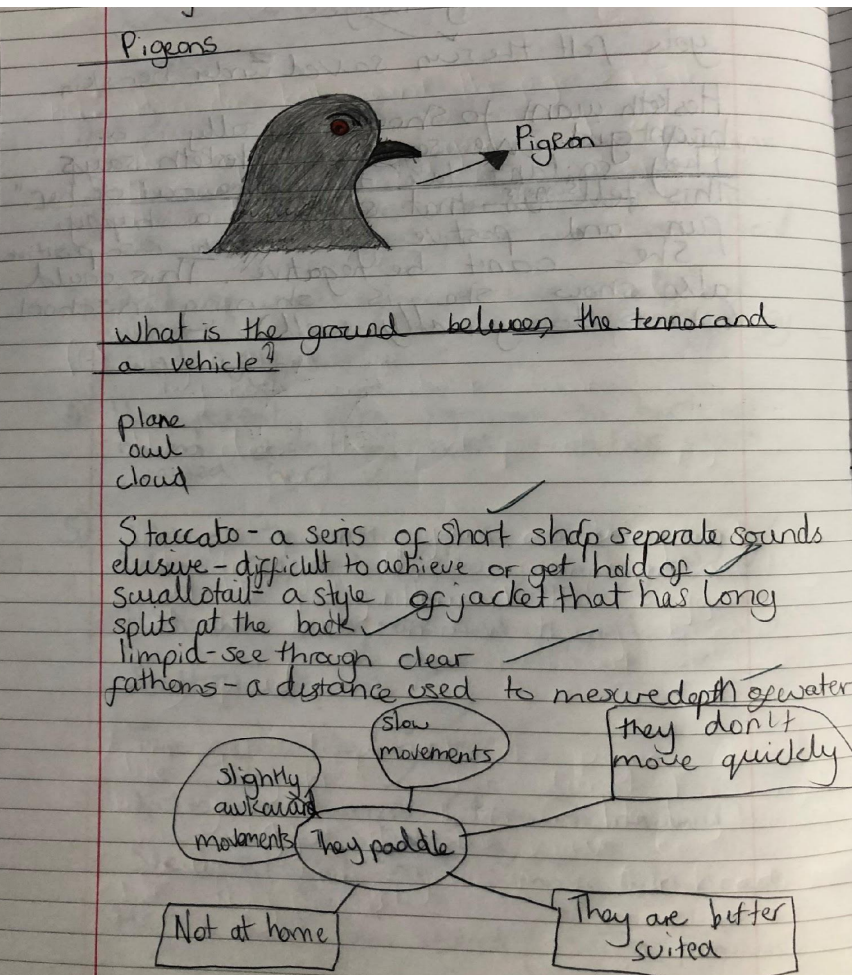


# PROGRESSION IN ENGLISH

## Poetry Analysis



# Year 7: Metaphors



A **metaphor** is a figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison.

# Year 8: Extended Metaphors

## 'A Poison Tree'

William Blake, 1757 – 1827

This poem is an example of an **extended metaphor**.

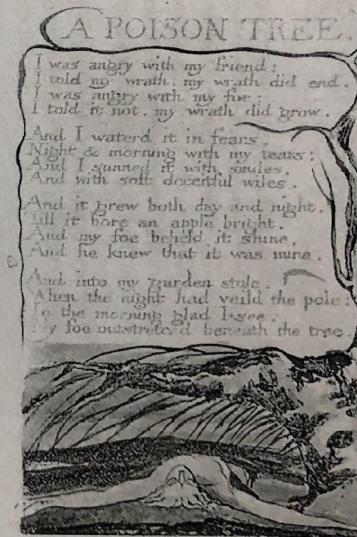
The **tenor** is the same throughout the poem.

The tenor is a **growing feeling of anger**. The speaker gets more and more angry as the poem goes on.

The **vehicle** is the same throughout the poem.

The vehicle is the **growth and nurture of a poisonous tree**. The tree gets bigger and more poisonous as the poem goes on.

*Repetition* I was angry with my friend: *talk about his anger*  
I told my wrath, my wrath did end. *wrath – extreme anger resolved it.*  
I was angry with my foe: *foe – enemy*  
4 I told it not, my wrath did grow. *rhyming couplets.*  
*Grow.*  
And I watered it in fears  
*Contrast on his mind often.* – Night and morning with my tears,  
And I sunned it with smiles *contrast*  
8 And with soft deceitful wiles. *act.* **deceitful wiles** – clever lies  
And it grew both day and night,  
Till it bore an apple bright, *24/7* **bore** – grew, produced  
And my foe beheld it shine, *apple on a tree* **beheld** – saw  
12 And he knew that it was mine, *Garden of Eden.*  
And into my garden stole  
When the night had veiled the pole;  
In the morning, glad, I see  
16 My foe outstretched beneath the tree.  
*anger unleashed.*



An **extended metaphor** is a metaphor in a literary work, such as a novel or poem, that isn't just used in one line but is extended over multiple lines or throughout the work.



# Year 9: Comparing Poems



One thing to consider when comparing the 2 poems is their topic and certain devices used. In 'The Night Mail', the main device to address is the use of personification when referring to the train. This makes the train presents the train as a human. ~~Whereas~~ <sup>Effect?</sup> ~~What other techniques does he use a lot?~~ <sup>Identify the correct</sup> In 'Wherever I Hang', Nichols uses personification when talking about how the people pouring from the underground system ~~like~~ like beans. <sup>Sum up the main differences between the presentations of the journeys in both poems (think of style, rhythm, methods, tone).</sup>

Now write your own paragraph on this question:

Compare how poets present physical journeys in 'Wherever I Hang' and 'The Night Mail'.

You can structure your paragraph in this way:

1. Write your comparative statement
2. Provide a quotation that supports this statement from 'Wherever I Hang'
3. Explore how this quotation presents physical journeys
4. Explain how Auden presents physical journeys in 'The Night Mail'
5. Provide a quotation from 'The Night Mail' that supports your comparative statement
6. Explore how this quotation presents physical journeys
7. Summarise how both poems have presented journeys in similar or different ways

Green Pen Improvement

Stanza 6

'The Night Mail' can be described as an allegory because it talks about how people or the government are controlling others. My evidence for this is the fact that it says in the poem, 'Thousands are still asleep' which indicates the popularity of the mail. In the same stanza of the poem, juxtaposition is used to show the ~~opp~~ contrasting words; 'terrifying monsters' and 'friendly'. This ~~could~~ <sup>change</sup> in tone highlights how quickly the recipient's emotions can change and how manipulative they are.

I used the phrase, 'a lack of imaginative ambiguity' to ~~portray~~ <sup>explain</sup> that the poem, 'Wherever I Hang' has inadequacies such as doesn't give me room for the reader to use their own imagination or interpret the poem in another way whereas, 'The Night Mail' allows you to make more inferences about different things and ask more questions about the content of the poem such as 'why do people get really excited for mail when they receive it often?' This is what is

# Year 10: Unseen Poetry



emotional, similar to emotive language.

Wednesday 19<sup>th</sup> May 2021

Starting to compare

acceptance of death  
mood: mournful, resigned and calm - it changes throughout  
imagery words:  
- 'the silent land' - 'hold me by the hand'  
- 'vestige of the thoughts'  
contrast of ideas  
- metaphors and language  
- repetition  
- 1<sup>st</sup> person  
- juxtaposition  
repeated words -  
'remember' 'a' 'gone' 'x's  
'away' 'should' 'me'  
'i'

message: bad events can happen whether we like it or not - remember and be happy rather than be sad.  
'Remember' - a repeated word throughout the poem  
- a sonnet (about love)  
- one large stanza - free verse  
1<sup>st</sup> person speaker  
remembering someone once they have died and the mixed feelings that follow -  
grief, loss, love, moving on.  
could be set at a funeral? someone else reading them?

rhyming couplets - poem is a free verse but two lines  
rhyme - regular rhyme scheme, ENCLOSED COUPLET  
↳ about being close and in love.

A) A) C)  
B) B) D) mood changes  
B) B) D)  
A) A) E) - separation -  
c) the couplet is no longer enclosed.

What do you think is the effect of 'silent land' and 'darkness and corruption'?

I think the 'silent land' makes the reader feel quite calm. This is because the connotations of 'silent' are quiet and calming, and so the reader may associate 'silent land' with being peaceful or empty.

I think 'darkness and corruption' might make the reader feel quite tense. This is because the connotations of 'darkness' are that it's difficult to see, so anything could happen and it makes us feel frightened. The connotations of 'corruption' are that it happens because something has gone wrong, so the reader can associate the poem with the poet's/narrator's life with regards to something happening in order for her to die.

Great consideration of connotations.

These contrast each other because and it shows us that the mood of the poem changes throughout.


The poem includes lots of long vowel sounds, particularly 'a' and 'e' sounds. This suggests that the person speaking will leave memories behind. However the final word 'sad' has a short vowel sound, perhaps signifying the life that has come to an end.

Super focus on writer's methods and the impact of sounds - great work!



# Year 11: Sonnets and Romanticism



 Percy Bysshe Shelley (1792-1822)

**Ozymandias**

- Name - Single word - Same - power
- Form - sonnet
- King - Ramesses II
- Nameless traveller; nameless land

statue of Ozymandias was found in the desert  
currently in the British Museum

Shelley introduces the narrative

I met a traveller from an antique land  
Who said: Two vast and trunkless legs of stone  
Stand in the desert. Near them on the sand,  
Half sunk, a shattered visage lies, whose frown  
And wrinkled lip, and sneer of cold command  
Tell that its sculptor well those passions read  
Which yet survive, stamped on these lifeless things,  
The hand that mocked them and the heart that fed;  
And on the pedestal these words appear:  
"My name is Ozymandias, king of kings;  
Look on my works, ye Mighty, and despair!"  
Nothing beside remains. Round the decay  
Of that colossal wreck, boundless and bare,  
The lone and level sands stretch far away.

Traveller telling the story of finding the statue

destruction of power

Negative connotations about his face  
no sympathy or love for his subjects

statue

Pedestal = literally and metaphorically raised above

omnipotent

all-powerful → desires worship  
seeks to create fear in other rulers

Ozymandias' power = ephemeral  
God's power = eternal

All evidence of power has gone

Big idea: Places endure, people do not

statue - originally a symbol of power, now a symbol of ephemerality

- Ephemerality of power - power does not last
- misuse of power - how power corrupts the individual and crushes their subjects
- cyclical structure - begins and ends with a focus on the place, not the person
- Continuity - the world continues after a person dies, therefore no individual has more power than the world

A **sonnet** is a poem of fourteen lines using any of a number of formal rhyme schemes, typically having ten syllables per line. It often focuses on the theme of love.

# Year 12: Ballads and Feminism



Whose is the most interesting perspective? Why?





# Year 13: Victorian Dramatic Monologues



**Robert Browning**  
(1812-1889)

**Porphyrion's Lover (1836)**

**1st dramatic monologue**  
Victorian form in which a writer assumes a character - single perspective

**ABABB scheme**  
Rigid rhyme  
Serious  
laconic - like human speech  
tetrameter

**Characteristics:**  
• No punishment or moral resolution - unusual in crime  
• Transgressive  
• Criminal justifies their actions  
• Psychopathic  
• Sexually driven

**Notes on the poem:**  
• Disease - madness  
• 1st dramatic monologue  
• Victorian form in which a writer assumes a character - single perspective  
• unsettled atmosphere  
• psychosis  
• dramatic monologue  
• caesuras created a sense of fragmentation  
• why? why is Porphyria here? who is her lover?  
• Immediate sense of positivity  
• Narrator seems oddly passive  
• P is too weak to take what she truly wants  
• Suggests different social classes  
• Must be some breaking of ties for them to be together  
• a gathering Porphyria should be at  
• But passion sometimes would prevail, Nor could to-night's gay feast restrain  
• A sudden thought of one so pale  
• For love of her, and all in vain:  
• So, she was come through wind and rain.  
• Butcher the elements to be there

**Text of the poem:**  
Made my heart swell, and still it grew  
While I debated what to do.  
That moment she was mine, mine, fair,  
Perfectly pure and good: I found  
A thing to do, and all her hair - euphemism  
In one long yellow string I wound  
Three times her little throat around,  
And strangled her. No pain felt she;  
I am quite sure she felt no pain.  
As a shut bud that holds a bee,  
I warily oped her lids: again  
Laughed the blue eyes without a stain.  
And I untightened next the tress - hair  
About her neck; her cheek once more  
Blushed bright beneath my burning kiss:  
I propped her head up as before,  
Only, this time my shoulder bore  
Her head, which droops upon it still:  
The smiling rosy little head,  
So glad it has its utmost will,  
That all it scorned at once is fled,  
And I, its love, am gained instead.  
Porphyria's love; she guessed not how  
Her darling one wish would be heard.  
And thus we sit together now,  
And all night long we have not stirred,  
And yet God has not said a word!

**Handwritten notes on the poem:**  
• pre-meditated; calculating  
• possession  
• perfect moment of happiness (ownership)  
• vulnerable  
• Caesura allows the reader to process their shock at the lack of remorse  
• delirium of perfection and lack of any sense of wrongdoing  
• still perfect (in his mind) and happy  
• seems alive  
• passion  
• Inverse of previous head-placement  
• Present tense - happening now - we are complicit  
• This is what Porphyria wanted - in the mind of an insane speaker  
• Triumphant  
• Glee - the limitations have been overcome - sense of pride?  
• Not a sin? Delusional? Schizophrenia?

**Additional notes:**  
• Original title: 'Madhouse Cells' - renamed 1863  
• Dramatic monologue: 1st to examine abnormal psychology  
• ABABB scheme: unusual  
• Heavy use of caesuras: fragmented mind; pauses to allow reader assimilation  
• Male speaker: desire to 'capture' a perfect woman (w)  
• Murder is explicit, rather than implied or threatened  
• Egotistical: claims Porphyria wants to be murdered

A dramatic monologue is a poem written in the form of a speech, delivered by a character.



