

- ❖ **Lesson focus:** To explore this poem, and aid understanding by connecting it with students' musical choices.
- ❖ **Opening exercise:** In advance, ask students to bring in a favourite piece of music, or even better, several pieces by a favourite artist.
 - As they listen to these on iPods (or the like) in the lesson, ask them to write, in any form they choose, their responses to the music, trying particularly to capture what is special about this artist to them.
 - Read out and discuss their efforts.
 - Link with Hopkins' idea of the 'inscape' - those essential characteristics which make something or someone unique.
- ❖ **Discussion ideas:** Try to find suitable music to play behind a reading of this poem (not necessarily by Purcell!).
 - Discuss what would be appropriate in terms of style, tone, pace, and any other such elements.
 - Try it with different types of music, the reader following the lead of the music as far as possible.
 - If you have a gifted musician, perhaps you could devise some original background music.
- ❖ **Recreative task:** Write a 200-word tribute to a famous person that you admire.
 - It need not be a musician.
- ❖ **Critical task:** Explain the extended metaphor of the sea-bird in the final lines.
 - How effective do you find this image?
- ❖ **Extension task:** What is the difference between a song lyric and a poem?
 - Use a few specific examples to support your ideas.