



## Relevance of the AGTV Poetry Competition to the Victorian and Australian Curriculum

Poetry is an artistic form of expression in German-speaking communities.

By using a common text (a poem) for an authentic purpose (entering the AGTV Poetry Competition), students are provided with purposeful opportunities to develop and demonstrate skills in German, which can also be part of formative or summative assessment at the school.

Learning to read a poem aloud develops skills in pronunciation, intonation and understanding of the text.

Learning to recite a poem by heart for an audience develops memory and performance skills. It requires students to consider how to interpret and deliver the poem in the context of a recitation for an audience.

In addition, there are personal and social benefits to participating through the opportunity to develop a sense of achievement in remembering a poem and the confidence to perform for an audience. At the end of a public performance, people usually clap, a great boost to self-esteem.

Working together as a team for a group performance will develop skills in collaboration.

### Curriculum for Languages: German

**Reflecting** on the meaning and context of the poem will also promote thinking about the **Role of language and culture** and in some cases, **Language variation and change**. Reading a poem aloud or reciting a poem by heart develops skills in pronunciation, intonation and understanding of German under **Systems of language**.

#### F-10 Sequence Content Descriptions

##### Systems of Language

- **3-4** Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns
- **5-6** Explain and apply basic rules for German pronunciation, intonation, spelling and punctuation
- **7-8** Recognise the pronunciation of loan words, and understand and apply knowledge of similarities and differences between German and English punctuation
- **9-10** Explore the features of spoken and written language, and apply variations in relation to features such as stress, pronunciation and contractions

##### Reflecting

- **5-6** Engage in intercultural interactions, describing aspects of language and culture that are unfamiliar or uncomfortable, and discussing own reactions and adjustments
- **7-8** Participate in intercultural experiences, demonstrating awareness of the importance of shared understanding, and reflecting on adjustments made as a result of reactions and responses
- **9-10** Make choices while using German, recognising own assumptions and responsibility for modifying language and behaviours in relation to different cultural perspectives

#### 7-10 Sequence Content Descriptions

##### Systems of Language

- **7-8** Recognise and use key features of the German sound system, including pronunciation, rhythm, stress and intonation
- **9-10** Notice examples in spoken German of variation in features such as pronunciation, rhythm and stress,

##### Reflecting

- **7-8** Engage with German speakers and texts, noticing how interactions involve culture as well as language
- **9-10** Interact with a range of German speakers and texts, being aware of audience and context, and recognising that intercultural communication involves shared responsibility for meaning-making