 Father and Child – Gwen Harwood

| Language to | Whole Text | Stanza Level | Sentence Level | Word Level |
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| Express ideas (Field 1) | * Poem – with 2 section. * Written in the late 1960’s. * Audience – Varies from well-educated writers, critics to students. * Purpose – to entertain and explore pivotal moments in the relationship of a father and child. * Neither are names and the gender of the child is unspecified. | * Each section has 7 stanzas * Each stanza has 6 lines and ababcc rhyme scheme, * Poetic structure - each section is like a narrative of a particular event in their lives. * Includes a repeating rhyme scheme to create rhythm and some stanzas are enjambed. * Tone of ‘Barn Owl’ changes from rebellious and determined to regretful. Tone of ‘Nightfall’ is sad. Language is mostly formal and carefully crafted for depth of meaning. | * Noun groups build description * Metaphor, allusion and imagery build sensory images in reader’s minds. * Strong verbs to build tension and action * A variety of sentence types and lengths help create a reflective rhythm. Some short, abrupt sentences for impact. | * Use of past tense in ‘Barn Owl’ and mostly present tense in ‘Nightfall’. * Nouns, verbs and adjectives build vivid descriptions. * Uses vivid sensory descriptions to set mood and tone. * Mostly formal, carefully selected vocabulary |
| Connect ideas (Field 2) | * Uses allusion and symbolism to link to other texts and Harwood’s Christian beliefs. * Motif of the “blindness” runs through ‘Barn Owl’ and is symbolic of the child being “blind” to the consequences of its actions. * Multiple texts directly and indirectly referenced. * Christian and family ideals also explored. | * Quotes from the father in each section are short but important. * Reflects on family and important lessons learned through life. * Returns and builds on previous images/ metaphors. * Uses believable scenarios to reflect on life-lessons and changing relationships. | * Extends her ideas through use of complex sentences and imagery, allusions and quotes. | * Repetition of key nouns and verbs for example, father, death, old child * A neologism - “no-sayer” to characterise the father and reflect child’s attitude in ‘Barn Owl’ |
| Interact with others (Tenor) | * Engages the audience though narrative, vivid description, emotive language, rhetorical question and so on. * Evaluations of father/ child relationships and their changing roles/ perspectives. | * Vivid description and emotive language to engage audience and build our understanding of the poem. * Uses poetry as a medium to explore our formative relationships and the pivotal moments in life. | * Use of powerful and original metaphors and imagery. * Tone is created via word choice, metaphors, symbolism and allusions. * Uses a range of figurative devices effectively | * Multilayered meanings via careful selection of vocabulary * Past tense adds a reflective tone to ‘Barn Owl’. Present tense adds a poignancy to Nightfall. |
| Create cohesive texts (Mode) | * Ideas woven effectively * Returns to same motif/ metaphors. | * Stanzas sometimes run-on to create a conversational rhythm. * Characters are un-named so they are universal. | * Variety of sentence beginnings to orient events and examine the ideas. | * Articles and pronouns used to track characters. |