

ENGLISH EXTENSION COURSE 2

PRINT MEDIUM - POETRY

'PHASES OF LIFE'

STUDENT NUMBER: 11844871

CENTRE NUMBER: 331

**HIGHER SCHOOL CERTIFICATE EXAMINATION  
ENGLISH EXTENSION COURSE 2 MAJOR WORK  
IDENTIFICATION TAG**

Student No.: 118 44871

School No.: 8510 C311

Number of Pieces: 3/3

Category and Description Poetry: 'Phases of Life'

**ATTACH THIS CARD SECURELY TO EACH PART  
OF THE INDIVIDUAL PROJECT. DO NOT ENL.**

INTRODUCTION - 'BECOMING SHEEP'

Through an unknown land called life we travel

Step by step our views unravel

From living free without the lies

And seeing life through younger eyes

We slowly all morph into one

Lose who we are and why it's fun

But who can argue - fight the path?

Break from the sheep and hold the staff?

PHASE ONE - 'I WANNA BE BIG'

I wanna be big - he, he...

And strong - he, he...

And eat lots and lots of lollies

And cakes

I want you to play with me

You hide, I'll find you

Where are you?

I like you - he, he...

I wanna be a fireman, a doctor, I wanna be...

Everything - he, he...

I feel sick

But I'm okay now

I want my Mummy and

My Daddy and

My Teddy and - he, he...

I wanna be big.

PHASE TWO 'SCHOOL'

All I see are metaphors and trigonometry

All I hear is study hard, it's your HSC

All I touch are pens and paper and my calculator

All I smell is chalk, enough to need a ventilator

All I taste are sandwiches with cheese and Vegemite

All I want is to escape, to jump and just take flight

PHASE THREE 'FORGETTING FREEDOM'

All I want

Is to be free

Spinning away

Flying

Nowhere

No need

Cos to be free

Is not to live

But to dream

Fairies

Chocolate

Unsevered Hearts

Untouched

Unfelt

Unlived

Stuck in eternity

Beyond life

Beyond death

Cos we all know

You never

Die in dreams

Freedom

Fantasy

A life unlived

Love

Pain

Life

So why do I dream of freedom?

Just live, feel, breathe.

PHASE FOUR 'EVERYDAY LIFE'

Every day's the same

Each night at home is worse

What happened to my life?

I think back and I curse.

Childhood dreams and fantasies

Of playing house for fun

Dreaming of the day

I'd join the circus - fly to the sun.

Adolescent woes

Of which guy I should date

Having fun with friends

Jumping state to state, and

Now

Every day's the same

Every day's the same

Each

Day

Is

The

Same

I think I'm gonna crack

I'm

Gonna

Crack.

PHASE FIVE 'CRACKED'

Down the wall all jagged,  
As a loving heart is shattered.  
By the curtains it is masked,  
Like a secret from the past.  
Like a striking bolt of lightning,  
Unwelcome, uninviting.  
It divides the wall in two,  
As a wall does to a room.  
'Tis a haven of retreat,  
As a fire to your feet.  
To the troopers though they're little,  
Like knock-knocks to a riddle.  
Though it's covered up with shame,  
Like a lion that is tame.  
A crack is but a character line,  
A simple reminder of times gone by.



PHASE SIX 'BREATHE'

The air I breathe

Air I breathe

I breathe

Breathe

In

Out

It fills my body

Fills my body

My body

Body

In

Out

With life

life

In

Out

Flows

In

Flows

Out

But th'air I breathe

Air I breathe

I breathe

Breathe

In

Out

Though constantly

Constantly

In

Out

Will someday

Someday

In

Out

Stop.

PHASE SEVEN 'FALLING DOWN'

I go up like a rocket

And they stare in wonder, hypnotised

I fall down in a cloud of stars

I touch them all - see the stars in their eyes.

My friend befell the same old fate

But the world was sombre, sad and black

The funeral march was slow -

The people cried, but why? for what?

I went up like a rocket

And fell down in a cloud of stars

Death's a time to celebrate

Becoming one, as everyone goes: ahhhh!

CONCLUSION - 'THE ANSWER'

The answer is throughout life's test,

Some do fight while others rest.

From being young, small and free,

One chooses one's own destiny.

We each travel on our different roads -

Some are cynics, some kiss toads

Everybody carves their own design,

But to be remembered, one must shine.

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REFLECTION STATEMENT

'PHASES OF LIFE'

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ENGLISH EXTENSION COURSE 2 MAJOR WORK  
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This suite of poems was composed with the intent of expressing different phases in life. It begins with half of a poem as the introduction, and then ends with the rest of the poem as the conclusion. Each of the poems in between explore a different phase of life in as many different and experimental ways as possible. This poetry was not intended to conform to any traditional structures, and therefore is often without punctuation, however a pause is intended after each line.

This composition is of print medium although initially intended as performance poetry (i.e. sound medium). For the most part imaginative, this piece is largely based upon personal ideas and beliefs, and was composed predominantly for adolescents and adults (being from the perspective of a young adult).

This work reflects English-Advanced studies of Changing Perspectives, which is the very nature of the suite.

The Introduction poem 'Becoming Sheep', is a poem with a very distinct rhyming pattern and also rhythm. However, ending mid-stanza and with a question, leaves a feeling of incompleteness and also leaves the responder thinking. This was done for a reason, as the end of the poem is discovered at the Conclusion 'The Answer' - the suite opens with a question to be explored and closes with an answer. The introductory poem also emphasises the theme of the suite - 'Phases of Life'.

Phase One in the suite 'I wanna be big', uses words of a child and also uses sound effects (giggles) to create the effect of the thoughts of a child. With no real rhyming scheme, the rhythm is almost balanced out with the giggles. This poem begins the exploration of how children want to be adults and adults want to be children.

Phase Two, 'School', reflects the thoughts going through the minds of the majority of senior high school students. Each line explores a different sensory perception of school - each idea, something that everyone can relate

to, and bringing back the entire feeling of what school was like. This poem uses a very distinct rhyming and rhythm scheme.

Phase Three, 'Forgetting Freedom', is a modern descriptive poem and is written in the first person. It has no real rhythm, uses single word lines and rhetoric. This poem begins with the composer having one desire - to be free. This is accompanied by fantastical images of what freedom might be like. The clear turnaround becomes evident at the line "unsevered hearts" where the composer realises what this would mean and is forced to come to terms with the down-points of such freedom. The downpoints are listed and a direct comparison follows between freedom and reality. The question is asked "why did I ever want freedom?", and the answer is provided with a resolve to just live. This reveals that change can occur to even the strongest resolves, and is often as simple as merely taking a glimpse of the contrary perspective. This poem reflects the new ideas and questions that are asked by adolescents.

Phase Four 'Everyday Life', is a poem about the everyday monotony of adulthood compared to life as a child and teenager. This poem was not only composed in order to cover the adulthood phase of life, but also to lead into the next poem 'Cracked'. 'Everyday Life' while at first appearing as a very structured (both rhythm and rhyme) poem, changes near the end. This was the best way that I could find to reflect the monotony of adulthood.

Phase Five, 'Cracked', although about a crack in a wall, reflects cracks in life, and how these experiences are character-building. It ends with a rather reminiscent tone. This is one of the more structured poems of the suite.

Phase Six, 'Breathe', was a very experimental poem and was written in order to understand and feel the effects of rhythm. Though rather monotonous, I feel that it is still very effective as it first establishes a breathing rhythm and then stops with little warning. When reading it, you find yourself following the rhythm flow even to the end, when you discover that you have

in fact, stopped breathing. It is essential that this poem be read slowly and rhythmically for the complete effect.

Phase Seven, 'Falling Down' - expresses a different perspective of death to what most people are accustomed to. It is written from the perspective of someone who has already died. Another example of changing perspectives.

Finally, the Conclusion poem - 'the Answer', was written to complete the introductory poem and was written in the same structure.

This composition was, interestingly enough, a product of much research into traditional forms of poetry and how they could be made more effective. A substantial amount of research was also done into the performance of the poetry, as this was what it was initially intended for. This composition also developed from rather vague ideas and random poems into a much more structured composition.

Many things were learnt during the process of this major work, and I feel that my poetry skills have developed significantly and continue to develop. Above all, my main aim was achieved - I had fun.