

A Storm at Sea

Writing: Poem

Focus: sound effects (onomatopoeia, alliteration)

In Act I Scene II (198), Ariel refers to the lightning storm as him inflicting 'flamed amazement'. This is described in a similar way to the light called [St Elmo's Fire](#) well known to sailors caught in storms at sea. Balls of light seem to roll around the masts and deck. (Shakespeare may have been inspired by a letter from William Strachey in 1610 which told of such fantastic lightning seen during a shipwreck near Bermuda).

Show this short clip to the class (1:17-2:12), and discuss the various sounds, as well as the accompanying music, to evoke the terrifying Tempest created by Ariel, Prospero's command:

[\[Shakespeare: The Animated Tales\] The Tempest](#)

Encourage the children to think about what the source of some noises might be i.e. what's actually happening on board the ship, at sea and on the island as a result of this violent storm e.g. the mast snapping, sailors crying out, the sail ripping, trees' branches on shore cracking etc. List these to save for later.

Explain to pupils the meaning of onomatopoeia, i.e. *a word which mimics the sound it represents*. Encourage the children to experiment saying the onomatopoeic words below in an exaggerated way, to really emphasise its sound:

<i>blast</i>	<i>blow</i>	<i>boom</i>	<i>clang</i>	<i>click</i>	<i>shriek</i>
<i>flush</i>	<i>lurch</i>	<i>patter</i>	<i>rattle</i>	<i>slam</i>	<i>groan</i>
<i>thud</i>	<i>thump</i>	<i>twang</i>	<i>whip</i>	<i>zap</i>	<i>cackle</i>
<i>crackle</i>	<i>drip</i>	<i>fizzle</i>	<i>flick</i>	<i>creak</i>	<i>howl</i>

<i>splash</i>	<i>scrape</i>	<i>swoosh</i>	<i>sizzle</i>	<i>zoom</i>	<i>whistle</i>
<i>screech</i>	<i>flash</i>	<i>clap</i>	<i>split</i>	<i>hiss</i>	<i>slap</i>

Storm Poetry

L.O. To compose a sound poem

Success Criteria

- I have used onomatopoeia
- I have used alliteration

Model to children some poetic formats like the one below, highlighting the use of onomatopoeic words. Take one line at a time, showing the children how you are selecting each word. Challenge them to find examples of alliteration (underlined below).

A **crack** of thunder, a **split** of lightning

The sky is **screeching** tonight

A **clap** of anger, a **blast** from Prospero

What's that **flashing** light?

Using this structure, pupils substitute their own onomatopoeic words for the ones highlighted above.

Extension. Children write their own poem, using the rhyming pattern *abcb* as modelled by you.

Example:

The **boom** of the sky, the **crash** of the mast

A Tempest **howls** tonight

A surge of sea spray, the **moan** of a man

A **flicker** of lightning so bright and white

Drama: Music and mime

Focus: use of percussion to create sounds of a storm

Divide class into groups of six/eight. In their groups pupils will read their poem aloud, perform a mime or create sound effects using percussion instruments.

Use some background thunderstorm sound effects e.g. [Sound of thunder and lightning](#) as well as [rain and storm sounds](#)