



THE MUSIC OF POETRY

A review????



SO, FIRST THINGS FIRST: THE STANZA

- A group of poetic lines
 - **Couplet:** two lines
 - **Tercet:** three lines
 - **Quatrain:** four lines
 - **Quintet:** five lines
 - **Sestet:** six lines
 - **Septet:** seven lines
 - **Octave:** eight lines



POETIC
DEVICES:
**RHYME
SCHEMES**

- The simple version: **June / moon**
- **Double rhyme of two syllables:**
 - **flow | er / show | er**
- **Eye rhyme** – words that seem to rhyme but don't
 - **Bear / fear; dough / cough**
- **Slant rhyme** – the concluding consonant sounds are identical, but not the vowels
 - **Sun / noon; should / food; slim / ham**

SOME EXAMPLES IN ACTION:

- In a couplet: Two successive rhyming lines:

The weight of this sad time we must **obey**; (A)

Speak what we feel, not what we ought to **say**. (A)

(Shakespeare, 1605)

- In a quatrain

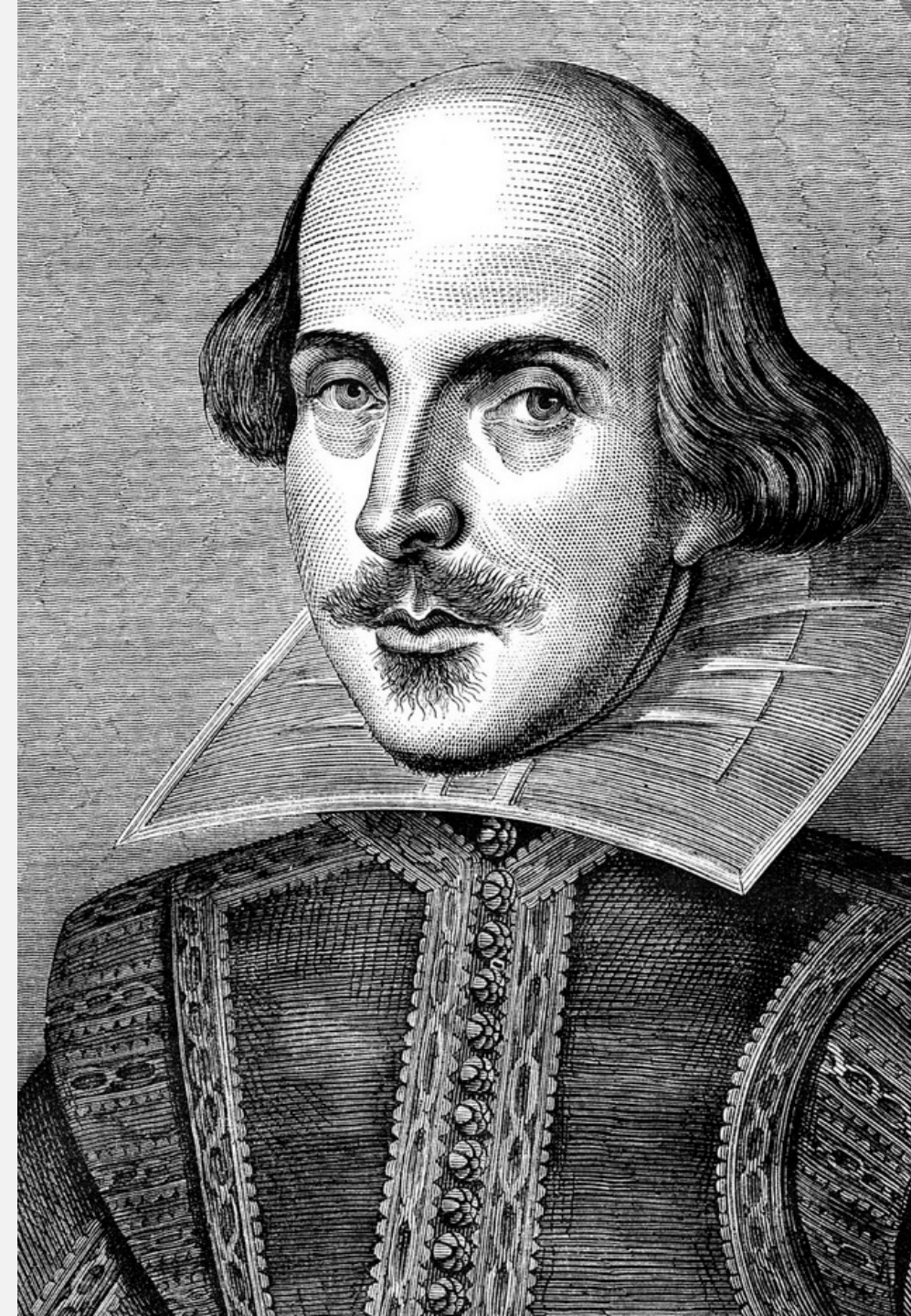
In the deserts of the **heart** (A)

Let the healing fountain **start** (A)

In the prison of his **days** (B)

Teach the free man how to **praise** (B)

(W.H.Auden, 1939)





RHYME SCHEMES: WHY USE THEME?

- Poetry originally an **oral art**
 - *Mnemonic device*, adds some rhythm to the verse
- Traditional forms
 - Rules for expression
 - Form can be part of the beauty
- Create thematic / conceptual links between words:

Were all the stars to disappear and die, **(A)**
I should learn to look at an empty sky **(A)**
And feel its total dark sublime **(B)**
Though that may take me a little time **(B)**

(W.H.Auden, 1957)



SOME
ONLINE
HELP

- <https://www.rhymezone.com>

This sun/light shames /Novem/ ber where/ he grieves
In dead red leaves, || and will/ not let /him shun
The day, || though bough/ with bough/ be ov/er-run.

- ∪ = Unaccented syllable
- / = Accented syllable
- / = Break between poetic feet
- || = Caesura, or metrical pause

SOME MORE SOURCES OF RHYTHM

Meter: A way to organize language to a 'poetic' structure or form

Syllabic: A general counting of syllables per line

Accentual: counting only the accents per line

Accentual-syllabic: A counting of syllables AND accents

Quantitative: measures and duration of words

CAN YOU COUNT THE SYLLABLES? CAN YOU HEAR THE ACCENTS?

From Shakespeare's 'Hamlet', 1600.

To be or not to be – that is the question;
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune
Or to take arms against a sea of troubles
And by opposing end them. To die, to sleep -

∨ = Unaccented syllable

/ = Accented syllable

/ = Break between poetic feet

|| = Caesura, or metrical pause

This sun/light shames /Novem/ ber where/ he grieves
In dead red leaves, || and will/ not let /him shun
The day, || though bough/ with bough/ be ov/er-run.

IL PLEUT

Il pleut des voix de femmes comme si elles étaient mortes même dans le souf-
flet vous n'avez pas qu'il pleut merveilles à renouer de vie ô gouttelette
écoutez s'il tombe les liens qui te retiennent en haut et en bas
c'est vous nuages cabrés tandis que le regret et le dédain pleurent une
ancienne mu-

DON'T WORRY TOO
MUCH

As we'll see, some modern poetry dispenses with rhyme and meter.

MAKING WORDS MUSICAL

Alliteration: Repetition of identical consonant sounds at the beginning of a word: **p**ensive **p**oets

Assonance: Repetition of an identical vowel sounds in any part of different words of close proximity:
deep green sea

Consonance: Counterpart of assonance: partial or total identity of consonants in words whose main vowels differ:
pressed, gassed

HOW IS THIS MUSICAL? CAN YOU
COUNT THE WAYS?

My Dear One is mine as mirrors are lonely
As the poor and sad are real to the good king,
And the high green hill sits always by the sea.

(W.H.Auden, 1944)

Lodged

The rain to the wind said,
“You push and I’ll pelt.”
They so smote the garden bed
That the flowers actually knelt,
And lay lodged – though not dead.
I know how the flowers felt.

(Robert Frost, 1928)

HOMEWORK

USE THE RELEVANT TERMS
AND TOOLS IN THIS
PRESENTATION TO
ANNOTATE THIS POEM:

STANZA FORM
RHYME-SCHEME
ACCENTS / STRESS / SYLLABLES / BREAKS
ALLITERATION, CONSONANCE,
ASSONANCE

AND

A PARAGRAPH ON HOW AT LEAST ONE OF
THESE FEATURES CONTRIBUTES TO THE
MEANING OF THE POEM