 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
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| 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’
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| 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.
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| 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.
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