

# **POETRY RECITATION COMPETITION**

**FOR  
PRIMARY SCHOOLS**

**RULES AND GUIDELINES**

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**MINISTRY OF  
EDUCATION**

**POETRY RECITATION COMPETITION  
FOR PRIMARY SCHOOLS  
RULES AND GUIDELINES**

**1.0 Introduction**

Poetry Recitation is a competition organized by the Ministry of Education. The competition aims at encouraging the use of English through meaning, sound and rhythmic language of poems. It helps pupils to speak, render and express themselves confidently in the English language.

**2.0 Competition Rules**

**2.1 Eligibility**

2.1.1 This competition is open to pupils of primary schools.

2.1.2 This competition is open to pupils of government-aided primary schools from **Year 4 to Year 6** only. Year 3 pupils are allowed to participate if they are from *under enrolled* schools.

2.1.3 Each Poetry Recitation team comprises members from the **same** school.

**2.2 Time**

2.2.1 For the primary school category, each team is given a presentation time limit of **not less than 4 minutes and not more than 6 minutes**. Failure to abide by these times will incur a deduction in marks.

**2.3 Team**

2.3.1 Each team should comprise **2** pupils.

2.3.2 Each team should be accompanied by a teacher-in-charge.

**2.4 Text**

2.4.1 The poem must be entirely **authentic and original** and must never have been published or have won a prize in any other competition prior to this competition. The text of the poem will be based on **themes** decided by the organizers.

2.4.2 Materials presented must not touch on sensitive issues, such as race, religion, stereotyping, politics etc.

2.4.3 3 copies of the poem must be submitted to the organiser **two weeks** prior to the competition.

2.4.4 Written poetry must be typed on an A4 paper (Times New Roman / Arial, font size 12).

## 2.5 Type of poem

It is highly recommended that poems are written:

2.5.1 in metre or verse expressing various emotions;

2.5.2 using a variety of techniques including metaphors, similes, onomatopoeia;

2.5.3 based on activities of language such as repetition, metre and rhyme (to distinguish prose from verse);

2.5.4 with a good dose of imagery and verse association to convey emotions quickly and clearly;

2.5.5 in stanzas that convey the specified theme;

2.5.6 so that the presentation / recitation of this poem will cover the time frame of the competition.

## 2.6 Attire

2.6.1 Participants should be in formal school uniform when competing.

## 2.7 Recitation

2.7.1 Participants are not allowed to refer to any notes or printed materials during the presentation. The poem must be recited as it appears on the judge's copy (ref: 2.4.3).

2.7.2 Participants must not present a commentary of the poem.

2.7.3 Participants must start the recitation by mentioning the title and the writer of the poem.

2.7.4 There should be **no** inclusion of singing, music, props or artificial sound effects.

2.7.5 A theatrical performance of the poem is **not allowed**.

2.7.6 The participants may request for more than 1 microphone.

## 2.8 Judges

2.8.1 National level competitions will be judged by 5 judges.

2.8.2 The judges will be appointed by the Division of Co-curriculum and Arts, Ministry of Education.

## 2.9 Decisions

2.9.1 Points will be awarded according to the score sheet.

2.9.2 Judges will collectively determine the placing by a clear majority vote.

2.9.3 The decision of the judges is final.

2.9.4 Individual marks will not be disclosed.

## 2.10 Prizes

2.10.1 Certificates of achievement will be awarded to the winning teams.

2.10.2 Certificates of participation will be awarded to all participating teams.

Note:

This concept paper is valid until further notification or revision from the Ministry of Education and can be used at all levels for competitions organized by the Ministry.

### **Definition**

“Poetry Recitation is about conveying a poem’s sense with its language. All words of the poem must be pronounced correctly, paying attention to the volume, rhythm and intonation to enhance the recitation.

A strong performance will rely on a powerful internalization of the poem rather than distracting dramatic gestures”.

Division of Co-curriculum and Arts  
Ministry of Education, Malaysia

Revised:  
25<sup>th</sup> February 2015

Panel of Developers:

1. Pn. Norazmah bt Mohd Yunos
2. Pn. Vasantha Mallar Narendran
3. Pn. Amar Asha Sarna
4. Pn. Christine G. Sivalingam
5. En. Ganeish a/l Balakrishnan
6. Pn. Nadhirah bt Azman
7. Pn. Nurhani bt. Omar
8. En. Mohan Raj a/l Veerasamy
9. En. Mohd Fadhlur Rahman bin Pauzi

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# **POETRY RECITATION COMPETITION**

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**ADJUDICATION FORMS**

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**POETRY RECITATION COMPETITION  
FOR PRIMARY SCHOOLS  
NATIONAL LEVEL YEAR \_\_\_\_\_**

<b>CONTESTANT NO.</b>	<b>Time</b>
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	
<b>11</b>	
<b>12</b>	
<b>13</b>	
<b>14</b>	
<b>15</b>	
<b>16</b>	

<b>Timekeeper's Name</b>	
<b>Signature</b>	
<b>Date</b>	

- Please Note: Judges are not allowed to refer to texts while the teams are performing.

<b>SCORESHEET</b>
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**POETRY RECITATION COMPETITION FOR PRIMARY SCHOOLS  
NATIONAL LEVEL YEAR \_\_\_\_\_**

Contestant No.	Physical Presence (10 m)	Voice & Articulation (30 m)	Dramatic Appropriateness (20 m)	Level of Complexity (10 m)	Evidence of Understanding (10 m)	Overall Performance (20 m)	Total	Time
1.								
2.								
3.								
4.								
5.								

Name of Judge : \_\_\_\_\_ Signature : \_\_\_\_\_ Date : \_\_\_\_\_

Maximum Marks	Very Poor	Poor	Fair	Good	Excellent
10	1- 2	3- 4	5- 6	7- 8	9 -10
15	1 - 3	4 - 6	7 - 9	10 - 12	13 - 15
30	1 - 6	7 - 12	13 - 18	19 - 24	25 - 30



**FREQUENCY COUNT**

**POETRY RECITATION COMPETITION  
FOR PRIMARY SCHOOLS  
NATIONAL LEVEL YEAR \_\_\_\_\_**

PLACING	TIME	JUDGE					FINAL PLACING
		1	2	3	4	5	
		TEAM NO.					
1							
2							
3							
4							
5							
6							
7							
8							

Judge 1 : .....

Judge 2 : .....

Judge 3 : .....

Judge 4 : .....

Judge 5 : .....

Signature : .....

Signature : .....

Signature : .....

Signature : .....

Signature : .....

# **POETRY RECITATION COMPETITION**

FOR  
PRIMARY SCHOOLS

**RESULTS**

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**RESULT**

**POETRY RECITATION COMPETITION FOR PRIMARY SCHOOLS**

**NATIONAL LEVEL YEAR \_\_\_\_\_**

**CHAMPION**

**Contestant No.** : .....

**State** : .....

**2<sup>ND</sup> PLACING**

**Contestant No.** : .....

**State** : .....

**3<sup>RD</sup> PLACING**

**Contestant No.** : .....

**State** : .....

<b>Judge</b>	<b>Name</b>	<b>Signature</b>
Chief Judge :		
Judge 2 :		
Judge 3 :		
Judge 4 :		
Judge 5 :		

# **POETRY RECITATION COMPETITION**

**FOR  
PRIMARY SCHOOLS**

**ATTACHMENTS**

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## **Evaluation Criteria: A Comprehensive Guide for Competitors and Judges**

### **PHYSICAL PRESENCE**

**Eye contact, body language, and poise.**

#### **Tips:**

- Present yourself well and be attentive. Use good posture. Look confident.
- Use eye contact with the entire audience. Don't focus solely on the judges.
- Nervous gestures, poor eye contact with the audience, and lack of poise or confidence will detract from your score.
- Relax and be natural. Enjoy your poem—the judges will notice.

#### **Qualities of a strong recitation:**

Ease and comfort with the audience. Engagement with the audience through physical presence, including appropriate body language, confidence, and eye contact—without appearing artificial.

### **VOICE AND ARTICULATION**

**Volume, pace, rhythm, intonation, and proper pronunciation.**

Keep in Mind: Participants will use a microphone at the National Finals

#### **Tips:**

- Project to the audience. Capture the attention of everyone, including the people in the back row. However, don't mistake yelling for good projection.
- Proceed at a fitting and natural pace. Avoid nervously rushing through the poem. Do not speak so slowly that the language sounds unnatural or awkward.
- With rhymed poems, be careful not to recite in a sing-song manner.
- Make sure you know how to pronounce every word in your poem. Articulate.
- Line breaks are a defining feature of poetry. Decide whether a break requires a pause and, if so, how long to pause.

#### **Qualities of a strong recitation:**

All words pronounced correctly, and the volume, rhythm, and intonation greatly enhance the recitation. Pacing should be appropriate to the poem.

### **DRAMATIC APPROPRIATENESS**

Recitation is about conveying a poem's sense with its language. It is closer to the art of oral interpretation than theatrical performance. (Think storyteller or narrator rather than actor.) **A strong performance will rely on a powerful internalization of the poem rather than distracting dramatic gestures.** You represent the poem's voice, not a character's. You must subtly enhance the understanding and enjoyment of the poem without overshadowing the language.

### **Tips:**

- Do not act out the poem. Too much dramatization distracts from the language of the poem. Movement or accents must not detract from the poem's voice.
- You are the vessel of your poem. Have confidence that your poem is strong enough to communicate without a physical illustration. Let the words of the poem do the work.
- Depending on the poem, occasional gestures may be appropriate, but the line between appropriate and overdone is a thin one. When uncertain, leave them out.
- Avoid monotone delivery. However, too much enthusiasm can make your performance seem insincere.

### **Qualities of a strong recitation:**

The dramatization subtly underscores the meaning of the poem without becoming the focal point. The style of delivery is more about oral interpretation than dramatic enactment. **A low score in this category will result from recitations that have affected character voices and accents, inappropriate tone and inflection, singing, distracting and excessive gestures, or unnecessary emoting.**

### **LEVEL OF COMPLEXITY**

A poem with complex **content** conveys difficult, sophisticated ideas, that are challenging to comprehend and express. A poem with complex **language** will have intricate diction and syntax, meter and rhyme scheme, and shifts in tone or mood. Poem **length** is also considered in complexity. Please keep in mind that longer poems are not necessarily more difficult. Poems with significantly challenging content and language may not need length to score well.

### **Tips:**

- For competitions beyond the classroom level, select poems of various styles, time periods, themes, and tones. Diversity of poem selection will allow judges to see your mastery of various elements of complexity.
- Make sure each poem you choose is one that speaks to you. If you are able to connect with a poem, that internalization will ripple positively throughout all of your scores.

### **EVIDENCE OF UNDERSTANDING**

This category is to evaluate whether you exhibit a true understanding of the poem in your recitation.

### **Tips:**

- You must understand the poem fully. Be attentive to the messages, meanings, allusions, irony, tones of voice, and other nuances in your poem.
- Be sure you know the meaning of every word and line in your poem.

### **Qualities of a strong recitation:**

The meaning of the poem is powerfully and clearly conveyed to the audience. The interpretation deepens and enlivens the poem. **Meaning, themes, allusions, irony, tones of voice**, and other nuances are captured by the performance. A low score will be awarded if the interpretation obscures the meaning of the poem.

### **OVERALL PERFORMANCE**

This category is to evaluate the degree to which the recitation has become more than the sum of its parts.

- Did you captivate the audience with the language of the poem?
- Did you bring the audience to a better understanding of the poem?
- Did your physical presence, voice and articulation, and dramatic appropriateness all seem on target and unified to breathe life into the poem?
- Did you understand and show mastery of the art of recitation?

Judges may also consider the diversity of your recitations with this score; you are less likely to score well in overall performance when judges note that your style of interpretation remains the same regardless of poem choice. A low score will be awarded for recitations that are poorly presented, ineffective in conveying the meaning of the poem, or conveyed in a manner inappropriate to the poem.