

Interpretation of Poetry is an Art or a Subject: In a True Present Sense

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Abstract: Like all other art forms, such as painting, dance, sculpture or music, poetry has tools, techniques, practices and history that inform it. Yes, anyone can pick up a pen and write a few heartfelt lines, but there is much more that goes into shaping a good poem.

Poetry, is a form of literature that evokes a concentrated imaginative awareness of experience or a specific emotional response through language chosen and arranged for its meaning, sound and rhythm. It is a vast subject, as old as history and older, present wherever religion is present, possibly- under some definitions the primal and primary form of languages themselves. The present paper means only to describe in as general way as poetry is an art form or a subject to study. Here, It is going to discuss about the poetry is an interpretation, which counts as an art or a subject in a true present sense.

Keywords: Physical form, Poetry, Art, Interpretation, Visual art.

1. INTRODUCTION

As we know the word literature has originated from the Latin word littera means 'written individual character or letter.' It is said that literature is a creative writing of recognized artistic values, or published writings in a particular style on a particular subject, or the profession or an art of a writer but only these definitions are not sufficient to define literature. Although many have tried defining what literature is or what makes something literary. No one has successfully defined literature in such a way that it accounts for the complexities of language and the wide varieties of written texts.

We cannot knit a perfect definition in the specific words. This is the dilemma of literature or literary study that nothing is specific and certain like science. In this case anything can be literature and anything can stop being literature the important implication is that we don't get to decide what literature is actually, because our parents' teachers etc. define that for us. We are trained to value the kind of writing that they value. Along with, it gives opportunity to coin new definition.

Poetry is perceived as fictional, it uses specialised language, in many cases it lacks a pragmatic function, it is also ambiguous. Poetry is an expression of aesthetic experience of a poet. It is a beautiful piece of imaginary work. At the time of writing, it consists of phrases that have a strong rhythmic beat. It is a form of literature, spoken or written, that emphasizes rhythm, other intricate patterns of sound and imagery and the many possible meaning "making" or "creating". The way a line of poetry is structured can be considered a kind of garment that shapes and clothes the thought within it.

Here, it is said that the poet tells us something more than what we know about life and world. Poetry opens our eyes to sensuous beauties, spiritual meaning in the words of human experiences and emotions.

Through the years, three main kinds of poetry have developed: lyric, narrative and dramatic, but today we got several kinds of poetry. Those are listed below:

- 1) Lyrical Poetry (Ballad, Elegy, Ode, Song, Sacred lyrics, Sonnet etc.)
- 2) Narrative Poetry (Epic, Romantic, Tales, Chronicle poems, Chronicle poems)
- 3) Dramatic Poetry (Comedy, Tragedy, Romance, Mosque, Mosque, Dramatic-monologue)
- 4) Descriptive Poetry (Descriptive, Idyll, Pastoral, Bucolic, Eclogue)
- 5) Didactic Poetry (. Allegorical, Didactic, Satire)
- 6) Humorous Poetry (Burlesque, Parody, Limerick, Nonsense- Verses)

Poetry often uses particular forms and conventions to expand the literal meaning of the words or to invoke emotional or sensual response. Form generally refers to the external shape, appearance configuration of an object in contrast to the matter or content or substance of which it is composed. Middleton says, "Form is supposed to cover the shape or structure of the work, content its substance meaning, ideas, or expressive effects.

As Marjorie Boulton says the importance of form, is to define and appreciate the beauty of a poem. She explains it through an example that couple that is unable to express their feelings in front of each other, this task can be performed by the poetry. We always find something in a poem that we can't analyze because it exists only in the poem delights us, we separate trying to understand why a poem delights us, we separate the different parts and the reason for this is the crudely practical one for that though we can perceive several things at once we cannot describe the several things at once but we cannot describe the several things that we perceive at one, all at the same time.

As Marjorie Boulton categorized two kinds of beauty to which generally we appreciate, the beauty of form and the beauty of formlessness i.e. physical form and mental form. We can usually distinguish and discuss a number of aspects of form in poetry. The form of poetry is often more obvious than the form of prose, partly because poetry, though the most beautiful form of literature, is also historically the most primitive, that is why it is called the poetry is more expressive and impressive than prose. Poetry because of its primitive element has more physical form than any other kinds of literature that gives it the top in the genre in Literature. Marjorie Boulton separates the physical form and mental form of poetry but she herself says that it's difficult to separate physical form completely from mental form because these two forms are separately intermingled like sugar in milk. Physical form and mental forms are completely interrelated but it's difficult to define their relationship like the air in an empty container. We know there is air in it but it's not visible to us only we can feel the pressure. So the relationship between these two is so mysterious that it provides the way to much speculation and also given material for art. It will be wrong to separate physical form and mental form, because by separating them a poem won't remain a poem any more. A poem comes into an existence when physical and mental forms are together. When we dare to separate them for discussion we can't do discussion for a longer time because a poem only comes into real form due to their unity.

If we broadly separate both forms each other we would say physical form is the appearance on paper and Intonation, Calligraphy and Sounds come under its title and mental form is rapt meaning, the pattern of image and emotion. We can logically differentiate sound and meaning.

For an example "The cat sat on the mat" and "the feline domestic pet was in a seated posture on the small portion of thick fabric". Both the statements give the same meaning but they differ in sounds. They are similar in meaning but greatly differ in the physical form. It does not mean that two statements of same physical form having the same meaning always. Here Intonation plays big role to project the meaning.

Take an example: **1 You are beautiful.**

Acrostic Poetry is where the first letter of each line spells a word, usually using the same words as in the title.

Shadow Poetry (Double Acrostic)

Summers' gifts of sensational feelings,
Heaping happiness in poets' path
Awarding praises for poetic data
Doses of episodes, where lived
Original thoughts; orgasmic tempo
Weavers of words; morning's dew

Prosing spewing from every lip
Operetta unions, written in solo
Energy of many, sharing love
Tears touching every heart
Rivalry forgotten, visions clear
You and I spreading peace and joy.

Palindrome Poetry (Mirrored Poetry)

A palindrome, by definition, is a word, phrase, verse, sentence, or even poem that reads the same forward or backward.

Unseen Travelers

Spoken Breath
Creating flesh and spirit
Souls stirring divine dances
Leaping, joyful with life
Entertaining harmony and grace
Angels of myriads and myriads
Sentinel watchers
Merging unseen
~Travelers~
Unseen merging
Watchers, Sentinel
Myriads and myriads of angels
Grace and harmony entertaining
Life with joyful leaping
Dances divine, stirring souls
Spirit and flesh creating
Breath spoken.

Tongue Twister Poem

A Tongue Twister poem is made up of lines/verses that are hard to say when read aloud by using similar consonant sounds in succession (use of alliteration). In other words, the poem ties your tongue into knots. This form does not require end or internal rhyme.

Vino

vile vintage vino
via violent varicose veins
vagrant vapors vacate
vast vascular vessels

vanity vamoose
while visions of
voluptuous vixens
vibrating vigorously
virtually vaporize
into a vast vapid vat
of venomous venules

So we can conclude it that Intonation „Sounds are the physical form of poetry but these are also concern with mental forms though shaped poems are interesting to read but it is a freak and create problem for the printer, as well as the reader, as some special spacing is necessary to keep the shape, which break and change the meaning of the poem, thus the whole technique is rather unreal.

As S.J. Coleridge says that best word in the best order is the poetry. Approaching the poem in the anticipation of- out – of the ordinary knowledge and pleasure, the readers assume that the poem may use certain enjoyable device like rhyme, alliteration and meter which make poems more musical and touch the heart of the reader through the musicality. The reader expects the poet to make greater use of figurative language like symbol, imagery, simile and metaphor etc. Meeting any figurative language or graceful turns of words order, we feel them pleasant. The language of the poem makes us feel good. So here I am going to give the some of the important devices of language of poetry.

The notion of voice as a contribution to development of a set of ideas and an attendant vocabulary adequate for describing the richness and complexity of language usage in the analytic setting. The main elements of voice and sound are **Diction, Tone, Syntax, Unity, Coherence, Audience**, which make poetry more musical. And the ornaments of poetry are Imagery, Figures of speech, Prosody (Sound, Rhythm, Meter, Onomatopoeia), Closed Form and Open Form, Symbol, Myth etc. that enhance the aesthetic beauty of poetry.

The paper discussed about the poetry as a subject and it seems that it is a bit difficult to the students and teachers to learn and to teach.

The important part of reading or enjoying literature is that how we read and enjoy it. Reading literature is an art; this enjoyment can be decreased because of the misinterpretation and use of wrong method. William Wordsworth defined poetry as "the spontaneous overflow of powerful feelings, recollected in tranquility." it can be interpreted in various ways, which depend upon reader's competence. Though it can be said that poetry is the mirror of poet's heart and interpretation is the reflection of reader's mind. Poetry reading is an art and it can be developed and learned by the proper and right guidance of the instructor.

One part of own task in the teaching of poetry is to development of the appreciation of poetry as an art form and as on expression of a poet's attitudes and reaction to experience. We must give our students a chance to get used to the manner and mood of poetry so that they'll develop a real appreciation and understanding of the emotional and intellectual valves involved in writing poetry.

Various Approaches/Activities

- In all cases, students read through poem for literal understanding.
- Students write their own poetry in response to the poem read. They will read, then critique other students' poems in small groups, examining different world views.
- Teacher begins by asking general questions about the poem, then divides class into groups, each group dealing with one stanza of the poem. Students focus on new words, imagery, rhyme/meter/stanza. They look for irony and paradox.

- Students discuss "voice," "tone," "point of view"; look up unfamiliar words; in groups, answer specific questions about the poem; discuss Dickinson; look at popular songs that also deal with the question of fame. ("Fame")
- Students choose from one of several Dickinson poems displayed on screen; they are given 8 options for analysis in groups: images, special rhymes, setting or situation, repetition, speaker, climactic moments, tone, "what are the verbs?"
- Students read and interpret in groups, then report to class.
- Students answer bell-buzzer about difficult decisions; look up unfamiliar vocabulary; read poem ("Road") in small groups; look at metaphors, symbolism, and the issue of making choices; listen to Frost reading; write on specific question about the poem. (Note that this plan, among others, takes into account reading, writing, listening, speaking).
- Students write for 5 minutes in journal on guided question; teacher reads poem to class; students respond in poetry notebooks; teacher lectures on poet (5 minutes only); students discuss possible interpretations.
- Students read poem, write a paragraph about what it means to them, discuss paragraphs in small groups, report to class; students ask questions; teacher brings in other resources, including visual, about individual choices; students write their own account of taking road less traveled.
- Students write on consequences of decisions ("Road")
- Students write on: If only....., then my life would be different. Students compare speaker's feelings in "Road" to what they have written themselves.
- Students create their own poem beginning, "Two roads diverged..."
- Teacher closes class by explaining to students the purpose of today's lesson (yes!)
- Students list natural objects found in "Woodchuck" poem; teacher--or student--writes that list on board. They look at speaker and message (meaning) of poem. Students think of an outdoor place and list natural objects found there, then create a poem from the objects' perspective. They share work with class.

Tips for studying poetry

- a. Read a poem more than once.
- b. Keep a dictionary by you and use it.
- c. Read so as to hear the sounds of the words in your mind. Poetry is written to be heard: its meanings are conveyed through sound as well as through print. Every word is therefore important.
- d. Always pay careful attention to what the poem is saying.
- e. Practice reading poems aloud.
- f. Ask yourself the following questions: i. Who is the speaker and what is the occasion? ii. What is the central purpose of the poem? iii. By what means is the purpose of the poem achieved?

2. CONCLUSION

Still poetry interpretation is more phobia than aesthetic pleasure for both learner and teacher. If it would be phobia so how can it be an art for the readers? But it is essential to appreciate and understand the beauty of poetry. They fear from the terminology and figurative device(s) of poetry. For students it is a subject only in which they have to score and get degree.

Therefore it is the duty of the teacher to recreate and convey to the students the original musical beauty and emotional intensity. Therefore, the teaching methodology of poetry should be simple, natural, and spontaneous, stressing the emotional and sound value of the poem, that inspire students to explore the aesthetic beauty of poetry. Poetry should be appreciated in the form of art. It has power to persuade visual and sensual beauty.

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