

## How to Write a Diamante Poem

Writing activity for grades 1-8 with extension artwork to be age appropriate. Maine Learning Results achievements begin after diamante template.

A diamante is a poem written in the shape of a diamond. Students will write a diamante inspired by a work of art of their choosing. Teachers may use available classroom resources, but it is a good idea to offer a wide selection of different artistic styles. This activity works well with the following Museums by Mail exhibits:

- *Scenes of Our State* (MBM 2)
- *Watercolors by William Moise* (MBM 6)
- *Color Creates Form* (MBM 11)
- *Uncommon Objects: Alan Magee* (MBM 13)
- *Stones and Bones: Alan Magee* (MBM 15)
- *Two Books by Doris Anne Holman* (MBM 19)
- *1970s Maine Pop Screenprints* (MBM 30)
- *Mixed Media Still Lives* (MBM 34)

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Have students study their artwork for at least 5 minutes while they take notice of how it makes them feel, what it might remind them of, a story it appears to convey, etc.

Give students a practice diamante template, a pencil, and an eraser and allow them to work out their ideas.

Once they have achieved a final draft they can copy neatly to a final template.

**Extension:** Take the activity a step further by having the students create a work of art inspired by the original artwork chosen or by their poem. Cut-out and paste diamante to that artwork or have them incorporate their words directly into the art..

### **Line 1**

ONE word (subject/noun that is contrasting to line 7)

### **Line 2**

TWO words (adjectives) that describe line 1

### **Line 3**

THREE words (action verbs) that relate to line 1

### **Line 4**

FOUR words (nouns): first 2 words relate to line 1, last 2 words relate to line 7

### **Line 5**

THREE words (action verbs) that relate to line 7

### **Line 6**

TWO words (adjectives) that describe line 7

### **Line 7**

ONE word (subject/noun that is contrasting to line 1)

**My Diamante Poem**

A large diamond shape (rhombus) oriented vertically, divided into seven horizontal sections by six horizontal lines. The sections are of varying heights, with the top and bottom sections being the smallest triangles and the middle section being the largest hexagon. This structure is used for writing a diamante poem, where each line represents a word or phrase.

## **Diamante**

### **Maine Learning Results: Visual Arts Standards**

**B. Creation, Performance, and Expression:** Students create, express, and communicate through the art discipline.

#### **B1 Media Skills**

Pre-K-2

Students use basic media, tools and techniques to create original art works.

3-5

Students use a variety of media, tools, techniques, and processes to create original art works.

6-8

Students choose suitable media, tools, techniques, and processes to create original art works.

#### **B2 Composition Skills** *(met if extension artwork is created)*

Pre-K-2

Students use Elements Of Art and Principles Of Design to create original art works.

3-5

Students use Elements of Art and Principles of Design to create original art works including paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

6-8

Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

#### **B3 Making Meaning**

Pre-K-2

Students create artworks that communicate ideas and feelings and demonstrate skill in the use of media, tools, and techniques.

3-5

Students create artworks that communicate ideas, feelings and meanings and demonstrate skill in the use of media, tools, techniques, and processes.

6-8

Students create art works that communicate an individual point of view.

- a. Demonstrate skills in the use of media, tools, techniques, and processes.
- b. Demonstrate knowledge of visual art concepts.
- c. Communicate a variety of ideas, feelings, and meanings.

**D. Aesthetics and Criticism:** Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

### **D1 Aesthetics and Criticism**

#### Pre-K-2

Students observe, listen to, describe and ask questions about art forms.

- a. Describe the art form by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- c. Recognize a variety of purposes for making/performing art works, including telling a story and communicating emotions and ideas.

#### 3-5

Students describe and compare art forms.

- a. Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- c. Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.

#### 6-8

Students compare and analyze art forms.

- a. Compare and analyze art forms by applying grade span appropriate concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas.
- d. Explain and compare different purposes of artists and art work in the context of time and place.

### **E2 The Arts and Other Disciplines**

#### Pre-K-2

Students identify connections between and among the arts and other disciplines.

#### 3-5

Students describe characteristics shared between and among the arts and other disciplines.

#### 6-8

Students explain skills and concepts that are similar across disciplines.

### **E5 Interpersonal Skills**

#### Pre-K-2

Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.

- f. Accepting responsibility for personal behavior.
- g. Demonstrating ethical behavior.
- h. Following established rules/etiquette for observing/listening to art.
- i. Demonstrating safe behavior.

### 3-5

Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts.

- f. Accepting responsibility for personal behavior.
- g. Demonstrating ethical behavior.
- h. Following established rules/etiquette for observing/listening to art.
- i. Demonstrating safe behavior.

### 6-8

Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.

- f. Accepting responsibility for personal behavior.
- g. Demonstrating ethical behavior.
- h. Following established rules/etiquette for observing/listening to art.
- i. Demonstrating safe behavior.

## **Maine Learning Results: English Language Arts Standards**

**B. Writing:** Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.

### **B1 Interconnected Elements**

#### Pre-K-2

Students use a writing process to communicate their ideas.

- a. Select a focus for writing and develop an idea, including a beginning, middle, and end.
- b. Respond to clarifying questions and suggested revisions.
- c. Edit, with assistance, for correct grammar, usage, and mechanics.
- d. Create legible final drafts.

#### 3-5

Students use a writing process with an emphasis on the development of a central idea, for a variety of audiences and purposes.

- a. Select a purpose for writing.
- b. Pre-write using graphic organizers or other structures to organize their ideas.
- c. Establish an organizing structure and maintain a consistent focus.
- f. Revise original drafts to improve coherence, provide better descriptive details, and to convey voice.
- g. Edit for correct grammar, usage, and mechanics.
- h. Create legible final drafts.

#### 6-8

Students use a writing process to communicate for a variety of audiences and purposes.

- a. Determine a purpose for writing.
- b. Decide which information is included to achieve the desired purpose.
- c. Revise drafts to improve focus, effect, and voice incorporating peer response when appropriate.
- d. Edit for correct grammar, usage, and mechanics.
- e. Write to achieve a specific purpose.
- f. Create legible final drafts.