

## Images Poetry Technique for vodcast for senior levels Lorraine Marwood

### Introduction

***This vodcast was filmed to encourage teachers and students to write poetry and encourage the entering of the Dorothea Mackellar poetry competition.***

***Lorraine Marwood is a children's poet and takes workshops in poetry for all age levels. This technique was developed over many years and is designed to demonstrate the main points of good poetry and encourage poetry writing in a fun and enjoyable encounter. The extra bonus is instant feedback and finished gems!***

Requirements:

A selection of fascinating pictures- internet or magazines such as National Geographic

This technique tries to draw the student into an understanding of the strength of poetry as they write.

As I go through this technique I will place my poem as an example beneath.

First line two words- noun and verb *Sheets and running*

Naming words and action words are like the building blocks of strong writing- this lines shows that immediacy.

Second line

Look again at that action and give us more details- four or five words only

*Arms outstretched, fingers wide*

- note in a poem so short as this do not repeat a word already used- this is a challenge to think of alternative stronger words for the same action.

Third line

Use one of the senses- smell, taste, touch, sight- keep sound for the fifth line. This can be a longer line, running into two lines if you like. Senses are so vital in evoking show not tell in the reader's mind.

*I can smell the summer sun, the summer wind, the bruised green grass.*

Fourth line

Putting yourself into the poem- it reminds you of a time when... you felt, experienced something in the picture. This is a vital ingredient it invests the poem with an extra element that grounds the poem in emotion. The trick is to pare the line down to five or six words. You can even say: it reminds me/ I remember

*Playing hide and seek*

Fifth line

This is the sound line- choose the best words to show that sound of lack of sound

*flapping and shrieking*

Sixth and final line

To arrive at this line you need to pause- reread what you have already written, again look at the picture and by now you might be noting more details, textures, tensions, colours, actions. Think of a line that covers the whole image of your poem- maybe it is a universal thought, a hope for the future, a feeling not expressed before in any of the other lines. Have a go, you can do it.

*We are like kites caught in a clothesline*

Incidental points about the process

- A title is really like another line telling us a bit more about the poem and not repeating a word already used.