ARTS AND CRAFTS

**Colouring in**

Enclosed are four colouring in templates.

Simply photocopy and give to the children to colour in.

**Advanced Colouring in**

1. Distribute the four templates.
2. Without looking at the text, discuss what stories the pictures tell.
   * What is going on in the picture?
   * How do you think Taffy is feeling?
   * What does the picture tell you about the character(s)?
3. Add the text and then discuss.
   * How do the words change our view of the story?
     + p.11 And out in the bush as they walked along the track, Taffy was in front not trailing at the back.
     + p.19 So he stopped for a drink at the local milk bar
     + p.21 And then took a shower in the Clean-Your-Car
     + p.25 He filled up on apples at the local fruit shop
4. Look at the colour versions in *A Pony Named Taffy*
   * Compare and contrast
     + How different do the pictures look with and with out colour?
   * Ask the children to list out some different types of art mediums eg. Paint, chalk, pencil, crayon, collage, pencil sketch
   * What art medium do you think the artist has used to fill in the colour? (The answer is on the copyright page at the back of the book.)
   * How affective do you think the results were?
   * What would you have used and why?
5. Choose your own medium and colour your own copy.
6. Reflexion; Discuss how the different results turned out.

**Make a collage**

1. What you need:A3 Colouring in templates, scissors, glue, examples of collages (sourced online), odds and ends materials eg Straw, match sticks, tissue paper, felt, fabric, string, wool, old magazines.
2. If you’re feeling really adventurous you could let the children start outside to find materials to stick onto their collage (eg leaves, bark, grass)
3. Show the children some examples of collages.
   1. Explain what a collage is
   2. Ask the children to tell you some of the different types of materials used. Eg magazine, paper, shells, buttons,
   3. Discuss the difference textures eg rough bark, soft fabric and flat paper
   4. Discuss how the various materials will create different looks
4. Print out A3 copies of the colouring in templates.
   1. Allow the children to choose a template and then glue and stick on their chosen materials
5. Reflexion

**Create your own night sky**

1. What you need: white paper, paint brushes, white crayons or candles, paint brushes and blue and black water colour paint.
2. Look at page 14 & 15.
3. Ask the children what story you think it tells.
4. Ask them to express their opinion on the two pages
   1. How do they make you feel?
   2. How do you think Taffy was feeling?
   3. Why do you think the artist chose to make the two pages all dark when the rest of the book is light?
   4. Do you think this reflects Taffy’s feelings?
   5. There is a lot of empty space in this page. What affect does that have?
5. How do you think the artist created the page? Eg white on blue or blue on white?
6. Use a white crayon to draw some white stars on a page.
7. Then use a range of blue and black watercolour paint to create a night sky. Watch how the paint rolls off the wax. (If the teacher is feeling extra adventurous they can drip some wax on the page for the stars)
8. Reflexion. How did the various paintings turn out? Was it easier or harder than you thought?

**Order up and Storytelling**

1. What you need: Photocopy pages 7, 8, 11, 12, 16, 31, 33 and 39.
2. Place the photocopies on the floor in a jumbled up pile
3. Ask the children to put the pictures in order. You can choose to do this as a whole class or split class into smaller groups to encourage teamwork. If you want to make even harder, ask them to do it without talking.
4. Discuss.
   1. How hard was the activity?
   2. Ask them if a different order could still work and why? E.g. get them to tell you the story as they see it.
   3. Ask them to deliberately mess up the order now to create a brand new story.
   4. Depending on their ability either ask one child to explain the new story or you could give them 5 minutes to rehearse and perform the new story
5. Look at the front and back cover of *A Pony Named Taffy.* Discuss;
   1. What the children liked and don’t like
   2. What works and doesn’t work
   3. How important is the cover?
   4. What elements go into making up a front cover? (eg Title, author and illustrator name, attractive picture)
   5. What elements go into making up the back cover? (eg. A blurb about the story, a picture, publisher’s logo, and a bar code)
6. Explain to them the notion of story boarding.
   1. Explain that authors and illustrators need to sit down and work out how the story and illustrations will fit together.
   2. Get the children to write a short story (5 -15 minutes). Topics could include;
      1. Friendship
      2. How I helped someone
      3. Feeling different
   3. Get them to plan out what words would go on and pencil sketch in the boxes the illustrations
7. Make your own book. If time allows staple together some 32 page booklets and let the kids fill them out, working off their storyboard.
8. Reflexion
   1. Was it harder than you thought to fit a story into a book?
   2. How important are the illustrations in telling the story?
   3. How do illustrations help us decipher what is going on in a story
   4. Did you have fun? Do you think you’d like to be an author one day?

Answers to 3

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| P7 Taffy feels sad | P8 Taffy meets Eve | P11 Eve and Taffy ride out | P12 Taffy feels sad |
| P16 Taffy runs away | P 31 Eve is happy to see Taffy | P33 included in dinner | P39 |

**32- Page Picture Book Storyboard**

You can get the children to work off these sheets, draw up their own, and make their own book!

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Front (1) 2 3 4 5 6 7

Cover

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Back (32)

Cover