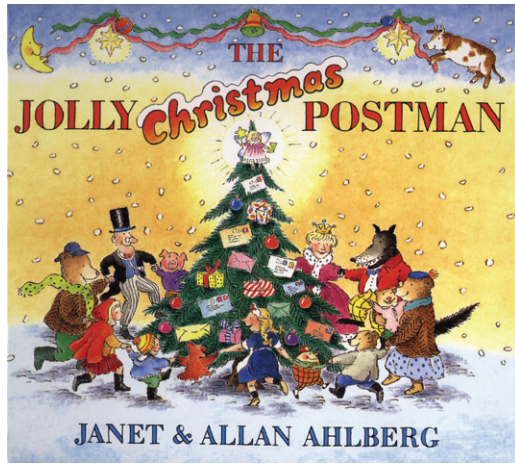




**Visual Literacy Pack:**



## The Jolly Christmas Postman By Janet and Allan Ahlberg

### LEARNING TO LOOK

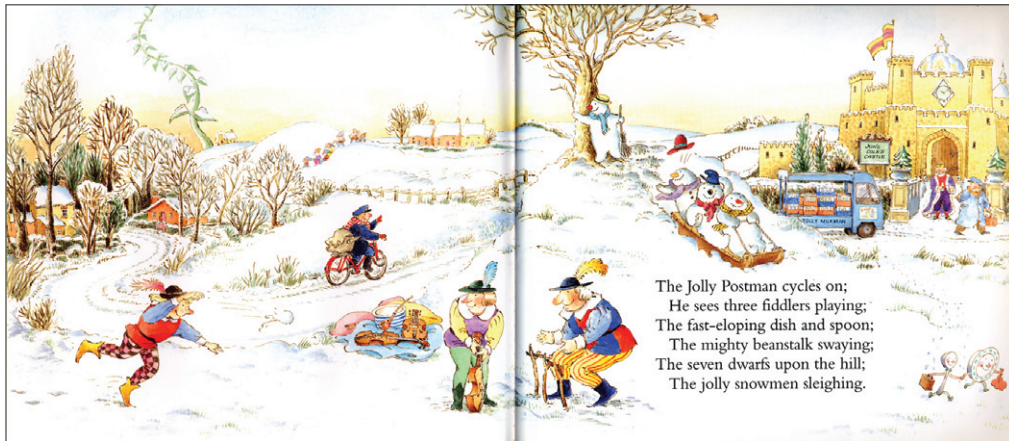
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#### The aims of this activity are:

- to increase the interaction with and enjoyment of picture books for children of all ages
- to develop children's confidence and vocabulary to respond to what they see – to observe and describe
- to encourage them to build on their previous experience, imagination and understanding to make sense of visual information – to interpret
- to consider a variety of graphic forms and their interaction with a text in order to convey layers of meaning – to appreciate
- to recognise different styles and techniques used and developed by a variety of illustrators – to analyse
- to begin to recognise and appreciate visual metaphor, irony, puns and jokes etc. – to participate

The following questions have been designed to help children to look more closely at the illustrative work of **Janet Ahlberg**. By moving from the whole picture to the smallest part children are encouraged to search for and use all available clues given by the artist to make meaning. Please select and adapt the questions to make them appropriate for your setting.

If possible give children one copy of the picture to share between two or use an enlarged picture that everyone can see.



## TELL ME ABOUT JANET AHLBERG'S ILLUSTRATION...

Please select/adapt questions, which you think are most appropriate for the children you are working with...

Look at the picture without reading the text. What do you notice?

Now read the words. In what directions do the words take your eyes across the page?

Do you notice more things/details than you did before?

What is the focus of this page?

What do you think came first in this book, the words or the pictures, or do you think that the author and illustrator composed it together?

What sort of place is this?

Is it a rural or urban landscape?

Would you describe it as real and or imaginary? What features of the picture are familiar to you?

Why has the illustrator given so much attention to detail through her depiction of the trees, houses and milk van etc?

Are there any elements of this picture, which surprise or puzzle you?

What time of day do you think it is?

What clues are given by the illustrator?

Is the time of day important for the reader?

How would you describe the weather?

Look at the colour of the sky, is it a warm or a cool colour?

Why do you think the illustrator chose this tone?

How would it have changed the atmosphere if the illustrator had drawn snow falling in this picture?

What is your emotional response to this picture-does it make you feel happy/content/sentimental/excited etc?

Why do you think that the postman was drawn cycling half way up the hill?

What do you know about his character from the illustration?

How would you describe the other characters?

Who are they and what are they doing?

What is their relationship with one another?

Do you know which stories and rhymes they have come from?

In what ways does this illustration invite the reader to join in with the telling of the story?

Does it concern you that the beanstalk is swaying?  
Why do you think it is swaying, what might happen next?

Overall this picture evokes a strong sense of well-being but the illustrator has built in some devices, which have the potential to break the serenity Can you spot them?

Where does the humour emerge from on this page?

How has the artist created a snowy effect?  
What colours have been used?

What colours have been used for the buildings, clothes, vehicles etc?

Who is the focus of this page? How is that achieved?

How has this illustration been made?

- pen and ink
- water colours
- pastels
- collage

Is this book contemporary? Does the style and presentation of these illustrations give you any clues about when it was published?

**Consider details such as:**

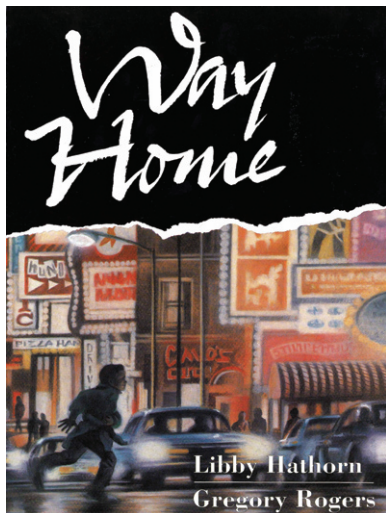
- Page layout
- Fashion
- Use and application of colour
- Definition of colour
- Amount of colours used
- Appearance of characters
- Illustrative style
- Artistic movements

**When do you think it was published?**

- 1950's?**
- 1960's?**
- 1970's?**
- 1980's?**
- 1990's?**
- 2000's?**

**WRITE IT DOWN**

Harvest children's responses and record their descriptions and comments on a whiteboard/flip chart.  
Are there any aspects of the picture that they find particularly interesting or puzzling?



## Way Home

Written By **Libby Hathorn**

Illustrated By **Gregory Rogers**

### LEARNING TO LOOK

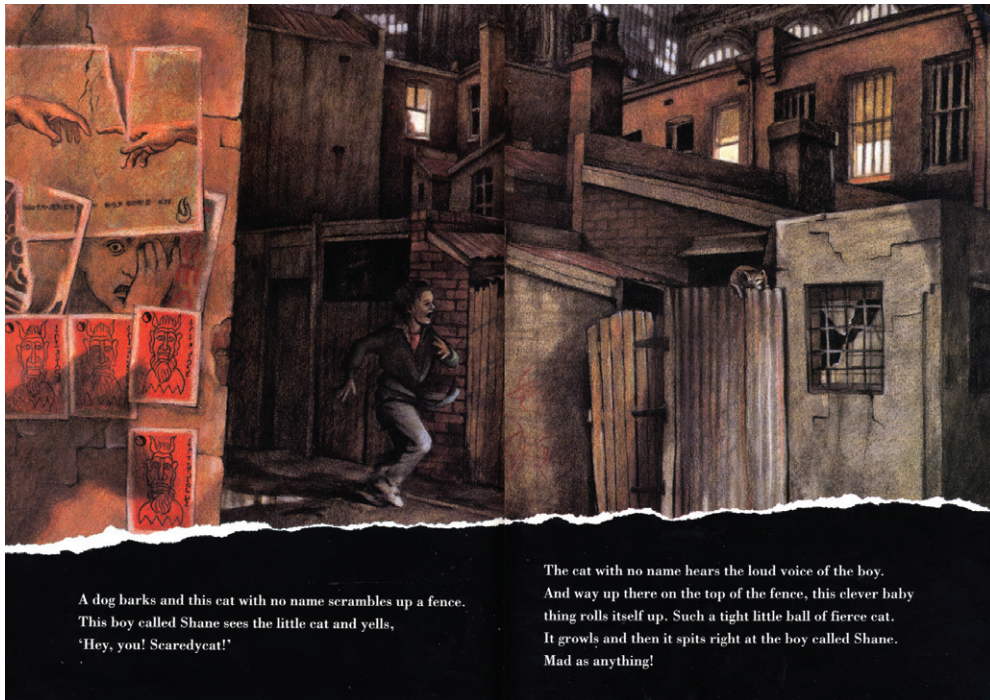
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- to recognise different styles and techniques used and developed by a variety of illustrators – to analyse
- to begin to recognise and appreciate visual metaphor, irony, puns and jokes etc. – to participate

The following questions have been designed to help children to look more closely at the illustrative work of **Gregory Rogers**. By moving from the whole picture to the smallest part children are encouraged to search for and use all available clues given by the artist to make meaning. Please select and adapt the questions to make them appropriate for your setting.

If possible give children one copy of the picture to share between two or use an enlarged picture that everyone can see.



A dog barks and this cat with no name scrambles up a fence.  
This boy called Shane sees the little cat and yells,  
'Hey, you! Scaredycat!'

The cat with no name hears the loud voice of the boy.  
And way up there on the top of the fence, this clever baby  
thing rolls itself up. Such a tight little ball of fierce cat.  
It growls and then it spits right at the boy called Shane.  
Mad as anything!

### TELL ME ABOUT GREGORY ROGER'S ILLUSTRATION...

What is your response to this ripped page?  
How does it make you feel?  
What does it make you think of?  
What is the effect of the white on the torn edge?  
Is it the picture or the page of text, which is torn?

What kind of place is this?  
How would you describe the setting?

Where are you as you look?  
Do you want to be in this place?

How do your eyes travel across the page?  
What do you notice first?

How has the illustrator used light and dark to manipulate your emotional response to what you see?

How would you describe the boy?  
Look closely at his facial expression and his body language. How has the  
illustrator conveyed his speed?  
Where is he coming from?  
Is he being followed?

There is a lot of attention given to detail in the buildings in the foreground,  
why has the illustrator given you so much information?

Look at the heights and shapes of the buildings and the way in which they seem to  
converge on the alley. How does this affect the impact of the boy's entrance?

Is the time of day significant?  
How does it affect the atmosphere and mood created?

Some of the buildings in the distance and middle distance have lights on-how does this contrast with the sense of isolation created in the place where the boy is?

If you could smell anything down in this alley, what would it be?

What sounds can you here?

How would you describe the cat?

Why has the illustrator chosen to depict a central character of the story as such a small creature, almost camouflaged against the rough fences and walls?

Where is the colour on this page?

How would you describe these colours and their influence on the rest of the page?

Are you familiar with any of the pictures on the posters?

Are they significant to the composition of this illustration?

Have you noticed the shadow?

What is it?

Why is it there?

Are there any other people in this picture? What is their function?

Do they contribute to the mood created?

In what ways does the illustration contribute to the story being told?

How does the illustration connect with the text? Consider sound and rhythm.

What medium has the illustrator used to create this picture?

How would you describe the tones of the colours used?

What do you notice about shapes and textures and how they contribute to the setting and mood?

Is this book contemporary? Does the style and presentation of these illustrations give you any clues about when it was published?

#### **Consider details such as:**

- Page layout
- Fashion
- Use and application of colour
- Definition of colour
- Amount of colours used
- Appearance of characters
- Illustrative style
- Artistic movements

#### **When do you think it was published?**

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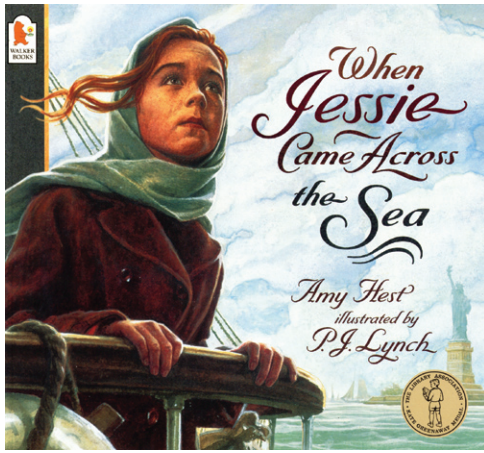
**1980's?**

**1990's?**

**2000's?**

#### **WRITE IT DOWN**

Harvest children's responses and record their descriptions and comments on a whiteboard/flip chart. Are there any aspects of the picture that they find particularly interesting or puzzling?



## When Jessie Came Across the Sea

Written By **Amy Hest**

Illustrated By **P.J.Lynch**

### LEARNING TO LOOK

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The following questions have been designed to help children to look more closely at the illustrative work of **P.J. Lynch**. By moving from the whole picture to the smallest part children are encouraged to search for and use all available clues given by the artist to make meaning. Please select and adapt the questions to make them appropriate for your setting.

If possible give children one copy of the picture to share between two or use an enlarged picture that everyone can see.





A boy called Lou – he was a shoemaker's son –  
watched as Jessie sewed lace.  
"How do you do?" he asked, tipping his hat.  
Jessie smiled.  
Lou took patches of leather from his splintered  
crate. He stitched shoes for a baby, who cried when  
his mother put them on his fat baby feet.  
This time Jessie laughed.  
Later, Lou and Jessie walked on the deck and  
talked. They shared black eye bread as the ship  
rolled and pitched in the wide, wide sea.



## TELL ME ABOUT P.J. LYNCH'S ILLUSTRATIONS...

Please select/adapt questions, which you think are most appropriate for the children you are working with...

What does the first illustration tell you about the people in this story?

### Consider:

- their clothes
- what they are doing
- how they are positioned on the page
- their relationship to one another
- their closeness to nature and artefacts surrounding them
- their facial expressions

Where do you think these people are?

Where have they come from and where are they going?

Why do you think they are making this journey?

How many other people are travelling with them?

How has the illustrator suggested the number of passengers?

What is the setting for this picture?

### Consider:

- time of day
- time of year
- time in history

This is a close up of a small group on board the ship. Where are you viewing them from?

Are you on the boat with them or out of the picture?

What techniques has the artist used to make you a part of this scene?

How has the artist changed the mood from one picture to the next?

Consider the layout of the second picture, there is no border around it. How does this influence your view of the ship, the sky and the sea?

What are your emotional responses to these illustrations?

How do they make you feel about the people on the boat?

In what ways can you empathise with them?

Where are the couple placed on the page? Is this significant?

What is Jessie looking at?

Who is Lou looking at?

In what ways does this illustration help the reader to imagine the growing relationship between them?

How would you describe the motion of the sea? How has the artist created this movement?

Look at the sky, what is your overall impression of the colours?  
How does the artist's use of light and dark help to create the atmosphere in this scene?

How effectively has the artist created this secondary world for you?

**Consider:**

- the authenticity of artefacts such as the barrels and ropes
- the character's clothes
- the levels of realism in his depiction of the boat and the sea.

How would you describe the artistic/illustrative style of P.J. Lynch?

Do his paintings remind you of anything that you have seen before?

**What medium do you think he has used?**

- acrylics
- oils
- watercolours
- gouache

In what way do P.J. Lynch's illustrations extend the narrative given in the text?

Is this book contemporary? Does the style and presentation of these illustrations give you any clues about when it was published?

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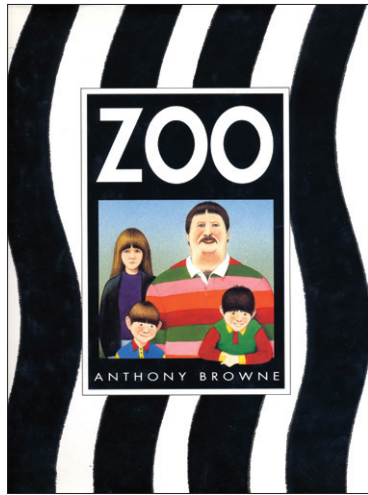
- Page layout
- Fashion
- Use and application of colour
- Definition of colour
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- Appearance of characters
- Illustrative style
- Artistic movements

**When do you think it was published?**

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**WRITE IT DOWN**

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## Zoo

By Anthony Browne

### LEARNING TO LOOK

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The following questions have been designed to help children to look more closely at the illustrative work of **Anthony Browne**. By moving from the whole picture to the smallest part children are encouraged to search for and use all available clues given by the artist to make meaning. Please select and adapt the questions to make them appropriate for your setting.

If possible give children one copy of the picture to share between two or use an enlarged picture that everyone can see.



Finally we found the gorillas, they were quite good. Of course Dad had to do his King Kong impersonation, but luckily we were the only ones there.

Then it was time to go home. In the car Mum asked us what was the best bit of the day. I said the burger and chips and beans, and Harry said the monkey hats.

Dad said the best bit was going home, and asked her what was for dinner.

"I don't think the zoo really is for animals," said Mum. "I think it's for people."



## TELL ME ABOUT ANTHONY BROWNE'S ILLUSTRATIONS...

Please select/adapt questions, which you think are most appropriate for the children you are working with...

How is this first illustration framed?

How does the framing affect how you view the picture?

Are you part of the picture or an outside observer?

Why do you think the boy's speech bubble comes out of the frame?

What effect does it have on the volume of what he is saying?

Can the gorilla hear him?

Who is dominant in the first picture?

How has Anthony Browne depicted the father?

Look at his facial expression and bodily gestures-what do you notice?

Is he funny/amusing or a figure of fun?

How does the illustrator control the ways in which we respond to and empathise with these characters?

How would you describe the illustrative style chosen to depict this family-how realistic are they?

How has colour been used on this page?

What are the effects of the hoops on Dad's shirt?

What do you notice about the families' clothes? In what ways do those of the boys and the Dad's contrast with those of the mother?

In nature are males more colourful than females, is this significant?

Why do you think the boys have been given the monkey hats?

What do you notice about Mum's posture and facial expression?

Where have the family been placed?

Look at the detail given to the brick wall, the railings in front of the family and the cage behind them. What are you looking at? How are you seeing this family? What have they become?

Now look at the gorilla. How would you describe Anthony Browne's drawing of him?

Why has he chosen such realism and detail for the animal in comparison to his visual treatment of the family?

What do you notice about the way you look at the gorilla's face?

What features are you drawn to?

Look at his eyes, who is he looking at?

Whose eyes are they similar too?

How do you feel as you see him?

Why do you think that Anthony Browne has chosen to dissect him with such an unnatural frame?

What is the effect of this?

Is the gorilla behind the frame or looking through it?

What do you think he is thinking?

What statement is being made by Anthony Browne through his portrait of the gorilla, to which he has given such quality, size and status?

Is this book contemporary? Does the style and presentation of these illustrations give you any clues about when it was published?

#### **Consider details such as:**

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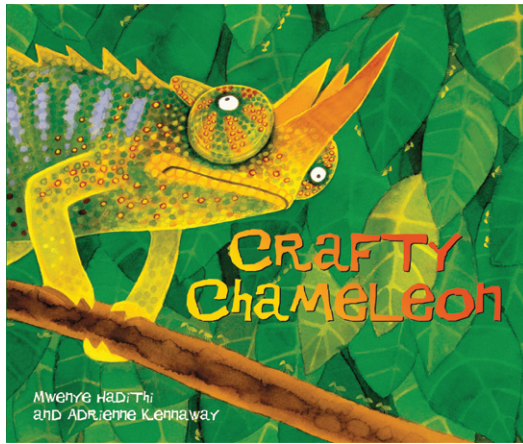
**1980's?**

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**Crafty Chameleon**  
Written By **Mwenye Hadithi**  
Illustrated By **Adrienne Kennaway**

**LEARNING TO LOOK**

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### TELL ME ABOUT ADRIENNE KENNAWAY'S ILLUSTRATIONS...

Please select/adapt questions, which you think are most appropriate for the children you are working with...

How has the illustrator captured your attention on this page?

Who or what do you first notice?

What is the crocodile doing?

Who knows that the crocodile is there?

If they could hear you, what would you like to say to the animals drinking from the river?

How does it make you feel when you are unable to warn them of danger?

Do you know what the crocodile is thinking?

How do you know that?

What do you know about his character from his facial expression?

What do you notice about the fish?

Why has the illustrator placed him in the bottom left hand corner of the page? He is diagonally opposite the animals. What can you imagine happening in the space between them?

#### Where is this picture set?

##### Consider:

Place  
Time of day

Where is the source of light in this picture?

The illustrator has used the moon as a spotlight. Who is it shining on?

If you block out the bottom, river part of this picture, what words would you use to describe the scene of the sky and the animals drinking?

##### Consider:

- richness/shades/colour
- tones
- light/dark
- shapes
- facial expressions
- mood/atmosphere

Now look down into the river. In what ways does this scene contrast with the one above?

How do you think the artist has created the murky effects of the water or the moonlight reflecting on the river?

This story is set in Africa and a popular method of decorating fabric there is called batik. They draw shapes and patterns on fabric by painting and dripping wax, then dye the fabric in beautiful colours. Can you see where Adrienne Kennaway has reflected this tradition in her illustration?

What medium do you think she has used to create this picture?

Is this book contemporary? Does the style and presentation of these illustrations give you any clues about when it was published?

**Consider details such as:**

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- Fashion
- Use and application of colour
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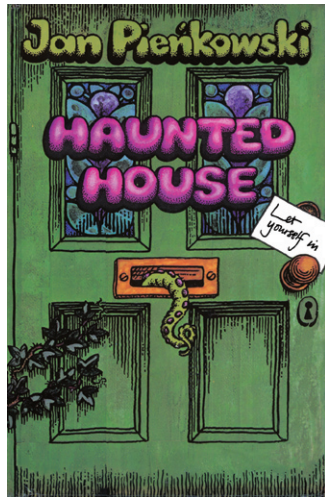
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## Haunted House

By **Jan Pienkowski**  
Paper Engineering By **Tor Lokvig**

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If possible give children one copy of the picture to share between two or use an enlarged picture that everyone can see.



## TELL ME ABOUT JAN PIENKOWSKI'S ILLUSTRATIONS...

What is your immediate response as this page is opened?

How does your body react as the alien jumps out at you?

How has the illustrator achieved this surprise/shock?

What kind of noises does the alien create as it breaks in?

In what ways has the illustrator created potential sound effects in this picture?

Why has the illustrator chosen to have the alien break in through the wall rather than the window?

What is the focus of this page?

### How has the alien's domination been achieved? Consider:

- Its position on the page
- The use of the gutter (centre of the book)
- Its size, shape, and colour etc.

There is a physical movement made by the alien, what other movement do you notice and how has the illustrator created these effects?

### What are your first impressions of the alien?

- What do you notice about its anatomy?
- How has it entered the bathroom?
- Where has it come from?
- Is it alone?
- What do you think its intentions are?
- What clues has the illustrator given, to help you build a bigger picture?

What do you notice after the impact of the alien?

How was your attention drawn to this?

Can you describe how your eyes travel across these pages?

Describe the bathroom and consider the colour scheme. How would you describe these colours for example cold/warm? In what ways do colours affect the atmosphere created by the illustrator?

In what ways do the colours of the bathroom contrast with those of the alien and the spacecraft?

**How are contrasts created in this illustration for example:**

- aggressive/gentle
- hard/soft
- loud/quiet
- hidden/revealed
- toxic/non-toxic
- danger/safety

Why are such contrasts offered?

In a lift the flap book what is the effect of including a door, which is padlocked and will not open for the reader?

What do you know about the owners of this house from their bathroom? What clues has the illustrator left for you?

How would you expect the owners to respond to an alien invasion?

At what point do you notice the text?

How do the words influence your interpretation of this illustration?

Where are you in this illustration-how has the illustrator achieved this?

Notice how the picture goes to the edges of the page with no border-how does this impact on your sense of safety?

Can you escape from this page-without closing the book?

How would you describe the application of line and colour on this page?

Would this illustration have the same effect on you, if it were not in 3D?

How would you describe the alien's antennae? What effect do they have on your perception of its size and its conquering of the space?

How has the paper been engineered to create the alien and the crocodile?

Does the style and presentation of this book give you any clues about when it was published?

**Consider details such as:**

- Font
- Page layout
- Fashion
- Use and application of colour
- Definition of colour
- Amount of colours used
- Appearance of characters
- Illustrative style
- Language style

**When do you think it was published?**

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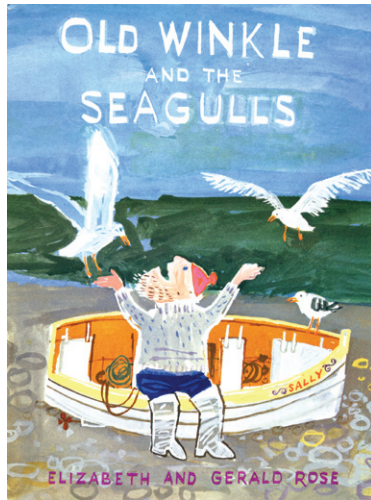
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**Greenaway  
Winner  
1960**

## **Old Winkle and the Seagulls** By **Elizabeth and Gerald Rose**

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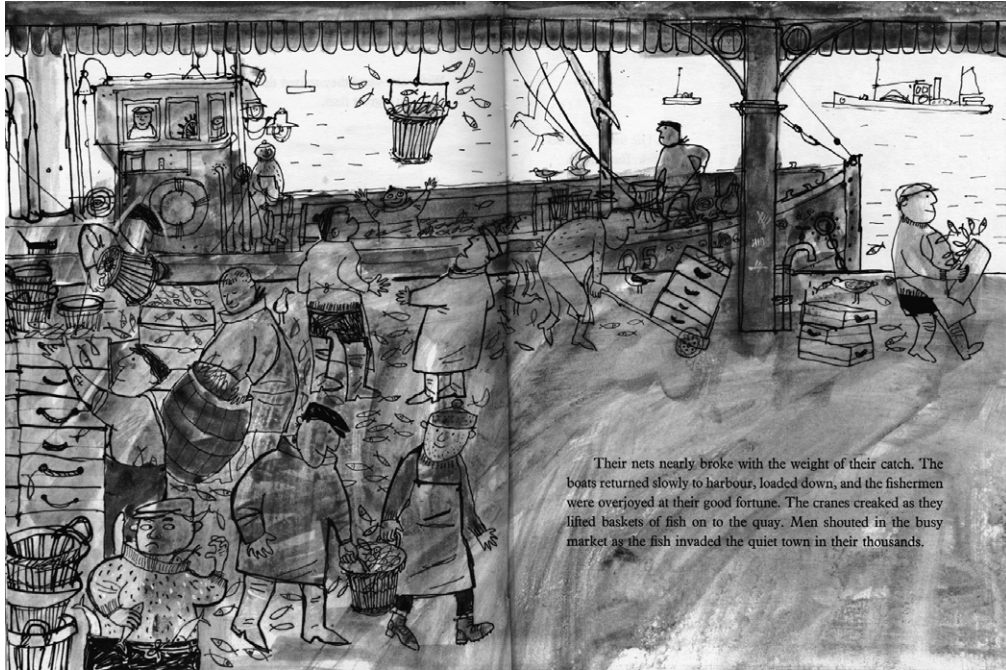
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Their nets nearly broke with the weight of their catch. The boats returned slowly to harbour, loaded down, and the fishermen were overjoyed at their good fortune. The cranes creaked as they lifted baskets of fish on to the quay. Men shouted in the busy market as the fish invaded the quiet town in their thousands.

### TELL ME ABOUT GERALD ROSE'S ILLUSTRATIONS...

Please select/adapt questions, which you think are most appropriate for the children you are working with...

What can you see happening in this picture?

Where do you think this picture is set?

This picture has three sections: the background, which is the sea, the middle ground, which is the trawler and the foreground, which is the quayside.

What can you see in the background?

What sort of boats can you see?

Where do you think they are going?

How is this boat tied up to the quay?

Why has it tied up here?

Who can you see on deck?

What are the different ropes for?

Where have the fish been stored?

What jobs are the men doing?

#### How would you describe this scene:

- busy
- chaotic
- crowded
- bustling

What containers are used for carrying and storing the fish?

How would you describe the number of fish that there are on this page?

In what ways has the illustrator made you think that the fishermen have caught thousands of kilos of fish?

What do you know about the characters from the way that they have been drawn?

There is lots of movement in this picture-how has the illustrator created this?

What other characters make up this scene?

What do you notice about the illustrator's use of light and shade, where do you notice it most?

What medium has the illustrator used for this picture?  
How has he created pattern and texture?

Look at the character's bodily gestures and facial expressions  
how have they been achieved?  
Does the illustrator give the reader a lot of visual detail?  
How do you fill in the gaps?

How would you describe Gerald Rose's illustrative style?  
Does it remind you of anything you have seen before?  
Does it remind you of other children's book illustrations?

If you could see him at work-how quickly do you imagine his pen and brush would take to create a picture such as this?

In what ways does this picture compliment the words of the text?

Is this book contemporary? Does the style and presentation of these illustrations give you any clues about when it was published?

**Consider details such as:**

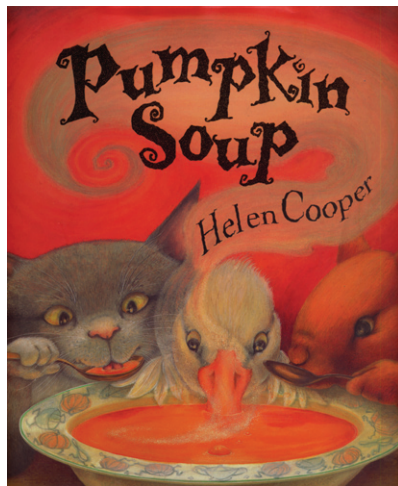
- Page layout
- Fashion
- Use and application of colour
- Definition of colour
- Amount of colours used
- Appearance of characters
- Illustrative style
- Artistic movements

**When do you think it was published?**

- 1950's?**
- 1960's?**
- 1970's?**
- 1980's?**
- 1990's?**
- 2000's?**

**WRITE IT DOWN**

Harvest children's responses and record their descriptions and comments on a whiteboard/flip chart.  
Are there any aspects of the picture that they find particularly interesting or puzzling?



## Pumpkin Soup By Helen Cooper

### LEARNING TO LOOK

This activity is to encourage children to look more closely and critically at illustrations. It can be modelled whilst working with the whole class or a mixed ability group. It encourages children to offer their personal interpretation of the illustration and to share and shape their ideas orally in a collaborative setting.

#### The aims of this activity are:

- to increase the interaction with and enjoyment of picture books for children of all ages
- to develop children's confidence and vocabulary to respond to what they see – to observe and describe
- to encourage them to build on their previous experience, imagination and understanding to make sense of visual information – to interpret
- to consider a variety of graphic forms and their interaction with a text in order to convey layers of meaning – to appreciate
- to recognise different styles and techniques used and developed by a variety of illustrators – to analyse
- to begin to recognise and appreciate visual metaphor, irony, puns and jokes etc. – to participate

The following questions have been designed to help children to look more closely at the illustrative work of **Helen Cooper**. By moving from the whole picture to the smallest part children are encouraged to search for and use all available clues given by the artist to make meaning. Please select and adapt the questions to make them appropriate for your setting.

If possible give children one copy of the picture to share between two or use an enlarged picture that everyone can see.



## TELL ME ABOUT HELEN COOPER'S ILLUSTRATIONS...

Please select/adapt questions, which you think are most appropriate for the children you are working with...

What do your eyes focus on first?

What do you notice about the way the pictures are presented on this double page spread?

How do your eyes travel across the pages?

What device has the illustrator used to carry you from one page to the next?

Through whose eyes are you seeing these pictures?

Who is in most danger?

What is the effect of using a long narrow strip at the edge of the left hand page for the 'dark, dark wood' illustration?

Look closely at the bases of the tree trunks-how would you describe their shape and form?

How has Helen Cooper created dramatic tension on these pages?

On the right hand page illustration, why do you think that the illustrator has chosen to portray the four predatory characters at the same time?

What characteristics do the tree trunks now assume?

What do you notice about the fox, witch, wolf and bear? Do they all evoke the same response?

Are they all an equal threat to Duck? In what ways has the illustrator differentiated their characters?

From which vantage point are you viewing the duck?

Are you an outside observer or a bystander?

What is the function of the insects perched on the twig in the bottom left hand corner?

Why do you think such intricate leaf detail has been given here?

What do you notice about the use of light and dark in the different illustrations, does it affect your responses?

In what ways do the illustrations support the text?



How do the illustrations offer further layers of meaning for the reader, which are not given in the text?

What do you learn about the Cat's and the Squirrel's view of Duck from this portrayal of him?

Why do you think Duck is singing?

What is the effect of his little hat on your interpretation of his character?

Do you think he is aware of any danger?

Does the style and presentation of these illustrations give you any clues about when it was published?

**Consider details such as:**

- Page layout
- Fashion
- Use and application of colour
- Definition of colour
- Amount of colours used
- Appearance of characters
- Illustrative style
- Artistic movements

**When do you think it was published?**

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- 1960's?**
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- 1980's?**
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**WRITE IT DOWN**

Harvest children's responses and record their descriptions and comments on a whiteboard/flip chart. Are there any aspects of the picture that they find particularly interesting or puzzling?



## Sir Gawain and the Loathly Lady

Retold By **Selina Hastings**  
Illustrated By **Juan Wijngaard**

### LEARNING TO LOOK

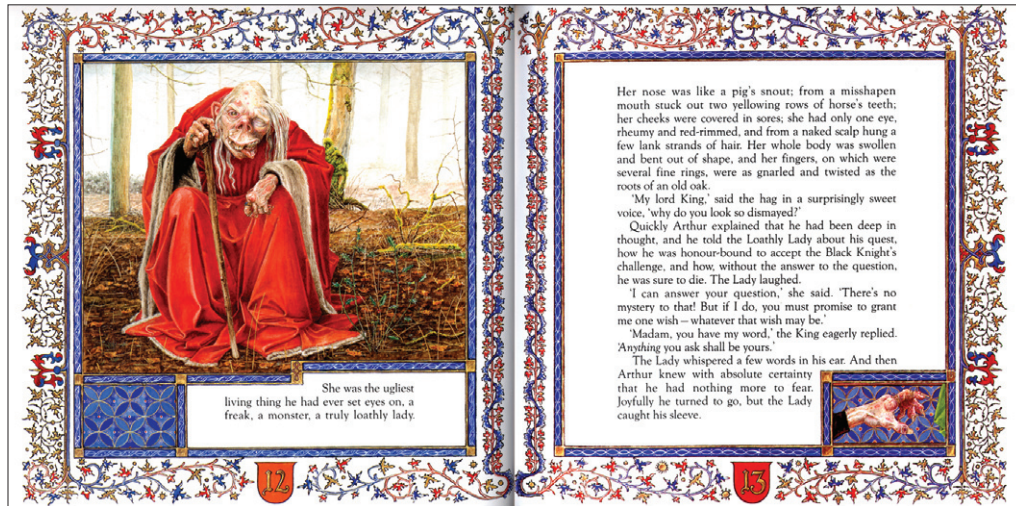
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- to recognise different styles and techniques used and developed by a variety of illustrators – to analyse
- to begin to recognise and appreciate visual metaphor, irony, puns and jokes etc. – to participate

The following questions have been designed to help children to look more closely at the illustrative work of **Juan Wijngaard**. By moving from the whole picture to the smallest part children are encouraged to search for and use all available clues given by the artist to make meaning. Please select and adapt the questions to make them appropriate for your setting.

If possible give children one copy of the picture to share between two or use an enlarged picture that everyone can see.



## TELL ME ABOUT JUAN WIJNGARD ILLUSTRATIONS...

Please select/adapt questions, which you think are most appropriate for the children you are working with...

What is your immediate response to these pages?

What words would you use to describe the rich and intricate detail of the pattern?

What do you notice about the line and colour?

What colours does the illustrator use to link the border to the main illustration?

How would you describe the quality of his chosen palette?

Have you seen patterns like this before?

On what type of manuscript or book did you see them?

What period of history do you think this story is set?

In what ways does the border influence your understanding of the historical setting of this story?

How does the use of such wide borders influence your participation with this story?  
Are you part of the picture or an outside observer?

Look at the layout on Page 12. What is the effect of the staggered border around the text?

What is the main focus of Page 12?

How would you describe the illustrative style of this artist?

Read the section of text describing the woman.  
Consider how the illustrator has interpreted the words?

What is your physical response to what you see of this woman?  
In what ways does this help you to empathise with Sir Gawain?

How do the illustrations work with the text to build suspense?

Why has he chosen to dress the loathly lady in such opulent fabrics?  
What kind of characters do you normally associate with these materials and colours?

In what ways does this illustration offer clues about the real nature of this woman?

In the past, before photographs, wealthy people commissioned portraits to be painted which demonstrated beauty and social status. Often the background would depict their land and the grandeur of their home. Look at the background of this illustration, what does it say about this woman?

**Consider:**

- The time of year
- The colours of the sky, leaves and trees.
- Why the artist chosen this autumnal, misty setting?
- How does it affect the mood of this scene?
- Look closely at the woodland floor, what do you notice?
- What do you associate with re-growth and the emergence of shoots?

Is the woman's stick significant?

Consider the depiction of her hands and the subtle application of the fine rings on her fingers. How is your attention drawn to these?

**Look at the insert on Page 13. Describe the hand that you see.**

How does it make you feel?

What does it remind you of?

What is the hand poised to do?

Read the paragraph next to it. How are the words and pictures working together in your imagination?

Can you guess what the Loathly Lady's wish may be?

Is this book contemporary? Does the style and presentation of these illustrations give you any clues about when it was published?

**Consider details such as:**

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- Definition of colour
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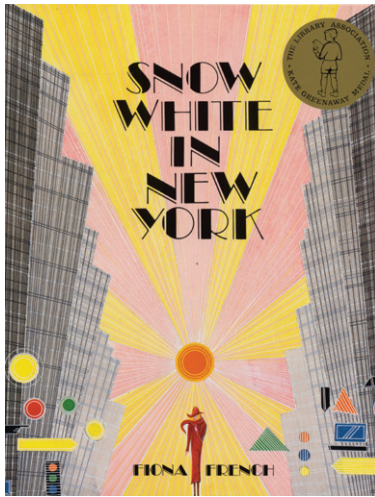
**1980's?**

**1990's?**

**2000's?**

**WRITE IT DOWN**

Harvest children's responses and record their descriptions and comments on a whiteboard/flip chart. Are there any aspects of the picture that they find particularly interesting or puzzling?



## Snow White in New York By Fiona French

### LEARNING TO LOOK

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#### The aims of this activity are:

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The following questions have been designed to help children to look more closely at the illustrative work of **Fiona French**. By moving from the whole picture to the smallest part children are encouraged to search for and use all available clues given by the artist to make meaning. Please select and adapt the questions to make them appropriate for your setting.

If possible give children one copy of the picture to share between two or use an enlarged picture that everyone can see.



### TELL ME ABOUT FIONA FRENCH'S ILLUSTRATIONS...

What are your first impressions of this illustration?

How does changing the setting of this traditional tale affect your response and understanding of it?

What is the focal point of this page?  
In what ways has the illustrator achieved this?

Snow White is clearly in the spotlight.  
How does the illustrator demonstrate her significance in the story and her achievement as a singer whilst maintaining her dignity and vulnerability as a character?

How have the seven dwarves been represented on the page?

The nightclub, where Snow White is singing is called the 'Blue Diamond'.  
How is this environment reflected in the illustration?

What do you notice about the use of line and colour, and light and shade?

Look for examples of where the illustrator has used unlined blocks of colour.  
Are they significant in terms of e.g. establishing character?

How do the lines create a sense of perspective?

Look for examples of the convergence of lines and lines of different angles placed next to or on top of one another. What effects are created?  
Can you spot the reporter's notebook?

What sort of shapes surrounds Snow White?  
In what ways do you notice the impact of shapes on the creation of mood and atmosphere?

In what era is this version of the story set?  
How do the artistic style, fashions and artefacts give you clues to this?

Art deco was a popular art movement in the 1920's.  
What elements of it can you see in this illustration?

Does the quality of this picture draw on themes and styles of any other visual texts?

Why has the illustrator chosen to place Snow White in the bottom left hand corner of the page?

Why has the newspaper reporter been depicted in hues of blue?

What do you notice about the structure of his face?

How is your attention drawn to these features?

How would you describe his appearance, facial expression and body language?

Why has the illustrator chosen to make him so prominent on the page?

What do you notice about how he is sat and the angle of his body in relation to the stage?

What is the effect of representing the hero as a newspaper reporter in contrast to the stereotypical prince of the traditional tale?

How would you describe his interest in Snow White?

He thinks that Snow White will be a star. What kind of star quality does he have?

Is this book contemporary?

Does the style and presentation of these illustrations give you any clues about when it was published?

**Consider details such as:**

- Page layout
- Fashion
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- Definition of colour
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