



LESSON PLAN:
Gallery For A Day
50 mins - 1 hour

1. Students are welcomed.
2. Explain that this is an exhibition of the original artwork from many picture books. Point out that the book that the artwork belongs to is next to/ underneath that artwork. Give students around 5 minutes to simply walk around and have a look.
3. Gather the students together, sitting on the floor. Ask them if they have read/seen any of the books before. It's always a 'yes'. Explain what a collection is. Ask them what they collect. Listen to a few answers then tell them that my collection is picture book original art. Some of it the original published piece, and some of it preliminary works /roughs. Make sure they know what that means. Ask if they have ever done a rough copy when drawing or writing. Illustrators do many, many roughs before they get to the final artwork.
4. Read a story from the exhibition. Choose one that is not too long and is suitable to read aloud. This will also depend on the age of the students. For juniors I read one of: Chester and Gil, It's a Miroocool, I'm a Dirty Dinosaur, The Boy with the Big Nose or Little Humpty. Seniors love The Boy with the Big Nose too. Or I read Flood, Banjo Bounces Back, Clancy the Courageous Cow or Refugees.
5. When you get to the page that is the illustration the students will always say 'there it is' etc. I usually stop and we 'investigate' the illustration. Is it exactly the same? What is different? (if it's a prelim there will be plenty to talk about!) If it is the published piece it might be exactly how it is in the book or there is sometimes variations in size. The publisher will have decided to make the book smaller than the original artwork, or will have chopped off a part of the illustration for the book. Discuss what is different/same with students. Then ask them what they think the illustrator used to make the picture. Pencil, paint, linocut, paper sculpture etc.

6. Students are then asked (in pairs or by themselves) to go and look at the exhibition again. This time they are to be like Art Detectives. They are to firstly find the illustration in the book.
(If they have time ask them to read it) Look carefully at the artwork and ask themselves these questions: 1. Is the artwork the published illustration or a preliminary piece? Why do they think that? 2. What did the illustrator use to make the artwork? Tell them they have 10 or so minutes to do this and then they will be presenting what they have found out to the class. During this time I always go from group to group helping them if needed and just focussing them to what they need to be looking for. (If students look at 1 book and say they are finished I tell them to go and look at some others in the same way. But they only report on one.

7. Gather students again and get each group to stand up and tell the class what they found out. Make sure they hold up the book and read the title, author and most importantly the illustrator. They must show the relevant page to the class. And of course be positioned next to the original.

This will take approx. 15 minutes, It's almost impossible time wise for everyone to report so I always say at the start of this segment that we hope everyone will get to share etc. and that we may not get through everyone will get a go etc..(Very much depends on size of group.

8. Time's up! Thanks for coming and hope you've enjoyed the exhibition.

* If a school wants to make a morning of it, or to have an extra session I have various hands on art lessons that relate too many of the books.

Contact Amanda Cooper to arrange an incursion for your school, library or community centre.

Telephone: 0407 809 068 or email galleryforaday@gmail.com