

## 2016 Kate Greenaway shortlist: Visual Literacy notes

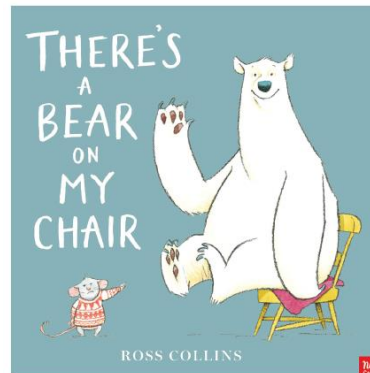
Title: **There's A Bear On My Chair**

Illustrator/author: **Ross Collins**

Publisher: Nosy Crow

### First look

Try to ensure that each shadower has a chance to look through *There's a Bear on my Chair* before working on the book with the group.



No matter what age they are, read this book aloud to the group, sharing the pictures as you go. Ask them to comment on the style of the artwork.

Chat in pairs or as a group about whether they enjoyed *There's a Bear on my Chair*. What did they like or dislike and why? How suitable is it for the intended age of its audience?

### Look again

When the group have discussed their first responses, return to the book; look, think and talk more about the artwork.

- The story is told in words and pictures across each double-page spread. The background is plain. Is it always the same colour?
- The drawing of the bear is created with free, flowing lines with a few of extra lines and colours to add features and shading.
- Look at the mouse. What effect does the red patterned jumper have on the way he looks? Is red a significant colour in this book? When is red used as a background colour?
- On the third double-page, the mouse has a ladder and the bear has a newspaper. How did those things get there? What other items appear in pictures. Could they be things that the mouse or bear has imagined rather than real objects?
- On the front cover, and at other points through the book, the mouse and the bear look directly out of the book at the reader. It is as though they are expecting a response from us as we read. Whose side are you on? Do you support the bear or the mouse?



The CILIP Carnegie  
& Kate Greenaway  
Children's Book  
Awards

- Talk about all the visual aspects of the book including endpapers, font choices, title page and layout. How do these ‘extras’ to the story contribute to the overall impact of the book?

*For example, what appears on the endpapers at the beginning and end of the book?*

### Lettering

Look at the different choices of lettering used through the book. How many colours are used in the lettering? Is there a reason for some of the words being printed in red?

### Interpreting the texts

It is always beneficial, when studying a book, to find ways to get youngsters to fully engage with the whole text. This can be achieved through exploratory tasks and creative responses such as drama and art. The following suggestions may help young readers to become absorbed in the book.

#### *Drawing*

Use a pencil, charcoal or black pen, to draw a bear; it can be either one you make up yourself or copy one already illustrated in the book.

#### *Compare and contrast*

There are many books for very young readers that feature bears as the main ‘characters’. Have a look at another book - for example *Something about a Bear* by Jackie Morris – and note any differences or similarities, particularly about the pictures. For example, are the bears realistic in both books? Do both books tell a story or give information? Which book is serious and which lighthearted?

#### *Read aloud*

If you get a chance, a group of shadowers could read this book aloud to some very young children. Practise your reading first and plan some activities using drama or art for the children to follow up your reading.

#### *Words*

Look at all the pictures of the mouse. Each picture shows his face with a different expression. Can you find a picture of the mouse that makes him appear:

Fed up

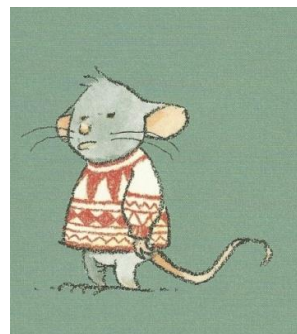
Angry

Frustrated

Upset

Frightening

Furious



Visit [www.nosycrow.com](http://www.nosycrow.com) for more information about Ross Collins and his books.

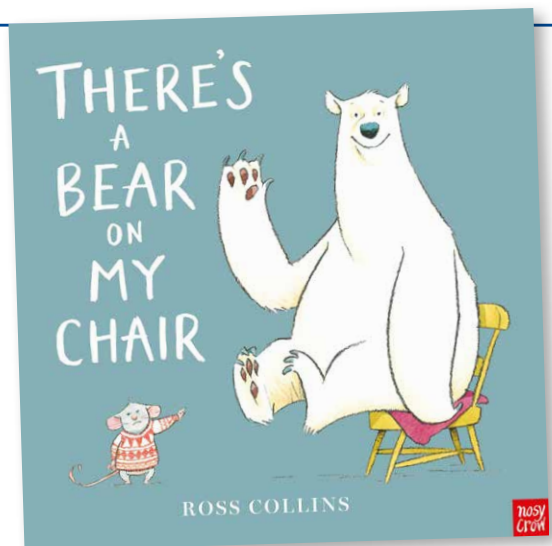


The CILIP Carnegie  
& Kate Greenaway  
Children's Book  
Awards

# THERE'S A BEAR ON MY CHAIR

by Ross Collins

Published by **Nosy Crow**



## UNIVERSAL DECLARATION OF HUMAN RIGHTS

**Article 17: Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.**

Poor mouse! He's had his chair taken away and tries all sorts of ways to get it back. We all have the right to own property and we also have the right to protest when our rights are denied – just like Mouse does.

Amnesty International asks ordinary people to defend human rights. Activists take action in all sorts of creative ways because getting attention is the first step to being heard. Of course, these actions must be respectful of other people's rights too.

## THEMES

- Right to protest
- Activism

## QUESTIONS

- How does Mouse try to persuade Bear to move?
- Now the Mouse is in Bear's house, what do you think will happen next?
- Who do you think is in the right and why?

## ACTIVITY

In pairs, come up with your own ideas to persuade Bear to move from the chair or Mouse to move from the house. Team up with another pair and try out your arguments on them.

## RESEARCH

Look at how people try to achieve change through peaceful means.

For more free teaching resources go to [www.amnesty.org.uk/education](http://www.amnesty.org.uk/education)



The CILIP Carnegie & Kate Greenaway Children's Book Awards

