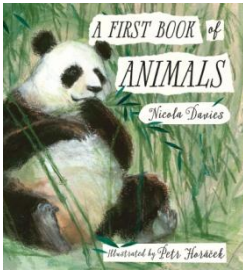


2018 Kate Greenaway Medal shortlist VISUAL LITERACY NOTES

Title: **Under the Same Sky**

Author/Illustrator: **Britta Teckentrup**

Publisher: **Caterpillar Books**

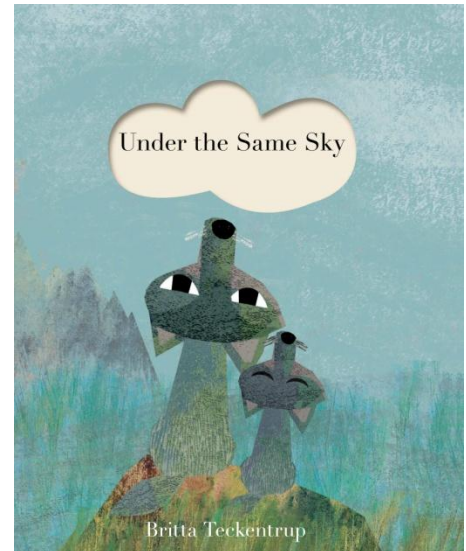


Title: **A First Book of Animals**

Illustrator: **Petr Horáček**

Author: **Nicola Davies**

Publisher: **Walker Books**



There are two books on the shortlist which both feature wild animals and are intended for younger readers. It may be helpful to consider some aspects of each book at the same time. However, it is important to look at **the qualities of the artwork** in both books separately.

First look

- Try to ensure that each member of the shadowing group has a chance to look through both books before working with them. We are not judging between the two books but using their shared qualities to explore the illustrations and designs of each one.
- In what ways do the artwork and design in each book reflect the fact that these are for very young children? What aspects do you consider positive or negative features of the design? Consider style of pictures, layout, size and weight of each book.
- Although they are both about animals, do they have the same purpose? Is there a narrative in either book? Are they fiction or non-fiction? If they are non-fiction, remember that non-fiction does not only give information. It comes in many different text-types; for example:
 - recounts, reports, reviews, reference, discussion, articles etc.
- And for different purposes:
 - inform, entertain, persuade, enlighten, argue etc.What sort of non-fiction are these books.
- Talk about all the visual aspects of the books i.e. end papers, font choices, title pages and layouts. How do these 'extras' contribute to the overall impact of the book?
- There are also many differences between the books; one is short, the other long; one is a reference book with a variety of written texts, the other has one written text which runs from page to page; one has cut out shapes in the pages to encourage interaction, the other has more conventional layouts.



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This sheet now continues to look more closely at: **Under the Same Sky**



The artist

Britta Teckentrup is both the author and the illustrator of *Under the Same Sky*. She is a highly admired illustrator with many award nominations for her work. Look closely at her illustrations; see if you can work out what techniques she has used to create them.

In an Interview given to www.youngwriters.co.uk in 2016, she said:

"My work is all based around collage, printmaking and digital collage. I create a large selection of textured papers and shapes using hand-made printing techniques. I will then start creating my collages by hand which I scan into the computer to manipulate them further. I guess that you could call it a combination of digital and hand-made collage."

Interpreting text

When studying a book, it is always beneficial, to use tasks which require imaginative or creative response. Using creative activities (e.g. art, drama, music etc.) will encourage students to engage fully with the text. The following suggestions may help get the group thinking about different aspects of this the book but remember, it is the impact of the artwork, not the written text, that is being judged for the Kate Greenaway Medal.

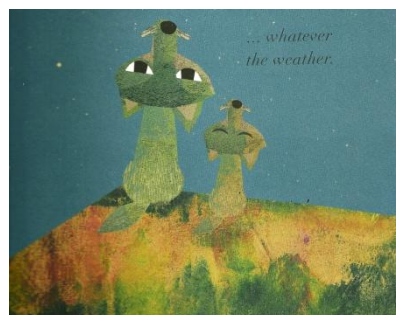
What is the 'message' to readers given by the written text? Look on the back cover for the sentence that starts: *We all live under the same sky* What do you think the poem is saying?

Discuss the suitability of Teckentrup's artistic style as an accompaniment to the 'message' of the book. Are the images realistic depictions of animals or stylised to appeal to an intended audience?

For whom is the 'message' intended? Is it really about animals?

Research

List all the animals you can see in the pictures. Choose one creature to learn more about. Make an A4 poster showing such things as: Where is their natural habitat? What sounds do they make? What do they eat? How do they move? What do you know about the true natures of your chosen creatures?



Draw and decorate

Make copies of the written text on A4 paper. Decorate around the poem with images of your choice or copied from the book.

Under the same sky

*We live under the same sky in lands near and far.
We live under the same sky wherever we are.*

*We feel the same love in the cold ice and snow.
We feel the same love where soft meadows grow.*

*We play the same games where the hills touch the sky.
We play the same games where the grass grows so high.*

*We sing the same songs across the same seas.
We sing the same songs caught on the breeze.*

*We face the same storms where dark forests grow.
We face the same storms where the wild rivers flow.*

*We dream the same dreams whatever the weather.
We dream the same dreams and we dream them together.*

By Britta Teckentrup

Performance

In pairs prepare a performance of the poem that is the written text of this book.

Your presentation can be a simple reading aloud or a full scale 'all singing, all dancing' production. It will depend on how much time you have and access to props, musical instruments etc. Share your efforts with the group or even wider audience.



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Teaching Ideas for the CILIP Kate Greenaway Award Shortlist 2018

Title: Under the Same Sky

Author & Illustrator: Britta Teckentrup

Publisher: Caterpillar Books

These notes have been written by the teachers at CLPE to provide schools with sessions which focus on the importance of illustration in building a narrative and supporting children's response. They build on our work supporting teachers to use picture books to enhance critical thinking and develop creative approaches in art and writing. The teaching notes show how picture books can be used in schools to enhance children's reading comprehension and composition of their own creative writing. We hope you find them useful

Before beginning this sequence:

This is a sequence of sessions aimed at children in Key Stage 1. In order for the sequence to work effectively you will need to 'keep back' the text from the class initially, including the cover of the book. The story will need to unfold slowly and it is best for the pupils not to know the ending until you are at the culmination of the teaching sessions. The illustrations are extremely rich and detailed. It is therefore advisable to ensure that you have access to a visualiser or similar device to enable you to share images from the text with the pupils on a large scale.

Session 1

Organise the pupils into mixed ability pairs or small groups and begin by looking at the first page in the book, in which the family of cats is sitting on a roof together. Allow the pupils time to look at the illustration in depth and pose questions or thoughts about the image.

You may want to support their discussion with some question prompts. For example, *what do the children notice about the colours used in the illustration? What mood or atmosphere is created by the use of these colours? What do they notice about the details in the picture such as the trees in the background, the chimney, the owl? Where do they think this is? Why is it more likely to be a town or village than the countryside or out in the wild? Look at the cats and consider their facial expressions and body position, what do they suggest? Do you think the cats are listening to something? What might they be listening to?*

Read aloud the text that accompanies this image and also share the title of the book with the class, ask the children to reflect on what they have heard. Ask the class to think about who else lives under the same sky as they do. *What other animals live under the same sky? Which animals live near? Which animals live far away?* If children have family or friends that live in other countries, they may want to share who they are and where they live. You may want to have a map of the world ready so that you can place markers on the map to show where the animals the children have mentioned live or where the people that they have mentioned live. Discuss which places are close by and which places are far away.

Read the next page, revealing the pride of lions featured on the following page. Ask the class what they notice about this page. *How do the colours compare with the colours on the initial page? Why do they think*

they are so different? What do these colours suggest? Does it make you feel warm looking at the picture? What do you notice about the background? Why do you think it is so empty? Where could they be? What time of day was it on the first page? Is it the same on this page? Some children may notice that lions and cats are part of the same species although they are very different in size. *What do these animals have in common?*

Read aloud the text, *what do they notice about this text? Does this confirm their ideas about who lives under the same sky?* If the class do not notice, draw attention to the fact that the first part of the text is the same as on the first page, and that it is revealed by a cut out in the shape of a cloud.

Ask for the pupils' first impressions of the book considering the following, *what do they think this book may be about? What do they like about the book so far? Do they have any questions about it? Does it remind them of anything they have read before?*

Display the pupils' initial thoughts and responses to the illustrations on a working wall so that the pupils can refer back to this in following sessions.

Session 2

Read aloud the next two pages from *'we feel the same love...'* until *'where soft meadows grow'*. Again ask the pupils to respond to the text and illustrations considering: *what do they like about the book so far? Do they have any questions about it? Does it remind them of anything they have read before?*

Look at the two images side by side and compare and contrast the settings depicted, the empty Antarctic bathed in moonlight, and the grassy plains. Ask the children what they notice is similar about these images and what is different, considering the colours, mood, atmosphere, lines, shapes and textures used. *How do they know by the animals' body positioning that they care for one another? What mood or sense of place is created in these illustrations? How do you feel when you look at them?* Ask the class to reflect on the pattern they may have noticed in the written text and in the way in which the cut out works. *What pattern do they think may be repeated as they read on?*

Consider with the children how they think the illustrations in the book have been created, *what do they notice about the images and how they have been put together?* Explore a range of media with the children, including paint, crayons, pastels and collage and compare and contrast the effects that they have created with the illustrations in the book. The children could also draw on painting paper or use collage, overlaying this with soft coloured pencils, to bring out the techniques used by the illustrator in the book. Ask the class to consider: *which techniques do you think the author/illustrator has used and why? Why use this medium over another one? Which do you prefer and why?*

Following this, you may want to ask the children to reflect on their own friendships, families and loved ones during this session. Children can spend time creating artwork of their own families, using the techniques that they have explored already. As they draw they will be thinking about these people. Encourage them to talk to each other about family members and loved ones, sharing stories about them, why they are special and describing their characteristics. Expand on the children's vocabulary and use of descriptive language as you take part in their discussions.

At this point you may want to begin some cross-curricular work focused on the animals and habitats featured in the text.

Session 3

In this session you will conduct a gallery walk. A gallery walk allows children to walk the story of a picturebook. The illustration spreads without text are displayed in sequence around the classroom or larger hall space and the children walk individually or in groups around the room building their own picture of the narrative through the illustration. Children can discuss their different interpretations of the story by discussing the images, working out what is happening. They can also empathise with different characters and situations by drawing on personal experiences.

Have all of the remaining images in the text displayed in sequence around the classroom, but without the text. Ask the class to move around the space looking at the illustrations and discussing what they notice in the pictures, prompting the children where necessary to consider the same ideas you have explored previously such as the colours, mood, atmosphere, lines, shapes and textures used.

Note the children's discussions and responses down on sentence strips or on a flip chart. Ask the class to come back together and to discuss what they noticed in the images.

Following this, ask the class to imagine the text they think might accompany the different illustrations. Remind them of the previous text read aloud and ask them to consider the clues in the illustrations which might suggest what the accompanying text could be. Remind the class that each section of text begins with 'we...'.

Model a sentence that you think could accompany one of the illustrations such as *'we worry about the weather... in a deep dark forest...'* Ask the class what the following sentence could be. Draw on the notes you have gathered based on their responses to the gallery walk and model how to compose a sentence that would follow on from the first one, imitating the pattern identified in the book.

Display the shared and modelled writing in the classroom so that the children can use this when developing their own writing later in the sequence.

Session 4

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Read the whole book aloud to the class, pausing to reflect on the pupil's responses to the story; *is this what you thought would happen? Why? Why not? Is there anything you particularly like or dislike about this text? Do you have any questions about the text? Does it remind you of anything else in real life or in stories?*

Compare and contrast the text with the children's responses to the pictures in the gallery walk, *was this what they expected? Why? Why not?*

Spend time considering the final illustration which depicts all the animals featured in the text together under the same sky. *What do you notice about the way in which the animals are positioned? Are they really together? Reflect together on why they think the author has brought the animals together in the final spread, even though they wouldn't really be together in nature. What message or impression are we given by this? What does it mean by 'we dream the same dreams'? In what ways are we all similar to one another? Why is it important to remember what unites us or that we have in common?*

Session 5

Explain to the children that you are going to make your own class book based on *Under the Same Sky*. Each child, or the children can work in pairs, can design and make their own spread, including the cut out which reveals the text.

You may want explore the techniques used by Britta Teckentrup before the children create their own illustrations. Have a series of images from the book enlarged onto A3 for the children to respond to. Ask the children to look closely at the images considering the choice of colours, shapes, lines, patterns, how much space the animal takes up on the page, the positioning of the animal's body and so on.

Following this, the children can begin to sketch their own illustrations. You might want the children to choose their favourite animal or to choose an animal from a particular region, continent or country. It may be supportive for children to find a photograph of the animal they have chosen and ask the children to consider how they might for example, break the image of the animal down into geometrical shapes. They might find it supportive to place tracing paper over the top of the photograph so that they can see the simple lines and shapes they can use. Once the children have done this they can extend and develop the illustration considering colour, shading and pattern.

Return to the children's considerations and reflections of the whole text that you explored previously. Ask the children in particular what they know they share or have in common with their friends, such as enjoying playtime, eating delicious food, dancing to great music, gather these ideas together and list them somewhere the children can refer back to.

The children could then use these ideas to create the text for their own spreads, beginning with 'we...' in the same way as the original book. Talk through the words the children would like to use to accompany the illustrations in their spread, deciding where the text is to be placed on the page.

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Invite the children to write their own text when they feel confident, ensuring this process has been modelled. Provide plenty of time for this creative process, encouraging the children to read aloud their text and share their illustrations with each other.

Finally combine all the spreads into one picture book for the children to read together. Resources to support bookmaking can be found on the following page:

<https://www.clpe.org.uk/powerofpictures/creative-approaches/bookmaking>

This sequence of activities was designed by CLPE for the Greenaway shortlist. To access more free resources from CLPE, visit: www.clpe.org.uk/freeresources

In depth teaching sequences for over 200 other high quality texts can be found at:

www.clpe.org.uk/powerofreading

Further resources to support children's understanding of picturebooks for all ages and research on the importance of using picturebooks across the primary years can be found at:

<https://www.clpe.org.uk/powerofpictures>

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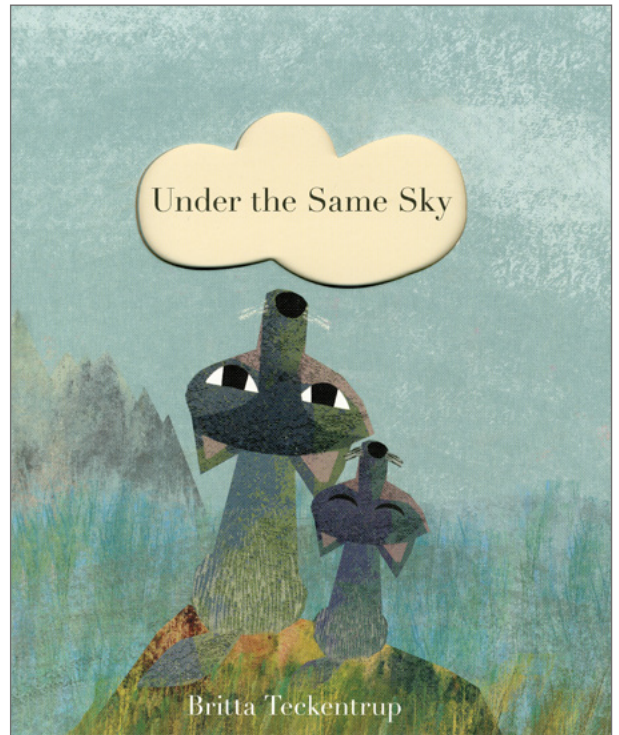
UNDER THE SAME SKY

By Britta Teckentrup

Caterpillar Books

2018 Kate Greenaway Medal shortlist,
eligible for Amnesty CILIP Honour

'The illustrator creates a flowing narrative through her effective use of die cuts, clever composition and carefully considered colour palette. We are taken on a voyage.'
Judging panel



UNIVERSAL DECLARATION OF HUMAN RIGHTS

Article 1: We are all born free and equal. We should all be treated in the same way.

Article 2: These rights belong to everyone, whatever our differences.

Article 29: We have a duty to other people, and we should protect their rights and freedoms.

ABOUT THIS BOOK

In turbulent times, this story calls for unity and friendship. Using the animal world to portray different communities, it points out that regardless of our differences and the miles between us, we all share the same planet, experiences and dreams. We have more in common than we have differences. To emphasise the feeling of connection, each page is linked by a cut-out through which the reader sees another animal and place.

HUMAN RIGHTS IN THIS STORY

Right to be treated equally; to dignity; to have a family; to love and respect; to live in freedom and safety.

QUESTIONS TO EXPLORE HUMAN RIGHTS

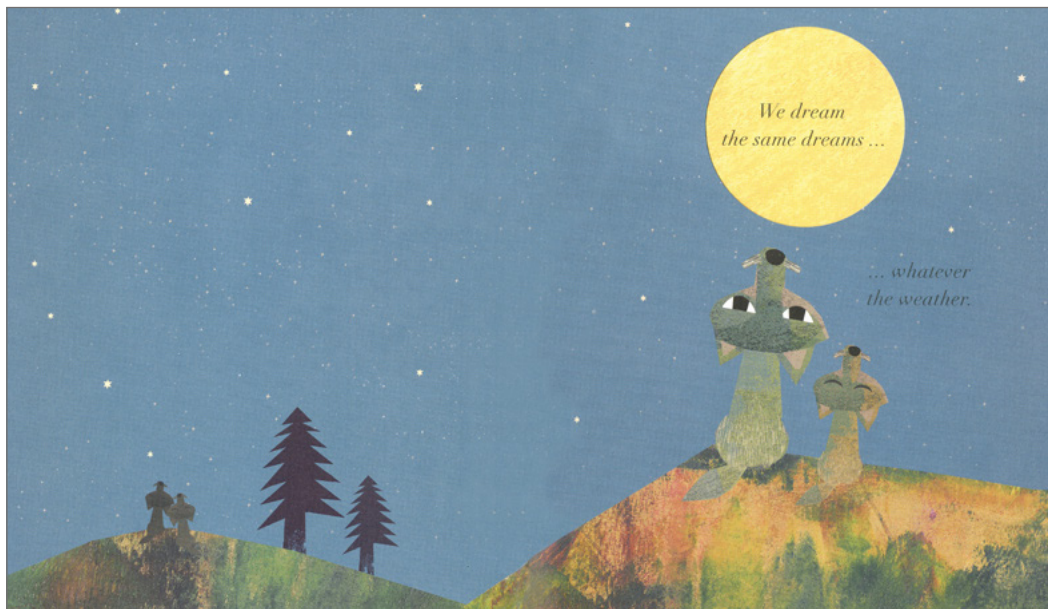
- What do all the animals have in common?
- What do people have in common no matter where they live?
- While there are many differences between us, how and why are we all so similar?
- Do you have a favourite page? Why?
- Some of the animals are in pairs, some in groups, some with children. Who lives in your home?

ACTIVITY

Create an image celebrating family and people special to you. Combine all the drawings to create a display showing them all under the same sky.

RESEARCH

Find a place with the same longitude or latitude as your location. What can you find out about the people and animals who live there? Discuss their differences and similarities.



WE ARE ALL BORN FREE AND EQUAL

The atrocities of World War II sparked a determination to protect the rights of all human beings everywhere. On 10 December 1948, the General Assembly of the United Nations adopted the Universal Declaration of Human Rights. The preamble says it must be shared, learned by children and be a part of all our lives.

When using these notes, you can download for reference:

- Universal Declaration of Human Rights simplified version, especially useful for younger children [amnesty.org.uk/udhr](https://www.amnesty.org.uk/udhr)
- United Nations Convention on the Rights of the Child [unicef.org/crc](https://www.unicef.org/crc)

For more free educational resources from Amnesty International go to [amnesty.org.uk/education](https://www.amnesty.org.uk/education)



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