



Tom Gates Live On Stage

Follow- up activity ideas for the classroom.

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Wall Art

In the show Tom and his friends are lucky enough to be given a special wall in the town to doodle on. Throughout history, humans have been painting on walls as a means of expression and communication.

Prehistoric Cave Painting



Most cave paintings are thought to date from between 10,000 and 20,000 years ago.

About 350 caves around the world are known to have paintings in them giving some insight into the lives of early man.



Serra de Capivara, Brazil

Many of the oldest and best known are in France and Spain:



The caves of Altamira (Spain)



Lascaux (France),



Creswell Crags in England.

Most pictures depict animals and hunting scenes, and the paint used was ochre made of finely ground soft rock with red or yellow pigments. This was probably bound together with animal fat. Many pictures are also outlined with charcoal. It is thought that the paint was applied using sticks and blow pipes made from bird bones.



It is not known exactly why these paintings were made. One theory is that they were made for ritualistic purposes - maybe increase the number of animals available to hunt. Some think they may have been made by Shamans and have some magical properties. Another theory is that paintings were used to transmit information. There is of course, no way of proving any of these.

Activity 1

Materials needed: A3 paper, charcoal sticks

- Ask the class to imagine they are the leaders of a cave dwelling community.
- There is to be a big hunt for deer the next day.
- It is important that every member of the community feels excited and confident of success
- Using the charcoal, each student must draw an image of a successful hunt to bring good luck to the community

Activity 2 - Communicating Messages

Materials needed: Large sheets of sugar paper, marker pens.

- Divide the class into groups of three or four
- Each group imagines they are Stone Age hunters and have to communicate an important message to the rest of the community.
- They can either devise their own message - or use one of the suggestions below
- Using the pens and the sugar paper, they have three minutes to draw the message using only pictures
- Each group shows their message to the rest of the class who have three minutes to see if they can work out what it says.
-

Message Ideas

- There are many fish in the river by the big hill
- I have found a new cave which is big and dry
- We need more dry sticks for the fire as all the others got rained on
- Tomorrow, at sunrise, we will look for Deer by the big dark wood
- We need more sharp cutting stones as all of ours are blunt
- The sky is getting grey, there will be water from the sky, it will kill our fires, and we must take shelter.
- We have had a successful day hunting today, tonight we will feast
- There are wolves near our cave, we must frighten them off
- There are many berries on the bushes, we must gather them
- A bear has been seen in the forest, we will need many people to catch it.

Ancient Egyptian Tomb Paintings



Decorating the walls of the tombs of Pharaohs and other important people was a very important part of the rituals surrounding death and burial. The pictures and writing on the walls were believed to help the deceased with their journey into the afterlife. They would include depictions of Gods and Goddesses, as a mark of respect in the hope that they would assist in the passage through the underworld to what lay beyond. Often the Pharaoh himself would be shown enjoying a good life in the next world, being tended by his servants, or telling stories of his adventures after death.

Paint was made from soft rocks and minerals, finely ground and mixed with wax or resin

It is thought that the colours of were of great significance:

- **BLUE** - Sky, water, heavens, rebirth
- **RED** - Fire, anger, chaos and victory
- **Yellow** - Eternal life, indestructibility
- **GREEN** - Growth, joy, new life
- **WHITE** - Cleanliness, power, purity
- **BLACK** - Death

Certain symbols were added into the paintings - each with their own particular meaning:



ANKH

The key to the gates of death and what lay beyond



Sphinx

With the head of a Pharaoh and the body of a lion, the Sphinx was associated with Royal power. Also, hidden secrets and mysteries



Sceptre

The long staff, known as a 'Was' signified Divine authority.



The Eye

The 'Eye of Horus' signified protection, royal power and good health



The Falcon

Symbolising Kingship over all of Egypt.



The Baboon

Associated with the God Thoth, who had the power to judge your life after death, this was a symbol of wisdom.

Activity 1



Look at the picture above. What do you think it is showing?

- What symbols can you see? What do they represent?
- Imagine you have been commissioned to design a new symbol for the Great Pharaoh's tomb.
- Draw an outline showing your ideas and explain what it represents
- What colours will you use?

Activity 2

What happened next in the Pharaoh's journey? Did he manage to pass into the afterlife without incident? Write a short description of the end of his journey through the world of the dead and his arrival in the next world.

Ancient Roman Frescoes



The interior walls of all manner of ancient Roman buildings were covered with paintings or 'frescoes'. The word fresco refers to a painting made on freshly applied plaster which then dries to become part of the wall. Temples and tombs would be covered in depictions of Gods and Goddesses and mythical scenes in order to show respect and devotion. Public buildings might contain paintings of famous battles or historical events and often included well known public figures.



Private houses were decorated too, mainly with outdoor scenes. These might show depictions of everyday life, or special occasions such as weddings. Often the owners of the house and their servants would be shown within them. Rooms in Roman houses were quite small and had few windows; frescoes could make them seem bigger.



Activity

- Divide the class into groups of four or five
- An important Roman Senator has just had a big villa built in your town and is looking for a company of painters to decorate it with frescoes.

He wants:

- *One showing his family and friends feasting*
- *One showing a scene of the local market*
- *One of farmers ploughing his fields*
- *One of fruit being picked from his orchards*
- *And one other*
- Each group imagines they are fresco painters who are bidding for the job
- Using their bodies, they must create four different freeze frames showing the scenes above, and one extra one of their choice.
- The extra one must be designed to flatter the Senator and his family

Each group then takes it in turn to show

Their pictures to the Senator (teacher -in -role) - or to the rest of the class assuming the roles of the Senators' extended family

Before presenting the 'extra' scene, a spokesperson from each group explains what it will be and how much it will appeal to the Senator.

The Senator cannot make up his or her mind about which of the groups works he/she prefers, so asks for each member of the class to draw out their favourite picture of the five they showed.

These could then be displayed on the classroom wall to make a new fresco.

Modern Wall Painting

In the modern world, wall painting is still a popular art form. Murals bring art into the public sphere and get it seen by people who wouldn't necessarily go to an art gallery.

They can have a dramatic effect on passers-by and many have become tourist attractions:



Boxers - Conor Harrington



Fall of the rebel angels - Remi Rough

Murals with Messages

Keith Haring

Keith Haring was an American artist who created numerous public artworks around the world.



Many were created to raise awareness and funds for charities, hospitals and other organizations.



Necker Children's Hospital Paris.

He very much believed that art is for everybody:

*"The public has a right to art
the public is being ignored by most contemporary artists.*

Keith Haring

Often his artworks carried social messages:



Activity

- Look at the picture above. It speaks but has no words
- What is the message the artist is trying to convey?
- Sketch out your own design for a mural with the same message

Diego Rivera



Diego Rivera was an early twentieth century Mexican artist. He was interested in making art that reflected the lives of working class people and their struggles. In the 1920's he was commissioned by the Mexican Government to make murals about the country's people and their history



Activity 1

This picture shows people working on a sugar plantation and was painted to show the extent of social inequalities in Mexico at the time.

- Imagine you are the small girl at the front holding the basket, or the boy with the hat on the left.
- What are you thinking?
- How are you feeling - are you tired?
- Write a short diary entry describing your day at work.

Activity 2

With the class taking on the roles of the workers, imagine it is the end of the day and they have all gathered together for a meeting to talk about their problems (hunger, exhaustion etc) and to decide on what action to take to improve the situation.

It is important that the rest of the country knows about their plight. How could it be communicated to others in a world without any technology?

- Invent a slogan encapsulating your feelings
- Design banners to illustrate it. (Remember many people in the country can't read, so this must be in picture form)

Art

When asked about her illustrations for the Tom Gates books, Liz Pichon said 'I just treated every page as a piece of artwork'. Tom's doodles give us an insight into his head and his thinking. Artists have always used doodles as a way of trying out ideas, but more recently, it has begun to gain recognition as an artistic style in its own right.

Kerby Rosanes



Kerby Rosanes is a Philippines - based doodle artist who works mainly in ink using fine lines made with ordinary black pens to create intricate compositions. He describes his art as a hobby that became his full time work. His doodle designs have been used to decorate all manner of objects including:



Shoes



and drinks bottles

Like Liz Pichon, Burgerman believes that anyone can doodle: *Doodling is about thinking as you make and allowing your thought process to become part of the final work.*

He often uses music as a starting point.

Activity

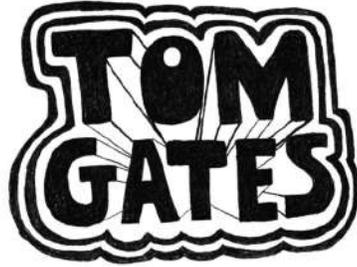
- Give each student 2 blank pieces of paper and a pencil to doodle with
- Put on a piece of 'dramatic' classical music (e.g.: Rachmaninov p Beethoven fifth symphony first movement, Mussorgsky Night on the Bare Mountain)
- Tell the students to listen to the music and fill the paper with whatever doodles come into their heads. The drawings do not have to be recognizable as anything or be related to one another
- Stop after five minutes and replace the used paper with a clean sheet
- Put on a contrasting piece of music - something soft and gentle (e.g.: Tchaikovsky 'The dance of the sugar plum fairy' from the Nutcracker suite, Bach 'Air on a G string')
- Repeat the exercise
- Compare the two drawings
- In pairs, swop either of the drawings with your partner
- Each person has two minutes to look at their partners drawing and to write a sentence describing how it makes them feel.
- Discuss their reaction with their partner.

Tom Gates Doodles

'There's no wrong way to doodle' - Liz Pichon

Amy: I'm rubbish at drawing

Tom: That's not true Amy, anyone can draw – look, even Marcus can doodle



Name Doodles - Liz Pichon style

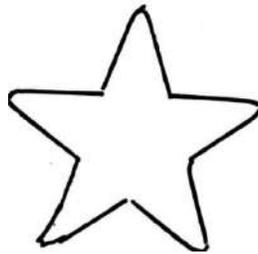
1. Start in the middle of the paper
2. Bubble- write your own name
3. Draw a line around the outside of it
4. Then another
5. Draw straight lines from the edges of the letters towards the centre, to give a 3D effect.
6. Colour in between the lines



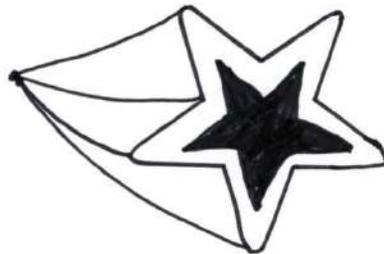
7. Try adding on a picture of yourself
8. Draw more lines around the picture
9. Add in stars
10. Link your pictures together with semi circular lines

How to draw Tom Gates Stars

1. Draw a five pointed star using five triangle shapes (They don't have to match exactly)



2. To make them 3D, draw a dot a little way away and take lines to it from the corners:



Word Doodles

Writing in Tom's voice, Liz Pinchon chooses to illustrate certain words in the text to highlight their meaning. For example:

SOLID BRILLIANT!
howling

**THE
FOSSILS**

Onomatopoeia - the process of creating a word that imitates the sound it describes - was a particularly popular art technique of the 1960's

Roy Lichtenstein

Roy Lichtenstein was part of the 'Pop Art' movement in America. He became famous for his bright, bold paintings and comic strip style.

One of his most well known works was 'Wham'



Activity

1. Each member of the class picks a word from the list below
2. Stand up in a circle and say your chosen word out loud (It doesn't matter if several people have picked the same word)
3. Say it again slowly and loudly with your eyes shut
4. Ask yourself - how does the word make you feel when you say it?
5. Still with eyes closed, speak the word and move your body at the same time
6. Match the movement to the word until it feels right
7. With eyes open, take it in turns to go round the circle saying your word and doing your movement at the same time, freezing when you have finished.
8. The end result should be a bizarre human word picture!

Development

1. Draw out your word on paper in a manner that to you illustrates its meaning.
2. Put all the pictures together to make your own pop art doodle wall.

Onomatopoeia Words

| | | | | |
|----------|---------|-------|---------|---------|
| Swish | Thud | Ding | Clap | Clatter |
| Dribble | Mumble | Buzz | Spray | Bang |
| Splash | Drip | Growl | Whisper | Fizz |
| Sprinkle | Whizz | Whack | Pop | Clang |
| Chirp | Zoom | Chirp | Yawn | Rumble |
| Blurt | Ka-boom | Clunk | Cackle | Splat |

Characters



Tom's world is filled with an array of quirky characters all depicted with simple line drawings that sum up their essence.

At home there are his parents:



Who, like all parents, are often a source of embarrassment.

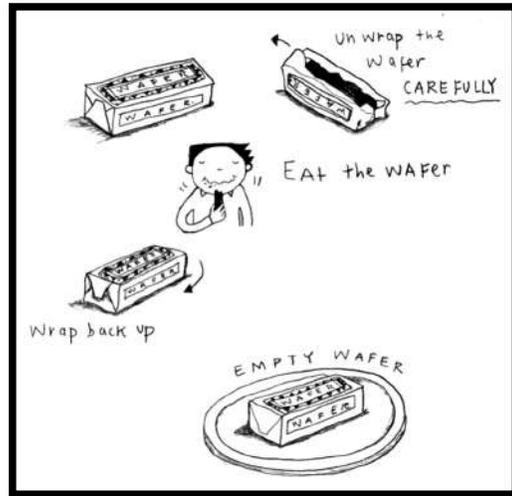
There is his older sister Delia:



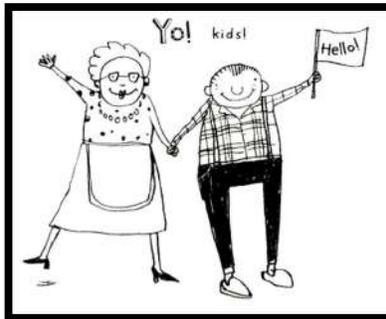
'That's my grumpy sister Delia. She's not very keen on a lot of things like: smiling - sunlight - or having fun.'

Extract from Tom gates on stage - adapted by Neil Foster'

Tom is always playing tricks on Delia such as hiding her many pairs of sunglasses or eating the last toffee wafer then re folding the wrapper so it looks full.



In the play we meet his deeply eccentric Grandparents who Tom has nicknamed the Fossils

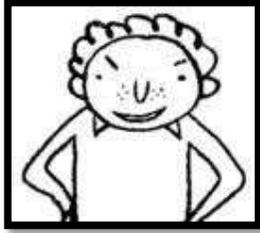


'My grandparents are at least 250 years old, but you'd never think so'

His best friend is Derek Fingle, who lives next door:



At school, Tom has to sit next to Marcus Meldrew, a 'nosey parker' who is always trying to get him into trouble.



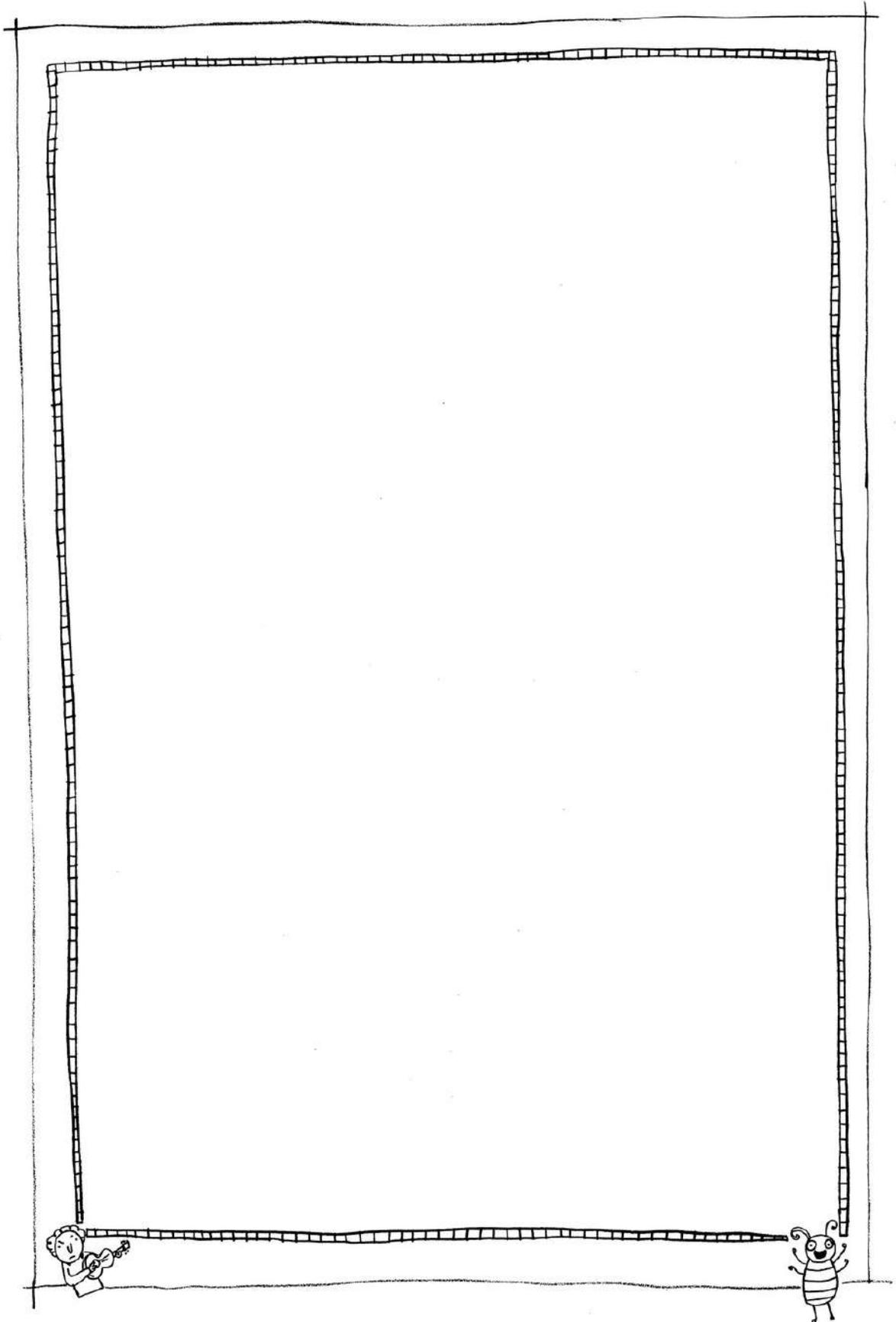
All of these illustrations are very minimal and highlight one or two distinctive characteristics

Activity

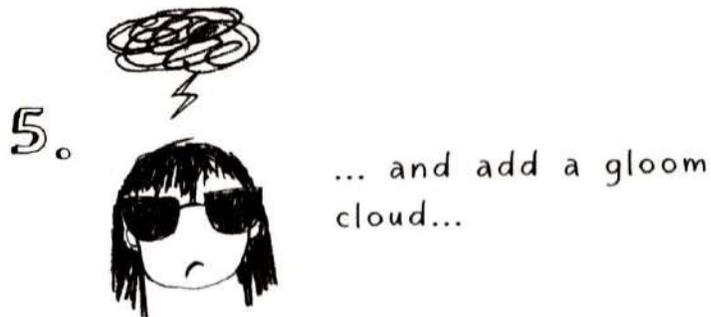
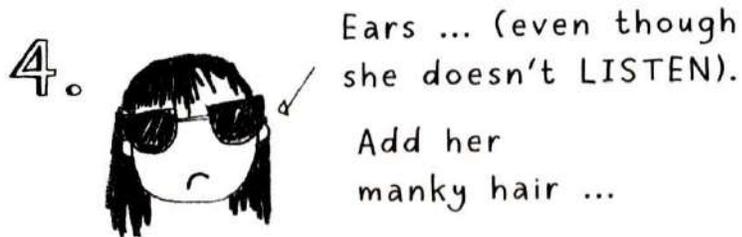
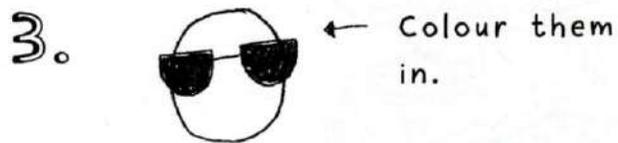
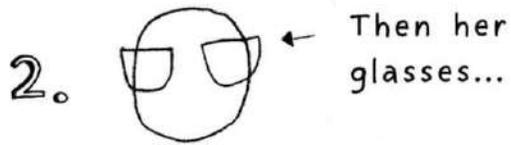
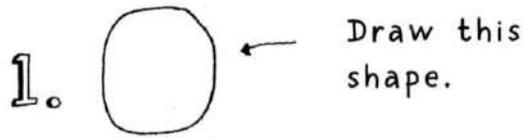
- Imagine you are a portrait artist who has been asked to draw a simple sketch which captures the essence of a character.
- Working in pairs, take it in turns to sit and look at your partner while they stand opposite you
- Narrow down two or three features that make your partner distinctive
- Draw a basic circular shape for their head.
- Draw in the eyes about half way down
- Add in the other characteristics
- Pass the drawings around the class and see if the characters can be identified.

Activity 2.

- Look in a mirror and study your own face. Decide on two or three characteristics that are the essence of you.
- Using the same technique as before, draw a self portrait in the frame on the next page.
- Add in a few words to describe how you think you come across For example 'cheeky', 'cheerful', 'thoughtful', 'cunning'.



How to draw my grumpy sister Delia



The Dog ate my Homework....

TOM Then last week I was showing my homework to Derek, my best mate and next-door neighbour. When his dog Rooster jumped up, grabbed it and ran off.

MR FULLERMAN So let me get this right Tom - the dog ate your homework - AGAIN?

TOM Yes, sir, it's true, sir. (TO AUDIENCE) It Really is.

MR FULLERMAN That's your second sad face of the term, Tom.

Extract from *Tom Gates Live on Stage* - adapted by Neil Foster

Tom genuinely did have his homework mauled by Rooster, Derek's dog, but it is such a well worn excuse that Mr Fullerman clearly didn't believe him.



For years teachers have been listening to excuses for not doing homework.

Here are some classics:

'The wind blew it out of my hands'

'My little brother tore it up'

'It fell in a puddle'

'I had my bag stolen and it was inside'

'I thought it was in my bag but I must have left it at home.'

And some less plausible ones...

'Some crazed thieves broke into my house and stole it'

'I was abducted by Aliens last night'

Activity

- In groups of four or five decide on the most ridiculous excuse for not doing homework you can think of.
- Your teacher may have trouble believing it, so you need to clearly detail the events that lead up to the pupil not having their homework.
- Condense the story down into five or six events
- Sketch out a storyboard on a large piece of paper which details each event - including locations and the characters involved
- Each group then makes a series of five or six freeze frames telling their story. One member acts as the narrator while the others make the pictures with their bodies. The whole group must be involved in each picture - making scenery as well as characters.
- Each group then takes it in turns to show their story to the teacher who assumes a very strict persona in the manner of a Victorian school master/mistress.

- The teacher decides whether or not the stories are believable.
- The teacher then details any punishments to be given for unbelievable stories. (Cane, slipper, lines etc)
- Each pupil then writes out a version of their story as a diary, in as much detail as possible, any punishment received and how they felt about it.





Rock Band Project

Tom and his friends, Norman and Derek are in a band called 'The Dog Zombies', who get the chance to play at the school open day.

Tom plays guitar, Derek, keyboards and Norman is on the drums. (They have to be careful how much sugar Norman has - if he has too much he goes mad!)

Image is a very important thing for any rock band - how they come across to their audience. Tom has designed their logo, (inspired by Derek's dog Rooster) and the boys have spent some considerable time practising their rock star poses.

Activity - Fantasy Rock band

1. Image

- Divide the class into groups of four or five.
- Each group imagines they are a fledgling rock band, keen to make a big impression on the world.
- First, they must decide on a name for their band.
- Next they decide on a title for their latest hit
- Next, each band member must decide what instrument they play, who is the lead singer, and what style their music is.
- The record label want to do a photo shoot to introduce the new bands to the general public, but time is short

- Each group rehearses four different still 'photographs' that they feel show off their band and what they stand for.
- With the teacher in role as the record company PR manager, each group presents their 'pictures'.
- The PR manager decides on the best shot for each group.

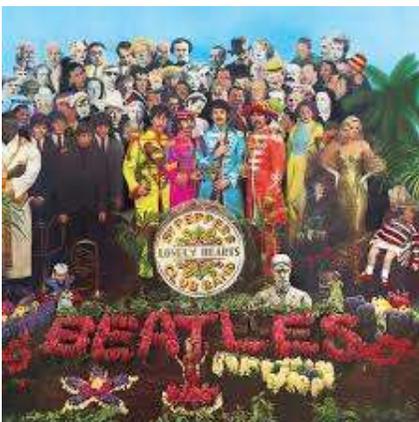
2. Album Cover

The cover image for an album is very important as it can make or break sales - and thus ultimately a band's success. The image on an album needs to say something about the band and their style of music. An album often takes its title from one of the tracks on it.

- Look at these classic album images:



Pink Floyd - 'Dark Side of the Moon'



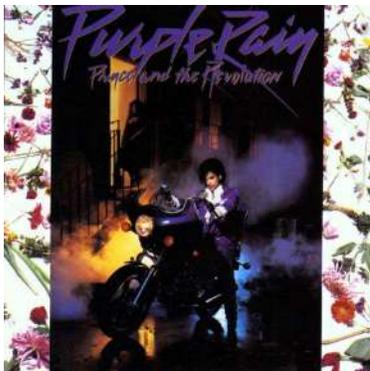
The Beatles - 'Sgt. Peppers' Lonely Hearts Club Band



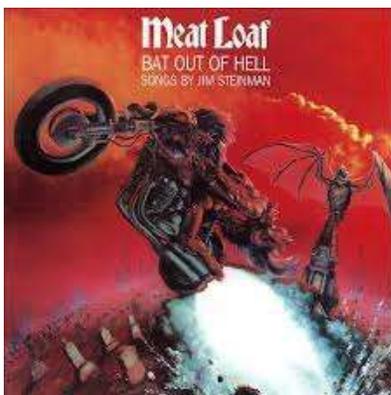
Michael Jackson - 'Dangerous'



Primal Scream - 'Screamadelica'



Prince - 'Purple Rain'



Meat Loaf - Bat out of Hell

- Imagine you are a designer. You have the task of designing the album cover for your band's new release.
- Sketch out your design - including the title of your latest hit.
- Show your design to the other band members.
- Cut out the images band members feel are most appropriate from all of the designs
- Each group makes one collage from the different cut out images - and adds the band's name and album title
- Each band presents their album cover to the 'PR Manager' for approval.
- Show the finished album covers to the rest of the class and take a vote on who would buy that album on the strength of the cover alone.

3. Song Writing

A rock band won't survive without a good song.

The Dog Zombies have written several, including 'Delia is a weirdo', and of course, 'The School Dinner Blues':

Close my eyes and imagine
 While licking my lips
 That today is the day
 They'll be serving up
Chips! What do we want? We want chips.
When do we want them? Now!
Chips! What do we want? We want chips.
When do we want them? Now!
 Chips! What do we want? Chips, chips, chips, chips, chips,
 chips, chips!
 Chips are my favourite, if not everyday
 A portion of chips
 Makes a bad day - OK
Chips! What do we want? We want chips.
When do we want them? Now!
Chips! What do we want? We want chips.
 when do we want them NOW!

CHIPS what do you want WE WANT CHIPS

Write your own pop song

Below is a process you could try as a starting point for writing your own song.

- First decide on a subject for your song - it could be something or someone you like or a place you like to go to. (*E.g.: a bus journey*)
- Decide on a title for your song. - tip - keep it short as this will form the main motif of your song (*E.g.: 'On the bus'*)
- Write your first line - (*E.g.: 'Who is going to be...'*)
- Use your motif for the next line. (*On the bus*)
- Find an appropriate word that rhymes with the end of your first line and use it to end your second line: (*'sitting next to me...'*)
- Use the motif again (*On the bus.'*)
- Add the third and fourth lines making them rhyme and add your motif (*E.g.: We can sing and shout- on the bus, We are going out - on the bus*)
- To make your chorus, use your motif and find another line that rhymes with it :
 - (*E.g.: 'There's so much to see on the bus,
Come with us, come with us, on the bus'*)
- Add another verse and repeat the chorus
- After two verses and two choruses, try adding a 'bridge'. This is a short section that is different in rhythm and melody from the verse or chorus.
 - (*E.g.: 'The great big wheels are spinning fast'
We're watching the countryside whizzing past'*)
- Finish with one last verse and chorus.
- Find a tune to fit your words to.

Tips

- Try starting with a tune you know well - for example the hokey cokey and write new words for it
- Many songs tell stories. Try writing a simple eight line story and use it as a springboard for song lyrics
- Try writing lists of useful rhyming words
- A thesaurus or rhyming dictionary (book or online) can help.

There are several song writing websites that might be useful:

Music Maker Jam

Isle of Song.