

Creative Impulse

| Title | Genre | Summary | Aspects of theme explored |
|--------------------------|---------------------------|---|--|
| Working in the Hot Shop | Interview/procedure | In this interview, Karen Ellett talks about her job as a glassblower. | <ul style="list-style-type: none"> jobs that involve creativity visual arts using specialised tools and skills |
| The Henderson Experience | Photo essay (Visual text) | This photo essay explores a band's creative process from practice to performance. | <ul style="list-style-type: none"> musical creativity several people contributing to one creative piece performing in front of an audience |
| Making an Animated Movie | Narrative procedure | This text explains how animated movies are created and illustrates the process of Claymation. | <ul style="list-style-type: none"> jobs that involve creativity turning a creative idea into a product |
| Ed's Bull | Narrative | Ed would rather be watching TV than cleaning the basement, but he soon discovers creative possibilities among the junk and cobwebs. | <ul style="list-style-type: none"> the difference between passive and creative leisure activities creating from found objects imaginary games |
| The Toast Man | Procedure/report | Maurice Bennett creates 'toast sculpture'. This report outlines the process that he uses. | <ul style="list-style-type: none"> unusual art forms overcoming problems in the creative process |

Suggestions for using *Creative Impulse*

Guided reading

See the following lesson plans.

Theme studies

This book could be used as part of a theme study on the creative process, artistic expression and aesthetics. This study could also be used to explore visual literacy and critical evaluation.

- Introduce the theme and look at the contents page with the students. Discuss the different genres. Ask the students to read the item summaries and discuss the way each piece relates to the main theme. The students could choose one of the items to begin the theme study.
- Use the whole book or items from it in your content-area teaching.
- Use 'The Toast Man' or 'Making an Animated Movie' to examine the creative process. Explore aspects such as artistic influences, new ideas, planning, design and the final product.

- Use the Find Out More section as a springboard for further independent research.

Text comparisons

Comparing the procedural texts 'The Toast Man' and 'Making an Animated Movie' will allow the students to explore problem solving within a creative process. These items can also be used to compare two kinds of procedural text directly.

Shared reading

Both of the double-page spreads in 'The Henderson Experience' are suitable to enlarge for shared reading.

Independent reading

'Ed's Bull' can be used for independent reading for pleasure or as an introduction to using found objects to create art.

Working in the Hot Shop

In this interview, Karen Ellett talks about her job as a glassblower.

Features of the text

- Interview
- Procedural text with photographs
- Captions
- Specialised vocabulary
- Question-and-answer format

Purpose

'Working in the Hot Shop' can be used to introduce and reinforce the following skills:

- scanning and skimming a text for specific information;
- synthesising information from text and visual sources;
- using prior knowledge;
- exploring verbs.

Introducing the text

Select one or more of these discussion starters:

- Look at the title. What do you think this story is about?
- What do you know about glassblowing?
- What tools might a glassblower use?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read pages 2 and 3. How are the ingredients transformed into a liquid?
- Read pages 4 and 5. Discuss any connections you can make between glassblowing and other activities.
- Skim the interview questions and look at the photos on pages 6 and 7. Predict the steps in Karen's creative process. How might this be similar to the way other artists work?

Following up

The students can:

- describe the process of glassblowing using labelled diagrams
- write questions for an interview with another craftsperson
- list all the things they know that are made from glass
- identify the imperative verbs (take, roll).

The Henderson Experience

This photo essay explores a band's creative process from practice to performance.

Features of the text

- Photo essay
- Descriptive language
- Specialised vocabulary
- Chronological sequence

Purpose

'The Henderson Experience' can be used to introduce and reinforce the following skills:

- making inferences;
- drawing conclusions based on evidence from the text;
- synthesising information from the text and visual sources;
- formulating interview questions.

Introducing the text

Select one or more of these discussion starters:

- What are some of the advantages of working in a group instead of on your own?

- What are some of the challenges?
- Do you know anyone who plays in a band?
- What qualities does a musician need?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read page 8. Why do you think the band changed from wanting to have fun to wanting to perform?
- Read page 9. Who do you think is the band's leader? How did you come to that conclusion?
- Read the rest of the text. What kind of music do you think the band plays? Who might they sound like?
- How do the photos support the messages in the text?
- What is the purpose of the speech bubbles? What do they contribute?

Following up

The students can:

- write five interview questions for The Henderson Experience
- create the titles of five songs the band might sing
- design a CD cover for the band
- write some speech bubbles for each member after a big performance.

Making an Animated Movie

This text explains how animated movies are created and illustrates the process of Claymation.

Features of the text

- Narrative procedure
- Fact boxes, charts and diagrams
- Subheadings
- Problem-solving focus
- Specialised vocabulary

Purpose

'Making an Animated Movie' can be used to introduce and reinforce the following skills:

- comparing different forms of informational text;
- exploring and evaluating text organisation;
- identifying problems and solutions in a text;
- restating information in the students' own words.

Introducing the text

Select one or more of these discussion starters:

- What is an animated movie? How do you think it's made?
- How are animated movies different from conventional movies?
- What things might go wrong when making an animated movie?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read pages 12 and 13. Notice the different ways the information is presented.
- Which format do you prefer? Why?
- How do the different forms support each other?
- Read the rest of the story. Explain the process of animation in your own words.

Following up

The students can:

- create a problem/solution chart about making animated movies
- make a flip book
- write a numbered procedure for making an animated movie.

Ed's Bull

Ed would rather be watching TV than cleaning the basement, but he soon discovers creative possibilities among the junk and cobwebs.

Features of the text

- Realistic fiction
- Character development
- Action verbs
- Descriptive language
- Problem solving

Purpose

'Ed's Bull' can be used to introduce and reinforce the following skills:

- visualising to make meaning;
- determining the author's purpose;
- exploring descriptive language;
- forming and justifying opinions about characters' actions.

Introducing the text

Select one or more of these discussion starters:

- Why do some people want to limit the amount of TV children watch?
- What could you do instead of watching TV?
- Imagine you have to clean the basement. What could you do to make it fun?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read pages 18–20. Why do you think Mum let Sofia watch TV?
- Why does the author describe Sofia as 'smiling sweetly'? (page 20)
- Read the rest of the story. Why does Ed's mood change when he is in the basement?
- Why do you think the author wrote this story? What was he trying to tell us?

Following up

The students can:

- identify words or phrases that help them form a picture of the basement
- use descriptive words to write a poem about a dark, scary place or a story about a world without TV
- make a model from recycled materials and write instructions describing how to make it.

The Toast Man

Maurice Bennett creates 'toast sculpture'. This report outlines the process that he uses.

Features of the text

- Procedure
- Problem solving
- Subheadings
- Pun

Purpose

'The Toast Man' can be used to introduce and reinforce the following skills:

- making personal connections with the text;
- identifying problems and solutions in a text;
- evaluating information to form an opinion;
- discussing the use of a pun.

Introducing the text

Select one or more of these discussion starters:

- How could you make art out of toast?
- Imagine a giant portrait made from pieces of toast. How much space do you think would be taken up by one thousand pieces of toast laid out flat?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read pages 26 and 27. Why are the last two sentences on page 26 humorous?
- What problem did Maurice have with his first sculpture, and how did he solve it?
- Read the rest of the story. What other problems might you have when making toast art?
- What other food could be used to make art? How could it be used?
- What are the pros and cons of using food to create art?

Following up

The students can:

- research the work of a famous artist who uses mosaic, such as Gaudi
- create a list of other art-related puns
- plan and sketch an original toast sculpture using graph paper.

