



In The Picture

Inspiring the book world to include disabled children

These art sessions have been inspired by three illustrators and by the Quentin Blake Award project and have been designed to put disabled children “in the picture”.

The age range for the session plans is entirely flexible; use the plans as an outline for an art session and adapt them to suit the needs of the children.

All sessions are expected to last for approximately one hour but can be easily adapted to last a longer or shorter time.

They are generally best suited to groups of about 10 children but more can be included depending on the group leader.

Materials needed include boards, paper, pencils, pens, coloured pencils, collage, paint, brushes, sponges, charcoal etc. (a wide range of both media and methods of application to suit the differing needs of the participants).

For session 2 and 3 you will need to have access to images in the In The Picture image bank at: <http://www.childreninthepicture.org.uk/inspiration.htm> and for session 4 a selection of children’s picture books should be available for the children to look at.

Try to allow 10 to 15 minutes at the end of the session to look at the group’s pictures and allow the children to make comments and feed back about the process.

You can also tell them about the In The Picture Children’s Gallery and the possible exhibition of their work in it.

<http://www.childreninthepicture.org.uk/childrensgallery.htm>

Images, with any evaluation notes can be posted to In The Picture or emailed in low resolution jpeg format to inthepicture@scope.org.uk
Images on CD or paper can be sent to:

In The Picture
PO Box 8693
Market Harborough
LE16 0EH

Session 1 - Workshop ideas inspired by illustrator Jane Ray

Title – “This Is Me!” and/or “This is You!”

Location – either in a gallery which has some portraits, e.g. National Portrait Gallery or in a school or club setting.

Aim and outcome – The aim of this exercise is to look at artist portraits and self portraits and use these as inspiration for children to create their own portraits and self-portraits.

Session plan

Start the session by talking about portraits and self-portraits, what they are and what they are for. Look at examples either in a gallery setting or with slides, prints or postcards.

Talk about the details that tell us about the subject of the portrait – clothes, jewellery, sticks, swords, fans, glasses, hats etc.
Encourage discussion.

Introduce what we are doing – making our own portraits, either of each other or of ourselves. Workshop leaders may want to decide what seems appropriate. Talk about the things that we might want to include to tell us something about the subject – jewellery, a special hat, a hearing aid, earrings, glasses, how the subject is posed, what they are sitting on or holding, hair ornaments, painted nails, splints, hair colour, tattoos, skin colour, eye colour etc.

Then start work!

Session 2 - Workshop ideas inspired by illustrator Di Lorriman

Title – “This is us in our classroom/canteen/playground!”

Location – school or club setting.

Aim and outcome

The aim of this exercise is to encourage children to look at their inclusive environment and be part of creating a group picture or montage that celebrates it.

Session plan

This is a group exercise. Use inspiration from Dianne Lorriman’s humorous pictures of a school canteen and a classroom in our image bank. <http://www.childreninthepicture.org.uk/inspiration.htm>

See if the children can describe what is happening.

Reveal the descriptions if necessary and then tell the group that their aim is to create a scene that shows how the setting whatever is decided upon has been changed so that everyone can take part.

This is a good exercise for a montage. Workshop leaders may want to decide what seems appropriate. For example for the playground setting use a landscape sheet of sugar paper.

With a small rectangular sponge and pinky/red paint ask some children to print bricks to denote a brick wall over the top half of the page (or stick on some printed bricks!)

When dry, add some playground games such as a few large white circles or numbers or maybe a hop scotch or painted playground snake on the ground in the bottom half of the picture – whatever is in your playground but not too much.

Then start work!

When individual children have completed their ‘this is me in the playground’ picture cut out the pictures and add as appropriate. As

you go along keep an eye on the sizes of images so they fit in. You may be able to reduce or enlarge on a copier if necessary.

If possible photograph and print the whole picture so the children can hold on to the fact that they are 'In The Picture'.

Session 3 – Workshop ideas inspired by illustrator Helen Thornhill

This is a template for a workshop aimed at settings where disabled and non-disabled children study, socialise or play together.

Aim and outcome

The aim of this exercise is to produce pictures that explore ideas inspired by Helen's imaginative "crazy contraptions".



Title – "We wish...!"

Location – school, club or play setting.

Session plan

Start the session by talking about Helen Thornhill's story "Every Kid is Different" on the stories section of the In The Picture website and Kathryn Wilson's Helter Skelter picture in the image bank.

<http://www.childreninthepicture.org.uk/>

Discuss Helen's words ... *"I allowed my imagination to run wild in creating crazy contraptions and enjoyed making the whole thing as lively as possible."*

Introduce what they will be doing – putting disabled children in the

picture in the most imaginative way by making an individual or group picture which could go into the gallery on the In The Picture website.

Then start work!

Session 4 - Workshop ideas inspired by Booktrust and the Quentin Blake Award

This is a template for a workshop aimed at all children

Title – “What if...?”

Location – Anywhere with access to a variety of children’s picture books.

Aim and outcome

The aim of this exercise is to look at current picture books and produce children’s versions of the pictures that include disabled children.

Session plan

Start the session by asking the children what books they can think of that feature a disabled character. How is disability shown in books and why do they think this is?

Look at some well-known books/illustrations; discuss how the pictures/stories could be altered to include disabled characters.

Introduce what they will be doing – putting disabled children in the picture by redrawing existing illustrations to include disabled children.

Then start work!

The children could work individually or in pairs. Allow them to use the selection of books available for reference and inspiration.

Look at a selection of the pictures and discuss any problems the children had including images of disabled children in the illustrations. How could these be overcome? How could they encourage illustrators and authors that it is possible to include images of disabled children in their work?

This idea was taken from an activity used as part of Booktrust's Quentin Blake Award project.

For further inspiration from Booktrust and the Quentin Blake Award visit the Bookmark website at <http://www.bookmark.org.uk/> which features a downloadable list of activities to encourage children to think about disability in children's books.

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