



by Alan Dapré

Learning Resource Pack

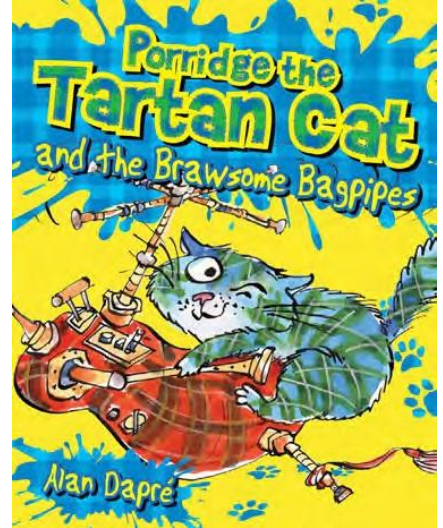
A Learning Resource Pack for use with *Porridge the Tartan Cat and The Brawsome Bagpipes* by Alan Dapré

The cross-curricular activities link closely to - and draw upon - the Curriculum for Excellence. They have been created by the author, who is a former Deputy Headteacher & Literacy Coordinator.

Introduction

Porridge the Tartan Cat and the Brawsome Bagpipes is the first title in the 6 book series. All the books are 'stand alone' stories.

The cross-curricular activities below explore the wordplay, structure and narrative in the books. They highlight the fun and energy that runs through the Porridge the Tartan Cat series. The activities link closely to - and reference - the Curriculum for Excellence.



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This Resource Pack adopts a handy 'pick and mix' approach.

Most of the activities are phrased as if talking directly to the children - and can be selected for use in group or paired discussions.

Feel free to incorporate them into worksheets too

Short Biography of Alan Dapré

Alan Dapré has worked as a teacher, BBC Radio playwright, children's TV scriptwriter and author of educational fiction and non-fiction titles. He currently writes humorous books for young readers, and lives on the west coast of Scotland.

Alan grew up in Kent and went to school in Sandwich near Ham. He studied Creative Arts (BA Hons) in Nottingham. Afterwards, he moved to Gotham. He didn't see Batman but did graduate as Primary School teacher. Alan continued writing while teaching and was delighted to discover how much they complemented each other.

He loves being creative. By the time Alan became a Deputy Headteacher, he had published many plays & books. Buzzing with story ideas, he finally left school in his mid-thirties and became a full-time writer. He lived in Oxfordshire for a while and wrote TV shows such as Brum and Boohbah. Later, he moved to Scotland. His journey to work is now 10 seconds from the kitchen.

Alan Dapré has been interviewed by his publisher Floris Books. You can read his interview here:

<https://discoverkelpies.co.uk/2017/07/author-interview-alan-dapre>

Information about illustrator Yuliya Somina

Yuliya Somina is an award winning illustrator from Moscow.

She graduated from the Moscow State Art College with a degree in fine arts and began her career in animation. Yuliya has illustrated many books including Michael Rosen's *I Never Know How Poems Start* and Bill Bryson's *A Short History of Nearly Everything*.

General Activities About Alan Dapré + His Books

- Alan Dapré has written 60 books. See if you can discover some of them online. What genres has he written in?

Teacher Tip: Fiction for children - published by Floris Books; Educational plays for schools - published by Ginn, Heinemann & Pearson; Radio plays transmitted on Radio 4, etc.

- Come up with a question you would like to ask the author. Share it with the class. Do you have similar questions?

Teacher Tip: Alan Dapré has a contact page on his website and is happy to answer questions.

http://www.alandapre.com/contact_page_alan_dapre_artist_author.html

- Compare two of the covers of the Porridge the Tartan Cat books. How can you tell they are part of a series? Is it possible to guess elements of the story from the image on the front?

- Read the summary on the back cover of each book. How much of the story does each one give away? Discuss what the 'blurb' on the back is for.

Teacher Tip: Front & back cover images are available in the Free Resources section here:

<http://www.alandapre.com/free-resources-alan-dapre-childrens-author-artist.html>

- Each book stars a member of the McFun family. Can you tell who it is from the book cover? Can you guess from the picture on the back what type of person he or she is? Are there clues as to what is going to happen to that character?

- Explore the book titles. What might each book be about? Are the titles obvious or a bit mysterious?

- Each book cover is very colourful. The words are in an exciting font. Why might this be? Porridge is shown on every cover. Why? When opened, the inside of the cover features another book – why might that be?

- The language in the book incorporates Scottish words, such as Tatties, coo and cloutie. Look out for them as you read.

Teacher Tip: The books have a Scottish twist. Each one features objects associated with Scotland. Some, such as Gadget Grandad's bagpipes, are used in surprising ways.

The Activities are linked to the Curriculum for Excellence

- 1st level: Primary 2-4 (P2, P3, P4)
- 2nd level: Primary 5-7 (P5, P6, P7)

Activity Area 1: This Book Belongs To...

- Look at the 'This Book Belongs To...' page at the beginning of *Brawsome Bagpipes*. Porridge wants you to tickle him. How could you do that? [hint: use the picture opposite]
- Discuss why Porridge says, 'You can even put your name here, for now?'

Teacher Tip: Use the **Activity Area 1: This Book Belongs To...** worksheet to explore wordplay.

Discuss how Porridge uses 'Me-' words, including 'Me-ow' which is similar to the way a cat speaks. Use the worksheet as a starting point for the children to create their own 'Me-' words.

- Imagine you are Porridge. Explore the tartan cat's moods through Dance. Use your knowledge of dance styles.

Work with a partner and mirror each other's moods.

Expressively change mood. Cover your face or crouch then spring up and reveal a new mood.

Consider how you would move, your pace, direction and timing.

Think about the sounds you make.

Curriculum for Excellence Outcomes

Listening and Talking: Lit 1-02a, LIT 2-09a


Reading: Lit 1-15a, ENG 1-19a, LIT 2-14a


Writing: LIT 1-25a, LIT 2-23a


Expressive Arts: Dance EXA 1&2-09a, 1&2-10a, 1&2-11a

Activity Area 1: This Book Belongs To...



 Think of a way to tickle Porridge's chin.

 Look at the word Me-ow! Why might a cat say this?

 Porridge likes to use 'Me-' words to show us what he is feeling.


Study these words and write his mood underneath each one.



Me-phew **Me-yum!**

Me-wow! **Me-grr!**

Me-oops **Me-sigh**

 Now create some wacky 'Me-' words for these moods...

sad

sleepy

hungry

poorly

Activity Area 2: What's In A Name?

- Read pages 6 to 9 of *Brawsome Bagpipes*. Make a note of the names of the human characters.

Teacher Tip: Use the **Activity Area 2: What's In A Name?** worksheet to explore some characters.

Ask children to each choose a favourite character from *Brawsome Bagpipes* and then discuss their choices with each other.

- Write a sentence about what you think each character does - based on their name, e.g., I think Gadget Grandad loves to build strange mechanical things. I think Dino Dad will turn into a dinosaur.
- Put a powerful adjective in front of your name [*Fabulous Fiona, Incredible Iain*] to create a new character based on YOU. Tell your name to a partner. Then act out a scene where you both meet for the first time. Demonstrate to your partner how fabulous or incredible you are.

Teacher Tip: Extend the activity by placing a chair [the Hot Seat] in front of a group of children - and invite them to take turns in the Hot Seat as their chosen character. Ask them to each discuss their 'awesome' or 'daring' day and answer questions about how they got to be *Amazing Angus* or *Daring Danielle*, etc.

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1-09a, LIT 2-02a, LIT 2-09a


Reading: LIT 1-14a, 2-19a


Writing: LIT 1-26a, LIT 1-20a, 2-20a, LIT 2-29a


Expressive Arts: Drama EXA 1&2-12a, 1&2-14a




Activity Area 2: What's in a Name?

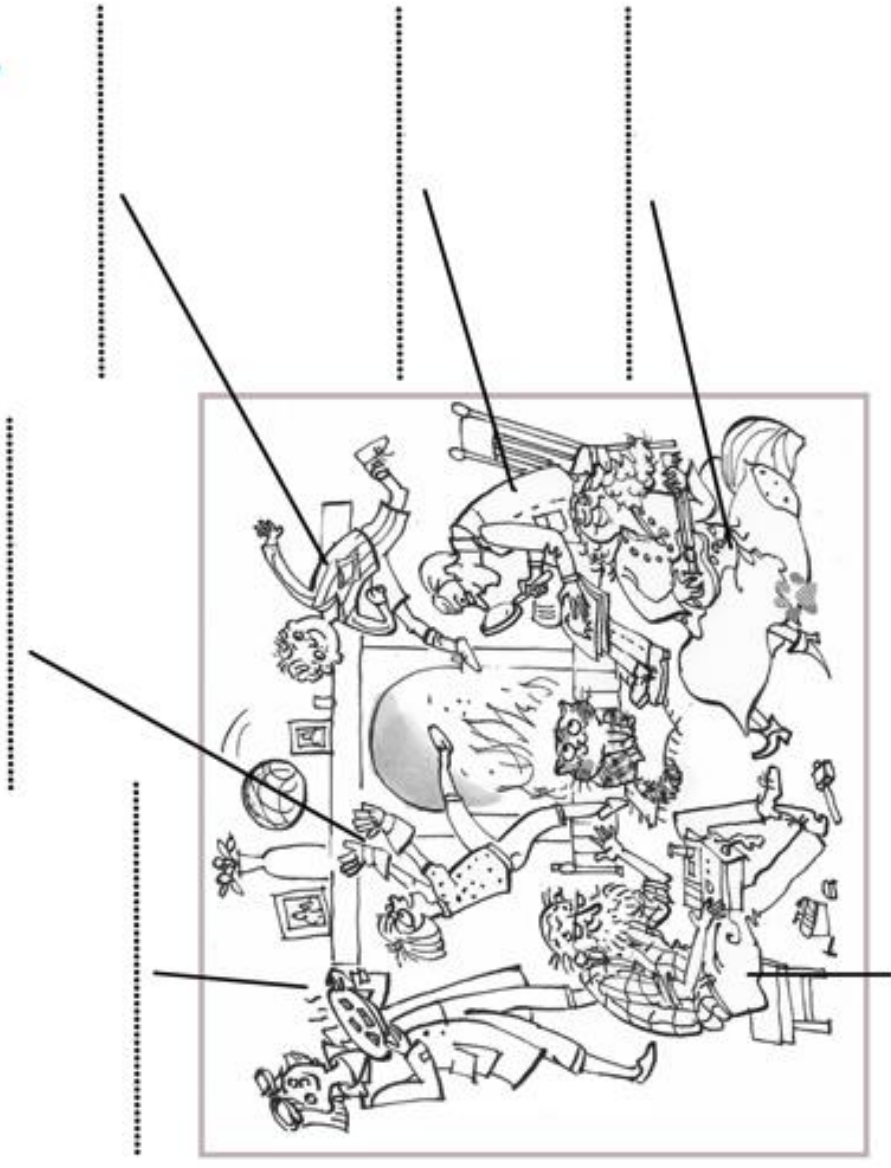
 Write the name of each character.

 Why do you think they have been given these names?

 Write your name below. Add a suPURR powerful describing word, e.g., *Fabulous Fiona Awesome Alan*.

Awesome Alan likes to ski down the side of a volcano on one leg! He does flips and somersaults while carrying a wobbly jelly.

 Now write a short paragraph to describe some suPURR things you like to do.



Look at the characters in Yuliya Somina's illustration. Can you find any clues that tell you what they like to do?



Activity Area 3: Homophones

[Two or more words that sound alike but have different meanings & spellings.]

- Read pages 23 to 25 of *Brawsome Bagpipes*. There is a funny mix-up with *Ducks* and *Dux*. Think up some more words that sound the same but have different spellings & meanings. Write them down and discuss within a group.

Teacher Tip: Reinforce understanding of homophones by reading page 91. Ask the children to spot any homophones. [No wonder the shed won't start. It's sprung a leak.' 'Sprung a leek, more like,' chuckled GG.]

Explain that author Alan Dapr  uses homophones throughout the series. Show the children a tongue-twisting paragraph taken from *Porridge the Tartan Cat and the Kittycat Kidnap* [Page 89]:

"Ross hid by the buoy. Then Isla hid by the boy by the buoy. (By the by, I hid by the girl by the boy by the buoy. Oh boy!)"

Ask children to work out what was happening and then draw the scene.

- Write pairs of homophones on separate pieces of card to make a matching game. Place all the cards face down and pick two cards. If they match pick two more. If not, place them down and try again.

Teacher Tip: Use common homophones, such as: flower flour / one won / son sun / write right / horse hoarse / hair hare / wood would / sum some

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1-09a, LIT 1-10a, LIT 2-09a

Reading: LIT 1-16a, LIT 2-16a

Writing: LIT 1-21a, LIT 1-23a, LIT 2-26a

Activity Area 4: Spy Whispers

- Read pages 26 to 28 of *Brawsome Bagpipes*. Look out for this secret message.

THE STINKY SCOTCH PIES ARE OFF

Teacher Tip: Discuss with the children what the message might mean. Ask them to consider whether Scotch Pies really are Scotch Pies.

Now write the words **SCOTCH PIES** so everyone can see, and rub out the letters **COTCH**. Discuss what is left [**S PIES**]. Explain that Gadget Grandad, Porridge and the twins are on the trail of spies.

Teacher Tip: Use the **Activity Area 4: Spy Whispers** worksheet to explore ways of hiding messages.

It also includes a Word Search puzzle and activity on anagrams.

- Read page 44 of *Brawsome Bagpipes*. Why are the spies hunched together?

Teacher Tip: Explain that the twelve spies do not want anyone to hear their plotting, so they are hunched together and whispering secrets to each other. Ask the children if whispering is a good way to send secrets.

Choose a line of twelve volunteers. Tell the children you are going to whisper a secret message to a child at one end. Will it come out the same at the other end of the line?

Whisper this message:

The Scotch Pies are out of the oven.

Ask the children to come up with other messages. Let them take it in turns to whisper each one.

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1-02a, LIT 2-04a

Reading: LIT 1-13a, LIT 2-16a

Activity Area 4: Spy Whispers

 Gadget Grandad received a secret message -
THE SCOTCH PIES ARE OFF.

Cross out COTCH. What do you notice?

 I noticed that the SCOTCH PIES are really S _ _ _ S.

 How many secret words can you find hidden in
this name?

PORRIDGE THE TARTAN CAT

Write them in this box:

ART GET

Study this Word Search puzzle.
It is full of hidden words taken from
Brawsome Baggipes. Can you find them all?

Words may go
up, down, backwards
or diagonally



G	A	D	G	E	T	A	S	H	D	I	N	G	E	V
C	G	A	N	H	B	P	Z	F	N	A	S	X	V	I
J	A	C	A	X	I	H	L	Y	A	J	L	R	A	J
Y	R	T	P	H	O	B	V	U	S	O	T	C	A	
W	N	K	R	D	R	Z	W	S	R	S	M	R	L	Y
I	U	J	A	A	W	F	F	W	S	B	O	I	A	S
Q	R	V	T	Y	R	D	F	Z	F	T	N	P	T	C
P	Y	D	H	A	U	N	Q	R	C	E	X	E	S	A
S	E	N	O	C	S	E	I	T	A	T	W	Y	F	
J	V	S	J	A	X	R	B	L	H	A	X	R	M	
P	O	R	R	I	D	G	E	I	L	L	B	I	C	A
P	D	N	O	K	U	R	Z	S	G	A	S	T	I	V
Q	X	H	Q	H	Q	D	I	B	S	G	L	E	H	I
J	E	E	U	A	I	R	R	E	I	J	V	I	R	Y
Y	B	A	G	P	I	P	E	S	D	D	R	G	J	G

BASIL

FLORA

ISLA

PORRIDGE

ROSS

TARTAN


TRIPLEWRITER

GADGET

MAVIS

BAGPIPES

You can send a secret message using anagrams.
[The letters in each word are scrambled up.]

 Unscramble these words to solve a secret message. - - - - -

HET SIEPS REA NI ETH VACLONO

Activity Area 5: Character Creation

- Choose any character from Brawsome Bagpipes. [Porridge, Mum, Isla, Ross, Gadget Grandad, Mavis Muckle, Basil the elephant, Fergus McFungus, The Chief Splotter, Archie, Flora.] Move around the room as that character. Get clues from the text and the illustrations. Think about the gestures you will use, your speed and voice. Use your body to convey the character.

Teacher Tip: Get the children to meet and greet each other. Have one child say, 'Who am I?' The other must guess the character from the way the words are spoken, and any accompanying gestures and actions.

- In pairs, create a conversation where you discuss what you have been doing that day. Porridge may have been eating fishy biscuits in the kitchen, Isla might be outside in goal playing football. Flash back or forwards to an earlier or later part of the day. Talk about something that happened then.

Teacher Tip: Explain that characters must be put into interesting situations. Ask groups of children to each form a tableaux – a still image linked to events in Brawsome Bagpipes. Pull out the situations from Yuliya Somina's illustrations or Alan Dapré's text.

Suggestions:

- flying on brawsome bagpipes
- dangling from the edge of a volcano
- racing sheds
- water skiing with Walter the shark
- zooming into space in the levitating loft.

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1&2-02a, 1&2-03a, 1&2-06a, 1&2-10a

Reading: LIT 1&2-14a, ENG 1&2-19a

Expressive Arts: Drama - EXA 1&2-01a, 1&2-12a, 1&2-13a, 1&2-14a, 1&2-15a

Activity Area 6: Gadget Grandad's Inventions

- *Brawsome Bagpipes* is full of Gadget Grandad's inventions. With a partner, scan the book and make a list of the ones you find. Pick your favourite gadget and discuss what it does.

Teacher Tip: Share some examples with the children. [Page 56 - Goggles with wee wipers to wipe the salty spray away. Flippers that double in length so he can Walter-ski (water-ski) with them.]

Now use the **Activity Area 6: Gadget Grandad's Inventions** worksheet to explore some inventions.

Many of Gadget Grandad's incredible creations up-cycle ordinary objects. Discuss how each object is altered. Ask the children to turn an ordinary household object into something extraordinary. Then draw their new gadget and label each part.

- Create a short comic strip. Incorporate your amazing gadget into a story. Write down the sounds that your awesome gadget makes. Why not recreate the actual sound of your gadget?
- Collect musical instruments/ found things and create the noise of your gadget. Explore loud and quiet, pitch and dynamics.

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1-02a, LIT 1-06a, LIT 2-02a, LIT 2-06a


Reading: LIT 1-14a, LIT 1-15a, LIT 2-14a, LIT 2-15a

Writing: LIT 1-20a, 1-24a, 1-26a, LIT 2-20a, 2-24a, 2-26a

Expressive Arts: Art and Design - EXA 1&2-02a, 1&2-03a, 1&2-04a



Activity Area 6: Gadget Granddad's Inventions

 Gadget Granddad's house is full of
brawsome inventions.





The Tripewriter types
facts that sound silly
but are true!

Sharks never run out of teeth
because whenever one is lost
a new tooth rolls into place.

 In the space below, write down
what you think this stinky
SmellyVision does.



 Take an ordinary household object and make it
extraordinary. Draw your new gadget and label each part.

 Explain here how it will be used:

Activity Area 7: Idioms

- Read page 72 of *Brawsome Bagpipes*. Spot the idiom that Isla said to Porridge. Why do you think she said it? Try and work out what the idiom means.

Teacher Tip: Ask children to work through the **Activity Area 7: Idioms** worksheet.

It gives a definition for idioms, and explores the idiom used on page 72 of *Brawsome Bagpipes*. “We wound down our windows to wave, and a tasty salmon leapt right through mine and flopped out the other window before I could catch it! ‘Never mind, Porridge,’ said Isla. ‘Plenty more fish in the sea - er, loch’.”

Get the children to discuss and work through the popular idioms on the worksheet.

- Pick out other idioms from the book. Discuss the author’s use of idioms. Are they ones you’ve heard before?

Teacher Tip: Introduce some examples from *Brawsome Bagpipes*.

“It sounded fishy to me...” [Page 20]

“...very sticky fingers.” [Page 25]

“We were undercover...” [Page 69]

Curriculum for Excellence Outcomes


Listening and Talking: LIT 1-01a, LIT 2-01a, LIT 1-04a, LIT 2-04a

Reading: LIT 1-11a, 1-12a, 1-16a, ENG 1-19a, LIT 2-11a, 2-12a, 2-16a, ENG 2-19a

Writing: LIT 1-20a, LIT 1-24a, LIT 2-20a, LIT 2-24a, LIT 2-25a



Activity Area 7: Idioms

 Porridge is fond of using idioms. An idiom is a phrase that doesn't exactly mean what the words say. It can be hard to guess the meaning from the words.

We wound down our windows to wave,
and a tasty salmon leapt right through mine
and flopped out the other window before
I could catch it!

'Never mind, Porridge,' said Isla.

'Plenty more fish in the sea - er, loch.'



Page 72: *Brawsome Bagpipes*

 What do you think 'Plenty more fish in the sea' means?

Write your answer here:

 Read these popular idioms and write down what you think they mean.

Raining cats and dogs

Hold your horses

Busy as a bee


It's a piece of cake

Butterflies in my stomach

Got a sweet tooth

Spill the beans

Has green fingers

 Create more idioms and their meanings.
Share them with a partner.

Activity Area 8: Design & Name A Shed For Racing

- Read Chapter 16 and think of two reasons why Gadget Grandad's shed is called *The Green Machine*.

Teacher Tip: Point out that the shed is painted green and is environmentally green. It runs on water from a rain barrel bolted on the back.

- Design a shed to take part in the Scottish Shed Racing Championships.

Teacher Tip: Discuss what would make a shed fast, comfortable and green. Ask the children to work in small groups to create designs. Other considerations are size, shape, materials and means of propulsion. When each group has designed a shed get them to give it an amazing name.

- Do some box modelling and make your own shed from recycled materials.

Teacher Tip: Invite the children to work in groups to create a ramp so they can race their sheds. Encourage them to find ways to improve the speed.

- Read pages 101 to 110 of *Brawsome Bagpipes* then design a race track.

Teacher Tip: Discuss the elements required. The track must have corners and a shortcut. It has to be wide enough for overtaking, and have a Start/Finish point. Plus seats for spectators. [See Yuliya's illustration of some sheds on a starting line: page 94 of *Brawsome Bagpipes*.]

Curriculum for Excellence Outcomes

Expressive Arts: Art and Design - EXA 1&2-02a, 1&2-03a, 1&2-04a

Activity Area 9: Homographs

[Words that are spelt the same but have different meanings.]

- Read the shed race sequence and look out for homographs. The race runs from Page 94 to page 109.

Teacher Tip: Ask children to work through the **Activity Area 9: Homographs** worksheet.

It shows them a variety of homographs from *Brawsome Bagpipes*. Point out that the word Porridge is a homograph too. Ask the children to scan *Brawsome Bagpipes* and other books for more words with multiple meanings.

Here are some extra examples: bat - park - bank – rose – punch – pen – spoke – seal - fan.

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1-01a, LIT 2-01a, LIT 1-04a, LIT 2-04a

Reading: 1-12a, 1-16a, ENG 1-19a, LIT 2-12a, 2-16a, ENG 2-19a


Writing: LIT 1-20a, LIT 1-24a, LIT 2-20a, LIT 2-24a, LIT 2-25a

Activity Area 9: Homographs

Words that are spelt the same but have different meanings.

During the shed race that starts on Page 94 of *Brawsome Baggipes*, Gadget Grandad's shed passes by two people called Rosemary and Basil. Their names also mean something else.

Rosemary is a person but it is also the name of a herb. So is Basil.

 Write two meanings for each of these homographs.

Heather

.....

Dawn

.....



Here are some popular homographs.

Discuss them with a partner and write down as many meanings as you can for each one.

wave

fair

saw

leaves

trunk

trip



Now scan *Brawsome Baggipes* and other books for more words with multiple meanings. Jot them here.

Activity Area 10: Contents List

- Read page 119 of Brawsome Bagpipes. What is a contents list?

Teacher Tip: Get the children to discuss with each other why some books might have a contents list? Whereabouts in a book is it usually situated?

Explain that the contents shown on page 119 are trouble-causing activities:

<i>How to make a rotten rain machine</i>	97
<i>How to make a despicable invisible cloak</i>	98
<i>How to make a deadly giant clootie dumpling that's out of this world</i>	99

- Design a rotten rain machine.

Teacher Tip: Ask the children to work in groups and come up with questions that will bolster the design process.

Typical questions: Does it make clouds? Have a sprinkler? Does it fly or float – if so, how? How will it be made waterproof? How does it hold water? Will it be disguised [as a cloud]?

Once the design is complete, it can be coloured in and given labels that identify important components.

Teacher Tip: Extend the task by asking children to create something with a positive outcome. Offer an example, such as a Gift Making Machine for a Birthday party.

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1-04a, LIT 2-04a, LIT 2-06a

Reading: 1-14a, 2-14a

Writing: LIT 1-25a, LIT 1-26a, LIT 2-25a, LIT 2-26a

Expressive Arts: Art and Design - EXA 1&2-02a, 1&2-03a, 1&2-04a

Activity Area 11: Firsts

- Read pages 120 to 125 to see how Ross and Isla travel out into orbit around the Earth. Consider what it would be like to be the first children (and twins) in space.

Teacher Tip: Ask everyone to jot down a list of Firsts that they have not done before.

Typical examples:

Swam 25 metres

Sent a Valentine's Day Card

Made a New Year Resolution

Wore something you've never worn before (waistcoat)

Joined an organization, e.g., Brownies

Volunteered

Liked a new type of

food Cut your own

toenails Started a new

sport

Made someone a sandwich

Children should list [or number] their Firsts in order of enjoyment or difficulty. After that they can compare their lists for similarities and differences. Perhaps add ones they like the look of to their own lists.

- Draw yourself doing one of the Firsts.

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1-06a, LIT 2-06a

Reading: 1-14a, 1-16a, 2-14a, 2-16a

Writing: LIT 1-25a, LIT 1-26a, ENG 1-30a, LIT 2-25a, LIT 2-26a

Activity Area 12: Disaster Movie Poster

- Fergus McFungus really did create a recipe for disaster. On page 128 of *Brawsome Bagpipes* we learn that super-sized suet dumpling is about to collide with Planet Earth. Quickly sketch the scene.

Teacher Tip: Share examples of their work. Pull out any elements that help heighten the drama. Now discuss page 128 with the children. How have the author and illustrator conveyed danger, drama and excitement?

- Now imagine that *Brawsome Bagpipes* is a 'disaster movie'. Create an eye-catching poster to advertise it.

Teacher Tip: Show examples of posters from famous 'disaster' movies. Compare two posters and identify similar features.

Set up the situation for the children: A giant Clottie Dumpling has left the Moon and is heading towards Earth. Only the flying loft with Porridge, Gadget Grandad and twins on board can save the world.

Offer advice, such as -

- a) Limit the amount of text on the poster.
- b) Make up dramatic taglines. Use simple statements that help sell the story, e.g., One Cat. One Grandad. Two Kids. Three seconds until disaster!
- c) Create a movie title, e.g., THE DEADLY DUMPLING OF DOOM or THE DUMPLING DISASTER! Include a dramatic picture of the scene.
- d) Put the date the movie is coming out.
- e) Add your name on poster as an actor for one of the characters. [Perhaps draw or add a photo of a headshot of you with character's name underneath?] Directed by [your teacher?]
- f) Invent a rating system. Who is allowed to see your movie? [VG = Very Good]

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1&2-02a, 1&2-03a, 1&2-04a, 1&2-05a, 1&2-10a

Reading: LIT 1&2-11a, 1&2-16a, ENG 1&2-19a

Writing: LIT 1&2-20a), 1&2-23a, 1&2-24a, 1&2-26a, ENG 1&2-28a

Expressive Arts: Art and Design - EXA 1&2-02a, 1&2-03a, 1&2-04a, 1&2-06a

Activity Area 13: Illustrations

- Study the illustrations of Porridge in *Brawsome Bagpipes*. Think about the strokes made by Yuliya Somina, the illustrator.

Teacher Tip: Explain to the children that author Alan Dapr  asked that the illustrations have lots of energy, expression and fun. Porridge is a very colourful character. He is a reluctant hero, brave, resourceful and able to save the day in a quirky way. Yuliya has captured his various moods in her illustrations. She used bold, quick strokes to give him energy on the page.

Give children the **Activity Area 13: Illustrations** worksheet.

It shows a variety of poses by Porridge and a range of moods. Children can work out the moods and pull the same faces too. Get them to draw an animal character, thinking about the tools and strokes they will make.

- Look at the other human characters. How has Yuliya conveyed the hobby, interest or job of the person?

Teacher Tip: Discuss the details [props/clothing] that Yuliya has she added to her illustrations. Refer to page 9 of *Brawsome Bagpipes*.

Curriculum for Excellence Outcomes

Expressive Arts: Art and Design - EXA 1&2-02a, 1&2-03a, 1&2-04a, 1&2-05a, 1&2-06a, 1&2-07a



Activity Area 13: Illustrations

A zany funny story like *Browsome Bagpipes* needs lively illustrations. Porridge is a very colourful character who always saves the day in a quirky way. Yuliya Somina captures his many moods with bold, quick strokes that give him energy on the page.



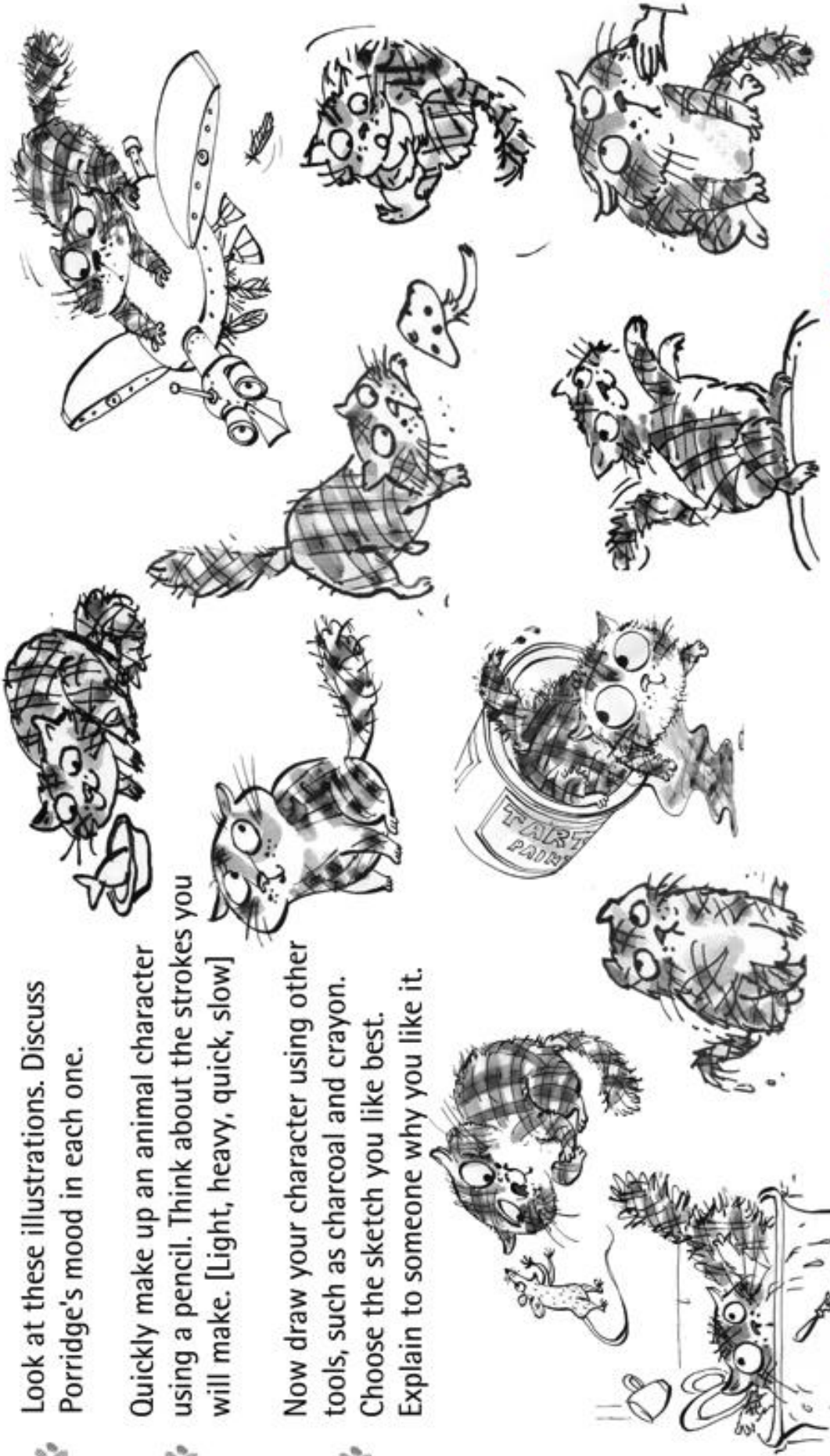
Look at these illustrations. Discuss Porridge's mood in each one.



Quickly make up an animal character using a pencil. Think about the strokes you will make. [Light, heavy, quick, slow]



Now draw your character using other tools, such as charcoal and crayon. Choose the sketch you like best. Explain to someone why you like it.



Activity Area 14: Brawsome Bagpipes

- Discuss why the book is called Brawsome Bagpipes.

Teacher Tip: Brawsome is a made up word that combines Braw and Awesome. Ask children to reflect on why the author did this. What makes the bagpipes so brawsome?

Ask the children to read aloud, or listen to, pages 38 and 39 of Brawsome Bagpipes within a group. The bagpipes are doing something amazing. They spin into the air so Gadget Grandad can fly in the sky to find the spies. Discuss why this might be a good idea. Why is a surprising use of bagpipes so satisfying to read?

- Explore the book to see what else the bagpipes can do.

Page 46 - suck up the Chief Splotter [see the picture on page 47].

Page 64 - bob like a boat to save Gadget Grandad.

Page 98 - inflate so Gadget Grandad can fix the flat tyre on his shed.

Page 132 - fill with yeasty bubbles [SPOILER ALERT!] to bounce the deadly Cloutie Dumpling away.

- Imagine you are the author and want Gadget Grandad to have multi- functional brawsome bagpipes. What would you write to persuade the editor that it is a good idea.

Teacher Tip: Discuss the children's suggestions. Author Alan Dapr e wanted the bagpipes for the following reasons. The bagpipes help solve problems, have surprising functions, match the books to a Scottish theme, and correlate with the book title.

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1-02a, LIT 1-04a

Reading: LIT 1-12a, LIT 1-14a, LIT 1-16a, LIT 2-14a

Writing: LIT 1-28a, LIT 1-29a, LIT 2-29a

Enrichment Ideas

- Come up with a new adventure for Porridge to cat-a-log.

Teacher Tip: Encourage the children to improvise within a group, and to exchange ideas and improve them. The aim is to build a story together.

Things for the children to consider:

Make sure that Porridge can help twins save the day.

Decide if he does it deliberately or by accident.

Ensure there is a new character to feature in the book. Discuss if this character has good/bad traits.

Think about the title. Make sure it will be something that attracts the attention.

Think about the style that the author uses. Incorporate lots of wordplay and surprising twists and turns in the plot.

- Read the titles in the Porridge the Tartan Cat series. The books (so far) are:

Porridge the Tartan Cat and the Brawsome Bagpipes

Porridge the Tartan Cat and the Bash-Crash-Ding

Porridge the Tartan Cat and the Kittycat Kidnap

Porridge the Tartan Cat and the Loch Ness Mess

Porridge the Tartan Cat and the Unfair Funfair

Teacher Tip: Encourage the children to suggest what they think each book might be about. Then visit these websites:

<http://www.alandapre.com/porridge-books-tartan-cat-alan-dapre-childrens-author.html>

<http://discoverkelpies.co.uk/kelpies-author/alan-dapre-2>

Ask the children to gather information on the books from the websites. Were their suggested ideas similar to the authors?

Contacting Alan Dapré

Alan does school visits around Scotland and beyond. Find more information here:

<http://www.alandapre.com/visits-events-alan-dapre-childrens-author-artist.html>

If you wish to ask questions, please message Alan Dapré using his contact page.

http://www.alandapre.com/contact_page_alan_dapre_artist_author.html

Helpful Websites

Alan Dapré's official website - <http://www.alandapre.com>

Here you will find further free resources, interviews, reviews and news.

Discover Kelpies - <http://www.discoverkelpies.co.uk>

Find out more about the *Porridge the Tartan Cat* books and other Features for Teachers resources

Illustrator Yuliya Somina's official website - <http://www.somina.net>

Thank you for downloading this Brawsome Bagpipes
Learning Resources pack!