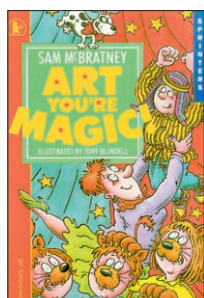


# ART, YOU'RE MAGIC



by Sam McBratney, illustrated by Tony Blundell

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When Mervyn Magee came to school sporting a new blue tie, Art knew he wanted one just like it, and when Mum bought him a butterfly tie he was sure people would like him better. He wasn't expecting the jeering and teasing which followed as his classmates accused him of being a copycat. In trouble for responding to Henrietta's taunts, he felt disappointed and ashamed. But when Ernie got chickenpox and failed to turn up for the school play, Art saved the day with a magical performance and the butterfly tie was forgotten in the clapping and cheers that followed.

## LANGUAGE – ENGLISH

- ◆ Descriptive language: 'Scruffy beast'; 'tatty old straggly whiskers'; 'splendid dash of butterfly-shaped colour'; 'his eyes were fierce blue'.
- ◆ Language of abuse/jeering: 'You are a copycat'; 'You shut up'; 'Big Nose'.
- ◆ Discussion: 'Dogs don't have birthdays. One dog's day is like any other ...' (p.39).
- ◆ Poetry: Compile and collect poems which refer to tails, children might examine *Rumble in the Jungle* for some examples.
- ◆ Creative: Children suggest what Peanuts was saying when he began to bark in Katy's garden (p.33), other children might respond as Art did, write conversation in cartoon bubbles.

## SESE – GEOGRAPHY

- ◆ Living in the local community: Exploring Art's role and that of others in the family and school community, how did Art/the teacher/Katy/Art's mum contribute to the success of the school play? People and places in other areas: Needs of all people for food, shelter and clothes. Art's dad spoke about those 'who couldn't afford to buy food never mind new ties ...' (p.40). Children discuss wealth/poverty of people in the wider community.

## SESE – SCIENCE

- ◆ Plants and animals: Characteristics of some living things: The tail. Tails that have specialised uses, e.g., the monkey's tail, rattlesnake's tail, peacock's tail.
- ◆ Plants and animals: Characteristics of the butterfly: Wings closed when asleep; predators;

tube-like tongues; life cycle of the butterfly (egg–caterpillar–chrysalis–butterfly).

## SPHE

- ◆ Self-identity: Developing an appreciation of personal strengths and abilities, accepting compliments and praise, appreciating that making mistakes is part of the learning process.
- ◆ Feelings and emotions: Exploring how feelings can be expressed and dealt with in appropriate ways, discuss Art's feelings of hurt and isolation as Henrietta Turtle jeered and teased him, discuss feelings of exclusion/of wanting to be the same.
- ◆ My friends and other people: Exploring how friends can influence personal actions and decisions, discuss why Art wanted a butterfly tie; treating people with dignity and respect; recognising and exploring bullying behaviour and the effects on the person being bullied.

## MATHEMATICS

- ◆ Time: The play was to be performed 'at ten past nine'; children sequence events associated with different times of the school day/ weekends.
- ◆ Representing/interpreting data: Sort/classify pictorially animals with/without tails.

## VISUAL ARTS

- ◆ Lion faces: Children draw friendly/ferocious face on paper plate with eye-shapes already cut into it, use brown and yellow wools for mane, elastic band to form mask.
- ◆ Butterfly: See *Busy Fingers* series, No. 2, Summer, p.3.