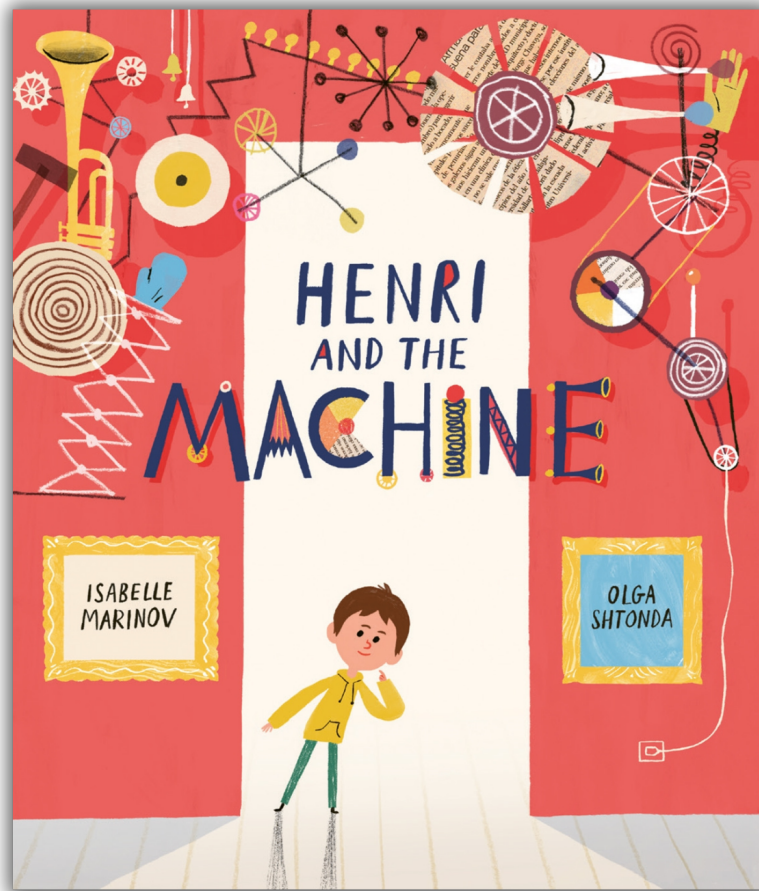


HENRI AND THE MACHINE



ISABELLE & OLGA
MARINOV SHTONDA

EDUCATIONAL RESOURCE PACK

for ages 4+ / EYE / KS1

HENRI AND THE MACHINE



SUBJECT CHECKLIST:

- ✓ Literacy
- ✓ Art & Design
- ✓ PSHE

EXPLORE THEMES OF:

- ✓ The joy of art
- ✓ Creativity without limits
- ✓ The power & ability of art to evoke emotions
- ✓ How experiences can change our perceptions
- ✓ The enjoyment of exploration & experimentation
- ✓ The idea that everyone can be an artist
- ✓ The thrill of visiting galleries & experiencing art firsthand

HENRI AND THE MACHINE

ABOUT THE BOOK

What's the point of art?

This is the question Henri asks himself when his class is taken on a school trip to the local art gallery. Who wants pictures of old soup cans or melting watches? But when he encounters a painting with the most perfect blue, it creates a beautiful feeling. It's blueberries, oceans, summer skies and butterflies all rolled into one. And then he wanders into a room with a chair and a sign that reads "Is this really a chair?" Henri decides to test it out, unleashing an explosion of creativity! Finally Henri understands what art is all about...

Following Isabelle Marinov's successful *Leo and the Octopus*, this is a fun and encouraging story of a boy learning to appreciate art and its boundless creativity.

ABOUT THE AUTHOR ISABELLE MARINOV

When **Isabelle Marinov** was nine years old, her parents gave her a red typewriter for her birthday. She started crafting stories in German and Luxembourgish, her native language, straight away, but it wasn't until her first son was born that she returned to writing full time. Isabelle writes across several genres, writing picture books, middle grade and screenplays. She speaks four languages fluently, but English is her favourite for prose. She is a member of the SCBWI and a 2017/18 Children's Literature Fellow at Stony Brook University in Southampton, NY.

ABOUT THE AUTHOR OLGA SHTONDA

Olga Shtonda is an illustrator from Kharkiv, Ukraine. She studied Graphic Arts at Kharkiv State Design and Arts Academy (2009-2015) and editorial illustration at Ars In Fabula illustration school in Italy (2019-2020). Olga creates illustrations for children's books, book covers, magazines and posters. She's also fond of making her own stories and short animations.



HENRI AND THE MACHINE

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- **EXTRACT 1: UNHAPPY HENRI**

ACTIVITY 1: HENRI'S ARTISTIC AWAKENING

ACTIVITY SHEET 1: HENRI'S DIARY: A DAY AT THE ART GALLERY

Objectives: Analyse illustrations to identify and interpret the emotions portrayed: use descriptive language to write a diary entry from the perspective of a fictional character to express their thoughts and feelings about their experiences.

- **EXTRACT 2: STRANGE SUBJECTS**

ACTIVITY 2: ARTIST APPRECIATION

ACTIVITY SHEET 2: FACT FILE

Objectives: Appreciate the diversity and beauty of art from different artists and backgrounds: research and gather information about a chosen artist, including their background, style and notable works.

- **EXTRACT 3: BLUE BEAUTY**

ACTIVITY 3: THE POWER OF COLOURS

ACTIVITY SHEET 3: MY FAVOURITE COLOUR COLLAGE

Objectives: Explore the emotions and associations that the children have with different colours: demonstrate how primary and secondary colours are created and their relationship to the colour wheel.

- **EXTRACT 4: ART FROM THE HEART**

ACTIVITY 4: EMOTION EXPLORATION

ACTIVITY SHEET 4: MATCH THE MOOD TO THE ART

Objectives: Recognise and categorise a range of emotions that can be conveyed through art: develop creativity by experimenting with different materials, colours, shapes and textures.

- **NATIONAL CURRICULUM OBJECTIVES**

- **ADDITIONAL ACTIVITIES AND IDEAS**

HENRI AND THE MACHINE

EXTRACT 1: UNHAPPY HENRI



DISCUSSION QUESTIONS ON NEXT PAGE



HENRI AND THE MACHINE

EXTRACT 1: UNHAPPY HENRI

DISCUSSION QUESTIONS:

Have you ever been to an art gallery before? What did you see there? Did you like it?

Can you spot Henri in the picture? Look at the expression on his face and the way he is standing with his arms crossed, do these show anything about how he feels? What about his position on the page?

Why didn't Henri want to go to the art gallery? Where would he rather go and what would he like to do there?

When Henri is at the art gallery, how do you think he feels? Can you think of other words to describe different emotions like happy, sad, excited, or scared?

What might Henri be thinking as he stands apart from the other children at the gallery?

How can you tell that the other children in the picture are feeling happy? What might they be saying or doing that shows this? Could any of them be feeling the same as Henri?

Do you notice any children in the picture who seem to be aware of Henri's unhappiness? How can you tell that they might be thinking about him? If Henri was your friend, what would you say or do to support him? What are some ways you can express empathy to someone who is feeling unhappy or left out?

Have you ever wanted to do something different from your family or friends? How did you feel when this happened? Did you find a way to do what you wanted or did you have to compromise?

Why do you think it's important to try new things, even if you don't think you'll like them? Can you think of a time when you tried something new and ended up enjoying it? How did it make you feel?

How do you think Henri might react if he saw a piece of art that he really liked at the gallery? Do you think his opinion of the experience might change?

HENRI AND THE MACHINE

EXTRACT 1: UNHAPPY HENRI

ACTIVITY 1: HENRI'S ARTISTIC AWAKENING

To begin the lesson, introduce the book **Henri and the Machine** and show the cover to the class. Ask the children what they think the book might be about based on the cover. After some discussion, read the first two pages of the book and encourage them to share their thoughts and feelings about the story. Talk more about the illustration and use it as an opportunity to discuss **body language** and how it can convey emotions and analyse Henri's thoughts and feelings. Point out details, such as his facial expression, crossed arms and position on the page being isolated from the others.

Initiate a discussion on how Henri feels about going to the art gallery versus going to the beach. Ask the children if they can relate to his perspective and why. Share their own **experiences** about going to new places and trying new things, and how it can sometimes feel scary or uncomfortable at first.

Next, ask the children if any of them have been to an **art gallery** before and what they saw there. For those that have not been to an art gallery before, take some time to briefly explain what they might expect to see and do there. You can show some pictures of famous art pieces or even a short video tour of an art gallery to make it more engaging.

To prepare the children for the next activity, explain that they will be putting themselves in Henri's shoes and writing **two short diary entries** to express his thoughts and feelings about his day at the art gallery.

Model how to structure a diary entry by writing an **example** on the board and highlighting the key features such as the date, time and a description of the events of the day, as well as using descriptive language to bring the events to life, including thoughts and feelings, and first person perspective.

After re-reading the extract from the book, ask children to write their first diary entry as Henri, describing his **thoughts and feelings** when he didn't want to be at the art gallery. Encourage them to use **descriptive language** and **sensory details** to bring the scene to life, and suggest they include details such as Henri's disappointment at not being able to go to the beach, frustration at being forced to be there, discomfort in the crowded space, dislike of art, his feelings of anxiety, boredom and restlessness, and even, his envy of others who appear to enjoy the art. To support the children with their diary entry, provide them with the **diary template** included in this pack that includes prompts to guide their writing.

After revisiting the final pages of the book, encourage the children to discuss how Henri's perspective on art **evolved** throughout the story. Then, instruct them to write their **second diary entry** as Henri at the end of the day, when he discovered the true purpose of art. When writing their entry, children can elaborate on Henri's changing perspective, including how he gradually realised that art can be appreciated for its own sake and that it has the power to evoke emotions, stimulate imagination and communicate ideas. They may describe how Henri's newfound appreciation for art led him to look at the world in a different way and to value creativity and expression in all forms. They might include details about Henri's reactions to specific pieces of art that he encountered and how they made him feel. To further enhance the activity, you could also suggest that the children show their thankfulness to the museum guide for helping Henri see art in a different light. They could do this by creating a thank-you card or letter expressing their gratitude and highlighting the things they learned from the guide.

HENRI AND THE MACHINE

HENRI'S DIARY: MORNING

ACTIVITY SHEET 1: HENRI'S DIARY: A DAY AT THE ART GALLERY

Dear Diary,

HENRI AND THE MACHINE

EXTRACT 2: STRANGE SUBJECTS



DISCUSSION QUESTIONS ON NEXT PAGE



HENRI AND THE MACHINE

EXTRACT 2: STRANGE SUBJECTS

DISCUSSION QUESTIONS:

What kind of things do you like to draw or paint? Why do artists paint certain things? What do they want to show us about the world or about themselves?

In your opinion, what do you think makes a painting or artwork 'good'? Is it the colours, shapes or something else? What is your favourite colour to use in your artwork?

Why does Henri think the eyes in the painting are in the wrong place? Where does he think they should be? Where do you think they should be? Do you think there is a right or wrong way to create art?

Have you ever looked at a painting and noticed something strange or unusual about it? What was it? Did it make the painting more interesting or confusing?

Why does Henri turn his body to look at the painting of the melting watches? Have you ever tried looking at a piece of art from different angles or perspectives? Did it change the way you saw it?

Why does Henri think spaghetti and meatballs and fish fingers are worth painting? Do you like those foods too? What other foods do you think would make good paintings?

Can you choose a favourite painting from this collection and tell me what you like about it? Is there one that you don't like? What do these paintings have that make them famous and loved by many people?

Have you ever tried making your own artwork? What did you create and how did it make you feel? Did you find it to be easy or difficult? How did you decide what to create?

If you could make a painting of anything in the world, what would it be? Why did you choose that thing to paint? What colours and materials would you use to make your painting?

Do you think anyone can be an artist? Or does it require a special set of talents and skills? Why?

HENRI AND THE MACHINE

EXTRACT 2: STRANGE SUBJECTS

ACTIVITY 2: ARTIST APPRECIATION

Start by showing the children the double-page spread of the gallery and ask them to describe **what they see** in each painting. Encourage them to use their **observation** skills and **imagination** to identify colours, shapes, and patterns.

Next, ask them to imagine what Henri, the character in the book, might be **thinking** when he looks at each painting. This will help them develop their **empathy** and **perspective-taking skills** as they try to put themselves in his shoes and see the paintings from his point of view.

After the children have explored and discussed their own interpretations of the paintings, introduce them to the actual versions of the paintings. Begin with **The Persistence of Memory by Salvador Dali**, a Spanish artist known for his unique style of art called surrealism. Explain that **surrealism** aims to challenge the conventional way of looking at the world by blending reality with imagination. Show the children how the melting watches represent the way that time feels like it's slipping away from us and ask them how they feel about that idea.

Then, show the children the painting of **Campbell's Soup Cans by Andy Warhol**, an American artist known for his **pop art** style. Explain that Warhol wanted to show that everyday objects can be beautiful, and he made people think about the things they buy and use in their daily lives. Ask the children to identify the different types of soup cans in the painting and see if they can think of other **everyday objects** that could be beautiful too.

Following on from this, broaden the children's exposure to art by introducing them to a wider range of different artists. It's important to include artists from diverse backgrounds, including women, Black and LGBTQ+ artists, to provide a more **inclusive** perspective of the art world. Some artists you could consider introducing are Frida Kahlo, Yayoi Kusama, Jean-Michel Basquiat, Stephen Wiltshire, David Hockney, Sonia Boyce, Frank Bowling, Georgia O'Keeffe and Keith Haring. As you introduce each artist, discuss their **background** and the **unique style** of their artwork.

After introducing the different artists, have each child choose one artist they are interested in learning more about. Provide the children with materials such as books or online resources to help them research and gather information about their chosen artist. Encourage the children to create a **fact file** about their chosen artist. This could include information such as the artist's name, date and place of birth, style of artwork, notable artworks and any interesting facts about their life and career.

Once the fact files are complete, have the children **share their findings** with the group, either by presenting their fact file or through a class discussion.

HENRI AND THE MACHINE

ARTIST FACT FILE

ACTIVITY SHEET 2: FACT FILE

Artist name:

Date of birth:

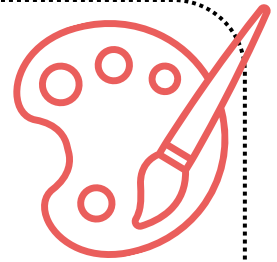
Place of birth:

Interesting facts:

- *
- *
- *

My favourite piece of their art and why:

A short biography of the artist and why I chose them to research:



HENRI AND THE MACHINE

ARTIST FACT FILE

ACTIVITY SHEET 2: FACT FILE

Use this section to draw or paste a picture of the artist and some of their artwork.

Artist's work:



HENRI AND THE MACHINE

EXTRACT 3: BLUE BEAUTY



DISCUSSION QUESTIONS ON NEXT PAGE



HENRI AND THE MACHINE

EXTRACT 3: BLUE BEAUTY

DISCUSSION QUESTIONS:

What did Henri see in the painting that he liked the most? What do you think the artist was trying to express by using only the colour blue in the painting?

Why do you think Henri is drawn to the colour blue? Does it remind him of something special or just make him happy? What about your favourite colour? What makes it stand out to you?

What are some of the things that Henri associates with blue? Can you name some natural and man-made materials that are also blue?

Can you describe different shades of blue using words like light, dark, bright or pastel? What are some other ways you could describe the colour blue?

When you see the colour blue, how do you feel? Does it bring back any memories or make you think of any particular places or things? Can you think of any other colours that make you feel the same way?

What is a colour wheel? How is it used in art? Can you name colours that complement each other well?

Have you ever mixed different colours together to create new ones? What colours did you use and what did you end up with? What do you think happens when you mix colours together?

What would the world be like if we only saw in black and white? What would we miss out on? Do you think we would still be able to appreciate art and nature without colour? Would the world be less vibrant and exciting?

How do you think artists decide which colours to use in their paintings? Do you think they just pick their favourite colours or is there more to it than that?

If you could only use one colour to paint something, which colour would you choose and why? Do you think it would be challenging to create a whole painting using just one colour?

HENRI AND THE MACHINE

EXTRACT 3: BLUE BEAUTY

ACTIVITY 3: THE POWER OF COLOURS

Begin the lesson by engaging children with a quick **icebreaker** activity, such as a game of "I Spy" where you ask them to spot objects of different colours in the **classroom**. Then, ask them about their **favourite colours** and take a class vote to see which colours are the most popular.

Read the extract in which Henri is attracted to the blue painting. Ask the children how they think Henri feels about the painting and why he might be drawn to the colour blue. Encourage them to think about how colours can evoke different **emotions** and why they might be important in art and **everyday life**.

After this, discuss the emotions and associations that they have with each colour. Show a range of colours and ask them to describe how they feel when they see different colours and what they remind them of. Encourage them to express their **own opinions** while respecting their classmates' views.

Then, introduce the concept of the **colour wheel**, using a visual aid such as a poster or a slideshow. Explain that the colour wheel is a tool that helps creatives like artists and designers to understand how different colours work together in harmony. Demonstrate how the **primary colours** (red, yellow, and blue) are the building blocks of all other colours at the centre of the wheel and how **secondary colours** (green, orange, and purple) are created by mixing two primary colours together.

Next, discuss some basic colour theory concepts, including **complementary** colours (colours that are opposite each other on the wheel, such as red and green), **analogous** colours (colours that are next to each other on the wheel, such as blue and purple), and **warm** and **cool** colours (colours that give off different temperature-related feelings, such as red, orange and yellow being warm and blue, green and purple being cool).

To help reinforce the lesson, assign children with a **creative task** such as creating a **colour collage** that demonstrates their understanding of their favourite colour in a similar style to the page where we see Henri talk about what blue reminds him of. Using the activity sheet provided, children could draw themselves in the middle of the page and include a range of shades, tints and tones in their collages that reflect their favourite colour as well as explanations of emotions and associations around them.

Finally, wrap up the lesson by asking children to **reflect** on what they have learned and how they can apply this knowledge in their everyday life. Encourage them to look for colours in their **surroundings** and think about the emotions and associations that they have with them.

HENRI AND THE MACHINE

COLOUR COLLAGE

ACTIVITY SHEET 3: MY FAVOURITE COLOUR COLLAGE

My name:

My favourite colour:

How this colour makes me feel:

HENRI AND THE MACHINE

EXTRACT 4: ART FROM THE HEART



DISCUSSION QUESTIONS ON NEXT PAGE



HENRI AND THE MACHINE

EXTRACT 4: ART FROM THE HEART

DISCUSSION QUESTIONS:

Look at the artworks on these pages. Can you find one that makes you feel happy? What makes you like it? Is it the bright colours, the funny shapes, or something else?

Some art can also make us feel sad or serious. Can you point to one that makes you feel this way?

How does art make you feel? Do different artworks make you feel different emotions?

Do you think it's possible for a piece of art to make you feel both happy and sad at the same time? Let's look for artworks that might make us feel both happy and sad and see if we can explain why.

In the story, Henri learned to see art in a new way. How did his thoughts about art change? What did he discover that made him see art differently at the end of the story?

What did Henri find out about art from the museum guide? How did they help him to understand art in a new way? Do you think Henri would have been able to learn these things on his own?

Do you think that everyone will feel the same way when they look at a piece of art? Why or why not?

Have you ever had the chance to touch or sit on a piece of art? If so, how did it feel? Was it soft, hard, bumpy, or smooth? What materials was it made of?

Why do you think we need art in our world? How does it make our world a better place?

If art could talk, what do you think it would say? Would it tell us about the artist who created it or would it tell us a story or share its emotions?

HENRI AND THE MACHINE

EXTRACT 4: ART FROM THE HEART

ACTIVITY 4: EMOTION EXPLORATION

Start by asking the class to share their thoughts on **what art is** and how it makes them **feel**. Read the extract from the book and discuss the range of **emotions** that the museum guide says can be conveyed through art, such as happiness, sadness, playfulness and seriousness.

Provide the children with an activity sheet that has a list of a range of suggested emotions on one side and images of artworks on the other. Ask them to **match the images** to a corresponding emotion on the list. After completing the activity, encourage them to share their choices with the class and explain why they selected certain images to match certain emotions.

Alternatively, showcase works of art that convey joy or playfulness by artists such as Yayoi Kusama and Keith Haring who use bright colours, designs, and imagery. Encourage the children to use **descriptive words** to express their emotions and write them on the board to create a **word bank** for future use. Afterwards, explore serious or sad art that reflects themes such as loneliness or grief by displaying works by artists like Frida Kahlo and Ai Weiwei. Ask the children how these artworks make them feel and add their adjectives to the word bank. Group the emotions listed on the board into categories based on the types of feelings they describe to help the children understand how different emotions are related to one another.

Next, have the children work independently to create their own examples of art that make them feel a particular **emotion**, or collaboratively in small groups to create artworks that convey shared emotions or ideas. Encourage them to **experiment** with different materials, colours, shapes and textures.

Allow the children to explore their creativity and express their emotions freely through art. Encourage them to choose an emotion that they feel strongly about and to think about the different ways they can **convey that emotion** through their artwork.

As the children work, circulate around the room and provide guidance and support where needed. Ask **open-ended questions** to encourage them to think deeply about their artwork and the emotions they want to convey.

Once the children have completed their artworks, ask them to give their artwork a **title** that reflects the emotion they were trying to convey. This can help them to further develop their understanding of emotions and how they can be represented through art.

Finally, each child or group could present their artwork to the class and describe the emotion they were trying to convey. Ask the class to **identify the emotion** and discuss why they think the artwork made them feel that way.

HENRI AND THE MACHINE

MATCH THE MOOD TO THE ART

ACTIVITY SHEET 4: MATCH THE MOOD TO THE ART

Look at the list of emotions on the left side of the sheet. Match each emotion with the corresponding artwork on the right side.

happy



confused



scared



lonely



cheerful



peaceful



HENRI AND THE MACHINE

NATIONAL CURRICULUM OBJECTIVES: KEY STAGE 1/2

English - Spoken language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

English - Reading: comprehension

Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - being encouraged to link what they read or hear read to their own experiences
- Understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them.

English - Writing: composition

Pupils should be taught to:

- Develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
- Consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or keywords, including new vocabulary
- Make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils

Art and design

Pupils should be taught:

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

PSHE

Pupils should have the opportunity to learn:

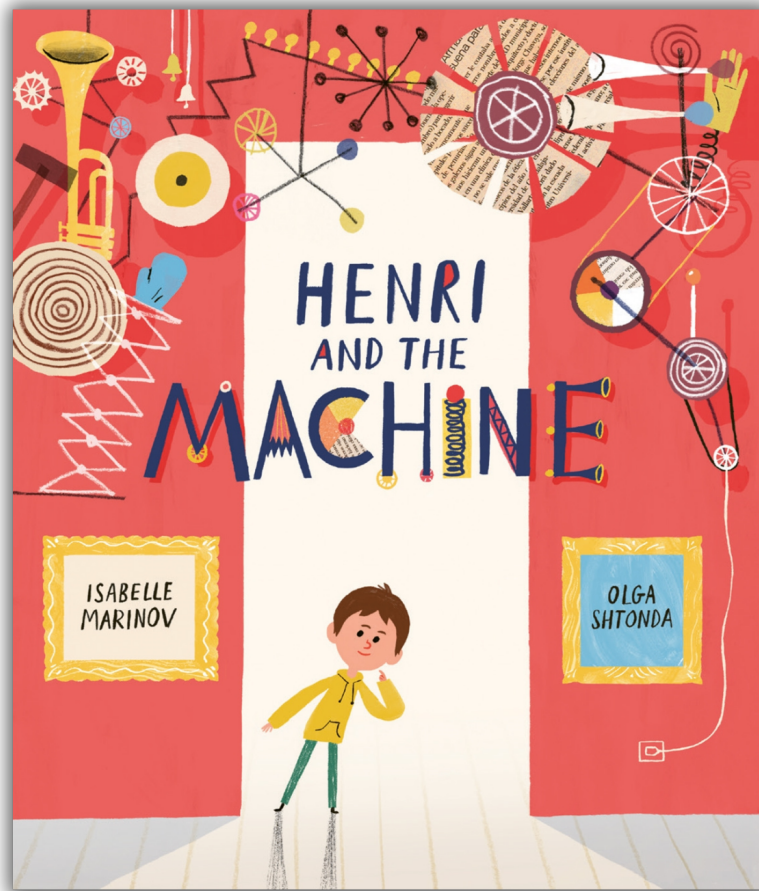
- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them

HENRI AND THE MACHINE

ADDITIONAL ACTIVITIES AND IDEAS

- Take your children on a school trip to an **art gallery or museum** to explore and appreciate art. After the trip, get them to share their favourite piece of art and create a fun activity that's age-appropriate, like drawing or painting inspired by their favourite artwork.
- Take your children on a **virtual tour** of famous art museums around the world. With technology, you can transport them to those they may not have the opportunity to visit otherwise. As you explore different exhibits, encourage them to share their favourite pieces and discuss the emotions they evoke.
- Engage your children's imaginations and stimulate their creativity by encouraging them to think outside the box and create their own "Is this really a chair?" moments. Challenge them to find **ordinary objects** around the classroom and imagine them as something completely different. By allowing them to explore their artistic and imaginative sides, they will learn to see everyday objects in new and exciting ways.
- Turn your **classroom** into an immersive and inspiring **art gallery!** Allow your children to curate their own masterpieces and showcase their personal perspective on art. Display their artwork in a gallery-style setting, which will transform your classroom into a truly special place.
- Bring the magic of art to your classroom by inviting a **local artist** to share their work, expertise and experiences with your children. This is an incredible opportunity for children to be inspired by a professional artist and learn new techniques in a fun and interactive way. Children can ask questions, share their own ideas and participate in an exciting art-making activity under the guidance of the artist.
- Transform your classroom into a collaborative art space by assigning your children to work together and create a **mural** or a large-scale sculpture with a theme, such as 'Community' or 'Nature'. Encourage them to brainstorm ideas and allocate each child a specific section of the artwork to work on, ensuring that all pieces fit together cohesively. Watch as your children grow in their teamwork skills while creating a beautiful masterpiece that will be a testament to their collective effort and creativity.
- Challenge your children's imagination and creativity by asking them to create artwork using only one colour - **blue!** Take inspiration from Henri's experience in the art gallery and see how each child brings their unique perspective to their creation.
- Dive into the rich **history** of art, from cave paintings to contemporary art, and discover how different styles and movements have shaped the art world. Create a visually stunning **timeline** of key events and artists, allowing children to explore their own artistic preferences and styles.
- Explore the exciting world of unconventional art using materials like **food** and **found objects**. Break free from traditional art-making techniques and let your imagination run wild as you experiment with new materials, pushing the boundaries of what you thought was possible. Don't be afraid to get messy and who knows, you might discover your own style and create a masterpiece that leaves everyone in awe!
- Unleash your children's creativity and help them explore their inner selves through the magic of **art journaling!** Provide them with materials, such as paints, markers and coloured pencils and encourage them to experiment with different techniques and mediums to create their unique masterpieces. Inspire them to document their experiences and emotions in a safe space that allows for self-reflection and growth. Who knows what hidden talents and stories may emerge from their colourful pages?

HENRI AND THE MACHINE



ISABELLE MARINOV & OLGA SHTONDA

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