



## Tom Gates Live On Stage

### Follow- up activity ideas for the classroom

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## Wall Art

In the show Tom and his friends are lucky enough to be given a special wall in the town to doodle on. Throughout history, humans have been painting on walls as a means of expression and communication.



Here is Liz Pichon the author of the Tom Gates books, doodling all over a wall. I hope she had permission!

### Activity!

What would you do if you could draw on a wall?! Firstly, which wall would you want to draw on and why? The side of your school? The side of the Prime Minister's House? The side of Buckingham Palace?!

NEXT - what would you draw? Take a piece of paper and imagine that's the wall and start drawing. Remember to sign it at the bottom when you're done so everyone knows who the artist is.



Here someone has drawn a monster on the wall of their local park; no boring walls here!

### Wall Painting

In the modern world, wall painting is really popular. Art painted onto walls are called murals. These bring art into public spaces so it can be seen by people who might not go to an art gallery.

They can have a dramatic effect on passers-by and many have become tourist attractions:



Boxers – Conor Harrington



Fall of the rebel angels – Remi Rough

## Murals with Messages

### Keith Haring

Keith Haring was an American artist who created lots of public artworks around the world.



What do you think is happening in this picture? See if you can draw something in the same style as Haring.

Many of Haring's work was created to raise awareness and funds for charities, hospitals and other organizations.



Necker Children's Hospital Paris.

He very much believed that art is for everybody:

“The public has a right to art

the public is being ignored by most contemporary artists”

Keith Haring

Often his artworks have social messages:



## Activity!

Look at the picture above. It speaks but has no words

What is the message the artist is trying to convey?

Sketch out your own design for a mural with the same message

## Diego Rivera



Diego Rivera was an early twentieth century Mexican artist. He was interested in making art that showed lives of working-class people and how difficult it was for them. In the 1920's he was commissioned by the Mexican Government to paint murals about the country's people and their history:



## Activity!

This picture shows people working on a sugar plantation and was painted to show how tough lives could be in Mexico at the time.

- Imagine you are the small girl at the front holding the basket, or the boy with the hat on the left.
- What are you thinking?
- How are you feeling – are you tired?
- Write a short diary entry describing your day at work. Remember Tom Gates loves to write a diary, but it doesn't have to be just writing, can you use pictures too to describe how you feel?

## Activity!

With the class taking on the roles of the workers, imagine it is the end of the day and they have all gathered together for a meeting to talk about their problems (hunger, exhaustion etc) and to decide on what they can do to improve their situation.

It is important that the rest of the country knows about their plight. How could it be communicated to others in a world without any technology?

- Invent a slogan showing your feelings
- Design banners to illustrate it. (Remember many people in the country can't read, so this must be in picture form)

# Art

When asked about her illustrations for the Tom Gates books, Liz Pichon said 'I just treated every page as a piece of artwork'. Tom's doodles give us an insight into his thinking. Artists have always used doodles as a way of trying out ideas, but more recently, people see the doodles themselves as the art.

## Kerby Rosanes



Kerby Rosanes is a Philippines - based doodle artist who works mainly in ink using fine lines made with ordinary black pens to create intricate drawings. He describes his art as a hobby that became his full-time job. His doodle designs have been used to decorate all manner of objects including:

Shoes



and drinks bottles



**Most recently, his doodle designs have been made into a very successful series of colouring books.**

### **John Burgerman**



**UK born artist John Burgerman is one of the most well known 'doodle' artists (he isn't a super hero, although with the surname Burgerman he could be!) He works with a variety of different mediums including canvas, large scale murals, toys, tattoos and even airline sick bags!**



**Not normally a place where you find artwork!**

He describes his style as 'a culmination of lots of things I'm interested in. Your style is informed by what you read, wear, look at, eat, where you travel, what music you like etcetera - your style is all the things that make you, you'

These are some of the things Burgerman loves:



What kind of things do you like to doodle?



**Like Liz Pichon, Burgerman believes that anyone can doodle: Doodling is about allowing your thoughts to wander and drawing whatever you think of! He often uses music as a starting point.**

## **Activity!**

- **Give each student 2 blank pieces of paper and a pencil to doodle with**
- **Put on a piece of ‘dramatic’ classical music E.g. Rachmaninov, Beethoven fifth symphony first movement, Mussorgsky Night on the Bare Mountain**
- **Tell the students to listen to the music and fill the paper with whatever doodles come into their heads. The drawings do not have to be recognizable as anything or be related to one another**
- **Stop after five minutes and replace the used paper with a clean sheet**
- **Put on a contrasting piece of music – something soft and gentle e.g. Tchaikovsky ‘The dance of the sugar plum fairy’ from the Nutcracker suite, Bach ‘Air on a G string’**
- **Repeat the exercise**
- **Compare the two drawings**
- **In pairs, swap either of the drawings with your partner**
- **Each person has two minutes to look at their partner’s drawing and to write a sentence describing how it makes them feel**
- **Discuss their reaction with their partner**
-

## Activity!

Liz Pichon is well known for being the author of the Tom Gates books, but she is also known for her doodle clothes!



Here is Liz wearing a dress with her doodles on!

- Try designing your own clothes with your own doodles on it. A t-shirt, dress, trousers, shoes, whatever you like!
- Start by drawing the outline of the item of clothing you want to design, then doodle away to make the clothing your own!



Liz even has doodles on her shoes!

## The Biscuit Factory

In the show Tom and his class get to visit a factory where biscuits are made and they get to learn about all the different biscuits and how each one is made.



With lots of machines and whirring, humming and clinking and clanking noises, lots of ingredients are put together to make some of Tom's favourite biscuits.

### Activity!

- Try this drama game. Have the class create their own factory, using themselves as parts of the machine.
- The exercise starts with one person who steps on to the stage, does one action and makes a corresponding noise. It could be lifting their arm up and turning it while making a whooshing sound. They then carry on doing this.
- Then the next student enters the space and does a movement and a noise following on from the first students move.

- Each student then takes turns to step in and make their movement and noise until eventually they make their own machine.
- Have the students write down what product their 'human machine' would make. It could be a biscuit, or anything they like.
- Design a new biscuit, and how it is made! Tom loves biscuits and so it is a huge treat for him to see how they get made. Have the students think of their own biscuit, anything they like, and draw out the process of how it is made. Have them think of the noises that it makes and what ingredients are needed for their product. The more imagination and creativity the better!

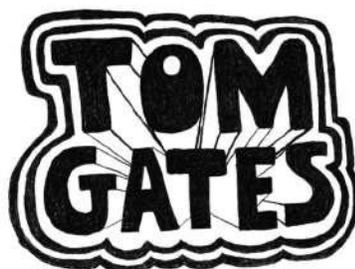


### Tom Gates Doodles

'There's no wrong way to doodle' – Liz Pichon

Amy: I'm rubbish at drawing

Tom: That's not true Amy, anyone can draw – look, even Marcus can doodle



## Activity!

### Name Doodles – Liz Pichon style

- Start in the middle of the paper
- Bubble-write your own name
- Draw a line around the outside of it
- Then draw another
- Draw straight lines from the edges of the letters towards the centre, to give a 3D effect.
- Colour in between the lines



- Try adding on a picture of yourself
- Draw more lines around the picture
- Add in stars
- Link your pictures together with semi-circular lines

## Doodle stories, Tom Gates style

Tom uses pictures in his diary almost as much as words. Sometimes you don't even need to read the words because the pictures tell you what is going on!



You don't need words to see what's going on in this picture

### Activity!

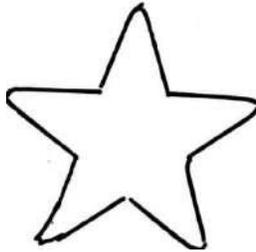
- Draw a doodle story! Use pictures to tell a story. Think of the characters, what they are feeling and what they want. The story doesn't need to be complicated, there just can't be any words!
- The class could work together to each draw a part of one big story. A good idea would be to use one of the Tom Gates stories, take one of your favourite parts and make it into pictures!



Maybe you can draw Tom playing some music?

## How to draw Tom Gates Stars

1. Draw a five pointed star using five triangle shapes  
(They don't have to match exactly)



2. To make them 3D, draw a dot a little way away and take lines to it from the corners:



## Word Doodles

Writing in Tom's voice, Liz Pichon chooses to illustrate certain words in the text to highlight their meaning. For example:



Onomatopoeia – a word that sounds like what it is describing – was a particularly popular art technique of the 1960's

## Roy Lichtenstein

Roy Lichtenstein was part of the 'Pop Art' movement in America. He became famous for his bright, bold paintings and comic strip style.

One of his most well-known works was 'Wham' (what a great name for a painting!)



## Activity!

- Each member of the class picks a word from the list below
- Stand up in a circle and say your chosen word out loud (It doesn't matter if several people have picked the same word)
- Say it again slowly and loudly with your eyes shut
- Ask yourself – how does the word make you feel when you say it?
- Still with eyes closed, speak the word and move your body at the same time
- Match the movement to the word until it feels right
- With eyes open, take it in turns to go around the circle saying your word and doing your movement at the same time, freezing when you have finished
- The end result should be a bizarre human word picture!

## Development

- Try drawing the word you picked to make it look like what it means
- Put all the pictures together to make your own pop art doodle wall
- Are there any other stories where they use onomatopoeic words?  
Keep an eye out for them and keep your wall updated when you notice them. How did they make you feel? How were they used in the story?
- Write your own story with as many of these words in as possible.  
Do they help tell the story or how the character is feeling?

### Onomatopoeia Words

Swish	Thud	Ding	Clap	Clatter
Dribble	Mumble	Buzz	Spray	Bang
Splash	Drip	Growl	Whisper	Fizz
Sprinkle	Whizz	Whack	Pop	Clang
Chirp	Zoom	Chirp	Yawn	Rumble
Blurt	Ka-boom	Clunk	Cackle	Splat



Here is another example of an onomatopoeic word. Also what happens when you spill tomato sauce.

## Characters



Tom's world is filled with an array of quirky characters all depicted with simple line drawings that sum them up.

At home there are his parents:



Like all parents, are often a source of embarrassment for Tom

There is his older sister Delia:



'That's my grumpy sister Delia. She's not very keen on a lot of things like: smiling – sunlight - or having fun.'

Extract from Tom gates on stage – adapted by Neil Foster'

Tom is always playing tricks on Delia such as hiding her many pairs of sunglasses or eating the last toffee wafer then refolding the wrapper so it looks full.



In the play we meet his deeply eccentric Grandparents who Tom has nicknamed the Fossils

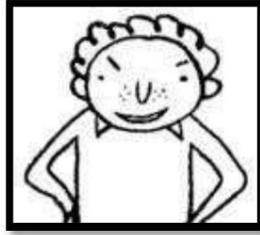


'My grandparents are at least 250 years old, but you'd never think so'

His best friend is Derek Fingle, who lives next door:



At school, Tom has to sit next to Marcus Meldrew, a 'nosey parker' who is always trying to get him into trouble.



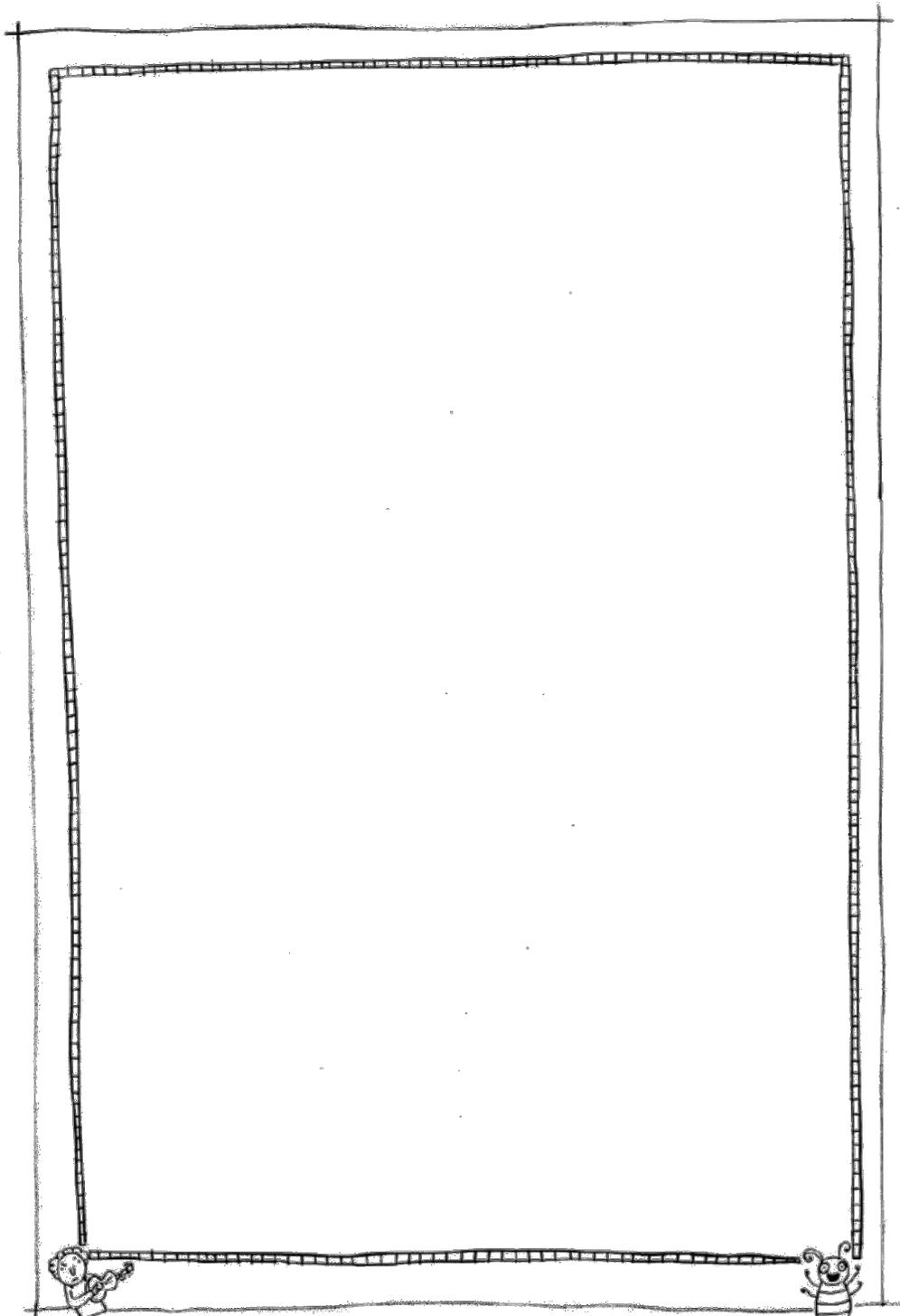
All of these illustrations are very minimal and highlight one or two distinctive characteristics.

### Activity!

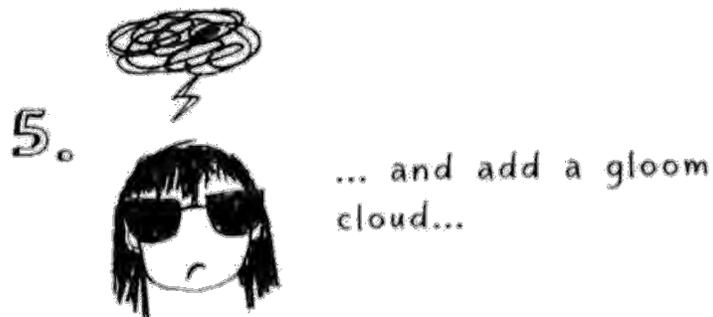
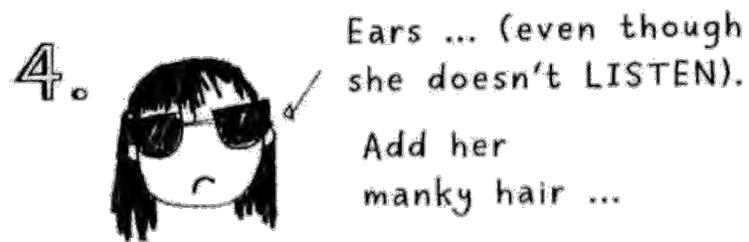
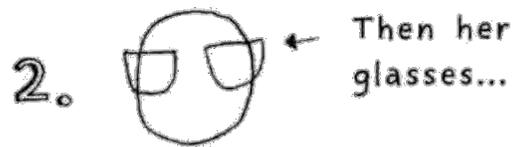
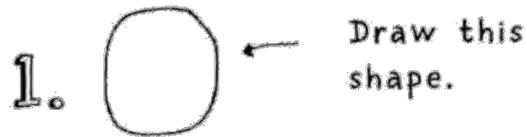
- Imagine you are a portrait artist who has been asked to draw a simple sketch which captures the essence of a character
- Working in pairs, take it in turns to sit and look at your partner while they stand opposite you
- Narrow down two or three features that make your partner distinctive
- Draw a basic circular shape for their head.
- Draw in the eyes about half way down
- Add in the other characteristics
- Pass the drawings around the class and see if the characters can be identified.
- Maybe your teacher will let you draw them?!

## Activity 2.

- Look in a mirror and study your own face. Decide on two or three characteristics that are the essence of you.
- Using the same technique as before, draw a self-portrait in the frame on the next page.
- Add in a few words to describe how you think you come across for example 'cheeky', 'cheerful', 'thoughtful', 'cunning'



# How to draw my grumpy sister Delia



## The Dog ate my Homework....

**TOM** Then last week I was showing my homework to Derek, my best mate and next-door neighbour When his dog Rooster jumped up, grabbed it and ran off.

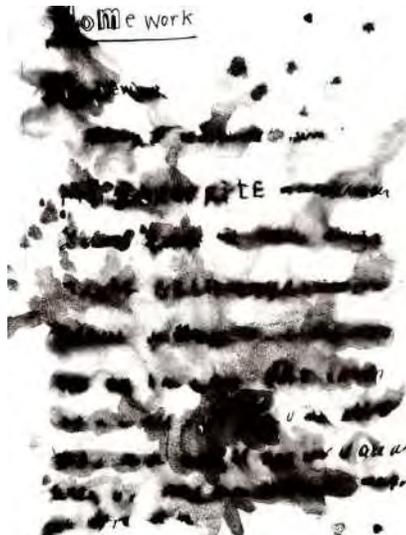
**MR FULLERMAN** So let me get this right Tom - the dog ate your homework - AGAIN?

**TOM** Yes, sir, it's true, sir. (TO AUDIENCE) It Really is.

**MR FULLERMAN** That's your second sad face of the term, Tom.

Extract from Tom Gates Live on Stage – adapted by Neil Foster

Tom really did have his homework ruined by Rooster, Derek's dog, but it is such a well-worn excuse that Mr Fullerman clearly didn't believe him.



For years teachers have been listening to excuses for homework not being done.

Here are some classics:

'THE WIND BLEW IT OUT OF MY HANDS'

'My little brother tore it up'

'It fell in a puddle'

'I HAD MY BAG STOLEN AND IT WAS INSIDE'

'I thought it was in my bag but I must have left it at home'

And some less plausible ones...

'SOME SUPER SNEAKY HOMEWORK BURGLARS BROKE INTO MY HOUSE AND STOLE IT'

**'I was abducted by Aliens last night'**

## Activity!

- In groups of four or five decide on the most ridiculous excuse for not doing homework you can think of.
- Your teacher may have trouble believing it, so you need to clearly detail the events that lead up to the pupil not having their homework.
- Condense the story down into five or six events
- Sketch out a storyboard on a large piece of paper which details each event – including locations and the characters involved
- Each group then makes a series of five or six freeze frames telling their story. One member acts as the narrator while the others make the pictures with their bodies. The whole group

must be involved in each picture – making scenery as well as characters.

- Each group then takes it in turns to show their story to the teacher who assumes a very strict persona in the manner of a Victorian school master/mistress.
- The teacher decides whether or not the stories are believable.
- The teacher then details any punishments to be given for unbelievable stories. (Cane, slipper, lines etc)
- Each pupil then writes out a version of their story as a diary, in as much detail as possible, any punishment received and how they felt about it.



If Tom does something bad at his school, he gets a sad face like this

## Development

- Once you have written your excuses for not doing your homework, try writing your own scene where you have to tell the teacher that you haven't done your homework. What excuse do you use? What does the teacher say? Maybe you have to tell your parents too, what do they say?
- Write a story where something happens that stops you from being able to do your homework, then act it out. What happens? How do you explain this to your teacher? Try writing the story as a script rather than a normal story, focus on what each character says as well as what happens
- Once you have written the script, rehearse it and then show it to your class. Maybe you can make a whole play?!





## Rock Band Project

Tom and his friends, Norman and Derek are in a band called 'The Dog Zombies', who get the chance to play at the school open day.

Tom plays guitar, Derek, keyboards and Norman is on the drums. (They have to be careful how much sugar Norman has – if he has too much he goes mad!)

Image is a very important thing for any rock band – how they come across to their audience. Tom has designed their logo, (inspired by Derek's dog Rooster) and the boys have spent some considerable time practising their rock star poses.

## Activity!

### Fantasy Rock band

#### Image

- Divide the class into groups of four or five.
- Each group imagines they are a fledgling rock band, keen to make a big impression on the world.
- First, they must decide on a name for their band.
- Next they decide on a title for their latest hit

- Next, each band member must decide what instrument they play, who is the lead singer, and what style their music is.
- The record label want to do a photo shoot to introduce the new bands to the general public, but time is short
- Each group rehearses four different still 'photographs' that they feel show off their band and what they stand for.
- With the teacher in role as the record company PR manager, each group presents their 'pictures'.
- The PR manager decides on the best shot for each group.



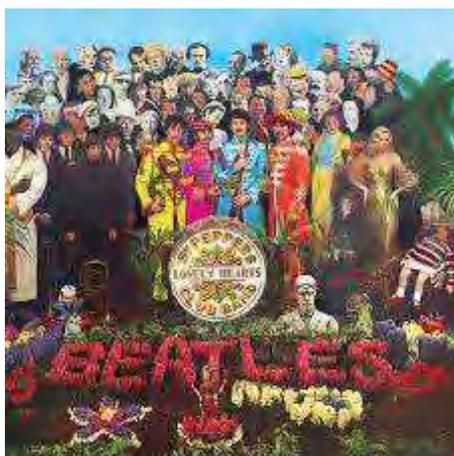
### Album Cover

The cover image for an album is very important as it can make or break sales – and ultimately a band's success. The image on an album needs to say something about the band and their style of music. An album often takes its title from one of the tracks on it.

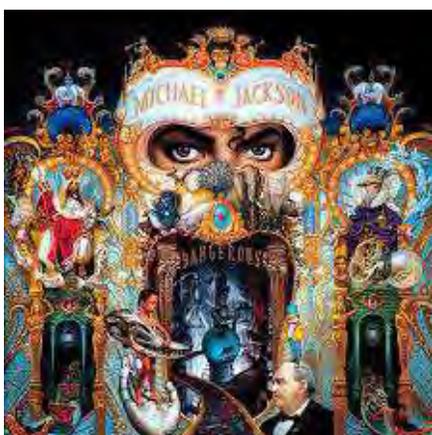
- Look at these classic album images:



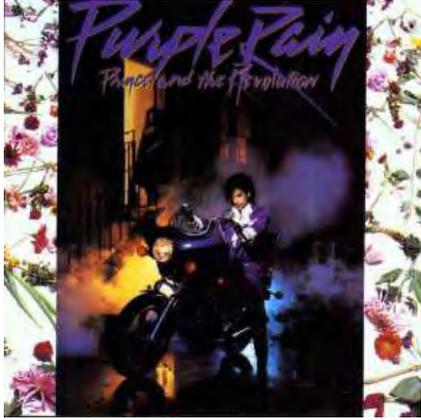
Pink Floyd – Dark Side of the Moon



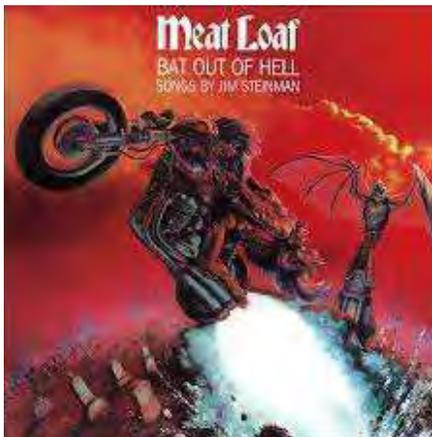
The Beatles – Sgt. Peppers' Lonely Hearts Club Band



Michael Jackson – Dangerous



Prince - Purple Rain



Meat Loaf – Bat out of Hell



Primal Scream – Screamadelica

- Imagine you are a designer. You have the task of designing the album cover for your band's new release
- Sketch out your design – including the title of your latest hit
- Show your design to the other band members
- Cut out the images band members feel are most appropriate from all of the designs
- Each group makes one collage from the different cut out images – and adds the band's name and album title
- Each band presents their album cover to the 'PR Manager' for approval
- Show the finished album covers to the rest of the class and take a vote on who would buy that album on the strength of the cover alone



One of the album covers for Dog Zombies might look something like this

## Song Writing

A rock band won't survive without a good song.

The Dog Zombies have written several, including 'Delia is a weirdo', and of course, 'The School Dinner Blues':

Close my eyes and imagine  
While licking my lips  
That today is the day  
They'll be serving up  
Chips! What do we want? We want chips.  
When do we want them? Now!  
Chips! What do we want? We want chips.  
When do we want them? Now!  
Chips! What do we want? Chips, chips, chips, chips, chips, chips,  
chips!  
Chips are my favourite, if not everyday  
A portion of chips  
Makes a bad day - OK  
Chips! What do we want? We want chips.  
When do we want them? Now!  
Chips! What do we want? We want chips.  
when do we want them NOW!  
  
CHIPS what do you want WE WANT CHIPS

## Write your own pop song

Below is a process you could try as a starting point for writing your own song.

- First decide on a subject for your song – it could be something or someone you like or a place you like to go to  
E.g. a bus journey
- Decide on a title for your song. – tip – keep it short as this will form the main motif of your song E.g. 'On the bus'
- Write your first line – E.g. 'Who is going to be...'
- Use your motif for the next line 'On the bus'

- Find an appropriate word that rhymes with the end of your first line and use it to end your second line: 'sitting next to me...'
- Use the motif again 'On the bus'
- Add the third and fourth lines making them rhyme and add your motif E.g. 'We can sing and shout- on the bus, we are going out – on the bus'
- To make your chorus, use your motif and find another line that rhymes with it:
  - E.g. 'There's so much to see on the bus'
- Add another verse and repeat the chorus
- After two verses and two choruses, try adding a 'bridge'. This is a short section that is different in rhythm and melody from the verse or chorus, E.g. 'The great big wheels are spinning fast'
- Finish with one last verse and chorus
- Find a tune to fit your words to

### Tips

- Try starting with a tune you know well – for example the hokey cokey and write new words for it
- Many songs tell stories. Try writing a simple eight-line story and use it as a springboard for song lyrics
- Try writing lists of useful rhyming words
- A thesaurus or rhyming dictionary (book or online) can help

There are several song writing websites that might be useful:

**Music Maker Jam, Isle of Song**

## Activity!

- Design a poster for Dog Zombies, or for your own band. If you have followed the steps above, you have your band, you have your album cover and your song. Now it's time to tell people about your concert!

- Design a poster that makes people want to come and see your band. Tell them about your band, your song and how fantastic the concert will be!

Maybe use doodles, or a picture of your band with some of your drawings next to it?

