

## Teaching Ideas for the Klaus Flugge Prize Shortlist 2022

Set up to honour Klaus Flugge, founder of Andersen Press, this award is for the most promising & exciting newcomer to children's picture book illustration.

**Title:** *Pierre's New Hair*

**Author Illustrator:** Joseph Namara Hollis

**Publisher:** Tate Publishing

*These notes have been written by the teachers at the [CLPE](#) to provide schools and settings with ideas to develop comprehension and extended provision around [Klaus Flugge Prize](#)-shortlisted texts for children of all ages. They build on our work supporting teachers to use picture books to enhance critical thinking and develop creative approaches in art and writing. We hope you find them useful.*

*This book is particularly suitable for children aged 5–8.*

### Reading the book and close reading of illustration:

- Before you begin to read, look at the front cover illustration and title ***Pierre's New Hair***. *What do you think is happening here? Who is this character: might it be Pierre and is this his new hair? What do you think he might be thinking or feeling? What makes you think this? What else do you notice? How does this image make you feel? What does it make you think about?*
- Now, turn to the inside title page illustration where we see Pierre again, but with different hair. Talk about these illustrations together. *Why do you think his hair is different here? What ideas does this give you about the story that lies ahead? What do you think might happen in it?*
- Read up to **with my own skating squad**. *What do we find out about Pierre, his passions and interests? How do the words and pictures work together to capture him? Consider what the illustrations add to, not just reinforce the text.*
- Continue reading, pausing after **the perfect look**. *How does the Poodle Squad's judging of the annual Roller Stars Championships bring Pierre's passions together? What do you think will happen? Will Pierre and his skating squad be successful? What challenges might they face? Support the children in looking back through the illustrations and considering how Pierre and his friends prepare for the competition. How do the vignettes and whole page illustrations capture the different aspects of their preparations? How do you think having **the perfect look** might affect their chances?*
- Read on up to **The crowd gasped...** *What do you learn about Pierre's hair from this part of the text? Encourage the children to follow the transition from the spread **my hair was never enough**, via the vignettes of his friends' impatience, the double-page spread where he realises he is late, the panorama of his journey to the strips detailing what happens his hair. How do the illustrations show Pierre's emotional journey as well as what he has gone through — sometimes literally? Encourage the children to look at the different viewpoints. Why do you think **the crowd gasped**? What have you noticed about his hair? Is this change told through the words or the pictures?*
- Now read on to the end of the book. *What does the end of the story make us think about the importance of appearance and the importance of friends and throwing yourself into fun activities? What stands out as being most important to you?*

- After reading, encourage the children to tell you what they liked about the book. *Was there anything they disliked? What did it make them think about? Do they have any questions about the book? How did it make them feel? Has anything like this ever happened to them — a sudden realisation that something you thought was important was less important than friends, family, or something else?*

### Engaging in illustration:

- Consider how Joseph Hollis as author-illustrator uses the text and illustrations to tell a story about hair but also about creativity, self-expression and friendship. Invite the children to revisit and share particular spreads, such as:
  - ***When my hair looks fantastic...***
  - ***We began training right away.***
  - ***Finally I was ready to go!***
  - ***The road to the roller disco was so long and winding.***
  - ***The crowd went wild.***
  - ***It turns out I don't need good hair to have a great time...***
- Work together to explore each of the spreads, drawing out the interplay of text and illustrations, the use of colour, of single and double-page spreads, vignettes, and panels. Encourage them to look at Pierre's hair in detail in each spread, and to track the changes it undergoes as the story progresses, most especially as he sets off late to the roller disco.
- Encourage the children to imagine a wild, expressive hairstyle for themselves that would never exist in real life. What might nestle in it — the way sticks, birds, food and insects are trapped in Pierre's hair? This might include toys, accessories, larger objects they have had a long time, and that tell us about them. Demonstrate this by talking about the objects that might populate your own hairstyle.
- Allow the children to experiment with a variety of different mark-making materials, such as pens and pencils, charcoal or graphite, oil and chalk pastels, with which they can create the wildest hairstyles. Model for the children how to draw freely and expansively to create a hairstyle; then use soft drawing pencils (2B-4B are ideal) to capture objects that have been discussed. Talk about how to break down the drawing into simple shapes and stages, the splurge of the overall effect then the detail of the objects, referring to the back cover illustration of Pierre reading the newspaper to see how Joseph Hollis has achieved this. Consider also how their colour choices can convey personality and mood.
- Draw alongside them as they work, and allow them to pin up and share their drawings, encouraging them to look at the similarities and differences in their work and talk about what is effective in their own work and that of others.
- Allow access to art materials for the children to continue to make up characters, scenarios or stories of their own.

**This sequence of activities was designed in partnership with CLPE. CLPE is a UK based children's literacy charity working with primary schools to raise the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning. Find out more about their work, and access further resources and training at: [www.clpe.org.uk](https://www.clpe.org.uk)**