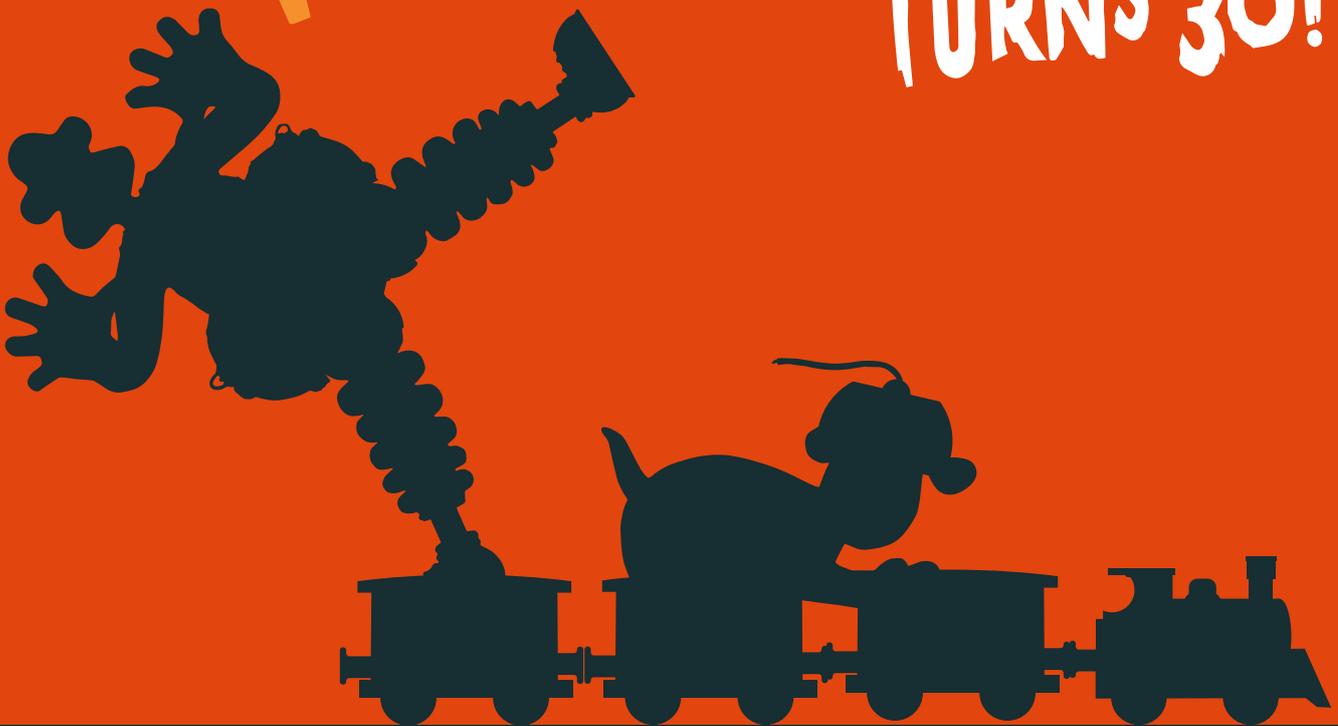


Wallace & Gromit

THE WRONG TROUSERS

URNS 30!



SCHOOL ACTIVITY SHEETS

THE
CARTOON
MUSEUM 

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Activity 1: Curate an Exhibition

Mount your own mini-exhibition of Wallace & Gromit: 30 Years of The Wrong Trousers

Learning outcomes

Children will:

- learn a strategy for working with others as a team
- develop an understanding of how and why choices are made and develop their critical thinking
- be able to articulate their reasons for making those choices
- develop their spoken language skills

Resources required

Provided in the Cartoon Museum package:

- Wallace & Gromit cartoon illustrations
- a Gallery wall

Provided by school:

- thick paper or thin card
- printing
- scissors
- glue stick

Background

What does a curator do?

A curator works at a museum. The curator decides what pictures go on display in an exhibition. Often there are more pictures than there is space on the wall, so the curator has to make a choice. On the first day of the exhibition the curator usually makes a speech to invited guests and explains why the pictures were chosen.

Who are Wallace & Gromit?

Wallace & Gromit were created by artist and animator Nick Park for Aardman and have appeared in four award-winning animated short TV films and a feature-length film. Wallace is a good-natured, eccentric, cheese-loving inventor, and Gromit is his loyal companion. 2023 marks 30 years since *The Wrong Trousers* first aired. Wallace & Gromit are models made of clay, and the animation style that brings them to life is called 'stop motion animation'. Sometimes this is called 'claymation' when characters made from clay models are animated.

How is a stop motion animated film made?

The filmmaker starts by drawing and designing characters, writing a story using a script, and planning out the story by drawing and writing storyboard. They then bring their story and characters to life by building and 'animating' them – which means making them move about as if they were real. A stop motion animation is captured one single 'frame' at time, like taking a photograph. The characters and objects in the film are then moved between frames, and another photograph is taken. When you play back the sequence of images rapidly, it creates the illusion of movement.

Activity

Children work in pairs or groups of three.

Print out the six Wallace & Gromit pictures and the gallery walls in the Cartoon package, one for each pair/group of children.

Children carefully cut them out. Tape the two short ends of the gallery walls together so they will stand up like a birthday card.

Taking a look at each of the cartoons, they discuss each one and then choose three of them to go into their display and glue them into the frames on the gallery wall.

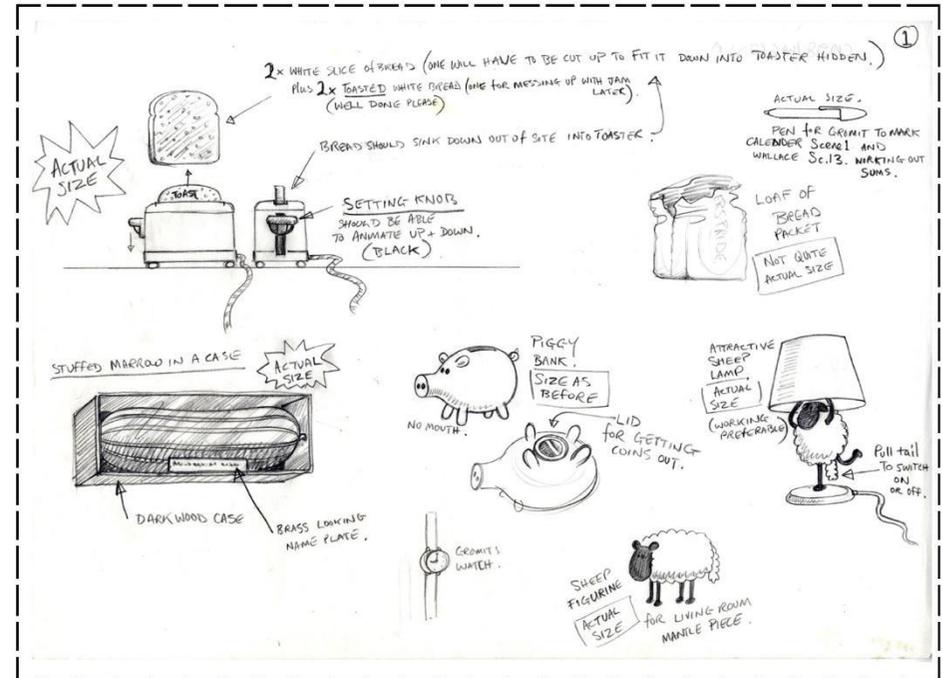
Each pair/group must then write out:

- what is happening in each picture they have chosen
- why they chose each picture

Each pair/group take turns holding up their exhibition and give a 'curator's talk' to the teacher and the rest of the class by referring to their notes.



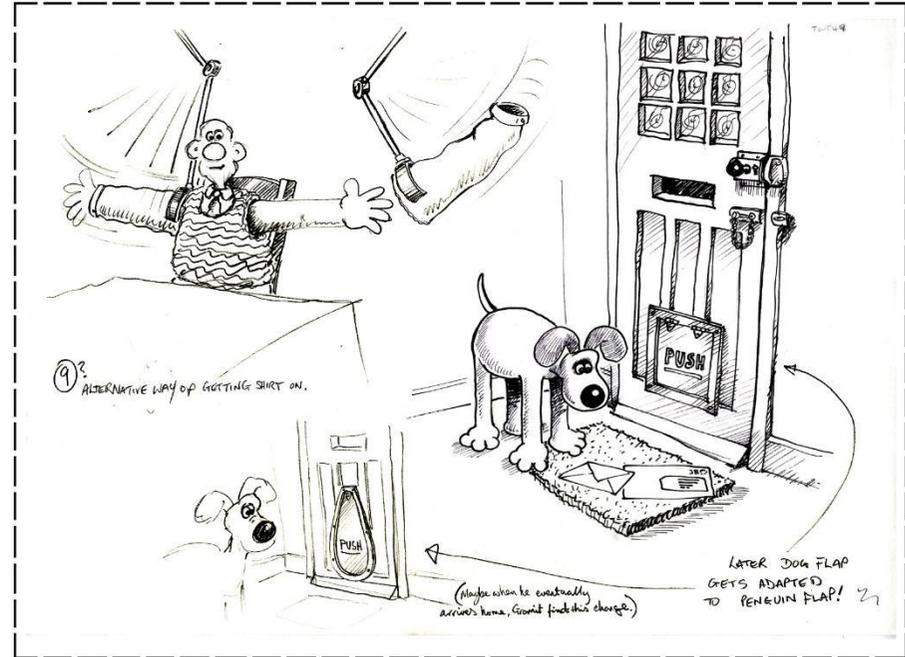
This a publicity photo for *The Wrong Trousers*. Studios use photos like this to promote films before they are released. Here we can see that Wallace gets stuck inside a pair of Techno-Trousers and is unable to control where they want to walk. Only his faithful dog Gromit can help him.



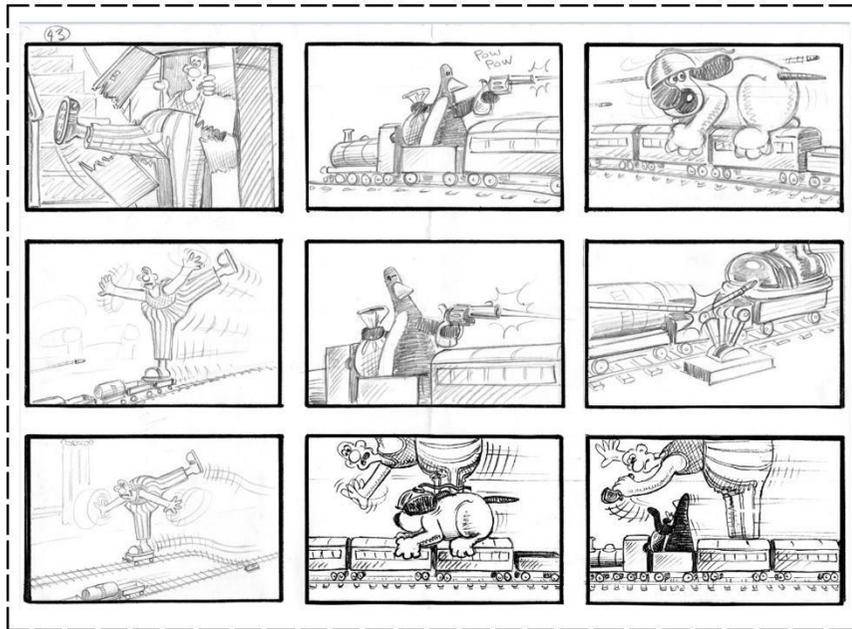
These are sketches of props that had to be made for the scenes in *The Wrong Trousers* that are set in the kitchen. The props are made from wood, plastic or fabric. Here are designs for a toaster, a packet of bread, a pen, a stuffed marrow in a case, a piggy bank, Gromit's watch, a small sheep statuette, and sheep-shaped lamp.



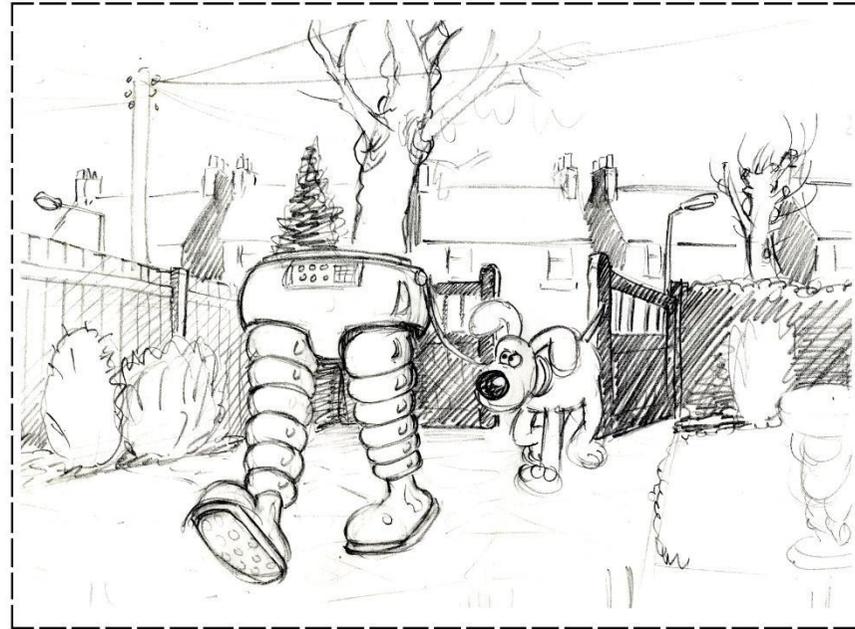
Here we see creator Nick Park making a slight adjustment to Gromit's head. Wallace & Gromit appear to move by being photographed, then moved very slightly and photographed again, and so on. It takes 24 photos to create one second of the film. The Wrong Trousers is 28 minutes and 44 seconds long, needing 41,376 separate photos.



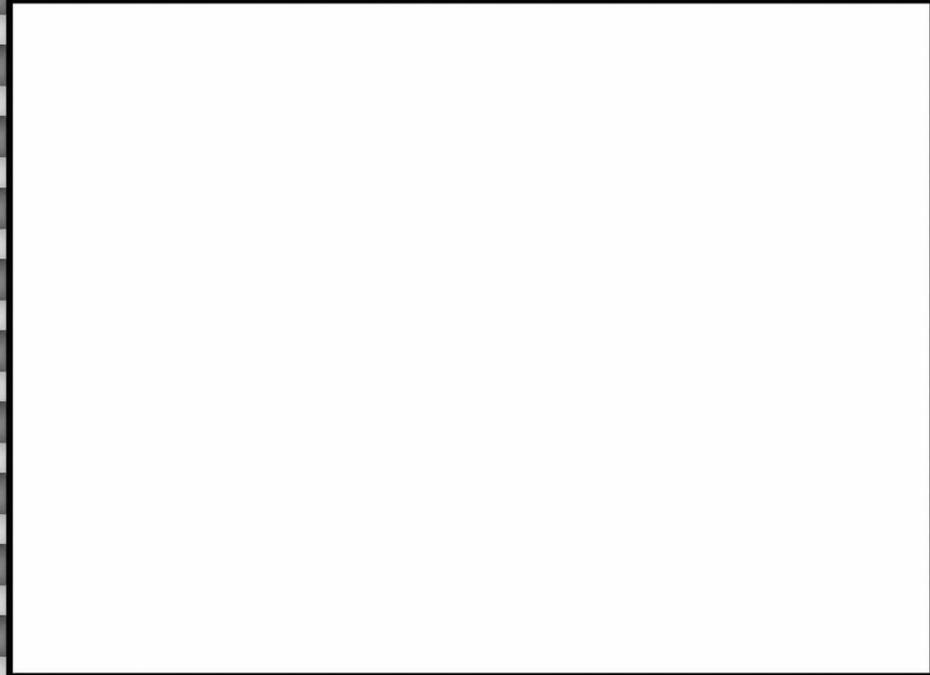
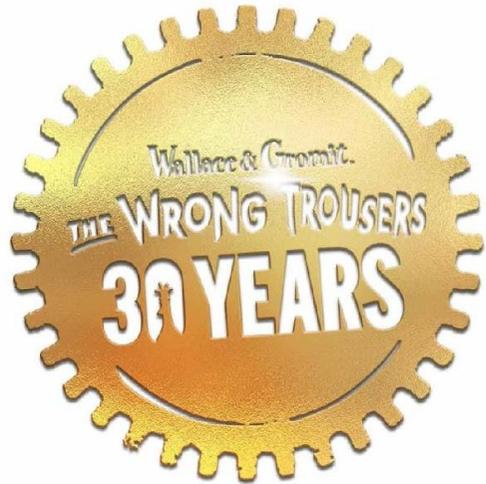
Before filming begins, Nick Park and his team sketch ideas for different scenes. Here we can see Wallace's invention for attaching his shirt sleeves when he arrives at the breakfast table. Then we can see that later in the film Gromit's door flap is replaced with one specially shaped for their new lodger, a small penguin.

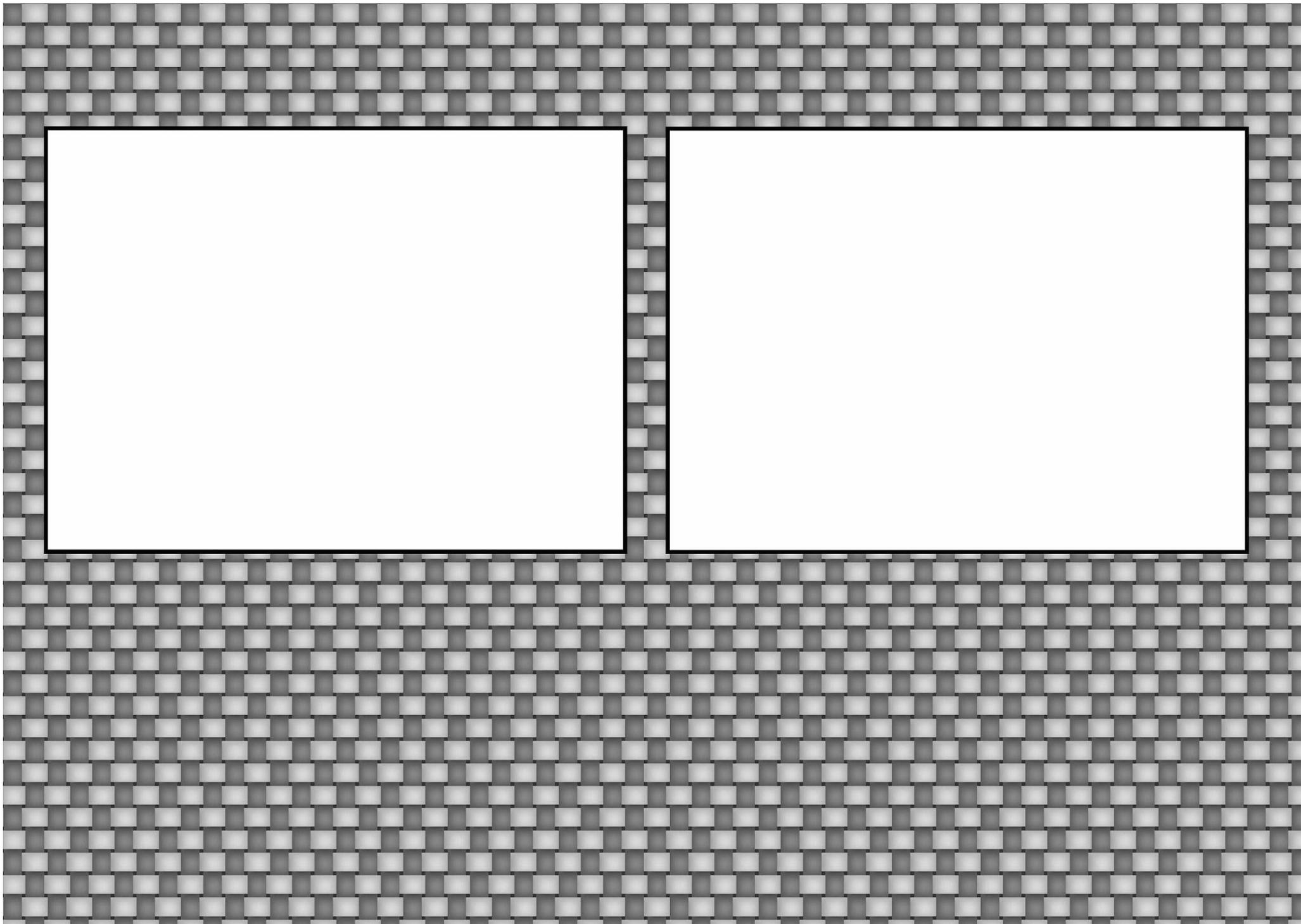


This is one of many storyboards for *The Wrong Trousers*. It's very similar to a comic-strip. A storyboard is used to work out what is seen during each moment of the film. At the end of *The Wrong Trousers* the burglar penguin Feathers McGraw uses a model train to make his getaway, with Wallace & Gromit in pursuit. Notice in the sixth picture they decided that it needed to be a close-up of a bullet switching the lever at the side of the track so that we will know why Wallace has moved onto another railway line.



This is quite a detailed sketch to help with planning for a scene in *The Wrong Trousers* where Wallace uses the robotic trousers to take Gromit for a walk. From this sketch they can see that they will need to construct scenery including houses, trees, a lamp-post, a telephone pole, a fence, a hedge, bushes, grass, and a garden path.





Activity 1: Teacher Notes

Emphasise that in this activity there are no 'right' or 'wrong' choices.

Children might also explain the method used to reach their decisions – did each child choose one cartoon, or did they vote on each one?

You could repeat this activity with other types of artwork or non-art related objects – types of fruit for example.

English curriculum

The national curriculum for English aims to ensure that all pupils:

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Pupils should be taught to plan their writing by:

- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Art and Design curriculum

- produce creative work, exploring their ideas and recording their experiences
- evaluate and analyse creative works

Key Stage 1

Pupils should be taught:

- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines

Key Stage 2

Pupils should be taught:

- about great artists, architects and designers in history

Design and Technology curriculum links

The national curriculum for design and technology aims to ensure that all pupils:

- critique, evaluate and test their ideas and products and the work of others

Key Stage 1

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)

Key Stage 2

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Activity 2: Make A Zoetrope

Construct one of the earliest types of animation devices.

Learning outcomes

Pupils will:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others

Resources required

Provided in the Cartoon Museum package

- zoetrope templates

Provided by school:

- thick paper or thin card
- sticky tape
- pencil
- paper plate
- scissors

Background

What is a zoetrope?

A zoetrope is a rotating drum that displays a sequence of drawings that, when viewed through slots in the side, produces the illusion of movement. The name comes from the Greek words 'zoe' (life) and 'tropos' (turning). It was invented in 1865 by William Ensign Lincoln and became a popular toy for all the family in 1866. In those times films had not been invented, let alone animated cartoons, so it was only with devices like this that people could see moving pictures.

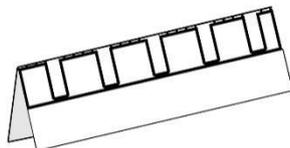
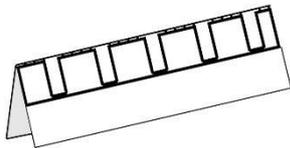
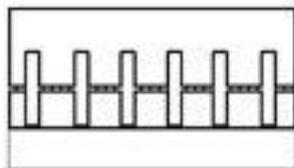
Nearly 200 years later many people enjoy and collect zoetropes. The Ghibli Museum in Tokyo, Japan hosts a 3D zoetrope featuring characters from the animated movie My Neighbour Totoro. The zoetrope is accompanied by an explanatory display, and is part of an exhibit explaining the principles of animation and historical devices. Pixar created a 3D zoetrope for its touring exhibition, which first showed at the Museum of Modern Art in New York City and features characters from Toy Story 2.

Making a zoetrope has also become a relatively common arts and crafts assignment and a means to explain some of the technical and optical principles of film and motion viewing in educational programs.

Activity

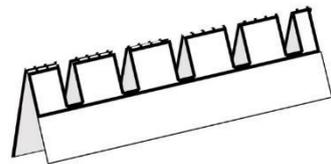
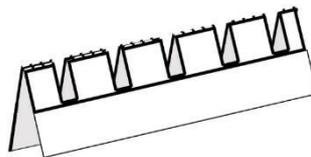
Children can work in pairs or individually.

Print out the two zoetrope templates onto paper/card and carefully cut them out.

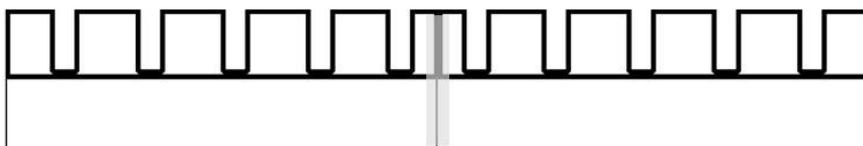


Fold on dotted line

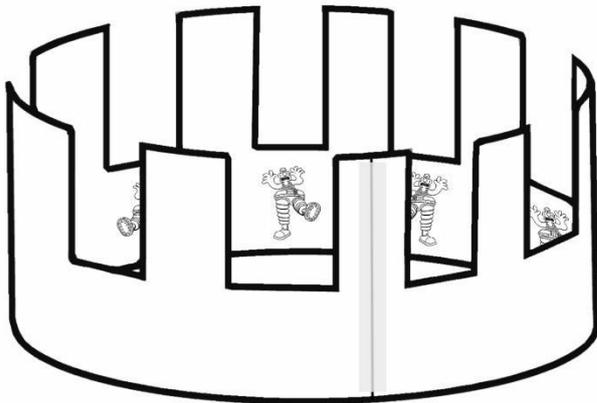
Cut out the slots on each sheet



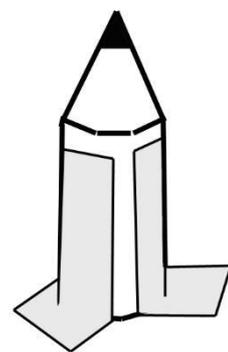
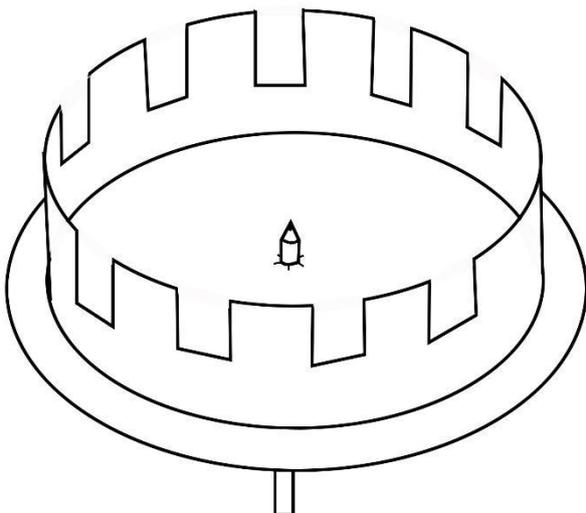
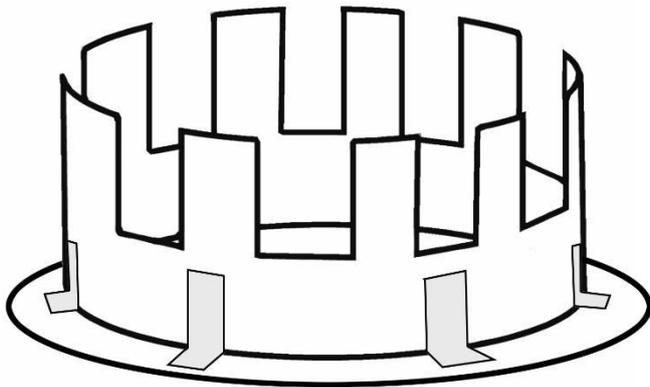
Then tape together at the ends with the thinner tabs



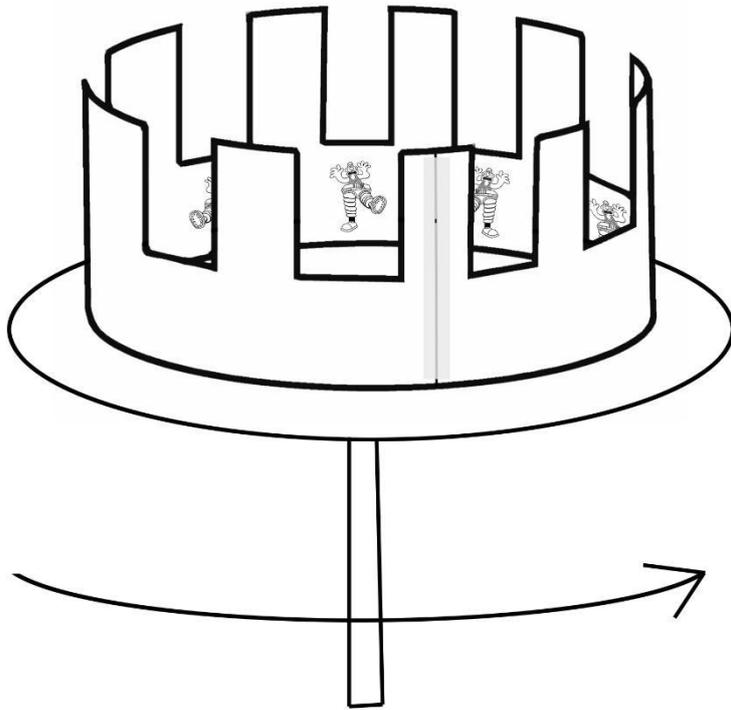
Tape the other ends together to form a circle with the little printed *The Wrong Trousers* pictures on the inside.



Tape it to the paper plate, going all the way around.



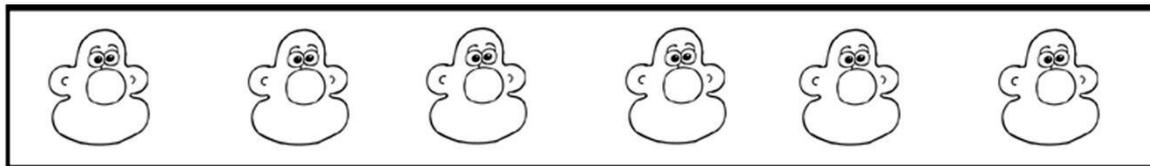
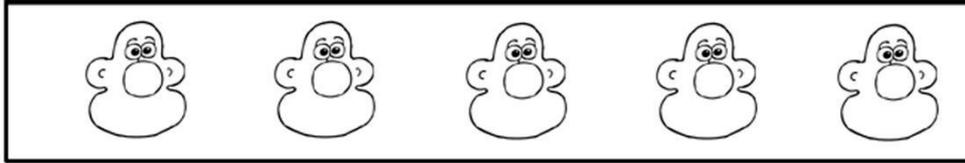
Poke a pencil through the centre of the plate from underneath. Tape the end of the pencil to the plate.



Hold the zoetrope at eye-level and spin it with your fingers to see your images appear to be moving.

Activity 2: Teacher Notes

Included in the pack are additional strips that can be cut out, taped together and placed inside the zoetrope to see different images moving.



On these, pupils can draw different mouths on each one to make it look like Wallace is talking. Older pupils might enjoy taking a word or words that Wallace might say, e.g., "Gromit" or "The Wrong Trousers", and thinking about the shape of their own mouths as they speak.



These strips are for pupils to create their own pictures. Perhaps a bird in flight, bites in an apple being eaten down to the core, a spider running, etc. The black dots show the correct placement for their images.

Pupils can share their zoetropes with each other, discuss what has worked well and perhaps decide on the best three in the class.

Art and Design curriculum

Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- 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

Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Design and Technology curriculum

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks
- participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others

Key Stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products

Key Stage 2

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Make

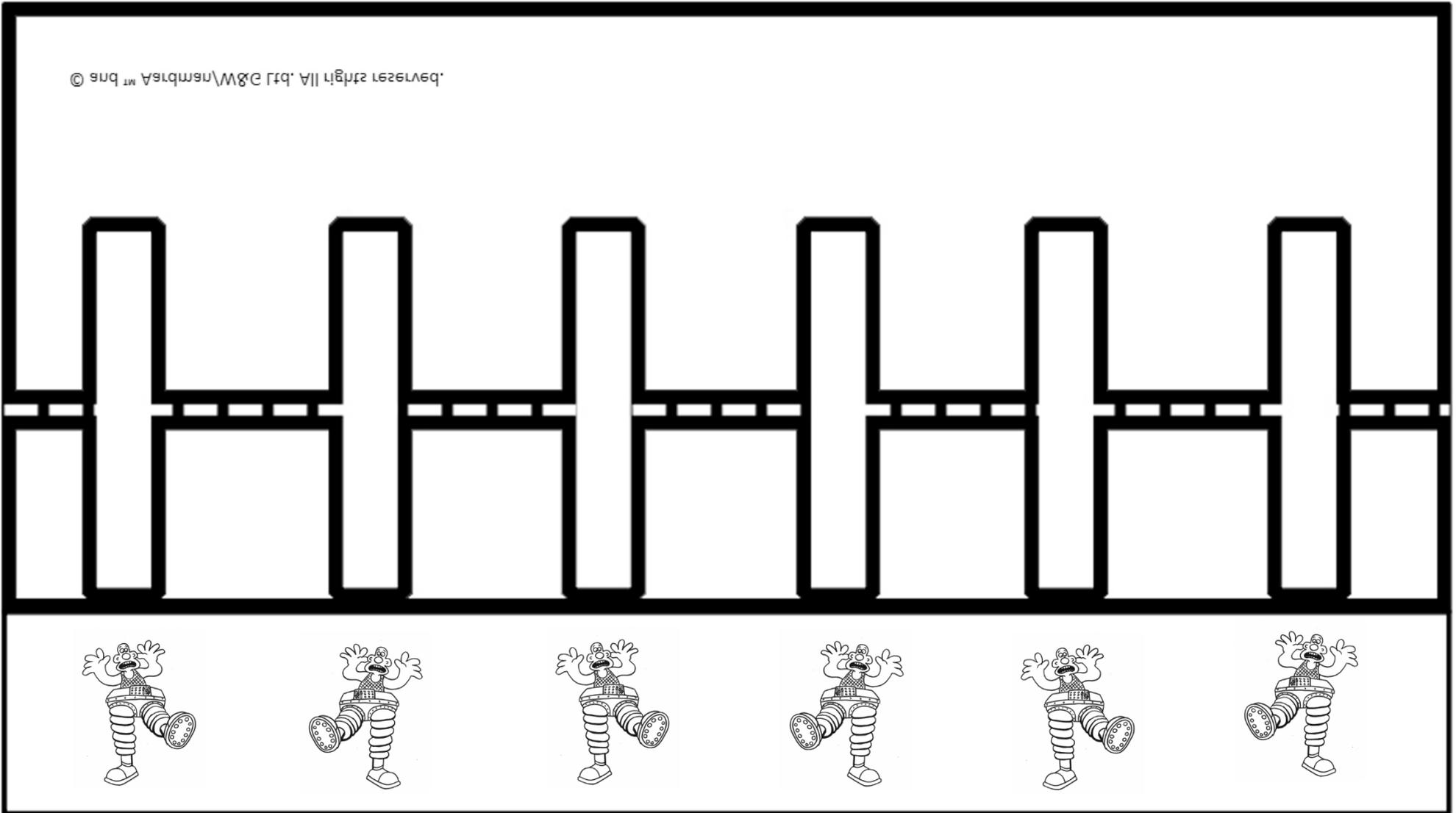
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

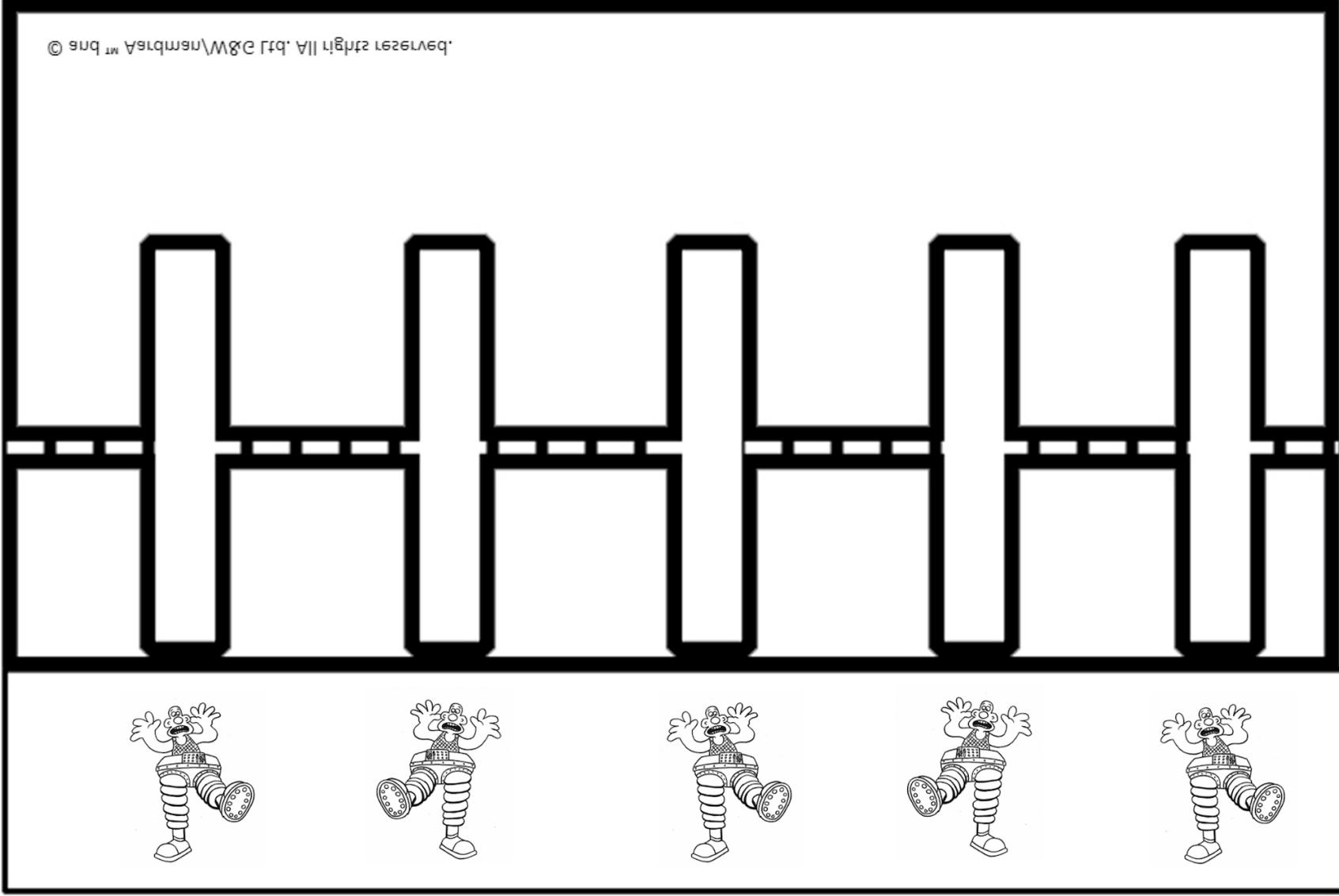
Evaluate

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

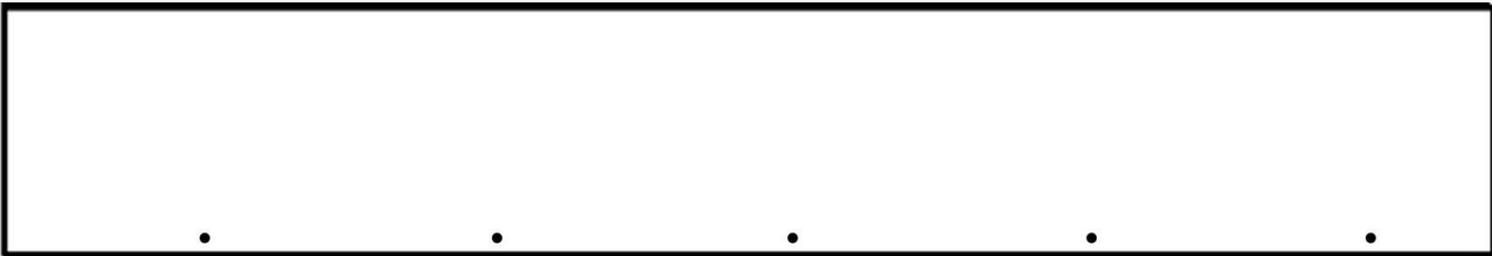
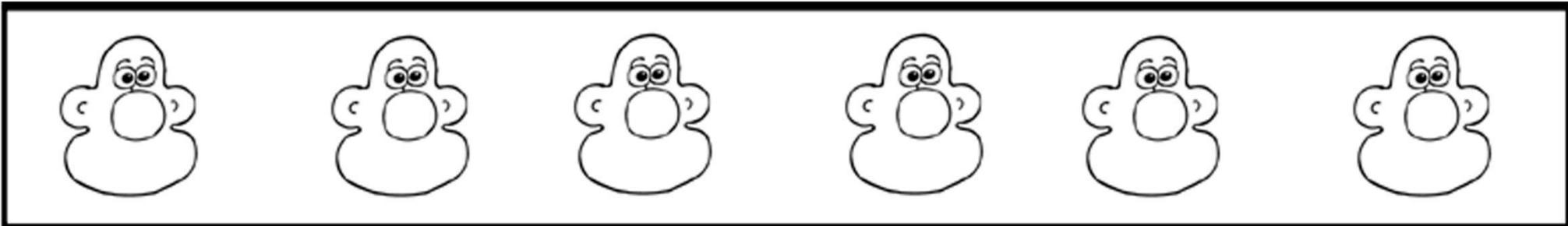
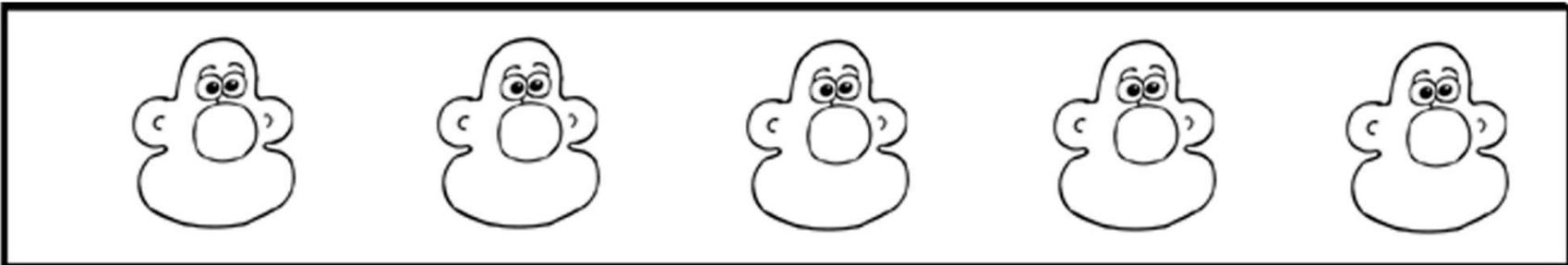
Zoetrope Template

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Activity 3: Steal the diamond

Plan and execute a daring diamond 'theft' in the classroom.

Learning outcomes

Children will:

- learn a strategy for working with others as a team
- apply their mathematical knowledge to a real-world situation
- map out their environment
- develop an understanding of how and why choices are made and develop their critical thinking
- be able to articulate their reasons for making those choices

Resources required

Provided in the Cartoon Museum package:

- print-out of a large blue diamond
- print-out of award certificate

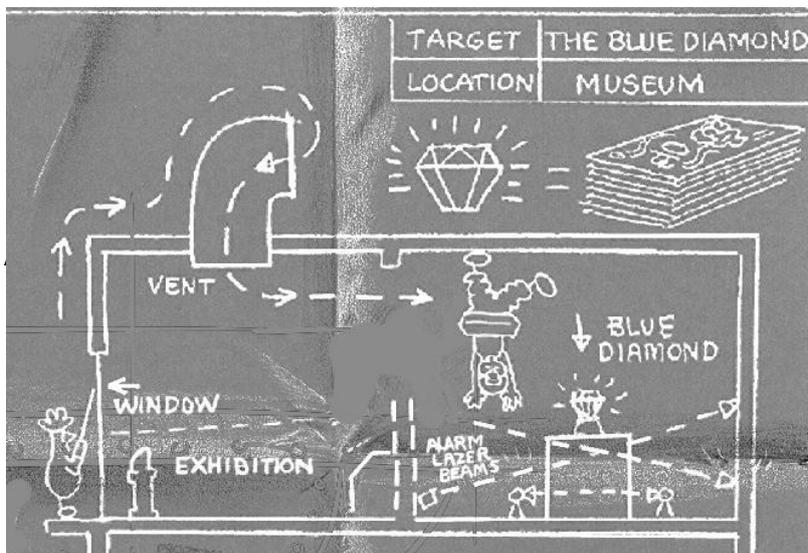
Provided by school:

- tape measure
- string
- scissors
- printer

Background

In *The Wrong Trousers* the crafty penguin burglar, Feathers McGraw, sketches out a map of the museum so that he can steal its giant Blue Diamond.

While Wallace is asleep inside the Techno-Trousers Feathers remotely controls them in order to break into the museum, grab the diamond, and make his escape.



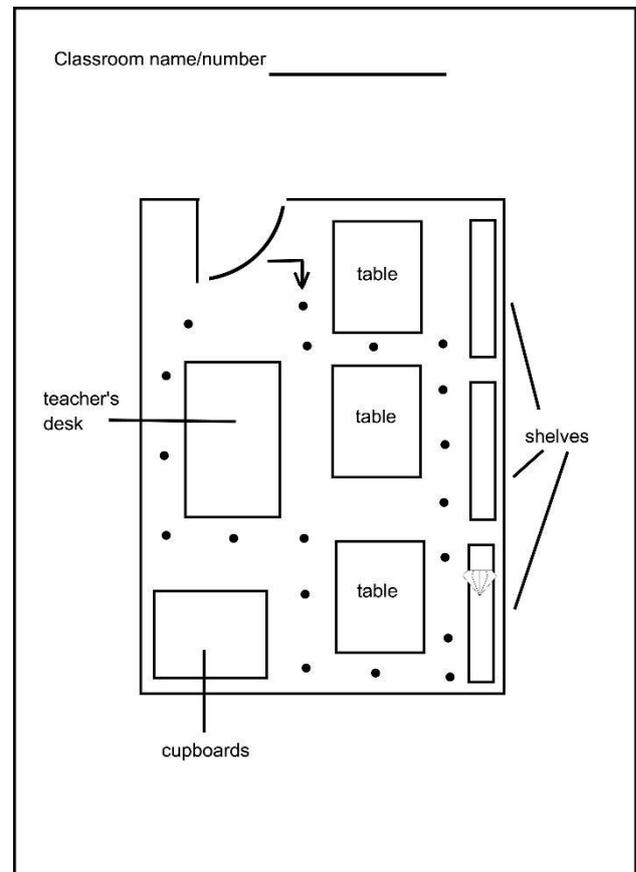
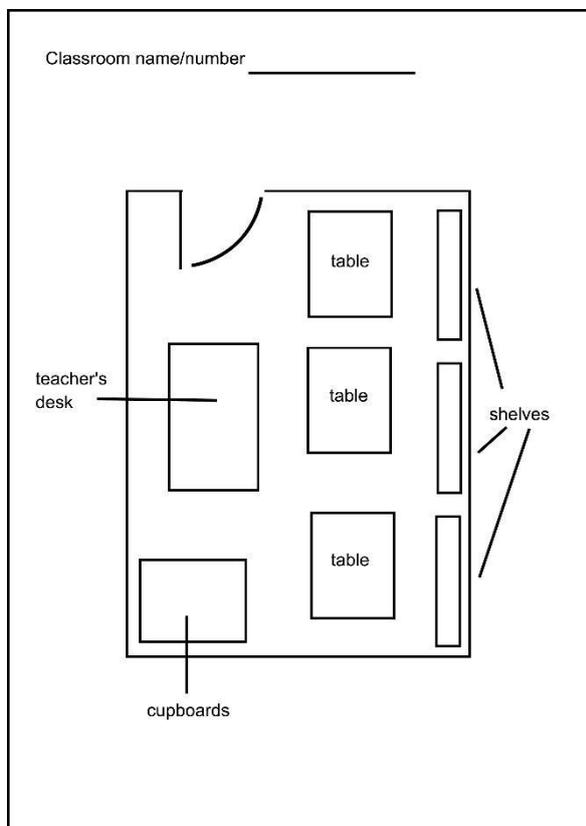
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Activity 1

Children work in pairs.

Each pupil takes a long striding step while their partner measures the distance covered. The one with the longest stride will be 'wearing the wrong trousers' later. The other will be 'controlling' them remotely. Each pair then cuts two lengths of string measuring the same as the longest stride.

They then design a map of the classroom together to help them plan their robbery (such as in this example)



Each team has their own diamond they must attempt to purloin. The teacher places each diamond anywhere on the side of the classroom that is furthest from the door.

Each pair marks their diamond with an X on Their map. By using their lengths of string in

the classroom as a measuring tool, they mark on their map a route from the door to the diamond, and back to the door without retracing their steps, and using the fewest steps possible. By multiplying the length of the stride by the number of steps taken they will know how far the journey should be.

Activity 2

Each pair takes a turn at 'stealing the diamond'.

The strider can only take one stride at a time and only in the direction that their partner tells them (forward, forward, left, etc). The rest of the class count out loud the number of steps as they progress.

The teacher logs on the board how many steps each pair have taken. The pair that achieved the task by taking the fewest steps wins the Feathers McGraw Award Certificate for Outstanding Villainy.

Activity 1 & 2: Teacher Notes

This activity could put smaller children in the class at a disadvantage. Try to pair up pupils so that small pupils are with a taller classmate.

Other locations could be chosen, such as corridors, dining hall, anywhere that has obstacles to get around.

Pupils can be encouraged to measure out different routes to see if they can find a shorter one.

Mathematics curriculum

Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems.

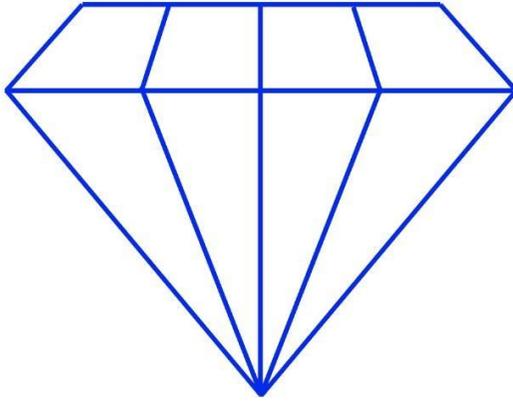
Key Stage 1

This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].

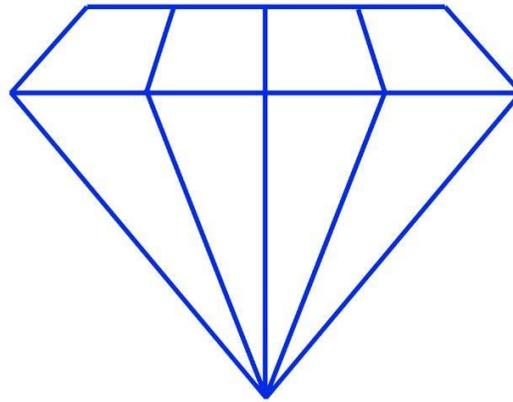
Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

Pupils should be taught to:

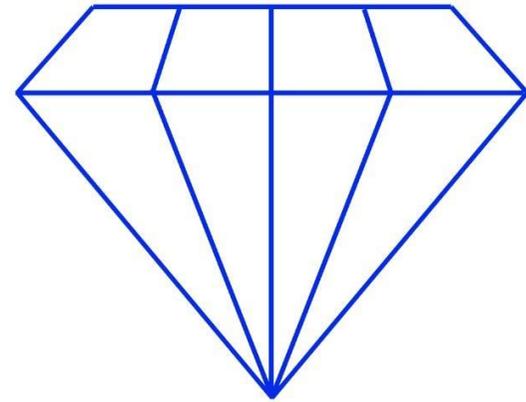
- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations, and arrays with the support of the teacher



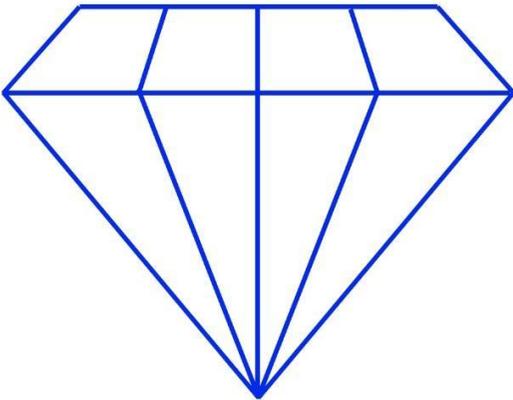
Team Name:



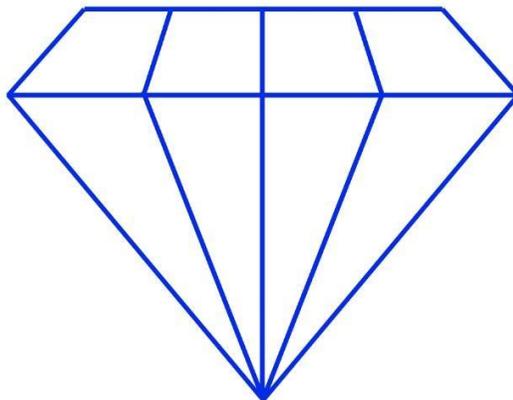
Team Name:



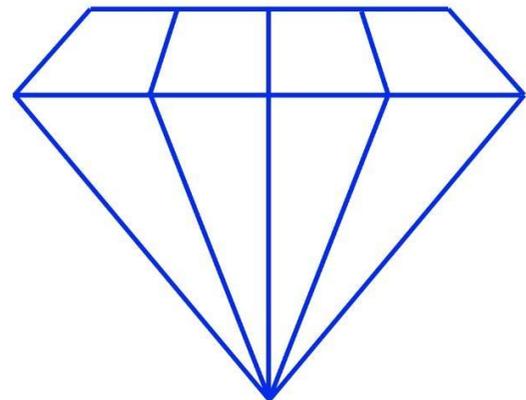
Team Name:



Team Name:



Team Name:



Team Name:



THE FEATHERS MCGRAW AWARD FOR OUTSTANDING VILLAINY

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Activity 4: Design a Newspaper

Write text and produce an image for the front page of a newspaper

Learning outcomes

Pupils will:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others

Resources required

Provided in the Cartoon Museum package

- newspaper template
- 'how to draw Feathers McGraw' worksheet

Provided by school:

- printer
- pencils, pens, coloured pencils

Background

At the start of *The Wrong Trousers* Gromit is reading a local newspaper, The Morning Post.

This activity imagines what the front page might say the day after Feathers McGraw's attempt to steal the Blue Diamond from City Museum.

In order to complete this activity the pupils will need to have watched *The Wrong Trousers*.

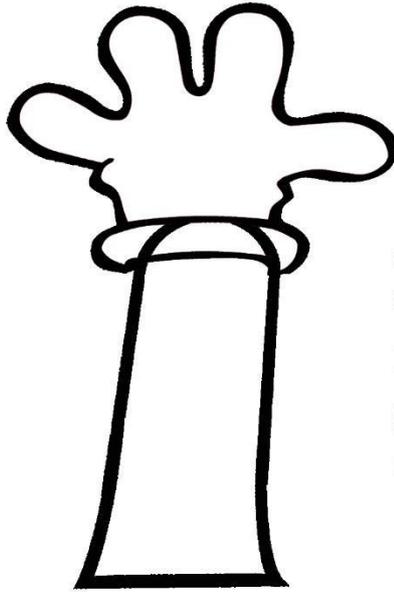
The robbery scene is viewable for free on the Wallace & Gromit YouTube page:

<https://www.youtube.com/watch?v=A16YuzuKN58>

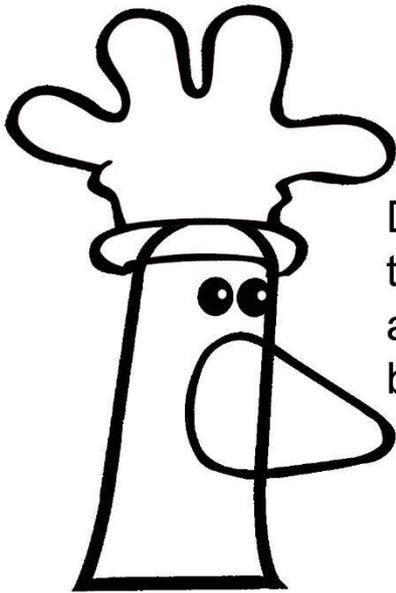
Draw Feathers McGraw



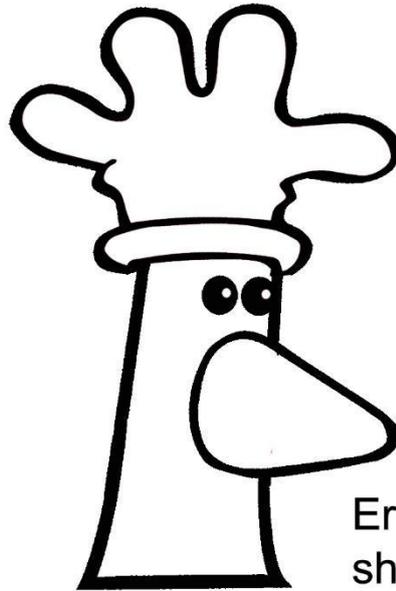
Start with this simple shape



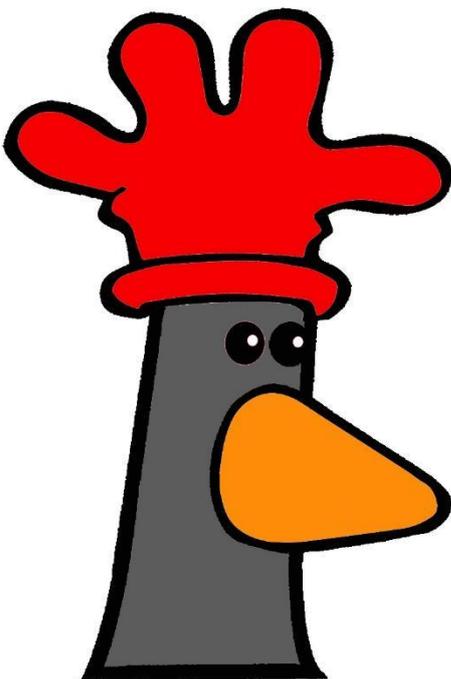
Add a wobbly rubber glove on top



Draw the eyes and a beak



Erase the lines showing through the glove and the beak



Now colour him in!

Activity 1

Children work individually.

Print out the newspaper template and 'Draw Feathers McGraw' instructions for each pupil.

There are four components to this activity.

1. Draw Feathers into the space above 'Have You Seen This Chicken?'.
2. Below the headline, ask the pupils to write down a description of something they remember from the heist scene. This could be Wallace entering the museum, walking across the ceiling, grabbing the diamond, making his escape down the wall, etc. Perhaps they remember Feathers standing on the window sill with his remote control. They can also write down any other details about the scene in the 'Also seen' section.
3. Below 'Have You Seen This Chicken?' pupils can test their descriptive abilities by describing Feathers McGraw.
4. 'Cracking Competition': pupils can write down a wonderful or funny prize.

Activity 2

Pupils take a sheet of paper and write 'Similarities' on the left and 'Differences' on the right.

In groups of four or five, they read out their news pages to each other and write down the similarities and differences to their own work. Then by going through their lists with each other they can then discuss why they chose to include the details they did, and why they left things out.

Activity 4: Teacher Notes

This activity can be closed with a discussion about how our news is presented to us in newspapers, on television, and online with regard to the selectivity of facts and biases. 'Fake news' – if you read it in a newspaper is it true or not true?

You could repeat this activity with a different film clip, or they could report on an incident in the classroom.

English curriculum

Key Stage 1

Pupils should be taught to:
write sentences by:

- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- checking that the text makes sense to them as they read and correcting inaccurate reading

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words.
- joining words and joining clauses using ‘and’
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’

Key Stage 2

The national curriculum for English aims to ensure that all pupils:

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Pupils should be taught to plan their writing by:

- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- organising paragraphs around a theme

Evaluate and edit by:

- assessing the effectiveness of their own and others’ writing and suggesting improvements

- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Art and Design curriculum

Key Stage 2

- produce creative work, exploring their ideas and recording their experiences
- evaluate and analyse creative works

Design and Technology curriculum

The national curriculum for design and technology aims to ensure that all pupils:

- critique, evaluate and test their ideas and products and the work of others

Key Stage 1

Design

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Key Stage 2

Design

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Activity 5: Draw an Animation Storyboard

Draw scenes from an early unused script for Wallace & Gromit: The Wrong Trousers.

Learning outcomes

Children will:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users

Resources required

Provided in the Cartoon Museum package:

- how to draw Wallace
- how to draw Gromit
- how to draw the Wrong Trousers
- a blank storyboard for the main activity

Provided by school:

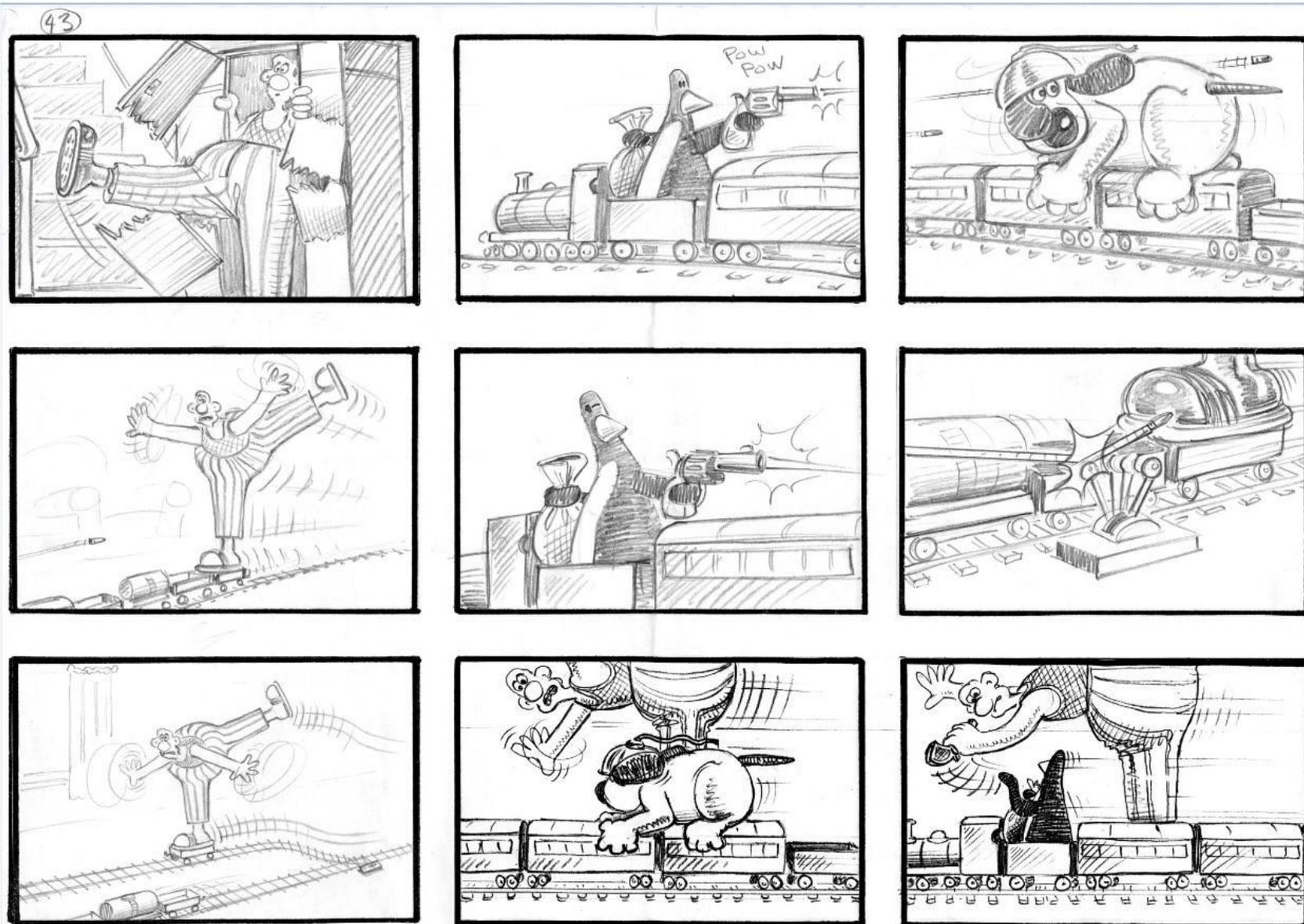
- pencils
- erasers
- plain A4 paper
- previous viewing of *The Wrong Trousers* is useful but not essential
- You can view the famous robbery scene for free on the Wallace & Gromit YouTube page:
<https://www.youtube.com/watch?v=A16YuzuKN58>

Background

What is a storyboard?

Before filming, animators produce storyboards to work out how each scene in the film will be seen. It looks a lot like a comic-strip. They carefully read the script and then sketch out the storyboards, paying attention to using different viewpoints so that every detail will be clear to the viewer. The director and camera operator use the storyboards while filming, so they know where to position the camera and characters, and how to light the scene.

Storyboard from The Wrong Trousers.



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What is happening in the storyboard?

1. Wearing the Techno-Trousers beneath his pyjamas, Wallace kicks his way out of the wardrobe he was locked into by Feathers McGraw.
2. In the lounge, Feathers tries to make his escape aboard a model train. He fires his gun at Gromit, who is further back on top of the train.
3. Bullets fly past Gromit.
4. Wallace treads onto the back of the train and tries to keep his balance.
5. Feathers carefully fires a shot.
6. The bullet changes the points on the track.
7. This results in Wallace moving to a different track.
8. Wallace catches up with Gromit.
9. Then he draws near to Feathers and snatches his gun.

Notice how the viewpoints change from full-figure pictures to close-ups.

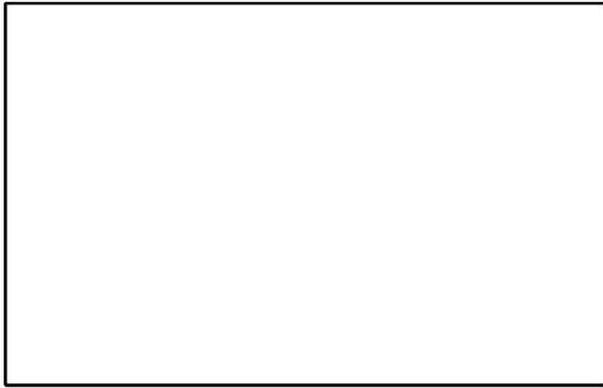
An earlier story

In the earliest stages of planning *The Wrong Trousers*, quite a different storyline was proposed.

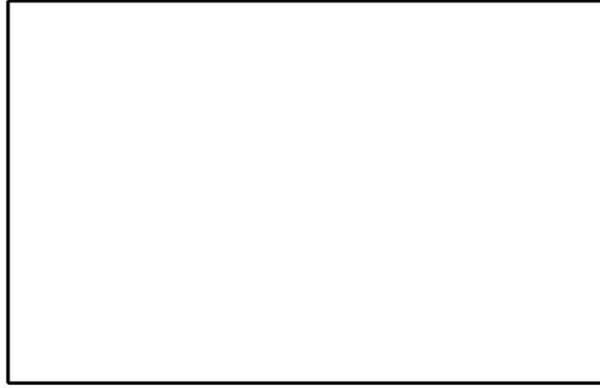
From Nick Park's notebook:

1. Trousers fall off an army truck near Wallace & Gromit's house.
 2. They accidentally summon the Techno-Trousers into their house with their remote control device.
 3. Wallace tries the Trousers on.
 4. Wallace then finds he cannot get out of the Trousers.
 5. The Techno-Trousers begin to obey instructions from base and start walking by themselves..
 6. They are being retrieved back to their military headquarters with Wallace inside them.
-

The Wrong Trousers - unused storyline



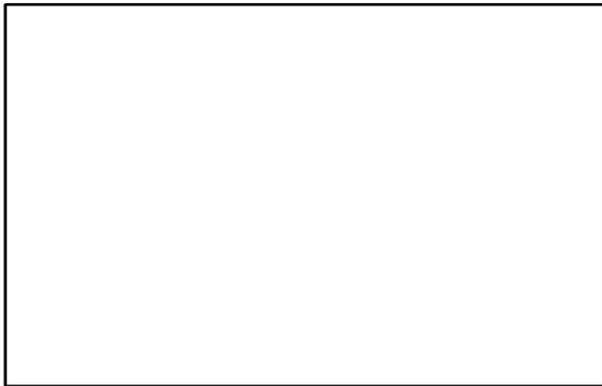
Mechanical trousers fall off an army truck near Wallace & Gromit's house.



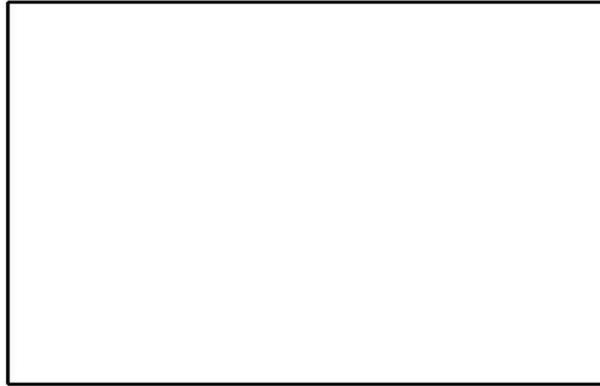
They accidentally summon the trousers into their house with their remote control device.



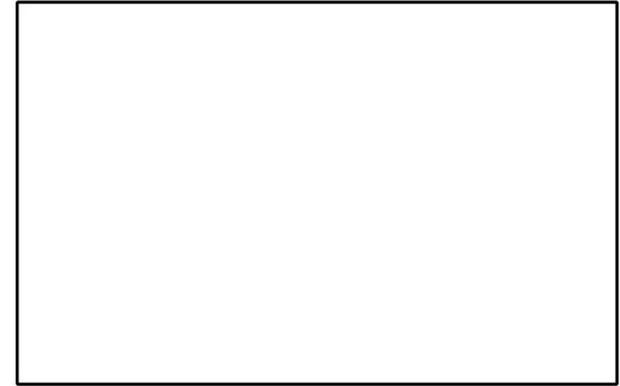
Wallace tries the trousers on.



Wallace then finds he cannot get out of the trousers.



The trousers begin to obey instructions from base and start walking by themselves.



They are being retrieved back to their military headquarters with Wallace inside them.

Activity 1

Children work in pairs or groups for this activity, or it could be led by a teacher/group leader with a larger group.

Each group is given or shown the storyboard example but are not told what is happening in each scene (this information has been provided for teachers).

Children describe and discuss what is happening in each frame of the storyboard, saying or writing down what they see, and interpreting the 6 panels together to tell the story.

Activity 2

Pupils work individually.

Print the 'how to draw' worksheets for each pupil.

Following the instructions they practice drawing Wallace, Gromit, and *The Wrong Trousers*.

Print the storyboard from *The Wrong Trousers* and use it to explain to the class what a storyboard is.

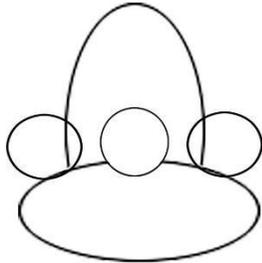
Print the blank storyboard sheet and 'An earlier story' sheet for each pupil.

They then visually interpret the scene descriptions below each panel. Emphasise viewpoints and clarity.

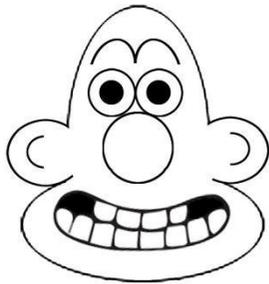
Pupils can then be put into groups of four where they can share their storyboards with their classmates, looking out for similarities and differences in each one.

Draw Wallace

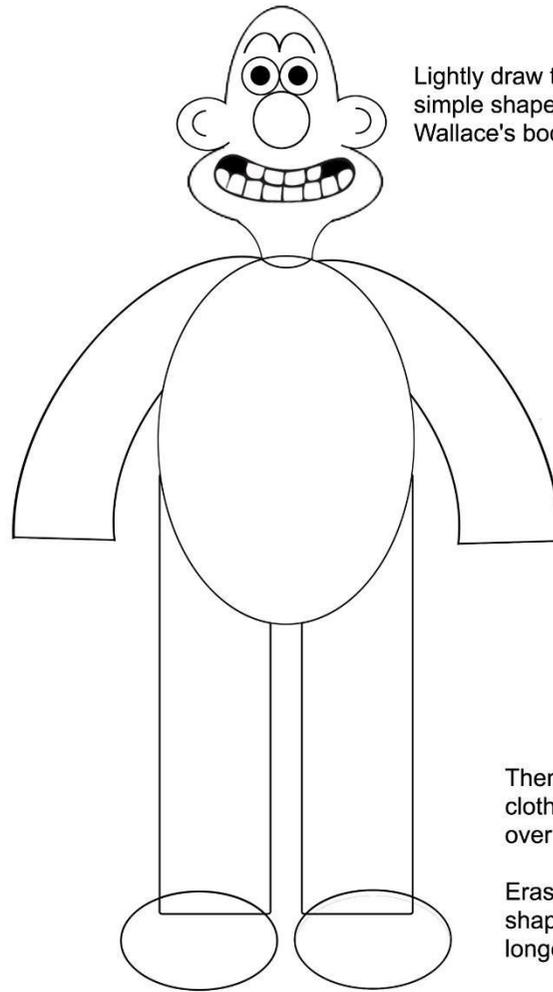
Lightly draw these simple shapes for Wallace's head.



Copy his face by drawing more heavily over the top.

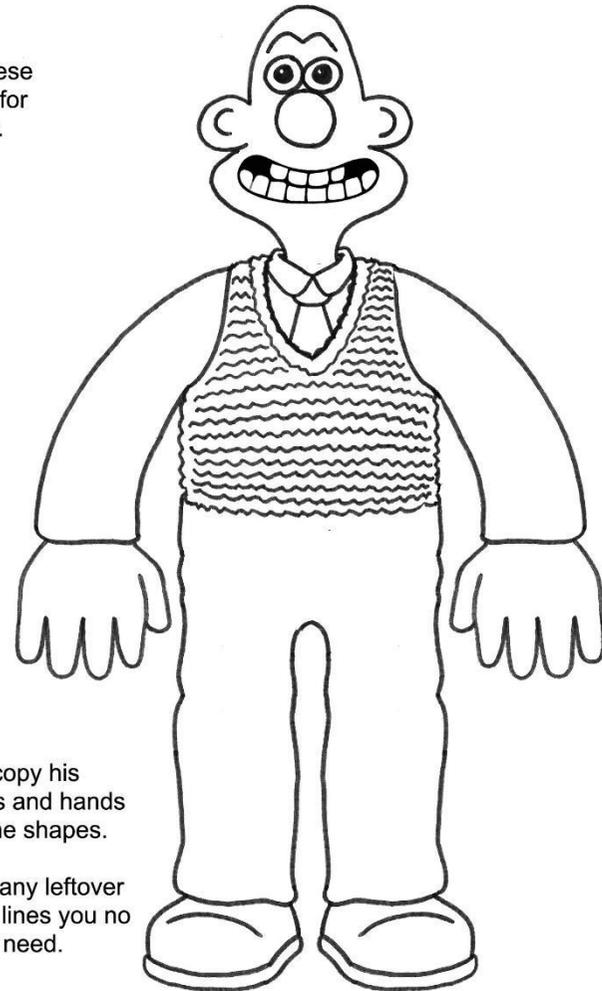


Lightly draw these simple shapes for Wallace's body.

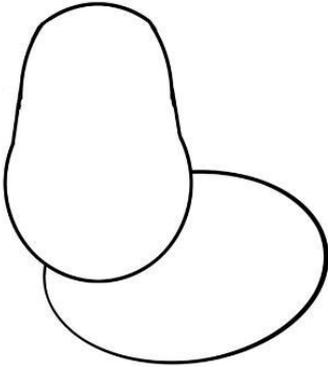


Then copy his clothes and hands over the shapes.

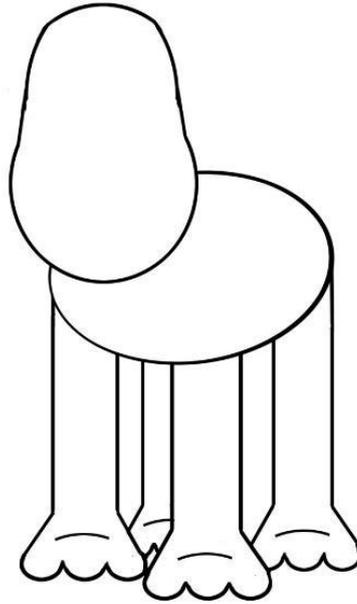
Erase any leftover shape lines you no longer need.



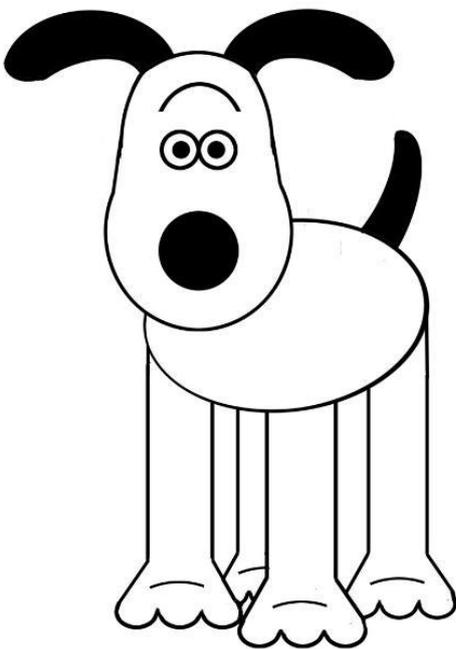
Draw Gromit



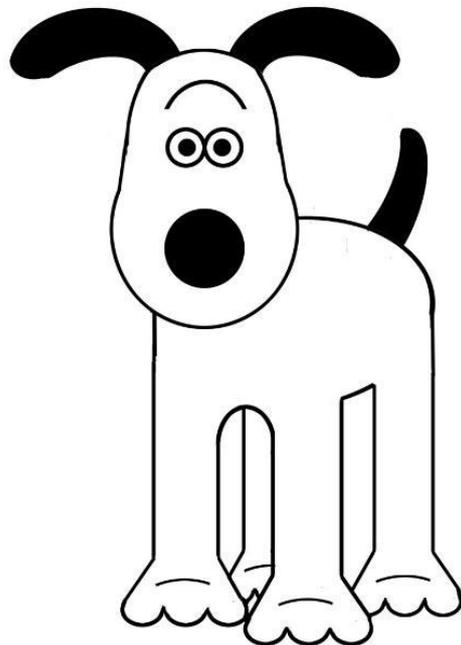
Draw a bean shape for the head and an oval for the body



Add four legs as shown, with little three-toed paws for feet

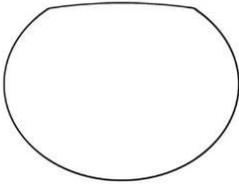


Draw Gromit's face, ears and tail

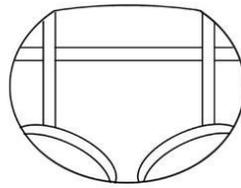


Erase parts of the oval body as shown and draw an arch between his front legs

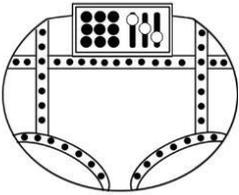
Draw The Wrong Trousers



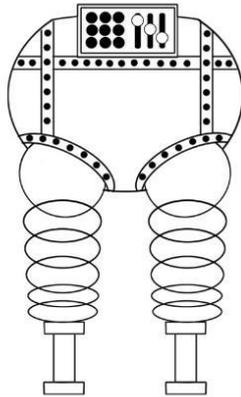
Start with a big oval, slightly flattened at the top



Add ridges as shown

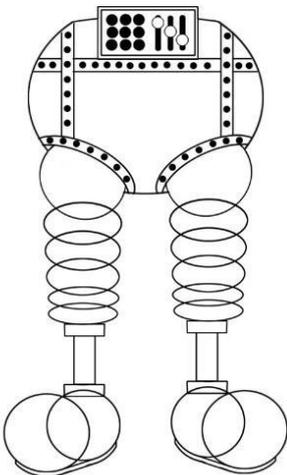


Add rivets and draw the control panel

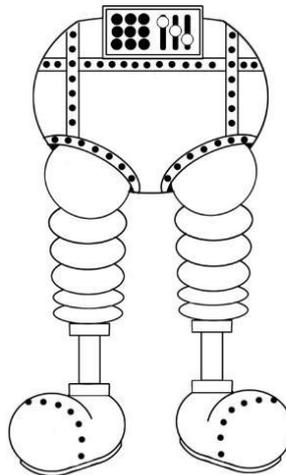


Use a series of overlapping ovals for the legs

Add rectangular ankles



Create the feet from two overlapping circles



Erase parts of the leg ovals as shown

Draw rivets around the shoes

Activity 5: Teacher Notes

As a follow-on activity, pupils could write their own six-panel Wallace & Gromit storyboard instructions and then draw the pictures to match.

Alternatively, they could swap instructions and draw each other's ideas. Do the pictures match the writer's intentions? Could the instructions have been more clear?

English curriculum

Key Stage 2

Pupils should be taught to understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Art and Design curriculum

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- 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

Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Activity 6: Make a Diorama

Create 3D models based on the City Museum from *The Wrong Trousers*

Learning outcomes

Pupils will:

produce creative work, exploring their ideas and recording their experiences

become proficient in drawing, painting, sculpture and other art, craft and design techniques

build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users

critique, evaluate and test their ideas and products and the work of others

Resources required

Provided in the Cartoon Museum package:

- City Museum diorama print-out
- Museum exhibits to copy: Mona Lisa; dinosaur painting; statue; prehistoric skulls; ancient vase; stuffed penguins
- Prehistoric diorama print-out

Provided by school:

- printer
- thick paper or thin card
- pencils, pens, coloured pencils
- scissors

Background

The Diorama was a popular entertainment that originated in Paris in 1822. It is a replica of a scene, typically a three-dimensional full-size or miniature model.

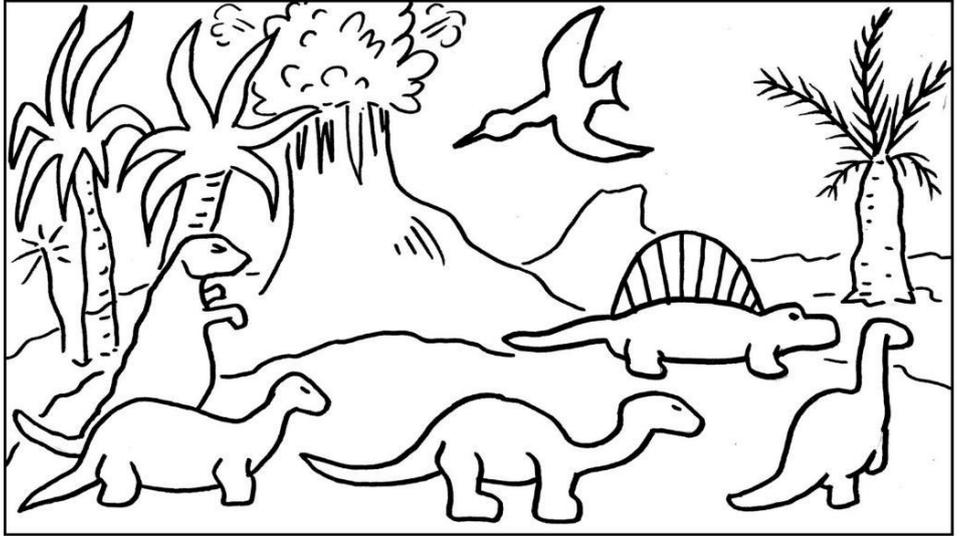
In *The Wrong Trousers*, Wallace sleepwalks into the City Museum at night in the Techno-Trousers controlled by the villainous Feathers McGraw, all part of a plan to steal the valuable Blue Diamond. On his way to the diamond, Wallace passes through a gallery of ancient artifacts.

This activity shows pupils how they can create their own 3D dioramas.

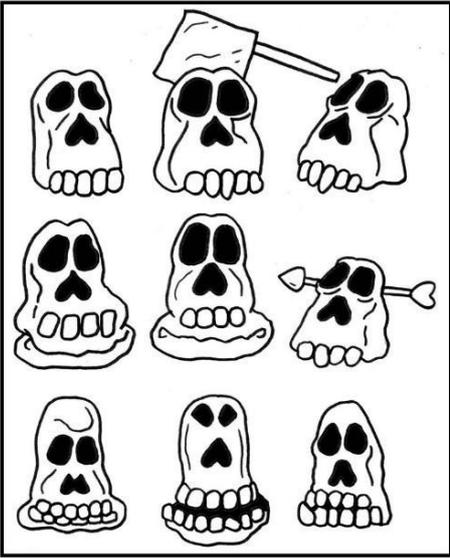
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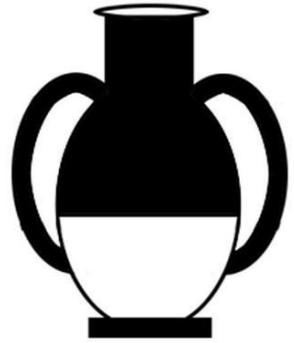
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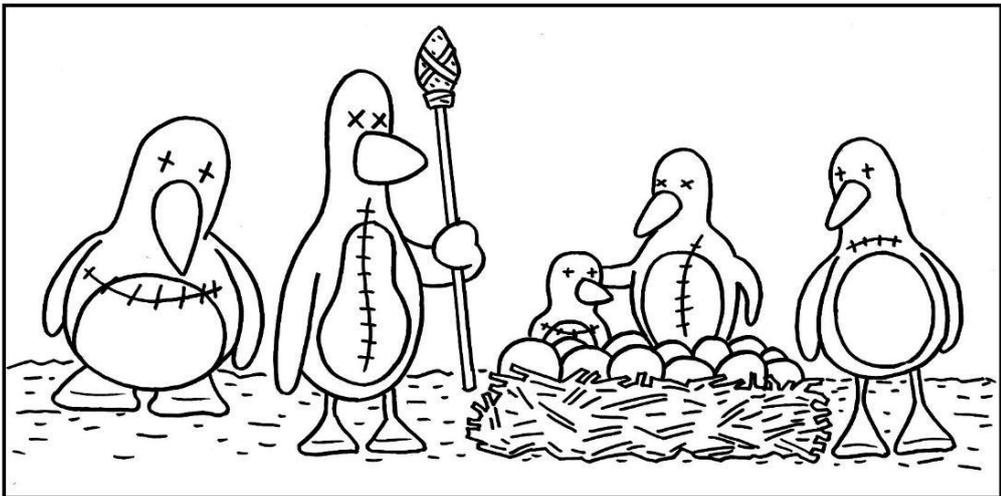
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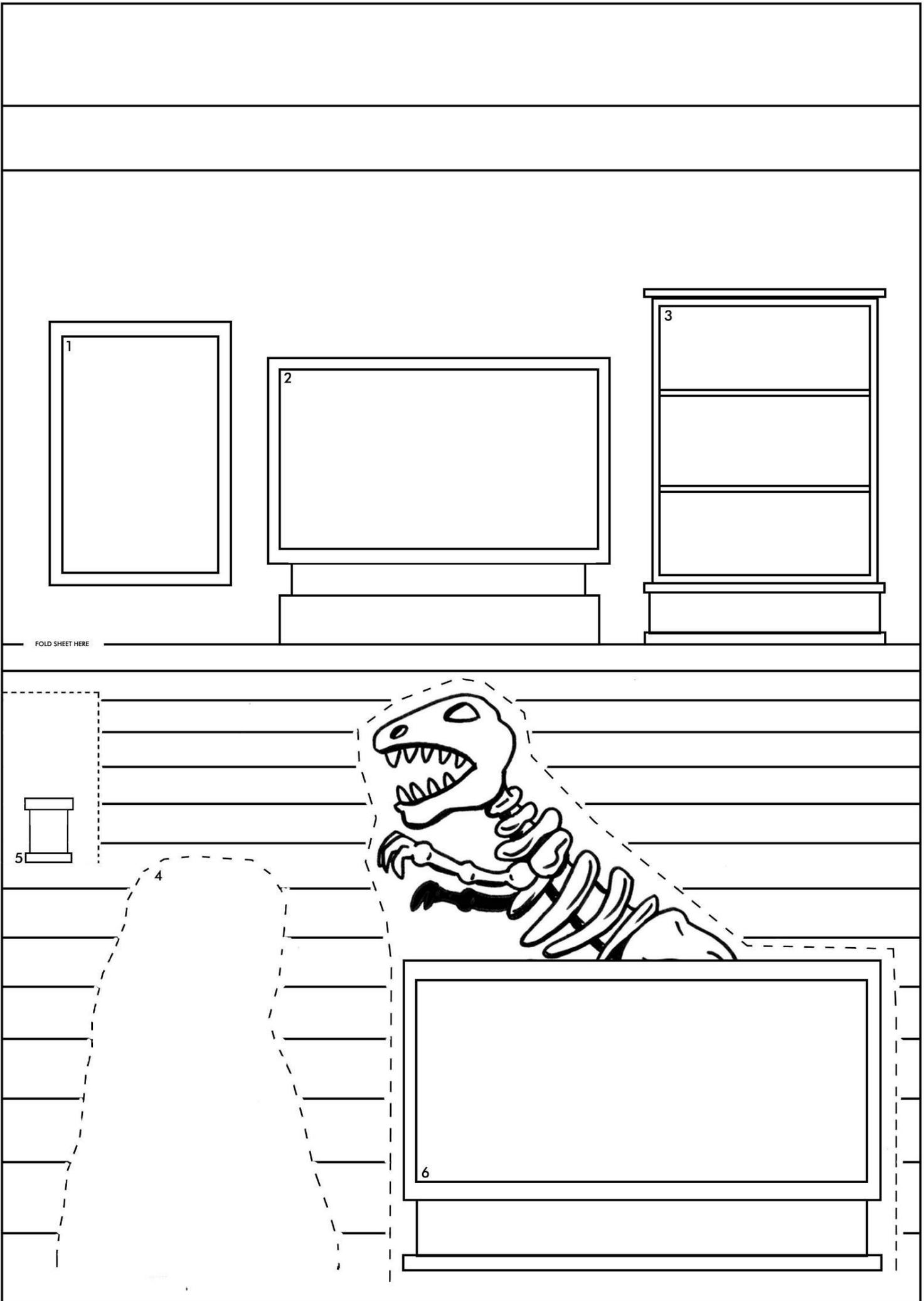


5



6





Colouring Guide



Activity 1

Children work individually.

Print out the gallery template, 'Museum Artifacts' and colour guide sheet for each pupil.

Pupils copy and colour the museum artifacts in the respective areas on the gallery background.

They can then colour the rest of the page.

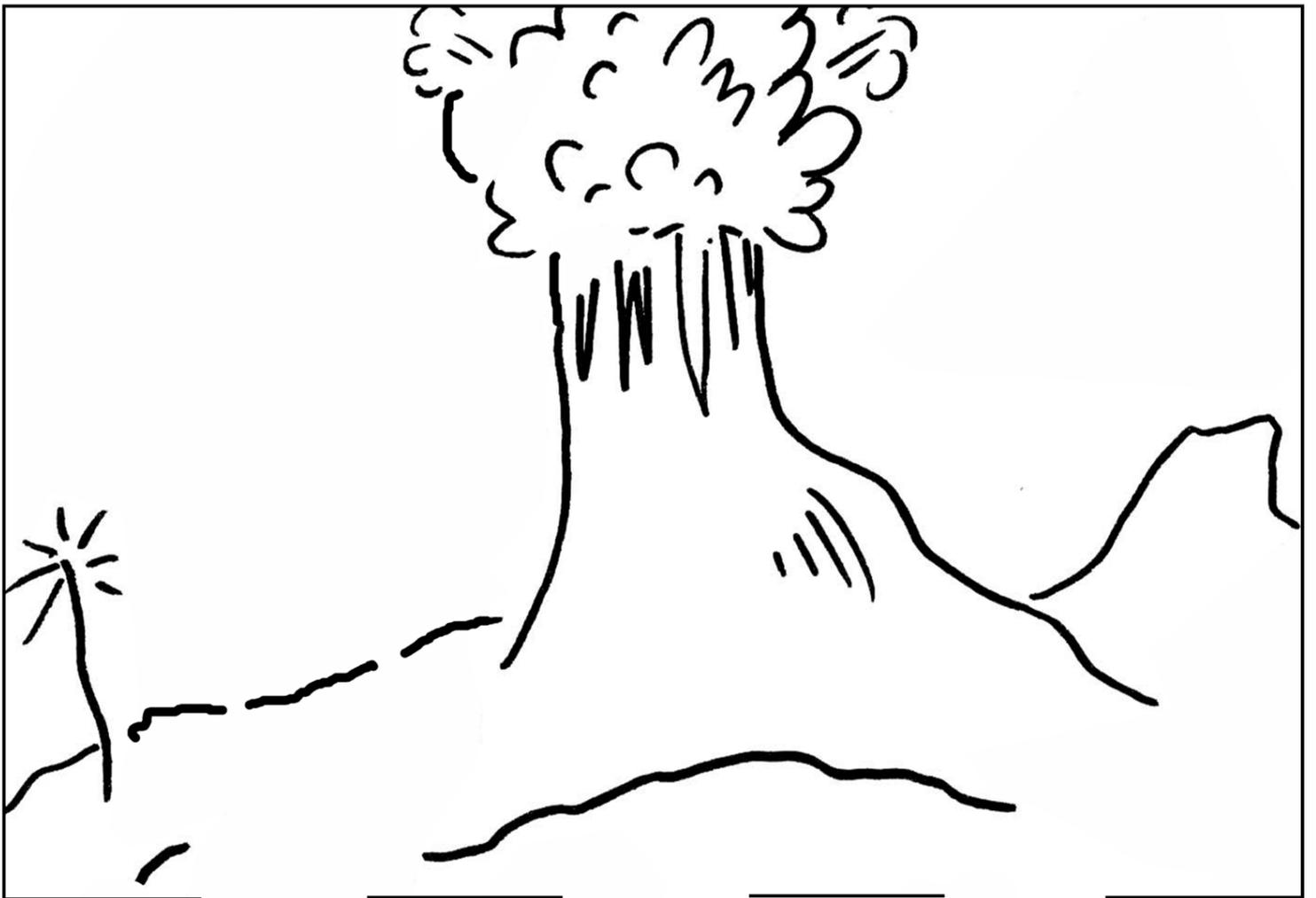
Colouring complete, pupils then fold the page at the last line of the floorboards so that the top part stands up at 90 degrees.



Next they carefully cut the dotted lines around the vase, the statue and the penguin case & skeleton. These shapes can then be folded upward to create a 3D illusion when viewed directly side-on.



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Activity 2

In Activity 1, pupils drew the dinosaur models in a glass case. This activity lets them create a 3D version, building on the skills they have just learned.

Each pupil gets the prehistoric background print-out.

They can then draw big dinosaurs and trees on the bottom half of the page and colour the whole page in.

They then neatly outline their dinosaurs and trees with dotted lines and carefully cut them out. Remind them not to cut across the bottom.

Fold the top half of the page upward as before, then fold up the dinosaurs and trees to create a 3D prehistoric scene.

Pupils can then go around the class to examine each other's dioramas and discuss their work.

Activity 3

Using the skills and experience they have gained so far, the pupils design their own dioramas from scratch.

Suggested topics:

- Astronauts on another planet
- Their classroom
- A room in their house
- Wallace & Gromit (using the guides in Draw a Storyboard).

Pupils can then tell the class about the thinking behind their dioramas.

Teacher Notes

Art and Design Curriculum links

Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- 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

Key Stage 2

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft, and design
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Design and Technology Curriculum links

Key Stage 1

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- evaluate their ideas and products against design criteria

Key Stage 2

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
-