**Cruchley’s Collection**

Diana Cruchley is an award-winning educator and author, who has taught at elementary and secondary levels. Her workshops are practical, include detailed handouts, and are always enthusiastically received.

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**Bridget’s Beret**

Bridget wears her beret when she creates her art, but then one day she loses the hat and has “painters’ block.” She tries a lot of different hats, but they fail to inspire her. Finally she is persuaded to make signs for her friends’ lemonade stand and gains her inspiration back.

_Tom Lichtenheld, Henry Holt, ©2010, 978-8-8050-8775-8_

**Personal Writing (Extreme Writing)**

Some topics for personal writing might be:

- Describe a neighbourhood kids’ project (or game involving a lot of young people) that you participate in.
- Times when you have been creative (it doesn’t have to be artistic).
- Talk about the details of a school festival/event you participated in.
- What about ways that you make money?

**Creating “In the Style of” Art**

There are a dozen ideas at the back of the book for student created art. In addition, Bridget’s lemonade signs are inspired by three famous pieces of art: Whister’s Mother, Warhol’s Campbell’s Soup Can, and Van Gogh’s Starry Night. The latter two are fairly easy for students to imitate.

Bridget holds her “art opening” on the trees and signs of her neighbourhood. This sounds like a great place for a temporary exhibit of student work as well. (Don’t leave them out overnight.)

**Artists Mentioned in the Book**

The following artists are mentioned in the back of the book: or referenced in Bridget’s art:

- Monet
- Cezanne
- Georgia O’Keefe
- Henri Matisse
- Alfred Sisley
- Guiseppe Arcimbolda
- Mary Cassatt
- Vincent Van Gogh
- Georges Seurat
- Rembrandt
- Andy Warhol
- James Whistler
- Pablo Picasso

This could be a rapid research task for your students. Each pair or trio of students would have 1 hour of computer time, and 1 hour to write their product for presentation. For each artist they need a sample piece of art, 10 facts about the artist, and 5 important facts about the piece of art (not including its title). For general cultural literacy, and to meet one of the learning outcomes for art, they would present their findings as: a poster with the art pasted in place, a powerpoint oral presentation, or a simple set of powerpoint slides where each student would have a part.

**Writing All Around**

Imagine that students have created the poster report about the artists mentioned in the book, or a poster story of going into and out of a piece of art, or an illustrated one-pager on ephemeral art. Any of these might make a great “gallery opening” to display all around the school. If you make up a set of questions, and ask students to answer any ten of them, the whole school can get involved in reading the pieces and collecting their “prize” of a sticker, a bookmark, or a candy? It is a great way to publish the student’s writing, and give them more incentive to make it “perfect”.

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**Georgia O’Keefe**

Tom Lichtenheld, Henry Holt, ©2010, 978-8-8050-8775-8
HATS
Bridget tries on a coonskin cap, a propeller beanie, a fez, a cowboy hat, a fishing hat, a baseball cap, a gardening hat, and a pith helmet, without success. To build vocabulary this is a good time to study the terms for hats. (Another book that could inspire a study of hats is the picture book *Magritte's Marvelous Hat*, inspired by the surrealist Magritte’s work.)

A page of hat pictures is included. First, students would try to learn the names of all the hats. Then, print on card stock a single sheet for every two students and cut them up to make sets. Students take turns timing each other to see who can name them the most quickly, keeping in one pile the ones they got right, and in another the ones they got wrong.

Giving each pair two sets, allows them to play *Concentration* and try to match the hats, but they must name them as they do, or they are not learning anything.

Print four copies, and give each trio or foursome a set of 4 of each of half the cards (playing with all of them is too complicated). At this point they can play *Go Fish.*

The key to the hats from left to right, and top to bottom is:

1. Yalmulke  
2. Tricorn  
3. Deerstalker  
4. Alpine Hat  
5. Bonnet  
6. Coonskin cap  
7. Fez  
8. Mitre  
9. Busby  
10. Baseball cap  
11. Fedora  
12. Stetston  
13. Fascinator  
14. Tam o’ Shanter  
15. Cloche  
16. Beaver hat  
17. Beanie  
18. Boater  
19. Beret  
20. Sailor’s cap  
21. Turban  
22. Mountie hat  
23. Bowler  
24. Toque  
25. Mortar Board

PICTURES THAT COME ALIVE
There are several great picture books about characters whose pictures “come alive” to resolve the story. Some of these include:

- *Dog’s Night* by Meredith Hooper (Dogs who move from one famous piece of art to another to the surprise of visitors to the museum)
- *Chalk* by Bill Thomson (a wordless book about three children whose magic chalk drawing becomes a living dinosaur). Scan the illustrations and have students write the story which they tell to the class.
- *Katie and the Mona Lisa* by James Mayhew (Katie goes in and out and speaks to the characters in 5 famous Renaissance paintings)
- *The Boy Who Drew Cats* by Margaret Hooses (The boy’s drawings of cats save him in his sleep from a giant rat).

Give students each a famous painting and have them write the story of going into the painting, interacting with the characters and coming back out. They need to include 5 interesting facts about the painting, the name of the artist, and the name of the painting. These can be turned into a gorgeous class display with an illustration of the
TEMPORARY OR EPHEMERAL ART

When Bridget does chalk drawings, they are “available for limited viewing.” There are many serious artists today who create ephemeral art (in existence for a brief period of time). Again, this is a part of cultural literacy - general knowledge about the world. (If you want to though, students can do a rapid research project, with illustrations, to show examples of this kind of art to each other.)

- Students could look at sand castle competitions (Google Images “Sand Castle”)
- Ice carving competitions (Google Images “Ice Carvings”)
- Realistic street art paintings (Google images “Realistic Street Art”)
- Massive installation art (Google Images “Christo Art”)
- Knit bombing (Google Images “Knit Bombing”)
- Cow Parade (Google Images “New York Cow Parade”)

Yes, these are trompe l’oeil paintings on the street, that can fool the eye into thinking there are holes in the ground, water running down the street, monsters erupting from the street etc.

Sand Castle Art

Ice Carving Art

Knit Bombing Art in which a group of knitters descend on an object and cover it quickly with knitting.

Christo’s art installations are massive and temporary. The saffron coloured installation is called Valley Curtain. It is a half kilometre long, 16 feet high, and was up for only 24 hours. There is a documentary of the experience, nominated for an Academy Award.