TreeTops
Graphic Novels

Master Leonardo

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Information about assessment and curriculum links can be found at the end of these Teaching Notes.

Synopsis

Young Matteo is working as the painter Raphael's apprentice when he meets an elderly and disillusioned Leonardo da Vinci. Matteo helps to overcome the rivalries between several Renaissance artists and inspires the old master to paint again. Another of Raphael's workers has a more dangerous grudge, and he plots Leonardo's downfall.

Group or guided reading

Introducing the book

- *(Imagining)* Look at the front cover together. Ask the children to describe how the younger characters are looking at Leonardo.
- *(Predicting)* Ask them to speculate what is perched on Leonardo's shoulder, and how he came by such a creature.
- *(Predicting)* Read the blurb together and try to speculate why Leonardo would have enemies.
- Skim through Chapter 1 with the children to ensure familiarity with the format.
- Look at the characters on page 2. Note real and fictional people.
- *(Imagining)* Stress the importance of 'reading' the pictures as well as the words, e.g. middle of page 7, ask: *What does the appearance of Leonardo tell us about him at this point?*
- Note the Time Out sections and explain their function as fact pages, informing the reader of the realities and context behind the story.

Strategy check

- Remind the children to use sounds, familiar words-within-words, sentence and story context *and* the illustrations to make sense of unfamiliar words or phrases.
- Note the glossary on page 48 and model how to use it.

During reading

- *(Deducing)* Ask the children to read Chapter 1 and think about the opinions of Leonardo held by Raphael and Niccolo.
- As the children read independently, listen to each of them in turn, noting and prompting decoding strategies.

Independent reading

Objective: Understand underlying themes, causes and points of view.

Deducing, Imagining

- Once the children have read Chapter 1, ask them to pair up and discuss briefly the cause of Niccolo's animosity.
- As a group, discuss why Niccolo resents Leonardo, while Raphael – himself a genius painter – admires him.
- On pages 11 and 12, why has the illustrator used copies of Leonardo's frescoes?

Assessment: Check that the children:

- can see that Raphael is not threatened by Leonardo's achievements.
- can explain Niccolo's bitterness.

Returning and responding to the text

Objective: Understand underlying themes, causes and points of view.

Summarising, Deducing, Clarifying

- When the children have read the whole story, ask them to discuss the underlying themes of jealousy and resentment.
- Ask the children to explain why Leonardo warms to Matteo on page 16.
- On page 28, why does Matteo say, 'I have seen your work in my master's rooms'.
- How does seeing Raphael's work re-inspire Leonardo?
- Ask children to sum up Michelangelo's character from pages 27 and 40.
- In the children's opinion, what is the greatest work of art presented in this book?
- Ask the children to evaluate the effectiveness of the Time Out information pages. Which of these was the most useful?

Assessment: Check that the children:

- can explain clearly the causes of the various resentments in the story.
- can infer that Leonardo is re-inspired by the younger geniuses.
- can infer that Leonardo had earlier inspired Raphael and Michelangelo.
- can comment on the book's purpose of enhancing knowledge of Renaissance art and artists.

Speaking and listening activities

Objective: Improvise using a range of drama strategies to explore themes.

- Hotseat a child as Niccolo, and put him on trial for arson. What reasons for leniency can the child come up with, using evidence from the text? Other children may take roles as prosecution or defence lawyers and witnesses.
- Following research, hotseat a child as Michelangelo and ask him about the experience of painting the Sistine Chapel.
- Play the 'balloon game' with famous artists. Children in role must justify why they should stay in the balloon and the class vote on who gets thrown out!

Assessment:

- Can the children sustain roles to explore ideas and issues?

Writing activities

Objective: Select words and language drawing on knowledge of formal writing.

- Following research, ask the children to write a persuasive leaflet for an exhibition of Leonardo's varied work.

Assessment:

- Can children use a formal persuasive style, combined with accurate information?

Objective: Integrate words, images and sounds imaginatively.

- Find better reproductions of the works of the three masters. Ask the children to choose one and describe in as much detail as possible, using expanded nouns and adverbial phrases.

Assessment:

- Can the children apply appropriate word choices and grammatical accuracy to convey a masterwork in writing?

Cross-curricular links

Art/History

- Undertake further research to create leaflets about Leonardo's legacy. Entitle the leaflets, 'Why are we still talking about Leonardo Da Vinci?'

Art/Thinking skills

- Study one of Leonardo's paintings together and encourage children to think and compose *how*, *why*, *when* and *where* questions.

History/Science

- Research more about the *scientific* advances of the Renaissance, including Leonardo's work, for an additional Time Out page.

Master Leonardo (Oxford Level 15) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

• Can read confidently and independently using a range of strategies appropriately to establish meaning, e.g. self-correcting, widening knowledge of vocabulary. (READ) [ORCS Standard 5, 2]

• Can scan texts to locate specific information. (R) [ORCS Standard 5, 4]

• Can refer to the text to support opinions and predictions. (R/D) [ORCS Standard 5, 7]

• Can use clues from action, description and dialogue to help establish meaning. (D) [ORCS Standard 5, 8]

• Is able to quote directly from the text to support thoughts and discussions. (R) [ORCS Standard 5, 12]

• Can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act. (D) [ORCS Standard 5, 14]

• Can identify the effects of different words and phrases to create different images and atmosphere, e.g. powerful verbs, descriptive adjectives and adverbs. (E) [ORCS Standard 5, 17]

• Is beginning to identify differences between some different fiction genres. (A) [ORCS Standard 5, 21]

• Can sometimes explain different characters' points of view. (D) [ORCS Standard 5, 23]

Comprehension strategies

• Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught:
Predicting, Clarifying, Summarising, Imagining, Deducing

ENGLAND The National Curriculum in England: Years 3–4

Spoken language	Pupils should be taught to articulate and justify answers, arguments and opinions (SpokLang.4)
	Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (SpokLang.7)
	Pupils should be taught to participate in discussions, presentations, performances and debates (SpokLang.9)
	Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others (SpokLang.11)
Reading: Comprehension	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes (Y3/4 ReadComp.1ii)
	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books (Y3/4 ReadComp.1v)
	Pupils should be taught to understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Y3/4 ReadComp.2iii)
	Pupils should be taught to understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these (Y3/4 ReadComp.2v)
Writing: Composition	Pupils should be taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y3/4 WritComp.1i)
	Pupils should be taught to plan their ideas by discussing and recording ideas (Y3/4 WritComp.1ii)
	Pupils should be taught to 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 (Y3/4 WritComp.2i)

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – Second level

Listening and talking	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking (LIT 2-02a)
	To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are (LIT 2-08a)
	When listening and talking with others for different purposes, I can:
	• share information, experiences and opinions
	• clarify points by asking questions or by asking others to say more (LIT 2-09a)

Reading	To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own (ENG 2-17a)
	I can:
	• recognise the relevance of the writer's theme and how this relates to my own and others' experiences
	• discuss the writer's style and other features appropriate to genre (ENG 2-19a)
	Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes (LIT 2-14a)
	I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate (LIT 2-15a)
	To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail (LIT 2-16a)
Writing	I am learning to use language and style in a way which engages and/or influences my reader (ENG 2-27a)
	I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. I recognise the need to acknowledge my sources and can do this appropriately (LIT 2-25a)
	By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience (LIT 2-26a)

WALES Programme of Study for English in Wales: Year 4

Oracy	Learners are able to contribute to group discussion and help everyone take part (Y4_OracColl.1)
	Learners are able to after listening, respond, giving views on what the speaker has said (Y4_OracList.2)
	Learners are able to explain information and ideas, using supportive resources (Y4_OracSpea.1)
Reading	Learners are able to deduce connections between information (Y4_ReadComp.2)
	Learners are able to identify how texts differ in purpose, structure, layout (Y4_ReadStrat.7)
Writing	Learners are able to use language appropriate to writing, including standard forms of English (Y4_WritLang.1)
	Learners are able to adapt what they write to the purpose and reader, choosing words appropriately (Y4_WritMean.1)
	Learners are able to gather ideas to plan writing (Y4_WritMean.4)

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 3

Talking and listening	Pupils can follow the main points of discussions and make contributions which show understanding (L3_com_talk.2i)
	Pupils can ask […] questions to extend understanding (L3_com_talk.2ii)
	Pupils can explain their views/thinking (L3_com_talk.3i)
Reading	Pupils can recognise, understand and sequence main points (L3_com_read.1i)
	Pupils can use organisational features, including alphabetical order, to locate and obtain information (L3_com_read.3)
	Pupils can make deductions using information from the text (L3_com_read.4ii)
Writing	Pupils can talk about and plan their writing (L3_com_writ.1i)
	Pupils can use the form appropriately (L3_com_writ.3)
	Pupils can use basic punctuation and grammar accurately (L3_com_writ.4ii)
	Pupils can spell and write frequently used and topic words correctly (L3_com_writ.4iii)

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