

TAKE ONE PICTURE 2019-20



Cleveland Road Primary School, Ilford, Essex.

IG1 1EW

THE BATTLE OF SAN RAMANO BY PAULO UCCELLO (1438-40)



EARLY YEARS FOUNDATION STAGE



NURSERY

Child-led Research

The Nursery began by looking at the painting and their reaction was 'Wow!'. The children instantly noticed the horses. After some discussion, the children could see that the painting represented '*fighting*'. The teacher asked the children to look at other parts of the painting such as the flags, trees and the lances. The teacher explained that this is a painting of a battle and that horses, sticks and weapons were used to fight.



“THE HORSES ARE FIGHTING” RITVIK, AGE 3

New processes



The children were unsure of the green parts. The teacher explained that they were trees and bushes and introduced the word *background*. The children stated that they could make trees by cutting out green paper.

The teacher suggested using paint to make hand prints as leaves. The Nursery children were excited about this idea. The teachers showed the pupils how to make light and dark greens by adding white and black. The children began by printing with the darker green and then lastly the lighter green. The children were very proud of their background.

‘THEY LOOK LIKE THE GARDEN IN THE PAINTING’ AADYA, AGED 4

Cross-Curricular Learning

Expressive arts and Design-
Learning how to make colours
lighters and darker

Understanding the World- Learning
about battles a long time ago in
different countries.

Fine motor control- dipping hands
into the paint to print



RECEPTION-CLASS RP

Child-Led Research

The children immediately became fascinated by the horses, particularly the white horse centred in the middle of the painting. The children began to describe the horse's physical appearance as 'white' and 'very big'.

A number of children questioned the purpose of the horse, which led onto a discussion surrounding how soldiers used horses for strength, speed and to travel. The children began to identify the other horses around the white horse and one child had referred to the white horse as the 'leader' as he thought it was 'the biggest'.

A child asked 'Why do they have saddles?' The children began to look at the saddles and the colours of the different horses with words such as 'golden' and 'brown'. The children then decided that they wanted to make a horse as a class because it was their favourite part of the painting.



“THE HORSES ARE BIG AND STRONG” RIAN, AGED 5

New Processes

The children discussed different mediums and materials they can use to make their horse. The teacher suggested using recycled materials. The children used juice cartons and tissue boxes for the body and for the head of the horse. They needed something long for the legs and so opted for kitchen rolls.

With adult support, the children shaped and stuck the different components together with tape. They discussed the colours they can see in the painting wanted to use these colours to decorate the horse. A child recommended that we could use different types of fabric. The children covered the horse in white newspaper and then began gluing different orange and brown fabrics onto the horse.



“THE HORSES ARE USED IN WAR” IRFAN, AGED 5

Cross-Curricular Learning

Understanding the World – The concept of a battle, horses and soldiers

Communication and Language – Discussing, listening and proposing ideas to the class

Expressive Arts and Design – exploring different media and materials such as junk modelling and fabrics



RECEPTION-CLASS RK

Child-Led Research

The children identified the different features of the painting. They were drawn to the the soldiers in the painting and what they were wearing. The class was fascinated by the shiny armour and we discussed why soldiers wore armour. They talked about what could it could be made out of.

After researching, the children decided that they wanted to make their very own suit of armour! As a class, different ways of making the armour were discussed. The children decided to make it using tin foil and and sticking it onto an apron.



“IT LOOKS SO SHINY LIKE THE SOLDIERS CLOTHES” MARIA, AGED 5

Cross- Curricular Learning

- *Understanding of the world* – Army’s and their role
- *Communication and Language* – asking questions and listening to each other
- *Being imaginative* – acting out battles



RECEPTION-CLASS RI

Child-Led Research

The children were immediately drawn to the centre-stage battle, exclaiming, “They’re fighting!” “I can see swords!” The class teacher introduced the name of the painting and guided the children to explore the painting closely, looking at the contrasts between the obvious and less obvious; “I can see someone on the floor!” “They look like oranges!”

The class, as a whole, were drawn to the bold and rather different, almost fashionable headwear on the main charger displayed in the painting. Researching into this unique headwear, the class discover it is referred to as *Mazzachio*, a hat made of velvet cloth of gold. Taking inspiration from this headwear, the class showed an interest in closely observing the different types of hats and headwear in the painting, noticing the almost subtle Cobra snake on a less prominent knight’s helmet.



“SLOPPY, SLITHERY SNAKE LIKE SSSSSSS”

SUBHAAN, AGED 4



The children were fascinated, delving into exploring and finding out about different types of snakes, especially Cobra snakes and what these may represent used in a battlefield painting. The class were inspired and eager to continue with the theme of snakes and combined these from the original source of the knight's helmet.

As a class, the children decided they wanted to create their own 'snake helmet'. The children explored using a new technique; papier mache to create the basis of the helmet. Together, they decided on completing the helmet by adding a snake-print design using colours and materials to represent a 'snake print' inspired by their research into snakes, especially cobra snakes. As a finishing touch, the class decided to add a snake they designed, cut out and decorated to wrap around the snake to complete their 'Slithery Snake Helmet'.

“PAPER MACHE – THAT SOUNDS LIKE MASHED POTATO!”

ZAKARIYA, AGED 4



New Processes

The children were introduced to the technique of Paper Mache, using this to cover the inflated balloon by applying the paste to glue the paper cut-outs.

Cross-Curricular learning

Expressive arts and Design-what is a painting, who paints, why are paintings important and special.

Personal, Social and Emotional Development- school rules and routines. We do not fight in school, but fights have taken place in battle fields as represented in the painting.

Understanding of the World- the symbolism of a Cobra snake was explored as was the different snake designs and colours.

RECEPTION-CLASS RSK

Child-led Research

After looking at the painting by Uccello, the children wanted to know more about war and why one of the soldiers was holding a flag. The children were fascinated by the flag and the children researched different flags.

The children paid attention to the variety of colours and patterns, such as repeated patterns. The children were able to identify patterns they saw. The children decided that they wanted to make a flag for a soldier, using different types of patterns.



“RIPPED BECAUSE RIPPED IT IN FIGHTING.” ARADHANA, AGED 4



Cross-Curricular learning

Communication and Language-
developing listening and
speaking skills.

Understanding the World- looking
at flags from around the world

Expressive arts and Design- learning
about patterns

New Processes

The children developed their fine motor skills, by manipulating the materials, through rolling, pressing, pushing, pinching, twisting them.



BEAR IN BATTLE



MATERIALS: FABRICS, PAPER, PAINT, FOIL, CARDBOARD, PIPE CLEANERS, APRON

SIZE: WIDTH- 2 METRES, HEIGHT -1 METRE

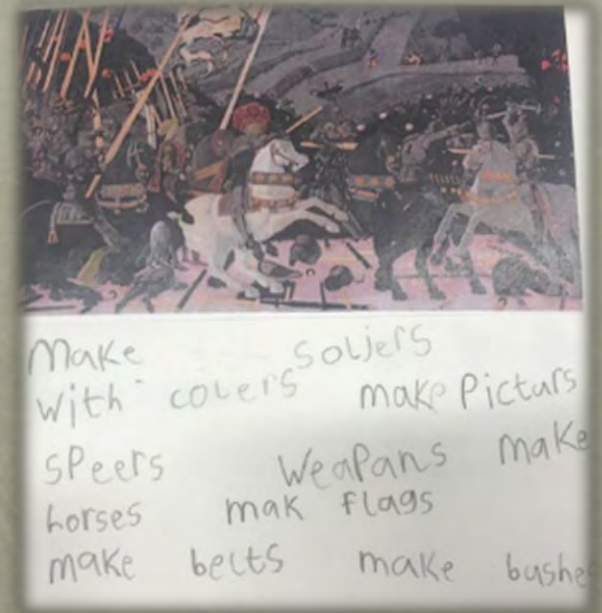
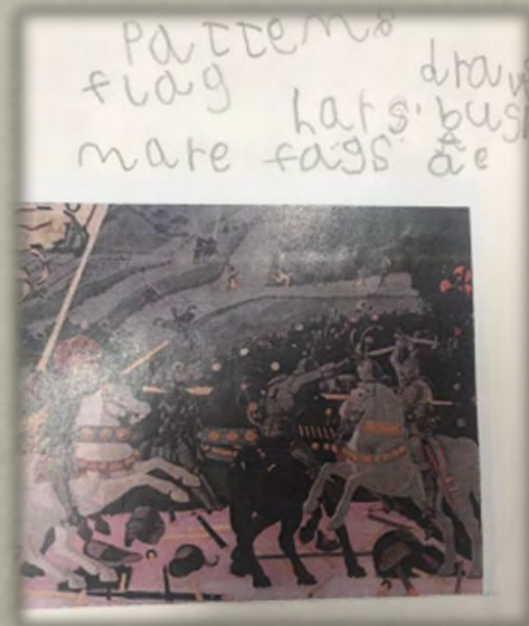
YEAR 1



Child-led Research

Year 1 looked at his painting **The Battle of San Romano**, focusing on what they could see and what stood out for them. The children were given the opportunity to discuss and write a little about their thoughts around the painting. Everybody's thoughts were different and unique.

As a year group, the children decided that they would like to focus their creativity on the soldiers and their uniforms. The children shared ideas of exploring and creating patterns. That is exactly what they did.



“I LIKE USING POTATOES TO MAKE REPEATING PATTERNS” BALRAJ, AGED 6

The children looked at different soldier uniforms from around the world. The different styles, colours and traditions.



CLASS 1J



In class 1J, the children thought of the patterns and colours they wanted to use for their own army uniform; a sash, turban and flag. They thought of all the designs together and used potatoes to create these designs on as stamps for adding the print to fabric.



The children looked at different soldier uniforms from around the world. The different styles, colours and traditions.

“I LIKED THE HEART SHAPE ON OUR SASH” YUVIKA, AGED 6

Cross-Curricular Learning

History – Armies and battles

Geography – Armies from around the world

Design and technology – Designing their own patterns for the potato stamps, creating their own class flag

Maths: Repeating patterns

New Processes

- Printing – ensuring enough paint was on the stamp and the pressure was enough to make a clear print.
- Designing patterns



CLASS 1H

Child-led Research

The children used different shapes and colours to create individual patterns for their very own soldier uniform and flag.

As a class, 1H decided to make a soldier's uniform for South Africa using the country's flag colours and a variety of fruit and vegetables to print. The children also recreated the country's colourful flag; they achieved this using paint and tissue paper.



“THE PATTERNS LOOK NICE. I LIKE THE ORANGE AND PEAR.” SAZIA, AGED 6

Cross-Curricular Learning

History – The children explored how soldier uniforms looked in the past. They also explored soldiers of the past e.g. in World War II.

PSHE – Using a range of fruits and vegetables to print meant that there was an opportunity to talk about healthy eating. Children were able to take some fruit home that day to eat.

Geography – The children explored the world map to pinpoint countries around the world, their flags, and their army attire

Maths – Using repeated patterns to print.



“THE SASH IS VERY COLOURFUL AND BRIGHT”

AISHA, AGED 6

New Processes

Each child had the chance to print on the turban and sash using a range of fruit and vegetables. The children decided to use fruit and vegetables after they saw a range of these printed patterns during an Art lesson. The children practiced making repeated patterns and they explored how they could use one fruit pattern inside of another.

The children also made one flag using a range of resources (i.e. paint, tissue paper, glue). They explored different ways of using the same material to create different textures. For example, some parts of the flag had scrunched up tissue paper whereas other parts had flat tissue paper.



CLASS 1S

Child-led Research

The children in 1S decided to make their own uniform for the country of India, decorated with colourful print using the countries colours orange, green and blue.

The children decided they needed a flag to go with their uniform and used collage to recreate the Indian flag. The outcome; an army of colour and print.



“ I AM FROM INDIA THAT IS MY COUNTRY” DRISTI, AGED 6

Cross-Curricular Learning

- Geography - Countries from around the world
- History - Army's and their role
- Maths - Repeating patterns

New Processes

The children explored how to print using a range of objects, they decided they would like to use shape sponges to create their patterns. The children explored the use of different shapes and colours and practiced making repeating patterns using two or three colours.



“ A REPEATING PATTERN MAKES THE MATERIAL LOOK
COLOURFUL AND PRETTY” DUAA, AGED 6





AN ARMY OF COLOUR AND PRINT



MATERIALS: MATERIAL SHAPE SPONGES, PAINT, PHOTOGRAPHY, PRINTED PHOTOGRAPHS, COLLAGE , GLUE, SCISSORS

SIZE: WITDTH-4 METRES, HEIGHT 1 METRE

YEAR 2- CLASS 2H



Child-led Research

The children were intrigued by the different aspects of the painting in particular the 'leader' and winning and losing as a discussion point. The children wanted to stand proud like the leader and design their own hats. The class looked at different hat styles and head dresses for different occasions such as wedding hats, caps and winter hats.



The children then sketched their own hats designs and chose their best design to create onto the photograph. The children wanted to decorate their portraits with a fruit symbol using polystyrene card. Making a link to their learning in Art with different printing techniques.

“I LIKED LOOKING AT DIFFERENT FRUITS AND CHOOSING MY FAVOURITE TO DESIGN FOR THE POLYSTYRENE CARD”

SHAWAIZ, AGED 6

Cross- Curricular Learning

R.E/P.S.H.C.E- looking at different occasions such as weddings, marches etc.

ICT- using photographs to create art work

New processes

Using tools such as rollers and scratching into polystyrene cards to create the print



“THE FRUITS REPRESENTED THE LANTERNS FROM THE PICTURE. I ENJOYED USING DESIGNING THE FRUITS ON THE POLYSTYRENE AND THEN PRINTING” YOUSAF, AGED 6



WE ARE THE WINNERS! WE ARE THE LEADERS!



“LEADERS STAND PROUD LIKE WE DO” SHAIAN, AGED 6

MATERIALS: CARD, PRINTING INKS, ROLLERS, SEQUINS, GLITTER, GEMS, GLUE

SIZE: WIDTH- 30CM LENGTH- 42CM

YEAR 2-CLASS 2MH

Child-led Research

At the start of their project, Class 2MH watched a video about *Saint George and the Dragon*. The children were introduced to the artist, Paolo Uccello, who had created a painting of this mythical story based on what he had imagined. They discussed the importance of the symbol of the red cross in the painting and how it was later used to represent England's national flag.

After discussing the historical importance of the *Renaissance*, the time when the painting was first created, Class 2MH looked at a range of war paintings created by different artists, which included Albrecht Altdorfer, Pieter Bruegel, Piero Dela Francesca and Paolo Uccello. The children compared the paintings and discussed their favourite ones. They then painted their own versions of a battle, using their imagination, knowledge and experiences.



“I LIKED LEARNING ABOUT THE HISTORY OF ARTISTS AND I WANT TO BE AN ARTIST WHEN I GROW UP” MINAL, AGED 6

The children studied the different colours, layout, imagery, people, shapes and symbols and made comparisons to Uccello's *Saint George and the Dragon*. They were fascinated by the weaponry and posed a range of questions, thoughts and ideas about the painting. The class also discussed what they thought they would be able to see, smell and hear if they were inside the painting, before listening to a soundscape recording.

Class 2MH conversed about whether they felt the painting represented a real war and made comparisons to their own war paintings. The children learnt more from watching a storytelling video and from historical facts about The Battle of San Romano. After further critiquing the painting, they discussed what '*perspective*' was and how it had been used in Uccello's work.



'I LEARNT ABOUT HOW TO DO DIFFERENT TYPES OF PRINTING – IT WAS SO MUCH FUN TO DO' SOPHIA, AGED 7



Finally, Class 2MH shared what they liked most from all the pictures in the painting and suggested that they could create their own symbols from drawing different parts of the painting, in the same way that the red cross symbol had been chosen to represent England's national flag from the story, *Saint George and the Dragon*.

Each child chose their favourite part and practised drawing their symbols. They then discussed how they could create one class project by printing and joining all their symbols together to represent the whole painting. As the children were not familiar with different printing techniques, they spent time practising block, press, Styrofoam and relief printing.



After drawing and cutting out their symbols, Class 2MH held a vote to help them decide which printing technique to use for their final pieces. The children concluded that they would use press printing to create their symbols. They then joined them together on a large sheet of fabric to create their own representation of Paolo Uccello's *The Battle of San Romano*.



“I LIKED DRAWING A SYMBOL FOR THE BATTLE” RAEEF, AGED 6



Cross-Curricular learning

PSHE: Developing resilience and resolving conflicts peacefully

English: The Dot by Peter H. Reynolds: Promoting and celebrating creativity

New Processes

Learning how to make a relief press print.

THE BATTLE OF 2MH



MATERIALS: PENCILS, SCISSORS, CARD, PAINT, PRESS PRINTING BOARDS, A LARGE WHITE FABRIC SHEET AND VELCRO
SIZE: WIDTH- 112.5 CM LENGTH- 171 CM

YEAR 2-CLASS 2P

Child-led Research

2P spoke about the different parts within the picture - the foreground, background, the horses, the flag, the soldier's uniform and the weapons. The children were really drawn into the face shields worn by some of the knights in the painting. The children began to discuss the face masks we wear now for protection due to COVID-19 and connected this to the soldiers wearing a face shield also for protection- whereas this was for protection from the battle.

After some discussion, 2P decided they would create their own war inspired face masks. The children experimented with different printing techniques and decided that screen printing produced the most desirable results. The children then created their own symbols to print on to the fabrics for their face mask.



“I ENJOYED BEING ABLE TO CREATE AND CUT OUT MY OWN SYMBOL FOR MY MASK.” ANIS, AGED 7

Cross –Curricular learning

History- How is the face masks we created different to what the doctors wore during the plague?

New processes

Learning how to screen print.



WAR TIME FACE MASKS



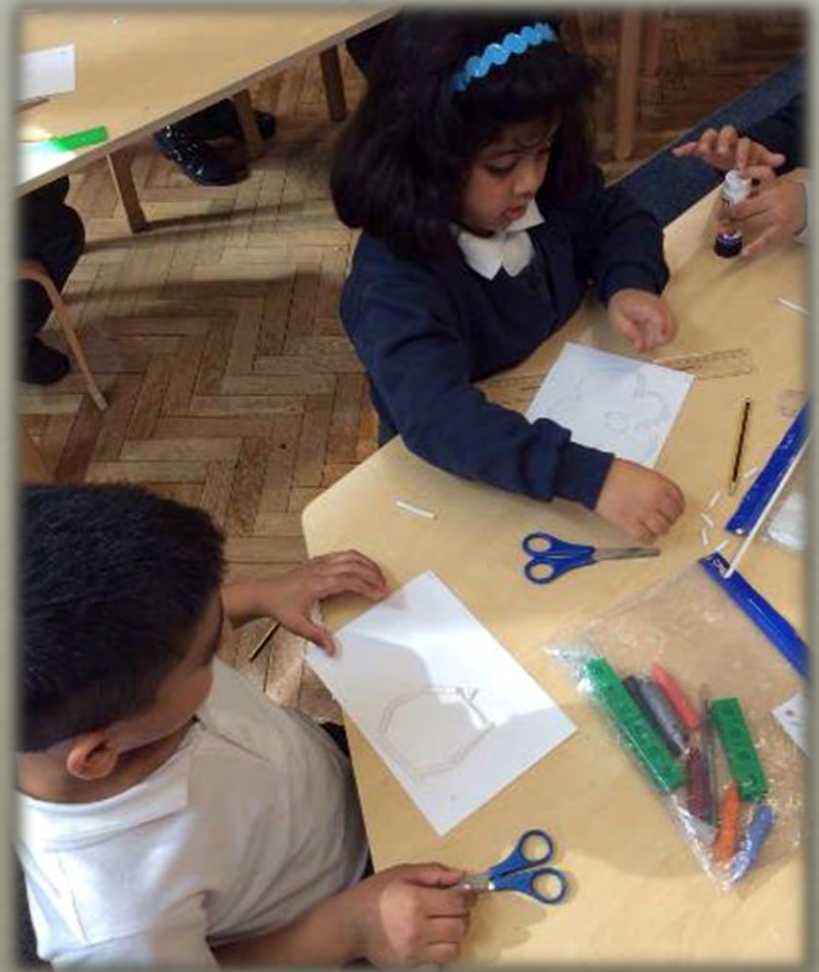
MATERIALS: FABRIC, PRINTING INK, ROLLERS, SCREEN PRINTING BOARDS, CARD, SCISSORS, STRING
SIZE: 30 MASKS 24 CM X 14 CM

YEAR 2- CLASS 2T

Child-led Research

The children in 2T designed their own painting of a war and compared it to Uccello's painting, 'The Battle of San Romano' 1435-1455. The children looked closely at the painting and came up with ideas for their own symbol such as sword and flags. Some children were inspired by the oranges painted on the trees and flower detail in Niccolò da Tolentino's hat.

After the children designed their symbols and sketched it into their sketchbooks, they experimented with different types of printing such as, block printing, screen printing, relief printing and styrofoam printing. The children absolutely enjoyed this process; making a relief of their symbol and seeing it as a print in bright paint.



“THE BLOCK PRINTING DIDN’T WORK WELL BECAUSE IT DIDN’T SHOW THE SHAPE CLEARLY.” UMAR, AGED 6

2T had a class discussion about what they wanted to create as a class in response to ‘The Battle of San Romano’ and many wanted to make a class flag called the 2T Warriors. After pieces of fabric were sewn together, the children chose a type of print from the few they had experimented with and printed their symbol in the colour of their choice onto the fabric. They were pleased with the final product.



Cross-Curricular Learning

DT-sewing and attaching materials together

History- Learning about the history of the painting

New Processes

Learning about various types of printing

THE GREAT 2T WARRIORS



MATERIALS: STYROFOAM, PENCIL, PAINT, STRAWS, ROLLERS, FABRIC, PAPER, BLOCKS
SIZE: WIDTH-1M, LENGTH- 1M

YEAR 3 – CLASS 3W

Child-led Research

As a class, the children studied the picture and wrote down how it made them feel, what they thought of it and what they thought might be happening. At first, children focused on the larger details in the foreground and eventually realising there was greater depth in the background. One of the children came up with a story of what was happening in the background and how some of the soldiers were chasing others.

Some of the class researched the image and found out that it had been created after the event by the winner. 3W then looked back at the image and were discussing how it might have been different if it had happened now. They discussed how the tools of war had changed and imagined if there had been someone there to report on it. This led to a discussion on how it would have been recorded. Some of the children thought it would be interesting to recreate the battle. They discussed how this might be difficult to organise and film. One child then pointed out that animation had the same effect as a video. 3W researched the different animation techniques, eventually settling on a zoetrope as their choice.

From this the children, drew images with small changes in frames which were then put into a zoetrope to see the image move as if it were a real life film. They learnt about making small and precise changes to each image as well as pencil control. As their ideas developed, so did the complexity of their designs. 3W then worked together to create the final zoetrope working with card, cutting tools, and hot glue to produce the final piece, which is a large zoetrope, that can have different sets of images inserted to give us a modern '**Vision of the Past**'.

“I REALLY ENJOYED DRAWING THE DIFFERENT PARTS OF THE IMAGE.
I FOUND THE HORSES DIFFICULT AT FIRST BUT KEPT TRYING TO
ADD THE CORRECT DETAILS” VILINA AGED 8

Cross-Curricular Learning

Computing – researching about the art and the artist.

English – telling a story through the painting

PSHE – talking about feelings about the war

New Processes

Drawing people and weapons in action and ensuring each movement was drawn in the correct sequence carefully.



A VISION OF THE PAST

“THE BATTLE SCENE
LOOKED REALLY
SCARY, I ENJOYED
MAKING THE FIGHT
COME TO LIFE BY
MAKING THE
ZOETROPE. IT WAS LIKE
WATCHING A FILM.”
NAZAR, AGED 8



MATERIALS: CARD, PAPER, PENCILS, SKETCHING
PENCILS, PENS

SIZE: DIAMETER APPROXIMATELY 80CM

YEAR 3 - CLASS 3RY

Child-Led Research

3RY first looked at the picture in detail and discussed all the things they could see in the painting. They were given prompt questions:

- When do you think this picture was drawn?
- What is happening?
- Who are these people?
- What are they wearing and why?
- How are they feeling?
- Who is the artist?

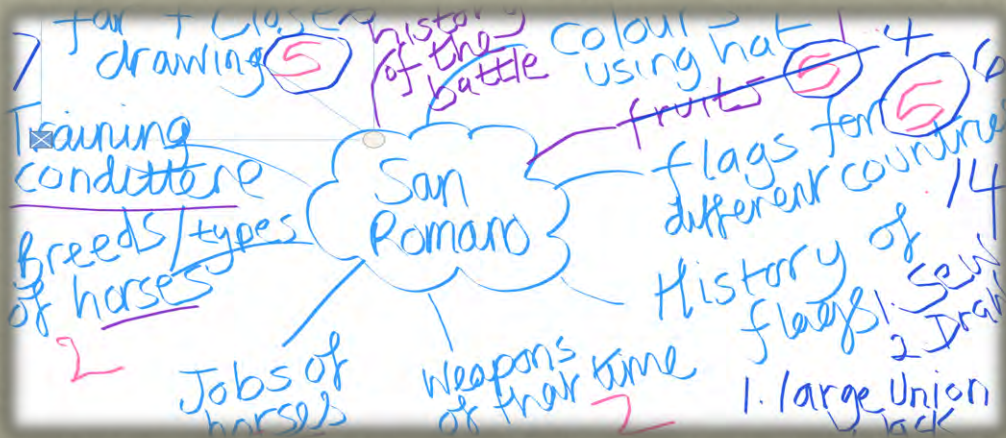
Their ideas ranged from the more obvious “having a battle”, “wearing helmets” to the less obvious “smoke” and “dragon flags.”



“I LIKED ROLLING, SPLASHING AND SPRAYING THE PAINT. IT WAS FUN USING ALL THE RECYCLING TO MAKE OUR FLAG TOGETHER.” DEREK, AGED 7

Child-Led Learning

We collated the ideas and discussed the different characters e.g. Condoterri was a hired to fight for the city and hence the large ornamental hat. The children related it back to their religions e.g. Sikhs wear large turbans, to signify their importance.



“WE ALL VOTED TOGETHER TO DECIDE THE JOURNEY OF OUR ART. WE DISCUSSED OUR HERITAGE AND HOW WE ARE DIFFERENT IN OUR BACKGROUND, COLOUR, RACE, RELIGION AND LANGUAGE, YET WE ARE UNITED BY OUR COUNTRY AND SCHOOL. SO, WE WANTED TO SHOW THIS IN OUR ART.” EESHAL AGED 7

Cross-Curricular learning

Geography – Learning about their heritage country

Science – Using recyclable materials to create printing effects

History – understanding the history of how or why the flag is designed the way it is.



New Processes

Using recyclable materials and movement to create different textures e.g. spray, flicking, rolling wheels and rolling the ball on the material to create the union jack.



OUR HERITAGE



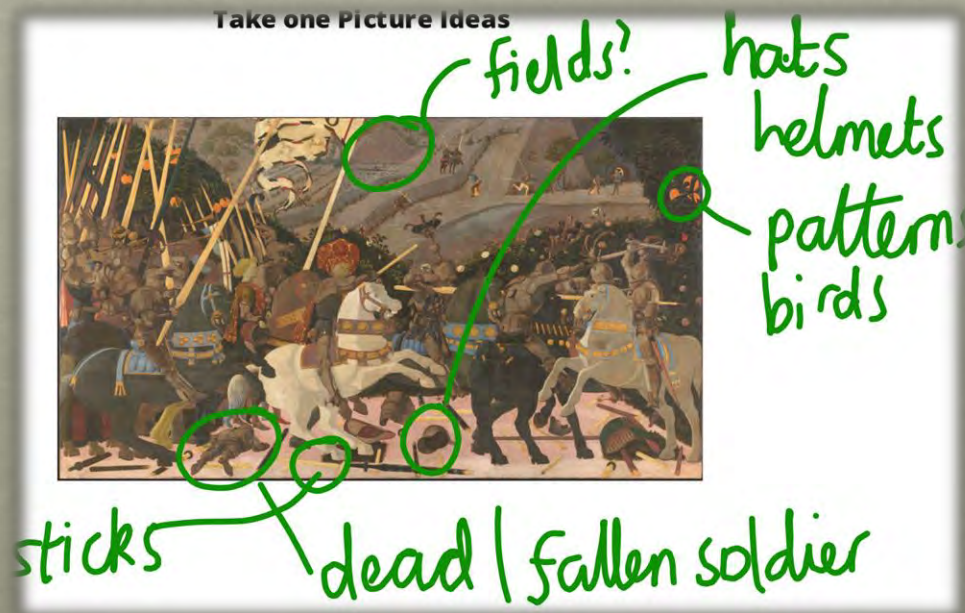
MATERIALS: POLYSTYRENE, LATEX GLOVES, PLASTIC BALL, PIPETTES, SPRAY BOTTLES, BOTTLE LIDS, SCRUNCHED UP PAPER, OLD TOY CAR WHEELS, SPONGE (REUSED FROM THE RECYCLING BIN)

SIZE: 1M X 1M

YEAR 3 - CLASS 3M

Child-Led Research

3M first looked at the picture in detail and discussed all the things they could see in the photo. They were asked some key questions, such as 'what do you think is happening in the picture?' 'What is important?' 'What do you notice?' The children were interested in the background and talked about what they thought they could see, then they focussed in on the man on the white horse in the middle of the picture, and discussed why he may be wearing a hat. This prompted some discussion about why people wear hats and for what purpose.



“I ENJOYED USING COLOURS TO MAKE SECONDARY COLOURS AND IF YOU MIX THOSE WITH PRIMARY COLOURS YOU MAKE TERTIARY COLOURS.”

RAYAAN,, AGED 7

The children then came up with some ideas about which direction they would like to take the project. The ideas included making some ‘hoof’ art using some printing techniques, doing some drama/dance which included the horses and thinking about how horses dress up sometimes. This then gave the children the idea to begin thinking about why and when horses need different outfits. The children as a group researched which instances and occasions horses may wear particular clothing. The children then decided to make one large class horse and use textiles to dress it. 3M focussed on the shapes of the badges on the reigns and learnt about Kandinsky and his use shapes and colour in his work.



Wassily Kandinsky

Concentric Circles



“I FOUND OUT IF YOU MIX PRIMARY COLOURS,
THEY’LL TURN INTO SECONDARY COLOURS”
BRIA, AGED 8



Cross- Curricular links

Maths – 2D shapes

History – use of horses
in battles

Geography - location of
Italy and finding
traditional Italian names

“DURING TAKE ONE PICTURE, WE HAD TO THINK WHICH NAME WE WOULD GIVE OUR FINISHED ARTWORK, AND WE KNEW IT SHOULD BE ITALIAN BECAUSE IT WAS AN ITALIAN HORSE, IN AN ITALIAN PAINTING!” ABDURREHMAN, AGED 7



New Processes

- Tearing material
- Using an artists ideas to recreate our own work
- Plaiting
- Colour mixing
- Primary, secondary and tertiary colours
- Emotional colours – how colours make us feel
- Printing on textiles

VICA THE HORSE



MATERIALS: CARDBOARD, POSTER PAINTS, STRETCHY FABRIC, COTTON FABRIC, HESSIAN
SIZE: APPROXIMATELY 1.5M X 1.5M

YEAR 3 - CLASS 3C

Child-Led Research

Class 3C first looked at the picture in detail and discussed all the things they could see in the photo, through prompt questions: “When do you think this picture was drawn?”, “What is happening?”, “Who are these people?”, “What are they wearing and why?”, “How are they feeling?” and “Who is the artist?”

The children were excited by many elements of the picture and they used their inference skills to try and predict time and date - “I think that man is wearing a hat because he is in charge”.

As a class, the children read about Paolo Uccello, the story of “The Battle of San Romano” and why this battle was happening in Italy at this time.



night time
King on the white
horse/leader
rocky sand
Good vs Bad
Knights/Soldiers

riding horses
having a war
fighting/hurting each
other
next to mountains
wearing helmets
dead people
people in the distance
Near Christmas time
Broken armour

“I DIDN'T LIKE THAT THE CLAY BROKE AND CRACKED A LITTLE.” HANNAN, AGED 8

The children were intrigued by two different elements and decided to combine them. The first element was the batons; the children wanted to be able to create their own batons. The second element was the perspective of the picture; some children mentioned how there were certain soldiers who looked smaller as they were further away and the ones at the front looked bigger.

The idea was born that the children would create their own mini batons, moulded out of clay, and then using perspective and photography, children would make the batons look a lot larger by having a child holding the baton near the front of the camera and another child posing further back acting as if they are holding said baton.



“I LIKED TAKING THE PICTURES” NUKBHA, AGED 8

The first lesson was based on perspective, we looked at what perspective meant, looked at different pictures and photographs that used perspective. In particular *Pietro Perugino, Christ Handing the Keys to St. Peter, 1481-1482*, alongside the original Take One Picture. After modelling how to draw perspective, having one point to aim and the linear lines, the children drew their own perspective drawings of a road going into the distance to consolidate the idea of how perspective works.

The second lesson we looked at batons from all around the world, different artists and famous people who have had batons. E.g. Jean-Baptiste Jourdan. The children looked at the different patterns and designs they could see and then drew what their batons would look like.



“I ENJOYED TAKING THE PICTURES AS IT
SHOWED THE DIFFERENT PERSPECTIVES” TANYA,
AGED 8



The children started created our own batons out of modelling clay. The children looked the used their hands as well as some simple clay tools. The children enjoyed using the clay and for many this was a new activity.

Once the clay had dried the children then referred back to the second lesson where we looked at different batons from all round the world and in particular what colours where commonly used and tried to replicate this. Most had a solid base colour of either blue, red, or black and then accents of different colours on top for the decorative parts.

“I LIKED SHAPING THE CLAY, USING THE TOOLS” AKSHAY, AGED 8



New Processes

Techniques of smoothing out clay and joining two pieces together.

“I LIKED MAKING
THE BATONS, BUT
IT WAS TRICKY
MAKING THE
SHAPES.” UZAIR,
AGED 8



THE FEARLESS FLIGHT



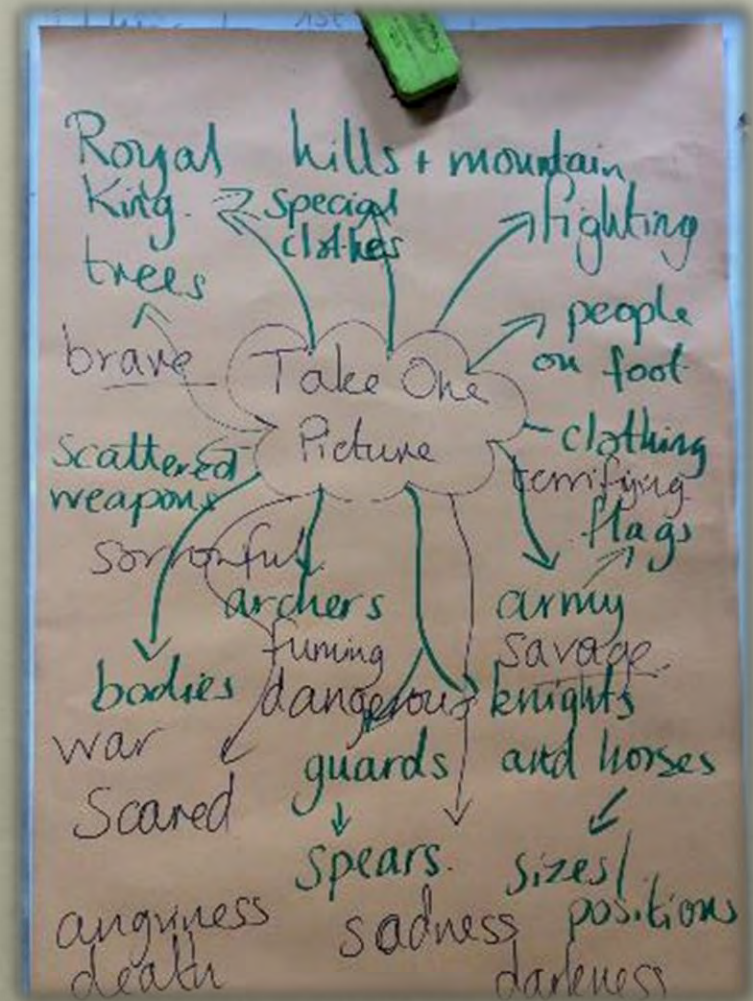
MATERIALS: CARDBOARD, POSTER PAINTS, STRETCHY FABRIC, COTTON FABRIC, HESSIAN
SIZE: 15 PHOTO FRAMES -20CM X 15 CM. 30 CLAY BATONS -BETWEEN 10-25CM LONG

YEAR 4 - CLASS 4B

Child-Led Learning

The class discussed what they liked about the painting, the story it told and the mood. They explored the ideas of knights and horse, flags, archers, guards fighting, battle, weapons and royalty to name but a few.

As a class, the children created a list of possible responses or activities they might like to create based on the painting. The children had many ideas such as creating fabric flags, recreating the painting in a different mood and making skeletons out of paper. When they voted for their favourite ideas, it was to create the battle scene out of clay sculptures.



“I LIKED LEARNING ABOUT HENRY MOORE BECAUSE I GOT TO LEARN ABOUT WHAT MATERIALS HE USED AND TRY HIS IDEAS TO MAKE MY SCULPTURE.” EZZAH, AGED 9



Class 4B researched the work of Henry Moore as an inspiration for their sculptures. They liked that the sculptures were abstract and the artist used smooth lines and shapes to show form. After discussing examples of Henry Moore's work, they used several of his examples to practice sketching the different body parts in this style and used this to help them create their own design for the soldiers in their battle scene. Some children looked at elongating body parts and changing the proportion of the shapes and others experimented with including holes within the sculpture, just like Henry Moore.

After finalising their sketched design, they learnt how to roll, pat and change the shape of the clay gently using their hands and the flat surface of their table. Moreover, they learnt how to create the body parts to be smooth by using their finger print to lightly smooth over rough areas, as well as using the slip and score process to join the different sections of their figures together.

Once dry, they painted their sculptures using metallic colours, so their figures looked like they were wearing armour and they glazed their final pieces. The figures were put together to create a class battle scene; some figures were standing and others were laid out, to represent being injured in battle. Some of the children's sculptures after drying had broken or crumbled slightly, but this added to the overall theme and mood of the class piece.



“I LIKED THE MAKING THE SCULPTURES OUT OF CLAY BECAUSE WE PUT A LOT OF HARD WORK INTO MAKING THEM AND I AM PROUD OF WHAT I MADE,” YAHYA, AGED 8

Cross-Curricular Learning

This activity linked nicely with PSHE as they discussed the feeling and mood of the painting, how it made them feel looking at it and then compare this to Henry Moore's sculptures.

New Processes

The children learnt new skills of how to attach different sections of clay using the slip and score technique. They applied their knowledge of cross hatching to create a rough surface of the clay to join their body part sections together.



THE BATTLE



"I ENJOYED THE CLAY MODELLING AND WANTED TO MAKE MINE LIKE HENRY MOORE,"
IBRAHIM, AGED 8.

MATERIALS: PENCILS, CLAY, TOOLS, METALLIC PAINT, GLUE, WOODEN STICKS
SIZE: APPROX. 70CM X 100CM

YEAR 4 - CLASS 4A

Child-Led Research

Class 4A were very interested in the colours used in the painting as they noticed the bright oranges against a dark and gloomy landscape. The children were particularly interested in the way in which the artist highlighted the wonders of nature in comparison to the horrors of war.

As 4A continued in their process, they explored the historical context of the picture as well as battle scenes. 4A eventually came to an understanding that despite that nature and peace followed every gruesome battle.

“PAINTING MY PLATE WAS MY FAVOURITE PART OF TAKE ONE PICTURE.” BAWLINDER, AGED 8

As a result, 4A have decided to create gold and silver plates, similar to those on the horse's reigns (in the painting). They wanted to show their own story through their versions of landscape. Half of the class created images of war, battle scenes as well as weaponry, whereas the other half focused on nature.

This was to demonstrate that after every war, there is peace and harmony. The images of nature and flowers also indicate that life goes on until the next battle.



“I REALLY ENJOYED DRAWING MY OWN LANDSCAPE!”
LAIBA, AGED 8



The children used a range of colours to highlight contrasting moods. For example, bright colours were used for the beautiful fields full of life. Whereas, dark and gloomy colours were used to demonstrate fields riddled with war.

Anisha stated that this painting reminded her of the current COVID situation because surely after our very own war, life will go on and there will be peace.

“DECORATING AROUND MY PLATE WAS FUN.” SUBAITA, AGE 8

Cross-Curricular learning

PSHE – Colours to display emotions and moods.

History: The class explored the historical context of landscapes and how fields would have been used differently for a range of battle strategies Hamdan stated that in World War 1, the same field would have had many trenches’.

New Processes

4A explored The Battle of San Romano from a historical standpoint. Many children were able to identify how fields were used differently in a range of notorious wars and battles in history. Children were also able to identify the difference between the use of trenches in World War 1 in comparison to the battle in Paolo Uccello's artwork. The children also discussed the changes in battle strategies and resources throughout time.



LIFE ON A FIELD



MATERIALS: PAINTS, CARDBOARD, GOLD AND SILVER PAPER, COLOURING PENCILS, PAINT BRUSHES

SIZE: 24 PLATES APPROXIMATELY 18CM DIAMETER

YEAR 4 - CLASS 4AK

Child-Led Research

The children were immediately drawn to the scale of the battle in the picture. They acknowledged that many men were involved in the battle and many got injured and were even lying dead. Children in 4AK also noticed that the men in the battle were wearing full silver armour including helmets.

In particular, they discussed the red hat that the soldier in the middle of the picture was wearing. This led them to think that the battle was of high importance and maybe involved a king or a prince, as some horses were also trimmed with regal colours. Overall the children thought the picture was quite graphical.



The children thought about how disputes could be solved without wars and battles, such as having peaceful demonstrations. This led them to think about what 'peace' means and they thought of universal images but also personal images of peace for example rainbows, mountains, and a mug of hot chocolate.

“THERE IS NO PEACE IN THIS PICTURE, ONLY FIGHTING” ZEKERIYA, AGED 8

The children suggested that they hear about wars and battles around the world so ‘peace’ should be all over the world. They took the initiative to go home and ask their families how to say and write the word ‘peace’ in their home language. They then shared this to the rest of the class during circle time. 4AK also thought about headlines that would bring ‘peace’ because they would rather hear and read about peace instead of war. The children had so many ideas about ‘peace’ that they also wrote poems about what ‘peace’ means to them in an acrostic poem.

Taking on the idea that this battle was a rich wealthy battle for someone important in the past, the children practised the skill of calligraphy to publish their poems. All these ideas are put together on a shield that the children thought would be better to use in a battle instead of weapons.



'I REALLY LIKED MAKING THE PUPPETS AND ALSO PERFORMING THE SHOW.'

AKSHARA, AGED 8



Cross-Curricular learning

English: An acrostic poem about what 'peace' means to them and children developed world wide news headlines.

Language: Children researched how to say and write 'peace' in their home language and shared this with the class.

Art: children used ink to practise the skill of calligraphy writing to publish their poems.

Wellbeing: Children shared images of what 'peace' means to them.

New Processes

Children looked at calligraphy designs. They practiced with ink and designed each letter of the word 'peace' using linear, bold and serif script. Children were introduced to vocabulary such as bold & thin, normal & tall, serif & san serif, UPPER CASE & lower case. The children first tried these techniques with pencil and then experimented with ink.

PEACE INSTEAD OF WAR



MATERIALS: MATERIAL, INK, FELT TIP, PAPER, PENCIL, NEWSPAPERS,
SIZE: 1M X 1M

YEAR 4 - CLASS 4Q

Child-Led Research

When the children in 4Q initially saw the picture of the Battle of San Romano, they were infatuated by the different elements of the picture. The children contributed their thoughts of the picture and what they could extract from it which was written on a piece of flipchart paper. Some children said that they believe that it is a battle between the rich and the poor as the “guy on the white horse looks rich from what he is wearing”.

The children acknowledged that they were all in awe of different elements of the picture. For example, some children were drawn to the horses, others were drawn to the clothing that the fighters were wearing whereas some children focused on the background of the picture of the fields, trees and bushes which had oranges on them. As of this, the children wanted to recreate this picture and decided to make a collage. The children split themselves into groups of their choices to focus on a specific element of the picture to create, using the materials of their choice. The focus of the different groups were as followed: horses, fighters, background and weapons.

“THERE IS SO MUCH GOING ON THE PICTURE, I DON'T KNOW WHERE TO LOOK” IQRA, AGED8

Cross Curricular Learning

History – The children looked at the picture and the battle taking place which initiated thoughts about their prior learning and what battles they know about or have heard about. One child in particular mentioned the Battle of Hastings in which the children spoke about why battles occur and why this battle could have occurred.

New Processes

The children used a range of material creatively to design their collage and planned their ideas prior to starting to make the collage.

The children learnt how to layer material with various colours to obtain the right type of image



“MAKING A COLLAGE IS LIKE A BIG PUZZLE!” MISHAL, AGED 8

They saw the collage as a big puzzle in which every group had a piece of the puzzle to complete the final picture. Before using the materials to create the collage, the children sketched a plan of what their group would be doing and annotated their plans to specify what material they required for specific parts, for example, the group that focused on the bushes behind the battle taking place, wanted orange felt for the oranges and green tissue paper for the bushes.

The children thought about the dimensions of the picture in terms of how they would create smaller soldiers and fighters in the background of the picture and what materials would be most appropriate to use to make smaller parts of the collage. The children worked together on the different focus of their groups and collated their pieces to create their final collage.



“I THINK IT IS A BATTLE BETWEEN THE RICH AND
THE POOR” AISHA, AGED 8



THE WAR OF GOLD



MATERIALS: BLACK CARD, FELT, TISSUE PAPER, LOLLIPOP STICKS, PAINT, GLUE, FELT TIP, CARD

SIZE: LENGTH-63 CM
WIDTH-89 CM

YEAR 5 - CLASS 5Y

Child-Led Research

The class began by looking at the significance of the battle and then relating the battle to others that they knew about. From there the children decided to focus on the fighting taking place on the battlefield.

Initially, the children focused on the horses and weapons being used by the soldiers before deciding to focus on the shields that were being used. The children looked at different types of shields used during that time period as part of their homework.



“I ENJOYED WORKING WITH THE PAINTS TO CREATE DIFFERENT
TONES AND SHADES OF THE COLOURS THAT I WANTED TO USE”
AREEBAH, AGED 10

Having decided what to focus on, the class began to explore the ways in which they could create their own shields. The children eventually decided on creating on large shield as a class where they would all make small shields and then combine them in a collage to create on large shield.



Cross-Curricular learning

History - Looking at the different types of shields used during the medieval time period.

English – Describing the battle to their peers and what they think was going to happen next.

New Processes

The children looked at different ways of mixing paints to create differing shades and tones

The children looked at different techniques in terms of painting with use of different brushes and types of brush strokes

SHIELD



MATERIALS: PAPER, PAINT, CARD, COLOURED PAPER, GLUE, FINE LINERS AND COLOURING PENCILS AND PENS.

SIZE: APPROXIMATELY 1.5M X 1M

YEAR 5 - CLASS 5J

Child-Led Research

The children in 5J were excited about this project. The class drew up a brainstorm of possible things they can do and produce in response to the image: poem about the battle, San Romano then and now. In the end, they decided that their art piece would be a pop-up version of the painting.

They started this project by researching about different types of folds to create the pup-up effect – right-angle and acute angle V-fold. They decide to use the right-angle one, as it was more accessible. Looking at different examples of how this fold could be used, they chose to have the painting split into 4 different layers – the hills in the background, the bushes as a next layer, then the soldiers and the main character, Niccolo da Tollerentino, at the front. The children wanted to write a description of the battle to accompany the pictures, so they did some research about it. As a result, they discovered many facts about Italy during that period and they presented the facts using a twist and fold card. Another group of children researched about Paolo Uccello, wrote a short biography and chose to present some of his paintings using waterfall cards.

“I LIKED STICKING THE FOLDS IN AND THE PAINTING.” MOSTAFA, AGED 9

New Processes

The children learned about V-folds and got to create a right angle and an obtuse angle V-fold into their Art books. They also wrote a description of each steps need for that type of V-fold.

They’ve learned that:

- The V-fold mechanism creates a pair of free-standing slanted planes when the card is opened
- Each V-fold needs a base and that is created by folding a piece of card in half and it has to be creased thoroughly
- The tabs of a V-fold must be carefully glued in the right places or the card may not open or close fully
- The V-fold can be designed to fold either towards or away from the reader
- The V-folds can be symmetrical or asymmetrical



“I REALLY LIKED BEING IN CHARGE OF THE
FILMING AND GIVING DIRECTIONS.”
MALEIKA AGED 9

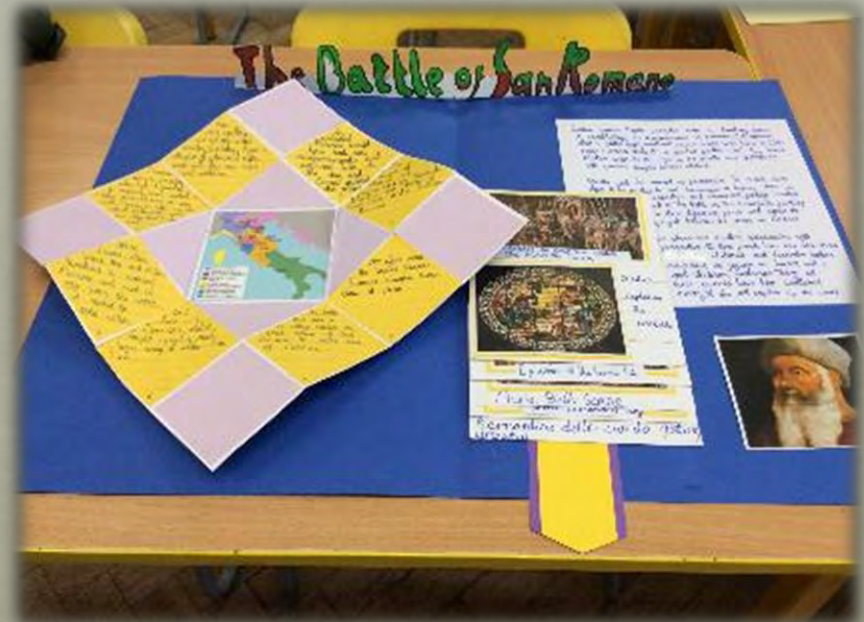
Cross-Curricular learning

DT – videos on YouTube on how
to do different V-folds, twist and
fold and waterfall cards

Art – perspective and research
about the artist Paolo Uccello

English – writing a description of
the battles

History – research about the battle
of San Romano



“I ENJOYED THE CREATIVITY AND THE
FUN BECAUSE THIS IS NOT SOMETHING
WE HAVE TO MAKE PERFECT; WE JUST
TRIED OUR BEST.” AYAT, AGED 9

“I ENJOYED WRITING THE BATTLE SCENE BECAUSE I COULD GET INTO THE MIDST OF ONE OF THE SOLDIERS AND I FELT LIKE I WAS THERE” AISHA, AGED 10



“I ENJOYED WRITING THE BATTLE BECAUSE IT WAS DESCRIPTIVE AND FUN AND I ENJOYED WATCHING OUT DRAWING POP-UP.”
ALEENA, AGED 9

THE BATTLE OF SAN ROMANO POP-UP BOOK



MATERIALS: CARDBOARD, PAINT, IPADS, THESAURUS AND DICTIONARY
SIZE: 45CM X 31CM

YEAR 5 - CLASS 5C

Child-Led Research

The class began by discussing the painting's historical context and how important it was that the painting celebrated the Florentine army (on the left) dominating the Siennese army. The symbolic significance of the fruit and flowers in the background of the picture was of interest to several children, who wanted to ensure that these details were somehow included in the final art work. The age of the painting was a significant factor; in particular, how the artist experiments with perspective and the linear nature in, which it seems almost carved up by the spears that the knights are holding.

Whilst there were many different aspects that could be focused on, in the end, recreating the battle scene, whilst paying particular attention to the details described above, was the most favoured option. As the children wanted a 3D model, it was decided that using clay to make the figures was most preferable. As some children were more interested in the background, whilst the figures were being made, a few children focussed on recreating a backdrop for the scene using paint and other materials to represent the pomegranates.

“I LOVED PAINTING THE BACKGROUND. AT FIRST, I DIDN'T THINK IT WOULD LOOK REALISTIC BUT THEN LATER I THOUGHT IT DID.” IFRAH AGED 10

New processes

Children learnt how to use wire to create sculptures and how to use the slip and score method to mould the clay.

Additionally, children learnt how to use PVA glue to glaze over the painted models.



“I LEARN THE SLIP AND SCORE METHOD SO NEXT TIME MY BODY PARTS DON'T FALL OFF!” ASAD, AGED 9

Cross-Curricular learning

History – researching the background of the Battle of San Romano and the significance of a Condottiero

Geography – understanding where the battle took place and the different regions in Italy

Science – understanding the properties of clay and how it dries/cracks etc.

Maths – thinking about scale and perspective



“THE FINISHED PRODUCT DOESN'T LOOK ANYTHING LIKE THE PICTURE BECAUSE IT LOOKS BETTER!” MARYAM, AGED 9



“IT WAS A LOT OF FUN AND WE LEARNT HOW TO MAKE CLAY MODELS AND HOW NOT TO MAKE THE SAME MISTAKES IN THE FUTURE.” HUMZA, AGED 9

THE VICTORIOUS BATTLE OF THE FLORENTINES



MATERIALS: CLAY, PLY WOOD, WOODEN DOWELLING, PAINTS, FELT, PENCILS, CLAY, TOOLS, METALLIC PAINT, GLUE, WOODEN STICKS

SIZE: 45CM X 75CM X 50CM

YEAR 6 - CLASS 6A

Child-Led Research

The children analysed the painting first and asked questions about it. The class described the war, weapons, soldiers and animals and they looked in detail at the weapons and the battlefield; the children were particularly intrigued with the blood and destruction.

As a class, the children brainstormed possible themes and activities for their TOP work and came to a consensus that as a class, they would focus on the weapons and armour. Once this was decided, the children then discussed possible creative ways that they could portray the weapons and finally decided to create 3D class sculptures/ model of the different weapons heaped in a pile.



“I ENJOYED THE PROCESS OF CREATING MY DESIGN FROM NEWSPAPERS AND THE USING MUDROC TO CREATE A 3D SCULPTURE AND FINALLY FINISHING THE DESIGN WITH GOLD AND SILVER PAINT” MAHAM, AGED 11

New Processes

Firstly, in pairs, the children made a simple shape for their sculpture using newspaper, and using PVA glue to keep it in the desired shape. Then the class used the mod-roc plaster of Paris strips, and placed it around the newspaper shape – ensuring that they used enough of the mod-roc to cover their sculpture. Once the children’s sculpture was bone dry, they used metallic paints to create their desired design and added embellishments. Once all the sculptures were dry they were placed together to create a class sculpture.



“I LIKED CREATING THE INTRICATE DESIGNS AND GOLD EMBELISHMENTS ON THE WEAPONS.”
ABUMAHD, AGED 10



WEAPONS OF WAR



MATERIALS: NEWSPAPER, PVA GLUE, MOD ROC PLASTER, PAINT
SIZE: 40 BY 45CM AND HEIGHT APPROXIMATELY 50 CM

YEAR 6 - CLASS 6G

Child-Led learning

Pupils analysed the painting first and asked questions about it. The class described the war, weapons, soldiers and animals. They posed questions about animal rights and whether they should be included in the war or not.

Pupils then spoke about the significance of fruits and why they might have been included in the painting. Using this knowledge, pupils proposed the idea of printing, using these fruits and then cutting the outline of the horse out of it. The class then decided to paint a background for the horses and included the concept of background, foreground and perspective.



“I ENJOYED PRINTING WITH THE FRUITS!” AARAADHN, AGED 10



New Processes

Pupil had an opportunity to print with fruits during the course of this task; this is something the class have not done before. Class 6G made a repeated pattern using oranges and pomegranates.

“IT WAS A FABULOUS PAINTING
TO ANALYSE, WHICH CAPTURED
MY IMAGINATION. IT WAS A VERY
DETAILED PAINTING OF THE WAR.”
SUJAN, AGED 10

RENDEZVOUS OF DESTRUCTION



MATERIALS: PAPER, PAINTS, POMEGRANATES AND ORANGES FOR PRINTING
SIZE: APROXIMATELY 42CM X 59CM

YEAR 6 - CLASS 6HM

Child-Led Research

The children studied the painting and created a mind map of what they could see and any questions they had about it. They were particularly interested in the animals and the state of the battle ground. They engaged in a discussion about the use of animals in war and conducted some research on this, resulting in the name 'Blueskin' – George Washington's horse during the American Revolutionary War.

Some of the children spoke about the production of 'War Horse' and how they had seen adverts for it where humans were used to create the horse. They all agreed that they would like to create a human-horse costume. The children designed their own interpretation of this costume and labelled what materials would be used for each part. These were then combined to create a whole class design before construction could begin.



“I LIKED WEARING THE COSTUME AND MOVING THE TAIL. I HAD TO PRETEND TO BE A HORSE TO THINK OF THE MOVEMENTS” TSVETELINA, AGED

11



Cross-Curricular learning

History – Children researched past wars and the role of horses during these wars.

PSHE – Children discussed whether it was right to use animals in this way and spoke about animal rights.

New Processes

Some children learnt how to Paper Mache for the first time and gained experience and knowledge about what it is and how to use it. Additionally, the class used their measurement skills to measure the size of the boxes to create their project.

BLUE SKIN



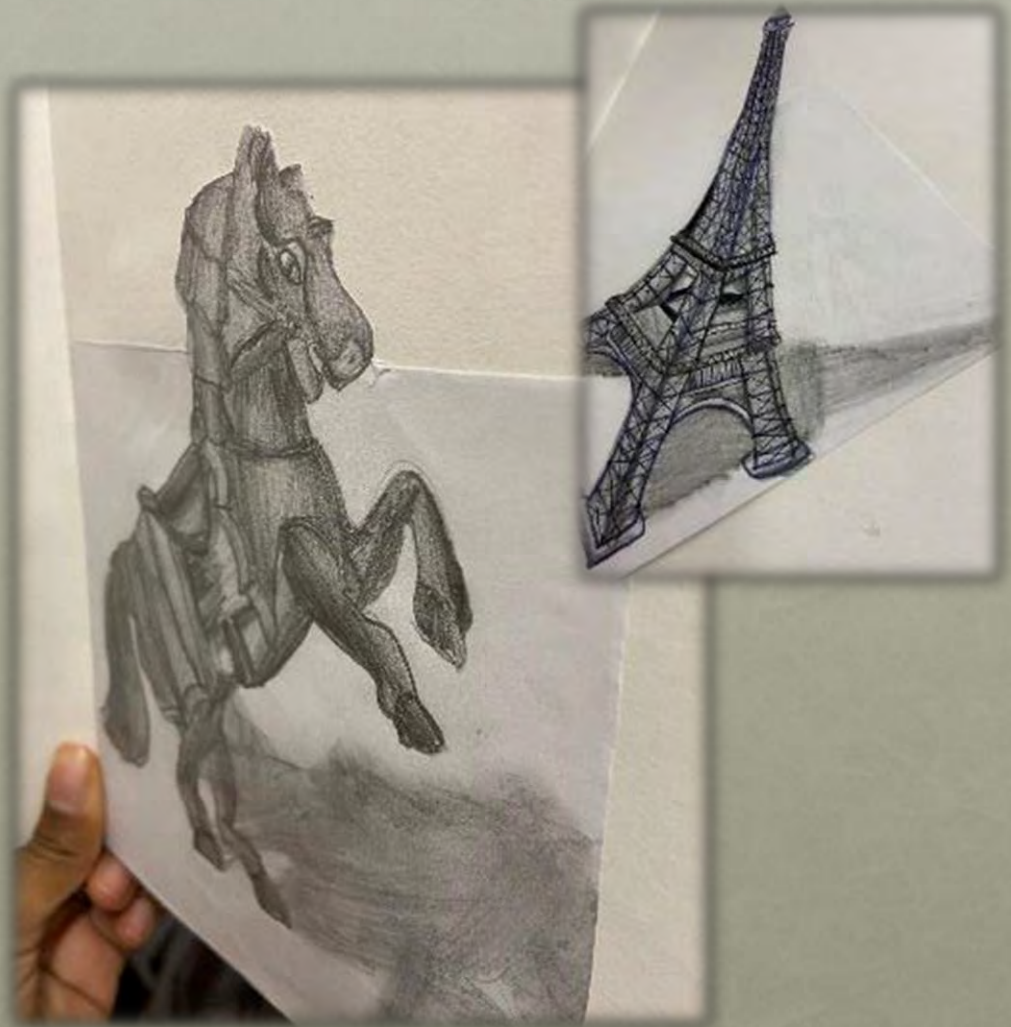
MATERIALS: CARDBOARD, SUGAR PAPER, WIRE, STRING AND TAPE
SIZE: APPROXIMATE 1M X 1.4MF

YEAR 6 - CLASS 6M

Child-Led Research

Children analysed the painting first and asked questions about it. The class identified key areas that they would like to focus on i.e. black and white horses, weapons and the 3D aspect much used by Paulo Uccello.

It was then discussed what the image meant to them, where we came up with main themes such as: courage, war, importance and power.



“I WAS SO INSPIRED BY UCCELLO’S ARTWORK AND THE IDEA OF A VANISHING POINT THAT I PRACTISED CREATING 3D WORK ON 2D MEDIUMS AT HOME!” - ADITHI, AGE 10



Cross-Curricular and New Processes

This piece of artwork allowed the children to use maths skills relating to lines and angles. They were able to put to practise the use of parallel, right angles and perpendicular lines in their work.

Children were able to use perspective to create their artwork; they learnt that: curved lines, vanishing point, depth and shadows, create a 3D piece of work on 2D medium.



FLOATING ART



MATERIALS: A5 PAPER AND
SKETCH PENCILS

SIZE: A5

“I LOVE HOW MY ART IS COMING OFF
THE PAGE.” - ARNIVA, AGED 11

WE HOPE YOU ENJOYED VIEWING
OUR CREATIVITY

THANK YOU!

WORK COLLATED BY
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(ART COORDINATORS)

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