



Take One Picture 2017 – 2018 *Penelope with the Suitors*

Cleveland Road Primary School
Cleveland Road
Ilford
Essex
IG1 1EW

Penelope with the Suitors about 1509 by Pintoricchio



[illegible]

Tiles

NURSERY

The picture we looked at is called *Penelope with the Suitors*. She is making a picture for her husband because he is very, very far away and he is not going to come back. The other people want to marry her but she loves her husband and is always waiting.

Israr, aged 3, Nursery

Child-led research: In the Nursery the children enjoyed looking closely at the painting and finding out about the story it told. The children were able to pick out different objects in the painting such as the ship, the cat and the colour of Penelope's dress.

The Nursery class compared the floor in the painting to the floor in Nursery. The children decided that the tiles were cold and hard and the Nursery carpet was soft. The colour of the tiles was important to the children and they knew that they was a dark green colour and a light reddish/pink.

When making their own tiles, the children were able to pick out the colour that matched the tiles in the painting. After painting the tiles, one of the children said, "they look boring", so they experimented with making patterns on the tiles using different tools.



NURSERY

I loved doing this. I loved the tiles!
Idris, aged 3, Nursery



Materials: water colours, brushes, sponges, cotton reels, card, mini canvases

Size:

Width 1.35m

Height 0.67m



RECEPTION

I liked making tiles because I made a pattern.

Elikem, aged 4, Reception

Child-led research: The Reception children was intrigued by the term “gallery” and talked about why this special painting was in a gallery. They found out about galleries and spoke of galleries they had experienced.

The children were fascinated with spotting different details within the painting such as the pirates, Penelope, the cat and the tiles (especially the pattern in which they were laid out). Following this curiosity, the children decided to explore the theme of ‘tiles’.



RECEPTION

I loved mixing the paint and making new colours.

Ibrahim, aged 4, Reception

Investigating the painting

Class RY: We looked at the flooring and the trousers in the painting and noticed the patterns that were on both. We spoke about the different types of flooring and discussed how tiles are different from carpet. The children liked the idea of having blocks of colour and we used sponges to create the same effect.

Class RK: We spoke about the different tiles that we have in our homes. The children decided that their own tiles were more fun than the ones in the painting. We made the decision to add a modern twist to our tiles by using masking tape to make a pattern and by choosing bright colours.

Class RB: We discussed the different places where you can find tiles such as in a bathroom or the kitchen and the children identified that tiles can be used on walls or on the floor. We experimented with using different fruit and vegetables to create a pattern on our tiles.

Class RI: The children noticed the repeating pattern of the tiles in the painting. We looked around the room and noticed that our classroom floor is made up of carpet tiles and we discussed the shape of these. We spoke about the different techniques that the painter could have used to create the painting such as using a paintbrush, finger painting and printing. The children decided to use different media to explore these different techniques for their own tiles.

RECEPTION

I liked printing with the vegetables. Next time, maybe we can use even more types of food.

Tanya, aged 4, Reception

Focused painting links and cross-curricular learning:

Tiles: we all made our own tiles that we could put together to create our own tile flooring

Patterns: We studied the different patterns in the painting and tried to create our own; we had many discussions about the painting to further deepen our understanding of the story behind it.

PSED: We explored what it means to love someone and what a husband is. The children believed that one of the suitors was a girl because he had long curly hair, so we discussed the differences between people and how we are all different

C+L: We introduced new vocabulary such as gallery, suitors, husband, tapestry, tiles

MD: We studied the different patterns that we could see in the painting. We explored the idea of time and how long the husband may have been away

UTW: We discussed the different times we have been on journeys and where we went

EAD: We looked at Penelope's dress and discussed how it would have been made and the types of materials that could have been used. We experimented with mixing different colours, media and textures.



RECEPTION

I loved painting with my fingers.
Shanaya, aged 4, Reception



Materials: water colours, brushes, sponges, cotton reels, card, mini canvases, polystyrene tiles, cellophane

Size:

Width 1.35m

Height 0.67m

Year 1



Portraits

YEAR 1

I enjoyed learning how to make a portrait.
Huzaifa, aged 5, Class 1NS

Child-led research:

The children were introduced to the story of Penelope who waited 20 years for her husband Odysseus to return from the Trojan War. They analysed the painting of 'Penelope with her Suitors' and commented that it was upsetting that she had waited for so long but that she still had suitors because she was so beautiful.

They discussed how beautiful the painting was and, that if they could create a part of it, they would love to draw her! The children learnt about the importance of drawing portraits many years ago, long before cameras were invented. Hence, their journey of creating a portrait of Penelope began...



YEAR 1

I learnt how to use realistic colours.

Anmol, aged 5, Class 1NS

Learning a new process, inspired by the focus painting

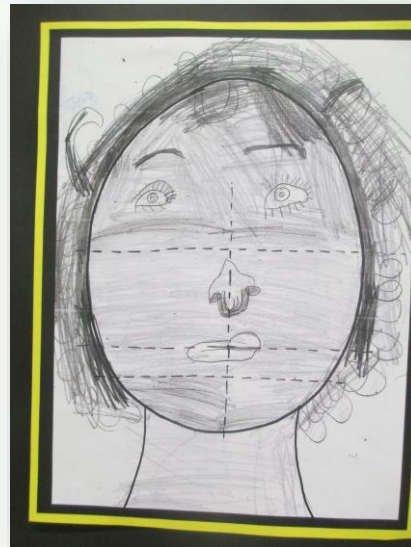
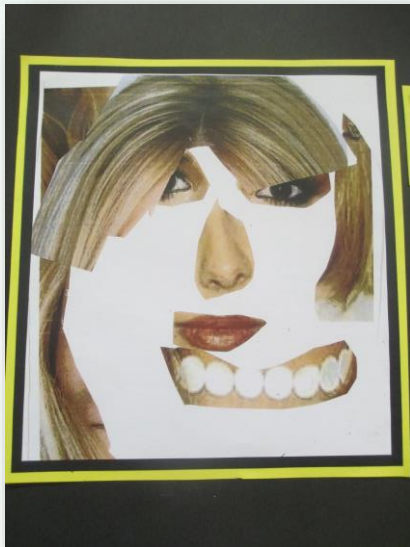
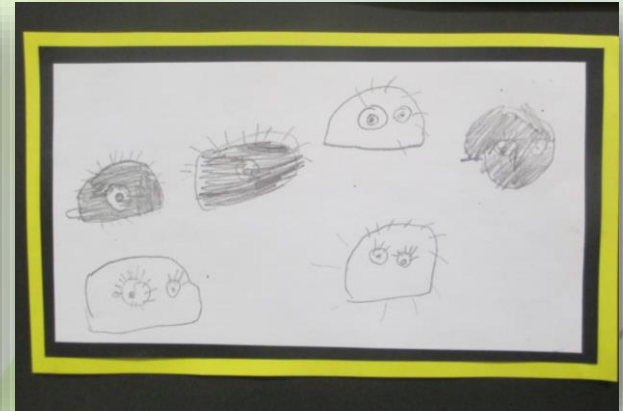
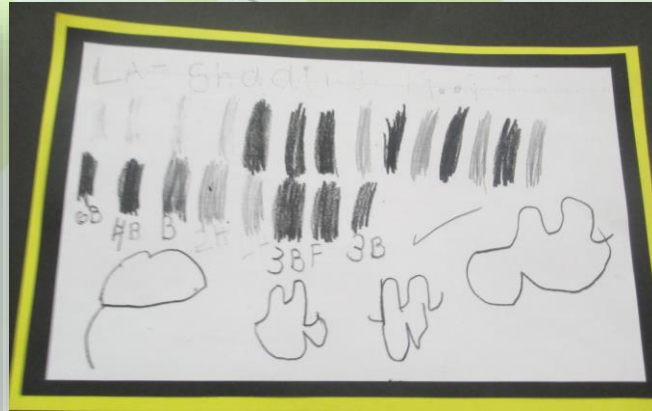
The children first analysed portraits of real-life people, observing the similarities and differences between different skin tones, facial features and hairstyles, as well as comparing famous portraits created by the artist Pablo Picasso. They created a photomontage using the faces of real people, inspired by the work of Picasso and Hannah Hoch.

Following this, they practised drawing individual features of their eyes, noses, lips and ears using mirrors. After practising their drawing skills and observing the painting of Penelope closely, the children created a portrait of her, making note of additional details such as her hairline, hairstyle and the scarf on her head.

They developed their skills further by shading her portrait and adding realistic colours by colouring and blending with chalk pastels. After revisiting Picasso's portraits and using realistic tones, they created their final portraits using oil pastels on canvases by adding brighter colours and patterns. The children then compared the similarities and differences between using realistic tones or using brighter shades and they discussed the impact that colours have on paintings and how we feel about them.

YEAR 1

I liked adding bright colours to my canvas.
Urwa, aged 5, Class 1NS



YEAR 1

I enjoyed using the oil pastels.
Khalid, aged 5, Class 1K

Focused painting links

The children have created portraits of Penelope on canvases which were developed from the painting 'Penelope with the Suitors'. They have worked on drawing her facial features accurately, focussing on line, shape, form and pattern to enhance her features. They have also tried to capture her facial expression in the painting, after discussing how she might have been feeling after being proposed to by different suitors and after longing for her husband for such a long time.



YEAR 1

I liked drawing the whole face but I need to practise more on drawing the ears.
Rawdah, aged 5, Class 1W

Cross-curricular learning:

During the autumn term in Year 1, we have focused on the children developing a secure and confident understanding of themselves and the importance of feeling that they belong.

Analysing their own facial features in Art, has helped them to identify the physical attributes of their identity. This was explored further in English lessons, during which the children have been learning through a journey called *A Place to Call Home*.

They presented models of their houses at the start of the term and discussed which features of their houses made them feel at home and the importance of having loving people around them. They compared their feelings with Penelope's and thought about how she must have felt when Odysseus left her to go to war.

In Science, the children have been finding out about *Animals Including Humans*. They learnt about different parts of the body and explored the importance of their senses and feelings. Finally, in History, they have been learning about the topic Castles, discussing how kings and queens, such as Henry VIII and Queen Elizabeth I, had portraits created for them at different ages, special occasions and to convey important messages to the public.



YEAR 1

I liked drawing Penelope's lips.
Subhan, aged 5, Class 1H

Involving the wider community

Visitors to our Year 1 exhibition were invited to see the progression of the children's work from creating a photomontage and practising drawing different facial features to creating various portraits, from shading, colouring and blending with chalk pastels to finally using brighter shades of oil pastels.

The children's sketch books were displayed alongside a showcase of their final portrait drawings, which were then completed on canvases.



YEAR 1

I liked drawing Penelope because I had so much fun!

Kacper, aged 5, Class 1H



Materials: oil pastels on small canvas panels; poster paints on A4 cotton canvases (right)

Size of Y1 displays:

Width 1.52m

Height 0.58m

Size of portrait (right):

Width 0.82m

Height 1.03m

Year 2



Sirens, weaving and tiles

YEAR 2

To try mimic Penelope's weaving on the loom, we tried the new skill of weaving, but with paper. We loved the way our final pieces made, but also found it really hard!

Class 2OR

Cross-curricular learning:

Our learning journey this term is entitled 'Make your Mark', inspired by Peter H. Reynolds's *The Dot*.

We have been exploring the idea of trying our best, even when we aren't sure, and trying to have a growth mindset.

By trying something new and looking at an artwork not typically aimed at 6/7 year olds, we further challenged ourselves to persevere and to make our mark, when we didn't think we could.

At first, the children had no idea where to start with the *Take One Picture* project, but over time, enthusiasm blossomed and so did their art!



YEAR 2

We liked the idea of 'painting on wet' to create a fresco! To mimic the smooth feel of this, we used oil pastels for the first time. We loved how they blended so easily, but we did not love how messy we got!

Class 2P

An investigative approach: child-led research

Class 2P: We spent time looking at small parts of the artwork. We loved the clothing the characters wore, we loved Penelope's clever idea to unpick her work, but we mostly loved the idea of the sirens in the background driving people mad! We were unsure if we were scared of them or not, but we were fascinated! We looked at the way Ancient Greek's portrayed them in their myths, on vases and paintings (which, to our surprise, were half-bird not fish!). We looked at digital artworks created in modern times and decided to create our own sirens.

Class 2Y: We took inspiration from the loom being used by Penelope in the image - she was creating a shroud for her father-in-law. First we had to find out 'What is a loom?' *An apparatus for making fabric by weaving yarn or thread.* We wanted to create some weaving of our own. We used different coloured paper to create a mat, by using same technique used when weaving onto a loom.

Class 2OR: We decided to focus on the tiles! After spending a great deal of time looking at different types of tiles and the patterns which are frequently used in tiles, we set to work on creating our own patterns. We used mixed media to put our ideas into art form and arranged them to create a majestic floor.

YEAR 2

In order to make effective tiles, we had to find out what pattern making is.
We investigated symmetry and geometry. We think our tiles are great,
but still need time to learn more about symmetry!

Class 2Y

2OR were inspired by the tiles!
We looked at different patterns
found in different tiles and tried
to create our own tile patterns!



2P were inspired by the sirens in the
background of the painting. We looked
at the different ways they have been
drawn in history and tried creating
our own!



YEAR 2

Involving the wider community

We proudly shared our work with the whole community. It was great to show our families what we had achieved and we are very proud of our work.



Materials: oil pastels on standard art paper

Size:

Varied; no larger than A4



Year 3



Frames and Tapestries

YEAR 3

I wanted to sketch the painting because the men looked very interesting.

They might be princes.

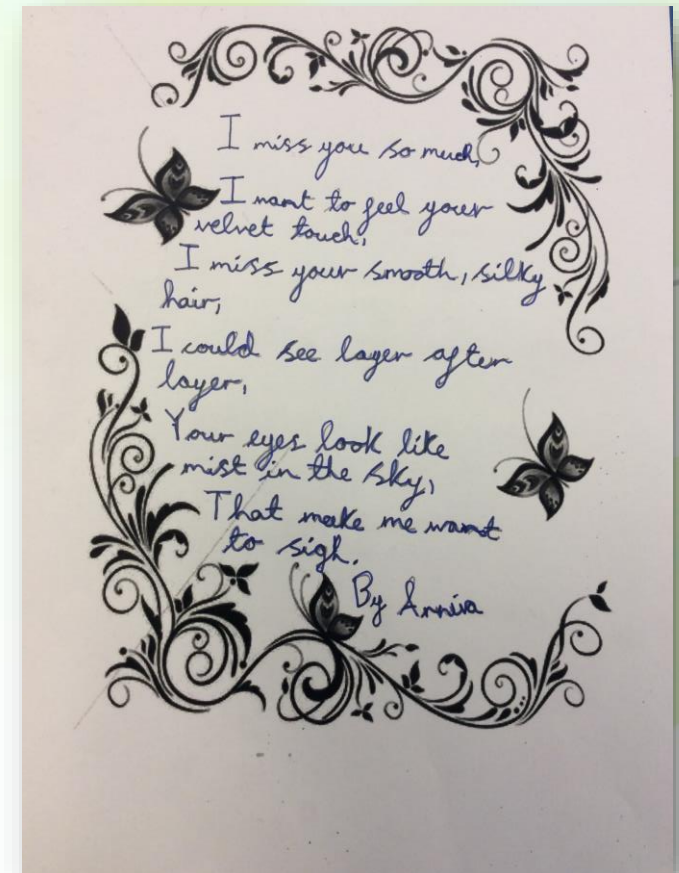
Maryam, aged 7, Year 3

Child-led research:

After looking closely at the painting, the children generated questions about it using key words: **who, what, where, why, when and how.**

Through their discussion, the children began to focus in on the idea of a frame and its importance. They started exploring creative ideas of things that could go into a frame. These included photographs, poems, portraits, tapestries, photo-booth frames and observational sketches.

The children then investigated how to make a stable structure in preparation of making their own photo frame.



We thought about the possible story behind the painting.



Oh no! Who should I marry?

Will you marry me?

Will you marry me?

Will you marry me?

By exploring the picture we noticed how many things were in frames or being framed:

- Penelope holds a weaving frame
- The floor tiles are each framed by a border
- Penelope seems to be sitting within a frame
- The window “frames” the ships at the sea



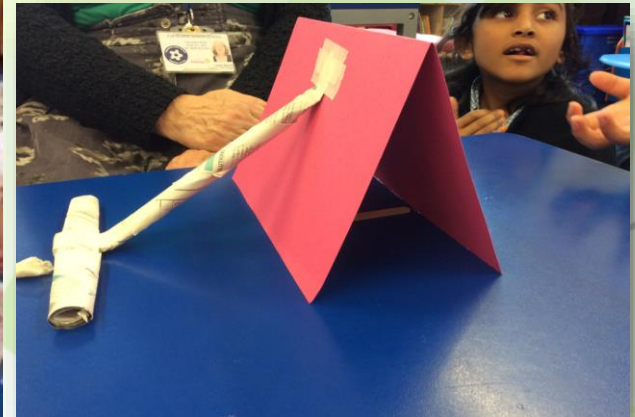
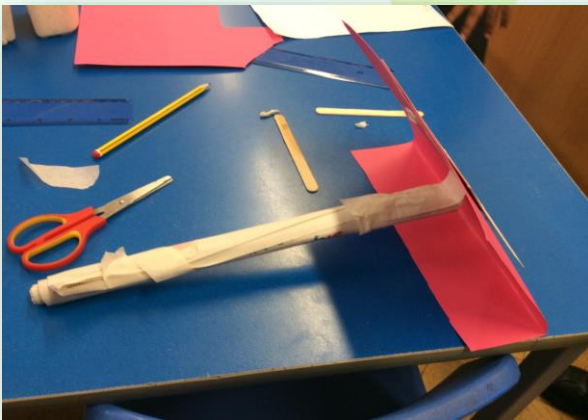
The window
frame

The weaving frame

A frame
around
the room

The tiles
have a frame

We then took on the idea of 'Frames' to create our very own frames in Design and Technology. We explored what makes a stable structure to hold the frame upright.



We then created a big frame and decorated it to show the painting's main themes: love, disguise, sea journey, the passing of time with a hobby. We designed and painted masks to attach to the frame.

YEAR 3

I think that the man in the painting wants to sing a love song to Penelope.

Phileon, aged 8, Year 3

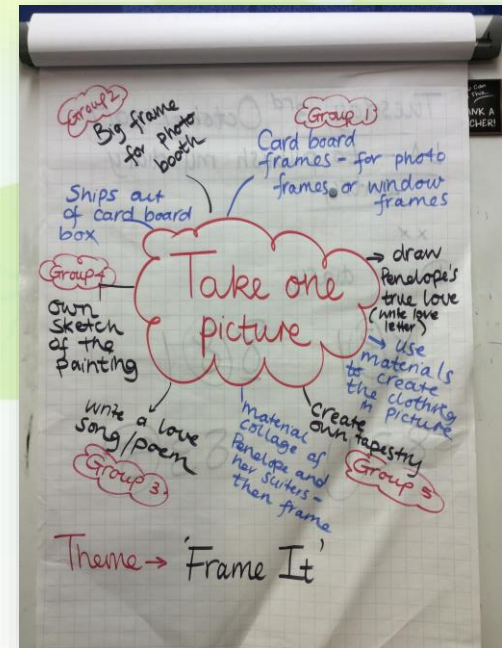
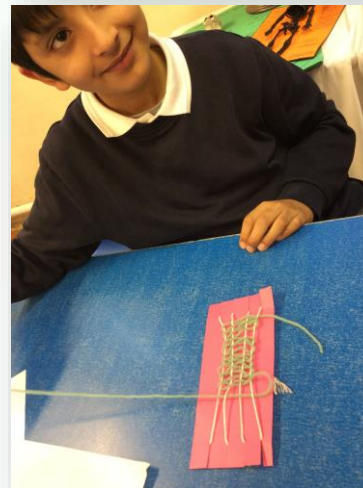
Learning a new process

The children had the opportunity to explore tapestries and weaving, sketching, expressing emotions through poetry and song, frame-making

Cross-curricular learning

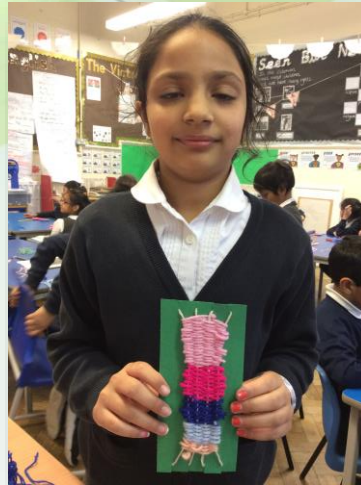
English: The children wrote love poems and love songs; they read and enjoyed a range of myths and legends in Guided Reading sessions

Design and Technology: Children explored stable structures as part of frame project



YEAR 3

It looked like Penelope was weaving, so I thought we should make our own tapestries.
Arvina, aged 7, Year 3



Materials: cardboard, papier-mâché, wool, embellishments (such as buttons, feathers, sequins, tissue paper, art straws), IT for taking digital photos to print and frame

Size of box (above):

Width 0.6m

Height 0.40m

Size of frame (left):

Width 1.22m

Height 1.24m



Year 4



Sculptures and Dance

YEAR 4

We really enjoyed the dance aspect of the project and using different body parts to explore movements. We also enjoyed using clay to make a model of our hands and we enjoyed exploring different gestures and learning how to sketch 3-D versions of our hands.

Class 4I

An investigative approach: child-led research

The children were given the painting of *Penelope and her Suitors* to discuss. They thought about the story behind the painting using questions that began with **who, what, where, when, why and how**.

Learning a new process inspired by the focus painting

The children focused on the hands and considered why some people use hand actions when expressing themselves. They thought about what different actions might mean. The children were given an opportunity to draw hands and they explored the structure of a hand. They have looked at how different artists such as Escher, Da Vinci and Henry Moore, have used the hand to add symbolism and dynamics to their paintings. The children used sketch pencils to add depth to their drawings. They explored a range of sketching techniques to enhance their hand sketches.

The children learnt how to draw hands using shapes and finally produced 3-D sculptures of hands, using clay and Modroc.

YEAR 4

It was awesome! We enjoyed observational drawing and making the 3-D hand models.
Class 4A

Cross-curricular learning and links to the focus painting

English and History: We spoke about the story behind the painting and linked it with our current theme by looking at traditional tales that have passed through different generations.

Dance: We decided to create a dance unit inspired by the painting. Each class responded in a different way. See the next slide for more details. From the painting, each class brainstormed their focus point and choreographed a dance routine with this in mind- one class focused on the suitors clothing – particularly the sock, whilst other classes looked at the movement of the ships outside the window and the persistence of the suitors to win Penelope's favour.

Hands: Looking closely at the picture the year group found it interesting at how the hands were used to express emotions- open hand, clasped hand, pointing at something/ someone. We used that as our inspiration.



YEAR 4 Dance Project

Class 4A: The blue socks that the suitor is wearing inspired 4A. They stood out in the image because the colour was so bright in comparison to the rest of the painting. Because of this, they decided to focus on creating foot choreography as a class then in smaller groups. They made the movement very jumpy and light as they thought the suitor would be feeling extremely nervous about approaching Penelope because she keeps turning everyone down and keeps saying she will wait for her husband.

Class 4G: When they heard the story of Penelope and her suitors, 4G were amazed at how persistent the suitors were, even when Penelope was saying “no” to them all. This inspired them to have some of the class representing Penelope and the rest portraying groups of suitors coming to impress her. They created movement inspired to impress, showing their best tricks, and trying to be original. To add another layer, they enjoyed talking about the boat and how it is strange when you get back on dry land to not feel the movement of the sea anymore. They loved exploring this struggle to stay upright and have incorporated this into their group pieces. It made Penelope even less impressed to see suitors who could not even stand up!

Class 4I: Class 4I liked looking at the symmetry of the floor tiles, as they were so regular in comparison to the rest of the painting. They were also drawn to the ship that Penelope can see out of the window and started talking about what it would be like to return home after so long away and so long on a ship. They experimented with lots of movements inspired by this, but loved exploring the idea of the constant motion you feel when on a ship and they choreographed these movements to create a sequence. The paper and layout represents the floor tiles in the painting and the melancholy feel represents Penelope’s emotions.

The videos are being sent separately. Please enjoy them. The performances are all the children’s own work facilitated, in structure, by the teachers, but the content is all theirs. We hope you enjoy the performances. Please keep watching to find enjoy the “making of” section for each dance.

YEAR 4

We really enjoyed moving like cats in dance and analysing the picture more closely in Art.
Class 4F



Materials: clay, Modroc, IT equipment for filming

Videos

3 video files, sent separately

Sculptures:

Varied sizes, approximately life-size



Year 5



Sailboats

YEAR 5

We enjoyed the project because we could investigate the drawing and create a humungous ship all together, as one.

Maliha, Simar and Shahin, aged 9, Year 5

Child-led research:

As a year group, we shared the artwork of *Penelope with the Suitors*, discussed what the piece was about, and identified the key elements within it. We discussed the context of the painting and identified details that would help us identify the time in which it was set.

Following this, the children chose an area of the painting that they wanted to explore further. Having started our term with a sightseeing trip on a clipper boat along the Thames and a visit to the Maritime Museum, the children were keen to explore the ship in the background of the painting.

As a year group, we have ended up with a giant ship as our outcome, which incorporated our learning journey, our trip to London and the aspect of the ship from the painting.

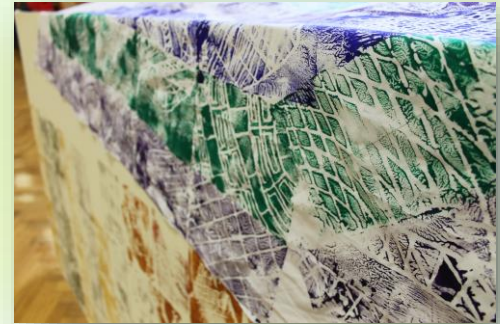


YEAR 5

Cross-curricular learning and processes:

We linked our study of the painting to our learning journey of *This is London* as we began the term with our stunning start with a trip on the clipper boat and a visit to the Maritime Museum. When we looked at the painting together the children were immediately interested in the ship and exploring this idea.

The final product of the giant ship, put together by the Year 5 children, is inspired by the ship with the aspect of the ship in the background of the painting. We used our photos from our initial trip into London to help with the line and shape printing and to merge the idea of the old context of the painting with the modern day London that the children know and love.



YEAR 5



Materials: cotton fabric, wood, printing

Videos

3 video files, sent separately

Sculptures:

Varied sizes, approximately life-size

Year 6



Infinity tiles, Masks

YEAR 6

Child-led research:

The children chose which aspect of the paintings they wanted to focus on (*tiles* and *secrets*)

Different classes chose different projects based on their interests

Tiles: the children chose their preferred medium after trialling what would work best on canvas

The children wanted to link the two-sided aspect of Penelope to the current text they are studying, *Macbeth* by William Shakespeare



YEAR 6

Learning a new process, inspired by the focus painting

Through researching the painting, 6R and 6C were most intrigued with the tiles on the floor of the painting. We had delved into the picture as a whole by piecing it together like a puzzle (before we had seen the entire painting) and then we drew the painting from memory. However, it was the tiles in which we wanted to focus.

Some of us had heard about infinity tiles before, but the concept was new to most of us. The idea is quite simple: no matter how they are rotated and moved, these tiles will always have a continuous design. Everyone tried to prove the teachers wrong, but no-one could.

Our project shows how simple geometry can be combined to form extremely complex, never-ending patterns. On our tiles, the lines connect at the same point on each tile edge, creating an always continuous design. These types of patterns are commonly used in ceramic tile designs, particularly in Islamic art. We are also submitting a time-lapse video we created you can see our finished product as it is meant to be seen.

Cross-curricular learning

We had a lot of discussion about the similarities and differences between the story of Penelope and the play we are currently studying, Macbeth. Both texts have strong female characters, which was unusual for the time in which they were set. Macbeth is partly set in a castle, and we noticed what appeared to be a fortified structure in the distance.

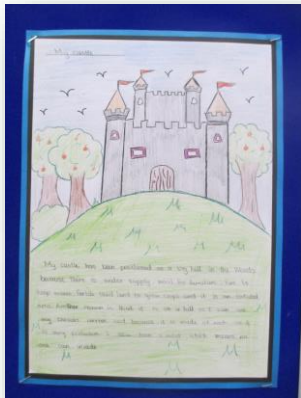
YEAR 6

Focused painting links

The main ways we linked what we were doing back to the painting:

Tiles: From the painting, we looked at a variety of tile patterns. The reason we chose the infinity tiles was because we linked it into Penelope's own artwork; something that is never-ending and continues to go on no matter which way you look at it

Masks: our aim was to create two-sided masks to portray Penelope's way of dealing with the situation she has been put in. On one side, Penelope seems like the perfect 'potential' wife for her many suitors, but on the other side she is loyal to her husband and will do whatever she can to stay by his side



YEAR 6 Commentary

Firstly, Miss Jones explained what take one picture was. She showed us the picture and asked us what we could see. After that, Miss Jones told us the story and we learned that the lady was weaving. Penelope (a lady who believed her husband was still alive at sea) had a good and evil side. At this time, she promised that when she did finish weaving a shroud for the King, she would remarry. However, she was a cheeky woman, who kept taking the threads off.

So, our class decided to represent this by showing a half evil and half good side upon a mask – the face that she showed the suitors and the face she kept to herself.

How we made it:

First of all, we got a plain mask and covered the mask in papier-maché thoroughly. We had to rip little pieces of newspaper and stick it onto the mask with PVA glue. We did layer upon layer upon layer. We had to make sure that the masks wouldn't rip when we painted them.

We used acrylic paint (which we learned doesn't come out in the wash) to paint the background – we chose two different colours, one to represent good and one to represent bad. We then had to let it dry before we created our design and detailed decoration. It was important that we let each colour dry before we used another colour on top. We also made sure we cleaned our paintbrush each time so we didn't mix the colours. Additionally, we made sure we didn't waste paint by only putting a little bit in the palettes – if we needed more, we added it as we went.

Our masks were then hung up and attached to a frame that was created to represent the frame that Penelope used when weaving the shroud.

By: Hassan B, Maddie, Menahill, Ishaq, Anirudha, Usman, Muhammad Amir and Vias

YEAR 6



YEAR 6



Materials: tiles, paint, iPads, newspaper, PVA glue, acrylic paint, string and bamboo (for mask display)

Infinity tile display (left):

Width 1.07m

Height 0.77m

Infinity tile display (2nd from right):

Individual masks, approx. life-size

Infinity tile display (2nd from left):

Width 0.61m

Height 0.76m

Infinity tile display (right):

Width 1.8m

Height 1.75m

Sharing *Take One Picture* with the local community



Thank you for reading!

Take One Picture
2017 – 2018

Penelope with the Suitors

Submission contents:

1 PowerPoint

1 Time-lapse video created by Class 6R

3 dance videos created by Year 4

Work collated by Theresa (Tess) Bhesania, assistant headteacher



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