

Take One Picture 2017-18

Cleveland
Road Primary
School

Ilford

Essex

IG1 1EW



An Experiment on a Bird in the Air Pump by Joseph Wright of Derby, 1768



Early Years and Foundation Stage



‘A cage
with birds,
emotions
and
shadows’

Nursery



Nursery - 'Birds'



'I can see the bird in the picture and I'm making a bird with paint on my hands.' – Zaeem, aged 3



Child-led research

The children in Nursery began by placing a picture of the painting on the creative table. The children were intrigued by image and keen to explore it.

They were guided to look closely at the image and were encouraged to describe what they could see. The teacher helped them to pick out less obvious details. The most common observations were about the people and the bird; on closer inspection, the children also noticed the man's hand holding the bird in the 'flask'.



‘I like using the paint on my hands to make the bird like the picture.’ – Devine, aged 3

Following discussions about what they felt interested them the most, the Nursery children decided to focus on the bird and chose to make their own bird paintings. They discussed the different types of birds and their variation in colour. They particular liked tropical birds with their bright colours.

The children decided to use a tropical colour scheme. They began thinking about how to create their own unique birds. They chose to make handprint birds and enjoyed exploring different ways to depict birds e.g. ‘flying birds’ (double handprints) and ‘stationary birds’ (single handprints).

The children thoroughly enjoyed the experience of recreating the animals using only paint and their hands. For the beak and the legs, they used potato printing and had lots of fun sticking googly eyes on to really make their birds stand out.



Cross-curricular research



- ✦ *Listening and Attention, Understanding and Speaking:* During the discussions, the children in Nursery listened to and responded to others as well as sharing their own ideas with the group.
- ✦ The children showed confidence in speaking up within a group and sharing their ideas and thoughts with others. Turn taking was encouraged as a part of their *Personal, Social and Emotional Development* as children patiently waited their turn to print their birds
- ✦ Through *Expressive Arts and Design*, the children used a creative and imaginative approach to making the birds and the use of different media and materials such as paper, paint, potato and googly eyes
- ✦ As a part of *Understanding of the World*, they discussed the different features of a bird

Materials: Paper, googly eyes, paint
Size: 30cm x 15cm

Reception



RC - 'Shadows'

'We looked at the picture and it had the grandad in it. He was doing an experiment on the bird. The moon was out so it was dark and we could see the shadows. Then we made our own shadows in the playground. We used a big sheet so we could see them. I made a ballerina shape.' – Maira, aged 4



Child-led research in RC



After looking at the painting in detail, the children of Class RC worked with a learning partner, to discuss the image. To start with, the children named the different objects in the picture but were encouraged to look deeper at the facial expressions of the children and adults.

They discussed what time of day it was and how they knew. The children were especially interested in the depiction of the moon as it shone through the window.



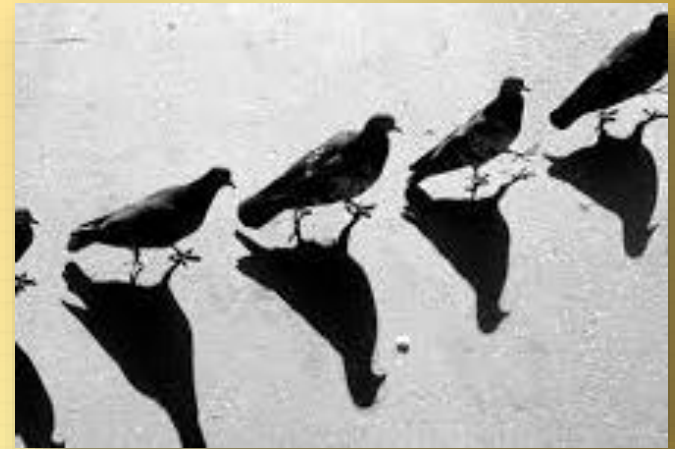
‘We saw our shadows. Sometimes we couldn’t see the shadow when the sun wasn’t there but, when it was there, then we could see them. I made a Spiderman shape.’ –Ritheshan, aged 5

The children noticed that the picture was dark and that shadows were being created. By investigating and through practical exploration, the children began to understand how the candle was creating light that cast shadows in the room.

The children went into the garden and looked at their own shadows on the floor. They experimented with different shapes they could make and looked at pictures of different objects and the shadows they make. They searched the internet for further images.

After taking pictures of their shadows on the floor, the children tried casting shadows using a sheet and developed their understanding of opaque and translucent materials.

The children could see each other’s shadows. They discussed how they could see their shadow-shapes when the sun was shining bright, but how they couldn’t see their shadows very well when the sun was behind a cloud.



Cross-curricular learning in RC



Materials: White sheets, camera and the sun!

- ✦ *Communication and Language* – introducing new vocabulary and vocabulary such as *shadow*, *lightening* and *experiment*
- ✦ *Physical Development* – the children experimented with making different shapes (tall shapes, wide shapes, using their hands to make diamonds, hearts and stars)
- ✦ *Physical Development*– the children developed their fine-motor skills as they used chalk to draw around their shadows so they could capture at them
- ✦ *Understanding of the World* – Discussions about shadows and the sun, how lightening creates shadows.



RK - 'The cage'



Child-led research in RK

RK looked at all the objects in the picture and discussed what they could be. The bird, in particular, fascinated the children and they wondered why it was inside a cage. They children considered how the bird might feel, being trapped inside. They decided that they wanted to make a cage with birds trapped inside it.



The children use a large hoop to create the circular shape. Coat hangers were used to make the cage-like structure. After a first attempt, the children said it was too wobbly and that it needed to be stronger or the bird could fly out.

Layers of foil were added to strengthen cage pipes. The children then decided to add string in a web-like formation so it would convey a stronger sensation of being trapped.



'The bird is in a cage, it wants to fly out.' -Mahdi, aged 4



Cross-curricular learning in RK



- ✦ *Personal, Social and Emotional Development* – The children worked together in small groups to make the cage and the birds. They appreciated how they can support each other when working effectively as a team
- ✦ *Communication and Language* – The children listened to and responded to others as well as sharing their own ideas with the group
- ✦ *Physical Development* – The children used their fine motor skills to cut different materials to make the bird.
- ✦ *Understanding of the World* – The children held discussions about animal rights

Materials: Hoop, Felt, paper, metal hangers, feathers, glue, vine foil, string

RY - 'Emotional wooden spoons'



'Some people might be feeling surprised because they have their mouth open and looked surprised'. –
Esha, aged 5



Child-led research in RY

Class RY had many discussions after seeing the painting for the first time. They were particularly interested in the emotions and expressions of people in the image.

This led to a conversation about emotions people in different situations and they developed the language of emotion. The children began to identify the different emotions represented by the varied facial expressions of the people in the painting. They used mirrors to explore their own faces, trying to recreate the expressions of the people captured in the painting.

The children then decided to recreate these expressions. Rather than doing this on paper, a wooden spoon was suggested. The children thought this was a funny idea. They tried it out and decided that they liked this representation. The children suggested adding hair and some type of clothing to the spoon in order to make a body shape. They decided to use feathers as this material created a link to the bird in the painting.



Cross-curricular learning in RY

Personal, Social and Emotional Development – The children discussed emotions and feelings. They explored the ways in which different situations may make you feel and how you can overcome negative feelings. They also spoke about how their actions and words can hurt others, too. When designing the wooden spoons, they looked in the mirror and discussed different skin colour, hair and eye colour

Communication and Language – In deepening their understanding about different emotions, the children expanded their vocabulary and considered how we can use words to express our feelings

Physical Development & Expressive Arts and Design – The children used scissors to cut materials to shape; they experimented with different material until their achieved their desired outcomes

Understanding the World – The children discussed family, community and expressions.



Materials: Wooden spoons, pipe cleaners, feathers, coloured pens, wool, string, glue, goggle eyes

RN - 'Shocked moon'



Child-led research in RN



RN looked at the image and identified what they could see. The most prominent feature they noticed was the depiction of girls with the sad faces. They then looked at other parts of the painting such as the bird and 'the old man' in the center.

The class teacher helped the children to develop their understanding of what was happening and the children were horrified. They went on to discuss different feelings such as sadness, upset, disappointment, anger and shock.

When asked where the light was coming, from a child said, 'From the glass of milk in the middle.' There was a discussion about how, prior to household electricity, candles were used to light a room. They began to explore light – how it travels and how it can be seen through some of the transparent and translucent items, such as a glass vase.

The children began to identify the natural things in the painting. They felt that the experiment was not natural.

*'The bird will die if there is no air.
That's very sad.'* -Israr, aged 5

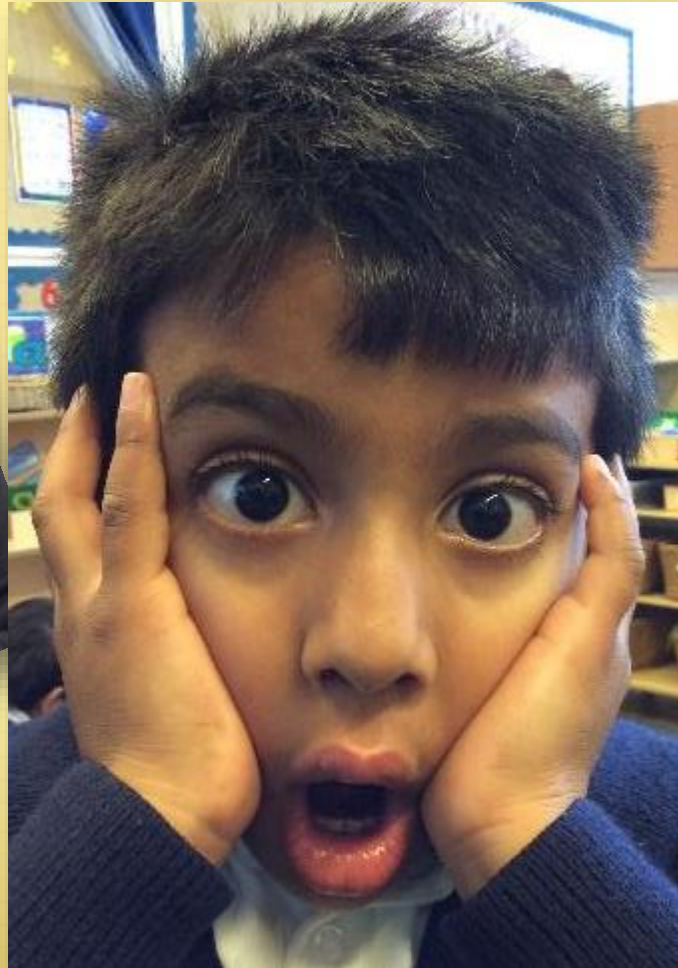
The teacher posed a question: 'If the moon had feelings, how would it feel?'

'Shocked' was the answer from most children. The teacher showed them a famous painting by Edvard Munch, 'The Scream' (1893).

They looked at the emotions that had been portrayed by Munch and discussed their thoughts with their talk partners. The children came up with the idea of making a shocked face for the moon – the shock of nature to see something unnatural.



*'The moon has a face, so we can put a shocked face on it.
We could paint the moon first.'* - Maliha, aged 4



Cross-curricular learning in RN

Communication and Language - The children listened to and spoke to their partners about the painting and their ideas.

Personal, Social and Emotional Development – They generated big questions and had discussions about feelings. They explored different types of sadness.

Expressive Arts and Design – Using ink and candles the children created a moon-like surface.

Social, Moral, Spiritual and Cultural – the children considered how we should treat animals and living things.

Materials: Water colour paper, blue ink, candle stick, camera



All the artwork from EYFS was combined to create one large art installation.

This process helped the children to understand that working together can not only create harmonious relationships but that collaboration can also result in incredible outcomes – better, sometimes, than those you would achieve on your own.

Size: 2m x 0.80m



Year 1



‘Setting birds free’

Size of entire display:

H: approx. 3m

W: approx. 3m

Child-led research



Four classes worked together to collaborate with one other as they were introduced to the painting, *An Experiment on a Bird in the Air Pump*, by Joseph Wright of Derby. They analysed the painting and made deductions about what they thought each person around the air pump was thinking.

They felt upset that the bird was being deprived of air for a scientific experiment and their view was that it was unfair and cruel to treat a bird in this way. They also observed how the mood of what was happening was being reflected by the dark colours used in the background of the painting.

As a result of the discussions held, the children became interested in developing ideas about how important it was for the scientist to stop what he was doing; they felt that the bird should be set the free.

'I am so proud of my bird. I worked so hard.' -
Imran, aged 5 - Class 1B

Alan Ames, founder of *Eagles Heights Wildlife Foundation*, was invited to the school to discuss the lifestyle of a range of birds in his care and the importance of them feeling free, cared for and safe.

After the visit, the children began to draw their favourite birds, ones that they would like to see set free. They looked carefully at different feathers, skin patterns and various parts of the body. They observed the differences between various beaks, legs and eyes and took time to capture these differences.



'I have learnt how important it is for birds to live and not to die. I still want to know how the scientist trapped that bird from the sky.' – Emmanuel, aged 6 - Class 1H



After exploring various profiles of the bird in the drawings, the children added a range of different media to them, for example, chalks, oil pastels and charcoal.

The children designed their final template for the bird model that they wanted to make. There was further exploration and learning outdoors where the children made small nests and bird cages for their birds to live in.

Using bark squares, lolly sticks, dowel rods, Midelino sticks, bamboo and log sticks they created the effect of a nest. The children also created rock nests for the birds.



'My favourite activity was making rock nests for the birds.' - Nazar, aged 6 - Class 1H



'I was shocked by this painting because the bird has big, wide wings and so it should be free and fly. When it's in the glass cage, it's unhappy.' –Rayyan, aged 5- Class 1K.



'First we sewed the bird, then we decorated it and my bird was trapped in the cage, just like the painting.' - Meraz, aged 5 - Class 1S

The children finally used their templates to create three-dimensional representations of birds which they would like to see set free and not used for scientific experiments.

The children explored various ways of creating a 3D model of a bird and looked at how soft toys have been made.

Felt was chosen to sew and create three-dimensional models. The children sewed two pieces of felt together and filled the inside with cotton wool.





The children carefully selected materials such as: feathers, buttons, sequins, fabric crayons and googly eyes to decorated their birds. The children also assisted in creating a large cage using chicken wire and willow sticks as a representation of birds being trapped.

They wanted to show that birds have the right to be free, safe and cared for, unlike the bird in the air pump experiment.



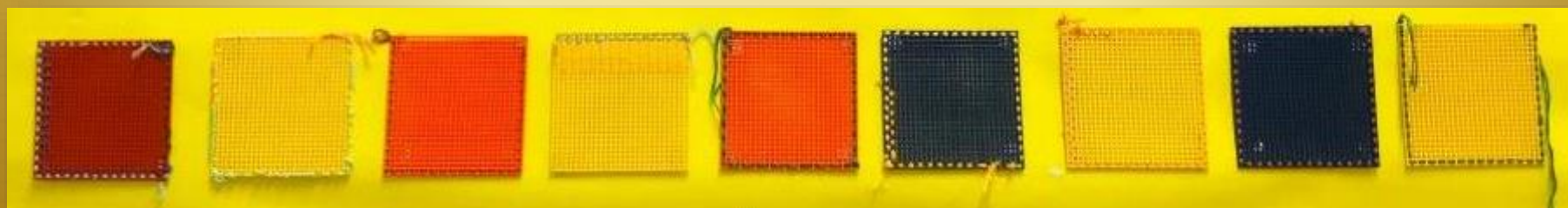
Cross-curricular learning in Year 1



Year 1's Autumn topic, *The Courage to Dream* linked perfectly with this painting and made the children think deeply about how the bird felt. During *English* lessons, the children discussed the freedom that the wolf has in the story, *The Great Fairy-tale Disaster* by David Conway.

The children looked at other *fairy tales* and considered the importance of being able to feel free and to expand your wings and fly with your dreams, something which the year 1 children think that the bird in the painting should also have had the right to do.

Comparisons were also made in *Science* as the children learnt the importance of using the five human senses, the different functions of the body, how our bodies use oxygen and when observing the differences between human and bird anatomy.





Materials: Oil pastels, chalk, charcoal, fabric crayons, felt, wide-eyed needles, googly eyes, buttons, feathers, sequins, foam eggs, decorative garden rocks, binca squares, bark squares, wooden lolly sticks, dowel rods, Midelino, bamboo and log sticks, mesh wire, leaves, string, cellotape, masking tape and thread.

Size: Acrylic craft felt: 9-inch squares, Plastic binca squares: 10cm x 10cm, Bark squares: 10cm x 10cm, Wooden lolly/craft sticks: 15cm long, Dowel rods: 12x5/32 inch, Midelino sticks: 80cm long, Bamboo dowel rods: 12-inch-long, ¼ inch diameter, Bamboo flower sticks: 40cm long, Log sticks: 4-inch-long, Mesh wire: 5 metres

‘I love birds now and the way they can fly really fast!’ –Aliza, aged 6 - Class 1S



New processes...

This has been the first time the children have been introduced to making observational drawings.

The children confidently compared the effect of different media. They loved learning how to sew using different fabrics. The children learnt how to thread large string through plastic-shaped templates, learning the ‘over-and-under’ movement. They then practised this method on binca. Once the children became confident, they then used felt to create models of their birds.

At the Exhibition.....

“The display that the Year One’s made was very impressive.”

Elikem’s mum, Class 1S

“No way! This is amazing! I can’t believe the children stitched all this by themselves.” Class 1B parent

“This whole display is very nice.”
Nazar’s mum, Class 1H

Year 2



2W - 'Candle in the dark'

Child-led research

In small groups the children in 2W discussed the painting. Most children were drawn to how dark the painting was. This led to a conversation about the time of day the experiment was conducted and why the moon did not provide much light.

The class's attention was then drawn to the candle in the painting and its illuminating qualities. The children talked more about light sources and very much enjoyed the scientific aspect. They talked about which types of light sources were available at the time depicted in the painting. The children wanted to capture the darkness and also the light from the candle in an image.

'In the picture the light is glowing onto their faces.' -Rayyan, aged 6



'I liked smudging the colour, it was fun!'-
Asad, aged 6

Cross-curricular learning

Science: The children looked at how the sky changes throughout the day and developed their understanding of how the sun is a light source but that the moon is not. They investigated different light sources and thought about their purposes.

History: The children learnt the difference between the time depicted in the painting and now. They looked at the attire of the people, entertainment and pastimes, the light sources used in homes and furniture design.

The children used a collaging technique when making the flame of the candle. They layered 3 different shades of yellow. Children mixed different dark watercolours to reflect the darkness on night.





Materials: Watercolour, chalk, pastels, paper
Size: 21.0 × 29.7 cm (A4 landscape)

'I think I made a masterpiece!' -
Amin, aged 6



2SK - 'The Entrapment'

Child-led research

The children were initially shown the picture of '*An experiment on a bird in the air pump*' by Joseph Wright, and were asked to discuss what they could see. The children were immediately drawn to the bird in the glass trap. They had a lot of empathy for the bird and could not understand why the family were watching the bird suffer.

The children were horrified at the thought of animals being used in science experiments. The teacher discussed how animals are used in medical trials and cosmetic trials.



'That's not fair!' - Tamir, aged 6

The children performed an entrapment sequence with freeze frames, depicting the trapped animal and those incarcerating them – they used of ribbons to represent snares.

The children tried to show how the trapped bird would be feeling through facial expressions and body language.

Materials: Art: collage material (card, tissue paper, wool) Freeze frames:

Gymnastic ribbons

Size: A5 or smaller photos of dance, A4
Masks



‘Why have those people trapped the bird?’-
Akankha, aged 6



Cross-curricular learning

Art: In Art, children made masks of animals that are used in Science experiments.

Dance and Drama: The children improvised a dance to convey the theme of entrapment. The children had the idea of small animals entrapping humans, a complete contrast to what they had seen in the picture! They wanted to reverse the roles so that they could illustrate to humans how animals feel when they are trapped and helpless.

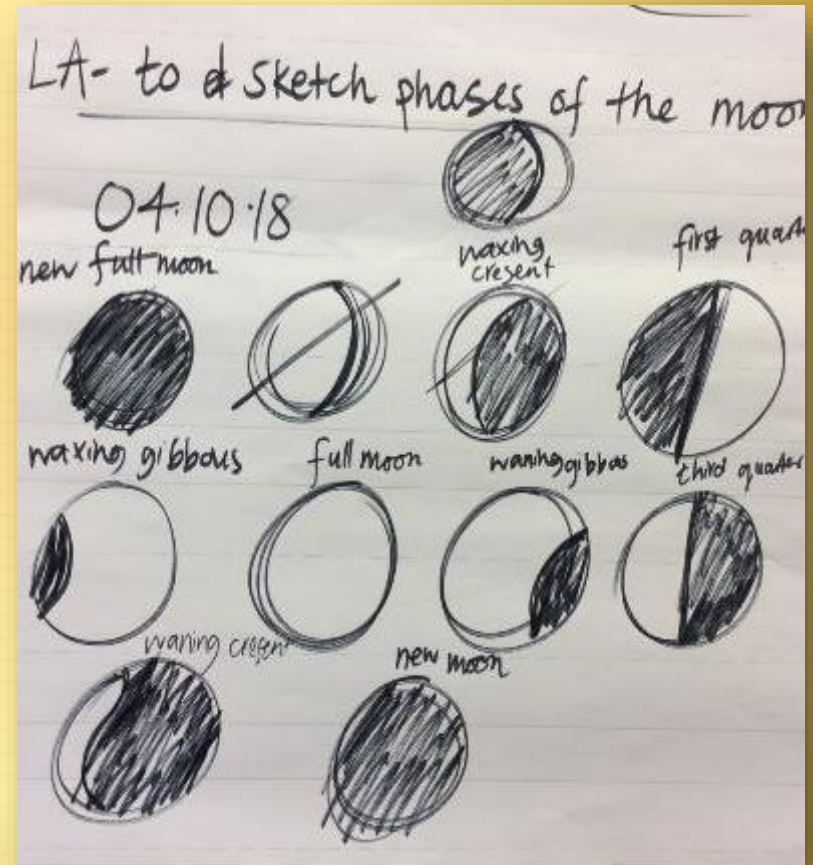
2J - 'Moon phases and poetry'



‘I love it when the full moon is out, it seems a bit creepy with dogs barking.’- Tayyab, aged 7

The children discussed what they could see in the painting. They started noticing the expressions on the people's faces. They were really drawn into the people who looked frightened and even a bit creepy. They then started discussing the moon and how sometimes the moon can be related to creepy or scary events, especially the full moon.

The teacher asked them about the different moon shapes they had seen before. This led to them learning about the *Lunar Phases of the Moon* and how the sun and earth have direct influences on the shape of the moon.



*'I liked learning about the different shapes of the moon and learning their names.
When the crescent moon is out my brother says it looks like a banana.'*

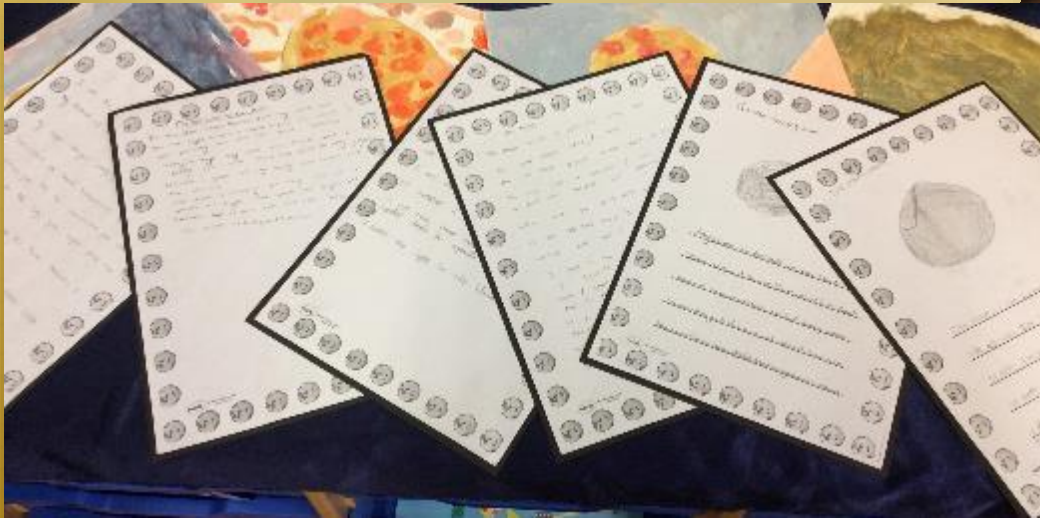
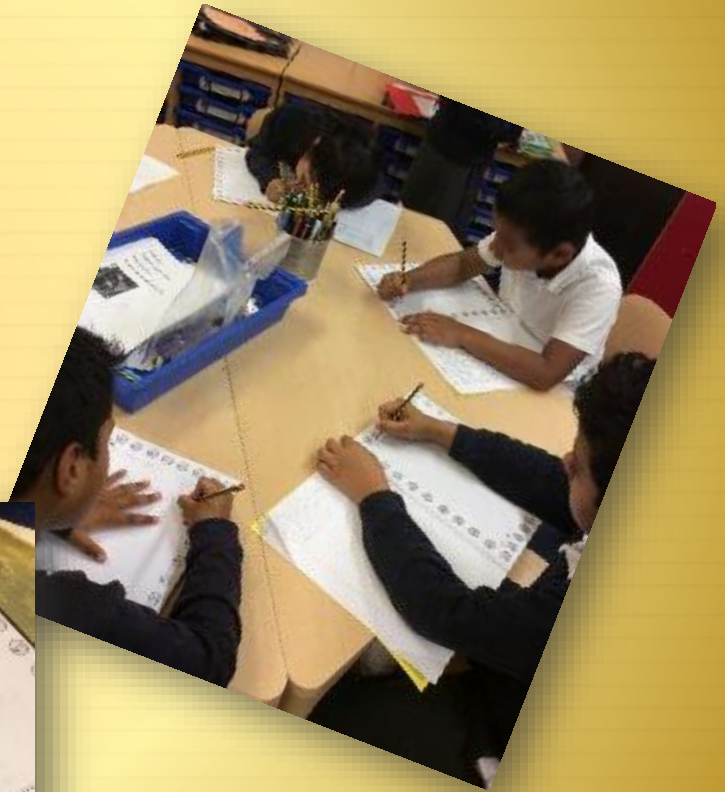
Ibrahim, aged 6



The children really loved learning about this and were brilliant at remembering the different names of the different phases of the moon. They started having a look out in the evening to see which moon they could see.

We then used collage as groups to represent the *Lunar Phases of the moon*. In English, the children wrote poems inspired by the moon. They created their own paintings of their favourite moon sightings.

‘My poem about the moon is when the moon watches you!’ –Nethusha, aged 7



nethusha

peace with the stars and moon.

If you are in the scike.

You will see the light from the sky.

Even if you tie the moon will be watch

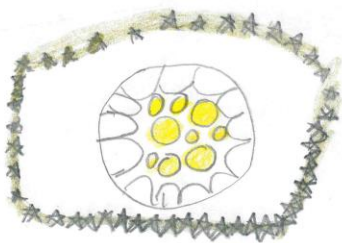
To the nite even in the morning.

*Mumy moon Looks out to see the world.

Offtin ovry a day and nite, morning,

Nite and morning the moon watchis one day

A week but at nite the moon geace.



Ibrahim

My moon poem

I am the moon as bright as can be.

I'm very sneaky at night.

I am sometimes hiding and sometimes I'm not.

In summer I mostly hide.

I am the moon can't you see I'm your
mother don't be afraid.

I make the light in the black pitch sky.

'I love the silver waning crescent. It was my favourite.'—
Rafael, aged 6

Cross-curricular learning

- ✦ Art: Collage, Painting
- ✦ Science: Lunar Phases of The Moon
- ✦ Literacy: Moon Poetry



Materials: Art: collage material and Paint (card, plastic bags, cotton wool, tinsel, paint and brushes)

Science: Flipchart and factual information on the Lunar Phases of the Moon, Discussion time

Literacy: Poems written of the moon by various authors, planning sheets and publishing sheets for their actual own poems about the moon

Size: A4 Paintings and Poems

2H - 'The experiment'



Child-led research

The children were asked to discuss what they could see. They were fascinated with by the old man in the painting and thought he could be a mad scientist. They started to question why he had trapped the bird. The teacher introduced them to the term *experiment* and explained that perhaps he was carrying out an experiment on the bird. The children were keen to trial a science experiment for themselves.

The class then discussed the contrast between light and dark in the painting and suggested carrying out an experiment with colours. The children use milk, washing up liquid and inks. The children used watercolour paper to blot their result.

“He looks like he is a scientist.”

Ishaan, aged 6

'Is he doing a test?' - Harleen, aged 6



Cross-curricular learning

- ✦ Science – The children conducted a chemistry experiment in which they mixed liquids and discussed the reactions of the liquids. They used the experiment to create 'magic milk-marbled paper'. The children created patterns with food dye in milk and watched how the dish soap dispersed the food dye to make a pattern. They dipped the paper into the tray to transfer the pattern, creating a milk marbled effect.
- ✦ Art – The children collated each individual piece and created a layered effect collage.



The children's work was viewed at the exhibition, giving children the opportunity to discuss their learning journey to parents and visitors.

Many parents commented on how beautiful the piece looked and how impressed they were at how confident and informative the children were when explaining their processes.

Year 3



3Y- 'Waxed Windows'

Child-led research

The children in 3Y discussed what the painting meant to them and how they could portray this through Art. The children looked at the lighting in the picture and how the candle was illuminating the room. They noticed the window with the moon and decided that they wanted to create a window. They discussed how they could achieve this.

The children talked about the different materials they could use. Questions were asked such as: *What do we need for the window frame? How could we make the night sky?*

The children talked about the use of different materials and which properties would be most helpful. The children decided to use art straws and masking tape to create the window which was challenge as making angles was a new skill. They made window panes with PVA glue on tissue paper to create a waxed stained-glass window effect. Black, Prussian and Cobalt blues were selected.



'I like the brown because it looks like a window.' -
Samair, aged 7



Cross-curricular learning

ICT - Looking at different types of windows and collages on the internet

History and Knowledge of the World – Exploring the time in which the painting was created; looking at clothing and furniture

Personal, Social, Health and Citizenship Education - Feelings and emotions; looking at the different facial expressions

'You can see the light through the collage like the moon.' -
Maryam, aged 8

For the exhibition, to which the parents were invited, the window frames were displayed on the window to show the effect of the light through the transparent and translucent panes.

Two representatives were chosen to talk to visitors about their learning journey during the exhibition evening.

The parents were impressed and said how lovely it was to see the work that the children had been talking about at home.



‘The white part is my moon and it is where the light comes through.’ –Zaara, aged 7



Materials: Art straws, masking tape, paint, tissue paper, PVA glue
Size: 30 cm length – 21cm width

3A - 'Lanterns'



Child-led research

The children looked at the different lighting in the painting and thought about how they could capture this. There was a discussion about how people used candles and lanterns in that period of history. The children liked the idea of creating their own lanterns. They talked about the different materials they could use. Questions were asked to the children such as: *What will make our lantern stronger? What to hang with?* (card, string or wool)

They selected greaseproof-type paper and drew designs on it using coloured pens. After testing one with the tea light inside, they didn't think the light would show through effectively. There was a change of plan and they began experiments with different types of paper. Finally, instead of drawing the design, the children decided to cut different patterns into their chosen paper, backing it with cellophane so the light would show through.

'My favourite part was folding the card around the lantern.' –Aisha, aged 8

Cross-curricular learning

ICT- Looking at different types of lanterns online with different patterns

Maths - Looking for patterns within the cutting. Are they symmetrical?

History – What clues help you to know when the painting is set?

Personal, Social, Health and Citizenship Education - Feelings and emotions; looking at the different facial expressions



'I loved choosing the colour of the cellophane.' - Darshan, aged 7

Parents were impressed with the design of the lanterns and the different patterns that the children had cut out.

"I love how they've used different colours and the light shines through." Aliaza's mum

"I think they look very pretty." Shola's mum

"I like the design and the lighting." Darshan's mum



Materials: Coloured card, cellophane, tea lights, string
Size: 20cm x 8.5cm

Year 4



4I- 'Hands'



Materials: Pencils, Clay and tools

Size: Approx. 10cm x 10cm for each one

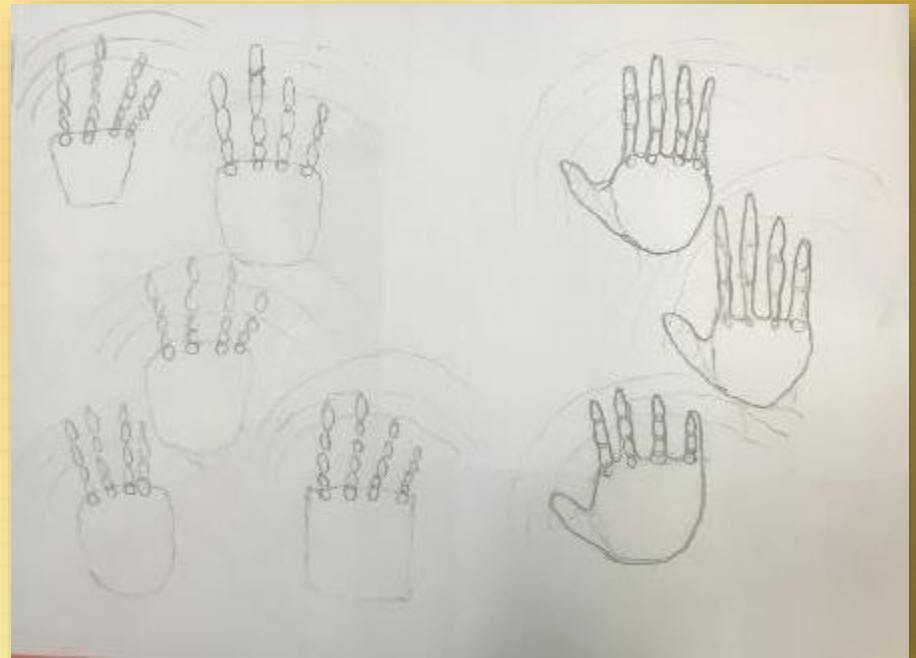
'I liked experimenting different sketches of the hands'- Daiane, aged 8

Child-led research

The children in 4I drew up a thought-shower of possible things they can do and produce in response to the image. These included dancing, drawing, videos, making birds and biblical paintings. The children focused on a part of the image of their choice to build a picture of ideas. They also watched tutorials on the internet based on ideas they came up with e.g. bird origami.

The children were particularly interested in the bird, in hand gestures and in expressions on the faces. They talked about different hand gestures and how they are used in our every day lives. The children wanted to make hand gestures and, with their peers, they discussed the medium that they could use to recreate one of these ideas.

The children decided to use clay to produce their artwork. On evaluating their product as a class, they thought of using UV paint over the clay and placing them in a dark box to give the illuminating effect just like the moon in the painting.



'I liked that I could experiment and create different shapes before deciding how the final piece will look.' – Maryam, aged 8



The children found it challenging to stick together separate pieces they had made (i.e. joining the wrist and palm together). To begin with it was difficult to sketch their hands – the children really had to think carefully about proportion and sketching rather than drawing.

The children also discussed how sketching is different to drawing and that it was more challenging to produce a 3D sketch, as we needed to add shading with differently graded pencils.

Cross-curricular learning

ICT – drawing tutorials on the internet

Art – sketching, shading, modelling and manipulating clay

Design and Technology – using tools to add details to clay



4H – ‘The light house’



Child-led research

4H were very interested in the light and shadow of the painting and how dark the room was for an experiment, compared to our own classroom during Science experiments.

The children discussed what project they could do relating to light and shadow and shared these as a class. They decided that they wanted to build a room with light.

‘The Take one picture project was fun! I enjoyed making the tissue paper look like glass.’ -Eshita, aged 8.

The children looked at artwork based on rooms and architecture, before finding this piece, a *Stained Glass Art House* designed by New York-based architect *Tom Pruin*.

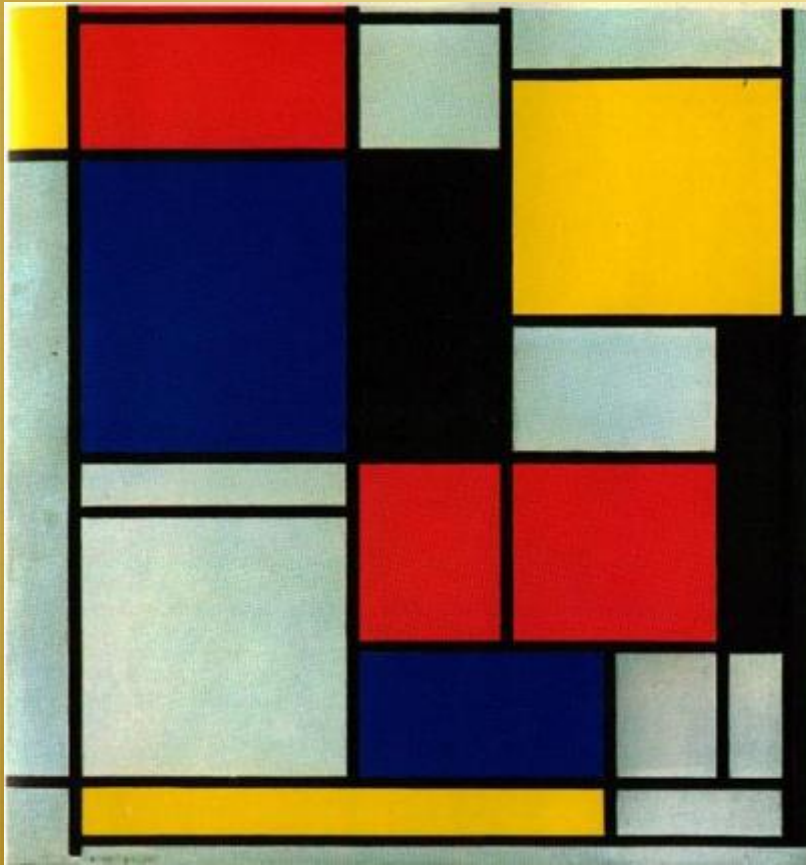
This piece is located in the middle of the city.

Pruin was inspired by all the lights he had faced in Copenhagen. This led the class to research Piet Mondrian, as the glasshouse had similarities to his work. The children explored primary colours and used this to create art work.



'I enjoyed using the colourful paper and the oil pastels because I have used oil pastels before and I could develop my skills.'

Aarav, aged 8.



The children, used primary colours and oil pastels to recreate the vibrant colours of Mondrian's work. To incorporate the two ideas, the children decided to create stained glass windows out of tissue paper in primary colours and to put it together in the style of Tom Pruin's stained glass house.

'I enjoyed making the project and cutting out the glass windows.' - Anika, aged 8

Creating stained glass windows was a new skill for the children, which they thoroughly enjoyed. They used cellophane, glue and tissue paper in primary colours to create the window effect.

Materials: Cardboard box, paint, tissue paper, glue, lights, oil pastels, paper, cellotape , glue

Size: Approx. 60cm x 30cm



4J- ‘The puppet show’

‘Take One Picture project was the funnest thing in the world. I loved it when we made the characters, the show.’

Samira, aged 8



‘What I really liked about the Take One Picture project was when we wrote the script for the show and also when we made our puppets.’ -Simran, aged 8

Child-led research

They children in 4J were very interested in the light and shadow of the painting. After lots of discussion, they decided that their art piece should relate to light and shadow. The children were asked where they usually see shadows. Some of the children said they have seen shadows used in puppet shows.

They looked at different shadow puppets shows on the internet. The children began to design and make the puppets. They realised they needed a script and a story line and wrote these in their English lessons. The children used the iPads to record the show.



Length of Video: 1:51 minute(s)

‘I really liked making the puppets and also performing the show.’ -Akshara, aged 8

The children had not made a puppet show before, so they had to try different things before they got to the final product. They first tried to do the shadow puppet show on a wall, but realised that the shadows were not very clear.

Also they found it difficult to keep the shadows in the same position. After looking for ideas on the internet, they decided to make a stage using white tissue paper and shining a bright light from the back. It was definitely much clearer!



Cross-curricular learning

ICT – i-pads to record their voices and the show

Art – sketching, making the puppets

English – script writing

Science – light and shadow



Materials: Card and lolly sticks to make the puppets, I-pads, Cardboard box and tissue paper for the stage, torch
Size: W-66cm, H-48 cm. Video length- 01:51:44

4C - 'Emotions collage'

Child-led research

After looking the painting '*An Experiment on a Bird in the Air Pump*', by Joseph Wright of Derby, 4C were very interested in the different emotions within the painting. They were keen to find out how each character would be feeling – this was the overriding question that kept coming up so was agreed by the whole class that this should be our focus.

The teachers asked how emotions can be expressed. She asked 'Can emotions be expressed through colour?' The children discussed this with their peers. As a class, they explored colour and colour choice can suggest different emotions, they also looked into the psychology behind this.



'I can tell Ikeoluwa looks really sad in this photo because of the face she is making'- Muskan, aged 8

The children also investigated how emotions can be displayed by body language and facial expressions. In groups of 5 and 6, the children created different positions to mimic the emotions that were being shown in the painting, these were photographed by other children before being printed.

The children created a background of colours to express the emotions. Their photos were edited and cropped to create a collage.

Materials: i-pads, coloured card ,pencils, paint, scissors
Size: 5.94m x 8.41m



Year 5



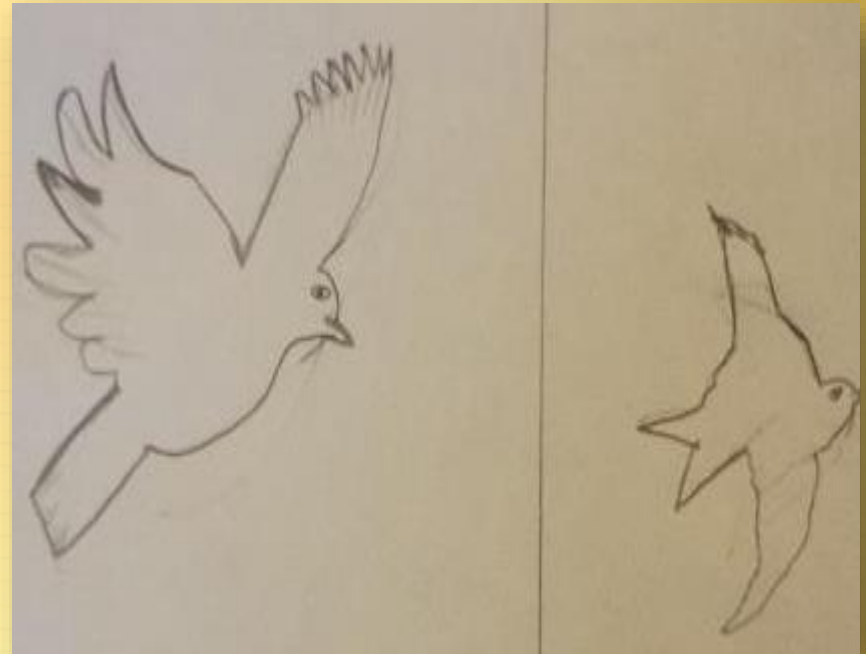
5A- 'Freedom'



Child-led research

The children identified the key elements within the painting. They discussed the context of the painting and identified details that would help 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 the term with discussions about British Values and the concept of Freedom, the children were keen to explore the bird, which symbolised freedom, at the centre of the painting.





'I enjoyed this experience making my bird because it was good for making my mind grow.'

Muhammed K, aged 9

The class decided on presenting this artwork in a more modern and humane bird cage which they constructed, with the assistance of the class adults, out of willow stems and flexible wire. They displayed their individual birds inside this cage to represent the idea of freedom between the “bars” of the cage; namely, being caged inside and the freedom outside this cage. The children noted that the air is always moving between the bars of the cage and quite different to the art of Joseph Wright’s *Experiment with Bird*.

Materials: Sketching pencils, A4 paper, water colour paints, Felt tip markers, Feathers, Glue stick, Scissors

Size: H: 1.2m X W: 0.78m



5M- 'Outside the window'

Child-led research

In 5M, the children shared the artwork of Joseph Wright's *Experiment with Bird* using the sounds effects in a dark room. The children responded to this as a spooky image; it was dark and twisted. They were horrified by the sounds and didn't expect what was happening but they also thoroughly enjoyed that experience.

However, due to that experience, the children focused on the positive aspect of the image: the beauty of the moon. They found the moon to be mesmerising and hauntingly beautiful.

The children decided to focus on the moon for their artwork, they wanted to create a mesmerising, glowing effect like the artwork of Joseph Wright. The children looked into the effect of different patterns and tones and decided that they wanted to use a combination of art skills to create their work.



'The artwork Experiment with Bird was beautiful and mesmerising because of the moon. It felt hauntingly beautiful, because of this I chose to create artwork on the moon.' - Muhammad, aged 9

The children first used pencils to create an outline. They then began to use the chalk to create an image of the moon. They pressed harder on the paper where they wanted it to be bright. Smudging the chalk gave the image the haunting aura.

The children used rubber to shade the moon and make it appear 3D. They wanted to add a background, so they used mark-making to create an effect of trees, stars etc.

Using rubbers as a tool to smudge and rub out the chalk, was a new process which the children initially found challenging but they were had many opportunities to practise this skill which they vey much enjoyed.



'I used smudging using a paintbrush for control and to create an iridescent effect –a bright, beautiful moon.' -Alesia aged 9



Cross-Curricular links

Science – Learning about the Moon and the various phases

English – using language to describe of the moon

Materials: Cartridge paper, black paper, paint brushes, sketch pencils, rubbers and chalk

Size: H:1.5m X W:1m

5C- 'The dark window'

Child-led learning

The children discussed the context of the painting and identified details that would help them identify the time in which it was set.

As a class, the children looked at the painting and focused on the window. The children asked different questions about what could be outside and talked about the time period. The teacher asked, *'What would we see? If we look at the window from distance, can we see anything different? How does the dark shading play tricks with your mind?'*

The children then made sketches of what could be outside the window thinking about the time of day, when it was set, the slight silhouettes that could be seen. The children drew these in their sketchbooks



I liked having the choice to choose my own medium.'

Ritaj, aged 9



The children wanted to focus on the window from the main picture and make a collaborative effort to make a class window on a bigger scale. In the class design, the window was cut into 35 sections. Each child was given a section of the window. The children first sketched the outline, where they can see the different shades so they had a starting point. The children then, using a choice of medium (Watercolours and Sketch pencils), recreated what they could see.

The children used a variety of greys, blues and blacks to mix and blend to get the shading effect. The 35 different tiles were then stuck to card individually to maintain a secure structure. The tiles were placed carefully together to represent the window that they saw in the picture. To finish off, the children added a frame made of paper and cling film to create the glass effect.

*'Sir did you see Raihaan's work
it's really good, I like how he used
his imagination'- Afif, aged 10*

*'I enjoyed discussing the what
could be outside the window.'*

Ayzaa, aged 9

Materials: Paper, Card, water colours,
plastic, sketch pencils

Size: H:1.5m X W: 1m



5F- 'Dance'

'I never thought art could be movies – so it was cool to make a piece of art based on movies'

Hamid, aged 9



'I never knew that digital art is just art made with technology.' - Erika, age 9



Child-led research

The children in 5F were all interested in different areas of the artwork. As a compromise, the children decided they wanted to link all the elements, by creating a film or something linked to digital media/digital art.

Following this discussion, a series of lessons were planned where the children learnt about film-making and other forms of digital art. After researching and learning about different forms of digital art – the children were quite captivated by the idea of using gifs because, when using a gif, you have to plan your topic wisely because only a small portion of their storytelling will actually be used in the micro-animation. This proved an exciting challenge for the children as they then had to story board six frames of small movement to give new life (invention) to the picture itself.

'This is a really fun way to show a small bit of our story'-
Harris, aged 9

‘It was fun seeing my creation (thoughts) brought to life.’ - Maab, aged 9

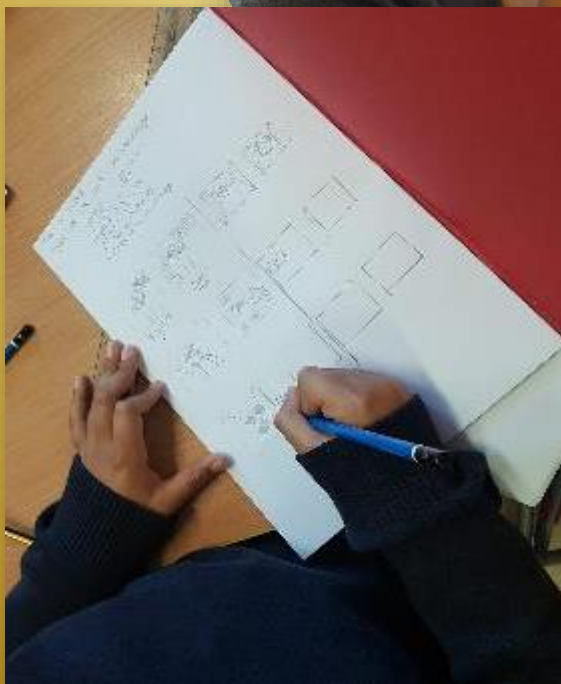


The children then took charge. They divided themselves into groups of three or four or sometimes chose to work on their own. They practised and rehearsed the filming. They discussed the camera angles and techniques they would like to use. With the help of a teacher, the children filmed their gifs. They then re-watched their film and decided what needed to be improved and worked on these elements until they were happy with the outcome.

The image of Joseph Wright was then included in the background – almost to taunt the viewer and say, *Can you guess what image we have reimagined?* Overall, the class really enjoyed playing and abstracting parts of the image.

The images were then edited with the help of an adult and turned into a series of 6 gifs on one screen. The children decided which gifs they wanted to place on a screen- as if to emulate the image. To help the children decide how to organise the images – we talked about Joseph Wright. They thought about whether he would understand the gifs. What would he like the changes we have made to aspects of his work? What would interest him about it? How would he have used moving images if he could? How would he composed the images?

As a class, we have ended up with a giant, which incorporated our understanding innovation, freedom, and being true to our reality. We hope you enjoyed looking at gifs.



‘I really liked being in charge of the filming and giving directions.’ – Maleika, aged 9



Cross-curricular learning

ICT – Filming and editing gifs, photography, Digital Art

Personal, Social, Health and Citizenship Education – British Values, Eva Lovelace

Art – Digital art, printing

Materials: Green screen, iPads, filming, printing, collaging, editing

Size: 00:18:54

At the exhibition...

“I like that they used gifs and it is a lot to look at.” - Nikhil’s mum

“Such an interesting art work. What a good effort.” - Mariyam’s mum

Year 6



6G- 'Clay birds'

Child-led research

As a class, the children analysed the picture and realised that some people might be happy with the experiment - and some not.

The children sketched the sections of the painting. They liked using graded pencils and the children used shading to illustrate the light and dark tones.

There were discussions about the different elements of the picture and the children picked their favourite objects.

Materials: Clay and tools

Size: Approx – H-8cm X 5cm



'Making the bird was challenging because the clay kept falling off and slipping from my hands.'

Zakariya, aged 10



The bird was the most popular object and the children were given some time to discuss what they would like to create in relation to the bird. The children suggested to make a 3D bird and they were given some options; they were given ideas for making the bird using card, paper and clay. The children then voted on what material they wanted to use and most of the class chose clay.

The children were then asked to analyse the bird and the features it had: for example, feathers, beak, body, neck etc. The children worked in pairs to make the bird and discussed what part of the bird each person will make.

The children used the slip-and-score technique to stick clay parts together. They use a variety of tool to make marks into the clay.



6E- 'Contrasting moon'



Child-led research

The children in 6E analysed elements of the picture. They were mostly interested in the contrast between the light and dark areas of the painting, in particular, the sources of light – the candle behind the bowl and the moon.

The children decided to focus their art piece on the moon, which is visible in the painting. The children wanted to create a light and dark sides of the moon.

They used 'fluffy paint' for the dark side of the moon, using contrasting colours to represent craters and ridges. For the 'light' side of the moon, the children looked at sun and ray patterns and represented these using a variety of shiny materials.



'I really enjoyed Take One Picture and I liked seeing the different pieces of art.' -Aarzo, aged 10

New processes...

To create the 'dark' side of the moon, the children learned how to make 'fluffy paint', using shaving cream and glue. They then had to devise a method of applying the paint to a paper plate, as spreading the paint too thinly caused it to lose its 'fluffiness'.



'It looks fantastic because you can see the collage and the fluffy paint. It looks amazing.' –
Aysha, age 10

Some of the parents expressed curiosity about the process of making the fluffy paint. They displayed the moons, by hanging them so that they would turn in the air currents to allow both sides to be viewed.

Materials: Shaving foam, p.v.a. glue, paint, paper plates, flour, various shiny papers.

Size: Diameter approx. 25cm

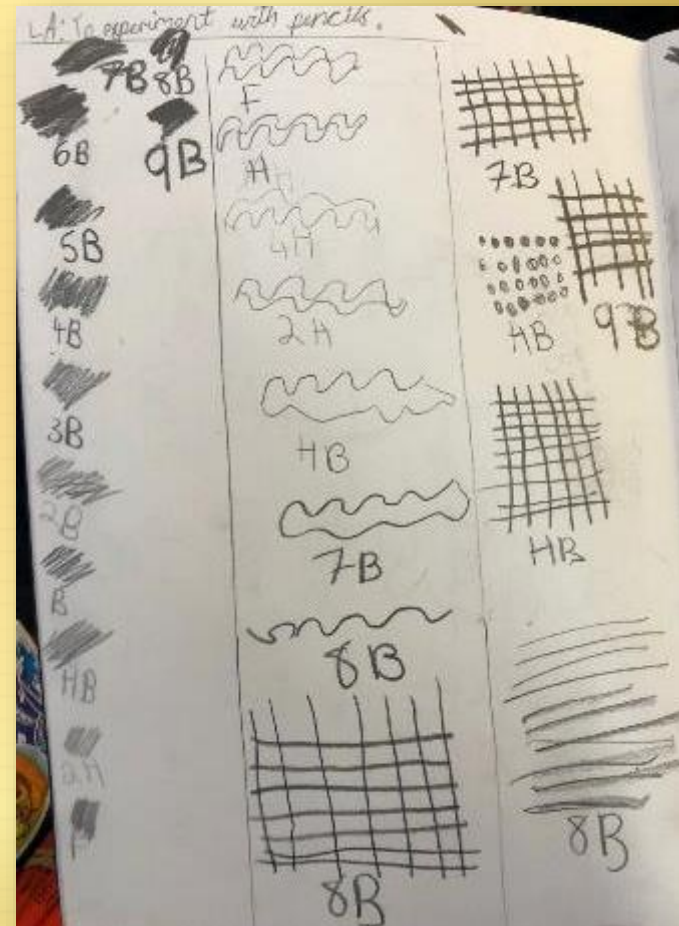


6J- 'Bird sketches'

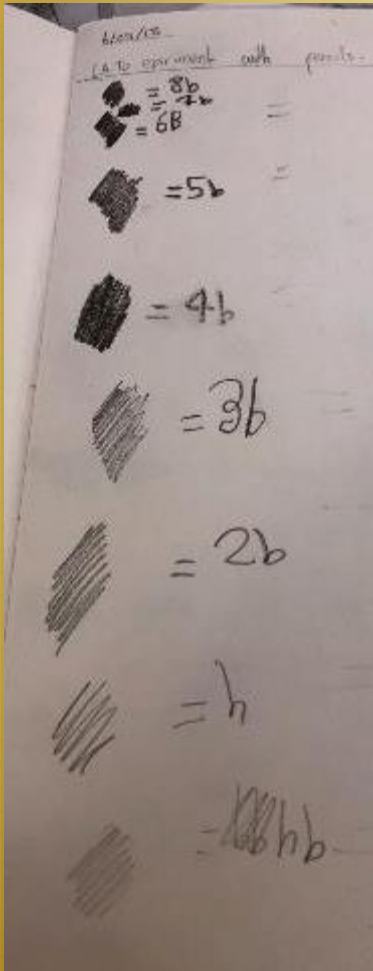
Child-led research

Together the children revised their use of sketching pencils. The children knew that different sketching pencils would achieve different effects and practised these skills again.

They experimented with a range of H and B pencils (Hard – Black). They found that B pencils were particularly good for dark areas (the higher the number on the pencil, the darker it was) and we also discovered that if the pencil had a H on it, then it was particularly good for lighter areas.



‘We enjoyed sketching and using different sketching pencils.’ -Haseebah, aged 10



As well as experimenting with the different pencils, the children tried using each pencil for different techniques such as pressing on its point, shading on its longer side, cross-hatching, swirling, combining two pencils together etc.

Materials: Pencil from H to 6B
Size: A3 portrait and landscape

'We liked designing the bird with different B and H pencils' - Saarim, aged 11

Cross-curricular learning

As the children were learning about light in Science, there were many links made to the topic of *light*. There were many discussions had about the fact that the light would be coming from one area and so, wherever the light is coming from, this will be the lighter area and, generally, the darker areas are where the light cannot touch.

The children know that light travels in straight lines.

The children also talked quite a lot about computing – lots of us are very familiar with selfies and picture-taking and therefore, when we were talking about using the viewfinder, we compared it to the fact that we don't always capture the whole of our face and, therefore, may only just focus on a small section.



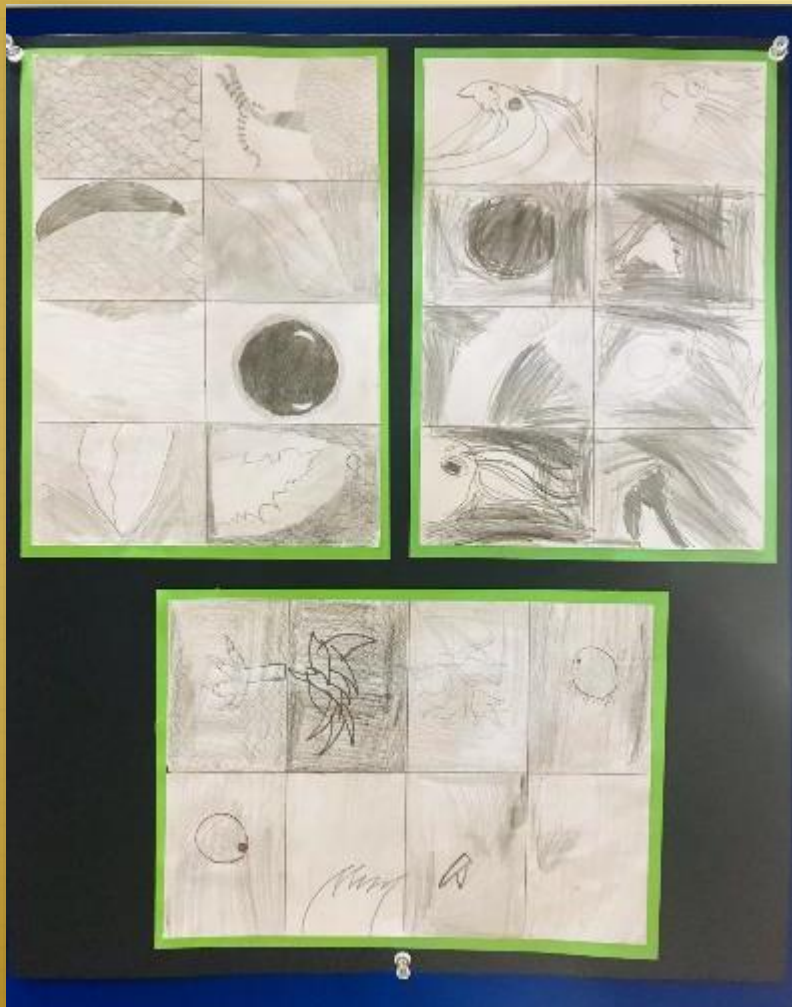
‘We didn’t like it when we had to change sketch pencils as it made it difficult.’ -Shamanta, aged 10

The children used viewfinders and found this a challenge because the children like to draw all of an item rather than just a small aspect of it. The children found it particularly hard to keep the viewfinder in the same place and so many of them decided it would be easier to use paperclips in order to secure our viewfinders in one place.

The children who weren’t so confident with sketching, were supported by their peers and by the adults when sketching the bird with its lighter and darker areas, using different pencils. The children changed their pencils to a different grade to achieve the effect we wanted. They feel they did a good job!



'We enjoyed using the viewfinder as it helped us concentrate when we were focusing on the image of the bird.' –Arqam, aged 11



6R- 'A bird to lift you'



'It looked like a giant, colourful eagle.'

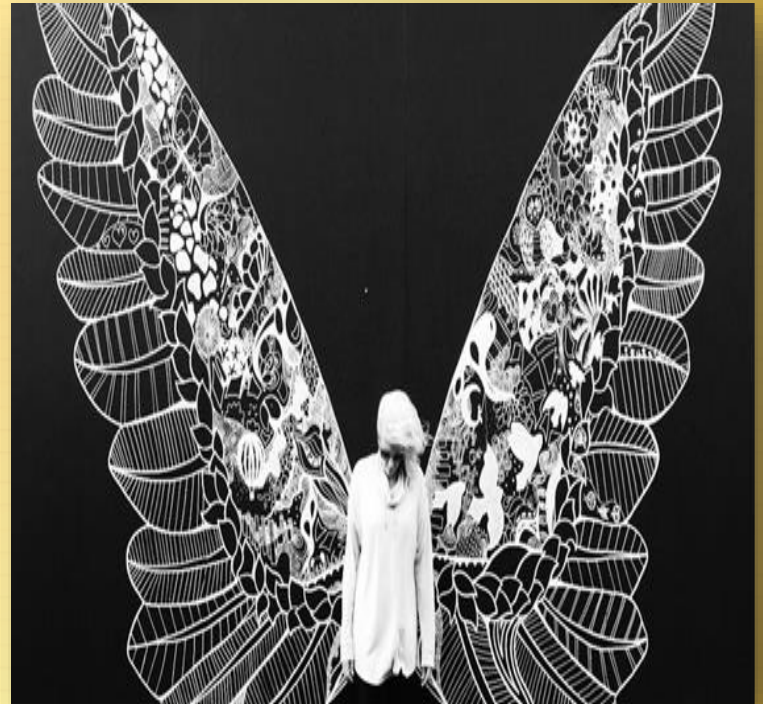
Muhammad Zain, aged 10

Child-led research

The children wanted to focus on the bird aspect of the painting, therefore the class discussed what a bird meant to them and what birds represented in life. As a result, they discussed the following:

- ✦ What inspires you?
- ✦ Who inspires you?
- ✦ What motivates you?
- ✦ Who motivates you?
- ✦ What encourages you?
- ✦ What makes you feel positive about yourself?
- ✦ What lifts you?

The children researched different artwork that involved birds and discovered this artist model which they were immediately interested in.



‘We learnt how to use the brushes and use different brush strokes to create different patterns.’- Shayma, aged 10.

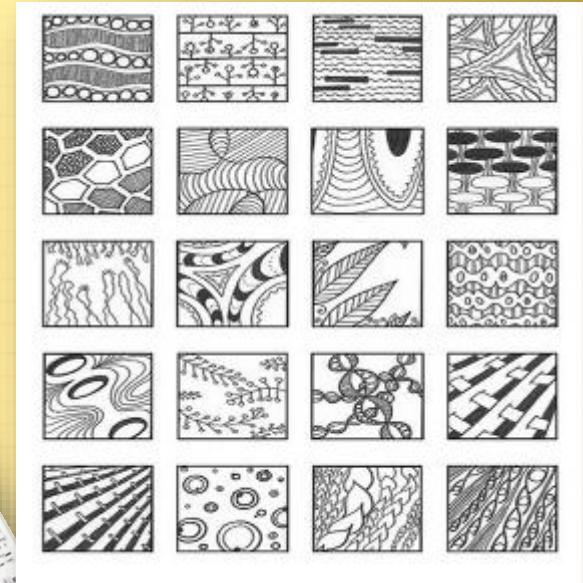
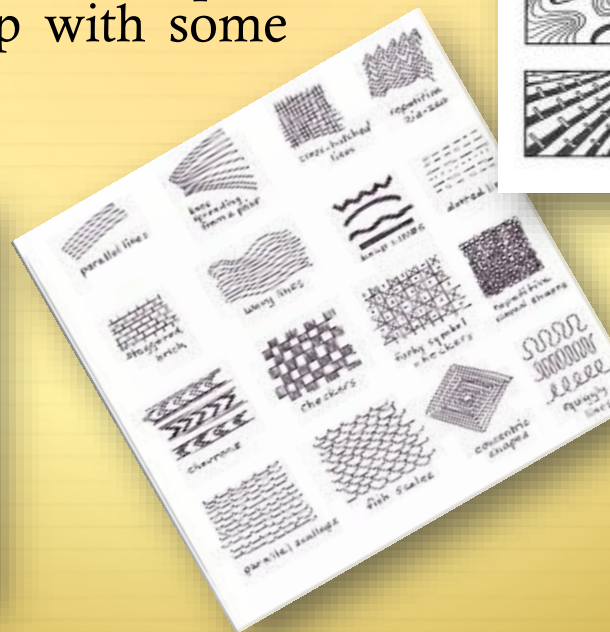
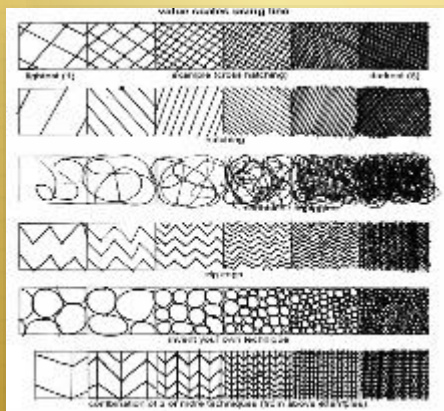


The children wanted to recreate something similar and when thinking about exhibiting their final piece they wanted it to turn into something like a “selfie-station” where people could think about the things that lifted, inspired, or motivated them. The main thing they wanted viewers to get out of the artwork is that they wanted them to come away with a smile.

'I didn't know how fast I could improve when it came to my pattern-making skills.' - Muhammad Zain, aged 10

Cross-curricular learning

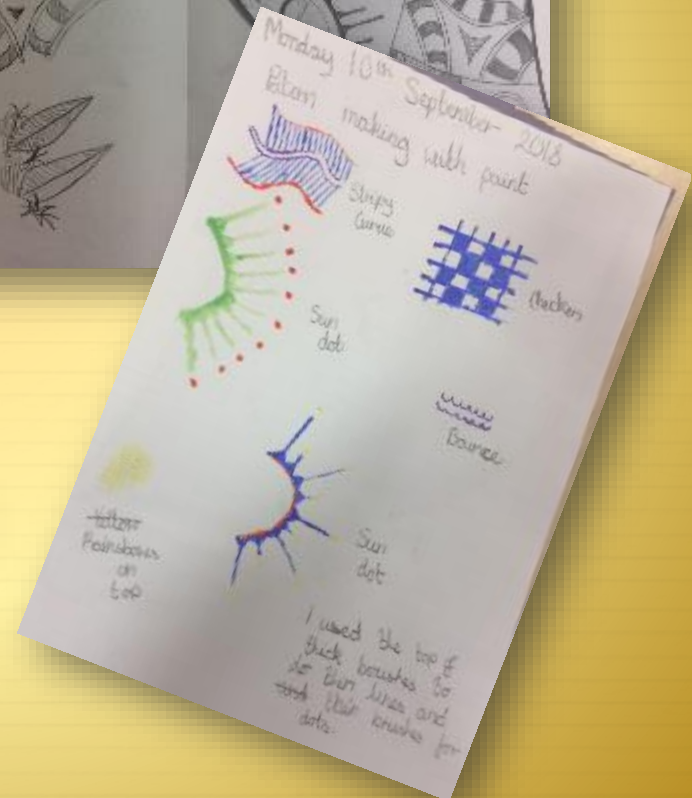
The majority of the time spent on the project was learning about patterns and developing our pattern-making skills. As our pattern-making skills improved, the children practised more complex patterns and then came up with some of their own.



'I liked how we repeated our techniques a lot so our final piece was really good.' –

Nabil, aged 10

Pattern making process...



Painting...

'The best part was when put all our ideas together to create the bigger piece of work.'

Zahir, aged 11



Final product...



Materials: Card, paint, glue, paper

Size: H – 1.4m W– 3.1m

Sharing *Take One Picture* with the local community

