

THE  
NATIONAL  
GALLERY



Artwork by Cleveland Road Primary School, Essex.

# TAKE ONE PICTURE

CHILDREN INSPIRED BY PINTORICCHIO'S  
PENELOPE WITH THE SUITORS

List of works 2018



# The Paragon Junior School, Somerset

8–9 years old

Year 4 studied the Pintoricchio painting. Focusing on the themes of Penelope weaving and the view of the boat through the window, they discussed voyages. Further inspired by the work of St Ives painter, Alfred Wallis, the children developed their seascapes, drawing sail boats, experimenting with blue mixes for the sea, and using maps of Cornwall as their backgrounds. The idea of connecting locations across the maps with woven and sewn lines came from a discussion about journey lines in indigenous Australian art. The children enjoyed developing their skills with this project.

*Alexandra Hucks, Art Teacher*

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*'We learnt about the importance of the colour blue in the painting. I loved creating a stormy sea using a range of blue shades. The best part was stitching journeys from one place on the map to another.'*

Eve aged 8



# Sacred Heart RC Primary School, Teddington

9–10 years old

In Year 5 the children were really interested in how Penelope was making the fabric. Initially the children tried their own weaving using wool and a basic cardboard loom but were not happy with how the fabric looked.

As a class we looked at other types of fabric and explored using them to make pictures. We decided to create our own felt to show parts of the Penelope and Odysseus story.

*Vanessa Harrison-Hyde, Class Teacher  
and Art Coordinator*

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*'First we layered the fleece in different directions, and rubbed soap in through the bubble wrap. After that we rolled it up and threw it on the table lots of times to shock the fibres. Then we washed it and left it to dry. It was a very fun project and I would like to do it again.'*

Beth aged 10



# Farringtons School, Chislehurst

10–11 years old

After hearing the story of Penelope we talked about the outfits, the location, and the historical context. The conversation led to boats, shipwrecks and treasure and the treasure chest idea was born! It belonged to Penelope and contained all her favourite things. The project was pupil-led from start to finish, the only input from me as their teacher was technical advice and the firing of the piece. The children chose groups, assigned each other jobs and worked collaboratively. They were given complete creative freedom which allowed them to show their skills in various areas. They brought in their History and English subject knowledge and used it to conduct interviews and write a story, something we wouldn't normally do in ceramics.

*Zoe Tynan-Campbell, Ceramics Art & Craft teacher*

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*'We all worked together and accomplished a lot together.'*

Luca aged 10





# Carterhatch Junior School, London

9–10 years old

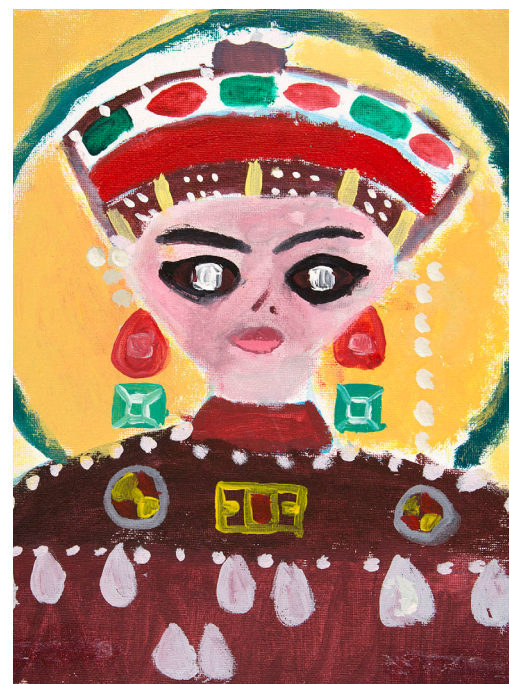
Anderson class recognised that Penelope, with all her suitors, was in a position of power and had choices. The children were interested to learn about other women in history who affected change in their lifetime. The children researched female role models, sketched their poses and looked at the way they wished to be depicted and remembered. The children then painted their portraits, and noticed that black and white portraits required an attention to light and shadow, whereas coloured portraits needed attention to colour and texture in order to highlight the fabrics that often portrayed money and power.

*Hannah Sofroniou, Class Teacher*

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*'We did a practise painting before we painted on our canvas. I'm really glad that we did because painting on the canvas was trickier than I thought. It's not like painting on paper.'*

Patryk aged 10



# St Christopher's School, London

10–11 years old

The ship docked outside Penelope's window was identified by the girls as an important part of this story. Year 6 embraced the challenge to create their own boats that could set sail on epic adventures across the seas. With willow withies, tape and wire, each small team had to problem-solve and plan in order to create sturdy, secure structures. Once the structure was in place, they used wet tissue paper and string to add solidity and detail to each boat.

*Claire Murdoch, Head of Art*

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*'Our boat was very small and detailed with a colourful flag. We did this so that Odysseus could attract the attention of Penelope as he sailed back into the dock!'*

Tacita aged 11





# Caroline Chisholm School, Northamptonshire

10–11 years old

The children believed the sea in the background was a key part to the story behind the painting. They discussed how many spectacular sights and cities Odysseus would have seen on his 20 year voyage, such as the Lost City of Atlantis.

Following this, the children made a link between the places they had visited and local places of interest. Their artwork expresses their own voyages and incorporates new techniques learnt, such as mod roc (plaster of paris bandages). The children then wanted to add a reference to Penelope by incorporating an ultra-marine colour in the background.

*Andree Spedding, TA and Art Specialist*

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*'We started by taking pictures of buildings in our community. We sketched onto canvases and learnt new painting skills like scraping paint onto the canvas with little bits of wood.'*

Izzy aged 11



# Baring Primary School, London

6–7 years old

The children were intrigued by the view out of the window in the painting, so together we read about Odysseus' travels. The children's favourite myth was Odysseus and the Sirens.

During a drama lesson the children pretended to be the sailors who were terrified of the Sirens. We looked at *The Scream* by Edvard Munch for some inspiration. The children took photos of their scared faces. Then they used the photos to paint self-portraits posing as the terrified seafarers.

*Natalie Graham, Art Coordinator and Class Teacher*

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*'When the Sirens sang they were hypnotising people. We wanted to make our portraits look hypnotised. I enjoyed making the hair. We used watery paint and blew it around the page with a straw.'*

Aida aged 7





# Parsonage Farm Nursry and Infant School, Hampshire

4–7 years old

The children were most curious about the central figure of Penelope because they had no idea what she was doing. We decided to invite in a local weaver, Jo Aylwin, to show them. Jo set up three table looms in each year group. She taught the adults in each class how to use the looms and in turn, the adults taught the children. The wools used had been hand dyed by Jo and the children in colours that were in the painting. These were collaborative pieces from Year R, Year 1 and Year 2.

*Jane Rourke, Year 2 teacher and Art Subject Leader*

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*'I think that they are all queueing up to have their ironing done. Look, that second person is holding his sheet ready.'*

Louis aged 6



# St Faith's C.E Primary School, Hampshire

9–10 years old

As the weaving is a central part of the story, the children decided to tell stories through their own weaving. Having chosen a story idea, they thought carefully about the colours and textures they wanted to use. They stitched clues from the stories on top of the weaving. The children worked in pairs and built their own frames.

*Anne Landen, Art Subject Leader*

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*'When I heard the story of the picture, I liked a bit more.'*

Max aged 9





# Bilton Church of England Junior School, Rugby

10–11 years old

We linked the theme of Penelope waiting for Odysseus to return from war to our World Wars 1 and 2 topic. We used drama to investigate emotions felt by soldiers before going off to war. We learned about the sweetheart pins that soldiers gave to their wives and girlfriends focussing on their symbolism, and we designed one specifically for Penelope.

We explored the imagery around the story and created collages based around this symbolism. The children designed badges either using sketches or computer design software. We then crafted them out of clay and spray painted them.

*Faye McKee, Art Leader*

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*'It was tricky to form the right shape for my design and the details were hard to create too.'*

Keira aged 11



# Limespring School, London

7–10 years old

Inspired by the mystical creatures in the painting, the children made Sirens - shrieking, greedy birds with women's heads that sang beautiful songs to lure sailors to their death.

The children used white earthenware clay, which was bisque fired, then coloured slip and glaze was applied before being finally glaze fired. They learnt new skills when modelling with clay and understood the process involved when applying coloured slip, drying the clay and firing in the kiln.

*Lorraine El Zahar, Art Teacher*

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*'It was really fun making the clay mystical creatures.  
Now I am more confident making other clay things.'*

Ilyas aged 10





# Limespring School, London

7–10 years old

Years 4, 5 and 6 pupils started the project with a visit to the National Gallery. The children read *The Adventures of Odysseus* in their Literacy lessons and were fascinated by the Greek mystical creatures in the stories and in the painting.

Throughout the project, the children used a wide variety of materials and learnt a range of new techniques to create mystical creatures inspired by the painting – drawings, working with clay, junk modelling and mod roc sculptures, book making, creating keyrings and printing.

Limespring is a school for children with specific learning differences such as dyslexia and dyspraxia.

*Denise Drinkwater, Head Teacher*

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*'I loved making monsters.'*

Atticus aged 7



# Glendower Prep School, London

9–10 years old

Pupils' attention was drawn to the flag on the boat and its possible significance. Following this, the symbolic meanings of the flags of Siena's districts were explored. Each pupil was given a region of Italy to research to find out what made that region unique and distinctive. With the help of an expert, the pupils each designed a flag that would represent their Italian region. The girls tweaked their designs following conversations with the designer, teacher and other pupils. They presented their final design, explaining to their classmates the symbols and colours they had used and why.

*Michelle Fattorini, Year 3 Teacher and  
Head of Enrichment*

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*'It was a real privilege to have an experienced flag designer to help us with this project. She suggested that three or four simple colours work best when creating eye-catching flag designs.'*

Allegra aged 9





# Grafton School, London

8–9 years old

Year 4 began studying Pintoricchio's painting through discussion and drawings. They were particularly curious about what a fresco was. Experiments were set up and the children drew, painted and inscribed words onto prepared areas of modroc and plaster slabs. In a writing session one of the children imagined himself discovering Odysseus' galleon whilst diving on holiday. Inside the shipwreck he found some sealed treasure chests full of precious plaster works. These were brought back to land and put into a museum. To add to this great idea, we cast some plaster coins to make the story more authentic.

*Tessa Garland, Art Teacher*

*'I discovered you need to add lots of water to the paint because the plaster soaks it up fast.'*

Vincent aged 8



# Southern Road Primary School, London

5–6 years old

In Year 1, the whole year group focussed on the flag and shields on the ship.

They liked that it was actually the Petrucci crest – the family who had commissioned the fresco. The pupils worked with their parents at home to decide what would best represent their family on a crest. At school, some children created a polytile print of their design on material while others had a go at creating appliqué shields using felt.

*Bethany Watson, Creative Art Leader*

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*'The shield showed what makes me special.'*

Amreen aged 6





# Cleveland Road Primary School, Ilford

5–6 years old

The children listened to the story of Penelope and discussed the importance of the portrait artist before the invention of the camera.

They analysed facial features, expressions, skin tones and hairstyles; they compared various portrait styles. They were particularly interested in Hannah Höch's photomontage work and began creating portraits using this technique. They tried hard to convey the emotions Penelope might be feeling and began experimenting with oil pastels. Thinking of colour and shade, they explored ways of making the portraits appear realistic, however, they saw that the bright, vivid colours used in several of Picasso's portraits were chosen for impact rather than realism.

*Theresa (Tess) Bhesania, Assistant Headteacher*

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*'I liked drawing the whole face but I need to practise more on drawing the ears.'*

Rawdah aged 5



# Wells Cathedral Junior School, Somerset

7–8 years old

Year 3 took the cat in the picture as the focus of their work. They researched cats in literature, read books and discussed how they were illustrated. They investigated the chequered floor and board games based on a chequered pattern. In pairs they designed different chess pieces based on the cat characters they had researched and worked with ceramic artist Megan Players to make their cat chess pieces.

*Jane Tucker, Head of Junior School Art*

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*'I really enjoyed working with a real artist.'*

Tim aged 7





# Wells Cathedral Junior School, Somerset

8–9 years old

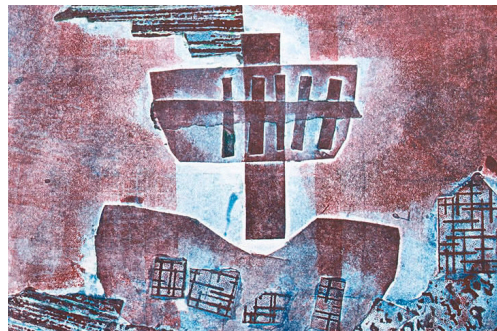
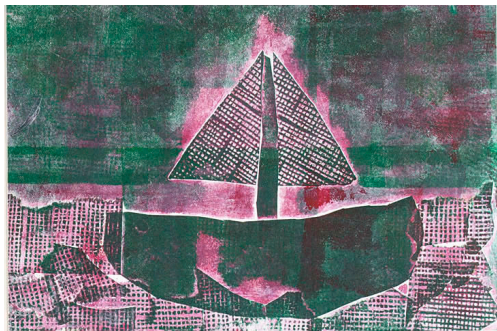
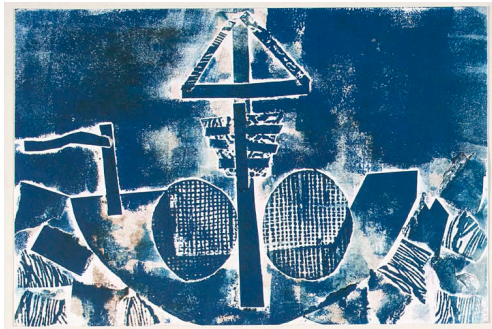
The students looked beyond the surface of the painting, finding many small stories within the bigger frame and we attempted to bring these smaller elements to life through our printmaking workshops. Students were encouraged to work in a representative way and in the abstract, making responses expressing their feelings and ideas. I wanted to encourage a creative 'chaos' of making and to allow the process of printmaking to influence the work they made.

*Simon Ripley, Visiting Artist*

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*'I like the sound that the roller makes when you roll out the ink.'*

Linsey aged 9



# Kingswood Primary School, Gloucestershire

5–11 years old

We looked at the flags representing the different districts in Siena where the artist mainly worked. We decided to create flags for each of our school houses for a celebration of our school's 125th anniversary. Each flag of Siena's districts had an animal, a simple colour scheme and a background design. Children from Reception to Year 6 from each house worked together to investigate geometric and tessellating patterns. We selected four designs and paired them with our animal designs. In partnership with Nicola Davis, a local silk-screen artist, we created four large flags and smaller, individual flags that the children could keep.

*Dan Johnson, Headteacher*

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*'We chose animals whose habitat is in our village.  
Each house got a different animal.'*

Bradley aged 9

