

Victorian Resource Box

Introduction

Welcome to the Victorian resource box. This resource is for teachers and group leaders working with Special Educational Needs groups. This box contains resources to support your self-directed visit to the Victorian Gallery.

The resource box contains:

- Information about six Victorian portraits.
- Questions to discuss with your group.
- Cross-curricular activities to try in the gallery or after your visit.
- Activity sheets for your group to complete and take away.
- Handling objects to use with your group in the gallery as you explore the portraits.
- Magnifiers, pencil grips and Makaton symbols to use in the gallery.



NPG 1250



NPG 835



NPG L235



NPG 4305



NPG L179



NPG 1172

Please note, portraits in the gallery can go off display at very short notice. Please check in the IT Gallery to see if these portraits are on display or look for alternatives to use.

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Resources

**Queen Victoria 1819–1901**

Replica by Sir George Hayeter

Oil on canvas, autograph replica of an original of 1838

NPG 1250

Victoria was crowned queen on 28 June 1838 and her reign was the longest in British history. She wrote in her journal on the day of her coronation, 'I really cannot say how proud I feel to be the Queen of such a nation'.

Victoria described a small version of this portrait, which George Hayter painted for her private apartments, as 'excessively like and beautifully painted'. This version was given to the National Portrait Gallery by Queen Victoria in 1900 and is an autograph replica of an original of 1838.

Questions

Teachers/group leaders may wish to refer to these questions:

- Is she old or young? How can you tell?
- What do you think her job is? How can you tell?
- What are her clothes made of? Is she wearing any jewellery?
- What is she sitting on? Do you think she always sits here, or is it a special occasion?
- What special occasion do you think it is?
- Do you know who she is?
- Use the images overleaf to find the following symbols?
Unicorn Sceptre Lion Union Jack Harp

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Suggested Activities: In the Gallery



Copy her pose

- Copy Queen Victoria's pose and expression. What do you think would feel like to wear a crown and clothes like this? She was just 18 years old when she became Queen. What do you think she is thinking?



Can you find?

- Which animals can you find in the portrait? How many lions (or parts of lions) can you spot? What magical animal can you spot in the portrait? Why do you think they were included in the portrait of Queen Victoria?



Look and discuss – maths (units of measurement)

- Use the tape measure in the resource box to measure everyone in your group. Whose height is closest to Queen Victoria's? She was 152 cm tall. This is not very tall, but she still looks very impressive. What is she wearing to show how important she is?



Can you find?

- Which countries did Queen Victoria rule over? Use the flags and the picture cards in the resource box to match the countries to their symbols. Then find the symbols in the portrait.



Art activity

- How would you show all the countries of the United Kingdom on one flag? Use the 'design a flag' worksheet to design a new flag. What shapes and colours will you use?

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Follow-up activities: Back at school



Art activity

- Use your flag designs as the starting point for textiles work. Make flags by printing your designs onto fabric, or cutting out shapes and sewing or gluing them onto fabric.



Art activity

- Find pictures of the UK coat of arms (the lion and unicorn). Redesign the coat of arms to update it, or design your own coat of arms including animals and objects to represent you, your class at school, your sports team or your family.



English activity (En3: writing)

- Queen Victoria wrote in her diary every day. Write a diary entry for the day she sat for this portrait, or the day she was crowned queen. How do you think she felt? What do you think she was looking forward to?

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**Prince Albert of Saxe-Coburg-Gotha; Queen Victoria**

after a marble by William Theed the Younger (1863-1867),

Plaster cast of statue, 1868

NPG L179

Apparently prompted by a suggestion of Victoria, the Crown Princess of Prussia, this sculpture is thought to symbolise the ties between the German and English peoples from Anglo-Saxon times to the marriage of the Royal couple.

Queen Victoria came to the throne in 1837, aged 18. She married her first cousin, Albert of Saxe-Coburg-Gotha, three years later. She was married to Albert for nearly 21 years and was completely devoted to him. When he died in 1861 she said “the world is gone for me.” She wore black for the rest of her life and refused to attend state occasions for many years.

Questions

Teachers/group leaders may wish to refer to these questions:

- Who are they? How do you know?
- Look carefully at the statue to spot their names and their initials. Why do you think they had their names and initials put on the statue?
- How do you think they feel about each other? How can you tell?
- What are Victoria and Albert standing on?
- Are Victoria and Albert wearing their usual clothes?
- Why do you think they are dressed up?

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Suggested Activities: In the Gallery

Can you find?

- Can you find shells, seaweed, waves and a starfish? Why have they been included in the sculpture?



Role play - sound effects

- What noises can you hear at the beach? Make seaside sounds!



Can you find?

- Use the 'dress Victoria and Albert' worksheet to find and draw parts of their Anglo Saxon costume.



Can you find?

- Can you find other portraits of Queen Victoria and Prince Albert in this room? Compare the portraits to the statue. What is the same and what is different?



Art activity

- Imagine Victoria and Albert have had an argument. Draw a new statue to show their changed feelings.

Follow-up Activities: Back at school

Art activity - History

- Find out about the Anglo-Saxons. When they did come to Britain and where did they come from? Find pictures of Anglo-Saxon costume and make a class portrait as Anglo-Saxons.



Art activity

- Discuss dressing up. Do you like to dress up like Victoria and Albert did? When and where do you wear fancy dress? Draw self portraits in fancy dress.



Art activity

- Collect shells and pebbles and make plaster casts or models from clay.

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**Sir Edwin Henry Landseer**

by John Ballantyne

oil on canvas, circa 1865

NPG 835

Landseer is shown in the studio of Baron Marochetti, modelling one of the lions for the base of Nelson's Column in Trafalgar Square. This project took him about eight years to complete. The dog is thought to be his collie Lasse, known to have been his constant companion in the studio at this time.

In the painting Edwin Landseer is modelling the lions in clay. He used the clay sculptures to make a mould (like a jelly mould) and poured molten bronze into the mould to make the statues you can see in Trafalgar Square today.

Questions

Teachers/group leaders may wish to refer to these questions:

- What is Edwin Landseer doing?
- Where is he?
- Is the room large or small? How can you tell?
- What tools does he have in his studio?
- How many lions can you see?
- Can you spot another animal?
- Can you make the animals' noises?
- Where can you see these lions now?

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Suggested Activities: In the Gallery



Can you find?

- Can you find a lion's skin in the picture? Why do you think he has a lion's skin in his studio? What else can you see that helped him make his lion statues look realistic? Where do you think he went to see real lions in London?



Look and discuss

- Compare the lions to Edwin Landseer and his dog. How big do you think they are?



Can you find?

- Can you find any animals in other portraits in the gallery?



Look and discuss

- Can you see any other people in the portrait? Do you think he could have made the lions on his own? Why do you think there aren't any other people in the picture?



Art activity

- Make a careful drawing of one of the lions.



Art activity

- The lion statues are in Trafalgar Square. Using the worksheet in the resource box, design a new statue for Trafalgar square. What will it be a statue of? Another animal or a person?

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Follow-up Activities: On your way home in Trafalgar square



Can you find?

- After your visit to the National Portrait Gallery go to Trafalgar Square and find the lions. What are these lions made of? Are they as big as you expected? Compare your drawings to the lions in the square.



Art activity

- Look again at your designs for a new statue for Trafalgar Square. Where will you put your statue? On your statue design sheet, draw the background to show where your statue will stand.

Follow-up Activities: Back at school



Art activity

- Use the drawings you made in the gallery and collect more pictures of lions to help you make models of lions using clay or plasticine.



Discussion activity - art activity

- Are there any statues, public sculptures or memorials in your local area? What are they statues of? What are they made of? Are they well looked after? Do you like them? Design new statues for your area or school.

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**Florence Nightingale receiving the Wounded at Scutari'**

by Jerry Barrett

oil on canvas, circa 1856

NPG 4305

Florence Nightingale (1820–1910) reformed hospital nursing during the 19th Century. She trained as a sick nurse and was invited to take nurses out to tend the wounded in the Crimean War (1854). Her sanitary reforms there lessened cases of disease. In this portrait Nightingale is highlighted in the centre of the portrait, receiving patients in the quadrangle of the Barrack Hospital in Scutari, a suburb of Constantinople. The artist has painted himself in the picture, he is sitting behind the window.

Questions

Teachers/group leaders may wish to refer to these questions:

- Who can you see in the front of the portrait?
- What is the weather like in this picture?
- Are they in England?
- Can you see people in uniform? Who are they?
- How are they feeling? What do you think has happened to them?
- Who are they pointing at? Why?
- Which person in the picture is Florence Nightingale? How can you tell? (There is a light shining on her - in the middle of the painting)
- What is she doing?
- What do you think is happening in this painting?
- How do you think the artist made this portrait? Did he ask everyone to stay still while he painted it?

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Suggested Activities: In the Gallery



Look and discuss

- Look at the artist's sketch near this portrait. What's the same? What is different? What does this tell you about how the artist made the portrait?



Can you find?

- Can you find the artist in the portrait? He put himself in the painting looking out of the window. Why do you think he put himself here?



Look and discuss

- Have you ever visited the doctor's surgery or been to hospital? Did it look like the hospital in this picture? Do you think you would be comfortable at this hospital?



Art activity

- Draw a portrait of Florence Nightingale.



Roleplay

- Make a frozen picture. Chose a person in the portrait and copy their pose. Use the bandages in the resource box to help you. What do you think each person is saying or thinking? What do you think each person is going to do next?



Can you find?

- Can you find another portrait of a nurse who also looked after wounded soldiers in the Crimean war in the gallery? She won many medals for her work. (Mary Seacole).

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Follow-up Activities: Back at school

Art activity – role play

- Create more frozen pictures. Take photos of the group in frozen poses. Use these to draw or paint group portraits.



Art activity – literacy

- Make a group portrait and include yourself in the portrait in a 'hidden' place (looking through the window, hiding in a bush, peeping over a wall . . .)



Look and discuss

- How would you take care of someone who was ill? Do you think it was easy to care for wounded and ill people during the Crimean War, more than 150 years ago? What problems do you think Florence Nightingale and the other nurses had to deal with?

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**Mary Jane Seacole (née Grant)**

by Albert Charles Challen

oil on panel, 1869

NPG L235

Mary Seacole grew up in Kingston, Jamaica, where she learnt about healing sick people by helping her mother, who was a doctress.

She travelled to Britain when she heard about the Crimean war but was turned down when she tried to join Florence Nightingale's nursing sisters, so she travelled independently to the Crimea. She helped the wounded soldiers on the battlefield and was awarded many medals for her work.

When the war ended in 1856 she returned to London. Through British newspaper reports she had become famous and was celebrated as a hero on her return.

This portrait was found at a car boot sale, hidden behind another picture in a frame. It was signed and dated 1869. The portrait was identified as Mary Seacole as there is one known surviving photograph of her, which shows a very similar face and the medals worn in the portrait are recognisable as honours she was known to have received. Little is known about the artist.

Questions

Teachers/group leaders may wish to refer to these questions:

- In this picture do you think she is old or young? How can you tell? Describe her face.
- Look at her expression. How do you think she is feeling?
- What is she wearing on her chest?
- What clues do the medals give about her life? Use the medal and bandages the resource box to help you
- She was a nurse. Would like her to take care of you if you were ill?

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Suggested Activities: In the Gallery



Art activity

- Mary Seacole always wanted to be a doctor or a nurse. Draw a portrait of yourself doing your dream job.



Look and discuss

- When Mary Seacole tried to join Florence Nightingale's nursing sisters she was told she was not needed, even though she brought letters of recommendation from other doctors. How do you think she felt?



Art activity - literacy

- Using the 'Mary Seacole's life' worksheet, illustrate stories from her life.



Art activity

- Using the activity sheets draw Mary Seacole's medals.

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Follow-up Activities: Back at school

Art activity

- Back at school, make your own medals using ribbon, card, collage materials or modelling clay.



Geography activity (2c: Geographical enquiry: using maps)

- Look at a map of the world and trace some of Mary Seacole's journeys. She travelled from Jamaica to London, then to the Crimea, finally returning to London. Discuss how she would have travelled in the 19th century, and how transport has changed since then.



English activity (En3: writing)

- Use the 'Mary Seacole's life' worksheet as a starting point to write a story about Mary Seacole. Find out about more episodes of her life and illustrate those. Create a class book about Mary Seacole. You may wish to use the title she gave her book: 'The Wonderful Adventures of Mrs. Seacole in Many Lands.'

Please return after use

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Resources

**Charles Dickens**

by Daniel Maclise

oil on canvas, 1839

NPG 1172

Dickens was one of the most famous and best loved of all Victorian novelists. This portrait was made just after the publication of *Nicholas Nickleby* and is thought to represent a good likeness of Dickens. Thackeray, a fellow novelist at the time wrote about this portrait:

“As a likeness perfectly amazing: a looking-glass could not render a better facsimilie. Here we have the real identical man Dickens.”

An engraved version of this portrait was used as the frontispiece to the first collected edition of *Nicholas Nickleby*. Dickens went on to write other classics, including *A Christmas Carol*, *Oliver Twist* and *Great Expectations*.

Questions

Teachers/group leaders may wish to refer to these questions:

- What is Charles Dickens doing?
- What do you think he is about to do?
- Which room in his house do you think he is sitting in?
How can you tell?
- Charles Dickens is looking towards something that isn't in the picture.
- What is it? How can you tell?
- How do you think he feels?
- When he was young he was very poor. Is he still poor now?
How can you tell?

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Suggested Activities: In the Gallery



Can you find?

- Can you find any clues in the portrait that show us Charles Dickens was a writer?



Art activity

- What do you think Charles Dickens and the room he is working in would look like if he were alive today? Draw a new, up-to-date version of this portrait.



Art activity

- What do you think Charles Dickens is thinking about? Using the worksheet in the resource box, draw your idea in the thought bubble.



Look and discuss

- Some of Charles Dickens' novels have inspired films, musicals and plays. Do you know any of the stories he wrote? Look at the copy of A Christmas Carol In the resource box. Do you recognise any of the characters?



Art activity

- Use the 'design a bookplate' worksheet to make to your own bookplate to stick into your favourite book.

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Follow-up Activities: Back at school



Art activity – literacy

- Draw strip cartoons of stories you know. Make a cartoon of one of Charles Dickens' stories if you know it well, or one of your favourite stories. Make a book by stapling the pages together with a front and back cover, and add your bookplate at the front.



English activity (En3: writing)

- Charles Dickens' stories have lots of wonderful characters. Some are good, some are very bad. His stories have funny parts, sad parts, friends who help each other and they usually have a happy ending. Write your own stories using these ideas as a starting point. Make a class book of your stories.



Art activity – role play

- What face do you pull when you are thinking hard? Do you frown? Scratch your head? Stick your tongue out? Pull your thinking face. Make a group portrait of your class pulling thinking faces.