

Fashion Resource Box

Introduction

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

The resource box contains:

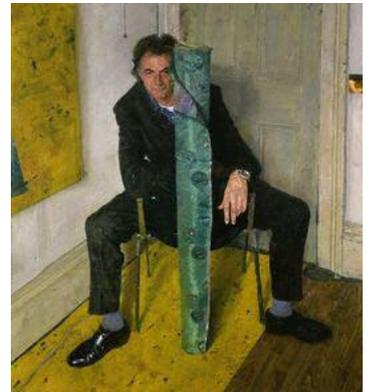
- Information about five portraits.
- Questions to discuss with your group.
- Cross-curricular activities to try in the gallery or back at school after your visit.
- Pictures and handling objects to use with your group in the gallery as you explore the portraits.



NPG 4451



NPG 1894



NPG 6441



NPG 4759



NPG 5487

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.

Fashion Resource Box

Introduction

This box is themed around clothes and fashion. These resources will help you explore:

- Materials and technology.
- Styles, accessories and patterns.
- How clothes can reflect people's roles in society.
- What clothes can tell us about people's jobs.
- How changes in clothes and fashion can reflect changes in society and in technology.
- Your pupils' own ideas, likes and dislikes about fashion and clothes.

The portraits represent different periods through history, up to the present day.



This icon indicates a suggested activity that incorporates handling objects and/or pictures. You will find these in the resource box.

Fashion Resource Box

Resources

**Catherine Parr**

attributed to Master John

oil on wooden panel, 1545

NPG 4451

Catherine Parr was the sixth queen of Henry VIII. She was forced to marry him in 1543. When Catherine married Henry she was around thirty years old, and he was nearly sixty. Catherine showed great kindness to the king's children by his earlier marriages (Mary, Elizabeth and Edward). She outlived Henry, and after his death in 1547 she married again.

In this portrait Catherine is wearing the fashion of the French court. Her dress has a stiffly boned bodice, and a bell-shaped skirt with a farthingale underneath. The skirt is embroidered with gold thread and pearls. She has lynx fur sleeves and padded undersleeves. Her jewelled square neckline stops the heavy sleeves from sliding off her shoulders. Her skirt is also lined with lynx fur, which could be removed and used with other outfits. On her head she wears a French hood, with a strand of gold work set with rubies and pearls (called a billiment) stitched along the edge.

Questions

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

- Do you know who this woman's husband was? Can you guess? His portrait is nearby. (A portrait of Henry VIII is opposite this portrait).
- Do you know her name? Can you guess?
- Catherine Parr was Henry VIII's sixth wife. Do you know what happened to his other wives? (His previous wife, Catherine Howard, was beheaded in 1543).
- How old do you think she is?

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Resources

- Do you think she was older or younger than Henry when they married?
- Do you think she is rich or poor? How can you tell from her outfit?
- What colours can you see?
- How many different materials can you see? (Velvet, fur, gold and silver thread, jewels).
- How many different types of jewels can you spot? (diamonds, which are shown as black in the painting; rubies; pearls).
- Handle the pearls in the resource box (these are real pearls). Why is she wearing so many jewels and precious materials?
- Are her clothes plain or patterned?
- Does she have a job? What job do you think she does? Look at the brooch on her chest for a clue.
- Look at her sleeves. Do you think it would be easy to move about wearing these sleeves? Could she do the washing up wearing them? Who do you think did the household chores?



Fashion Resource Box

Resources

Suggested Activities: In the Gallery



Choose fabrics

- Look in the box of fabric pieces in the resource box. Choose pieces that most closely match the fabrics Catherine Parr is wearing. Use them to dress the wooden doll in the resource box. What colours, patterns and textures can you see? How has the artist shown them in the painting?



Copy her pose

- Try to stand in her pose (and hold the carnation from the resource box). How do you feel? Look at her waist – was it really this thin? How do her clothes give her a narrow waist? Handle the white metal and plastic whalebones in the resource box. Real whalebone or wood was stitched inside her bodice to pull her waist in. Under her skirt she is wearing a farthingale. It is made of wooden hoops that puff her skirt out. Would you like to wear clothes like these, or clothes like Henry VIII's? (To find out what Henry's clothes were like, look for a portrait of him nearby.)



Look and discuss

- Do you think she wore clothes like this every day? Find the other portrait of her in the resource box, where she is wearing less formal clothes.



Can you find?

- Can you find portraits of Henry's other wives nearby? Look for Catherine of Aragon (who Henry divorced in 1533) and Anne Boleyn (Henry had her beheaded in 1538). Compare the portraits of the wives. How did fashions change over time? Whose clothes do you like best?

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Can you find?

- Catherine Parr was Henry VIII's wife. Her outfit includes symbols of love. Can you find a lovers' cross and a red flower? (Use the symbols in the resource box to help you). Why do you think they symbolise love?



Can you find?

- Catherine has a girdle around her waist that hangs down her the front of her skirt. It is decorated with carved shell cameos (tiny faces). Find the cameos and count them. Find her watch (which looks like a miniature clock, hanging from the end of the girdle).



Art activity (& maths)

- There are lots of geometric shapes in the portrait. Make a picture of Catherine using only triangles, squares, ovals and rectangles. Use the plastic shapes in the resource box to help you.



Geography

- Use the map of the world to find where the materials in Catherine's portrait came from.
Gold and silver cloth from Venice
Lynx fur from northern Europe,
Jewels from Asia,
Carpets from Turkey.

Discuss Tudor transport and trade and why the materials were so luxurious and expensive.



Art activity

- Experts at the gallery discovered that it is a portrait of Catherine Parr by studying the gold crown-shaped brooch on her dress, which is described in a book at the Tower of London. Using the *Catherine Parr's Jewels* activity sheet, draw the brooch and another piece of her jewellery that you like.

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Art activity

- Using the *Draw a Portrait* activity sheet, copy the portrait. There are drawing materials in the resource box.

Follow-up Activity: Back at school



Art activity

- Using the drawings you made in the gallery, make jewels like Catherine's using modelling clay, plaster or paper mache.



Art activity

- Catherine's clothes are made from very expensive materials to show off Henry's wealth. If you were very, very rich, what would you wear? Draw yourself and your family wearing fabulous clothes.

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Resources

**The Capel Family**

by Cornelius Johnson

oil on canvas, circa 1640

NPG 4759

There is a card in the resource box to help you identify the family's names.

The Capel family were loyal supporters of King Charles I during the English civil wars. Because of this, Lord Arthur Capel was executed in the Tower in 1648.

The Capels are pictured here posing in front of their formal garden. They were keen gardeners. When they grew up, Henry Capel established a garden at Kew. His sister Elizabeth was a talented botanical artist and Mary became a distinguished horticulturalist.

They are very fashionably dressed. Lord Arthur (the father) has fashionably long hair. He wears a black silk doublet and breeches. His doublet is slashed to show his white shirt underneath. His white collar and cuffs are edged with lace. He wears bright green hose.

Elizabeth's hair is gathered in a knot at the back, with curls falling over her ears. She has a golden ribbon on her hair and another laced in the bodice of her blue silk dress. She wears drop pearl earrings and a white kerchief collar, edged with scalloped lace, fastened with a small jewelled clasp.

The older children are dressed like miniature adults, wearing clothes like their parents'. The youngest boys are dressed in long white gowns. The baby, Henry, has a coral teething ring hanging on a long red cord, tied around his waist.

There are lots of details in this portrait. You may wish to use the viewfinders in the resource box to help pupils focus on parts of the portrait.

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Resources

Questions

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

- Why are these people in a portrait together?
- How can you tell they are a family? Do you think they look alike?
- Do you look like people in your family?
- How many grown-ups are there in the picture? How many children are there?
- Can you tell which of the children are girls and which are boys from the way they are dressed? The youngest boys, Henry (the baby) and Charles are wearing gowns. Boys only started wearing breeches when they were five or six. Is it fashionable for baby boys to wear dresses today?
- The sisters are wearing matching dresses. Brothers or sisters were often dressed in the same clothes. How would you feel if you had to wear the same clothes as your brothers or sisters?
- Can you spot Lord Capel's hat?
- What colours are the Capels wearing? Do you like the colours?
- Are their clothes plain or decorated? How have they added decoration to their outfits? (Look at, for example, collars, jewellery, ribbons, contrasting colours).
- The Capels have very fashionable hairstyles. Are they like hairstyles that are fashionable today?
- What has the baby got hanging from his middle? (Use the coral in the box to help you). It is a teether, made of coral. What do babies have today instead?
- Where do you think they are? Why do you think they have included this part of their home in their portrait?



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Resources

Suggested Activities: In the Gallery

Choose fabrics

- Choose one member of the Capel family. Look at their clothes. Look in the box of fabric pieces in the resource box. Choose pieces that most closely match the clothes. Use them to dress the wooden doll in the resource box. What colours, patterns and textures can you see? How has the artists shown them in the painting?



Can you find?

- Look at Lord Capel's lace collar (and the shirt with a lace collar in the resource box). Can you find any children wearing the same collar? Are they boys or girls? What else is Lord Arthur wearing that is the same as his son, Arthur? (What is young Arthur holding?) What are the girls wearing that is the same as their mum? (Look at their clothes, jewellery and hair). Why do you think the children's clothes are similar to their parents?



Copy the pose

- As a group, pose together to recreate the portrait, carefully copying the family's poses and expressions. (Use the shirt, necklaces and flowers in the resource box to help you). Do you think they usually wore clothes like this? Why do you think they chose these clothes to wear for their portrait?



Look and discuss

- Do you think the Capel family were rich or poor? What are their clothes and jewellery made from? Make a list of all the materials. Where do the materials come from? Are they cheap or expensive? (Use the pictures, silk cocoons, pieces of silk, silk ribbons, and pearls and oyster shells in the resource box to help you).



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Look and discuss

- Have you ever had a family portrait made? For example a family photograph taken by a photographer? Was it for a special occasion? What did you wear? Did you have to pose? How did you look?



Art activity

- Use the *Capel clothes* activity sheet. Choose one person in the portrait and draw their clothes. (Use the viewfinder in the resource box to help you to focus on one person). Design them a new, 21st century outfit. Discuss your designs. Why do you think they will like the new clothes you have designed for them?



Art activity

- Using the *Draw a Portrait* activity sheet, copy the portrait. There are drawing materials in the resource box.

Follow-up Activities: Back at school

Art activity

- If you and your family were having a portrait painted, like the Capel family, what would you wear? What objects would you choose to be in the picture? What would they say about you? How would you pose? What background would you choose? Make family portraits using paint or collage.

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**The Landing of HRH The Princess Alexandra at Gravesend,
7th March 1863**

by Henry Nelson O'Neil

Oil on canvas, 1864

NPG 5487

Princess Alexandra was from Denmark. When she was 18 she came to England and married Queen Victoria's eldest son, Edward, in 1863.

In this portrait Prince Edward and his fiancé have just get off the royal yacht *Victoria and Albert*. Other members of the Danish royal family are behind them. Crowds have gathered to welcome them.

Until he was married, Edward had spent a lot of his time having fun with his friends, and had lots of girlfriends. Princess Alexandra was chosen as his wife because she was very sensible, respectable and beautiful. In 1901, Edward was crowned King Edward VII and Alexandra was his queen.

Unlike many women in the British royal family Alexandra had a sense of style and enjoyed fashion. She was very interested in photography and liked to pose for photos. Fashion-conscious women began to copy her style and she set many trends.



There are lots of details in this portrait. You may wish to use the viewfinders in the resource box to help pupils focus on parts of the portrait.

Questions

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

- Are the people indoors or outdoors? What can you see in the background?

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- Who do you think are the most important people in the picture? How can you tell? (Who is in the middle? Who is everyone looking at?)
- Is it a special occasion or an ordinary day? How can you tell by looking at their clothes?
- This picture shows the Queen Victoria's son arriving from Denmark with Princess Alexandra, who he is going to marry soon. Does this portrait look like a wedding picture? What is the same? What is different?
- Do their clothes look relaxed or smart? Do you think they look comfortable?
- Do you think the prince and princess's clothes came from a shop or were made especially for them? (Made for them by hand. Sewing machines were not invented until the 1970s.)
- Do you know what Alexandra is wearing under her skirt to make it puff out? (A crinoline – a skirt made from a series of hoops. There is a picture in the resource box).
- What materials is Alexandra's dress made from? (Silk. She is also wearing a velvet jacket trimmed with fur). Where does silk come from? Is it cheap or expensive? (Use the pictures and silk cocoons in the resource box to help you).
- What colours are the women in the picture wearing? What colours are the men wearing?
- Some Victorians thought that men's clothes were gloomy and boring because they were always dark colours. What do you think? Do you like to wear dark colours? Why or why not?



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Suggested Activities: In the Gallery

Choose fabrics

- Choose one person in the portrait. Look at their clothes. Look in the box of fabric pieces in the resource box. Choose pieces that most closely match the clothes. Use them to dress the wooden doll in the resource box. What colours, patterns and textures can you see? How has the artists shown them in the painting?



Can you find?

- Can you find any children in the portrait? (Use the viewfinder in the resource box to help you to focus on individual people). Are they wearing clothes designed especially for children, or are they dressed like the adults?



Look and discuss

- The Victorians thought it was rude to show bare skin. Alexandra's face is the only part of her body that is naked. What is Alexandra wearing to hide her:

Head and neck (use the bonnet in the box to help you).

Shoulders

Hands (use the gloves in the resource box to help you).

Legs, ankles and feet?



Look and discuss

- Princess Alexandra set lots of trends. Photography was invented in the 19th century. Lots of people saw photos of her and wanted to look like her. Look at the album of photos of Alexandra in the resource box. Do you think she was stylish? Who do people want to look like today? Do people want to dress like the royal family?



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Art activity

- Look at the paper dolls in the *Victorian Fashion* book. Paper dolls were popular in Victorian Britain. Choose one person in the portrait and look carefully at their clothes. Design a paper doll based on their clothes.



Look and discuss

- Find the large portrait called *Private View of the Old Masters Exhibition*, Royal Academy. It is a large painting of men and women in an art gallery. (It is at the opposite side of the room to where you are now. There is a copy in the resource box). This portrait was painted at the end of the nineteenth century, many years after *The Landing of HRH The Princess Alexandra*. Compare the clothes in the two portraits. Have fashions for men changed? Have fashions for women changed? (Look at the shape of their skirts, their hats and coats). Use the *Victorian Fashion* book in the resource box to help you.



Look and discuss

- This picture shows the Prince of Wales arriving from Denmark with Princess Alexandra, who he is going to marry. Lots of people have come out to see them. Can you think of occasions today when crowds of people come out to see famous people? (Compare this portrait to the photos in the resource box).



Role Play

- The Victorians thought it was polite to always wear a hat or bonnet. Try on the hats in the resource box. How do they feel? Do you look good in a hat? Can you spot hats and bonnets like these in the portrait? Can you find Prince Edward's hat? What are some of the men doing with their hats? Can you copy them?



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Art activity

- How many different hats and bonnets can you find in the portrait? Use the *Handsome Hats* activity sheet to make drawings of hats.



Art activity

- Using the *Draw a Portrait* activity sheet, copy the portrait. There are drawing materials in the resource box.

Follow-up Activities: Back at school



Art activity

- Use the drawings you made at the gallery to design and make hats or bonnets from card. Decorate them with paint, tissue paper or fabric.



History

- How did the Victorians look after their clothes? Use books and the internet to find out how clothes were washed and ironed. Compare Victorian washday to the way we do laundry today.

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**Sir John William Alcock**

by Ambrose McEvoy

Oil on canvas, 1919

NPG 1894

John Alcock was a pilot who served as a Captain in the Royal Naval Air Service throughout the First World War. He was awarded the Distinguished Service Cross Medal for his courage during the war.

On 15 June 1919 he and Arthur Whitten Brown won a £10,000 prize for making the first non-stop flight across the Atlantic. The journey took more than 16 hours and the weather was very bad. Arthur had to climb onto the plane's wings in-flight to scrape off ice. John Alcock was knighted that year, but died in a flying accident soon after.

In this portrait John Alcock is wearing a flight suit, protective gauntlets, goggles and a leather flying helmet to protect him from cold temperatures at high altitude.

Questions

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

- Is this a man or a woman?
- What is the man wearing?
- Is he wearing these clothes because they are fashionable?
- Do you think he wears these clothes at home?
- He is wearing these clothes for his job. Do you think he works indoors or outdoors?
- Can you guess what his job is? (Use the model plane in the resource box to help you).
- What is he wearing to protect himself from the cold when he is flying? (Look at his hands and head). Label them on the *Flying Clothes* activity sheet.



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- What are his gauntlets (protective gloves) made from? Why?
- Do you ever wear protective clothes? (For example for artwork, playing sports, cooking). What do you wear and why?
- John Alcock and Arthur Whitten Brown made the first flight across the Atlantic Ocean in 1919. They took a lucky charm with them. Find a picture of it in the resource box. Do you have a lucky charm?
- Why do you think John Alcock's portrait shows him wearing his flying clothes, instead of the clothes he wore at home?
- What do you think John Alcock is thinking about?



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Suggested Activities: In the Gallery



Can you find?

- Can you find John Alcock's goggles in the portrait? Try on the goggles in the resource box. Look carefully at the model plane and the photographs of the plane John Alcock flew across the Atlantic in the resource box. Why did he need to wear goggles? (The pilot was in an open cockpit, so he would have been exposed to the weather while he was flying).



Look and discuss

- Compare John Alcock's clothes to the clothes pilots wear today (there are pictures in the resource box). What is the same? What is different? Why are pilots' clothes different today? Do planes still have open cockpits?



Copy the pose

- Try on the goggles, helmet and gauntlets (in the resource box) and copy John Alcock's pose. How do you feel? Can you see his feet in the portrait? What do think he is wearing on his feet?



Look and discuss

- Look at the map of the world in the resource box. Find Newfoundland, Canada, where John Alcock and Arthur Whitten Brown began their famous journey. Find Ireland, where it ended. The journey took 16 hours 27 minutes. Look at the model and pictures of their aeroplane. Imagine what it felt like in the cockpit. What could you hear, see and smell? Would you like to make this journey in this plane? What would you wear to protect you?



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Can you find?

- Can you think of any other jobs that have special clothes? (For example doctors, the police, chefs). Look around the room. Can you find any other portraits of people wearing special clothes for work? (Use the portraits in the resource box to help you). What job would you like to do? Will you need to wear special clothes?



Art Activity

- Using the *Draw a Portrait* activity sheet, copy the portrait. There are drawing materials in the resource box.

Follow-up Activities: Back at school

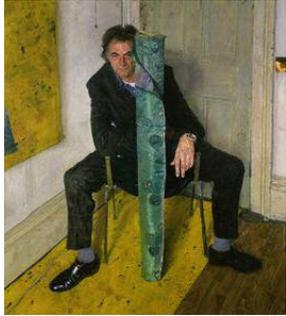


Art Activity

- This portrait of John Alcock was made after he became famous for winning the prize for flying across the Atlantic. What have you done that you are proud of? Have you ever won a prize or earned a certificate? Draw a portrait of yourself doing something you are proud of.

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Resources

**Sir Paul Brierley Smith**

by James Lloyd

Oil on canvas, 1998

NPG 6441

When he was a teenager, Paul Smith dreamed of becoming a professional racing cyclist. When he was 17 he had to spend 6 months in hospital after an accident. The friends he made while he was there introduced him to the world of art and fashion. Not long after he opened a clothes shop, and started taking classes in tailoring. In 1976 he showed his first menswear collection in Paris under the Paul Smith label.

James Lloyd held the Paul Smith scholarship at the Slade School of Art (1994-6) before winning the BP Portrait Award in 1997, and he chose to paint Paul Smith as his commission. The portrait was painted in the artist's studio near London Bridge and shows Paul Smith holding a roll of Chinese silk. In the background on the right is an earlier painting by James Lloyd in the designer's collection.

Questions

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

- What kind of job do you think Paul Smith has? Why?
- What is he holding?
- What do you think he is going to do with it?
- Where do you think he is? How can you tell?
- Do you think he looks smart or scruffy? Describe his clothes.
- What is he wearing on his wrist?
- When James Lloyd won the BP Portrait Award he chose to paint Paul Smith. If you could make a portrait of anyone, who would it be?

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Resources

Suggested Activities: In the Gallery

Choose fabrics

- Look in the box of fabric pieces in the resource box. Choose pieces that most closely match Paul Smith's clothes. Use them to dress the wooden doll in the resource box. What colours, patterns and textures can you see? How has the artists shown them in the painting?



Look and discuss

- By looking at Paul Smith's clothes, shoes and watch can you tell if he is rich or poor? Why or why not? Look at the room he is in. Is it smart, tidy and full of expensive furniture?



Can you find?

- How many different patterns can you find in the portrait? Which countries do they remind you of? Do you know what the pattern on his suit is called?



Look and discuss

- Paul Smith describes his style as 'classic with a twist'. He says: "I take ingredients from upper-class tailoring, hand-made suits and so on, and bring them together with something silly." He often designs clothes with bright colours and stripes. Look at the Paul Smith fabric, Paul Smith catalogues and Paul Smith tie in the resource box. Do you like Paul Smith's designs? Why or why not?



Art activity

- Using the 'Paul Smith Patterns' worksheet, find and draw patterns in the portrait.



Art Activity

- Using the *Draw a Portrait* activity sheet, copy the portrait. There are drawing materials in the resource box.

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Follow-up Activities: Back at school



Art activity

- Using the drawings made on the 'Paul Smith Patterns' worksheet, make repeating patterns by scanning your drawings and using a computer image package, or making linocuts or mono prints. Experiment with different patterns and colours. Try printing onto fabric using fabric paint.



Art activity

- Paul Smith uses lots of colourful stripes. Lay different coloured strips of paper on top of each other to create multicoloured stripes of different widths. Experiment with colour combinations. Stick your stripes onto a sheet of black card when you are happy with them. You could make clay pots or paint paper plates with your stripes, to imitate Paul Smith's stripy fine china.



Art activity

- Look online at Paul Smith's clothes www.paulsmith.co.uk. Design a new suit for your teacher or a new uniform for your school. Make paper mock-ups of your clothes and use them to 'dress up' a class photo (or individual photos). Make a class display of your new designs.