

Music Resource Box

Introduction

Welcome to the Music 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 6812



L169



NPG 5735



NPG 4221



NPG 710

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.

Music Resource Box

Resources

This box is themed around music and performance. These resources will help you explore:

- Old and modern musical instruments, and how they are played.
- How and when people make music.
- The science of sound.
- Professions linked to music, such as musician, conductor and dancer.
- Your pupil's own ideas, likes and dislikes about music, dance and performance.

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

Finding alternative music portraits

Use the Portrait Explorer computers in the IT Gallery to check if the portraits are on display or look for alternatives to use. You can browse portraits under the 'Music' category or search by name.

Musicians and dancers you may wish to search for include:

Damon Albarn	Frederick Lewis, Prince of Wales
Lily Allen	Chris Martin
Dame Shirley Veronica Bassey	Sir (James) Paul McCartney
Victoria Beckham	Kylie Minogue
Darcey Andrea Bussell	Vincent Novello
Cheryl Ann Cole	Lee Perry
Jarvis Branson Cocker	Dizzee Rascal (Dylan Mills)
Bob Geldoff	Keith Richards
Jimi Hendrix	Burkat Shudi
John Lennon	Ravi Shankar



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

Music Resource Box

Resources

**Sir Henry Unton**

by Unknown Artist

oil on panel, circa 1596

NPG 710

Sir Henry Unton was a distinguished diplomat and soldier. This portrait shows the story of Sir Henry's life. It was commissioned by his widow Dorothy Wroughton to commemorate him after his death. The painting includes a large portrait of Sir Henry, flanked by figures of Fame (top left) and Death (top right), and surrounded by scenes from his life and death. A card with information about these scenes is included in the resource box.

Musicians appear in two scenes in the portrait. Sir Henry himself can be seen in a small room in his house making music with men who are probably his close friends (centre right). It was considered important for Tudor gentlemen to be able to make music and dance. Sir Henry would probably have played several instruments.

In another room of the house, Sir Henry is presiding over a banquet, while a masque of Mercury and Diana is performed to musical accompaniment. Masques were private entertainments, given to celebrate significant occasions, with performers disguised with wigs, masks and costumes. The procession in Sir Henry's masque is being led by a drummer and interpreter, who has given a speech explaining the theme. The masque may have been followed by a dance for Sir Henry, his guests and the performers.

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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Questions

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

- This portrait is all about Sir Henry Unton's life. What does Sir Henry look like?
- Why is there a skeleton by Sir Henry's shoulder? What had happened to Sir Henry when this portrait was made?
- Can you find the part of the portrait that shows Sir Henry's funeral?
- Can you find the part of the portrait that shows Sir Henry when he was a baby?
- What do the other parts of the portrait show us? (Events that happened in Sir Henry's life).
- What can you see Sir Henry doing in the portrait?
- How do you think Sir Henry's wife and friends felt when he died? How can you tell by looking at the portrait?
- Can you find Sir Henry Unton?

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Suggested Activities: In the Gallery



Can you find?

- Can you find Sir Henry's house? Can you find Sir Henry and his friends sitting around a table in his house? What are they doing in the middle of the house? (There is an enlargement of this section of the portrait in the resource box).
- What is happening in front of Sir Henry and his friends? (A performance called a masque). Can you find the dancers? Can you find the musicians?



Look and discuss

- Look at the dancers who are performing the masque. Are they all adults? (No, some are children).
- Are they wearing usual Tudor clothes? Compare them to the people at the banquet. (They are wearing costumes).
- Have you ever performed wearing a costume? What did you look like? What did it feel like?
- What are the dancers wearing on their heads and faces? Ask one person in your group to try on the mask and wig in the resource box. Can you see what their face or hair looks like? (No, they are disguised. Disguises were an important part of the performance)



Can you find?

- The masque probably has a theme or story. The main characters are Mercury, the winged messenger, and Diana, goddess of the moon and hunting. Can you find Mercury? (His costume has wings). Can you find Diana? (She has a headdress with moons on, and a bow and arrow.) What do you think the theme or story could be?

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Resources



Roleplay

- Look at the dancers performing the masque. How many pairs can you see? Look at each pair. Are they moving together or independently?
- Work with a partner. Choose a pair of dancers and copy their pose. (Use the masks and wigs; or ribbon headresses and candles in the resource box to help you (push the flame to light the candle). Can you move together with your partner? Is it easy or difficult?
- Which musical instrument in the painting is helping the dancers to keep the rhythm and move together? (The drum). Try moving with your partner while your teacher beats the drum with their hand (there is a drum in the resource box). Move to the sound of the drum. Does this make it easier to move together?



Can you find?

- Can you find the musicians who are playing the music for the masque? Can you find their instruments? (Use the instrument cards in the resource box to help you). These are Tudor instruments. Do they remind you of any modern instruments?
- Can you find the musicians' sheet music? (there is some sheet music in the resource box). What is this for?



Can you find?

- Can you find Sir Henry in another room in his house, making music with his friends? Do you enjoy making music with your friends? Do you sing or play an instrument? Which instrument?

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Look and discuss

- The instrument Sir Henry is playing is called a bass viol. There is a photo of a bass viol in the resource box. How does it make its sound? By blowing? Tapping or rubbing the strings?
- It has six strings. What is Sir Henry rubbing the strings with? (A bow. There is a modern violin bow in the resource box).
- How does he change the note? (By pressing his fingers onto the strings on the neck of the bass viol).
- Imagine you have a bass viol. Mime playing it. What do you think it would sound like?
- You can find out more about the viol on page 29 of the *Eyewitness: Music book* in the resource box.



Art activity

- Use the *My Portrait, My Favourites* activity sheet to create a self portrait showing your favourite activities. Include the music or dancing you enjoy. There are drawing materials in the resource box.



Art activity

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



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Resources

Follow-up Activity: Back at school



History and IT activity

- Use the internet to find out about more Tudor instruments. How were they made? What materials were they made from? How were they played? What did they sound like? Choose your favourite and make a careful labelled drawing of it.



English activity

- Plan your own banquet and masque. Who will you invite? What food will you eat? What will the theme or story of your masque be? What music will be played? How many performers will there be? What will they wear?



Art activity

- Design a costume for a dancer at a masque.

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Resources

**The Sharp Family**

By Johann Zoffany

oil on canvas, 1779-1781

NPG L169

The Sharps were a wealthy family who had their portrait painted during the eighteenth century. The portrait shows the four Sharp brothers and three Sharp sisters with their wives, husbands and children. The family are pictured with their musical instruments on board a boat which was jointly owned by William, James and Granville Sharp, who were brothers. The boat was a sailing barge called the Apollo. The bargemaster and cabin boy also appear in the portrait.

The family made many trips on the Thames by boat, and played music on board. They gave concerts onboard the Apollo every fortnight at Fulham. They were not professional musicians. William Sharp, who is seen at the top of the portrait holding up his hat, was King George III's surgeon. His instruments are the French horns which rest on the harpsichord. His brother, John Sharp, was a doctor. He plays the cello. Granville Sharp is famous for campaigning for the end of the transatlantic slave trade. He plays woodwind instruments. He is holding his flageolets in his right hand, and his clarinet is on the harpsichord. James Sharp was an engineer. He holds an unusual instrument called the serpent.

The three Sharp sisters are also in the portrait and are part of the orchestra. Elizabeth is sitting at the harpsichord. Behind her, Judith is holding a double necked lute called a theorbo. At the front of the portrait, Frances is holding some sheet music.

The dog is not the Sharp family's pet. It belongs to the artist, Johann Zoffany.

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



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:

- Why are these people in a portrait together?
- How can you tell they are a family? Do you think they look like each other? Do you look like people in your family?
- How many grown-ups are there in the picture?
- How many children are there in the picture?
- How many animals are there in the picture?
- Why do you think the girl is holding the kitten very tight?
- Do you think the Sharp family were rich or poor? Why?
- Are the Sharp family indoors or outdoors? What can you see in the background?
- Do you think they are enjoying themselves? Why or why not?
- What is the woman in the yellow dress holding?
- What do you think she is doing?
- What do you think the Sharp family are doing?

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Suggested Activities: In the Gallery



Can you find?

- The Sharp family are putting on a concert. Can you find all of their musical instruments? Use the pictures of the musical instruments in the resource box to help you.



Look and discuss

- When you have found all the instruments in the portrait, decide how each instrument makes its sound. Which are:
 - blowing instruments?
 - instruments with strings that are plucked with fingers?
 - instruments with strings that are rubbed with a bow?
 - instruments with keys that are pressed with fingers?
- You can find out more about the instruments on pages 11, 12, 21, 24, 30, 36, and 45 of the *Eyewitness: Music book* in the resource box.



Art activity

- Choose one musical instrument in the portrait that you would like to play. Draw it on the *Musical Instruments* activity sheet in the resource box. There are drawing materials in the resource box.



Can you find?

- Some of the people in the portrait are not holding instruments. Some are holding paper with music written on it. Can you find it? Use the sheet music in the resource box to help you.
- How will these people make music without a musical instrument? (They will sing).



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Look and discuss

- There are lots of different instruments in this picture because when people make music together they use different instruments for their different sounds. Take turns to try the musical instruments in the resource box and listen to their different sounds. Try playing the instruments together, as a group. Add handclaps and singing. Do you like the sounds? Why or why not?
- If you have a camera with you, you can pose for group portraits with your instruments, like the Sharp family.



Can you find?

- The Sharp family are on a boat. Can you find the water in the background? Can you find any other boats? Do you think they are sailing on the sea or down a river? How can you tell? Which big London river do you think they are sailing down?
- Have you ever been to a concert? Where was it?



Look and discuss

- Can you think of any famous musicians who are from the same family? (for example, the Gallagher brothers from Oasis, Michael and Janet Jackson, Kylie and Danni Minogue).
- Would you like to put on performances with your family? Why or why not?



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?

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Art activity

- Using the *Draw a Portrait* activity sheet, copy one person in 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 Sharp 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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Resources

**Jelly D'Arányi**

By Charles Geoffroy-Dechaume

oil on canvas, 1920s

NPG 5735

Jelly D'Arányi was born in 1893 in Budapest, in Hungary. Her father was the chief of police in Budapest. Jelly had two sisters and the entire family was musical.

Jelly and her older sister Adila began to learn to play the piano when they were children. They both also began to play the violin and went to the Budapest Academy of Music, where they were taught by the great violinist Jenő Hubay.

In 1909 the sisters went to perform in England. Their mother's uncle was the famous violinist Josef Joachim. His English friends and followers supported Jelly and her sister and they were a great success. They played a wide variety of music and were celebrated for their lively performances.

When the First World War broke out in 1914, the sisters had to stay in England. They settled down to become a regular part of English musical life, helped by their wealthy and influential friends (including politicians and the Prime Minister). When the war ended they travelled all over the world to perform, but England remained their base. Jelly D'Arányi died in 1966.

Questions

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

- What instrument is Jelly playing? (You can find out about the parts of the violin, and how they are made, on page 32 of the *Eyewitness: Music book* in the resource box).
- What does violin music sound like? Do you like it? Why or why not?



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- How is she holding the violin? Which parts of her body is she using?
- What is she doing with her fingers as she holds the violin? (Changing the notes by pressing her fingers on the strings on the fingerboard).
- What is she holding in her other hand? (A bow).
- What is it for? (She rubs the violin strings with the bow to make sound).
- What do you think Jelly's job is?
- Do you think she is practicing, or giving a performance? Why?
- Is she playing on her own or with a group?
- What do we call a performance when a musician plays alone? (A solo).
- Would you rather play a solo or perform with a group? Why?
- Is she indoors or outdoors? What can you see in the background?

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Resources

Suggested Activities: In the Gallery

Copy the pose

- Copy Jelly's pose, using the bow in the resource box to help you. Copy her expression. What do you think she is thinking about? How do you think she is feeling? Why?



Can you find?

- Some people in the audience have given Jelly something to show that they like her playing. What have they given her? Can you find them in the portrait? (Use the carnations in the resource box to help you; use the viewfinder in the resource box to help you to focus on background details).



Look and discuss

- Where do you think Jelly is? Do you think this is where she usually played her violin? Do you think this place is real, or was imagined by the artist?

Look and discuss

- What is Jelly wearing? Describe her clothes. Do her clothes and hair look modern? (They are typical of the 1920s, when the portrait was painted).
- Do you think she dressed like this every day, or for special occasions? Why? What do you think is special about this occasion?
- Which clothes would you like to wear for a special performance?

Look and discuss

- Have you ever played a musical instrument? Jelly and her sister Adila started learning the piano and the violin when they were children, and went on to become famous performers. Would you like to become famous for playing an instrument? Why or why not? Which instrument would you like to play?

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Art activity

- Would you like to become famous, like Jelly? *Using the When I am Famous* activity sheet in the resource box draw a portrait of yourself doing something you would like to become famous for. It might be playing music on your own, making music with a group, dancing, or something completely different. (If you really wouldn't like to become famous, draw yourself doing something you enjoy). There are drawing materials in the resource box.



Look and discuss: Science

- What is sound? How does Jelly make sound with her violin? (She rubs the violin strings with a bow). What happens to the strings when they are rubbed with the bow? (They vibrate. This makes the air vibrate and the vibration travels through the air to the audiences' ears).
- All musical instruments vibrate when they make sound, but it is difficult to see. Rub your thumb along the teeth of the comb (in the resource box). Can you hear a sound? Can you see the teeth move?
- Use the tuning fork in the resource box. Only adults may strike the tuning fork (against your knee or the floor). Ask pupils to watch carefully to see the edges 'blur' as it vibrates, or touch it gently with their finger or tip of their nose to feel the vibration.



Art Activity

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



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Resources

Follow-up Activities: Back at school

Geography

- Jelly and her older sister Adila came to Britain from Hungary when Jelly was 16. Find Hungary and Britain on a map of the world. What transport do you think they used in 1909? What route do you think they took?



ICT

- Search the internet for sound clips of performances by Jelly D'Arányi; her sister Adila Fachiri (her married name); and their great uncle Josef Joachim. (Try searching for "D'Arányi" on YouTube). Why do you think only a small number of their recordings are available online?

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Resources

**Sir Thomas Beecham**

By David Wynne

bronze head and separate hands, 1957

NPG 4221

Sir Thomas Beecham was born in 1879 in Lancashire. His father was a manufacturing chemist. Thomas Beecham's grandfather (also called Thomas Beecham) invented Beecham's pills, which made the family very wealthy. Beecham's medicines can still be bought today (there is a modern Beecham's powders box in the resource box).

Thomas Beecham inherited a love of music from his father, and learnt to play the piano aged six. Later, he went to Oxford University to study music, but he skipped classes so that he could go to Dresden and Berlin to hear opera. His teachers noticed his truancy so he decided to quit university before he was told to leave.

Thomas Beecham formed and conducted several orchestras. The Beecham Symphony Orchestra, which he formed in 1909, was also known as the 'Fireworks Orchestra' because of the pranks the musicians played while they were on tour. He made it the most talked-of band in Britain, and many of the musicians went on to become famous.

He founded the London Philharmonic Orchestra in 1932, and formed the Royal Philharmonic Orchestra after the Second World War. In the 1950s Thomas Beecham was much in demand as a conductor in the USA, Paris and London. He died in 1961. He is remembered particularly for his championship of the composer Frederick Delius, for his interpretations of Mozart and for his flamboyant personality.

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Resources

Questions

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

- How was this portrait made? Is it a painting, a photograph or a sculpture?
- What is the sculpture made from? (Bronze).
- Is this a man or a woman?
- Does the portrait show all of him or just a few parts of his body?
- Which parts of his body does it show?
- Why do you think it shows his hands as well as his head?
- What is he holding? (A stick. It is a conductor's baton).
- What is he doing with his other hand?
- What do you think his job is?

Suggested Activities: In the Gallery



Look and discuss

- Sir Thomas Beecham worked with many orchestras. What is an orchestra? Use the pictures in the resource box to help you.
- What types of instrument would you expect to find in an orchestra? Use the instrument cards in the resource box to help you. (Strings, such as violin, cello; woodwind, such as clarinets and flutes; brass, such as trumpets and French horns; percussion such as drums and cymbals).
- Which instrument in the orchestra would you like to play?



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Look and discuss

- Sir Thomas Beecham is a conductor. In this portrait he is conducting an orchestra. Does this mean he plays a musical instrument? What does a conductor do?
- Find the photograph of a conductor conducting an orchestra in the resource box. Where is the conductor standing?
- What is the conductor holding? What colour is it? Use the baton in the resource box to help you.
- Why does the conductor stand in front of the orchestra with a big white baton? (So that all the musicians can see him).
- The conductor tells the musicians how to play the music together. The musicians must watch the conductor. He uses his face, hands and his baton to show the musicians when to start playing, when to stop, how to play together, and when they should be loud or quiet. Why do you think he uses his hands and baton instead of his voice?



Copy the pose

- Using the conductor's baton in the resource box, copy Sir Thomas Beecham's pose. You cannot see his whole body so you will need to use your imagination! Do you think he is standing up or sitting down? Why?
- Look carefully at his face. Is he looking at us? What do you think he is doing?
- How has the artist shown us that he is listening? What is he listening to? Why do you think it is important for him to listen?
- Is he still or moving? How can you tell?



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Roleplay

- Form your own orchestra using the instruments in the resource box. Together, choose a rhythm you will all play on your instruments (or with hand claps or voices). Ask one person in your group to be the conductor. The orchestra must be silent until the conductor tells them to start playing. Using the baton, their hands and their facial expression the conductor can try to:
 - Tell the orchestra to start playing.
 - Tell the orchestra to play louder.
 - Tell the orchestra to play quieter.
 - Tell the orchestra to play slowly.
 - Tell one musical instrument to stop playing.
 - Tell the musical instrument to start playing again.
 - Tell the orchestra to stop.

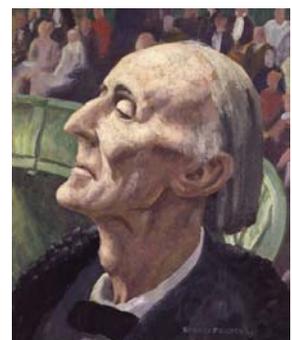


- Was it easy or difficult to conduct the orchestra? Could the musicians understand what the conductor was telling them to do?
- What do you think Sir Thomas Beecham is telling his orchestra to do in this portrait? (Is he telling them to play fast or slow, loud or quiet, gently or energetically? Is the piece about to begin, about to end or is it in the middle?)
- You can find out more about conductors on page 65 of the *Eyewitness: Music book* in the resource box.



Can you find?

- Sir Thomas Beecham's orchestras played music by the composer Frederick Delius. Can you find a portrait of Frederick Delius in this gallery? Look at the background of the portrait to find out where he is. What do you think he is doing in his portrait?



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Art activity

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



Art activity

- Use the *Freeze!* activity sheet and the sand timer in the resource box.



Work in pairs. Sit opposite each other.

One person is the artist; one person is the sitter.

The artist needs an activity sheet, a pencil and a board to lean on.

The artist must ask the sitter to mime an activity (it could be conducting an orchestra, playing a musical instrument, dancing or something else).

When the artist says “freeze!” the sitter must freeze in whatever position they are in and hold it. The sitter must stay very still.

The artist must start the sand timer and draw the sitter’s hands and face in two minutes.

When the two minutes are up, the artist must write their name and the sitter’s name on the sheet.

Now it is the artist’s turn to be the sitter.

Show your portraits to the rest of your class. Can they guess what activities you were miming?

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Follow-up Activities: Back at school



Art Activity

- Using the drawings you made on the *Freeze!* Activity sheets as a starting point, make more drawings of hands and faces doing different activities; or take photographs.



Art Activity

- Using your drawing or photographs, make busts from plasticine or modeling clay, incorporating hands as well as faces. Create a class display. Can you guess what activity each sculpture is doing?



ICT

- Search the internet for video clips of Thomas Beecham conducting. (Try searching for “Beecham” on YouTube). Are they in colour or black and white? Why? What instruments can you spot? Does Thomas Beecham have a baton? How does he tell the orchestra to begin or stop playing? Do you like the music? Why or why not?

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**Pandit Ram Gopal**

By Feliks Topolski

watercolour, gouache and silkscreen on paper, circa 1972

NPG 6812

Ram Gopal was born in Bangalore in India. As a child Ram was inspired by a Kathak dance performance at his local town hall. His father was a lawyer and thought that becoming a dancer was not a suitable career; but Ram travelled to Kerala and trained in the classical Indian dance style of Kathakali. He became famous as a dancer, choreographer and teacher.

In 1939 Ram brought his dance company to the Aldwych Theatre in London. They performed a variety of short south Asian dances. People flocked to the theatre and the run had to be extended. Performances of south Asian dance had rarely been seen in Britain before. Ram pioneered classical Indian dance in this country.

After the Second World War Ram starred in several Hollywood movies that were filmed on location in Asia. He also choreographed the dance sequences. In 1954 Ram settled in London after a series of successful world tours. In the 1960s Ram choreographed and danced with Alicia Markova, one of the great ballerinas of the twentieth century. (There is a portrait of Alicia Markova in the resource box). In 1999, he was awarded the OBE, and given the title of Pandit by the Indian government. He died in 2003.

Feliks Topolski, who painted this portrait, was a friend of Pandit Ram Gopal. He had sketched Ram as he danced in the theatre in 1939.

Ram was a mischievous character. His age is not certain. His passport states he was born in 1917, but his friends think it must have been nearer to 1912. Ram would only ever say that he was 'over 21.'

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Questions

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

- How was this portrait made? Is it a photograph, a painting, a sculpture? (The artist has used painting and printing techniques).
- Does the painting look realistic, like a photograph? (No, it is expressionist. Expressionist artists think it is more important to show emotion than to create an artwork that looks realistic.)
- Can you find the sitter's name in the portrait? (Look between his feet).
- What do you think Ram Gopal's job is? Why?
- Ram Gopal was a famous dancer. Can you name any dancers who are famous today?
- Is this a full-length portrait or a head and shoulder portrait? Why do you think the artist has chosen to show us Ram Gopal's whole body?
- Does Ram Gopal look like he is moving or standing still? Why?
- What is Ram Gopal wearing?
- Do you think these are clothes for ballet? What type of dance do you think Ram Gopal does?
- Do you think Ram Gopal is a good dancer? Why or why not?

Suggested Activities: In the Gallery

Copy the pose

- Try on the shoes and shawl in the resource box and copy Ram Gopal's pose and expression. In this portrait Ram is performing a classical Indian dance. In classical Indian dance the dancer's expression and the position of their hands are very important. Look closely and copy his hands, face and feet.
- Is it easy or difficult?
- What do you think he is about to do next?



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Look and discuss

- Look at the photographs of Ram Gopal dancing, in the resource box. Describe his costumes and poses. When Ram Gopal and his dancers first performed in London in the 1930s, very few people had seen Asian dance before. Why do you think it was so popular?



Look and discuss

- Where do you think Ram Gopal performed his dances? Are there any clues in the portrait? (What do you think the rectangle of pale paper at the bottom of the portrait could be? What can you see in the background?)



Look and discuss

- In classical Indian dance, dancers make rhythms with their feet. Often they wear bells around their ankles. Try on the bells in the resource box and tap a rhythm with your feet. The bells are called ghungharu (say it “gung-gar-roo”). Why do you think dancers wear them?



Can you find?

- Is Ram Gopal wearing ghungharu in the portrait?



Look and discuss

- What colours can you see in the portrait? How do they make you feel? What do they remind you of? Why do you think the artist has chosen these colours? What do they tell us about Ram Gopal and his style of dancing?

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- Look and discuss, and roleplay
As well as being a performer, Ram Gopal was a teacher and a choreographer. What does a choreographer do? (Choreographers create dances and invent dance moves). Many classical Indian dance styles tell stories through movement, facial expression and music. Can you choreograph a dance that tells a story without words?

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

- Work with a partner. Take turns: one person posing in a dance pose while the other makes a full length portrait with paint or coloured pencils. Think carefully about which colours you will use, and explain why you chose those colours. What do they tell us about the dance and the dancer?



ICT

- Search the internet for video clips of classical Indian dance. Try searching for the dance styles Ram Gopal was famous for:
Kathak
Bharat Natyam
Kathakali

There are clips on YouTube and eHow.

How do the dancers move? What do their costumes look like? Do they dance to music? What does it sound like? Do you recognise any instruments? Are any dancers wearing ghungharu (ankle bells)? Do you like the dances? Why or why not?

Please return after use