

### Self-Directed visit to the National Portrait Gallery

These notes have been designed to help you run a tutor-led (Self-Directed) visit to the Gallery.

For more information about our ESOL resources and programmes please go to:

[www.npg.org.uk/learning/outreach/esol](http://www.npg.org.uk/learning/outreach/esol)

### How and where should I start my visit?

When you arrive at the Gallery please sign in at the Information Desk. We suggest that you start your visit by using the Introductory Questions and Visual Literacy Activity. This will enable your group to develop the skills they will need to explore the Gallery's portraits.

### Timings and suggested structure of your visit

We suggest you allow 60–90 minutes for your visit depending on your group.

Suggested timings for your visit:

- Introduction to the National Portrait Gallery (10 minutes)
- Visual Literacy Activity: *Exploring Portraits* (5 minutes)
- Introduction to *Take Two Portraits* (5 minutes)
- *Take Two Portraits* and worksheets (35–40 minutes)
- Plenary (15 minutes)

The *Take Two Portraits* activity explores the portraits of Emmeline Pankhurst and Camila Batmanghelidjh.

We suggest that you spend some time with your learners discussing the portraits of both women before you ask them to use the worksheets. For each portrait we have provided questions to use as starting points for your discussions. We have found that looking at the contemporary portrait of Camila Batmanghelidjh first is useful when working with younger learners. Younger learners may find works in the Contemporary galleries more accessible and the sitters they feature more recognisable.

### **Introduction to the National Portrait Gallery (10 minutes)**

Discuss the following questions with your group:

- What are the learners expecting to see at the Gallery?
- Why is there a National Portrait Gallery? (Breakdown the meaning of the each word with the learners)
- What kinds of people are portrayed in the Gallery? (Ask the learners to think of different types of people who have contributed to British history and culture. For example: monarchs, politicians, writers, painters, singers, actors, scientists, campaigners and reformers. Remind learners that sitters do not necessarily have to have been born in the UK to be included in the Collection.)

### **Visual Literacy Activity: *Exploring Portraits* (5 minutes):**

When our team deliver Gallery tours they often start by asking the learners open-ended questions about the portraits. These questions enable the learners to develop their visual literacy skills. We have provided examples of these types of questions below. These questions can be used when looking at any portrait in the Gallery's Collection.

Explain to your learners that portraits are full of clues that can tell us about the sitter. We can find these clues by looking at the pose, clothing, objects in the portrait, and location of the sitter.

**Invite one of your learners to pose for the rest of the class. Ask the other learners to describe the pose, the clothes and his/her expression using the following questions:**

- Look at his/her pose: Are they standing, sitting or lying down?
- Look at his/her clothing: What are they wearing? What do their clothes tell us about his/her job, hobbies or beliefs?
- Look at his/her expression: What do you think he/she is thinking?

### **Introduction to *Take Two Portraits* activity (5 minutes)**

- Explain to the learners that they are going to be comparing the portraits of two women whose lives are one hundred years apart.
- Inform your group that you will look at and discuss the two portraits together. They will then work in pairs and use the worksheets provided to explore the portraits in more detail.

### Take Two Portraits Discussion



NPG 2360

#### Emmeline Pankhurst portrait

Location: Room 30, Early Twentieth Century (10 minutes)

Take your group to Room 30 and ask them to gather around the portrait of Emmeline Pankhurst.

Discuss the portrait with the learners. We suggest that you use the generic questions from the *Exploring Portraits* activity, as well as those below:

- What kind of person do you think she was? How can we tell from her portrait?
- What else is in the portrait? Are there any objects next to, near or underneath the sitter?
- What is in the background of the portrait? What is in the foreground?

Once you have looked at the portrait we suggest that you use the *Pre-Visit Information & Activities* to discuss the suffragette movement, methods of protest and the types of causes people campaign for.

You may like to ask the learners to think about causes people are campaigning for today. These discussions can provide a link between the two women.



NPG 6845

#### Camila Batmanghelidjh portrait

Location: Room 35, Contemporary (15 minutes)

Take your group to Room 35 and ask them to gather around the portrait of Camila Batmanghelidjh.

Discuss the portrait with the learners. We suggest that you use the generic questions from the *Exploring Portraits* activity, as well as those below:

- What kind of person do you think she is? How can we tell from her portrait?
- What else is in the portrait? Are there any objects next to, near or underneath the sitter?
- What is in the background of the portrait? What is in the foreground?

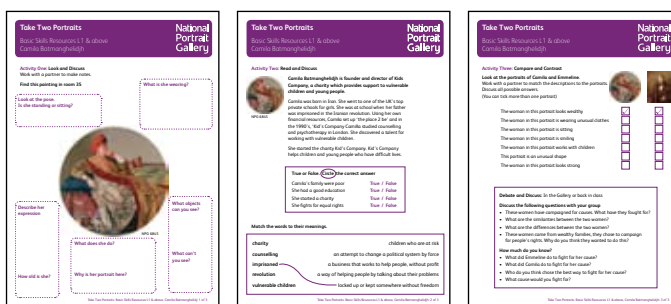
- Where is she from? How can we tell?
- What does she do? Can we tell from her portrait?
- What is unusual about the shape of the portrait?

### Take Two Portraits worksheets (20-30 minutes)

The worksheets we have provided can be used in a number of ways. We have suggested two methods below.

#### Method 1.

Take your group to each portrait and work with them to complete all three worksheets.



#### Method 2.

Divide your group into two teams.

Team A will look at the portrait of Emmeline Pankhurst .

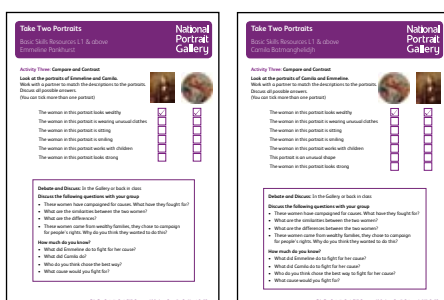
Team B will look at the portrait of Camila Batmanghelidjh.

Give the teams 15 minutes to complete the first two worksheets.

After this time bring the group together.

Ask each member of team A to form a pair with a member of team B.

Ask these pairs to complete the Compare and Contrast worksheet using what they have learned about the sitters.



### Plenary (10 minutes)

Bring the learners together for a final plenary discussion about the portraits. Discuss with your group what they have learned about the sitters. You may wish to use the following questions:

- Which of the two women do they admire more?
- Which was their favourite portrait?
- What were they most surprised by?
- What one thing will they remember about their visit to the National Portrait Gallery?

### Suggested follow up activities

Write a letter to the Learning and Access team at the National Portrait Gallery, explaining what you liked most about your visit and about your favourite portrait.

Explore the Gallery's Collection online to find other sitters who have campaigned for causes: [www.npg.org.uk](http://www.npg.org.uk)

You may wish to explore these themes by looking at the collections of other museums and galleries, such as the British Library [www.bl.uk](http://www.bl.uk), the Museum of London [www.museumoflondon.org.uk](http://www.museumoflondon.org.uk) and the National Archive [www.nationalarchives.gov.uk](http://www.nationalarchives.gov.uk)