

Animal Resource Box

Introduction

Welcome to the Animals 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 with animals in.
- 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.



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



NPG 6403



NPG 2354



NPG 3635



NPG 6562



NPG 5851

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

**King Charles II (1630-1685)**

Reigned 1660-85.

by Unknown Artist

Oil on canvas, 1630

NPG 6403

This is the earliest known portrait of the future King, aged four months old. At this age he was described by his mother, Henrietta Maria, as 'so fat and so tall that he is taken for a year old'. There is a portrait of Henrietta Maria nearby.

The painting was probably sent to the prince's godmother and grandmother, Marie de Médicis, Queen Mother of France. The dog, held by the ear, is a toy spaniel, a breed which later came to be associated with Charles as King.

Questions

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

- How old do you think the little boy in the portrait is?
- Do you think his family is rich or poor? How can you tell?
- What animal is sitting on his lap?
- Which part of its body is he holding?
- Do you think the dog likes being held like this? How can you tell?
- Do you think the dog is a baby or fully grown? How can you tell?
- What do we call a baby dog?
- Why do you think the puppy has been included in the picture? (Dogs are a symbol of loyalty; also the dogs were kept as royal pets, for hunting and the puppy was sometimes used to keep the baby warm!).
- How do you think the baby is feeling?

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Suggested Activities: In the Gallery



Look and discuss

- The baby in this portrait grew up to become King Charles II. This type of dog later became known as a King Charles spaniel. What animal would you like to have named after you? Why?



Art activity

- Do you think the puppy looks realistic? Why or why not? Draw a small part of the puppy, for example its nose or ear. Try to make it look as realistic as possible. Is it easy or difficult? Complete the outline of the puppy on the *Charles II's Puppy* activity sheet.



Can you find?

- Can you find the baby's rattle? It is made from silver and red coral. What does he do with it when his mouth hurts? Use the piece of coral in the resource box to help you. (He chews the cool, smooth piece of coral). Coral is an animal. Do you know where it lives? Use the picture of coral in the resource box to help you.



Look and discuss

- What is the baby's gown made from? Use the piece of white silk in the resource box to help you. Silk is made by an animal called a silk worm, which is like a caterpillar. Use the silk cocoons and picture in the resource box to discuss the silk worm's life cycle. (You may wish to refer to the story of *The Very Hungry Caterpillar*). What other animals give us materials for making clothes?



Look and discuss

- Do you have any pets? What do you have to do to look after them? Do you think King Charles II had to take care of his animals? Who do you think did this for him?

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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



Literacy & IT

- Using books and the internet, find out what other animals were kept in people's homes in the 17th century. Do people today have the same kinds of pets?



Art activity

- Use drawing and collage materials to make a self portrait including your favourite dog or animal.

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**Catherine Maria ('Kitty') Fisher (Died 1767)**

By Nathaniel Hone (1718–1784)

Oil on canvas, 1765

NPG 2354

Catherine Maria Fisher was known for her beauty, wit and daring horsemanship. It is thought that this picture was exhibited at the Society of Artists in 1765 and described by the Public Advertiser as "a portrait of a Lady whose charms are well known to the town". The painter has devised a clever way to let us know her name using a rebus, a way of showing her name using images in the portrait. By her side a kitten (Kitty) is attempting to fish goldfish out of a bowl (Fisher).

A crowd of people watching through the window is reflected in the goldfish bowl.

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:

- How many people are there in the portrait?
- Is this a man or a woman?
- What animals can you see in the picture?
- How many goldfish can you see? (There are six).
- When this portrait was made, goldfish were very unusual pets. They were shipped to England from China in glass bowls and were thought very exotic. What exotic pets do people keep today?
- Do you think the goldfish are moving fast or slowly?
- Can you find the cat?

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- Is the cat big or small?
- What do we call a small, baby cat? (A kitten).
- What is the kitten trying to do? Why?
- Do you think the kitten is well behaved or naughty?
- This woman's name is Kitty Fisher. What clues has the artist put in the picture to tell us her name?
- How do you think the artists made this portrait? (Do you think this scene really happened, or was it imagined?)
- This portrait was made because people thought Kitty was very beautiful. Do you agree? Why or why not?

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Suggested Activities: In the Gallery



Art activity

- What do you think is going to happen next? (Will the cat catch a fish, will he fall into the goldfish bowl, will he be chased away . . .?). Use the *Kitty Cartoon* worksheet to draw a strip cartoon to show your ideas.



Look and discuss

- Can you show these people's names with pictures?
Florence Nightingale, Michael Fish, Fearne Cotton, Russell Crowe, Lily Cole. Do you know anyone whose name you can draw?



Look and discuss

- What animal you would include in a portrait of yourself?
Do you have a favourite animal or pet at home?



Art activity

- Make careful drawings of the cat and some of the fish.



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 you made in the gallery as a starting point, use card and collage materials make a selection of different sized goldfish and cats. Punch holes in them and hang them together with fishing line or thread to make a mobile.



Art activity and literacy

- Develop your comic strips further at school. Make larger versions of your drawings, or add further pictures to continue the story. Make a display of your stories.



Art activity

- Make self portraits including your favourite animals or pets. Pupils may like to think of an animal or object to include that represents their name.

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**The Relief of Lucknow, 1857**

by Thomas Jones Barker

oil on canvas, 1859

NPG 5851

During the Indian Rebellion or Mutiny of 1857, the British garrison based at the Indian city of Lucknow was besieged. With only a relatively small number of troops, later helped by reinforcements under the command of Sir James Outram and Sir Henry Havelock, the garrison managed to hold out from July to November. This portrait commemorates the raising of the siege by Sir Colin Campbell, the new commander of the British armies. The three central figures shaking hands are Havelock, Outram and Campbell.

The portrait includes horses, camels and elephants, which were used by British troops in India.



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?
- Are they in England? (No – they are in India). How can you tell? (Look at the sky, trees and buildings).
- What time of day is it? How can you tell?
- What job do you think the people in the portrait do? Look at their clothes. (They are soldiers).
- Who do you think are the most important people in the picture?
- How can you tell? (They are at the centre of the picture, people are pointing at them).

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- How many horses can you spot in the portrait? (Use the viewfinders in the portrait to help you).
- Can you find the elephants? (In the background on the right).
- Can you spot any other animals? (There is a camel in the foreground on the left).
- Are you surprised that the British army used camels and elephants in India? Why or why not? Why do you think they used these animals?

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Suggested Activities: In the Gallery



Look and discuss

- What jobs are the animals in this portrait doing?
- Why do you think the soldiers are using these animals? Why are camels useful animals to have in a hot, dry country? What part of its body does an elephant use to pick things up?
- Can you think of any other working animals? (For example, guide dog, sheep dog, police horse). Use the *Animals at War* book in the resource box to find out more about working animals in wartime.



Can you find?

- Can you find any people who are taking care of the animals? (Look at the camel, and the man who is holding the reigns of the white horse in the centre. He is holding a flywhisk to swat away flies).
- Do you take care of any animals at home? Can you think of any people who work with animals? (For example, vet, farmer, show jumper).



Can you find?

- Have you ever tried horse riding? The equipment used for horse riding is called tack. Look at the horses in the painting. Can you find these pieces of tack: saddle, reins, bridle, horseshoes. Use the labelled picture of a horse in the resource box to help you. What is each of these pieces of tack used for?



Role play

- What do you think it would feel like to ride a horse, a camel or an elephant? Choose an animal in the picture and imagine you are riding it. How would you move? Do you think your animal would be fast or slow?

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Art activity

- Use the *Animals in India* activity sheet to draw a picture of yourself with one of the animals in the portrait.



Look and discuss

- If you rode a horse or a camel, what would you wear on your head to protect you? Look at the soldier with the camel and the soldiers with horses. What are they wearing on their heads? (Some are wearing white pith helmets, some are wearing head wraps). Try on the helmet and head wrap in the resource box. (Use the mirror in the resource box to look at yourself). Would you feel safe wearing these?



Look and discuss

- Choose one person in the picture. What can they see? What can they smell? What can they hear? (Use the elephant bell in the resource box to help you. These animals wore bells in India to warn people they were coming).



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

- Use the drawings you made at the Gallery to make rod puppets. Cut out your animal drawing. Cut out the legs (or other parts you want to move). Glue the pieces onto cardboard and cut out. Join the pieces together with split pins. Attach lolly sticks or art straws to the moving parts. Move the lolly sticks to make your puppet walk or run.



ICT, Literacy and History

- Use books and internet to find out about other military animals through history. www.national-army-museum.ac.uk and <http://tiny.cc/IWM> has some information. You may wish to read extracts from *War Horse* by Michael Morpurgo together). How many different types of military animals can you find? What jobs did they do? Does the army use animals today?

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**Beatrix Potter (Mrs Heelis) (1866-1943)**

By Delmar Banner

Oil on canvas, 1938

NPG 3635

The children's writer and book illustrator Beatrix Potter was the creator of many animal characters, including Peter Rabbit, Jemima Puddle-Duck and Mrs Tiggy-Winkle. She lived in the Lake District as a sheep farmer, breeding Herdwick sheep. The Lake District can be seen in the background of the painting by her friend and neighbour, Delmar Banner. On her death she left her animals and land to the National Trust.

Questions

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

- Is Beatrix Potter indoors or outdoors?
- Where is she? In the city or the country?
- What animals can you see?
- Look at her clothes. What weather is she expecting? How can you tell?
- What is she holding?
- What do you think her job is?
- Do you think she is in this country or abroad? How can you tell?
- What do you think the people in the background are doing?
- What other animals might you expect to see in this type of landscape?

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Suggested Activities: In the Gallery



Look and discuss

- Beatrix Potter was a sheep farmer. The sheep she raised are called Herdwick sheep. Can you find them in the portrait? Can you find wool from Herdwick sheep in the resource box?



Look and discuss

- Why are sheep useful animals? What can you see in the portrait that is made from material from a sheep? (Use the scarf, wool and fleece in the resource box to help you). What else do sheep give us? (Think about food and materials).
- Can you name any other farm animals? (Use the plastic animals in the resource box to help you). Why are these animals useful? (Think about food, materials, transport and fertiliser!).



Can you find?

- Can you find a fleece (wool before it has been spun) in this portrait that tells us Beatrix Potter was a writer?



Look and discuss

- Look at the *Peter Rabbit* book, and the letter Beatrix Potter wrote about Peter Rabbit in the resource box. What other types of animals did she include in her books? Would you find these animals in this country or abroad? What kinds of personalities does she give the animals? Do you like the names she gives them?



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Literacy & Art activity

- Use the *Create a Character* activity sheet to create a character for your own animal story. Which animal will it be? Boy or girl? What will their personality be like? (Are they funny? Silly? Sensible? Wise? Naughty? Greedy? Forgetful?) What will you name them? What will the story's title be? Design a book cover for your story.



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 – Literacy activity

- Create a story for younger children in your school using the character you have created. Illustrate your stories and put them together in a class book. Invite a younger class to a 'book launch,' and act out your stories or read them aloud.



Art activity

- Discuss farms and other places you would expect to see animals (this could include discussion of habitats). Create self-portraits with one of these places in the background.



Art activity & Science

- When Beatrix Potter was young her family took summer holidays in the Lake District. She and her brother drew pictures of creatures and plants they found on their walks. As a class, go out to the playground or a local park. Make drawings as you go or collect natural objects to bring back to draw in the classroom.

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**Maggi Hambling**

By Maggi Hambling

Oil on canvas, 1977-1978

NPG 6562

Maggi Hambling is a British painter, sculptor and printmaker. In this self-portrait, she has painted herself with three arms to hold objects that are important in her life: a cigarette, a drink and a paintbrush. All of the items in the portrait are special to the artist who painted the portrait when her life was 'in a muddle.'

Her interest in animals is reflected in the portrait. She is sharing her seat with her cat Onde. Next to the cat is a puffer fish. Coming down the picture, as if to bite the fish, is a snake. A gull is swooping above Maggi Hambling's head. Next to her hand is a penguin.



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:

- How many people can you see in this portrait?
- The person in the middle is the artist who made this portrait. How can we tell she is an artist? (What is she holding?)
- What is unusual about her? (she has three hands so that she can hold the objects to show the three things she likes best).
- How many animals can you spot in this portrait? Can you name them?
- What is the cat doing?
- How many tails does the cat have? Why? (The cat would not sit still, so Maggi painted her in three positions). How do you think the cat feels? (What does it mean when a cat wags its tail?)

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- What do you think the snake is about to do?
- Why do you think Maggi has included so many animals in this self portrait?
- Which is your favourite animal?

Suggested Activities: In the Gallery

Can you find?

- Can you find an animal that walks? Animal that swims? An animal that flies? An animal that slithers?
- Look at the cat's tail, the snake and the bird. How has the artist shown movement in this painting? Can you copy the movements in the picture with your body?



Can you find?

- Can you find Maggi's cat Onde in another portrait nearby? (Onde is in Hambling's painting of Max Wall to the left of Hambling's self portrait. Max Wall sang to Onde when she refused to eat her food).



Look and discuss

- Look carefully at the snake in the portrait, and the snake skin in the resource box. How has the artist shown the pattern and the texture of the snake's skin in the picture?



Art activity

- Using the *Where do I live?* activity sheet, decide where each of the animals in the portrait lives. Pupils could discuss habitats, and how each animal is adapted to their habitat.



Look and discuss

- Maggi included these animals in her self portrait for special reasons. The gull was flying outside her studio. Maggi's cat, Onde, represents Maggi in some of her other paintings. Maggi included

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a puffer fish because she puffs herself up to seem bigger and braver than she really is. Penguins are her favourite animals.

- Which animals would you include in your self portrait? Use the plastic animals in the resource box and the animals in the painting to help you decide. Explain why you will include the animals you have chosen. What will the animals be doing in your portrait?



Art activity

- Draw a self portrait including the animals you have chosen. Use the mirrors in the resource box to help you.



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

- Create a picture of an animal moving. Think carefully about how to show movement in the picture (perhaps by including lots of legs or tails).



Art activity

- Use your drawing as a starting point for making a flickbook of a moving animal. In a small notebook, draw a series of pictures that vary gradually from one page to the next, so that when the pages are turned rapidly, the pictures appear to move.



Art activity

- Do you have any pets? What are your favourite animals? Why? Using paint or collage materials, make a self portrait including your favourite animals.

Please return after use