

# LEEDS CASTLE'S THE ARTFUL HENRY



## WORKSHOP PROGRAMME

This workshop is designed to cover a selection of requirements for Art & Design, History, Citizenship and PHSE for pupils at Key Stage 2.

## LEARNING OBJECTIVES

The workshop is led by Leeds Castle education staff who will support the children in looking at and thinking about the Tudor dynasty. They will act out scenes from the time of Henry VIII and learn about the power of portraits during this period of history, in particular the role of Hans Holbein and his portrait of Anne of Cleves. Each child will then design and create their own roundel, of either King Henry VIII or Anne of Cleves.

## WORKSHOP SESSION

To ensure that students get the most from their visit, it is suggested that prior to the visit they think about and look at some portraits and sculptures:

- What do you notice about the faces, clothes and the way they are positioned?
- Can you see who painted a portrait?
- What do you think the artwork is trying to tell you about the person?
- Can you find any portraits of poor people?
- What symbols have been used, and what might they mean?

The materials used are non-toxic paints, air-dry clay and craft accessories. Overalls will be supplied, however students should still be advised to wear suitable clothing. The roundels will be boxed up, and taken to the Park Shop for you to collect on your way out.

The workshops are sessional and do not include a guided tour of the Castle or the use of the Education Centre for lunches. There are picnic tables available by the maze.

A Teacher's Castle Guide is included in your pack to assist you in the Castle. We also offer a choice of trails on our website that are available to download. We hope that you also find time to enjoy our other attractions, such as the maze, grotto and the Knights' Realm Playground.



## TIMETABLE OF THE DAY

We are an inclusive venue and can accommodate groups of up to 100 children. The timetable you follow will depend upon the size of your group.

The timings shown are approximate and can vary depending on how the workshop and tours progress. We are able to be flexible and the Education Leaders will consult with you on the day if there are particular circumstances or considerations.

### Timetable 1 - For group size 40 and below

Please note: the Artful Henry session lasts approximately 1 hour and 15 minutes

WHOLE GROUP	
10.00 am	Coach to drive to Ticket Office where you will be met by your Education Leader.
10.15 am	Directed to the Education Centre by staff
10.30 am	Workshop session
11.45 am	Lunch & Free Time
12:45 pm	Self-guided tour of Castle
1.30 pm	Free Time

### Timetable 2 - For group size 41 – 75

Please note: the Artful Henry sessions last approximately 1 hour and 15 minutes

GROUP A		GROUP B	
10.00 am	Coach to drive to Ticket Office where you will be met by your Education Leader.		
10.15 am	Education Leaders to liaise with teachers regarding workshop timings		
10.30 am	Workshop session	10.30 am	Self-guided tour of castle
11.45 am	Lunch & Free Time	11.15 am	Lunch
12.45 pm	Self-guided tour of castle	12:00	Workshop session (Ensure that toilets are used beforehand)
1.30 pm	Free Time	1.15 pm	Free Time





## TIMETABLE OF THE DAY

### Timetable 3 - For group size 76 – 100

Please note: the Artful Henry sessions last approximately 1 hour and 15 minutes

GROUP A		GROUP B		GROUP C	
10.00 am	Coach to drive to Ticket Office where you will be met by your Education Leader.				
10.15am	Education Leaders to liaise with teachers regarding workshop timings				
10.30 am	Arrive at Education Centre and workshop session	10.30 am	Free time & snack	10.45 am	Self-guided Castle tour
11.45 am	Self-guided Castle tour	12:00 pm	Workshop session (Please ensure that toilets are used beforehand)	11.30am	Free Time & Lunch
12.30 pm	Lunch & free time	1.15 pm	Lunch & Self-guided Castle tour	1.15pm	Workshop session (Please ensure that toilets are used beforehand)

### Cast List

During the role play there will be the opportunity for 8 children to take part in the drama. Please nominate pupils to play the different characters in the story before attending the workshop.

MAIN CHARACTERS	PUPIL NAME
King Henry VIII	
Catherine of Aragon	
Thomas Cromwell	
Anne Boleyn	
The Executioner	
Jane Seymour	
Hans Holbein	
Anne of Cleves	

## FOLLOW-UP IDEAS FOR THE CLASSROOM

### Clay Sculptures

The miniatures should be allowed to dry naturally, at room temperature, for a minimum of a week. After this time they can be painted by mixing dry powder paint or ready mix with PVA Glue. It is very important that students do not add water. Before they start to paint, students should consider the colours they are going to use for their work. Keep colours crisp by using one brush per colour.

### Art & Design

Design a class portrait by asking each child to create a self-portrait. Put all portraits together to create a large collage. Why not try pasting different colour tissue paper as a background? This would give a “stained glass” effect.

Draw portraits of each other in typical Tudor poses and/or wearing Tudor costume.

Create a class banner or flag. Using an old sheet and fabric paint, it could be “flown” in the classroom.

### ICT & English

Ask the children to write one sentence about the Tudor plaque they made during the workshop at Leeds Castle. Ask them to think about the adjectives they could use to improve the sentence.

Ask your pupils to bring in current magazines and as a group, discuss how powerful image is today.

Discuss the different media we have today for portraiture and image creation.

### History

As a group, think about someone famous in history, and what they did to make them remembered today. Individually draw a portrait of that person, including symbols that you think represent them. Discuss the different interpretations.

Look at a Tudor portrait and think about the person. Is he/she standing or sitting? Is he/she young or old? How can you tell? Is he/she dressed in everyday clothes, or are the clothes for a special occasion. What would it be like to wear those clothes? Look at the sitter’s face, is he/she showing any feelings?

## HISTORICAL BACKGROUND INFORMATION

The subject matter of a Tudor portrait is almost always of a rich and powerful sitter. Most have hidden symbols within them and the portrait was often commissioned to convey messages. Poor people were seldom represented in artwork at this time, although the artist Pieter Bruegel the Elder became famous for his “peasant scenes”. The most famous portrait painter of the Tudor Court was Hans Holbein. Although Holbein is known for his portraits, he came from a very artistic family and had several uncles who were sculptors.

### **Tudor portraits could be commissioned for a number of reasons:**

- Political propaganda - these portraits would portray strong and powerful monarchs with no weaknesses.
- Status symbols - only rich and powerful people could afford to be painted. As they became more powerful it was common to add embellishments to the original painting.
- Marriage portraits - this was a method for families to find suitable suitors and convince them that their son/daughter was a ‘good catch’. Hans Holbein painted Anne of Cleves ‘full faced’, which hid her long nose!
- Hans Holbein painted several portraits of Henry VIII, most of them portraying Henry in the same way, but is that how Henry looked? A lot of people think of Henry as looking tall, broad and strong. This is the image Henry wanted to portray as it sent a message to his people conveying wealth, strength, power, authority and masculinity.
- The pictures do this in various ways. Wealth is shown in the ornate clothes and jewellery; strength in his size and pose and sometimes also with a dagger; power and authority are portrayed by his pose, facial expressions and position in the portrait; masculinity, by his size and also codpiece.

### **Some common symbols used within Tudor Portraits include:**

- The Tudor rose, a portcullis, a crown, a sceptre and ermine are all symbols used to depict a monarch or royalty.
- A globe often symbolised imperial ambitions.
- Flowers in general depicted youth, but specific flowers were used to convey different messages, for example, forget-me-nots.
- Papers showed a person involved in important business.
- A scholar’s cap was used to indicate a serious academic.
- Pearls represented chastity and faithfulness.
- Sometimes specific symbols were used to demonstrate a particular meaning. The Tudor Rose combined the red and white roses of the Houses of Lancaster and York following Henry VII’s victory over Richard III at the Battle of Bosworth. The Pelican was one of Elizabeth’s favourite symbols. It was used to portray her motherly love for her subjects. In times of food shortages, mother pelicans were believed to pluck their own breasts to feed their dying young with their blood and save their lives. In the process of feeding the mother would die

