



# Take One Picture 25

*Thank you to Liz Stone for her time and support with this exhibition.*

# A Regatta on the Grand Canal Canaletto, c. 1740



Step back in time and journey across the Mediterranean to take part in the excitement of one of Venice's famous regattas. As you walk through the exhibition, imagine setting sail on a gondola and racing to the finish line. What would you wear for the occasion? A hat, a cloak, a mask? Maybe you might even come in disguise? We hope you enjoy the children's different interpretations of the painting as they bring this event to life.



## Nursery - Ocean Class

The children in Ocean Class were fascinated by the painting, spending time looking at it in detail. As a way in, we watched a short video from the National Gallery called *Holiday in a Painting* where the curator talked about what a fun day it was to visit Venice during the Carnival Regatta. We looked closely at the boats that were racing and from this the children wanted to find out more about gondolas. The curator explained that the only boats in the race were the light, one-oared gondolas so we decided to create our own. The children were also intrigued by Venice, especially how the buildings were in the water.



We thought about where we would row to if we had our own gondola, and the children learnt to use a printing technique to create their representation of a gondola. They chose their colour and mixed it using acrylic paints, then they painted onto the scored balsa wood to print a wooden effect on their gondola. Afterwards, they trimmed down their gondola and added decorative effects. .



To create their "mini-me" people the children pretended to be on a gondola holding an oar and they posed in this position for a photo. Back in class the children cut around their image and mounted it onto their gondola



Finally, we built a gondola in the nursery garden and went on some fun rides to all sorts of places.





## Reception - Woodland and Forest Classes

The children in Reception were really captivated by the gondolas and the people travelling in them. They decided to recreate the grand canal by using acrylic paint on canvas. They learnt how to make brush strokes to depict the water and use a palette knife to create the texture of the waves.



The children learnt how to make origami gondolas and create little people to go in them using fabric and merino wools.



The children also made a movement piece which can be viewed as a short film. The film is a response to different moments in the painting: Dancing in the carnival, spectators viewing the regatta from the balconies decorated with colourful banners, the waves in the canal and the rowers in the gondolas.



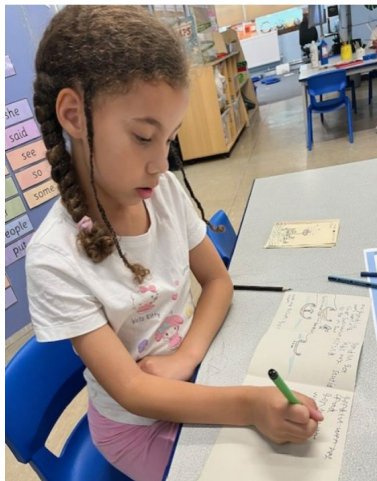


## Year 1 – Rainforest and Jungle

Year 1 started by exploring the curved lines in the painting. We were interested in the shapes of the waves and the boats. The children enjoyed the freedom of exploring natural lines.



Next, we looked closely at gondolas, exploring them by modelling and drawing. The children were interested in finding out history of gondolas and the geography of Venice. They worked in groups to build a large scale gondola and paddle. The children really enjoyed working with a new medium.



They also tried making small scale gondolas using clay and junk modelling. The children have been mostly independent in their exploration of different mediums.



We learned about Murano glass and the children were inspired by the colours and technique. They created mosaics from glass using Venice as their inspiration.



Take a look at our line drawing books and Venice books. The children are very proud of what they have made.

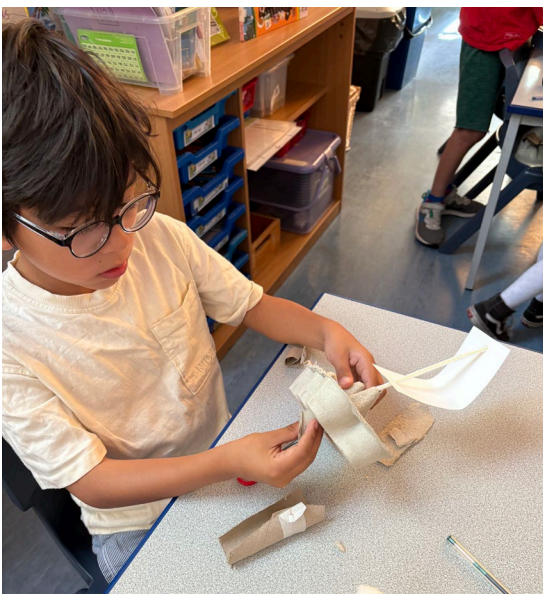




## Year 2 – Lake and River

The children in Year 2 were first introduced to the painting through a soundscape. We all closed our eyes and listened carefully to the sounds of voices, a loud bang and an excited hustle and bustle. We had fun guessing what the painting might be, many children predicting a fireworks display or a carnival. A few children correctly guessed a race of some sort and were delighted when we unveiled the regatta painting.

We discussed the importance of water transportation in Venice and the children studied the main modes of transport – water taxis, Vaporetto (water buses) and gondolas. Children were given the task of creating their own boat out of junk modelling materials.



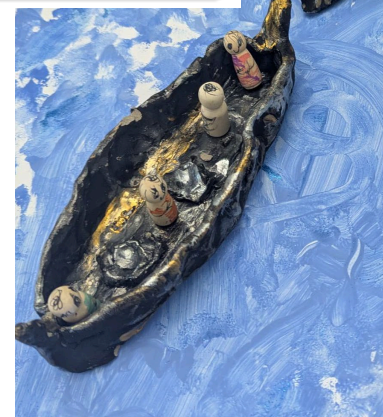
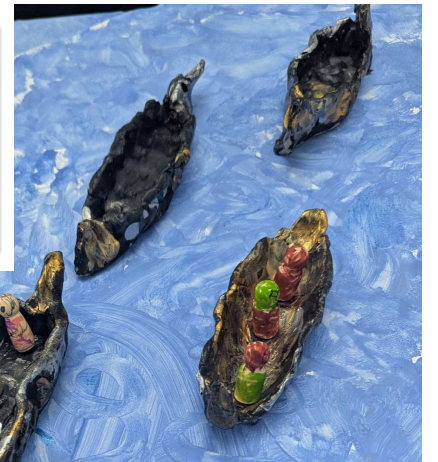
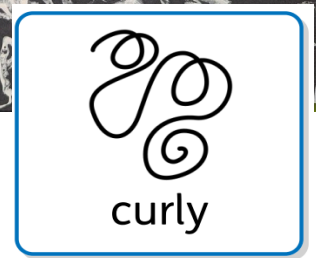
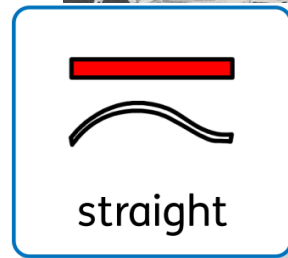
As a backdrop for their boats, the children created a large-scale collage of the canal and enjoying working with different materials and textures.



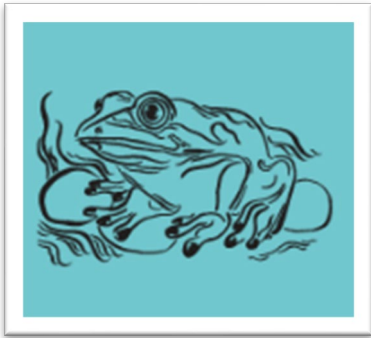
# Waterfall Class



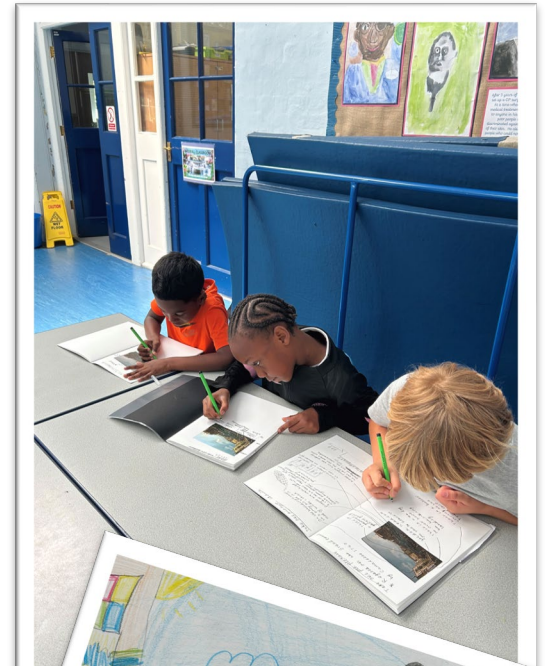
In Waterfall class we started by looking at the different features of the painting by Canaletto locating Venice and the Grand Canal on Google Earth! We then focused on different lines and shapes in the picture, tracing key lines and features using chunky pens. In following sessions, we looked at all the **straight** lines on the buildings and drew comparisons with the work of Briget Riley. Using squared paper and mixing the primary colours we create some line painting. Alongside this we looked at the **curly** shapes in the painting, curling card to print different lines and shapes onto sugar paper. When we discussed as a class what we wanted our final outcome to be, everyone was interested in the **gondolas!** We used **clay** to make our final piece and really enjoyed decorating them!



# Year 3 Meadow and Stream



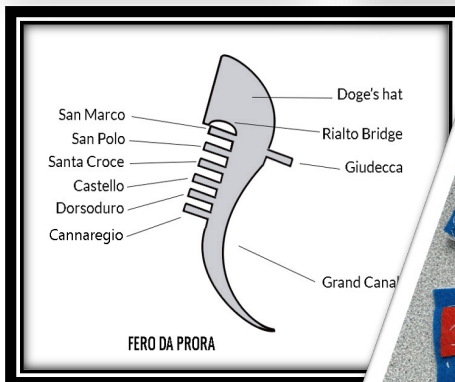
What an adventure the children have had as they travelled to Venice to join in with the celebrations of 'A Regatta on the Grand Canal'!



Year 3 began by listening to a soundscape and imagining what this year's painting could be. They discussed the setting and the characters they thought they might see. Once the painting had been revealed, the questions and comments came thick and fast! The children were keen to find out all about regattas and gondolas, and enjoyed travelling to Venice by the power of Google Earth.

During the artistic exploration that the Take One Picture project allows, the children engaged with a series of activities, focusing primarily on the flags and banners that can be seen in the painting. Understanding that they were a decorative part of the celebrations, the children went on to design flags that reflect their own personalities and interests. Based on the block and line work of artist Brigit Riley, some of these were drawn and some were sewn (with the help of our lovely parent volunteers).

The children were particularly interested in the shape at the front of the gondolas. They researched and found out that the shape symbolises various aspects of Venice's history and geography. It's not just ornamentation; each part of the ferro represents something significant about the city.



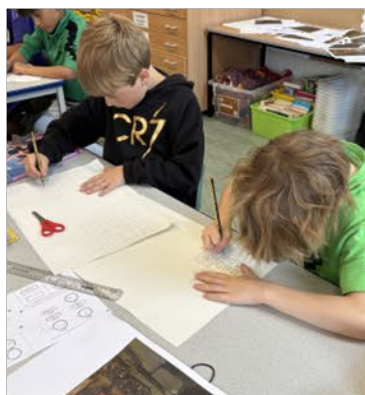
# Year 4—Savannah and Prairie



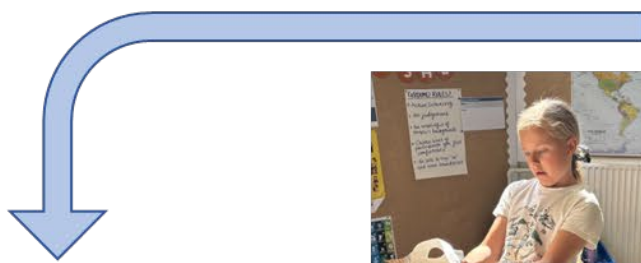
In Year 4, we have been researching The Carnival of Venice and the costumes that are worn during it. Celebrations happen annually in February/March and last for 10 days. We hope you enjoy exploring our exhibition!

We started by studying the artwork 'A Regatta on the Grand Canal'. We divided an A4 page into quarters and on each, we had a go at drawing the painting:

- In 5 minutes
- with our non-dominant hand
- Without taking our pencil off the page
- With our eyes closed



Then, we researched the history of The Carnival of Venice. We examined different masks and learnt during the festival personal identity, gender and social class no longer exist. Poor people in Venice could dress up, hide their identity behind a mask, and impersonate members of the upper class.



Historically, each mask has a different meaning, some of them include:

**Bauta** – worn by men, the mask is white in colour and has a square jawline that distorts the wearer's voice

**Moretta** – worn by women, a plain black oval shaped mask, that prevents them talking because it is held in place by biting a button inside

**Colombina** - the mask covers half the face, tied with ribbons or held on a baton



Finally, we ended this project by creating our own Venetian style masks. We sketched out our designs. Then, we used a plain mask as the basic structure, adding cardboard and papier mache to make it more extravagant. Once this had dried, we used materials such as feathers, bold-coloured paint, sequins and glitter, to craft our masks.





## Year 5 – Coral and Estuary



After experiencing the painting through sound scape and drawing, Year 5 researched figureheads, inspired by the gondolas. We examined their meaning, history and significance for those sailing them. The children then individually designed their own figureheads using pencils.



To emulate the style of the traditional figureheads, as well as the primary colours in the painting, the children painted their designs, using poster paints.



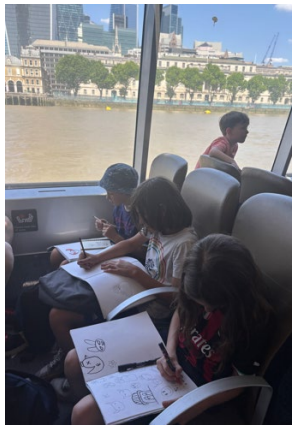
Next, the children collaborated with their partner to combine elements of their designs. First, they scrunched up newspaper and taped it down securely to create the shape of their figurehead. They attached these to their cardboard and created a back piece so that the figureheads would appear to lean forward. The children then papier-mâché their sculpture to make it strong but lightweight so that it would hang.

The final step was to paint and decorate their figureheads. The children used acrylic paint and added newspaper, ribbons, gems and shells to embellish and adorn their pieces. They also created a marine background.

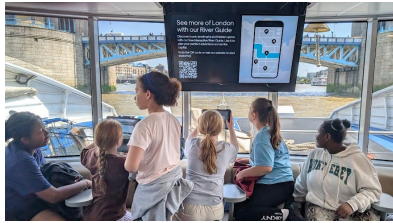




## Year 6 – Desert and Tundra



After studying the picture closely, Year 6 were inspired to create a Thames-side river scene, so they took a ride on a river taxi to look at London from the river – much like Canaletto did in the 1750s.



We then sketched our favourite buildings and river scenes, before kidnapping an artist parent, and using them as inspiration to create a surrealist class photo collage of London and the Thames – which we then scanned in and made into screens ready for our workshop.



Finally, we spent a day with Luke & Lou who led a screen-printing workshop which helped us learn all about the process and also meant that everyone has got a fantastic print to take home with them at the end of the year. Huge thanks to Luke & Lou for all their time and support!

Check out our class graffiti walls that we have been working on!

