

TAKE ONE PICTURE

Children inspired by Claude-Joseph Vernet's
A Shipwreck in Stormy Seas

In the Deepest, Darkest Depths...

Mab's Cross Community Primary School, Wigan
Ages 9–10

Year 5 were curious about what could cause a shipwreck, so began some historical research. They found many tales of mythical sea serpents and kraken pulling ships to the bottom of the ocean. The class decided to create their own sea monsters by gathering textured materials which they stuck onto cardboard to form their creatures. These were then covered in blue ink and printed onto paper.

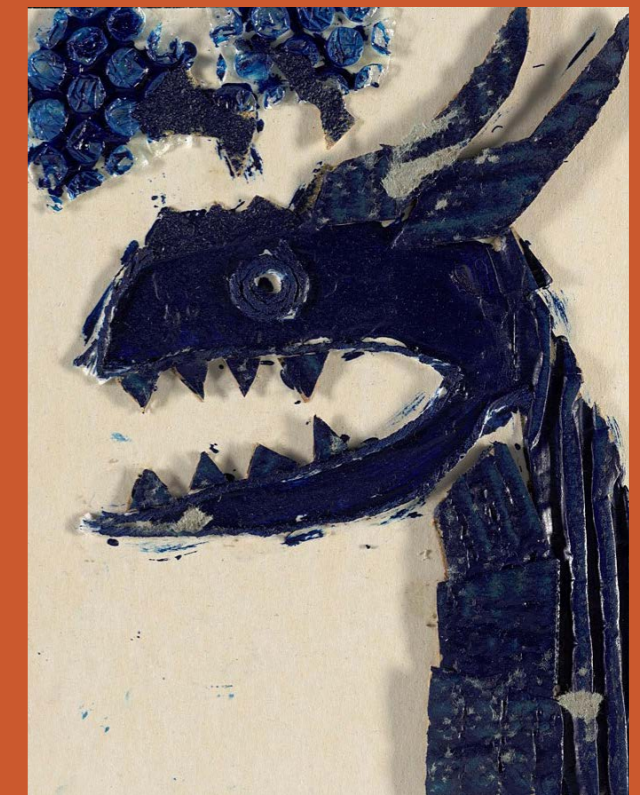
Class Teachers

'I created my printing tile using lots of different materials. It shows a sea creature terrorising the ocean and destroying the ship.'

Student, aged 10

'My artwork represents the siren who I imagined created the tsunami that caused the shipwreck.'

Student, aged 10



Vernet's Islands

Mab's Cross Community Primary School,
Wigan

Ages 10–11

Our class wanted to know where the painting was set. At first we thought it was a real place but then discovered it was made up from many places Vernet had been. This led us to discuss the features of coastal places we had visited, before designing our own imaginary islands. We tried a new technique called sgraffito (where the surface is scratched away to reveal another layer underneath) and carved out the details on our island maps.

Arts and Culture Lead

'All you have to do is open your eyes
and the whole world is around you.
Now I'll know all the features of a
coast when I next see them.'

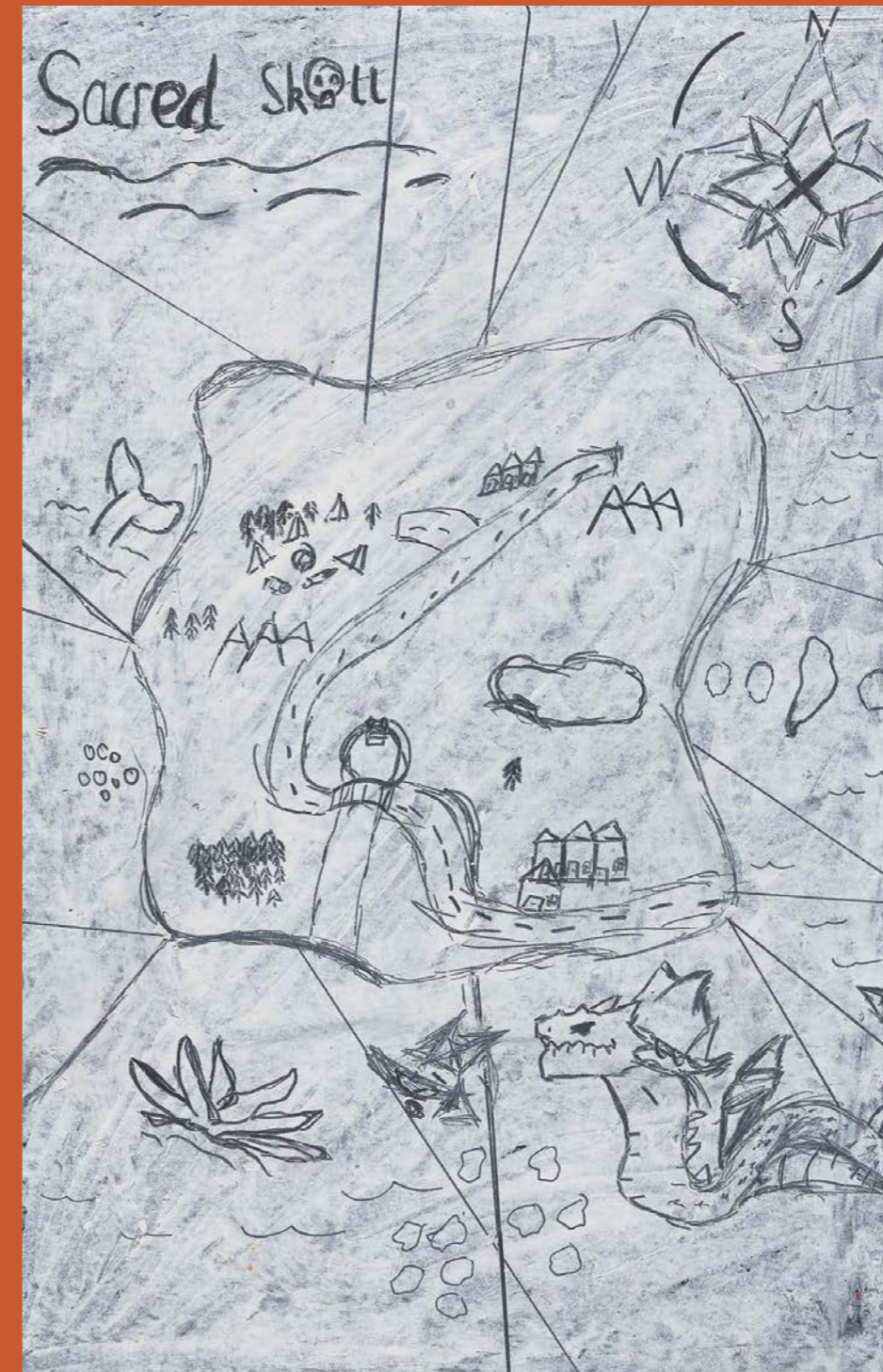
Student, aged 11

'I've learned that no matter your art skill,
you can still make a masterpiece.'

Student, aged 11

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Freeze Frame Paintings

Chenies School, Hertfordshire

Ages 5–7

Our class wanted to know, 'What would really happen if we were lost at sea?' To help us imagine being shipwrecked, we created freeze frames from the painting. We used our photographs to make versions of Vernet's seascape and experimented with mixing secondary colours for the backgrounds. Some of us felt a bit scared, so we invited the Royal National Lifeboat Institution (RNLI) to teach us about water safety and held a colouring competition to raise money for them.

Class Teacher

'I am in the Atlantic Ocean. My boat flipped over like it was doing gymnastics! I feel cold and worried.'

Student, aged 6

'I rolled my brush to make the paint look like waves.'

Student, aged 6

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'Turn the Light on Dave Help the Boats to be Safe'

Lapage Primary School, Bradford

Ages 5–6

Year 1 noticed that Vernet's lighthouse did not have its light on to help keep people safe. They wrote acrostic poems about the importance of the lighthouse before deciding to create their own working model. They built the structure using chicken wire and ModRoc (plaster of Paris bandages), leaving a hole in the top for a battery-operated light. They then added a rocky base using expanding foam, and painted the lighthouse and the rocks using tones similar to the painting.

Teacher and Art Lead

'We enjoyed using chicken wire and joining the wires together. It was very fun and exciting to do... We worked in teams to discuss which materials we were going to use for our project... We used acrylic paint for the rock. We used brushstrokes and enjoyed making different colours and we worked together.'

Year 1 Children

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Willow Ships

St James's Catholic Primary School and The George Tancred Centre, London – a specialist resource provision for children with autism
Ages 4–11

We were interested in the shapes of the ships in the painting, so we invited an artist to show us how to make our own using willow and masking tape. We used tissue paper and glue to cover our frames, choosing similar colours and tones to the boats in the painting. The finished ships were then hung in the lunch hall so the whole school could enjoy our work!

Art Teachers

'Our boat sculpture looked like the one in the painting. I enjoyed working with my team and the artist to make it.'

Student, aged 6

'I liked pasting the tissue paper to make the wood for the boat. It felt smooth and I liked pressing it down into the spaces.'

Student, aged 6



Neon Lightning

Park Junior School, Wellingborough

Ages 8–9

Our year group wanted to explore the stormy sky in the painting. We were particularly fascinated by the lightning and how Vernet made it look like it was glowing. We decided to create our own lightning and thought about how we could achieve a luminous effect. This led us to experiment with neon paints. We made our own miniature storms by carefully painting lightning shapes onto black paper, which glow under ultraviolet light!

Year 4 Class Teachers

'I really enjoyed when we created our pictures and shone the black light for the first time. It was really cool and vibrant.'

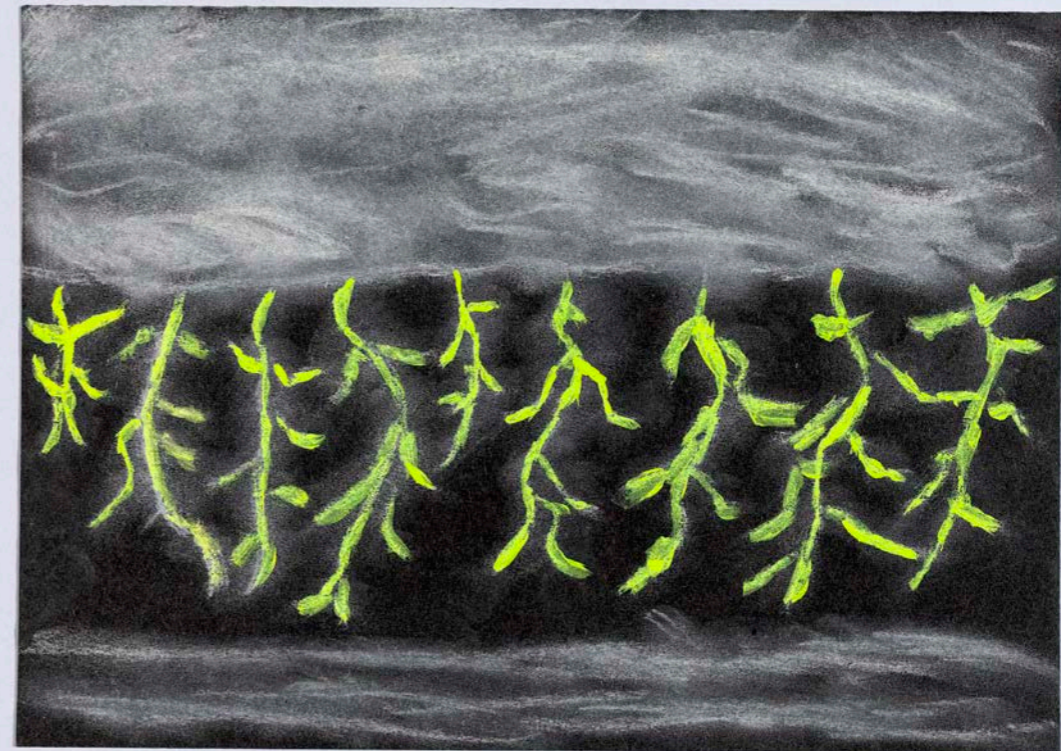
Student, aged 9

'I have honestly never done anything like it before, and I wouldn't expect to do something which has made my life better.'

Student, aged 9

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Navigating a Stormy Sea

Snaresbrook Primary School, London

Ages 10–11

Our class wanted to know, 'How would the boats have known where they were going?' We researched 18th-century navigation and discovered that sailors used the stars in the night sky to find their way, which prompted us to make our own starry skies. We experimented with cyanotype printing (a type of photographic printing that uses sunlight) to create the stars. Then one pupil found a large cotton sheet which we turned into a giant wave.

Upper KS2 Lead and Art Lead

'You would have to look at the stars to work out where you were in the world... I brought in pasta stars and thought they could be a Milky Way cluster... I didn't realise that you would have to work so fast before the cyanotype started to develop.'

Year 6 Children

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Stormy Drawings

Home Farm Primary School, Bradford

Ages 5–6

Year 1 decided to make their own versions of the seascape to highlight details they noticed when looking closely at the painting. The children experimented with printing techniques to create moody skies and stormy sea backgrounds for their scenes. Using black fine-liner pens, they picked out features such as the interactions between the figures on the shore, the lighthouse, the rocks and the dog.

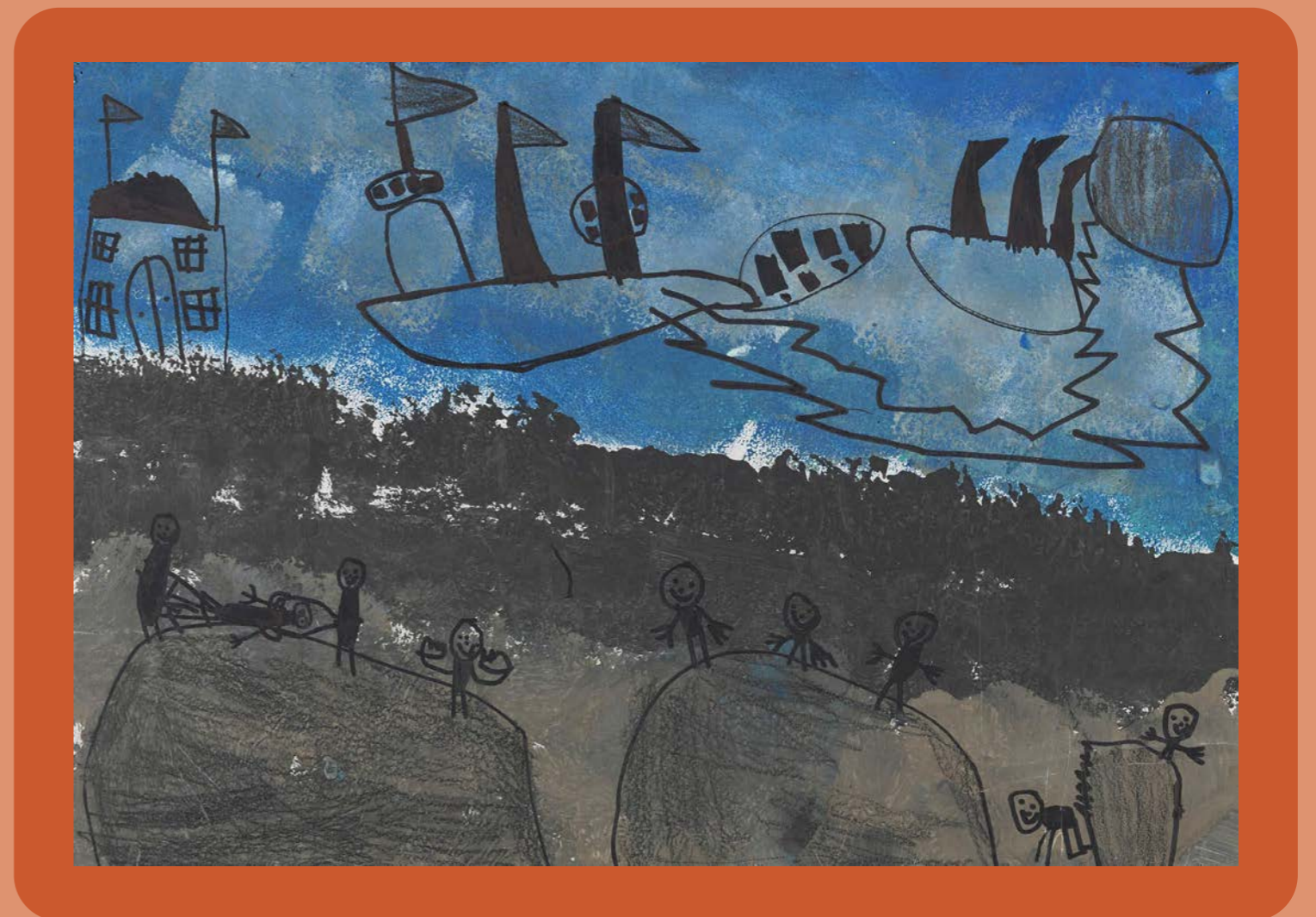
Art Lead

'We had to make the different shades of blue and grey and then used them to print the sea and the sky.'

Student, aged 6

'We looked really carefully... I tried to draw everything I could see.'

Student, aged 6



'Whooshing' Wave Paintings

King's Meadow School, Oxfordshire
Ages 3–4

We practised the movements of the sea using our bodies, 'whooshing' to and fro. We then did the same actions when using a roller to mix different blues together to look like waves. We added the splash and spray of the water by throwing paint on top of our blues and then carefully added the lines of the waves by looking closely at the shapes in the painting. Our work was exhibited outside for the whole school community to enjoy!

Art Lead

'It's a wiggly line!'

Student, aged 3

'This is fun. I'm going really fast!'

Student, aged 4, as he painted with a roller

'Whooshing!'

Student, aged 4

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Cliff Faces

King's Meadow School, Oxfordshire

Ages 10–11

After looking very closely at the painting, Year 6 noticed that the cliffs on the left-hand side looked like they had faces in them! The children were excited that the cliffs seemed like people and they felt that this added extra depth to the painting. They discussed what the cliffs might have been thinking and feeling when looking at the scene before them. As a result, the children decided to make their own cliff faces using clay to depict the emotions they had talked about together.

Class Teacher

'We noticed that the cliffs in the picture looked like faces so we got our hands slightly damp and moulded the clay into a face-like shape. We didn't smooth the clay down to add the rock texture to the face.'

Student, aged 11

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Shipwreck Diary

Radnage Church of England Primary School,
Buckinghamshire

Ages 4–11

Our students questioned who the people in the painting were and what they might have been thinking and feeling. Children from across the school wrote diary entries from different perspectives, including the lighthouse keeper, a passenger and even the dog! The final entries have been brought together on stained and ripped paper to make a diary that looks like it has survived from the 18th century.

Reception Class Teacher

'I really enjoyed hearing the older children's diaries, some were calm and some were dramatic. It was really fun!'

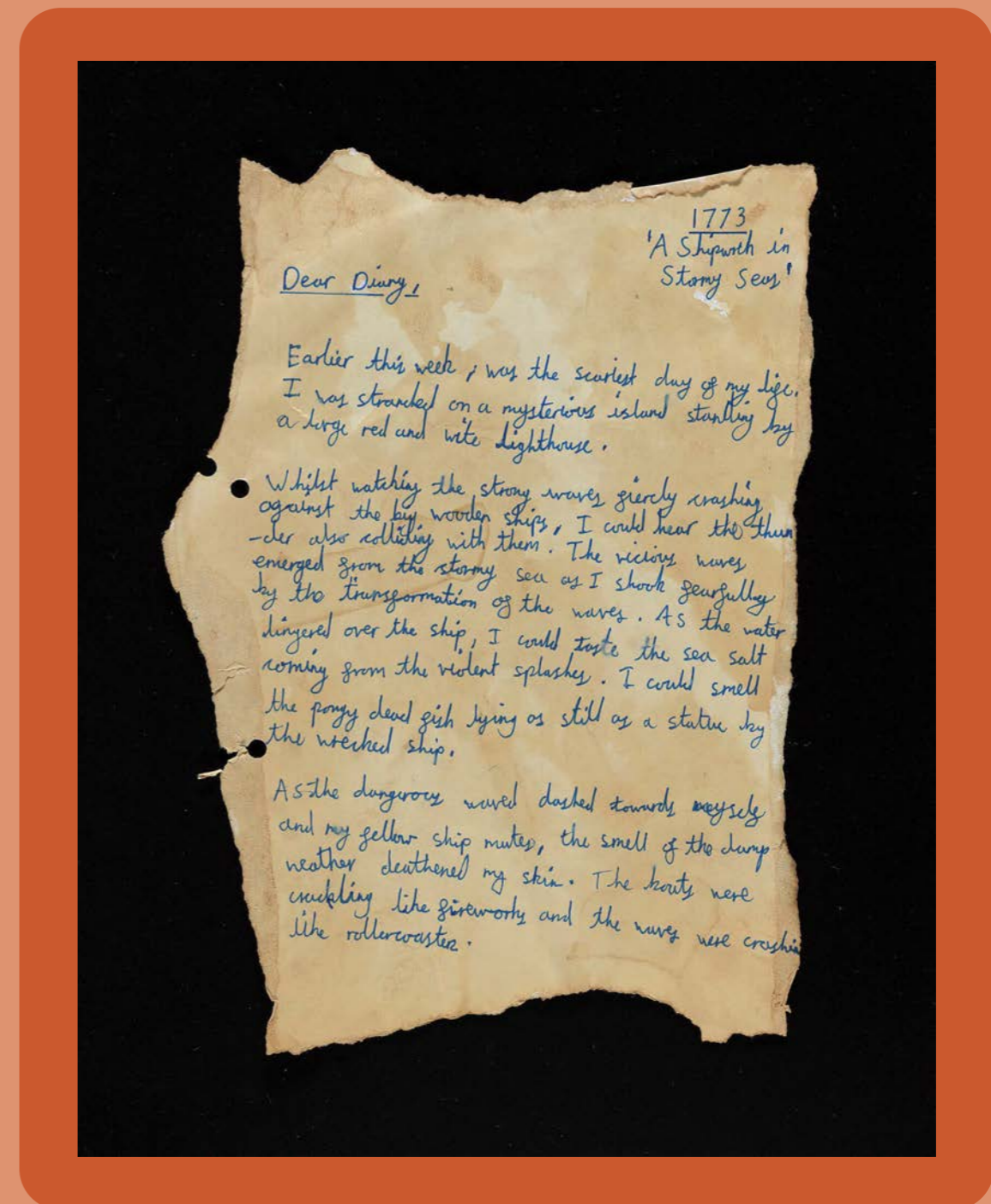
Student, aged 6

'Everybody did something different and then we put it all together.'

Student, aged 10

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Ship on Polluted Seas

Dalmilling Primary School, Scotland

Extended Learning Facility

Ages 5–8

The painting reminded us of beaches in our local area, so we decided to visit one and took lots of photographs. We were sad to see so much litter on the beach and talked about the importance of recycling. This inspired us to use our photographs and recycled materials to create a collage of a ship on polluted seas, as a reminder to keep our beaches clean. Many of our students are developing their fine motor skills and enjoyed scrunching and sticking the newspaper and plastic.

Class Teacher

Students, aged 5, were asked how the art project had made them feel. They both put their pictures on the green zone. This showed that they felt happy, focused and proud.

Students, aged 6, were asked if they enjoyed the art project. They responded using Makaton, signing 'yes'.

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Washed Ashore

Durham High School, Durham

Ages 6–7

Year 2 asked, 'What might wash up on the shore during the storm?' so we visited our local seaside to investigate the shoreline. Some children also visited with their families, and found beautiful examples of sea glass (pieces of glass that have been smoothed by being tumbled in salty water) which they then brought into school. We used the sea glass to create underwater designs and made wave-effect backgrounds using marbling ink.

Pre-Prep School Teacher

'I used some rocks and sea glass to make the bottom of the ocean and seaweed. Then I made the mermaid tail, I used bits of sea glass to make the scales.'

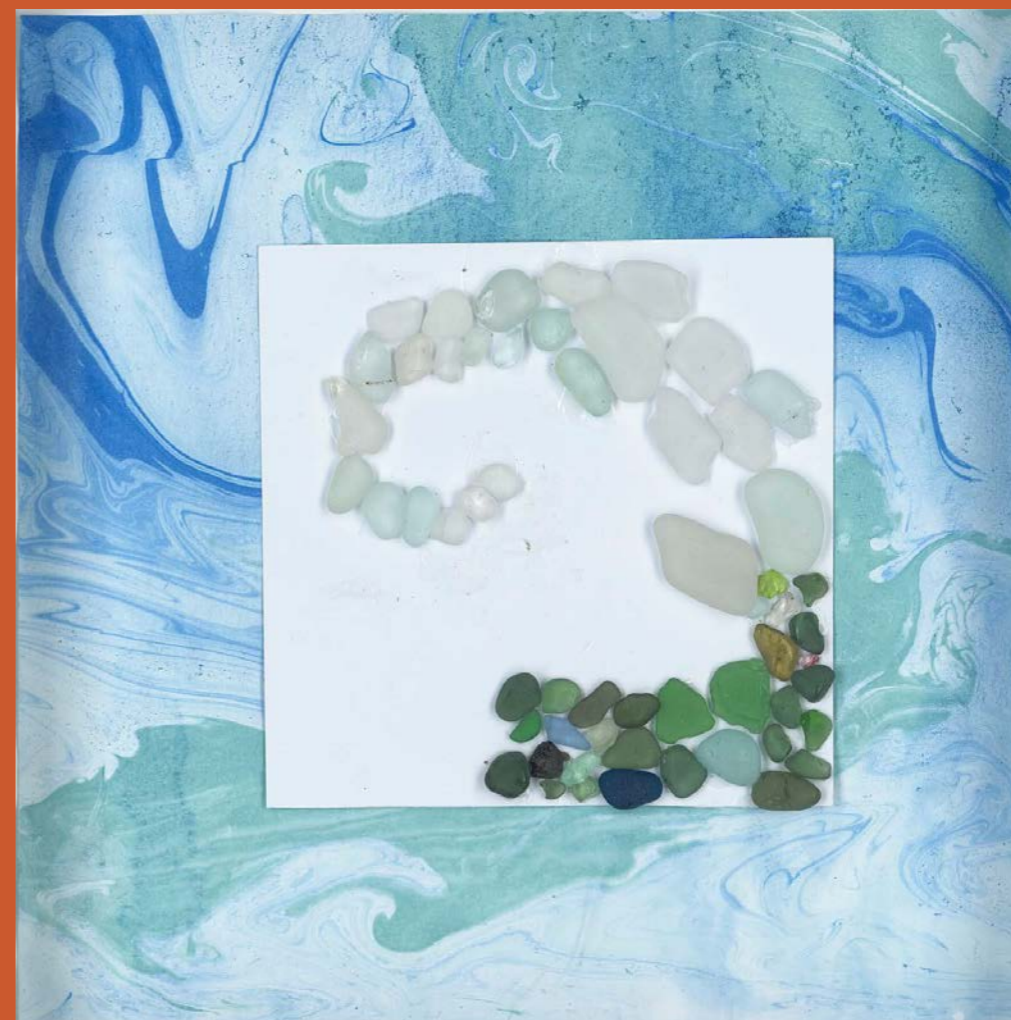
Student, aged 7

'I did a whale... I used a little black rock for the eye, it had a waterspout as well.'

Student, aged 7

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A Tea Party in Stormy Seas

The British School of Córdoba, Spain

Ages 9–10

One student asked, 'Why does it say 1773 on the box?' so we decided to research key events in that year. We learned about the Boston Tea Party, where hundreds of chests of tea were thrown into Boston Harbour as a protest against the British government. We thought Vernet's box might have had tea inside, so we created a tea party out of papier-mâché for the people of Boston.

Class Teacher

'I loved this project. I have learned so much that I want to find out more about. My favourite part was seeing everyone's own artwork coming together at the tea party to make one big piece of art. It is a shame the people in Boston didn't get to have a real tea party like ours, but they had to do it to make their lives better in the future.'

Student, aged 10

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Finding the Shipwreck

S. Anselm's School, Derbyshire

Ages 10–11

When we responded to the painting as a group, one student mentioned the recent discovery of the *Endurance*, which sank in 1915. The wreck still displayed the ship's name, so we decided to create names for our own imagined shipwrecks. We stained recycled planks of wood and burned or painted on our ships' names. We then used paint and different materials to make our planks look as if barnacles, sea urchins and strange deep-sea creatures had grown on them over the many years they had been on the seabed.

Head of Art

'Just before we did the *Take One Picture* project the ship [the *Endurance*] was found with its inspirational name. In the painting the ship looks like it's about to crash and sink. I thought we could make inspirational words on pieces of what look to be broken ship parts.'

Student, aged 11

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Descriptive Collages

New Delaval Primary School,
Northumberland
Ages 5–6

We looked at the painting and discussed what we could see, coming up with lots of words to describe the scene. These words became the inspiration for our own artworks. We painted stormy backgrounds and made models of ships from lolly sticks, string and tissue paper. The describing words were then added along with speech bubbles filled with what we had noticed in the picture.

Class Teacher

'Making the picture made me feel happy. The sea looked strong and fast just like Blyth.'

Student, aged 6

'I liked making the boats.'

Student, aged 6



Ships in Bottles

Icknield Primary School, Luton

Ages 8–9

Our class wondered how they would call for help if they were stranded after a shipwreck, which led us to look up examples of messages in bottles throughout history. While researching, we also discovered ships in bottles, which were invented in Italy in the 1700s. We decided that we would like to make our own ships in bottles, but using recycled plastic instead of glass so we could create art out of something that might otherwise be harmful to the sea.

Class Teacher and Art Subject Leader

'I learned to make miniature boats using sponges, lollipop sticks, corrugated paper, cocktail sticks, glue and paper.'

Student, aged 8

'We discussed that we should recycle our plastic and we came up with the idea of doing it by using the bottles.'

Student, aged 8

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Mast Artworks

West End Primary School, Lancashire

Ages 5–6

The children were particularly drawn to the angle of the ships, and decided to create mast-inspired artworks. First, we mixed some blue and green paint to reflect the colour of the water, and then used tools to move and scrape the paint to make the texture of the waves. For the masts, we added sticks from our school's wildlife area and attached hessian for the sails.

Class Teacher

'I think the broken masts look like sticks sinking into the water.'

Student, aged 6

'It must be really bouncy on the ship because there are huge waves.'

Student, aged 5

'We should use greens and blues like seaweed.'

Student, aged 6



Fabric Portholes

Blackthorn Primary School, Northampton

Ages 8–9

Our students noticed the chest labelled with the artist's name and wondered if he might have been one of the shipwrecked people, now telling his story through the painting. The pupils decided to retell the story from the perspective of a passenger looking through a porthole. They sketched the lighthouse and ships the passengers might have seen, then dyed fabric to create an underwater effect, and added their designs. Their final pieces are displayed in porthole-like embroidery hoops.

Class Teachers

'Every time I see the painting, I see something new that I haven't seen before.'

Student, aged 9

'I feel like I'm under the sea when I look at this fabric.'

Student, aged 8

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Crashing Wave Paintings

Rookery School, Birmingham

Ages 6–7

Year 2 were fascinated with the water and waves in Vernet's picture, so experimented with lots of painting techniques to create watery effects. The children picked shimmery blue and green shades similar to those they had spotted in the painting. They also explored spattering the paints by flicking their brushes, and dripping, mixing and blowing the paint with straws to create wave-like shapes. Each canvas has its own unique crashing wave.

Art Teacher

'We spread special acrylic white paint on our canvas. Then we added colours and then we blew the paint, that was really fun. The special colours mixed together.'

Student, aged 6

'I was determined to make my painting. I wanted the paint to mix and go blurry.'

Student, aged 7

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Clay Boats and Anti-Slavery Coins

Grange Park School, Kent – a specialist school for pupils with a diagnosis of ASC (Autism Spectrum Condition)

Ages 11–13

Our students thought that enslaved people might have been carried on board the ships, and learned about what they may have experienced. We linked the painting to our history lessons and Black History Month, making our own ships inspired by the painting and Yinka Shonibare's *Nelson's Ship in a Bottle* 2010. We also wanted to make objects that represented slavery and the abolition movement, including chains and anti-slavery coins.

Art Teacher

'I think this ship could have sailed to the Caribbean as they have rum.'

Student, aged 12

'If there were slaves on board it would be terrible as they could die.'

Student, aged 12

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A Pirate's Treasure

John Bunyan Primary School, Essex

Ages 4–5

One student imagined that there were pirates on the ship with lots of treasure, which got the class really excited! We thought about what might be in a pirate's treasure chest and brainstormed lots of ideas, which included gold, rubies and even a skeleton. The children decided to make a chest from a recycled box and then filled it with handmade treasure, like gold-painted coins, pasta jewellery and a goblet made from jelly pots.

Class Teacher

'The treasure belongs to scary pirates. I liked painting the pasta... I made the top bit. I twisted the tissue paper and my friends helped me... I like the goblet, it is shiny and sparkly... I stuck some gems on the outside and some of them were golden. I like the crown, I even put it on my head... I want to be a dragon so I can protect the treasure.'

Reception Children



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Tie-Dye Trade Ship

Clavering Primary School, Essex

Ages 8–9

Year 4 wondered what the ships were carrying on board. This led to a discussion about trade, and we researched the kinds of produce that were being transported in the 1700s. Saffron originally came from Iran and was traded around Europe, before being grown a few miles away from our school in Saffron Walden. We discovered that spices can be used to make dye and boiled a range of spices and foods in water which we used to make tie-dye sails that were added to our ship artwork.

Art Subject Lead and Class Teacher

'In our lessons, we did tie-dye. I especially enjoyed that we could use natural pigments to dye our sail cloths, such as turmeric, beetroot and saffron - which used to come from Saffron Walden, the town near where we live.'

Student, aged 9

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A Shipwreck in Stormy Seas – The Fairy Story

RGS The Grange, Worcester

Ages 9–11

The children thought about how the painting tells a story, and one pupil said, 'I think it's just like a fairy story.' This inspired us to make a storybook of the journey of one of the ships in the picture. We used acrylic paints to create the backgrounds and attached origami ships. We then used stencils to show how the sailors might be feeling. We also researched and drew 18th-century bottles, which contain hidden messages from the shipwrecked crew.

Head of DT and Head of Art

'It felt really fun painting the skies and seas. I felt immersed in the art and by the end of the lesson we were always covered in paint.'

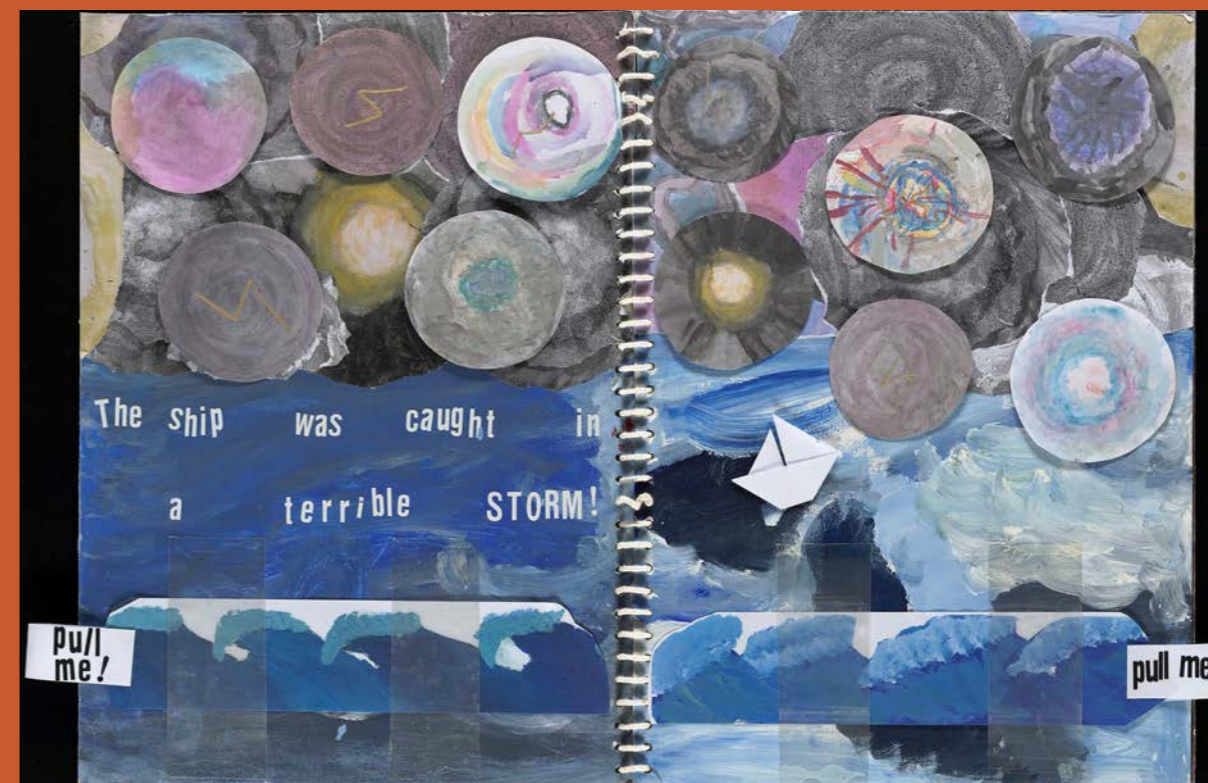
Student, aged 11

'So, what happened to the sailors?
I like the way it ends with a cliffhanger.'

Student, aged 9

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Cityscapes

The British School of Córdoba, Spain

Ages 6–7

One of our students spotted the buildings in the distance and we noticed that the light-coloured stone is similar to buildings near us. This started a discussion comparing the buildings in the painting to those in our hometown of Córdoba. We then decided to make our own cityscapes using the beige tones from Vernet's buildings. We thought the scene was set at dusk because of the sky's colour, so we experimented with oil pastels to create sunsets in our artworks.

Class Teacher

'The project was really interesting. I liked doing the landscape and drawing Córdoba and the sunset stormy sky.'

Student, aged 7

'I think *A Shipwreck in Stormy Seas* was quite scary. The sky was all dark but the lightning was bright. We used that idea when we drew our sky background for the cityscapes.'

Student, aged 7

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It's Knot a Fish... It's Plastic!

Hill Top CE Primary School and Nursery,
Bradford

Ages 6–7

Our project began with making collages of the sea. One child added plastic bottles because 'There is pollution in the ocean and we need to stop it.' This started a discussion which led to the children collecting recycled materials to create and decorate their own fish. Some pupils wrapped their fish in netting to show the danger of rubbish to sealife. They also made a huge macramé net to display their finished works.

Teaching Assistant

'We used buttons and things but we had to be very careful with the hot glue gun.'

Student, aged 7

'Gluing the tissue paper on was quite messy. I used my fingers and it was better for me than using a brush.'

Student, aged 7

'I'm very proud because we are only Year 2.'

Student, aged 7

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Ship Sketches

Covingham Park Primary School, Swindon

Ages 7–8

Our class was fascinated by the detailed ships in the painting, which prompted us to try to sketch them. Our first sails looked very flat, so we kept practising and learned more about shading. We developed our drawing skills, such as cross-hatching and stippling, to make the fabric look more 3D. By the end of the project we could see how much we had improved with each drawing to bring our ships to life!

Class Teacher and Art Coordinator

'I used lines to add shading to the sails of the ships, I enjoyed the drawing very much.'

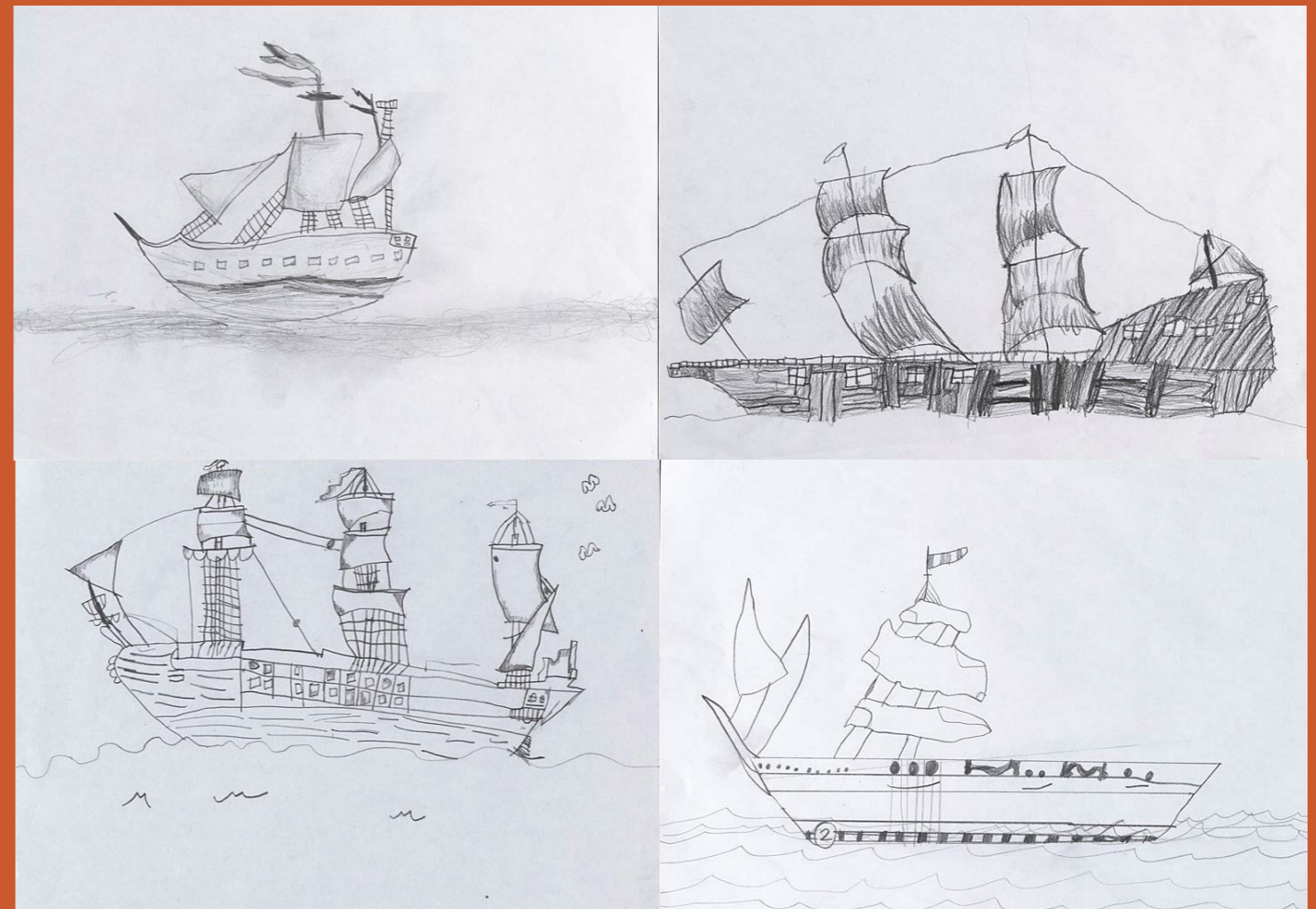
Student, aged 7

'It was really fun, I loved how I could sketch the sails and the ships. They looked like they were moving.'

Student, aged 7

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Welcoming Hearts

Sacred Heart Catholic Primary School,
Lancashire
Ages 4–5

One pupil described the people on the rocks as 'survivors'. We talked about the meaning of the word and started to research survival kits. We then came across welcome kits, which include inspirational messages and gifts for new arrivals to a community. The pupils decided to make a welcome gift for the Ukrainian children who had recently arrived in our Lancashire community, including one new pupil to our class.

Art and Design Subject Leader

'I think they need food, there might be some in the cases.'

Student, aged 5

'We could make them a heart to show we love them.'

Student, aged 5

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Tea Boxes

Rectory Farm Primary School, Northampton

Ages 8–9

Our class thought that the merchant ships might have been carrying tea on board. We explored tea's history and geography and used our senses to investigate – some of us did not think much of the taste! We made observational drawings of tea plants and merchant ships and translated our ship drawings into prints using polystyrene and ink. We rolled our prints onto wooden boxes to represent the cargo on the ships and stacked them up, creating a 3D structure.

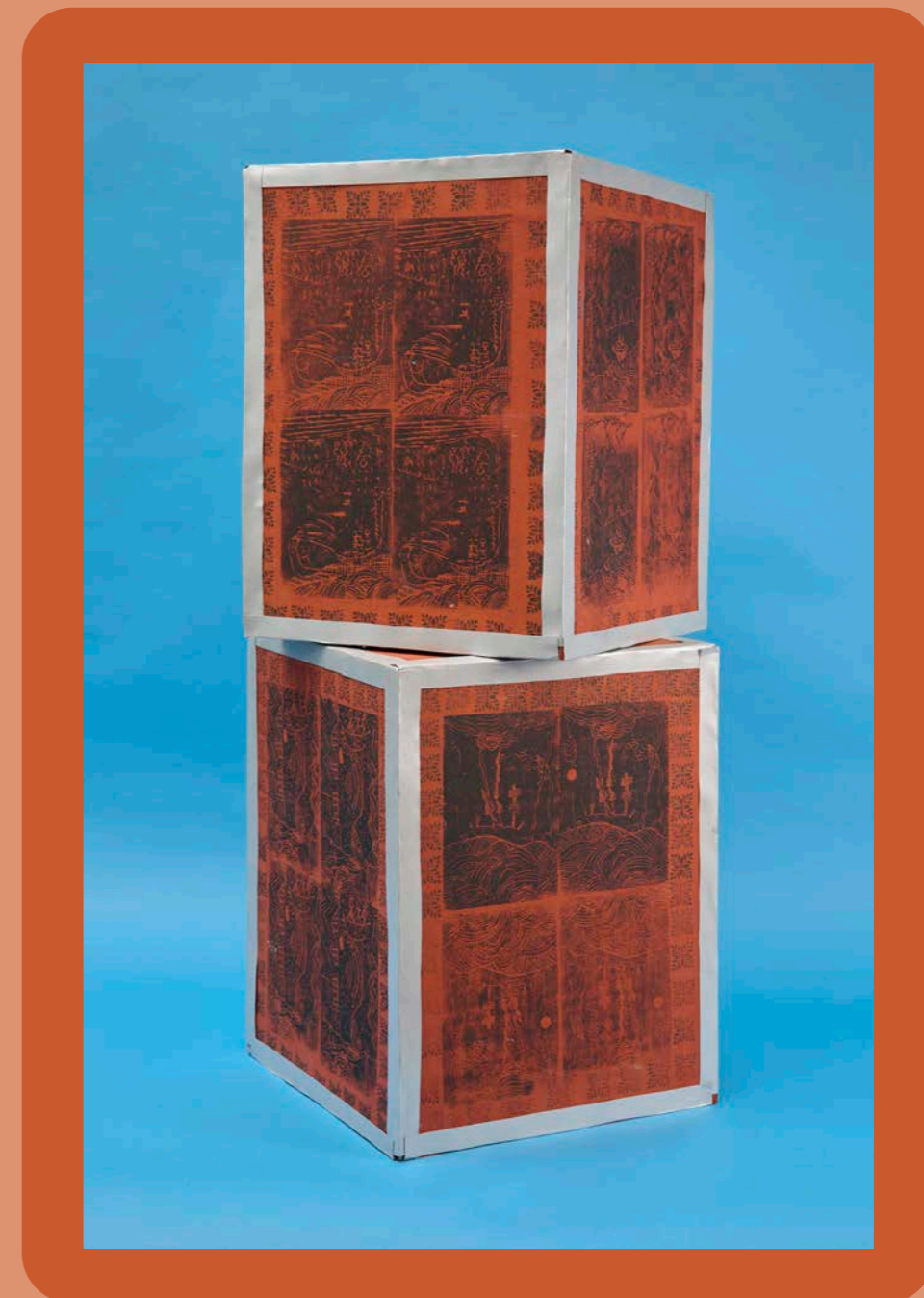
Class Teacher

'I have loved every minute of my *Take One Picture* journey, I especially liked printing in art... I enjoyed sharing these experiences with my friends, especially the tea tasting... I thought it [tea] originated in England, but found out that it originated in China.'

Year 4 Children

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Working Lighthouses

Hungerford Primary School, West Berkshire

Ages 8–9

Many of our pupils were fascinated by the old-fashioned lighthouse in the painting, so we found out more about the history and importance of lighthouses. The children then decided to create 3D lighthouses with working lights. For the structure, they used old snack containers, yoghurt pots, spray paint and lots of imagination. They then used their knowledge of circuits to wire in their working lights. We were amazed at how different they all looked!

Class Teacher and Art Coordinator

'I'm going to ask my mum if I can have some paints for my birthday!... We have never done this before... I love art weeks. I want to keep doing this!'

Year 4 Children

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Woodblock Prints

Hungerford Primary School, West Berkshire

Ages 8–9

Year 4 started by writing down their thoughts and questions about the painting. They discussed what might have been carried on ships like these and considered that cargo like coffee and sugar would have come from plantations using enslaved labour. They thought about the impact of the transatlantic slave trade and created collages with the help of a local artist, using powerful imagery. They learned how to use rollers, printing inks and woodblock lettering to create their striking prints.

Class Teacher and Art Coordinator

'I've never used a roller before.
This is awesome!'

Student, aged 8

'My favourite bit of the week was
when Arty Pumpkin came to visit us.'

Student, aged 8

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The Calm Beneath the Waves

Sidmouth Church of England Primary School,
Devon
Ages 5–6

Our class wondered what it might be like under the sea during the storm and thought that it would still be calm under the water. We wanted to create a 3D artwork representing the storm on the surface and the peacefulness beneath. A visit to our local beach to explore rockpools helped us to make sea creatures back at school. We also made ModRoc (plaster of Paris bandages) waves and a fishing boat with the school's logo as its flag to sit on top.

Class Teacher

'Using the ModRoc to create the sea was really fun, it started off dry and then went really slimy! It dried really quickly and I got in a mess, it was great!... It was nice to make little parts of the model and be able to put them all together to create one big piece of art.'

Year 1 Children

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Theatrical Waves

Headley Park Primary School, Bristol

Ages 4–11

Our students asked how Vernet made the waves 'look like they are moving' and wanted to capture this movement. We discovered that 18th-century mechanical theatres (with sets that changed miraculously through clockwork) often displayed realistic ocean scenes with backdrops created by seascape painters. This inspired us to create our own theatrical waves. The children each designed and painted their waves, before attaching them to batons. By moving them back and forth we put our sea into action!

Art Lead

'We wanted the waves to look like they were moving - like an illusion.'

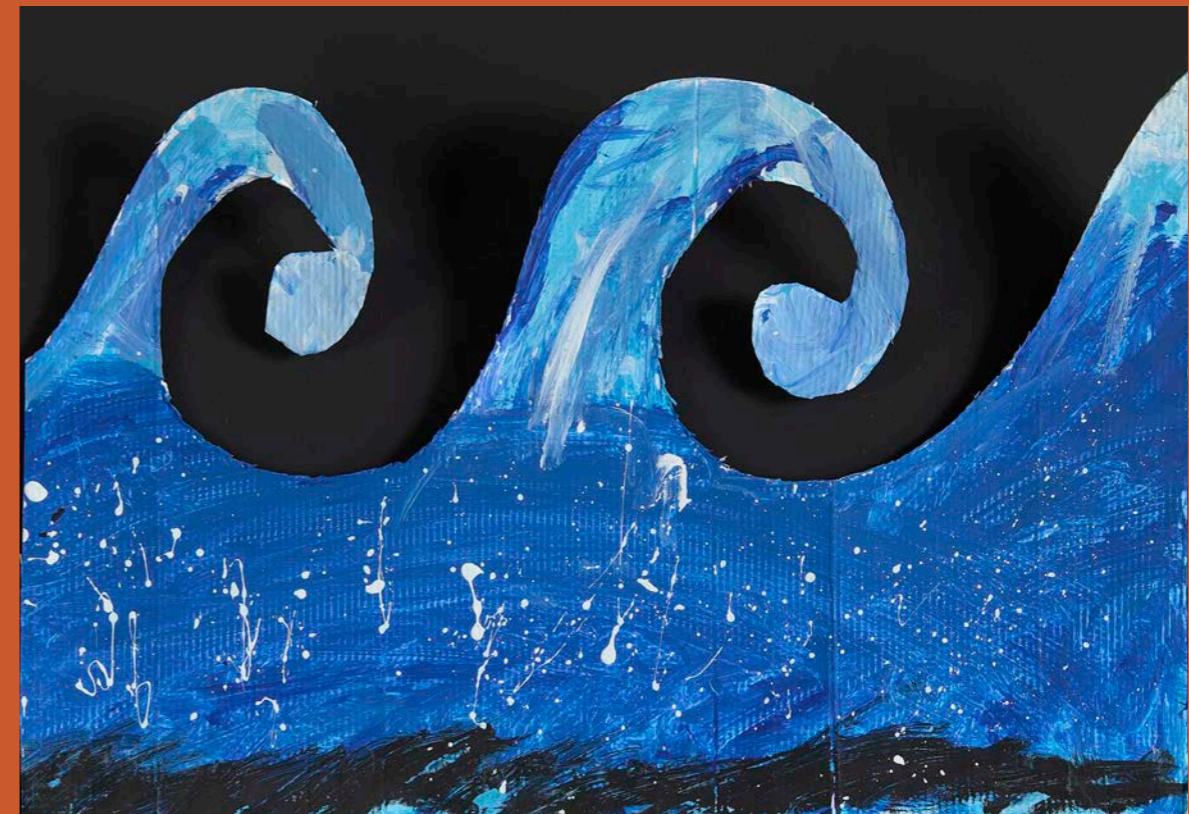
Student, aged 9

'We mixed acrylics together to get the perfect colour for a wave - green, blue, turquoise and white, with a hint of black.'

Student, aged 9

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Shipwreck Ceramics

Headley Park Primary School, Bristol

Ages 6–8

The children wondered if the shipwreck would leave anything behind. We discovered that cargo like ceramics often lies on the seabed with sunken ships. This reminded us of Bristol delftware – blue and white glazed ceramics which were made a few miles from our school in the 1700s and exported overseas. We decided to create our own delftware-inspired shipwreck ceramics from clay. We then decorated them with calls for help in different languages to reflect the international crew and passengers on the trade ship.

Art Lead

'The sailors' shouts have stuck to the plates!'

Student, aged 8

'We rolled the clay with a rolling pin and squashed it onto plastic plates to shape them. We fired them to 1000 degrees!'

Student, aged 6

TAKE ONE
PICTURE

Children inspired by Claude-Joseph Vernet's
A Shipwreck in Stormy Seas



Printed Rainsticks

Hua Hin International School, Thailand

Ages 7–8

Year 3 wanted to recreate the experience of a storm. The pupils researched how different cultures have represented rain and came across rainsticks from Chile. These are tubes filled with pebbles or grains that make a sound like falling rain when turned upside down. The children decided to make their own rainsticks and decorated them with prints using colours they mixed to match those they saw in the painting.

Art Teacher

'My storm goes CRASH. You can see it and you can hear it!'

Student, aged 7

'Every rainstick is unique like every storm is unique too.'

Student, aged 7

'I printed the weather using different materials. The bubble wrap cracked like the storm!'

Student, aged 7

TAKE ONE PICTURE

Children inspired by Claude-Joseph Vernet's
A Shipwreck in Stormy Seas



Messages in Bottles

Sydenham Primary School, Warwickshire

Ages 7–8

Year 3 wondered how the people on the ships might have felt during the storm. They decided to write letters to and from the passengers and their worried families. They tea-stained their letters to give them a weathered appearance before putting them in plastic bottles so they could be sent across the ocean. The pupils attached the bottles to wood they collected to represent driftwood that might have washed up on shore.

Class Teachers

'It was really cool how we got to make the message look like an actual sailor wrote it.'

Student, aged 8

'I felt like we were actually in the painting sending a message.'

Student, aged 8

'I felt really calm while taking part in the project.'

Student, aged 8

TAKE ONE PICTURE

Children inspired by Claude-Joseph Vernet's
A Shipwreck in Stormy Seas



TAKE ONE PICTURE

Children inspired by Claude-Joseph Vernet's
A Shipwreck in Stormy Seas

Collaborative Stormy Sea

Pencalenick School, Cornwall – a school for students with complex learning needs

Ages 11–14

Pupils used speech, signs and symbols to identify what they could see in the painting. They were particularly interested in the sea and waves because they often visit local beaches. The children decided to make their own stormy sea and experimented using their fingers, brushes and clingfilm to mix blue paints. The background was then cut into wave-like shapes and material added for texture. They then added boats and decorated the sails with drawings that reminded them of Cornwall's coastline.

Class Teacher

'Lightning and clouds'

shared a student, aged 12, using her Augmentative and Alternative Communication (a set of tools and strategies which assist or replace speech)

'Big boat'

Student, aged 13, signed and said



TAKE ONE PICTURE

Children inspired by Claude-Joseph Vernet's
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Different Perspectives

Mayespark Primary School, London

Ages 10–11

We liked that the painting had lots of elements and we wanted to explore several perspectives through different types of writing. We decided to create a captain's logbook, a lighthouse keeper's diary, a monologue from a person on the beach, and a poem from a 'bird's-eye view'. We divided up the tasks and edited our work together. To create different perspectives visually too, we made paintings to pair with our written work.

Art and Design Leader



The Rescue

Beehive Lane Community Primary School,
Essex
Ages 7–11

We acted out being rescued from the shipwreck and took pictures of our movements, before deciding to make an animated version. After building a stage set, we made figures out of tinfoil and used stop-motion techniques to carefully move them. We photographed each position, using our re-enactment photos to make sure that the movements were as lifelike as possible, and wrote and recorded our own stormy seas-inspired soundtrack.

Class Teacher

'I learned that many good animations can be made with just simple objects like foil.'

Student, aged 11

'It was very tricky to make the foil men, but we looked at the size and kept trying to improve them.'

Student, aged 8



TAKE ONE
PICTURE

Children inspired by Claude-Joseph Vernet's
A Shipwreck in Stormy Seas

Sea Salt Dance and Drama

Clavering Primary School, Essex

Ages 6–7

We wondered what the sailors might have felt during the storm, and decided to write stories imagining their point of view. Thesauruses helped us find new words and we were inspired to turn our written work into a performance piece. We choreographed a dance, thinking about what life might have been like for the sailors on board one of the ships.

Class Teacher

'I liked doing the dancing. When we were practising, I had to think about my moves bringing people back to life.'

Student, aged 7

'We had to think about our timing in our dance. Sometimes that was hard and sometimes easy.'

Student, aged 7

TAKE ONE
PICTURE

Children inspired by Claude-Joseph Vernet's
A Shipwreck in Stormy Seas



Weather Station

Icknield Primary School, Luton

Ages 7–8

Year 3 wondered why the captain of the ship had not checked the forecast before setting sail! After learning that the weather could not be easily predicted in the 1700s, we discussed how and why we check the forecast today, and how weather can be measured. The class then designed their own weather station and recorded the weather over the next week, finding that if the ship had set off then, it probably would not have been shipwrecked.

Head of Year 3

'The picture was amazing. I could see the weather was dangerous... I didn't realise how powerful the weather could be...The weather vane was good at first but when it got damp, it didn't work anymore... I found my design hard to make but my friend helped me.'

Year 3 Children



TAKE ONE
PICTURE

Children inspired by Claude-Joseph Vernet's
A Shipwreck in Stormy Seas

Sail, Sail, Sail Your Ship

St Martin De Porres Catholic Primary School,
Luton

Ages 3–4

Some children thought they could see a pirate ship in the painting, whilst others noticed the enormous waves and thought the people would be frightened by the storm. The children's ideas inspired a re-write of the song 'Row, Row, Row Your Boat' with new lyrics. They created a stormy background for their performance and came up with matching actions too.

Class Teacher

'I see a pirate ship... The people are scared because the storm is coming... The ship is falling down in the wavy sea... The waves are getting bigger... The sun is coming through the clouds.'

Nursery Children



TAKE ONE
PICTURE

Children inspired by Claude-Joseph Vernet's
A Shipwreck in Stormy Seas

Stormy Dance Performance

Moreland Primary School, London

Ages 7–9

The children were inspired to create a dance performance which tells the story of a ship on a peaceful sea when a storm suddenly takes hold. The piece shows the rise and fall of the storm. Through their own choreography, the children represent different elements of the painting, focusing on the ships, stormy weather, and water. They were thrilled to perform their dramatic dance for the whole school community.

*Class Teacher and Art and DT Subject Lead and
Class Teacher and Performing Arts Lead*

'We split the dance into groups. Some of us showed the waves in the water, some showed the boat, some were people in the sea.'

Student, aged 8

'We got to improve our dancing skills and had to practise loads... I really enjoyed working with the other children and we loved the final performance.'

Student, aged 9



TAKE ONE
PICTURE

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Shadow Puppets

Perry Hall Primary School, Kent

Ages 10–11

Our class viewed the painting whilst listening to the dramatic soundscape the National Gallery produced for the picture. It felt like a play, and we were inspired to turn the scene into a shadow puppet show. We worked in groups to choose which elements of the painting to turn into puppets and wrote scripts, complete with sound effects. We practised our scenes as it was hard at first, but then we successfully filmed our puppet shows.

Class Teachers

'I really enjoyed making the shadow puppets as we had never done something like that before, and it was great to work as a team.'

Student, aged 10

'It was tricky when we were performing it as we needed lots of people to hold on to all of the props.'

Student, aged 10



TAKE ONE
PICTURE

Children inspired by Claude-Joseph Vernet's
A Shipwreck in Stormy Seas

The Bells Will Save Them!

Snaresbrook Primary School, London

Ages 6–7

The children noticed the sounds of bells when we listened to the National Gallery's soundscape. They thought that the bells were a warning, and wrote stories inspired by the noise. To help warn the people in the painting, the class decided to make their own bells. They decorated tin cans using acrylic paints and hung metal items inside them, along with a sentence from their story. The bells were then brought together to make a single artwork.

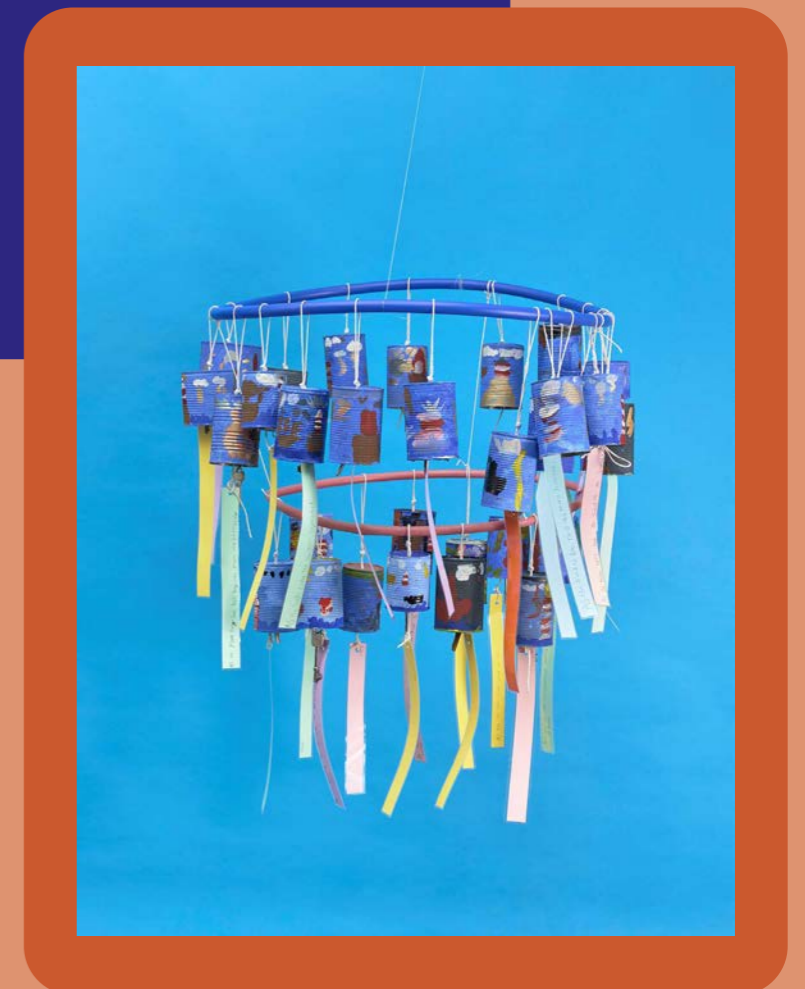
Assistant Headteacher and Higher Level Teaching Assistant

'I think the passengers would be shocked at the giant crashing waves. They would be worried about losing their families in the sea.'

Student, aged 7

'The boats were crashing into the waves. We picked the bells because they were meant to warn them.'

Student, aged 6



TAKE ONE
PICTURE

Children inspired by Claude-Joseph Vernet's
A Shipwreck in Stormy Seas

Weather Reports

Two Mile Ash School, Milton Keynes

Ages 9–10

Our students were inspired by the stormy weather captured in the painting. They decided to write their own weather reports, telling people about the shipwrecks happening as a result of the storm. The children then directed, presented, and filmed their reports using a green screen to create their own news-style weather announcements. They advise everyone to stay at home unless their journey is absolutely necessary!

Head of Year 5 and Head of Art

'Writing the weather report with my friends was really challenging because we wanted to show the drama of the painting as the waves look dangerous and threatening. We had to work together to make sure we used our voices to convey how concerned we were for the people in the painting. I was nervous to be filmed saying the report but it was exciting to perform the report together.'

Student, aged 10

Hello you are listening to TMA's weather report. We advise you to stay indoors! We have been reported that there will be a big, big storm closing in to Two Mile Ash and it may have lightning. We advise you to stay indoors but if you need to go out go only if necessary. If you do go out make sure to go to shops near you and if you see shelter go under it. If lightning does appear and hit our power generator we shouldn't panic because the storm will last 24 hours. Make sure to get water bottles as we shouldn't take our chances. You must get everything today as shops will close today at 3:00 o'clock. Make sure to be prepared for the storm's peak tomorrow. You may experience severe things like roofs, trees and houses flying but the number 1 thing to do is NOT PANIC. Thank you for listening to TMA news.



TAKE ONE PICTURE

Children inspired by Claude-Joseph Vernet's
A Shipwreck in Stormy Seas

A Ship's Journey Through a Storm

Poole Home Education Group, Dorset

Ages 5–11

We thought about the idea of journeys and discussed how they can be physical or emotional. We thought about what it might have felt like to travel on the ship – the initial excitement, followed by a change in emotions as the storm approached. We decided to make a large artwork showing the ship's journey in three stages: setting off, in the middle of the storm, and the underwater shipwreck. We displayed our work in Bournemouth Library to share our project with the community.

Group Coordinator

'I liked the idea that a journey is not just getting from home to the park, but that we can make journeys in life: growing up, learning new skills.'

Student, aged 8

'I enjoyed taking everyone's ideas and putting them all into one.'

Student, aged 9



TAKE ONE
PICTURE

Children inspired by Claude-Joseph Vernet's
A Shipwreck in Stormy Seas

Pirates in the Deep Dark Sea

Rookery School, Birmingham

Ages 6–7

The class were inspired by Vernet's painting to create their own stories about a great storm, and decided to turn their ideas into animations. The children designed their own characters, settings and backgrounds, and learned how to use software to animate their drawings. They also recorded voiceovers for the videos, which were shared with parents and the whole school community.

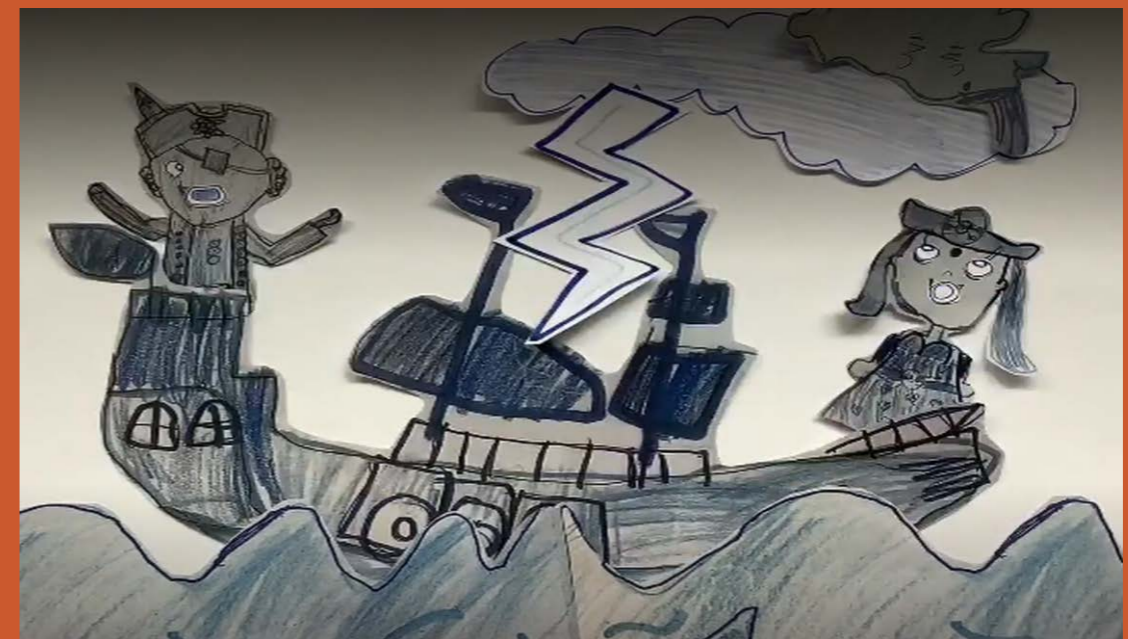
Art Teacher

'We worked in pairs, and we had to put the iPad on a stand so it wouldn't move. We could then move the puppets a bit at a time.'

Student, aged 7

'We cut out our characters and then we made the holes and put the pins in. Then the arms and legs could move.'

Student, aged 7



TAKE ONE PICTURE

Children inspired by Claude-Joseph Vernet's
A Shipwreck in Stormy Seas

Colour Mixing

Tweedmouth Prior Park First School,
Northumberland

Ages 5–6

We could see lots of tones in the painting so we decided to experiment with making different shades of blue. After sketching designs for our own stormy scenes we mixed paint for colour wheels inspired by the colours Vernet used. We used these paints in our final artworks and added sand to give the paintings texture.

Class Teacher

'We were thinking about the different sea colours and mixing paint to make greys and blues.'

Student, aged 5

'The picture had lots of details to look at.'

Student, aged 6



TAKE ONE
PICTURE

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A Shipwreck in Stormy Seas

Clay Seagulls

New Delaval Primary School, Northumberland

Ages 10–11

Year 6 discussed the unfolding drama in the picture and noticed the seagulls flying between two ships. They wondered if they were two spirits or symbols of hope. This led the class to draw the birds, looking carefully at their shape and colouring. The children used their sketches and modelling skills to create the seagulls out of clay.

Art and DT Lead

'I loved working with the clay, it was easy to mould into different seagull shapes and I was really happy with how it looked when it was finished.'

Student, aged 11

'When I looked at the picture I connected with the people stranded and in trouble. It was quite cool making all the different shapes in the clay.'

Student, aged 11



TAKE ONE
PICTURE

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