

TUDOR COSTUME LAUNCH

Local schools came to an open afternoon to celebrate the launch of new Tudor costumes.

These were specially commissioned to add to the 800 costumes in our collection, which are extensively borrowed. We wanted our new costumes to provoke discussion about the much requested topic, the differences between rich and poor in Tudor times. We wanted to demonstrate the opulence and constraint of clothes produced for the very wealthy, in comparison to the simplicity and plainness of clothing worn by the poor. We used as primary source material two 16th century royal portraits of Princess Elizabeth aged 13 (see left-hand picture) and a young Edward VI. *Continued on page 3*



As I entered the library and was offered a lavender shortbread it was amazing! You could taste the lavender on your tongue, there was just right amount.

Quote from Canonbury year 5 pupil

I then was dressed in a queen's dress. It was red with big drooping sleeves. It was boiling. I imagined what it would be like to wear Tudor clothes in the summer. It must of been scorching. My dress was a copy of what a young queen Elizabeth I would wear.

Making the most of the Library Service

In these challenging economic times, have you thought about the value for money you get from the Education Library Service?

Teachers get resources that are:

- worth many thousands of pounds
- expertly selected to support children's learning
- specifically chosen for you and your classroom
- processed, catalogued and maintained by us
- delivered to your school

This means a great saving in teacher time and the need to organise, manage and store resources in school, quite apart from the fact that every £1 of the subscription cost delivers approximately £14 worth of resources.

It's important to ensure your teachers are making full use of the service. Our books come from around the world and reflect all aspects of cultural diversity. We have 60 foreign languages represented. Original artefacts are both unique and very expensive. We have an extensive collection of original artefacts from ancient history to the current day.

AVERAGE CASE STUDY:

2 Form Entry Primary subscription £7,500 p/a =

> 16 teachers+head+librarian=18
 > 6 loans p/a, p/person
 > Loan= 60 books + 6 big books + 1 professional + 50 artefacts/costumes
 = 117 items

TOTAL = 18 x 6 x 117 = 12,363 resources worth £100,000 p/a

SOFT TOY SUPERMARKET

By Aaron Griffiths, Assistant Head Teacher/English Manager, Drayton Park Primary School

A praying mantis, three small pigs, a giant wolf (with snarling teeth and copious amounts of fur) and an elephant with a moveable trunk – I didn't think any of these would be accompanying me back to Drayton Park on the No.43 bus after my first visit to the Islington Education Library Service last term.



The wealth and quality of the resources at the IELS is phenomenal and extensive. It is easily possible to be dragged into the many worlds represented by the costumes,

books, trinkets and artefacts on offer, yet the aisle packed with puppets seemed to capture my imagination and forced me to fill my red crate quicker than a contestant filling a trolley on Supermarket Sweep!

From oral storytelling and drama around the traditional tale "The Three Little Pigs" with our nursery and reception classes, to frieze framing, hot seating and character role play around "The True Story of the Three Little Pigs" (by Jon Scieszka) with our Y1/2 classes, the value of the puppets was clearly evident.

As we know, children are naturally inquisitive and entering each of the classrooms with a pig's trotter or some wolf's fur poking out of a box made their questions fire! Their excitement was immediate and as soon as the stories began to unfold, their attention was captured. By using

the puppets myself, I was able to model language structures, facial expressions, voice projection and my own excitement about literacy in the classroom that was mimicked by the children when the ownership of the puppets was passed on to them. Quickly, it was easy to see how the puppets aided their collaboration and their ability to justify why pigs *had* to hide behind the maths trolley or the wolf *had* to growl even louder this time was wonderfully insightful.

Using the puppets like this stimulated curiosity and creativity in the children and nurtured learners of all abilities in the classrooms I visited. It provided me with a fantastic opportunity to facilitate learning and take a step back to observe how the children imitated, shared, grew in confidence and developed a love of literacy and learning. I feel that I've only seen the tip of the iceberg that the puppets of the IELS have to offer and can't wait to use them more in the future and recommend that you do too!

Vanessa Beresford - Historical Tailor

Vanessa Beresford follows in her mother's dressmaker footsteps, and is a specialist period costume tailor. ELS commissioned her to make the four new Tudor costumes for the collection.

Vanessa had the challenge of replicating two adult and two child costumes as faithfully as possible from Royal portraits of the period, at the same time as making them wearable for modern children in the classroom. Rather than the restrictive and moulded fittings of the original design, she used draw-string waistbands so various sizes could wear the skirts or breaches. The original clothes would have needed an experienced servant to help the wearer get dressed, so the design also had to be simplified, all the time maintaining the weight, restriction and shape of the original dress so children can get a real feel and experience of what it would have felt like.

Each costume took about four weeks to make. This included time for research, sourcing fabrics (she used furnishing fabrics that most closely resemble the weight, design and pattern of the period) and mocking up a calico version of the costume. Only then was the actual final garment sewn.

Vanessa has a huge wealth of experience, but her favourite projects have been making a pirate for the Museum of Docklands, and a story-telling coat full of secret pockets for the Foundling Museum.

Tudor Costume Launch

Continued from front page..

Vanessa Beresford, our costume designer, had the challenge of balancing historical authenticity with classroom use whilst still allowing children to have a sense of the complexity of wealthy fashion in Tudor times. We also commissioned two new adult costumes of high but not royal status. Each unique costume cost between £500-750.

Tudor Artefacts:

Over the years we have developed strong links with historical re-enactment traders. These craftspeople make high quality replicas using only traditional materials and methods of the period. We have recently purchased new Tudor domestic artefacts including pewter and bone utensils, shuttlecock games, tinder boxes, manacles, ceramic puzzle jugs and an earthenware bird's nest.

Every artefact and costume has the potential to invite a question

or inspire a story. At the open afternoon we wanted to showcase our new resources and model how they might be used in the classroom. Teachers and children were able to try on the new costumes and explore the new artefacts. Activities included brass rubbing, writing with quill pens, hand spinning, tasting some traditional 16th foods, quizzes and mystery object games. Children attended from Canonbury, Duncombe, Hargrave Park and New River College. We got some fantastic feedback from the children – follow the link to Duncombe's website:

<http://www.duncombeprimary.co.uk/school/TudorPartyNews2010DuncombePrimarySchool.shtml>

If you want a workshop like this in your school contact us for more information. See more photos of the event on page 4...

Are school libraries a wasted resource? What do you think of your school library?

Many school libraries are under-utilised resources that do not fulfil their potential to improve literacy levels and support pupil learning and attainment. This was a key finding of the School Library Commission as outlined in the report **School Libraries: A plan for improvement**, published last month. Have you read the report? What did you think? The National Literacy Trust is keen to hear your views – go to their website -

www.literacytrust.org.uk – for copies of the report and to contribute to their blog. We will be writing to all schools about this report.

Holloway Humanities

By Julie Griffith, Assistant Headteacher Holloway School



Half way through the year 7 unit on medieval realms I decided that the students needed more of a hands-on experience. The unit of work covered football, fashion, food, fun. We were already using books from the school library but we needed artefacts and other materials to support the topic.

Several boxes and bags duly arrived and needless to say, my class were delighted with that we got. They bombarded me with questions about some of the items, many of which I could not answer immediately. The first thing we looked at was the clothing – simultaneous pleas of 'Can I try it on miss?' made us all laugh. 'How old do you think the person was who might have worn

this?' I asked 14, 15, 16 they shouted. One of the students looked at the label and said 'Oh no – 7 years old. No way!'

They were very enthusiastic but careful management was needed. The books were used every lesson with students working in pairs and choosing their own books. The clothes, hats and shoes were the most popular items by far!

The students worked in pairs to produce an information display about three of the topics they had studied. Some of the artefacts and books were on display for them to use. The students enjoyed the lesson and using the additional resources.





Tudor Activities, clockwise from top left: **Dressing in Tudor cloaks; exploring Tudor medicines; dressing as rich Tudor lady; sampling Tudor food: spinning wool; brass rubbing; more dressing; quill and ink writing; carding, spinning and weaving.**

