TAKE ONE PICTURE

Project submission for Pieter de Hooch's 'The Courtyard of a House in Delft' | 2025 exhibition

Moreland Primary School

Brief introduction to school



Moreland Primary School and Children's Centre provides care and education for children from 6 months to 11 years old. We are a 2 form entry school located in a vibrant community at the heart of London and make the most of the all the opportunities that this offers us. We are a community school in every sense of the word working closely with our partner school St Luke's and with many other local organisations and businesses. Our children and families are at the heart of everything we do and we thrive on the diversity and wealth of culture, knowledge and experience that this brings to our school.

Moreland's Project

See in the following slides:

1) Primary Dance Festival piece
2) A soundscape co created with The Musicians Company
3) Submissions from each year group

At the start of the summer term, we introduced the students to the captivating painting through a variety of creative activities. These included trips to the gallery, interactive jigsaw puzzles of the artwork, and immersive zoom-in/zoom-out sessions to explore its details. Throughout the term, students from every class fully engaged with the painting, leading their own unique projects. In some cases, professional artists collaborated with the children, helping them refine their skills before they created their final masterpieces. Each class proudly contributed their own interpretation of the painting.

We were also fortunate to collaborate with musicians from The Musicians' Company, who helped us create an original sound piece inspired by the artwork.

As a further extension of their creativity, the children choreographed and performed a dance piece inspired by the painting, which they presented at the 2024 Primary Dance Festival, held at The Arts and Media School in Islington.

Dance

https://youtu.be/ubno86BkAwg



Our talented children performed their self-choreographed dance at the Primary Dance Festival 2024. Inspired by the painting, their piece brought to life the colors, characters, and charm of a 17th-century Dutch courtyard, weaving art and movement together into a beautiful celebration of history and imagination.

Soundscape

Exploring music and moods

In this collaborative project, Year 3 students from both classes explored the relationship between music and visual art. Over six sessions, the children selected a movement from Dvořák's Symphony of the New World to reflect the emotions in a chosen painting. Guided by Benn (cello) and Charis (oboe/cor anglais) from the Musicians' Company, they learned and performed the piece, culminating in a live recording on 27th June. This recording captures their journey in blending classical music with artistic expression and can be enjoyed throughout the exhibition.

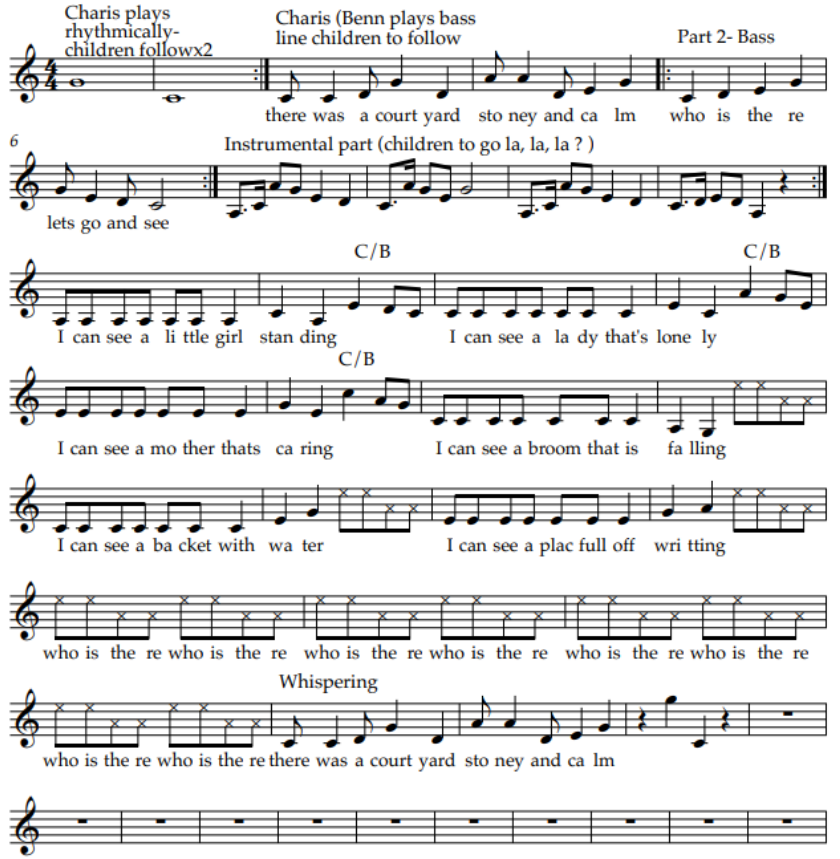
Imagining Hidden Stories Through Music

The Bright and Dark Sides of the Painting

Soundscape

Imagining Hidden Stories Through Music
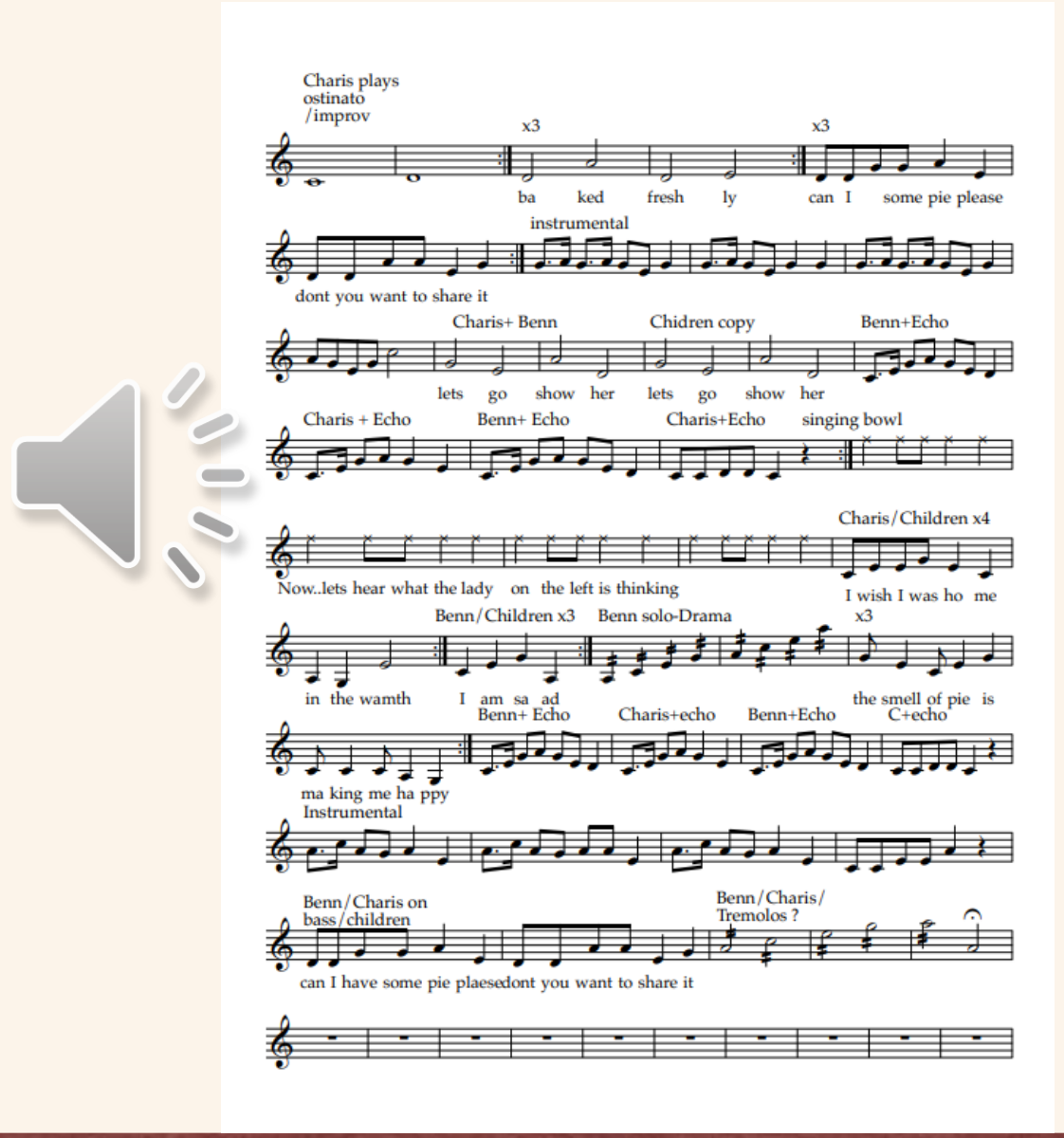
In this composition, Year 3 students focused on a painting's scene and used their imagination to wonder who might be hidden within the courtyard. Inspired by what they saw, the children explored the sound of major and minor pentatonic scales to bring these imagined characters to life through music. Their creative process invites listeners to step into the scene and discover the hidden stories within the courtyard through the expressive power of sound.



Soundscape

The Bright and Dark Sides of the Painting

This composition reflects the contrasting moods discovered by Year 3 students within a painting. Dividing it into two parts, they identified the right side—featuring a joyful lady and little girl—as the "Bright Side," while the left side, with a solitary figure, became the "Dark Side." Using the major and minor pentatonic scales, the children composed music to represent these emotional contrasts, bringing the painting's light and shadow to life through sound.



Year 6

The children in year 6 explored what life might have been like in a Dutch courtyard centuries ago. They noticed the aprons worn by the people in the painting and decided to design their own!

Each child created a unique apron, using different materials and designs to show their own personality and style. They learned how to embroider, print, and draw directly on the fabric. Through this project, they discovered new skills and learned about creativity, history, and self-expression—all while bringing a piece of art to life in their own way!











Year 5





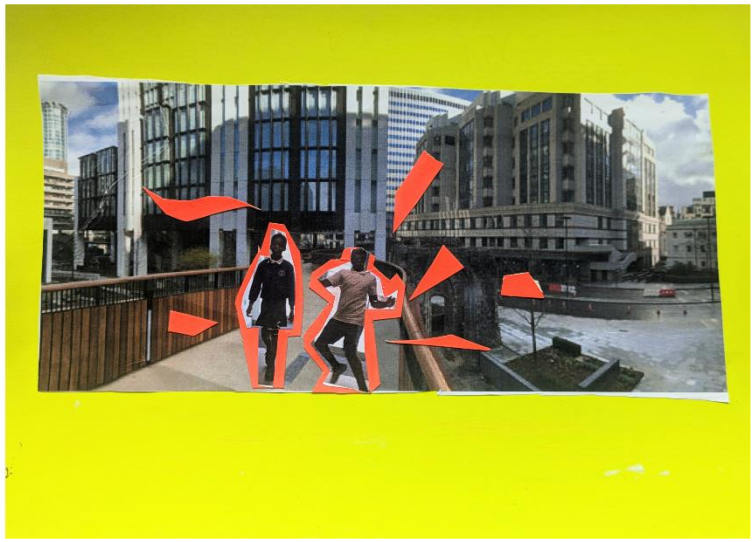



In the Take One Picture project, Year 5 captured the spirit of home and their local community through their artwork, inspired by the charming courtyard of a house in Delft. They started by creating a marble effect background with ink, then sketched their own homes– be it an apartment block or a cosy house – and traced over their drawings with black fine liner. The final pieces are a mix of their personal stories set against a colourful backdrop, showcasing their pride in the places they call home. This fun project not only let them explore their artistic talents but also helped them connect more deeply with their surroundings.

Year 5

The children looked at scenes from their own community, much like the Dutch courtyard scene in the painting. They then used these familiar places as inspiration to create bold, modern art! The children chose bright neon colours and bold shapes for their artwork, transforming everyday scenes into vibrant, eye-catching pieces.











Year 5







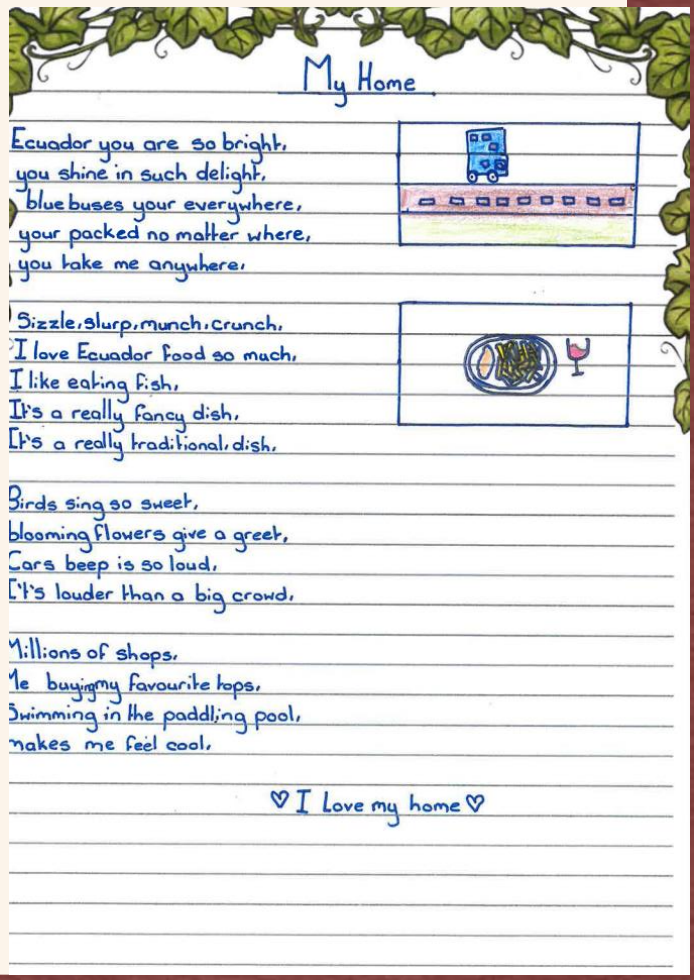




Year 4

We focused on how the painting portrayed a sense of identity and it made us think about our own identity and culture. We created poems related to our hometown and what makes us us. We then sketched a portrait of ourselves and in the background sketched what makes up our identity. We linked this back to our core textbook "Some places more than others" which was all about a young girl finding her deep roots and exploring her past which allowed her to learn about the places that make up who she is.




My Home

Ecuador you are so bright,
you shine in such delight,
blue buses your everywhere,
your packed no matter where,
you take me anywhere.

Sizzle, slurp, munch, crunch,
I love Ecuador food so much,
I like eating fish,
It's a really fancy dish,
It's a really traditional dish,

Birds sing so sweet,
blooming flowers give a greet,
Cars beep is so loud,
It's louder than a big crowd,

Millions of shops,
Me buying my favourite tops,
Swimming in the paddling pool,
makes me feel cool,

♡ I Love my home ♡

Year 4



Where I belong

In Poland there is fantastic, fabulous flowers,
And also Cold freezing showers,
Rain Coming down from the sky,
Always Comes down to my eye!

In Poland there is lovely food,
And its so yummy and Good,
oh I love the wonderfull wraps,
while doing my laps.

Beautiful singing birds chirping,
while everyone is talking,
Kids Screaming down the slide,
everyone thinks this is a ride!

Going to the Seaside and lying on the soft Sand,
I Just love going to the beach,
I love Winter and the Snow Coming from the sky,
This is my home now good bye!

Jam

Where im from

In London town. My love so bright.
With large crowds that buzz all night.
The Thames goes on for such a while.
and I can't get rid of my happy Smile.

Sizzle. Splat. Crunch and munch.
I love londons food oh so much.
Crunchy chicken and cheesy chips.
London has the best dish.

Blossoms bloom. Big Ben chimes.
I love to see them all the time.
cars beeping. Rough walls.
I couldn't live without Londons thin halls.

Londons cats will hiss and purr.
but I still love their soft, silky fur.
their feet patter on the bumpy ground.
and seeing it makes me feel proud.

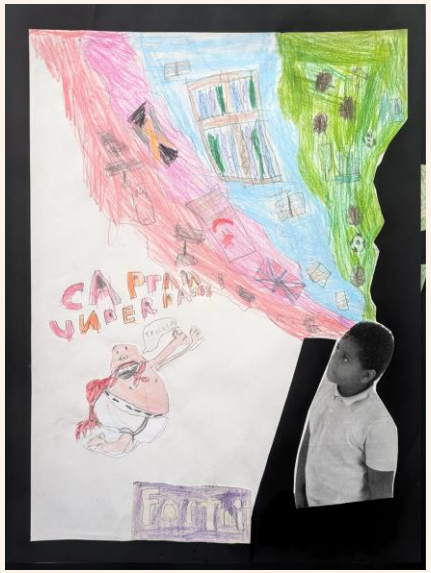


Year 3

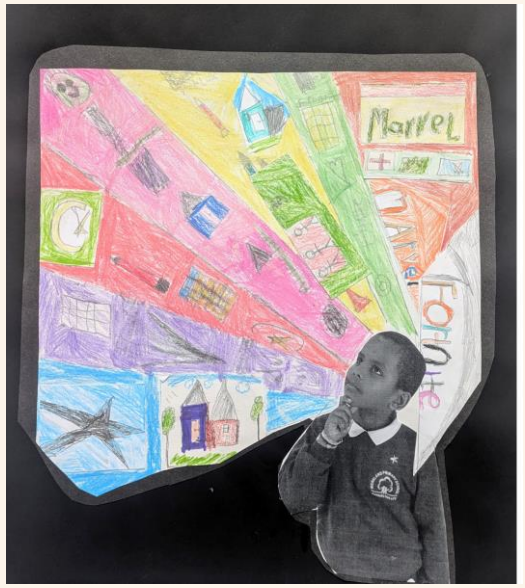
In Year 3, we collected ideas about the painting and decided that the artwork linked to themes including family and identity. We then created artwork based on our own identify, showcasing our likes and dislikes, where we are from and things that we like about ourselves.

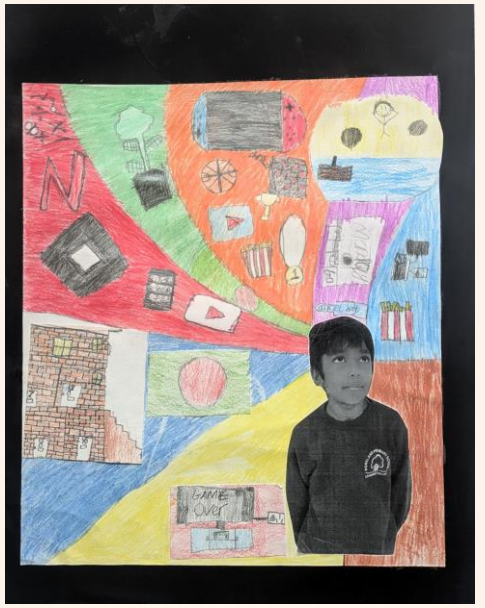






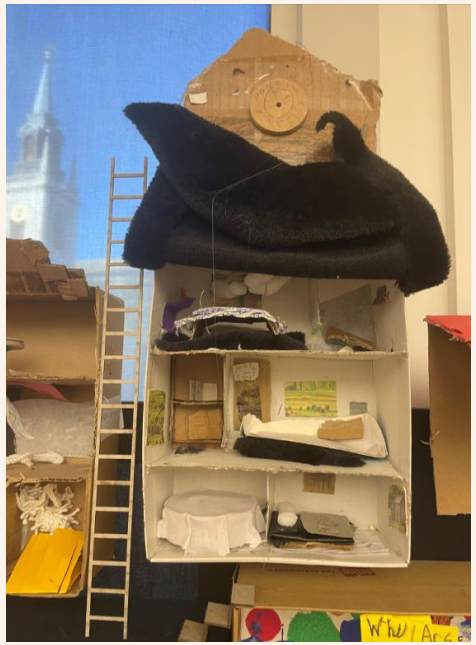






Year 2

When the children first looked at the painting, they wondered 'what's behind the door?' From that we looked at homes from the era and how they differed to today. We then created small dolls houses based on what we thought might be behind the open doors in the painting.















Displayed at Guildhall Gallery as part of the Dolls House Project https://giantdollshouse.org/

Year 1

We noticed that the picture had lots of doors in it and one of the children suggested creating some artwork to represent a door. We decided to make a door structure with lots more doors within it. After exploring patterns, linked with the brickwork, we made mosaics to decorate the doors. We also discussed the people in the photo and noticed that they were holding hands. We used this to inspire the portraits we drew inside the doors of us with someone special in our lives. It was a real collaborative piece that we were so proud of!









Dimensions:

Reception/ Nursery

Exploring Textures: The Clay Arch

This piece is a collaborative creation by Reception and Nursery children, inspired by their fascination with the textures of bricks. After exploring brick patterns around the school and local area, the children experimented with clay, imprinting their own designs. Central to their curiosity was the arch, a shape they observed and recreated using clay. Set against a painted background, the arch represents their hands-on exploration of structure, texture, and design, showcasing their creativity and engagement with the world around them.

Dimensions:



How was the picture introduced to the students and what direction did the project take?

To kick off our "Take One Picture" project, we began by gathering the entire staff to plan a collaborative, child-centered approach. Together, we mapped out how we would use A Courtyard in Delft as a foundation for a rich, immersive learning experience.

To bring the painting to life, each year group had the chance to visit the artwork in person, allowing the children to connect with it on a deeper level. We then designed a half-term curriculum centered around the painting, giving students the space to explore its themes and imagery across various subjects.

Each year group selected a book that echoed key ideas from the painting, weaving art, literacy, and history together in meaningful ways. Believing fully in child-led learning, we provided a variety of stimuli to inspire the students.

Each class followed the children's unique interests, allowing them to shape the direction of their learning based on what excited them most about the painting. Students experimented with a range of techniques, developed new skills, and conducted their own research, leading to a project that grew naturally from their ideas and questions.

What was the final result?

The project led to an impressive range of creative outcomes and personal growth for the children. Here's what they accomplished:

Two Soundscapes – Students created immersive soundscapes inspired by the painting, blending sounds and music to capture the atmosphere of A Courtyard in Delft and their own interpretations.

Dance Performance – Drawing from the themes and movements imagined in the painting, the children choreographed a dance performance, expressing the artwork's energy and their own narratives through movement.

Exhibition in a Real Gallery – Year 2 children had the exciting opportunity to showcase their work in a local gallery, sharing their journey with the community and experiencing the pride of being real artists.

Large-Scale Sculptures and Individual Portraits – Inspired by elements of the painting, students created large sculptures and personal portraits, giving each child a chance to explore new art forms and express their unique perspective.

Enhanced Confidence and New Skills – Through the project, students developed confidence in expressing themselves, gained new artistic and technical skills, and explored creative processes they hadn't tried before.

New Ideas and Perspectives – Engaging with the painting encouraged students to think deeply about art, history, and self-expression, sparking fresh ideas and insights.

Collaboration and Teamwork – Working together on various elements of the project allowed students to experience the joy and value of collaboration, sharing ideas, and building something meaningful as a team.

Our very own **Take One Picture Exhibition**- Our school exhibition of all the project work will take place on November 19th, where family and friends are invited to celebrate the children's achievements.

In the end, the project not only produced beautiful art pieces and performances but also fostered a deep sense of accomplishment, creative growth, and the joy of learning in every child.

How did your project include the Take One Picture criteria?

Child Led

In the teacher planning meeting we set and agreed boundaries for staff to allow children to lead the project. This involved creating a safe space so that the children felt comfortable brainstorming ideas and ensuring staff used open questioning in order to extend the children's' ideas.

- We felt that in order to fully support the child led criteria, it was important the children were give free rein to explore, not only the physical painting but also the feelings it provoked. This led to a number of our pieces exploring what lay beneath the sea.
- The project was an amazing opportunity to raise pupils self esteem. The children were proud of what they were able to achieve and the different skills they were able to acquire. The had the opportunities to try printmaking, clay, music production, Dance and more.

Cross Curricular

As a school, we are proud of our cross curricular curriculum. we used the Take One Picture Project as a whole term topic meaning we were able to use it to influence all subjects. We chose appropriate texts, to support learning, based around the themes of the picture.

We timetabled the project to span all subjects (where appropriate). This included: English lessons looking at poetry inspired by belonging; investigating the geography of where the painting was created and The role of domesticity.

The children were able to work in different environments, enhancing learning outside the classroom. They performed at the Islington School of Arts and Media, went out in our local area and created artwork in our Art Pod in the playground.

How did your project include the Take One Picture criteria?

I really enjoyed learning how to sew and I want to continue practicing.

I always enjoy working as a group. We all have something we can add to the artwork.

Quotes about the project

Its really hard to make the bricks stay in an arch. We had to concentrate really well.

I loved working with my friends and taking pictures of each other to make our artwork.