

SEND - TEACHER'S GUIDE

**Nature as Code: Creating identity using
Nature symbolism (Art & Design/PSHE)**

This pack has been designed to support the SEND teaching of Art and PSHE, as part of the Tower of London's Superbloom project.

HOW TO USE THIS PACK

This pack contains a lesson plan which is aimed at lower level MLD learners but also contains adaptations and suggestions for higher level learners. As well as an introductory activity and plenary, the pack provides six main activities for the lesson, each with a specific focus:

- *Activity 2: Reading a Portrait*
 - Sensory and Art focus
- *Activity 3: Esther's story*
 - Art and History focus
- *Activity 4: Creating Clues*
 - Art and PSHE focus
- *Activity 5: Creating Backgrounds*
 - Art and PSHE focus
- *Activity 6: My Special Object*
 - Art and PSHE focus
- *Activity 7: Creating My Self-Portrait*

The pack has been designed for use as a stand-alone lesson.

THE PACK INCLUDES:

Activity Cards

These are designed for teachers and provide instructions for each activity. They include key questions and discussion prompts.

Activity Resources (AR)

These are designed for students to complete independently, while working with a partner or group. They need to be photocopied or printed out.

Supporting Materials (SM)

These are designed to support the lesson and individual activities. They need to be photocopied or printed out and could be laminated.

OVERVIEW OF LESSON PLANS

The focus of the lesson plan is how portrait subjects in the Tudor era used nature symbolism (such as insects, plants, animals and birds) to make a public statement about how they wanted others to see them.

Students will start by examining what a portrait is and why they were important for communication in Tudor times, due to a lack of the diverse methods of communication we have today – for example the internet, TV and radio, as well as printed materials such as newspapers.

The activities in the pack are designed to encourage students to identify their personal traits, skills and interests, as well as what is important or special to them, and to incorporate those ideas into a self-portrait. They will also think about how people may deliberately present an *image* in public that is very different from their *identity* (who they are with family and friends in private).

TOPIC INTRODUCTION

It would be helpful for the students to find out a little about some of the themes explored in the portraits used for the activities.

- Henry VIII

This gives background information about Henry VIII and has lots of examples of Tudor portraits:

<https://bit.ly/3w27984>

- Elizabeth I

<https://bbc.in/3vLtLuA>

- Africans and their lives in Tudor England

<https://bbc.in/3L4tk37>

- Sir Walter Raleigh

This film tells the story of Walter Raleigh by a yeoman warder at the Tower of London:

<https://bit.ly/3wjAxYG>

You may wish to use other SEND lesson packs created for the Superbloom project, which support Science, English and History. You can download all packs here [Superbloom learning resources | Historic Royal Palaces \(hrp.org.uk\)](#).

LEARNING OBJECTIVES

For students to:

- Understand what a portrait and a self-portrait are
 - Understand how nature symbols have been used by artists to convey public and private messages about the sitters in Tudor-era portraiture
 - Understand that Tudor portrait sitters came from diverse backgrounds/races/social classes
 - Understand more about their own identify and how this can be represented through their own artwork
-

CURRICULUM LINKS

Art and Design

Students should:

- Use drawing, painting and sculpture to share their ideas and imagination
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work
- Create sketch books to record their observations and use them to review and revisit ideas

PSHE

Students should:

- Recognise what makes them special
 - Identify what they are good at, what they like and dislike
 - Recognise the ways in which they are the same and different to others
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BEFORE THE LESSON

- Set up the lesson presentation (AR1)
- Gather the resources for the feely bag activity (Activity 2)
- Print out copies of all Activity Resources (ARs) needed.

Room set-up

It is envisaged that students will work in a combination of whole class, paired and individual groupings. However, the activities have been designed to be flexible and can be adapted to best suit the learning needs of the students.

Additional resources needed

Activity 2: resources needed for the feely bag activity (optional)

Activity 5: you will need art materials such as paint and colouring pencils. You may also want the students to use textured materials, such as shiny or tissue paper, to make flowers or other nature symbols

ACTIVITY 1

Introduction

Starter question: What is a portrait and what does it tell us about the person or people in it?

The aim of this activity is to ascertain how much prior knowledge the students may already have about portraits and to explain the importance of the portrait in Tudor times.

Students will consider how people sometimes want to show a different image of themselves in public (*image*) compared to when they are in private (*identity*).

Pack resources: Activity Card 1 | AR1 (slide 1)

ACTIVITY 2

Reading a portrait – Art and Sensory focus

Key Question: What can we learn about Elizabeth I from her portrait?

Key skills – observational, discussion, expressing opinions, listening to others

The aim of this activity is for students to learn how to examine a portrait of Elizabeth I and identify the nature symbolism used by the artist. They will consider the public message the portrait is giving and how the artist has achieved this.

There is also an option for students to use items from a feely bag to help them make sensory connections with the painting.

Pack resources: Activity Card 2 | AR1 (slide 2) | SM1 | SM4

ACTIVITY 3

Esther's story – Art and History focus

Key Question: What was Esther's life like?

Key skills – observational, discussion, expressing opinions, listening to others

The aim of this activity is to learn about a female artist from the Tudor period, Esther Inglis. Students will read a story about her life and use this knowledge to explore the meanings of the flower symbols used in Esther's portrait.

Pack resources: Activity Card 3 | AR1 (slide 3) | SM2 | SM3

ACTIVITY 4

Creating symbols – Art and PSHE focus

Key Question: What is a self-portrait and what can symbolism show us about the person?

Key skills – discussion, researching information, decision making

The aim of this activity is for students to understand what a self-portrait is and how symbolism can be used to show more about the subject's personality. They will look at how nature symbols can be used in their own artwork representations of themselves.

Pack resources: Activity Card 4 | AR1 (slides 4-7) | AR2 | SM4

ACTIVITY 5

Creating a background – Art and PSHE focus

Key Question: Why were gardens used in Tudor portraits?

Key skills – observational, decision making, personal response

The aim of this activity is for students to create a garden background for their self-portrait that has personal meaning, after looking at the backgrounds of two Tudor portraits as examples.

Pack resources: Activity Card 5 | AR1 (slides 8-9) | AR3 | AR4 | SM3

ACTIVITY 6

My Special Object – Art and PSHE focus

Key Question: What is important to me?

The aim of this activity is for students to choose a special or significant object to hold in their self-portrait which is a symbol of one aspect of their identity.

They will look at three Tudor portraits as examples and think about the possible significance of the object to the sitter.

Pack resources: Activity Card 6 | AR1 (slide 10) | AR5 | SM3

ACTIVITY 7

Creating My Self-Portrait – Art and PSHE focus

Key Question: What do I want people to know about me?

The aim of this activity is for students to create the figure part of the self-portrait, either by drawing or painting.

Pack resources: Activity Card 7

ACTIVITY 8

Plenary

The aim of this activity is for students to understand how their self-portrait represents how they want most people to see them (*image*), and how it might look different to a portrait which they would only show to close friends and family (*identity*).

Pack resources: Activity Card 8 | AR6

IDEAS FOR ADDITIONAL ACTIVITIES

- Students could use Symwriter to write Esther Inglis's story or make a fact file for her.
- Students can try writing their name in different styles, as Esther Inglis did as a calligrapher, using a range of media. They could design a name label for their locker or tray at school, or a name sign for their bedroom door at home, with nature symbols.
- Students could design and create portraits of each other. They could 'interview' their partner to find out about their interests and wishes and then create a portrait using nature symbols for them.
- Students could create a tableau of 'The Family of Henry VIII' portrait (**AR1, slide 9**)
- Students could choose one of their nature-based symbols from their self-portrait to create a print for their art sketch books. They can draw the symbol onto a polystyrene square with a pencil. They can then paint over the imprint and make a repeating pattern in their sketch books.

Introduction

Starter question: What is a portrait and what does it tell us about the person or people in it?

This activity will set up the context of the lesson by examining what a portrait is, what it tells us and why people in Tudor times had them painted.

Students will consider how people sometimes want to show a different image of themselves in public (*image*) compared to when they are in private (*identity*).

Show slide 1 of the presentation (AR1) to introduce the idea of portraits.

What is a portrait?

- It is a piece of art that represents a real person or people
- The person in the portrait is called the 'sitter'
- The artist wants to show what the sitter looks like
- A portrait usually shows just the sitter's head and shoulders, but it can also show the whole body
- A portrait might give clues about what kind of person the sitter is, the things they are interested in, or how they are feeling
- In Tudor times, portraits were used by important people to show off about their power and wealth. They did not have the communication methods we have today – there was no TV, internet, Instagram, photography, radio, or magazines!

When were these portraits painted?

Explain that these portraits were painted by hand in Tudor times, around 450 years ago.

Why were these portraits painted?

At that time there was no internet, mobile phones or social media for people to post images of themselves on. There was no radio, TV, cameras or magazines. When people wanted to show a public image of themselves, they had to pay an artist to paint a portrait of them.

For kings and queens such as Queen Elizabeth I, it was a way of connecting with their people and reminding them of their power and wealth.

Where were these portraits shown?

These portraits might have hung in a palace or a stately home. They might have been copied onto a coin or an official public document.

Who had their portraits painted?

In Tudor times, only rich people could afford to pay an artist to paint their portrait, or pay for a portrait of someone else.

When sitting for a portrait, people would choose which clothes to wear very carefully. Most Tudors wore expensive jewellery and clothes in the portraits to show how rich they were. They would wear accessories such as hats or a weapon, to show something about who they were and what they were interested in..

In the Tudor portraits chosen for this lesson, the artists have used nature-based symbols such as insects, plants and animals to tell us about the sitter.

Reading a portrait – Art and Sensory focus

Key Question: What can we learn about Elizabeth I from her portrait?

The aim of this activity is to help students examine why this portrait was painted and to understand the message.

Before you look at the portrait you may find it helpful for your students to look at this short film about Elizabeth I on BBC Bitesize:

<https://bbc.in/3vLtLuA>

Optional – Use a feely bag and invite the students to take an item out as you find the different items in the painting. Discuss how the items feel and what they symbolise.

Ask your students to look at the portrait of Elizabeth I (AR1, slide 2).

Prompts

- What can you see?
- Look at Elizabeth's **face**.
- Which way is she facing? Is she looking straight at us or away from us?
- Ask the students to recreate her **expression** and **pose**.
- How might she be feeling? Why?
- Look at her **clothing**.
- What is she wearing? Do her clothes look expensive or cheap? Why?
- Look at her **jewellery**.
- What is it like?

Phoenix Bird

Can you find a bird in the portrait?

Explain this portrait is known as the 'Phoenix' portrait because Elizabeth is wearing a large **phoenix** jewel on her dress. Explain that a phoenix is not a real bird, although it looks like an eagle. It comes from Greek myths and is associated with worshipping the sun. It symbolises sacrifice and rebirth. and it rises from the ashes, just like Elizabeth rose to power as queen.

Tudor Rose

Can you find a red and white rose in the portrait?

Point out the heavy jewelled collar Elizabeth wears around the neckline of her dress. It has a red and white flower in the centre. Explain that this is the special symbol of her family, the Tudors. It is called a **Tudor rose**.

Ask the students to use **SM1** and work in pairs to find out more about the symbols used in the portrait and what they tell us about Elizabeth.

ACTIVITY CARD 3

Pack resources: AR1 (slide 3) | SM2 | SM3

Esther's story – Art and History focus

Key Question: What was Esther's life like?

The aim of this activity is to learn about a female artist who lived during the reign of Elizabeth I, called Esther Inglis. Students will read a story about her life and use this knowledge to explore the meanings of the flower symbols used in Esther's portrait.

Show the portrait of Esther on AR1 (slide 3) and read her story to/with the students (SM2).

Recap and write down the main facts of Esther's story on a whiteboard or flipchart.

Explain that this portrait may have been painted to celebrate Esther's wedding.

Ask students to look for any **nature symbols** in the portrait.

Point out the **carnation** and **honeysuckle** flowers at the top left of the painting. Explain that carnations symbolise love and honeysuckle represents happiness.

Prompts

- Why do you think these flowers were chosen for Esther's portrait?
 - What message is the artist trying to give us about Esther's personality?
 - How does Esther's portrait show us that her life was different to Queen Elizabeth I's?
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ACTIVITY CARD 4

Pack resources: AR1 (slides 4-7) | AR2 | SM4

Creating symbols – Art and PSHE focus

Key Question: What is a self-portrait and what can symbolism show us about the person?

The aim of this activity is to understand what a self-portrait is and how symbolism can be used to show more about the subject's personality.

Students will think about examples of nature they might find in a garden or park, what different flowers, insects, birds and animals might symbolise, and choose one of each to represent their own personal qualities in their self-portrait.

Prompts

- Ask your students if they have taken a selfie on a mobile phone. This is a self-portrait photograph.
- You might want show some examples of self-portraits (see weblink on SM4).
- Ask the students to think about what types of wildlife they might see in a garden or park.

Optional – you may wish to go outdoors to do this part of the activity to look for examples of nature. If you have planted a Superbloom garden at your school, students could use the Superbloom Schools seed list to help them identify flower varieties to include in their self-portrait: <https://bit.ly/3w18jBQ>

Ask students to work in pairs to research and choose an animal, flower, insect or bird which they feel symbolises one of their personal qualities (this could be a character trait, talent, hobby or ambition). Students working at a higher level may like to choose examples for all four types of nature symbol.

Using worksheet AR2, students can now record their own nature symbol choice(s). They will be using their chosen symbols in their self-portraits (Activities 5-7).

Prompts

Show examples of how things from nature can be used as symbols with a secret meaning (AR1, slides 4-7).

Cornflower = Hope **Bee** = Hard working **Sparrow** = Creative **Squirrel** = Lots of energy

Creating a background – Art and PSHE focus

Key Question: Why were gardens used in Tudor portraits?

The aim of this activity is for students to create a garden background that has personal meaning for their self-portrait.

Ask students to look at the garden backgrounds in two Tudor portraits (AR1):

1. Queen Elizabeth I in 'The Wanstead' portrait (slide 8)
2. 'The Family of King Henry VIII' (slide 9)

These garden backgrounds have secret meanings.

What do you think people used gardens for in Tudor times?

- In Tudor times people did not have the range of fruit and vegetables all year round that we have today. They could only eat particular foods when they were 'in season'. People needed to grow food all year round to make sure they had enough to eat.
- Fruit, vegetables, herbs and flowers used for food and medicine could all be grown in the garden. Henry VIII's favourite herb was rosemary which he loved served with roast lamb!
- Gardens were places where people would relax or exercise.

What can you see in the garden behind Elizabeth I in her portrait?

- What nature symbols can you see in the Wanstead portrait of Elizabeth I (slide 8)?
- Can you spot the dog in the painting?

Where are the beasts in the portrait of King Henry VIII and his family?

- Some Tudor gardens were designed with brightly coloured heraldic features. You can see wooden posts in the garden decorated with carvings of animals and fantastic beasts. Garden posts like these would often show lions, horses, dragons and the Tudor Rose.

Refer to SM3 for notes about these portraits.

Students can use worksheet AR3 to plan the garden background for their self-portrait.

When they're ready, students can draw the garden background for their self-portrait on worksheet AR4.

ACTIVITY CARD 6

Pack resources: AR1 (slide 10) | AR5 | SM3

My special object – Art and PSHE focus

Key Question: What is important to me?

The aim of this activity is for students to choose a special or significant object to hold in their self-portrait which is a symbol of one aspect of their identity that they are happy to share with everyone.

Look at the three portraits on AR1 (slide 10).

What is each of the three Tudors holding?

Left to right:

- Prince Edward – a dagger and a purse
- King Henry VII – a Tudor Rose
- Queen Elizabeth I – a rainbow

Use SM3 to share some key points about the portraits.

What might these objects tell us about the people holding them?

Discuss with your students how we may not be able to find out all the answers to our questions about the symbols in the portraits because they were painted so long ago. There may be more than one meaning for any of the symbols used in the portraits.

Ask students to work with a partner to talk about what object they might choose to hold in their self-portrait. Ask them to use AR5 to plan their idea.

ACTIVITY CARD 7

Creating My Self-Portrait – Art and PSHE focus

Key Question: What do I want people to know about me?

The aim of this activity is for students to draw or paint their self-portrait.

Students can use a mirror to help them create their own self-portraits. You could print out a photograph of each student for them to work from. When they have finished their self-portrait, they can cut it out and stick it onto their background.

Prompts:

- Will they show head and shoulders only or have a full-length portrait?
- What hairstyle will they have?
- What will they be wearing?
- What special object will they hold?
- What facial expression will they have?
- What nature symbols will they use?

If possible, students should wear the clothes they select for their self-portrait and have their special object with them (Activity 6) while they draw.

Optional – you might like to ask the students to show their finished self-portrait and talk about it to the rest of the class.

Plenary

The aim of this activity is for students to understand how their self-portrait represents how they want most people to see them (*image*), and how it might look different to a portrait which they would only show to close friends and family (*identity*). Students can work in pairs.

- Ask the students to think about all the Tudor portraits they have seen during the lesson (put AR1 slides up on the whiteboard to help them remember if required).
 - Ask them to think of two nature symbols which people in Tudor times used in their portraits.
 - Ask students to draw or write on worksheet AR6 the two nature symbols they remembered from Tudor portraits (in the column called **Tudor symbols**).
 - They should then draw two symbols from their own self-portrait and two from their partner's self-portrait in the relevant columns.
 - Ask the pairs to compare what their symbols say about them, to help students understand that there are similarities and differences between themselves and other people.
 - Finally, ask students to share whether the self-portrait they made shows everything about them or if they could add a few more symbols that they would only show to close friends or family.
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AR1

PRESENTATION

This is available to download as a separate pdf from
<https://www.hrp.org.uk/superbloom-schools-learning-resources/>

Name of animal	Picture of animal	It means that I am...

Name of insect	Picture of insect	It means that I am...

Name of bird	Picture of bird	It means that I am...

Flower	Picture of flower	It means that I am...



Draw or write



Where is the garden?



What is the weather like?



What flowers and plants are there?



Draw or write



What animals, birds or insects are there?



Who is with you?



What are you doing there?



AR5

MY SPECIAL OBJECT

Picture of my special object

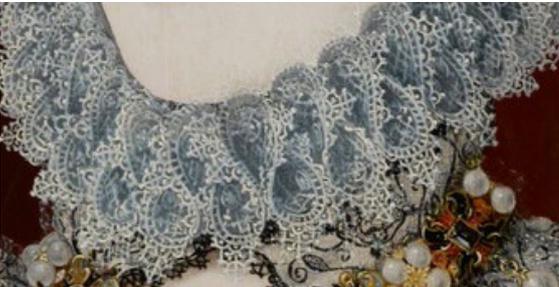


I like it because



Tudor symbols 	My friend's symbols	My symbols

Symbol	What it means
FLOWERS	
	<ul style="list-style-type: none">- Beautiful- Clever
TUDOR ROSE	
	<ul style="list-style-type: none">- The Tudor family
RED ROSE	
	<ul style="list-style-type: none">- Love- National flower of England
PHOENIX	
	<ul style="list-style-type: none">- Strong- Pure- Unique
PEARLS	
	<ul style="list-style-type: none">- Wealth- Pure- Good person

Symbol	What it means
VINE LEAVES 	- Peace - Plenty
OSTRICH FEATHER 	- Wealth
JEWELS 	- Wealth - Power
LACE 	- Wealth
GOLD 	- Wealth - Power

I was born around 1570.

I lived in Scotland.

My father was a teacher.

My mother was an artist.

I became an artist too.



© National Galleries Scotland

I loved to write and learned 40 different writing styles.

I wrote 63 books!

Some of my books had very small writing in them.

I decorated my books with flowers and birds.

In 1596 I got married and this portrait was painted at that time.

Portrait title and image

Queen Elizabeth I by
Nicholas Hilliard, c.1575



© National Portrait Gallery, London

Information

Known as the 'Phoenix' portrait after the jewelled Phoenix pendant that Elizabeth is wearing.

The Phoenix jewel symbolises purity and uniqueness. It also suggests the idea of the Tudor royal family living forever and remaining strong.

Esther Inglis (1569 –
1624), anon, 1595



© National Galleries Scotland

Most portraits at this time were of high-ranking people, such as members of the royal family or nobility.

Esther was from a less elevated status. She was an artist and calligrapher. It was very unusual for women to make a career of art and decorative handwriting at this time, as most women in England were uneducated.

Esther's father was a school teacher and her mother was a calligrapher. They probably taught Esther themselves.

Esther wrote at least 63 books and manuscripts. Her writing was very small – hardly 1mm high! She decorated her books with self-portraits and nature symbols, including flowers and birds. Some of her books were dedicated to the Queen, Elizabeth I.

In 1596, Esther married a Scottish clergyman. This portrait may have been painted to celebrate their wedding, as it includes a carnation, representing love, and honeysuckle, representing happiness.

Portrait of Queen Elizabeth I
at Wanstead Palace by Mark
Gheeraedts, c. 1580-1585



© Bridgeman Images

This portrait is known as 'The Wanstead' or 'The Peace' portrait.

It shows Queen Elizabeth I holding an olive branch and standing next to the Sword of Justice.

Elizabeth is standing on a carpet or tapestry. As these were very expensive items in Tudor times it shows how important and wealthy she is.

The flower embroidery on Elizabeth's gown would have taken thousands of hours for skilled craftswomen to sew by hand. It was very expensive to make, reflecting her position as queen. The flowers on the gown include pink roses, pansies and blue borage. The pansies symbolised thoughtfulness.

The dog symbolises faithfulness and loyalty.

The garden behind Elizabeth may be at a house at Wanstead belonging to Robert Dudley, Earl of Leicester. Dudley was a favourite of Elizabeth and she had visited his garden.

Portrait title and image	Information
<p>The Family of Henry VIII, anon, c.1545</p>  <p>© Royal Collections Trust</p>	<p>This portrait shows King Henry VIII and his family.</p> <p>Henry is seated in the centre. On the far left is Princess Mary (later Mary I or Bloody Mary) and on the far right is Princess Elizabeth (later Elizabeth I). On Henry's direct left is Prince Edward (later Edward VI) and on his direct right is Henry's third wife, Jane Seymour. The two figures in the archways are members of the royal household.</p> <p>The view through the arches is of the Great Garden at Whitehall Palace, which no longer exists. The king's heraldic beasts can be seen in the flower beds.</p> <p><i>Point to note: the man in the right archway is Will Somers, the king's jester. The person in the left archway is 'Jane the Fool.' Jane was known as a 'natural fool', a person with a learning disability. People with learning disabilities were well cared for at the Tudor court and valued for their directness and humour. They were also believed to be closer to God and the truth.</i></p>
<p>Abd el-Ouahed ben Messaoud Anoun, Moorish Ambassador to Queen Elizabeth I, anon, 1600</p> <p>View portrait here: https://bit.ly/3w1Iodd</p>	<p>Abd el-Ouahed ben Messaoud ben Mohammed Anoun was the ambassador of the Sultan of Morocco in North Africa to Queen Elizabeth I.</p> <p>His was sent by the Sultan to build an alliance between Morocco and England against Spain.</p> <p>This portrait was painted in England, probably by a European artist.</p> <p>The Ambassador is wearing a white linen turban, which shows his high rank. The way he has wrapped his turban would show to fellow Muslims his religious beliefs, status and where he was from.</p> <p>He is carrying a decorated curved North African sword known as a nimcha.</p> <p>This is the earliest known painting of a Muslim in England.</p>
<p>Portrait of an African Woman Holding a Clock, attributed to Annibale Carracci, c. 1583 – 1585</p> <p>View portrait here: https://bit.ly/39bAYuV</p>	<p>This painting is the only surviving piece of a larger portrait which has been cut down.</p> <p>The African woman we see would not have been the focus of the painting originally. We do not know who she was but it is likely she was a valued member of the household as she was included in the portrait.</p> <p>She is dressed in what would have been a middle-class best set of day clothes in Tudor times. Black dyes were very expensive and were only worn by people who were wealthy and important or who worked in wealthy households.</p> <p>She is wearing a red coral necklace, gold earrings and silver-lined lace. Pearls and coral were associated with luxury from exotic places far away from Europe.</p> <p>The clock she is holding represents extreme luxury as clocks were fairly new inventions in the Tudor period and very expensive and rare.</p> <p>The artist has painted the woman with dress pins pinned into her bodice, so she may have been a seamstress for the main sitter in the full-sized painting.</p>

Portrait title and image

Edward VI (1537-53),
attributed to William
Scrots, 1546



© Royal Collections Trust

Information

Edward was the son of Henry VIII and half-brother of Elizabeth I (who became queen later on). Edward was only 10 when he became king and died aged 15.

The young prince wears a russet satin gown with hanging sleeves, trimmed with velvet, embroidered with gold thread and lined with lynx fur.

The jewel around his neck is decorated with the coronet and feathers of the Prince of Wales. This portrait was started not long before he became king in January 1547.

King Henry VII, anon, 1505



© National Portrait Gallery, London

Henry VII was the first Tudor monarch. He was the father of Henry VIII and grandfather of Elizabeth I.

To become king, Henry had defeated King Richard III, who was from the House of York. This ended the War of the Roses. Henry married Elizabeth Woodville of the House of York to bring peace to the country after many years of civil war. Henry is holding a red rose, which symbolises the House of Lancaster, his family. The symbol of the House of York was a white rose. Henry combined the red and white rose symbols and created the Tudor rose. It represented peace and stability, as well as the strength of the Tudor monarchs.

Queen Elizabeth I, 'The
Rainbow Portrait' by
Oliver Isaac, c.1600



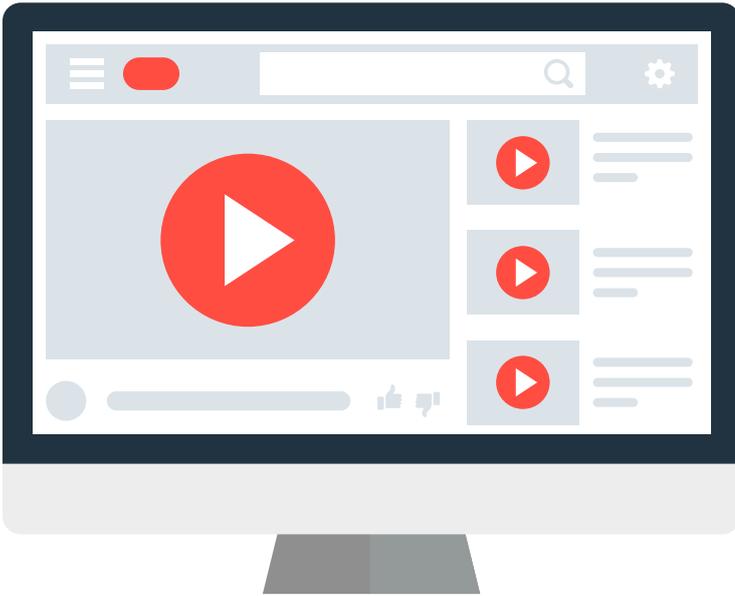
© Bridgeman Images

Elizabeth holds a rainbow with the inscription 'Non sine sole iris' ('No rainbow without the sun'), reminding viewers that only the Queen's wisdom can ensure peace and prosperity. Rainbows are a symbol of peace.

A jewelled serpent is entwined along her left arm, and holds from its mouth a heart-shaped ruby. The snake represents cunning and cleverness. The heart means love.

Her gown is embroidered with wildflowers and her cloak with eyes and ears. Flowers represented cleverness and beauty. The eyes and ear show that she sees and hears everything.

The pearls represent purity and virginity.



Self-portraits

The National Portrait Gallery provides a useful resource about self-portraits called 'Young People's Guide to Self-Portraiture':

<https://www.npg.org.uk/whatson/self/home/>

Portraits showing racial diversity in the Tudor period

- Abd el-Ouahed ben Messaoud ben Mohammed Anoun Moorish Ambassador to Queen Elizabeth I, unknown artist, 1600.

<https://bit.ly/3w1Iodd>

- Portrait of an African Woman, circa 1583-1585.

<https://bit.ly/39bAYuV>