1.) Explore how portraiture conveys information about a person. *(Art, Citizenship, History)*

Look at Josef Herman’s paintings *The Welsh Miner* and *In the Canteen*. How do you know what these men do for a living?

Look at other images of workers or people at work. How can you tell what their job is?

Discuss the different jobs that students’ family members do, or jobs they see in their local community. How could we make a portrait of these people and show what they do?

For example: a taxi driver could hold keys, or sit in a car; a shopkeeper could be behind a till, or by shelves. Make creative lists of jobs and the various symbols that might represent those professions.

Look at their clothes and helmets

Show how the size of the miner’s hands in the portrait tell us how important they were for his job.

The students could plan and photograph a portrait of their chosen family member. Parents/relatives could make a school visit to discuss their work. Drawings or paintings could be made linking a person with the symbol of their profession.

The finished works could prompt further discussion on changes in types of work over the last 60 years, especially the decline in mining depicted in Herman’s paintings. Also discuss types of work which still exist, such as Eva Frankfurter’s images of waitresses.

Resource created by Danielle Heiblum & Edward Dickenson
Activities for the Secondary Classroom

2.) To explore social and cultural change in post-war Britain. (Art, Citizenship, History)

Conduct a class survey of countries the students and/or their parents have lived in. Explore census data to look at the ethnic makeup of your local community. Discuss possible reasons for migrating from one country to another.

Look at the early lives of Josef Herman and Eva Frankfurther in terms of migration – their paths and reasons for moving.

Look at the subjects of Eva Frankfurther’s art: neighbours in the East End of London; workers at Lyon’s Corner House; workers at the Tate & Lyle sugar refinery. Show how they represented immigration from the West Indies, Cyprus, Pakistan and Ireland, as well as Eva Frankfurther being a German refugee. To show this changing face of Britain was, at the time, very rare. Look at the main groups of people to move to Britain after WWII, their reasons their impact on the country.

Compare this to contemporary immigration and its depiction in art, the media and general society.
3. To explore what portraiture is and the legacy of the artists of Refiguring the 50s. (Art, History)

Use the portraits of *Refiguring the 50s* to explore the common features of portraiture. Arrive on a communal description of what ‘portraiture’ is and compare to the description given in dictionaries/encyclopaedias.

Explore terms such as:
- posture
- subject (who / what is depicted in the painting)
- profile (a side view of someone’s features)
- self-portrait

Look at the subjects of a range of portraits throughout history to see how the artists of *Refiguring the 50s* depict common working men, women and children - something of a rarity. Encourage students to express their likes and dislikes, and discuss patterns and points of interest.

Explore contemporary portraiture (the National Portrait Gallery website can help with this) and compare the styles and subjects to the portraiture of Eardley, Fell, Frankfurther, Herman and Lowry.

Resource created by Danielle Heiblum & Edward Dickenson
4.) To explore what happened to Jewish refugees during World War II. *(History, Religious Education)*

Use the stories of Eva Frankfurther and Josef Herman’s early lives to explore the growth in anti-Semitism in Europe in the 1930s and 1940s. Look at the Kindertransport and the plight of Jewish children leading up to the outbreak of WWII.

The resource, *Holocaust Education through the Ben Uri Collection*, created in partnership with the London Grid for Learning, can assist with this session. There are a range of works by artists affected by the Holocaust, complete with detailed histories and teachers’ notes.

Compare the stories of Jewish refugees to those of contemporary refugees and explore the aid given to children throughout the UK.