



# Learning Programme Resource Pack

Created by



Presenting Partner

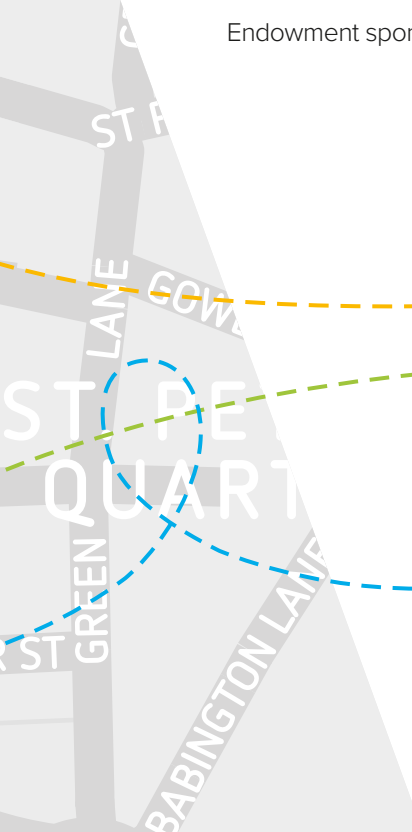


Education Partner



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# Welcome

Since the opening of the Museum and Art Gallery in 1879, people of all ages have enjoyed and learnt from the work of artists and makers, scientists and historians.

Despite the huge challenges we have all faced over the past year as a result of the Coronavirus pandemic, our community has continued to find inspiration, hope and solace from our cultural heritage. Today, work behind the scenes at Derby Museums is busier than ever as we try to find new ways to engage our audiences digitally and look at how we operate in a Covid-secure, socially distanced way.

As we continue to find new perspectives in telling the story of Derby - past, present and future - we'll be bringing the Derby Ram Trail to the city from May to August 2021. This public sculpture trail, featuring 30 decorated, five foot rams, will thread its way across the city centre next summer, attracting visitors from near and far. The trail will enable local artists to showcase their work and will give local businesses a unique opportunity to engage with the public.

As part of this project, we will be working with up to 80 schools, colleges and home educators across Derby to run a city-wide design competition for young people. We would like to invite your school, or the young people you work with, to get involved in this competition for a chance to be part of the Schools' Mini Ram Trail at Derby Museum and Art Gallery next summer. This resource pack has been developed to support your participation in the competition and also suggests some alternative ways in which you can engage with the Derby Ram Trail.

Derby Museums offers a well-established, award-winning learning programme with a STEAM focus in Science Technology, Engineering Arts and Maths. This has been successfully co-produced with young people, artists, makers and primary, secondary and SEND schools that provides learning opportunities for over 8000 school children each year. The arts and making play a crucial role in encouraging creative, inquiry-based critical thinking, and we hope that the Derby Ram Trail and the ideas in this resource pack will continue to help inspire the thinker and maker in all of us.

We appreciate what a difficult year this has been for schools, young people, educators and families, bringing with it many unexpected pressures on an unprecedented scale, but we hope that the Derby Ram Trail can give us all something to look forward to in bringing some joy to our city next summer. We hope that you will be able to join us to develop this project for Derby together.

## Tony Butler

Executive Director

Derby Museums

[www.derbymuseums.org](http://www.derbymuseums.org)

Tony Butler, courtesy of Derby Museums

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DerbyRamTrail



@DerbyRamTrail



#DerbyRamTrail

You can also follow Wild in Art [@wildinart](https://www.instagram.com/wildinart) and Derby Museums [@DerbyMuseums](https://www.instagram.com/derbymuseums)



## Message from Rolls-Royce

**Rolls-Royce and Derby Museums are long-term partners, working together to create and deliver education programmes and activities to inspire the pioneers of the future.**

For many years, STEM has been the central focus of education outreach for Rolls-Royce as Science, Technology, Engineering and Maths are so fundamental to the future success of our business. We are committed to inspiring future generations and have a target to reach 25 million people with our STEM education outreach programmes and activities by 2030.

With the help of partners like Derby Museums, we are also co-creating STEAM education programmes – ‘A’ being for Art – and exploring the Art of STEM. Creativity is essential in developing concepts and designing products that will change the way we live. Innovation in engineering has never been more important, as we look for new ways to power cities and develop more sustainable transportation.

We are delighted to be the Education Partner for Derby’s Ram Trail and are particularly excited to see how young people respond to the challenge of creating their own designs for the Mini Ram Trail in response to the theme: *‘What is important to me, right now?’* This might relate to issues of particular importance to young people such as well-being, environment, global issues like Covid-19 or the Black Lives Matter movement; or it may be a response to sense of place, an expression of identity or perhaps just a way to share something they particularly love or feel connected to. We are looking forward to see how they will present these designs, which materials and colours will they choose and how the winners from each school transfer their 2D designs onto a 3D model.

Derby’s Ram Trail will give both local communities and visitors to our city a new insight into what makes Derby unique. What a great way to explore our city for the first time, or to re-discover what makes Derby special through the design inspiration of the ram artists.



**Gill Fennell**  
Community Investment Manager  
Rolls-Royce  
[www.rolls-royce.com](http://www.rolls-royce.com)



Gill Fennell, courtesy of Rolls-Royce



# Welcome to Your School Resource Pack

We hope it will inspire and encourage you to get started on your creative journey. It has all the information you need to get involved with this project and take part in the Schools' Mini Ram Trail competition; a key element of the Derby Ram Trail.

Wild in Art and Derby Museums both passionately believe in the power of creativity to engage pupils in cross-curricular learning; through fun, hands-on, arts activities. We hope this competition will complement your existing provision, inspire creativity and that all participants immerse themselves in the many ideas contained in this pack.

Our sculpture trails are designed to be a feast for the imagination and by giving young people the chance to participate, we are giving them the chance to get enthusiastic about arts and making. At the same time, they help to open up conversations about important topics such as environment, citizenship, health, well-being and raising money to help others.

Learning programmes are integral to the success of our popular public art events around the world and we're particularly proud to bring a brand-new sculpture to Derby for the highly anticipated Ram Trail. The ram is a fantastic canvas and the outcomes over the next few weeks through your design competitions will provide important insights into the aspirations, hopes and dreams of your pupils.

In a continually changing education landscape, teachers and parents, schools and governors, pupils and communities are increasingly becoming champions for creativity. Your creativity will shine bright on the art trail, celebrating the work your organisation does to inspire the region's young people.

From creative writing to making, painting and illustration, we want to inspire you to make this experience fun and meaningful for all. Please encourage all of the children and young people you work with to show adventure and imagination; it's a great opportunity to express themselves, have their voices heard and to discuss issues on a high-profile public platform.

With your support we can make this a very memorable public art event, not only for the project participants, but for everybody it touches. Once again, a very big thank you for your participation. Now let your imagination go wild!

**Charlie Langhorne**

Co-founder and Managing Director, Wild in Art



[derbyramtrail.org](http://derbyramtrail.org)

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# COMPETITION Timeline



**November 2020**

Competition launched to Derby city schools. Resource pack including template mini ram available for download for pupils to use in a 2D design competition. Schools to confirm their entry



**4 January 2021 - 1 April 2021**

Schools run the 2D drawing competition in schools



**12 February 2021**

Deadline for return of competition entry form to Derby Museums

**w/c 22 February 2021**

Paint your own mini (20cm) rams, delivered to competing schools.



**1 March 2021 - 1 April 2021**

Schools judge 2D ram designs in school and announce winners. Competition winners are given the mini 3D rams to paint.

**26 March 2021**

Deadline for home educators to submit their 2D ram designs to Derby Museums for a cross home-school competition. Ram sculptures delivered to home education winners later that week.



**1 April 2021**

Final deadline for schools to judge 2D ram designs in school and announce winners.

**12 April 2021**

Derby Museums to judge home school entries and deliver mini sculptures to competition winners

**23 April 2021**

Final deadline for the return of winning 2D designs to Derby Museums including submission of the Cross-School Competition entry form via the Derby Ram Trail website ([www.derbyramtrail.org](http://www.derbyramtrail.org))



**w/c 26 April 2021**

Painted 3D rams collected from schools/home educators



**6 May 2021**

3D painted rams judged in a Cross-School Competition, selecting four winning rams plus up to 26 runners-up to be displayed on a mini trail around Derby Museum and Art Gallery.

**12 May 2021**

Photo opportunity for the four cross-school competition winners at Derby Museum and Art Gallery. Competition winners will feature in the official Derby Ram Trail souvenir guide

**27 May 2021 – 22 August 2021**

Winning rams including 26 runners-up to be displayed in the Schools' Mini Ram Trail at Derby Museum and Art Gallery.

Derby Ram Trail takes place across the city, and includes a number of family friendly events. Please visit [www.derbyramtrail.org](http://www.derbyramtrail.org) for more information.



**3-5 September 2021**

'Ram-union' celebration weekend at Derby Museum and Art Gallery, featuring 3D mini painted rams from the 30 schools.



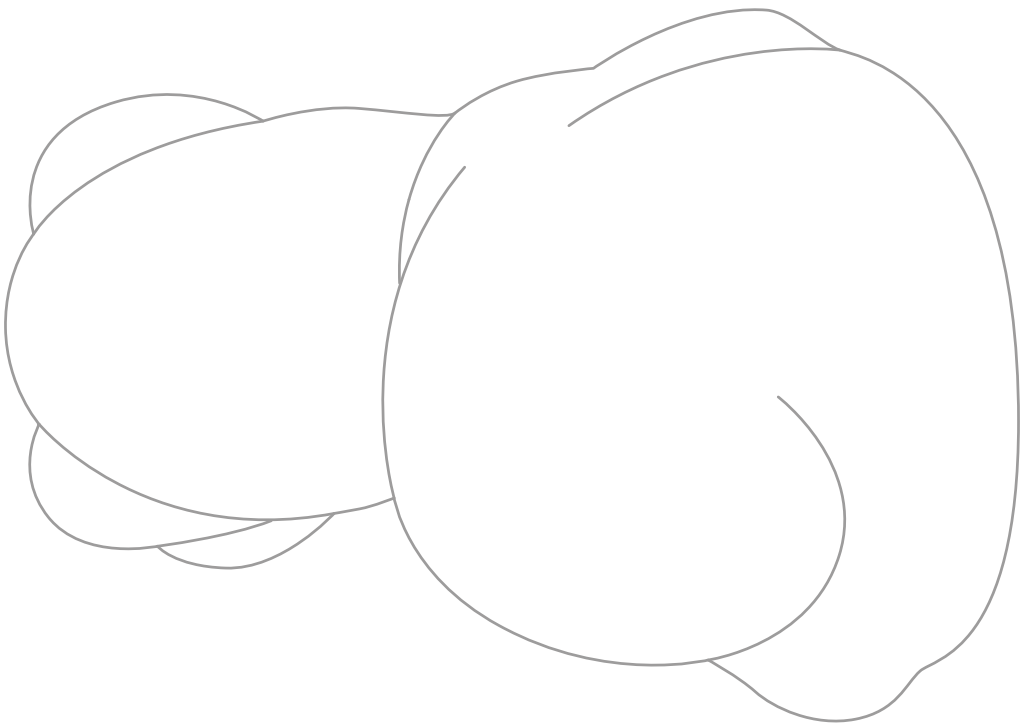
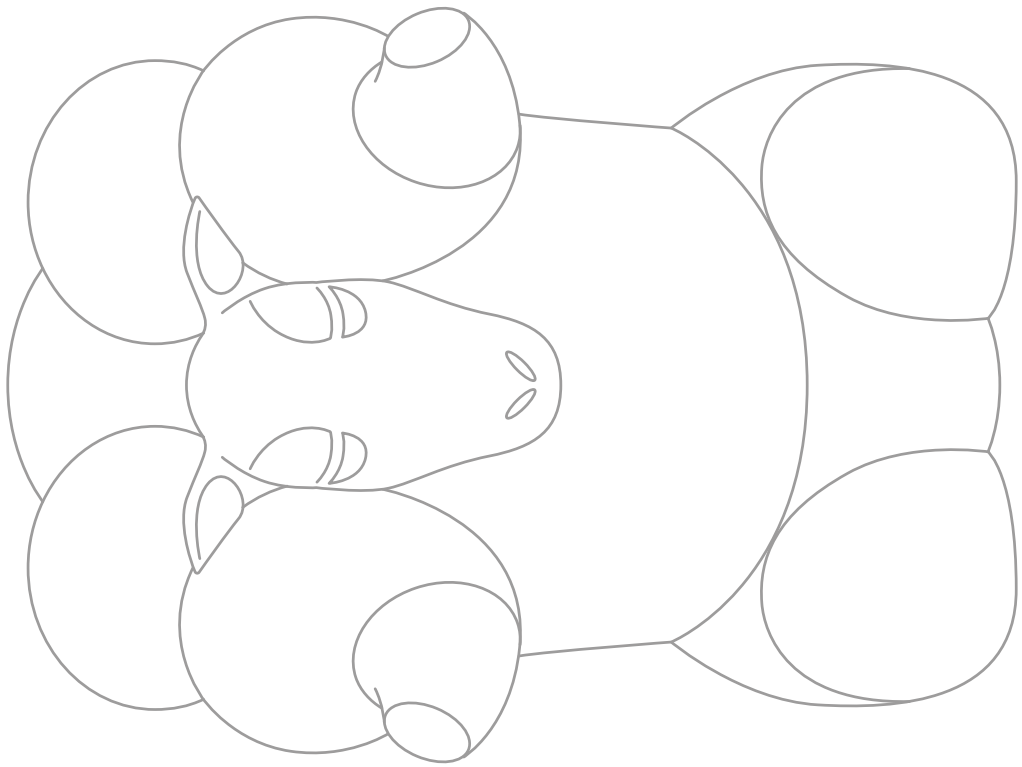
**w/c 6 September 2021**

3D mini rams available for collection from Derby Museum and Art Gallery\*

\* Delivery can be arranged for a nominal cost of £10 per school.

**ST. PETERS  
QUARTER**

# YouR Figurine Template





Pupil name: ..... Pupil Age: .....

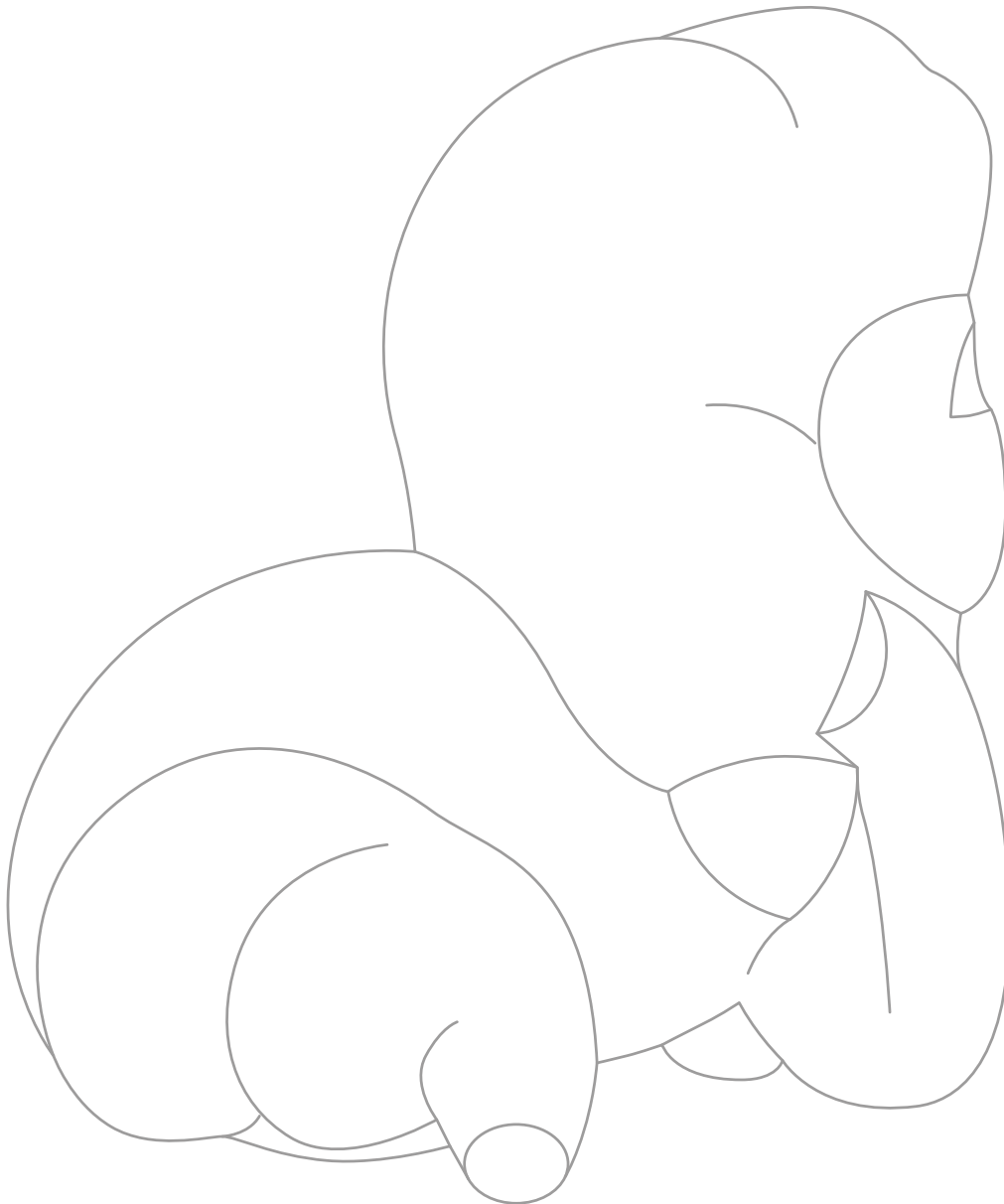
Name/title for your ram: .....

**Please complete the following sentence:**

My sculpture was inspired by .....

**Brief description of your design** (try and keep it to 50 words or less):

.....  
.....  
.....  
.....  
.....  
.....



# The Competition

## Stage 1

We are looking for up to 80 schools, plus home educators to take part. If your school would like to participate in the competition, please complete and submit the competition entry form on our website [here](#) by the **12th February 2021\***.

\* This will keep you up to date with each stage of the competition, as well as ensuring you will receive your mini ram figurine for each age category entered.

Using the ram figurine template included in this pack, ask your pupils, either individually or as a group, to create their own unique 2D design linked to the general theme 'What is important to me, right now?'

Your school or group has full creative licence when designing and creating your mini ram, although we ask you to avoid brands or trademarked imagery.

By the **1st April**, schools are asked to nominate the best 2D design from each of the following age categories: **5-7 years / 8-10 years / 11-13 years / 14-16 years**

Once you've chosen your winners from each age category, schools will then be invited to paint the winning design onto a mini (20cm) ram 3D sculpture.

Derby Museums will judge the home educated 2D entries on the 26th March with ram sculptures being sent to the home-education winners later that week.

## Stage 2

To enter the cross-school competition, you will need to submit the completed ram sculpture and a cross-school competition entry form [here](#) via the website by the **23rd April\***.

\* The information you submit at this stage will allow us to create a mini label for your design, as well as post details and a description of the inspiration behind the design on our website

These 3D painted rams will be collected by Derby Museums w/c **26th April** to be entered into the cross-school competition, which will be judged and displayed as part of a Mini Ram Trail in Derby Museum and Art Gallery. There will be one winner from each age category and up to 26 runners-up across all of the age categories.

## Stage 3

The 3D ram sculptures will be judged by Derby Museums with winners and runners-up decided on the **6th May. The judges will be looking at the overall designs and consider how well the 2D designs have transferred into 3D as well as the story/message that goes with the design.**

These winning figurines and runners-up will be the stars of a Mini Ram Trail across Derby Museum and Art Gallery from the **27th May – 22nd August**.

After twelve weeks on public display, and a special feature in the 'Ram-union' weekend on the **3rd-5th September**, your mini 3D ram sculptures will be available to collect from Derby Museums to keep and display in your school, college or community.

There is further guidance about which art materials are suitable to use in this pack, although if you have questions about your mini ram or about the competition, please contact:

**[info@derbymuseums.org](mailto:info@derbymuseums.org) / 01332 641 901**

# Introducing the Project & Design Competition

You can have a great deal of fun with your involvement when the project is unveiled.

You might choose to:

- Make the project unveiling something that the whole school or group gets involved with, perhaps by holding an arts day that coincides.
- Present the figurine as a mystery item wrapped in paper or enclosed in a box, with a couple of strategically placed hand-sized windows. It won't be long before pupils start peering inside.
- You could use the collaborative reading of the Derby Ram Poem to help launch the competition and your involvement in the project <https://bit.ly/DMDerbyRamPoem> to individual classes and/or invite the 'stars of the week' to officially 'open' the box. The sculptures may seem small though have the opportunity to take a proud position on a mini trail around Derby Museum and Art Gallery and showcase your pupils' work to potentially tens of thousands of visitors.
- Invite a local artist, poet, community champion or celebrity via video link to take part in your unveiling.
- Invite pupils to bring their favourite cuddly sheep toys, book or own version of the figurine to assembly for a themed show and tell.
- Once the sculpture is revealed, have it pop up in different places, integrate it into daily life. Could it be in the canteen, reception or library? You can share these images with the other schools and groups involved via social media, post them on the school's website to build momentum for the project, or include them in newsletters for parents.
- Your figurine can have, and continue to build, its very own identity and personality. It could have its own Twitter feed, blog or section of your school's newsletter. This would not only help you link to the project as a whole, but also to other schools and groups in your region and to your wider community. Figurines on Twitter have been known to start talking to one another, sharing ideas about additional activities, photo opportunities and community.

## Small targeted group versus whole school or organisation

Although the emphasis of this pack is on group participation, it's you who knows which dynamic will work best for your organisation. You may decide to work with a targeted group – your core design and realisation team, made up of a particular year, members of the art club, or students with an interest in art. But for the maximum effect and benefit to be achieved, we do encourage an element of interaction with the whole community.

Below are a few examples of how this might be achieved:

- Set a design challenge. Reproduce the ram templates and invite students or group members to conceive their own designs, either as homework or a classroom activity. Setting this as a challenge or design competition, with an explanatory note for care givers, will help to bring the project to the attention of parents and the wider community.
- Hold a creative day or week where every year group and class teacher plan themed activities relating back to the sculpture.
- With enough notice, staff can integrate the project and its themes into their lesson plans, using key texts, subjects, films, classroom displays, class visitors and trips.
- Holiday challenges can be set, with prizes on offer. Encourage young people to get out of the house and engage with the trail – there could be rewards for the best 'figurine selfie'; seek fundraising for completing all or part of the trail; or for keeping a holiday diary or blog where they reflect on the trail and talk about their adventures along the way. Why not set a literacy challenge to see how many books, poems or non-fiction texts your young people can find and read that thematically relate the ram?
- Consider a design that incorporates an idea or interaction from a number of young people into the final product. A number of children could contribute a fingerprint, handprint, tiny illustration, mosaic tile, word or message. This way everyone will feel included and invested in the project.
- Get participants to document their creative journey with photos, videos or film.
- Set an IT challenge to create a promotional video or news report, documenting the schools' creative journey from start to finish, then hold a screening.

## Engaging and inspiring your design team

Your whole organisation, selected year or targeted group, or individual pupils may devise the design. But if working with a large group, you will probably then want to select a smaller group to work on implementing this onto the 3D figurine. Staff might choose to select a couple of young people, or pupils might join an after-school or lunchtime club in order to be involved in the final realisation. A panel of teaching and support staff, community members, school council pupils, parents and members of the Senior Leadership Team will need to meet to select a design, or perhaps to select several designs, and decide how to fuse these together for the final competition entry. The following questions might be useful to pose to your young people to help them make decisions about the style and purpose of their design. This would provide a great opportunity for them to practice negotiation and teamwork skills. Your ram is going to be viewed by several different audiences – school staff, pupils, to potentially thousands of visitors, parents, the local community if your schools wins or is a runner-up in the competition, and it could even ‘travel’ further afield.

A couple of questions to think about before choosing your design:

- How do we want the audience to react to our design?
- Do we simply want the people who see our design to think it’s beautiful and recognise that we are talented artists?
- Do we want our design to tell them something or encourage them to think about an issue or react in a certain way?
- If we are trying to send a message, should our message be obvious, or would it be better to keep things interesting by making the things we’re trying to say less obvious?
- Are we going to try to make our audience think about issues and reach their own conclusions, or are we going to give answers?
- Will our designs help the audience to learn about things we already know, or should we use the design process to learn about new things ourselves?
- How are we going to decide if our design has been a success?
- Are we going to paint the figurine, or could we design and decorate our figurine differently?

## Getting creative with your sculpture

Please consider the materials you use for your design carefully. Designs may range from the use of solid acrylic or emulsion colours, to more elaborate designs using spray paints, airbrushing or decoupage techniques. Let your imagination run wild, but please ensure that all materials are non-hazardous and are securely attached to your figurine.

We ask you to avoid using corporate branding and identities as part of your figurine design, but we are happy for you to incorporate your school/group logo or motto in a discrete way. We are asking that you ask the young people to respond to the theme: What is important to me, right now? This might relate to issues of particular importance to young people such as well-being, environment, global issues like Covid-19 or the Black Lives Matter movement; or it may be a response to a sense of place, an expression of identity or perhaps just a way to share something they particularly love or feel connected to. Get the children’s creative brains buzzing with possibilities and look forward to a whole wave of ideas and suggestions that exceed your wildest dreams.

# Paint Your Own - Frequently Asked Questions

Here are some frequently asked questions about the 'paint your own' figurines:

## What is my 'paint your own' figurine made from'?

Usually these are made from a material called ceramic bisque or unglazed porcelain - a good absorbent base to paint on. If you want a glossy finish after painting your figurine you can use a spray or 'paint-on' varnish or sealant. Be careful to let the paint dry fully before applying and then let the varnish dry completely before handling.

## Can the figurine break?

If dropped on a hard floor or knocked over forcefully, the figurine can break due to the nature of the materials it is made from. Make sure when painting it is placed safely on a sturdy table and not near an edge, where it can be accidentally knocked.

## Which paints should I use to decorate my figurine?

Alongside the figurine, you'll also receive a set of gouache paints, usually featuring primary and secondary key colours. These can be supplemented or replaced with your own choice of good quality gouache paints.

Gouache paint is a great medium, as it is easy to apply, gives great coverage and a bold finish. There are lots of colours and brands available, and it can be fun to mix your own.

## Can you recommend any brands?

The brand supplied is Seawhite of Brighton however many of our artists also use the following brands to paint their figurines.

- System 3
- Liquitex
- Americana

## What brushes should I use?

There are a huge range of brushes available for both professional and amateur artists, which span many prices and sizes. Typically artists working in watercolour may use brushes made from natural hairs; these aren't suitable for use with gouache, as it is a much harsher paint. Ideally source brushes made from synthetic hairs in a selection of sizes; large ones for filling in block colour and finer ones for more intricate details.

## Should I outline with a brush or pen?

If you are planning to add intricate details or outline parts of your design, you might need a steady hand. Young painters might feel more comfortable using acrylic marker pens. There are lots of manufactures, but Posca are a quality, reputable brand and produce acrylic markers in a wide range of colours and nib sizes, including neon and metallic colours.

## Can I use felt tips, sharpies or other pens?

We don't recommend these materials, because the results can be inconsistent. Felt markers can sometimes spread, smudge or run if they come in to contact with water or varnish. If you decide to use these materials, perhaps test in a discreet area first.

## Can I use papier mâché, découpage or add 3D elements?

We hope that you will let your creativity go 'Wild' when decorating your figurine. There is no limit to the materials you can use or the additional elements you can add. You may want to think about where it might be displayed, as this might affect the suitability of some materials. Additional elements should be glued securely using a craft, hot or super glue. But always ensure there is adult supervision if children are younger or have additional support needs.

## How to Paint

- Plan your design first in 2D using the ram template provided.
- When you are ready to start painting, cover your work area with newspaper or protective sheeting
- Protect your clothing with an apron or painting shirt – paint is very difficult to get out of clothing once it has dried.
- Part fill a cup with water (a recycled tin can or yogurt pot is perfect).
- If using blister paints, pop them open and give them a little stir – sometimes they will get a bit stiff and need loosening up. If using bottles or tubes of paints, squeeze a small amount of each colour to be used in a palette or on a plate. Start with pea-sized amounts – a little goes a long way and you can always add more.
- Wash your brushes in water before using a new colour, and always have tissue or kitchen paper available to dab or dry brushes in between use, to stop from them becoming water-logged and to prevent the colours becoming too diluted or running.
- Allow paint to dry fully before painting over it, especially if using a different colour.

## Decorative Techniques

Paints and mixing suggestions:

- You may want to add a dab of water to paints to thin them down for easier application
- You can mix colours to make different colours or shades e.g. yellow and red will make orange, blue and red will make purple etc.
- You can add white to lighten or black to darken most paint shades. Just add a little bit of paint at a time. Mix the paints with your brush and then add more if you want to (keep washing your brush before you dip into a new colour).
- If paint gets onto clothes, materials or other surfaces, it will usually wipe off or can be washed or dabbed out, unless it has completely dried.
- You might want to create effects by using tape or stickers to make patterns, then paint, allow to dry and peel off.
- Try swirling wet paints together for more abstract results or scraping through layers of wet paint with the end of a brush or palette knife.
- While paints are still tacky, this can be a good time to sprinkle on glitter, for a more sparkly, textured effect.
- You could draw over dry paint with metallic pens, add stickers, buttons, ribbon, pictures, feathers or thread.
- When you finish, leave your figurine somewhere warm and dry, but not on or too near a direct heat source; overnight is best.
- If you want your figurine to look glossy, carefully apply varnish to the dry paint, and then let this dry thoroughly before handling. When using varnish, ensure there is adult supervision and that the varnish is applied in a well ventilated space, following manufacturer's instructions.

## What is the Connection Between Derby & Rams

The arrival of several large painted sculptures across Derby may have led you to wonder about the connection between Derby and rams? The answer comes in the form of one, even larger ram, which is the star of the ballad *The Derby Ram*, also known as *As I Was Going to Derby*.

This song first appeared in **The Ballads and Songs of Derbyshire**, written by Llewellyn Jewitt in 1867, although the author claimed that the song was at least a hundred years old already before he committed it to paper:

As I was going to Darby,  
All on a market day,  
I met the finest Ram, Sir,  
That ever was fed on hay.

This Ram was fat behind, Sir,  
This Ram was fat before,  
This Ram was ten yards high, Sir,  
Indeed he was no more.

The Wool upon his back, Sir,  
Reach'd up unto the sky,  
The Eagles made their nests there, Sir,  
For I heard the young ones cry.

The Wool upon his belly, Sir,  
It dragged upon the ground,  
It was sold in Darby town, Sir,  
For forty thousand pound.

The space between his horns, Sir,  
Was as far as a man could reach,  
And there they built a pulpit  
For the Parson there to preach.

The teeth that were in his mouth, Sir,  
Were like a regiment of men;  
And the tongue that hung between them, Sir,  
Would have dined them twice and again.

This Ram jumped o'er a wall, Sir,  
His tail caught on a briar,  
It reached from Darby town, Sir,  
All into Leicestershire.

And of this tail so long, Sir,  
The length you know full well,  
They made a goodly rope, Sir,  
To toll the market bell.

This Ram had four legs to walk on, Sir,  
This Ram had four legs to stand,  
And every leg he had, Sir,  
Stood on an acre of land.

The Butcher that killed this Ram, Sir,  
Was drowned in the blood,  
And the boy that held the pail, Sir,  
Was carried away in the flood.

All the maids in Darby, Sir,  
Came begging for his horns,  
To take them to coopers,  
To make them milking gawns.

The little boys of Darby, Sir,  
They came to beg his eyes,  
To kick about the streets, Sir,  
For they were football size.

The tanner that tanned its hide, Sir,  
I'm sure he'll never be poor,  
For when he had tanned and retched it,  
It covered all Sinfin Moor.

The jaws that were in his head, Sir,  
They were so fine and thin,  
They were sold to a Methodist parson,  
For a pulpit to preach in.

Indeed, Sir, this is true, Sir,  
I never was taught to lie,  
And if you go to Darby, Sir,  
You may eat a bit of the pie.

This Ram jump'd o'er a wall, Sir,  
His tail caught on a briar,  
It reached from Darby town, Sir,  
All into Leicestershire.

The ram has since been adopted as a symbol of Derby, explaining why it is not only the star of the sculpture trail, but also the mascot for Derby City Football Club and for Derby's historical military regiment, The 9th/12th Royal Lancers, and the modern day Mercian Regiment. We asked a number of famous and local people to help re-tell the Derby Ram Poem and invite you to take a moment and enjoy this collaborative reading from our Derby Museums microsite: <https://bit.ly/DMDerbyRamPoem>.

Derby Museums is also home to a whole number of ram-related objects, ranging from beer mats to porcelain moulds and railway plaques. Indeed, the images pictured alongside the poem are taken from magic lantern slides in Derby Museums' collection. Perhaps most spectacularly, the museum has a bone, on which is written 'Ye Spade Bone of Ye Derby Ram 1606'. Once thought to belong to the giant Derby Ram, further investigation and research has revealed it is in fact a whale bone...!

**Now that you know a bit more about the significance of rams in Derby, we hope you enjoy taking part in the trail and the activities in this pack.**







## General Topic - Web

### Spiritual, moral, cultural and social development:

- Exploration of the **representation of the ram** – and its meaning – in different cultures during historical periods (this might include Ancient Egypt). In Derby, the ram is associated both with **Derby County Football Club**, the **Mercian Regiment** of the British Army and, historically **The 9th/12th Royal Lancers**.
- What other animals have been represented (for example, as sacred or objects of worship) in other cultures and religions? This might include countries, towns, cities, counties and sports teams.
- Vegetarianism and veganism – debate and discuss.
- Use **Children Who Changed the World** by **Marcia Williams** to begin discussions about the power of young people's voices. Highlight the current work of Greta Thunberg and other child activists.
- Develop micro and macro level understanding of climate change. Create individual/group local and global plans for ways in which you can look after your environment.

### Science:

- Rams Close Up: **study rams' eyes** in comparison to humans' – look for the similarities and differences.
- What is **biologically specific** to the ram (sheep 'families', habitats, food chains, skeletons, teeth, musculature etc)?
- What **distinguishes** a ram, a ewe, a lamb, a tup, mutton and so on?
- Methane gas production: the trouble with **bottom burps!** Create a project around the contribution of methane gas to the current climate crisis and what steps could be taken to alleviate the problems.

### Art, design and DT:

- **Design and decorate** your own ram figurine.
- Art History: explore the work of artists who have represented rams and sheep, for example in **Ancient Egypt** and, in the UK, **Sir Edwin Landseer**, **Sir Henry Moore** and so on. Explore connections between art and nature with, for example, the Yorkshire Sculpture Park.
- Explore how artists have **depicted animals** through history for **symbolic and metaphoric** purposes.

### PSHE and Citizenship:

- Hold a Derby Ram Trail art **celebration event** for your community.
- Explore how to promote and celebrate **the ram and its association with Derby** (civic, sporting, military and so on).

### Computing:

- Use a programming app to create a **game about a ram**, with a cumulative score for eating grass or avoiding hazards.
- Design and produce a **booklet** to accompany the trail.
- Produce a fact-filled booklet and/or presentation about the **life of rams**.
- Create a vlog about the rams who roam freely in **Derbyshire**.

### History:

- Explore Palaeolithic cave paintings of humans and animals, and their meaning and importance in groups and tribes. Find out about **Palaeolithic life in Derbyshire**, and especially in and around **Creswell Crags**.
- Study the use and domestication of sheep in Derbyshire to create your own **historical trail**.
- **Organic farming** – when and why did it start? Create a presentation that explores its origins and the ways in which it helps our environment.

### Languages:

- Create a simple **foreign language** guide for the **Derby Ram Trail**. How many different **names** – and **descriptive words** – for ‘ram’ can you list?
- How do rams **communicate**? How and why do they ‘bleat’? Is it possible that rams have regional accents? How many regional accents can you list? Can you mimic any? How and why have accents come about?

### Music:

- There are lots of **songs about farm life** – perhaps you could make a story around the ones you know? What other awesome creatures might be on Old Macdonald’s Farm if it were in a different country? Can you make up a **new version of The Derby Ram** or Baa Baa Rainbow Sheep?
- **Battering ram!** – what instruments/sounds could you use to create a rhythmical battering of a medieval castle?
- Investigate the **sounds and calls** often used to **herd livestock** (including using sheep dogs).

### Expressive Arts:

- Can you create your own **dance** or **‘cheer’** for a half-time show supporting our Derby County Football Club (see Rammie the ram and Ewie the Club’s official mascots)?
- Develop a **performance piece** that animates and brings to life the *Ballad of the Derby Ram*. Which characters, costumes or props might you need?

### English:

- Write articles, reports and guidebooks to document and share your **Derby Ram Trail experience**.
- Write a poem using **The Derby Ram** as inspiration, perhaps to create a contemporary version or a piece that is similarly boastful in nature. Remember we have some great resources to support this task including a re-telling of the poem by some well-known faces on our Derby Museums From Home microsite: <https://bit.ly/DMDerbyRamPoem>
- Explore the idea of farmyard animals emailing messages for a farmer to find out what might make their life on the farm better.
- Write a day in the **life of a shepherd**. Research farm life in different countries.

## Creative Writing

The Story of the Derby Ram might be quite a gruesome tale, but it’s a great source of inspiration for your own writing. What would you do if a giant ram descended on the city now, and how would you record the story? Imagine the same scenario now to produce a creative response.

The original version is written in the form of a **ballad** – a poem that uses regular rhythms and rhymes to tell a story, and is often sung. Each **verse** has an **ABAB** rhyme, this means the first and the third line rhyme, and the second and the fourth line rhyme. It also uses the **repetition** of ‘sir’ to create a **regular metre**, suited to performance. The language is simple, with some **dialect** terms (local phrases), meaning it works well as a sociable, storytelling mode. Have a go at writing in this form, but perhaps with the addition of some modern updates!

Alternatively, you could use Derby Museums’ illustrated magic lantern slides as a source of inspiration. Think about **storyboarding** or **illustrating** your reimagining of the tale – you could even print or draw your images onto acetate so that you can project them in the style of a magic lantern!

# MeHen

Animals were important symbols in ancient Egypt, and rams in particular were revered as 'temple gods'; a status only given to the most sacred of animals. You'd be forgiven for thinking Ramesses was one of these gods, but it was actually the gods Khnum and Amun that were depicted with the head of a ram, which was supposed to symbolise fertility. Ramesses was in fact the name of many pharaohs, the most famous being Ramesses II.

Did you know that Derby Museum and Art Gallery is home to two real Egyptian mummies, dating from around 650 BC and 250 BC?!

'MeHen' was a game played in ancient Egypt, and the board was traditionally in the shape of a snake and using lion counters, but we think a ram's horn and character counter works just as well! Using the instructions and the templates on the next page, try and master this game of speed and strategy...

## Equipment:

- Board and counter templates
- Dice

Aim: get as many of your four counters to the centre of the spiral and back out again without getting caught by your opponent!

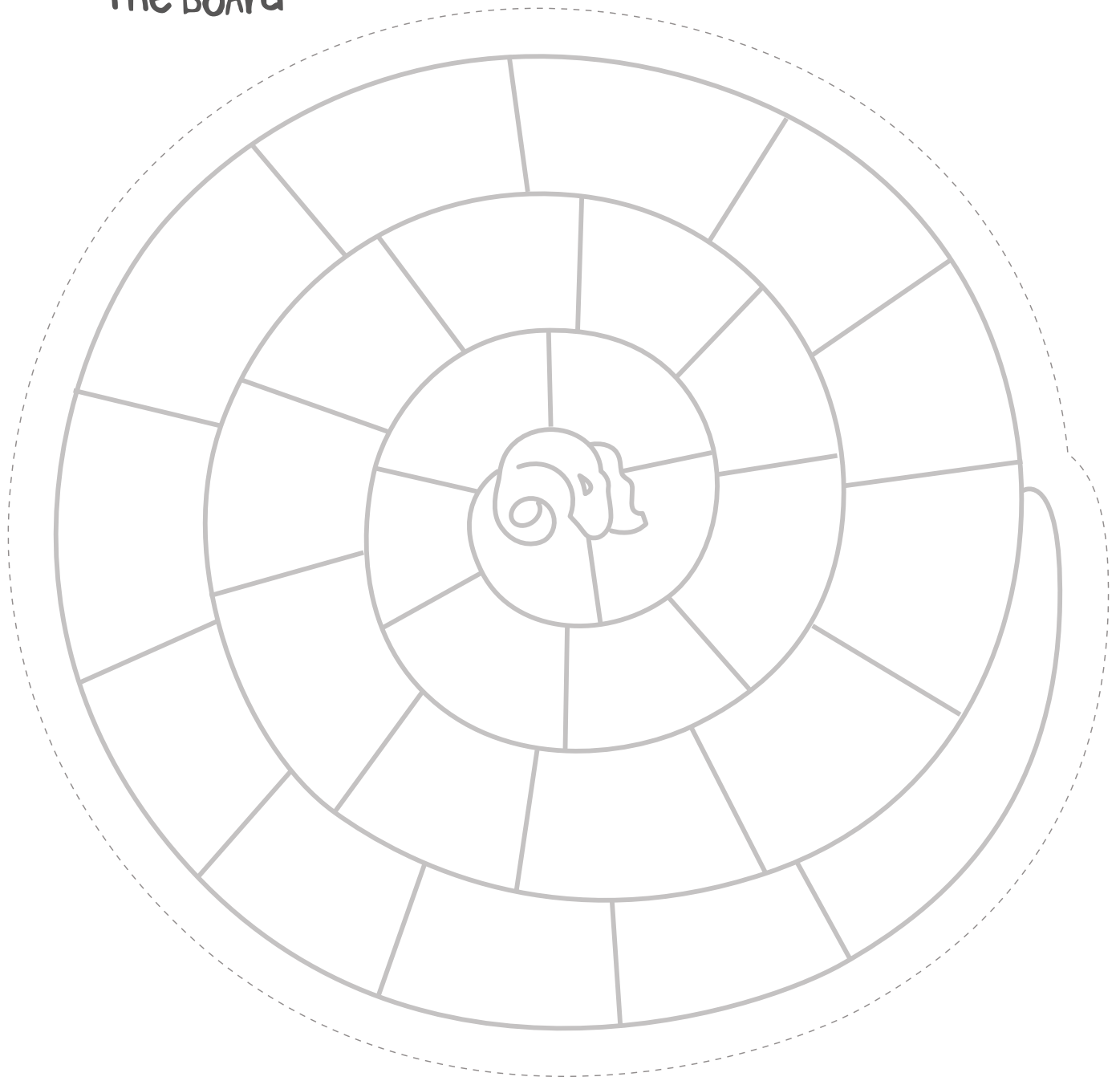
## Instructions:

1. The first player to roll a 1 gets to move their counter onto the first section of the board. The second player will miss their go until they roll a 1 as well.
2. Take turns until all of your counters – apart from the ram – are on the first segment of the board.
3. Now you can start moving your counters around the board – you can choose which counter you'd like to move each time, and you can have multiple counters on the same space.
4. You must turn your counter over once it reaches the centre of the board in preparation for its journey back.
5. Once you've got your first counter back out of the spiral, start your ram counter!
6. You move your ram counter the same way as your other ones, but the difference is that on its journey back out of the spiral you can eat your opponents counters by landing on the same square.
7. Remember: rams cannot eat other ram counters!
8. Whoever's ram eats the most counters is the winner.



The Big Read © Daniel Graves Photography

# The Board



Counters for Player 1



Counters for Player 2



# Make a RAM'S HORN

Follow these instructions to make yourself a ram's horn, or perhaps two to put on a headband!

## You will need:

- 8 strips of card (corrugated is best), cut to these sizes:
- 30cm x 8cm
- 30cm x 7cm
- 30cm x 6cm
- 30cm x 5cm
- 30cm x 4cm
- 8cm x 2-3cm
- 5cm x 5cm x 7cm triangle (this will be the cone template)
- Hot glue gun and hot glue sticks

## Optional:

- Broad tipped paint brushes
- Newspaper and PVA
- Acrylic paint to decorate

## Instructions:

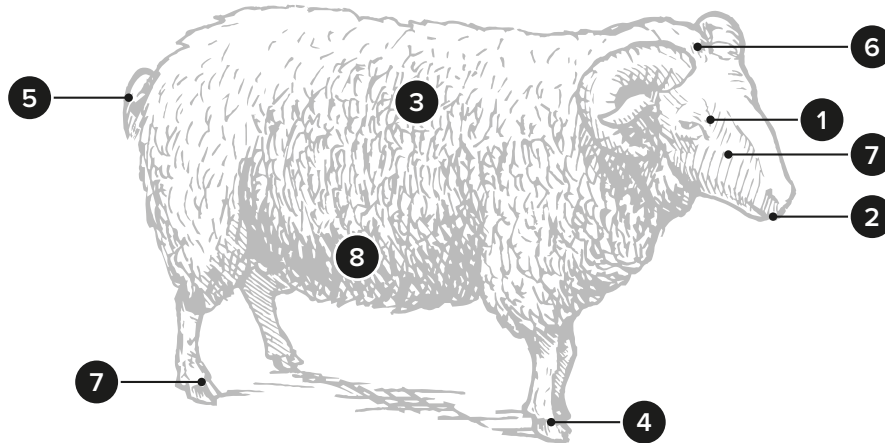
1. Roll each strip of cardboard into a tube, securing the join with a line of glue.
2. Starting with the biggest tube, slot the next smallest tube inside it to the depth of 1cm.
3. Secure the join with a line of glue on the outside (this helps add to the ridged texture).
4. Continue layering the tubes from the largest to smallest, and finish the tip by folding your cone template, securing it with glue again.
5. If you like the way they look, great! Otherwise, use watered down PVA glue and patches of newspaper to papier mâché the horns.
6. Once the papier mâché has dried (this will normally take a few hours, so best to leave overnight), decorate the horns using acrylic paint – you may want to be anatomically accurate and use natural colours, or you could be inspired by the colourful designs from the trail!



# Super Ram

In *The Story of the Derby Ram*, the people of Derby dissect the animal piece by piece, and are certainly inventive about how they plan to use his various parts – eyes for footballs is unexpected! But did you know that each part of a ram is adapted to suit its environment and/or the needs of its breeder?

Have a look at the diagram below to learn more about these adaptations, and then have a go at designing your own 'super-ram', or instead come up with some alternative uses for its parts that might be a bit more practical or modern than the Derby folk in the poem!



## 1. Eyes

Rams have horizontal pupils, which allow them to survey their surroundings both day and night – these rectangular shaped pupils are also found on other 'prey' animals, such as goats and even octopuses! The position of the eyes on the side of the ram's head also means the animals have a peripheral vision range between 270° and 320°, allowing them to better see predators.

## 2. Teeth

Sheep are grazing animals, so their teeth are specially adapted to suit their herbivorous diet. They don't have upper incisors but instead have a hard palate, which helps them to break down grass.

## 3. Fleece

Sheep's curly and wavy coats mean a layer of air gets trapped in the fibres, which helps to keep them warm. The quality of sheep's wool is also important when thinking about dyeing and spinning, so domestic sheep are bred to have wool that has commercial value.

## 4. Hooves

Sheep's hooves are cloven (split into two toes), which allows the animal to support all its weight. Because only the hoof touches the ground, the length and rate of the ram's stride is increased, which gives it a better chance of escaping predators.

## 5. Tail

The purpose of the tail is to keep the animal's privates protected from extreme weather. Some breeds also have 'fat-tails', which can be a result of artificial selection by breeders for use in cooking.

## 6. Horns

Rams' horns are useful tools for defending themselves against predators, as well as fighting other rams when competing for mates.

## 7. Scent glands in face and hind feet

Rams mark their territory by rubbing scent on rocks using their feet!

## 8. Stomach

Rams have four separate stomach compartments to allow them to digest their herbivorous diet.

## Reading List

### KS1

**That's not my lamb...** (Usborne)

**Sam Sheep Can't Sleep (Usborne Phonics Books)** by Phil Roxbee Cox

**The Dingle Sheep Who Could Not Sleep** by Mark Stratton

**Brenda Is a Sheep** by Morag Hood

**Derek the Sheep (Beano)** by Gary Northfield (*Good for storyboarding*)

**Derby Ram** adapted by John M. Feierabend and illustrated by Jackie Roche (*Music*)

### KS2

**Charlotte's Web** by E.B. White

**The Sheep-Pig** by Dick King Smith

**The Legend of the Golden Fleece**

**Derek the Sheep (Beano)** by Gary Northfield (*Good for storyboarding*)

**The Ram Of Sweetriver** by Colin Dann

### KS3

**Animal Farm** by George Orwell

**The Lamb** by William Blake

**Sheep (Animal)** by Philip Armstrong (*Upper KS3*)

## Ram Jokes

**Q. Where do rams get their hair cut?**

**A.** The baa-baa shop!

**Q. What's a ram's ultimate goal?**

**A.** To wool the world!

**Q. Who's a ram's favourite singer?**

**A.** Britney Shears

**Q. What do you call an old ram?**

**A.** Pasture prime!

**Q. What do you call a ram covered in chocolate?**

**A.** A candy-baa!

**Q. What do you get when you cross a ram with a kangaroo?**

**A.** A woolly jumper!

**Q. Why was the ram eating again?**

**A.** Because he cud.



## Recipe: RAM Cakes

Have a go at making some ram cupcakes using the recipe below:

### Ingredients makes 10:

- 110g butter
- 110g caster sugar
- 2 large eggs
- ½ teaspoon vanilla extract
- 110g self-raising flour

### To decorate:

- 75g butter
- 150g icing sugar
- ½ teaspoon vanilla extract
- 2 tablespoons milk
- Mini marshmallows
- Large white chocolate buttons
- Curly Wurlly chocolate bites
- Black icing pen

### Method:

1. Preheat the oven to 180°C / 160°C fan / gas mark 4 and put ten cupcake cases in a tray.
2. Using a whisk, beat 110g of softened butter and 110g of caster sugar together.
3. Add the two eggs, one at a time, and whisk into the butter and sugar mixture.
4. Add ½ a teaspoon of vanilla extract and 110g self-raising flour. Whisk the ingredients until they're combined, then spoon the mixture equally into the cupcake cases.
5. Bake for 15 mins until the cakes are golden brown and a skewer inserted into the middle of each cake comes out clean.
6. To make the buttercream, whisk 75g of butter until it's soft, then add 150g of icing sugar, and ½ teaspoon of vanilla extract.
7. Whisk the ingredients together until they are smooth, then beat in three tablespoons of milk.
8. Once the cakes are cooled, spread buttercream evenly on the top of each using a spatula.
9. Use the black icing pen to draw a mouth and nose onto the white chocolate buttons, then stick this in the middle of the cake. Ice on two eyes.
10. Spread the mini marshmallows around the outside of the cake, and then finish with chocolate horns!

## Online & Social Media

After such a challenging year, we hope that your school will enjoy participating in an exciting city-wide project that your whole community can get behind.

We would love for you to promote your involvement in the project using online and social media; however we would also like to retain an element of surprise when the mini figurines are revealed on the trail. In order to do this, we ask that you:

Please only release /post elements of the mini figurines taking shape, or sections of your figurine as 'work in progress' before the trail.

Link in to our websites: [www.derbyramtrail.org](http://www.derbyramtrail.org), [www.wildinart.co.uk](http://www.wildinart.co.uk) from your website. You could include the project as a news story on your homepage.

Like us on Facebook [facebook.co.uk/derbyramtrail](https://facebook.co.uk/derbyramtrail)

Follow us on Twitter [twitter.com/derbyramtrail](https://twitter.com/derbyramtrail)

Promote the project on your social media channels and in your school newsletters

Provide regular content for the art trails social media channels and newsletters.

Record the projects progress for the school bulletin on a digital camera – you can extract a great series of photographs from your footage, and images along the way provides an opportunity for more young people to be involved at various stages of the projects development. Pupils might like to write a commentary or captions to accompany the images or footage.

Use free apps like 'ChatterPix kids' to bring your figurine to life. Pupils can animate their 2D designs or photographs of their 3D figurine and give it a voice and personality. This and other similar apps can be downloaded for free to a tablet or iPad.

## Help to Raise Funds for Derby Museums

Thank you so much for your interest in getting involved in our learning programme. We are delighted that you have taken the time to get your school involved and look forward to seeing the winning designs compete for a place in the Schools' Mini Ram Trail at the Museum and Art Gallery.

Derby Museums is a registered charity and relies on significant fundraising efforts to be able to continue to keep Derby's three museum sites open and free for over 124,000 visitors a year to enjoy, look after over 250,000 objects in Derby's historic collections – including the largest collection of the work of the world renowned 18th century artist, Joseph Wright of Derby, to provide learning activities for over 8000 school children each year through our award winning programmes, provide free family activities for over 23,000 children and families each year, all of this work helping to raise the aspirations and skills of our young people to be the makers, artists and thinkers of the future.

We would love to have your fundraising help and our team would be delighted to support you with fundraising materials that you might need including sponsor forms and posters. Whatever you decide to do, we know you will have a great time supporting Derby Museums.

By fundraising for Derby Museums you will be helping us to continue to conserve our rich heritage for future generations. As the Derby Ram Trail is raising valuable funds for our endowment, every pound raised will be doubled with match funding from the National Lottery Heritage Fund, meaning your fundraising will have double the impact!

Thank you for being part of this project and we look forward to helping you raise some money for this fantastic cause.

## Some ideas to get you started...

### Is it pasture bedtime?

Create a sponsored read and magical storytelling event

### Ram inspired art exhibition

Selling off the art to parents at a fundraising evening, raising valuable funds for Derby Museums. Perhaps you can hold your own socially-distanced auction in the school or a virtual auction via your school's social media?

### A spell-a-thon:

Test your pupils by holding a sponsored spell-a-thon. Task your class with learning 50 words and ask mums and dads to sponsor them for every one they spell correctly. This works for times tables too! Or see who can read the most books in a term – with a donation for every one completed.

### Host a sheep themed movie night

Host a socially-distanced ticketed film night, serving snacks and drinks and make it Ram or sheep themed for an extra challenge. Films like *Shaun the Sheep*, *Animal Farm*, *Farmageddon* or *Babe* might be fun!

### Ram-ble

Get together with members of your household/bubble and ask people to sponsor you for a long walk – be ambitious with a walk across the Peak District, or challenge yourself by setting a time limit!

### Sponsored shearing

Donate your locks for a good cause by asking people to sponsor a dramatic haircut!

### Baa-tle of the bands

Invite talented performers and musicians together for a night of celebration and competition. If distancing measures continue to be in place, you could look to host this online. Audiences will be able to enjoy the performances whilst raising money for a good cause.

Dress up (or down!) in support of the Trail

Invite the whole school to take part in a non-uniform day and make a donation in support of the trail. You could even invite pupils to use their imagination in ram-ming it up by dressing up as characters from their favourite movie/book which includes a ram/sheep, go countryside themed as farmers/animals, or perhaps base their outfit on one of the characters from the Derby Ram Poem.

### Ask your networks

Can your PTA help raise funds? Don't forget to ask your committees and school council...could this be a fundraising challenge for them?

## With thanks from:

Jen, Greg and Sarah, the Derby Museums' Fundraising Team



# Endowment Sponsorship Form



Derby Museums Endowment fund will help us to build a more resilient future and continue the tradition of philanthropy in Derby, helping to ensure that our heritage is conserved to inspire future generations.

Supporting Derby Museums Endowment helps us to:

- Raise the aspirations and skills of young people to be the makers, artists and thinkers of the future.
- Look after 250,000 heritage objects in our collection.
- Continue to offer hands on learning activities for over 8,000 school children a year.
- Continue supporting the 23,000 people who take part in free family activities every year.
- Contribute £2.5m to the local economy each year.
- Engage and inspire over 124,000 visitors a year.

Every gift (plus gift aid) made to the Derby Museums Endowment before 30 September 2021, is matched pound for pound by the National Lottery Heritage Fund, up to a total of £1m, creating a £2m Endowment for Derby Museums.

Turn your **£10** into **£12.50** by ticking the gift aid box\*!



Name \_\_\_\_\_  
I am \_\_\_\_\_ Please support me!

Name	Gift aid*	Home address and postcode	Donation amount (£)	Date paid	Tick here to receive news from Derby Museums

\* By ticking the gift aid box you are confirming that you are a UK taxpayer and have paid or will pay an amount of income/capital gains tax at least equal to the amount donated in the appropriate tax year. This does not include VAT or Council tax. Derby Museums is a registered charity number 1149710



*giftaid it* Turn your **£10** into **£12.50** by ticking the gift aid box\*!



Please get in touch if you would like to discuss the project in more detail

[www.derbyramtrail.org](http://www.derbyramtrail.org)

[Jennifer@derbymuseums.org](mailto:Jennifer@derbymuseums.org)

[#DerbyRamTrail](https://twitter.com/DerbyRamTrail)



Putting creativity on the map with [wildinart.co.uk](http://wildinart.co.uk)

[derbyramtrail.org](http://derbyramtrail.org)