



Julian Calder, *Queen of Scots, Sovereign of the Most Ancient and Most Noble Order of the Thistle and Chief of the Chiefs*.
Date unknown. Copyright Julian Calder.

This is one of a series of resources exploring the theme **Scottish identity: who decides who we are?** This section uses *Monarch of the Glen* and other relevant artworks to focus on *making an icon**, offering images, questions and activities for learners of all ages to explore.



Sir Edwin Landseer,
The Monarch of the Glen (about 1851)

Monarch of the Glen has been reproduced in many adverts and Scottish souvenirs.

The first person to use it in an advert was Thomas James Barratt (1841–1914), a highly successful businessman and a pioneer of the advertising industry. He is reported to have said ‘any fool can make soap. It takes a clever man to sell it’.

Barratt recognised the benefits of associating his products with Scottish imagery. He used *Monarch of the Glen* to promote Dewar’s whisky in numerous adverts, using catchphrases such as ‘Dewar’s The Monarch of Whiskies’.

After that it was used by many other advertising campaigns, including shortbread biscuits and butter.

*The Cambridge dictionary gives the following definition of ‘icon’: *Icon noun (famous person /thing)*
A very famous person or thing considered as representing a set of beliefs or a way of life:
Beckham has been one of the country’s best-loved sporting icons.

Images Making an Icon

Here are some other images related to icons.



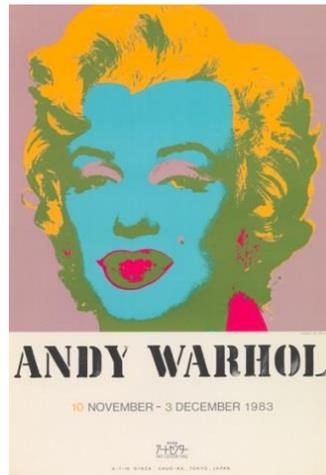
Walkers Shortbread packaging



Baxters Food Group, Fochabers, Scotland. 2017- Royal Game Soup label featuring 'The Monarch of the Glen' by Sir Edwin Landseer.



Andy Warhol, *Marilyn Monroe* 1962

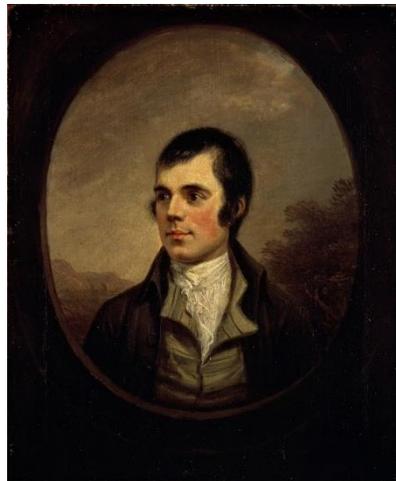


Andy Warhol, *Marilyn Monroe* 1983

Both above: © The Andy Warhol Foundation for the Visual Arts / Artists Rights Society (ARS), New York / DACS, London 2017.



David Mach, *Gavin Hastings*, b. 1962..Rugby player 1996 © David Mach



Alexander Nasmyth, *Robert Burns* 1759-1796 Poet. 1787 © National Galleries of Scotland

Questions Making an Icon

We wonder... ... how does an iconic image end up on a tin of shortbread?
... if a work of art can change its meaning, can I change how people see me?

What do your students wonder about icons?

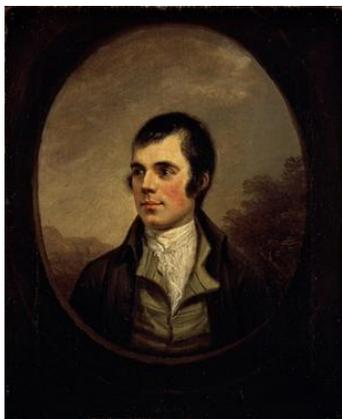
Ask your students to come up with questions, or try some of the questions below.



Andy Warhol, *Campbell's Soup Box* 1985, © The Andy Warhol Foundation for the Visual Arts / Artists Rights Society (ARS), New York / DACS, London 2017.

ABOUT YOU

- How many icons can you recognise / draw?
- Which icons would best represent your class, school or community?



Alexander Nasmyth, *Robert Burns, 1759 – 1796 Poet. 1787* © National Galleries of Scotland

MARKETING

- What images of Scotland are used on souvenirs? Are they accurate? What story do they tell of Scotland?
- What other art has been used in marketing campaigns?
- What other images could we include on a tin of short bread?
- Does the reproduction of art devalue the original?



Zed Nelson, *David Tennant, b. 1971. Actor.* © Zed Nelson 2011

IDENTITY

- What is an icon? Who decides what becomes iconic?
- What brands have iconic figures or motifs? E.g. Nike, McDonalds
- How do the media and advertising influence what we think and do?
- Who controls the media?
- Who decides who we are?

Activities Making an Icon

Here are three activities that use *icons* to explore the curriculum. We have purposely suggested activities that are not aimed at a particular level as we believe in teachers' professional judgement; you can adapt activities to suit any group and any time frame.

Market it

1 session

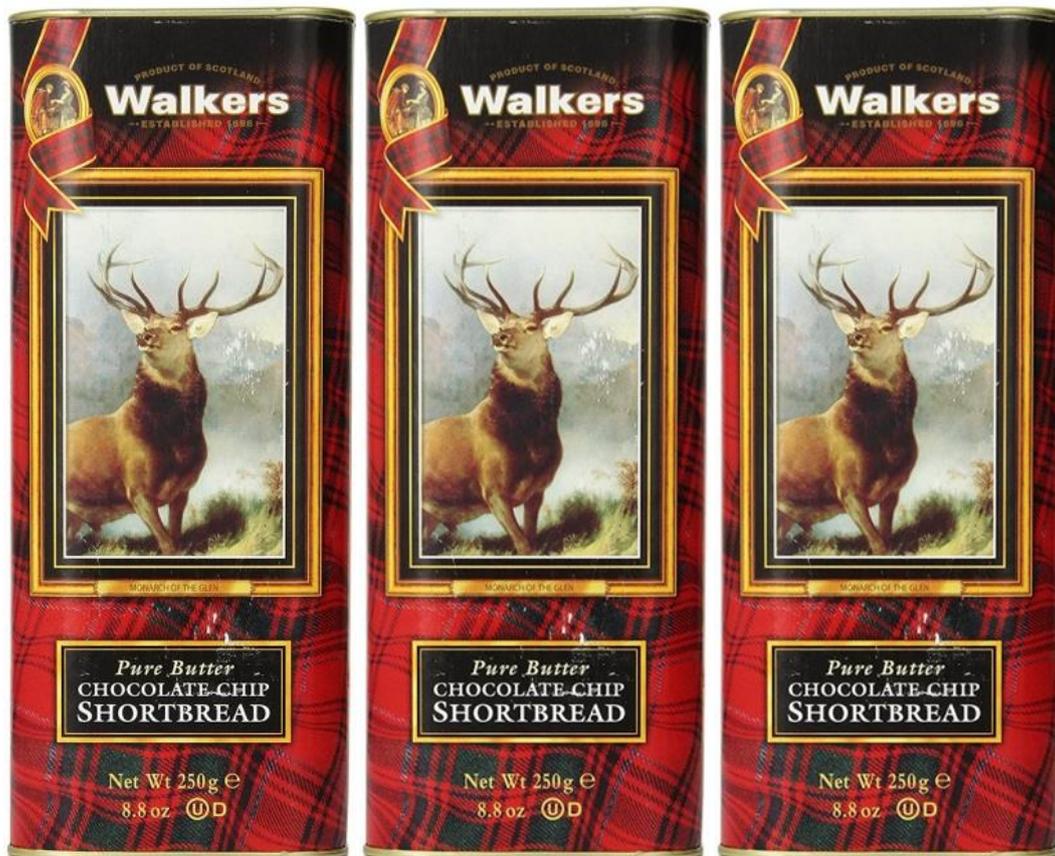


David Shrigley, *Sculpture of a Piece of Paper* 1997 © DAVID SHRIGLEY

- Ask the pupils to find something in the classroom which they will create a marketing campaign for.
- Make it something small and insignificant like a pencil, rubber, piece of paper etc.
- Now ask the pupils to choose something else that would help sell it, i.e. try using superman to sell a pencil or the Mona Lisa to sell school lunches.

Creativity skills being developed include imagination, problem solving and making use of previous knowledge.

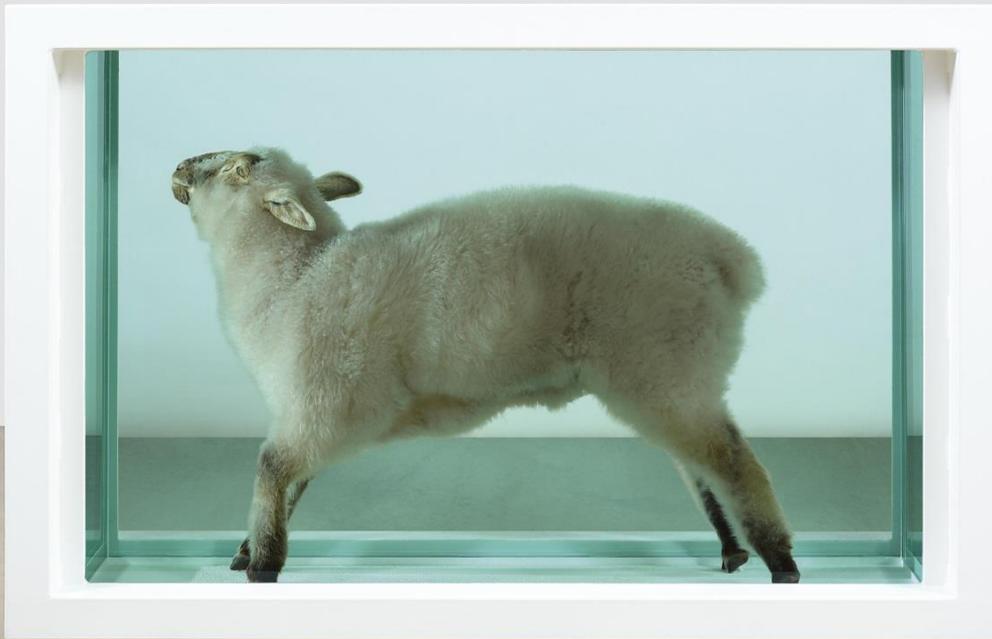
Possible links to the Curriculum for Excellence are Literacy, Expressive Arts and Enterprise.



- Consider some of the products that *Monarch of the Glen* has been used to sell e.g. shortbread/ soup/ butter/ whisky.
- List positive words to describe soup and positive words to describe the painting. What do they have in common?
- In groups look at existing advertising campaigns for household goods to see how images/icons have been manipulated to fit a product.
- Ask everyone in the class to write down a household product.
- In small groups ask them to choose some of the household products and challenge them to use *Monarch of the Glen* to create advertising campaigns to sell seemingly unrelated items. E.g. how could they use *Monarch of the Glen* to sell cat food or garden furniture?
- Ask groups to pitch their ideas to the rest of the class to see who has made the most 'convincing' campaign.

Creativity skills being developed include imagination, exploring, investigating, problem solving, divergent thinking and collaboration

Possible links to the Curriculum for Excellence are Literacy, Numeracy, and Health & wellbeing.



Damien Hirst, *Away from the Flock*, 1994, © Damien Hirst and Science Ltd. All rights reserved, DACS 2017.

- Ask small groups to research the use and meaning of mascots around the world to help build an understanding of why we have mascots.
- Ask pupils to consider how mascots could be a tool for communicating certain values e.g. the Olympics, a sports team, a city.
- Ask the class to create a list of values and beliefs, or give them a list and ask them to rank them in order of importance.
- Play Pictionary to find quick ways to translate these words into pictures or use drama to act out the words.
- Use these pictures to develop ideas for the mascot and how it should look.
- Ask the class to think about what style and characteristics your mascot adopts and how you can use the design to communicate meaning. Think of the mascot as a 'brand'.

Creativity skills being developed include registering patterns and anomalies, researching productively, imagination, problem solving and collaboration.

Possible links to the Curriculum for Excellence are Literacy and Health & wellbeing.