Arts, grade 1

All units for this subject and grade (unreviewed AI drafts)

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Grade 1 Arts: Drawing from Looking: Shapes, Rubbings, Light and Dark (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check materials and objects against your school's rules and the class allergy list.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

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Big idea

Artists look before they draw, and keep looking while they draw. Things we see can be broken into simple shapes, edges, textures and patches of light and dark. Noticing these helps children draw what is really there, not only what they think something looks like.

This is the first arts unit of the grade 1 year (term 1). In kindergarten children named kinds of line and drew a real object by looking (kindergarten term 1). Term 2 of grade 1 moves on to rhythm and pitch, and term 3 to a puppet story.

Outcomes

By the end of the unit a student can:

1. Find at least two simple shapes (circle, square, rectangle, triangle, oval) inside a real object and use them to start a drawing.
2. Draw the outside edge (outline) of a real object while looking at it more than at the paper.
3. Make a rubbing of a textured surface and match at least two rubbings to the surfaces that made them, using a texture word (bumpy, smooth, rough, stripy, wavy).
4. Make light marks and dark marks on purpose (by pressing gently or harder, or by putting lines further apart or closer together), and point to the lighter side and the darker side of an object lit from one side.
5. Say one thing they like about a classmate's drawing and why ("I like... because...").

Prior knowledge

- From kindergarten arts: names of kinds of line (straight, wavy, zigzag); colour names; drawing one real object by looking.
- From kindergarten maths: naming circles, squares, triangles and rectangles (the term 1 quick check covers children who missed this).
- Some children still find a pencil hard to control; chunky pencils, thick crayons and big paper help, and the unit always offers another way to show what they noticed.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week. Lesson 3 may use a short walk around the classroom or school grounds with adults.

Lesson	Title	Main activity
1	Shapes hiding in things	Find shapes inside real objects, then draw an object starting with its shapes
2	Following the edge	Trace an object's edge with a finger, then draw its outline while looking at it
3	Rubbings and textures	Make crayon rubbings of textured surfaces and play a match-the-rubbing game
4	Light and dark	Make a light-to-dark strip, see the lit side and shadow side of a ball, and shade a drawing
5	My looking drawing	Draw one object using shapes, edges, texture and light and dark; share in a class gallery

Materials (whole class unless noted)

- Lesson 1: per table, a "looking tray" with 4 everyday objects that are safe to handle (for example a plastic mug, a toy car, a wooden block, an apple or plastic apple, a cardboard tube, a small box); per child, a set of 5 shape cards (circle, square, rectangle, triangle, oval) each with its shape drawn in a thick black outline; plain paper (A4 or larger), chunky pencils and crayons; a large picture of a house made only of shapes for the opening; a board or large paper for modelling; the closing-check object (an alarm clock or a picture of one).
- Lesson 2: per child, one natural or everyday object with an interesting edge (a leaf, a shell with no sharp broken edge, a large key, a pine cone, a peg); a card "window" viewfinder (a piece of card with a hole about 5 cm square); plain paper; chunky pencils or thick black felt pens; a large leaf or a picture of one for the opening; the two closing-check drawings (a quick outline of a mug and a scribble that does not follow an edge).
- Lesson 3: per child, thin paper (copy paper or newsprint) and a peeled wax crayon (paper wrapper taken off) or a chunky crayon used on its side; masking tape to hold paper still; a set of textured things to rub (for example corrugated card, a leaf, a plastic mesh or sieve, a bumpy shoe sole, a doormat, a tree bark or brick wall outdoors, a woven placemat, bubble wrap); per pair, a match-the-rubbing set (4 rubbings made in advance and the 4 objects that made them); a large card of texture words (bumpy, smooth, rough, stripy, wavy) with a small picture for each; the closing-check pair (a rubbing of corrugated card, plus the corrugated card and a smooth plastic lid).
- Lesson 4: per child, a strip of paper with 4 boxes and a soft pencil (2B or 4B if you have them, or an ordinary pencil); plain paper; a ball or an orange per table (or one ball for the whole class); a torch or desk lamp; a way to dim the room (blinds down or lights off near one table); a large example strip from very light to very dark for the opening; a few 2-box strips and soft crayons for support; the lesson 1 looking trays for early finishers; the closing-check picture (a ball drawn lit from the left with its dark side on the right).
- Lesson 5: per child, plain paper (A4 or larger), chunky pencils, soft pencils and crayons; their own rubbings from lesson 3 and glue sticks (optional, to add a textured background); the looking trays from lesson 1 and the lesson 2 objects for children to choose from; a torch or desk lamp for any table that wants a clear light side; sticky notes or small cards with "I like... because..." printed on them; Blu Tack or pegs for a class gallery; for the one-to-one

check during the week: a plastic mug, the corrugated-card rubbing and a leaf rubbing with the corrugated card and the leaf, a scrap of paper and a pencil, and a ball with a torch.
- Every lesson: chunky pencils and thick crayons; pencil grips; thick black felt pens for children who see high contrast best; tape to hold paper still.
- Support and access, in the lessons that use them: card shape templates (circle, square, rectangle, triangle, oval) to draw round (lessons 1 and 5); glue sticks or wax sticks and a rubber mat or newspaper stack for raised-line drawing (lessons 2, 4 and 5); soap and water or wipes after rubbing outside (lesson 3); child-safe scissors to cut rubbings (lesson 5); picture cards (a shape, an edge, a rubbing, a light/dark strip) for children who answer by pointing (lesson 5); a leaf rubbing made in advance for the lesson 3 opening; a few block crayons and a second crayon colour per child (lesson 3 support and extension).

Assessment

- Lessons 1-4: the teacher notes answers in the closing checks (observe; no writing needed). Children can answer by speaking, signing, pointing or choosing a card.
- Lesson 5: look at the finished drawing with the child. Notice which of the four things they used (shapes, an edge drawn while looking, texture, light and dark). Drawings are not marked for "neatness" or likeness.
- **One-to-one check (about 4 minutes per child, during the week of lesson 5):**
    1. Show a plastic mug. "What shapes can you see in the mug?" (Any two reasonable shapes, for example a circle or oval at the top, a rectangle for the side, a curved shape or a "C" for the handle.)
    2. Show the corrugated-card rubbing and the leaf rubbing, with the corrugated card and the leaf. "Which thing made which rubbing?" (The stripes came from the corrugated card; the lines like branches came from the leaf's veins.)
    3. "Show me a light mark and a dark mark." (A gentle mark and a harder mark, or lines far apart and close together; any clear difference counts.)
    4. Shine a torch on a ball from one side. "Point to the darker side." (The side away from the torch.)
    5. "When you draw something real, where do your eyes go?" (Mostly at the thing, with quick looks at the paper; any answer that includes looking at the object counts.)
- Record each item as "yes / with help / not yet". A child who points, signs, uses a card or moves the teacher's hand has answered.

⚠ Safety (read before lesson 1)

- Objects: nothing sharp, glass, or small enough to swallow for children who still mouth objects; check shells and pine cones for sharp bits.
- Food: if real fruit is used, check the class allergy list; plastic fruit is fine. Children do not eat the objects.
- Torches and lamps: shine at the object, never into anyone's eyes. Use an ordinary torch or desk lamp only; no lasers. Keep lamp cables tidy and let an adult move lamps (they can get warm).
- Rubbings outside: stay with an adult, only rub surfaces at a safe height, avoid anything hot, sharp, dirty or with insects, and wash hands after.
- Pencils: carry them point down and keep them away from faces.

Access and taking part

- **Low vision:** high-contrast objects on a plain dark or light cloth; thick black felt pens; bigger paper; let children touch and hold the object as long as they want. Rubbings are a good tactile route: children can feel the texture and then feel the wax bumps on the paper.
- **Blind children:** feel the object, then make a raised-line drawing (on paper over a rubber mat, or with wax sticks or glue lines that dry raised) or build the shapes from card cut-outs. Light and dark can be explored as gentle and strong marks: pressing hard on paper over a rubber mat makes deeper grooves that can be felt.
- **Fine-motor needs:** chunky pencils, grips, fist grip is fine, taped-down paper, card shape templates to draw round, or the child tells or points and an adult or partner draws exactly what they say.
- **Non-speaking children and children who sign:** answer by pointing to cards, signing, or choosing from two options.
- **Deaf children:** show each step (demonstrate before talking), and use a visual "pencils down" signal.
- No child has to show their drawing in the gallery; showing it to the teacher only is fine. A drawing that does not "look like" the object still counts if the child can say or show what they looked at.

Sources

Read for this unit (Wikipedia, 9 November 2026):

- "Rubbing (art)" (the page for frottage): https://en.wikipedia.org/wiki/Frottage_(art) Used for: a rubbing copies the texture of a surface by putting paper over it and rubbing it with something that leaves marks, most often charcoal or pencil, but also wax, chalk and other materials. Lesson 3 uses wax crayons.
- "Contour drawing": https://en.wikipedia.org/wiki/Contour_drawing Used for: contour drawing is drawing the outline of a subject, focusing on its outlined shape rather than small details ("contour" is French for "outline"). Lesson 2 calls this "following the edge".
- "Hatching": https://en.wikipedia.org/wiki/Hatching Used for: hatching makes tone or shading with closely spaced parallel lines; lines at an angle to each other are cross-hatching. Lesson 4 uses "lines close together look darker" and does not teach the word.
- "Chiaroscuro": https://en.wikipedia.org/wiki/Chiaroscuro Used for: artists use contrasts of light and dark to give a sense of volume to three-dimensional objects. Lesson 4 uses this idea (a lit side and a shadow side) without the term.
- "Still life": https://en.wikipedia.org/wiki/Still_life Used for: a still life shows mostly everyday objects, natural (fruit, flowers, shells, rocks) or human-made (cups, books). The looking trays are small still-life set-ups.
- This repository's arts progression and the grade 1 year plan term 1 arts cell.

Known gaps and cautions

- No official arts standard was read for this unit; the content comes from the grade 1 year plan and the arts progression, which are drafts.
- The arts progression's grade 1 line lists colour mixing, printing and pattern; this year plan puts drawing from looking in term 1 instead, because mixing and printing were taught in kindergarten term 2. Rubbings in lesson 3 keep a link to pattern.
- Music, drama and dance are not in this unit; they come in grade 1 terms 2 and 3.

- "Shapes inside things" is a way to start a drawing, not the only way. Some children draw well by following the edge straight away; let them.
- Pacing and vocabulary load are untested estimates; a qualified local educator should review the unit before classroom use.
- Gemini 4 Argon text-checked the README and lessons 1-5 at 4e851c7 on 9 November 2026 (timings, links, counts, answer keys, the one-to-one check, safety and access routes were consistent); two lesson 4 materials notes were fixed in c2f71db, which Argon also diff-checked the same day (see PEERCHECKS.md). This is a peer check by an AI agent, not an educator review.
- The order of lessons, the activities and the timings are my choice, not taken from a source.

Lesson 1: Shapes hiding in things

Unit overview - Next: Lesson 2

Goal: Children find simple shapes inside real objects and use those shapes to start a drawing of one object.

Length: about 40 minutes.

Materials

- Per table: a "looking tray" with 4 everyday objects that are safe to handle (for example a plastic mug, a toy car, a wooden block, an apple or plastic apple, a cardboard tube, a small box).
- Per child: a set of 5 shape cards (circle, square, rectangle, triangle, oval), each shape drawn with a thick black outline.
- Plain paper (A4 or larger), chunky pencils, pencil grips and crayons; thick black felt pens; tape to hold paper still.
- Card shape templates (circle, square, rectangle, triangle, oval) to draw round, for support.
- A large picture of a house made only of shapes (a square, a triangle roof, rectangle door and windows, a circle sun) for the opening.
- A board or large sheet of paper for modelling the mug drawing.
- For the closing check: an alarm clock (or a picture of one).

Steps

✎ Opening (5 min)

Show the shape house. "What shapes can you find?" Children point to or name a square, a triangle, rectangles and a circle. "Artists have a trick: before they draw something, they look for the shapes hiding inside it."

Hold up the plastic mug. Trace its top in the air with a finger: "The top looks like a circle (or an oval when I tip it). The side looks like a rectangle." Children trace in the air with you.

✎ Main activity (25 min)

1. **Shape hunt (8 min).** At tables, children pick up each object on the looking tray, turn it round, and hold up the shape card that matches a part of it ("The block has a square." "The car wheel is a circle."). There is often more than one right answer; accept any shape a child can point to on the object.
2. **Shapes first (12 min).** Each child chooses one object from the tray and puts it in front of them. Model on the board: draw the mug as a rectangle with an oval on top and a "C" for the handle, looking at the mug between each shape. Then children draw their object, starting with the biggest shape and adding smaller shapes. Remind: "Look at the object, draw one shape, look again."

3. **Add one thing you see (5 min).** Children add one detail they can really see (a stripe, a stalk, a door on the car). They may colour if there is time.

✓ Discussion questions (5 min, with answers)

- "Which shape did you start with, and why?" (Any answer, for example "the biggest shape" or "the body of the car".)
- "Did two people find different shapes in the same object?" (Usually yes: the top of a mug is a circle from above and an oval from the side. Both are right; it depends where you look from.)
- "Is the apple really a circle?" (Not exactly; it is round with bumps and a dip at the top. The circle is a starting shape and then we change it to match what we see.)

✓ Closing check (5 min, with answers)

Hold up the alarm clock (or picture). Each child shows one shape card for a part of it, or points to the part.

- Answers: circle for the face (or oval); rectangle or square for a base; small circles for bells or feet; triangles or thin rectangles for the hands. Accept any shape the child can point to on the clock.

Vocabulary

shape, circle, square, rectangle, triangle, oval, object, look, draw

Differentiation

- Support: give card shape templates to draw round; or the child chooses shape cards and lays them on the paper to "build" the object, then draws round them.
- Extension: draw the same object from a second side (from above or from the side) and say which shapes changed.

⚠ Safety

- Objects on the trays are safe to handle: no glass, nothing sharp, nothing small enough to swallow for children who still mouth objects.
- If real fruit is used, check the class allergy list; nobody eats it.

Teacher notes

- Children often draw the "idea" of an object (a symbol) rather than what is in front of them; that is normal at this age. The shape trick is a bridge, not a test.
- Low vision or blind children can feel each object and lay shape cards (or card cut-outs) on the paper; see the README access section.

Lesson 2: Following the edge

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children draw the outline of a real object while looking at the object more than at the paper.

Length: about 40 minutes.

Materials

- Per child: one object with an interesting edge (a leaf, a shell with no sharp broken edge, a large key, a pine cone or a peg).
- Per child: a card "window" viewfinder (card with a hole about 5 cm square).
- Plain paper, chunky pencils, pencil grips and thick black felt pens; tape to hold paper still.
- A large leaf (or a picture of one) for the opening.
- Glue sticks or wax sticks and a rubber mat (or a stack of newspaper) for raised-line drawing, for children who need a tactile route.
- For the closing check: two drawings prepared in advance, one a quick outline of a mug that follows its edge and one a scribble that does not.

Steps

✎ Opening (5 min)

Hold up the large leaf. "Today we draw the edge, the line where the leaf stops and the air begins." Slowly run a finger round the edge: "Bumpy here, pointy here, a long smooth bit here." Children copy with a finger in the air while watching the leaf.

✎ Main activity (25 min)

1. **Snail fingers (5 min).** Each child takes an object. Using one finger, they move round its edge very slowly, "as slowly as a snail", saying what they feel or see ("bumpy", "pointy", "round").
2. **Snail drawing (10 min).** Children put their pencil on the paper and their eyes on the object. They move the pencil slowly round, as their eyes move round the edge. They may glance at the paper, but most of the looking is at the object. Tell them: "It will look wobbly. Wobbly is good. It means you were looking."
3. **Window drawing (10 min).** Children hold the card window over part of their object (for example the tip of the leaf, the teeth of the key) and draw only what they see in the window, bigger, filling the paper.

✓ Discussion questions (5 min, with answers)

- "What was hard about looking at the object, not the paper?" (Any answer; for example "I wanted to look at my paper." That is normal.)

- "What did you notice on the edge that you hadn't noticed before?" (Any real detail: a tiny bump, a point, a notch.)
- "Why did the window help?" (It shows a small part, so you can see more detail and draw it big.)

✓ Closing check (5 min, with answers)

Show the two prepared drawings. "Which artist was looking at the edge of the mug?" Children point or hold up one or two fingers.

- Answer: the outline that follows the mug's edge (handle, rim, base). The scribble does not follow an edge.

Vocabulary

edge, outline, look, slowly, window, detail

Differentiation

- Support: draw round a flat object first (lay the leaf on the paper and trace it), then try a snail drawing next to it.
- Extension: draw one edge line inside the object too, for example the middle vein of the leaf or the spiral of the shell.

⚠ Safety

- Check shells, pine cones and keys for sharp bits before the lesson.
- Nothing small enough to swallow for children who still mouth objects.

Teacher notes

- Blind or low-vision children can trace the edge with a finger and then make a raised-line drawing: draw with glue or a wax stick, or press hard with a pencil on paper over a rubber mat so the line can be felt.
- Wobbly lines show looking; praise the looking, not the neatness.

Lesson 3: Rubbings and textures

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children make crayon rubbings of textured surfaces, describe them with texture words, and match rubbings to the surfaces that made them.

Length: about 40 minutes.

Materials

- Per child: several sheets of thin paper (copy paper or newsprint) and a peeled wax crayon (paper wrapper taken off) or a chunky crayon used on its side; masking tape to hold paper still.
- A few block crayons (for support) and a second colour of crayon per child (for the extension).
- Textured things to rub (for example corrugated card, leaves, a plastic mesh or sieve, a bumpy shoe sole, a doormat, a woven placemat, bubble wrap); outdoors, a tree bark or brick wall at a safe height.
- Per pair: a match-the-rubbing set (4 rubbings made in advance and the 4 objects that made them).
- A large card of texture words (bumpy, smooth, rough, stripy, wavy) with a small picture for each.
- A rubbing made in advance from a leaf, for the opening.
- For the closing check: a rubbing of corrugated card, plus the corrugated card and a smooth plastic lid.
- Soap and water or wipes for after rubbing outside.

Steps

✎ Opening (5 min)

Show the leaf rubbing without saying what it is. "I didn't draw this. I put paper on top of something and rubbed it with the side of a crayon. What do you think was under the paper?" Take guesses, then show the leaf. "Rubbing lets us see texture, how a surface feels."

Read the texture words card together and feel one example for each word.

✎ Main activity (25 min)

1. **How to rub (3 min).** Demonstrate: tape the paper over the corrugated card, hold the peeled crayon flat on its side, rub gently in one direction. "Gentle and flat, not the point."
2. **Texture hunt (14 min).** Children move round the room (or the playground with adults) and make at least three rubbings of different surfaces. After each one they tell a partner or an adult one texture word for it.

3. **Match the rubbing (8 min).** In pairs, children use the match set: 4 rubbings and 4 objects. They put each rubbing next to the object they think made it, then check by feeling the object and the rubbing.

✓ Discussion questions (5 min, with answers)

- "Which surface made the clearest rubbing?" (Usually bumpy or stripy ones with raised parts, such as corrugated card, a shoe sole or a mesh.)
- "Why does a very smooth surface make an almost plain rubbing?" (There are no bumps to catch the crayon, so it colours evenly.)
- "How did you know which object made which rubbing?" (By matching the pattern: stripes, holes, lines like branches.)

✓ Closing check (5 min, with answers)

Show the corrugated-card rubbing, the corrugated card and the smooth lid. "Which made this rubbing? Tell me one texture word."

- Answer: the corrugated card; the word "stripy" (or "bumpy" or "wavy" for the ridges). The smooth lid would make an almost plain rubbing.

Vocabulary

rubbing, texture, surface, bumpy, smooth, rough, stripy, wavy, pattern

Differentiation

- Support: rub with a partner holding the paper still, or use a block crayon held in the whole hand.
- Extension: make one rubbing with two textures side by side, or rub the same thing in two colours, and say what changed.

⚠ Safety

- Outdoors, stay with an adult; only rub surfaces at a safe height; avoid anything hot, sharp, dirty or with insects on it. Wash hands afterwards.
- Do not rub coins or tiny objects with children who still mouth objects.

Teacher notes

- Keep the rubbings: children can cut them out and use them in lesson 5.
- Rubbings are a strong route for blind and low-vision children: wax crayon leaves slightly raised marks that can be felt, and the texture can be felt first on the object itself.
- Making the match set: rub each object with the same colour so colour does not give the answer away.

Lesson 4: Light and dark

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children make light and dark pencil marks on purpose, see that an object lit from one side has a lighter side and a darker side, and add darker marks to a drawing.

Length: about 40 minutes.

Materials

- Per child: a strip of paper with 4 boxes in a row, and a soft pencil (2B or 4B if you have them, or an ordinary pencil); pencil grips.
- Plain paper; thick black felt pens; tape to hold paper still.
- For support: a few strips with only 2 boxes, and soft crayons.
- The looking trays from lesson 1, for early finishers.
- A ball or an orange per table (or one ball for the whole class).
- A torch or desk lamp per table (or one for the class).
- A way to dim the room (blinds down, or lights off near one table).
- A large example strip going from very light to very dark, for the opening.
- A rubber mat or a stack of newspaper to press on, and glue sticks or wax sticks, for children who need a tactile route.
- For the closing check: a picture of a ball drawn lit from the left, with its darker side on the right.

Steps

✎ Opening (5 min)

Show the example strip. "Same pencil in every box. How did I make some light and some dark?" Take ideas. Demonstrate: press gently for a light grey; press harder for a dark grey; put lines far apart (looks lighter) and close together (looks darker).

✎ Main activity (25 min)

1. **Light to dark strip (8 min).** Children fill their 4 boxes from very light to very dark, by pressing more each time or by putting lines closer together. Check: "Is each box darker than the one before?"
2. **Torch and ball (7 min).** Dim the room near one table. An adult holds the torch to one side of the ball. Children look and point: "Where is it brightest? Where is it darkest?" Move the torch to the other side: the dark side moves too. Children say what changed.
3. **Shade a drawing (10 min).** With the torch still on one side, children draw the ball (a circle shape, from lesson 1) and fill the side away from the torch with darker marks, keeping the side near the torch light. Children who finish early can draw another object from the looking tray the same way.

✓ Discussion questions (5 min, with answers)

- "Which side of the ball was dark?" (The side away from the torch.)
- "What happened when the torch moved?" (The bright side and the dark side swapped places; the dark side is always the side away from the light.)
- "Name two ways to make a mark darker." (Press harder; put lines closer together. Going over a mark again also works.)

✓ Closing check (5 min, with answers)

Show the picture of the ball lit from the left. "Where was the light? Point to that side."

- Answer: the left side of the picture (the light side). The darker side is on the right, away from the light. Children point; words are optional.

Vocabulary

light, dark, press, gently, harder, shadow, bright, side

Differentiation

- Support: make just two boxes, one light and one dark; or use a soft crayon instead of a pencil.
- Extension: add the ball's shadow on the table, on the side away from the torch.

⚠ Safety

- Shine the torch or lamp at the ball, never into anyone's eyes. Ordinary torches or desk lamps only; no lasers.
- Adults move lamps (they can get warm) and keep cables tidy.
- Pencils point down when carried.

Teacher notes

- Blind or low-vision children: pressing gently or hard on paper over a rubber mat makes shallow or deep grooves that can be felt, so "light" and "dark" can be explored as "gentle" and "strong" marks. A strong torch on a white ball in a dim corner gives the clearest contrast for children with some vision.
- "Left" and "right" in the closing check are from the child's view of the picture; children can simply point.

Lesson 5: My looking drawing

Unit overview - Previous: Lesson 4

Goal: Children choose one object and draw it by looking, using shapes, edges, texture and light and dark, then share drawings in a class gallery and say one thing they like about a classmate's work and why. The end-of-unit one-to-one check runs during the week.

Length: about 40 minutes (can take two sessions).

Materials

- Per child: plain paper (A4 or larger), chunky pencils, soft pencils, pencil grips and crayons; thick black felt pens; tape to hold paper still.
- The looking trays from lesson 1 and the lesson 2 objects, for children to choose from.
- Children's own rubbings from lesson 3, child-safe scissors and glue sticks (optional, for a textured background).
- A torch or desk lamp for any table that wants a clear light side.
- Card shape templates (from lesson 1) for support.
- Glue sticks or wax sticks and a rubber mat for raised-line drawing.
- Sticky notes or small cards printed with "I like... because...", plus a few picture cards (a shape, an edge, a rubbing, a light/dark strip) for children who answer by pointing.
- Blu Tack or pegs and a wall or line for the class gallery.
- For the one-to-one check during the week: a plastic mug; the corrugated-card rubbing and a leaf rubbing with the corrugated card and the leaf; a scrap of paper and a pencil; a ball and a torch.

Steps

✎ Opening (5 min)

Recall the four looking tricks with one gesture each: shapes (draw a circle in the air), edges (snail finger), texture (rubbing motion), light and dark (press-hard fist). "Today you choose one object and use as many tricks as you like."

✎ Main activity (25 min)

1. **Choose and look (4 min).** Each child chooses one object and looks at it for a slow count of ten before drawing: "What shapes? What edge? What texture? Where is it dark?"
2. **Draw (15 min).** Children draw their object large. Suggested order: biggest shape first, then follow the edge, then add darker marks on the side away from the light. Children who want a background can cut and glue a piece of their rubbing behind the object.
3. **Gallery (6 min).** Children who want to put their drawing up do so (showing it to the teacher only is fine). Everyone walks round the gallery once and chooses one drawing they like.

✓ Discussion questions (5 min, with answers)

- "Which looking trick did you use most?" (Any trick, with a reason.)
- "What did you see in your object that surprised you?" (Any real detail.)
- "Does a good drawing have to look exactly like the object?" (No. A good looking drawing shows things the artist really noticed.)

✓ Closing check (5 min, with answers)

Each child says, signs or shows one "I like... because..." about a classmate's drawing, or writes or points on a card.

- Good answers name something in the drawing and a reason ("I like the dark side of the ball because it looks round", "I like the bumpy edge because it looks like the real leaf"). "I like it because it's nice" is a start; ask "What part?".

Vocabulary

choose, look, shape, edge, texture, light, dark, gallery, because

Differentiation

- Support: draw round a card shape template first, then add one thing seen on the object; or tell or point and a partner or adult draws exactly what they say.
- Extension: draw the object twice, once lit from each side, or add a second object and draw where one is in front of the other.

⚠ Safety

- Child-safe scissors only; cut away from fingers and bodies.
- Torch or lamp at the object, never into eyes; adults move lamps.
- Objects as in lessons 1 and 2: nothing sharp, glass or small enough to swallow; check the allergy list for real fruit.

Access

- The child chooses how to take part: drawing, raised-line drawing, a collage of card shapes and rubbings, or telling an adult what to draw.
- The "I like... because..." can be signed, spoken, written, or shown by pointing to a part of the drawing and a picture card.
- No child has to put their drawing in the gallery.

Teacher notes

- One-to-one check: see the README Assessment section (about 4 minutes per child, during the week).

- Keep comments on looking ("You noticed the stalk"), not on talent.

Grade 1 Arts: Beat, Rhythm, High and Low, and a Round (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check instruments and objects against your school's rules, and check hearing and sound-sensitivity notes before lesson 1.
>
> Text-checked by two other agents (Gemini 4 Argon, Claude Fable 5.2); see Known gaps.

Back to the arts progression | Grade 1 year plan - Term 2

Big idea

Music has a steady beat underneath it, like walking, and a rhythm on top of it, like the pattern of the words. Rhythms can be written down with simple pictures and read back. Notes can be higher or lower, which is different from louder or quieter. When groups start the same song at different times, the parts can still fit together: that is a round.

This is the second arts unit of the grade 1 year (term 2). In kindergarten children kept a steady beat with body percussion and a drum (kindergarten term 1), and heard loud and quiet, fast and slow (kindergarten term 2). Term 1 of grade 1 was drawing from looking; term 3 is a stick-puppet story and show.

Outcomes

By the end of the unit a student can:

1. Keep a steady beat (patting, stepping, tapping or playing) for at least eight beats while a chant or song is going on.
2. Clap (or tap) the rhythm of the words of a short chant, and show the difference between the beat and the rhythm (the beat stays the same; the rhythm follows the words).
3. Read and clap a four-beat rhythm card made of "ta" (one walking step) and "ti-ti" (two running steps), and make their own four-beat card.
4. Say or show whether a second note is higher or lower than a first note, and echo a two-note "so-mi" call (by singing, humming, playing or pointing).
5. Keep their own part going in a two-part round of "Row, Row, Row Your Boat" with a group (by singing, humming, or doing the actions).

Prior knowledge

- From kindergarten arts: a steady beat with body percussion and a drum; stopping on a signal; loud and quiet, fast and slow; singing simple songs.
- From grade 1 science term 1 (Sound and light): sounds are made when things vibrate, and a stretched band can make different sounds. This unit does not need it but can link to it.
- Some children will not yet sing in tune; that is common at six and is not assessed. Humming, playing and actions always count.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week. A hall or a classroom with the tables pushed back works best for lessons 1 and 4.

Lesson	Title	Main activity
1	Beat and rhythm	Walk and pat the beat, then clap the words of a new chant; play "beat or words?"
2	Walking feet and running feet	Read picture rhythm cards (ta and ti-ti), clap them, then make a four-beat card with a partner
3	High and low	Higher and lower notes with hands and bodies, "high or low?" game, so-mi echo calls
4	Row, row, row: a round	Learn the song with actions, then sing it as a two-part round
5	Our music share	Groups perform a rhythm card, the high-low game and the round; one-to-one checks

Materials (whole class unless noted)

- Every lesson: one hand drum (or tambourine) for the teacher; the stop signal (drum plus a raised hand); a class list for notes; water.
- Ear defenders and a quiet spot at the edge for children who need them (every lesson).
- Lessons 1, 4 and 5: the "Rain on the roof" chant on a large card with pictures (words in the Lesson 1 page).
- Lesson 1: two large cards: "BEAT" (a heart or a walking foot) and "WORDS" (a speech bubble); a small BEAT/WORDS card pair per child (smooth and bumpy textures for blind or low-vision children). The two large cards are used again in lesson 5.
- Lessons 2 and 5: large teacher rhythm cards (8 "ta" cards with one big footprint and 8 "ti-ti" cards with two small footprints side by side); per pair, a small set of 4 "ta" and 4 "ti-ti" cards and a strip of card with four boxes (a "four-beat strip"); tactile versions for blind or low-vision children (one large felt circle = ta, two small felt circles = ti-ti).
- Lesson 2: two large cards "A" (ta, ta, ta, ta) and "B" (ta, ti-ti, ta, ta) and a small A/B card pair per child, for the closing check; tactile A and B rows for blind or low-vision children; 4 spare four-beat strips.
- Lessons 1, 2 and 5: untuned percussion, one per child if possible (claves, wooden blocks, tambourines, sealed shakers or drums); a box of spare beaters.
- Lessons 3 and 5: at least one tuned instrument the teacher can play two clearly different notes on (a xylophone, glockenspiel, chime bars or a keyboard); two large cards: "HIGH" (a bird at the top of a tree) and "LOW" (a frog at the bottom), and a small HIGH/LOW card pair per child (tactile version: a raised bump at the top edge of HIGH, the bottom edge of LOW); a screen or large book to hide the instrument (lessons 3 and 5); one "high and low" sheet per child (two long lines, top and bottom, for placing counters) and 6 counters per child (lesson 3); tactile sheets with raised lines and counters with a bump for blind or low-vision children.
- Lessons 4 and 5: the words of "Row, Row, Row Your Boat" on a large card with four pictures (rowing, a stream, a smiling face, a sleeping face); two coloured sashes or cards to mark group 1 and group 2; a second adult to lead group 2, if available. Lesson 4: the tuned instrument, to give the starting note. Lesson 5: the BEAT and WORDS cards; tactile copies of the two closing-check rows.

- One-to-one check (week of lesson 5): the chant card; one four-beat card showing ta, ta, ti-ti, ta (and a tactile copy); the tuned instrument.

Assessment

- Lessons 1-4: the teacher notes answers in the closing checks (observe; no writing needed). Children can answer by clapping, tapping, playing, speaking, signing, pointing or choosing a card.
- Lesson 2 (pairs build a strip) and lesson 5 step 1: the teacher notes who makes their own four-beat card or strip (the making part of outcome 3), by placing cards, pointing or telling a partner where each card goes.
- Lesson 5: groups perform; the teacher notes who keeps a part going in the round (outcome 5) by singing, humming or doing the actions.
- **One-to-one check (about 4 minutes per child, during the week of lesson 5; about 100 minutes for 25 children, so plan extra time outside the five lessons):**
    1. The teacher says the "Rain on the roof" chant. "Pat the beat while I say it." (A steady pat for about eight beats; speeding up a little counts if it stays steady.)
    2. "Now clap the words." (Claps that follow the words rather than the beat; for example, "splash in the pud-dle" gets more claps than "rain on the roof".)
    3. Show a four-beat card (ta, ta, ti-ti, ta). "Clap this card." (Three single claps and one quick pair in the third place; saying "ta ta ti-ti ta" also counts.)
    4. Play a low note, then a high note on the tuned instrument (well apart), out of the child's sight unless their route is watching. "Was the second note higher or lower?" Then the other way round. (Higher, then lower; pointing up or down counts.)
    5. Sing or play a so-mi call ("Hel-lo"). "Echo me." (Two notes, the second lower than the first; humming, playing the two bars, or showing high-then-low with a hand counts.)
- Record each item as "yes / with help / not yet". A child who points, signs, uses a card or plays an instrument has answered. Singing in tune is not marked.

⚠ Safety (read before lesson 1)

- Sound levels: keep instruments and singing comfortable; use the stop signal often; ear defenders and a quiet spot are always allowed. Never play a loud sound close to anyone's ear.
- Voices: sing gently. High notes are not shouting or squeaking; stop if a voice hurts.
- Instruments: no shared mouth-blown instruments (whistles, recorders) in this unit. Shakers must be sealed; check nothing small can come out. Beaters are for instruments only; carry them pointing down.
- Moving: walk in the same direction around the space; stop on the signal; leave space for wheelchairs and walking frames.

Access and taking part

- **Deaf and hard-of-hearing children:** show the beat with a big visible movement (a hand drum held up, a nodding head, a light switched slowly on and off on the beat, only after checking the class's medical notes); let children put a hand on the drum to feel the beat; use the BEAT and WORDS cards and the HIGH and LOW cards so they can join in by watching. Pitch can be shown on the tuned instrument (which end plays the high notes)

and with hand height. Check with the child's specialist teacher what they can hear and what helps.
- **Blind and low-vision children:** tactile rhythm cards (large felt circle = ta, two small felt circles = ti-ti); a raised-line or tactile high-and-low sheet (counters with a bump on the top line); a partner says "start" and "stop" as well as the signal.
- **Children who do not sing or speak:** hum, play an instrument, do the actions, point to cards, sign, or use their communication device. Singing alone is never required.
- **Children with limited hand movement:** pat with elbows or feet, nod, or tap with one finger; a beater with a thick grip; a partner holds the instrument.
- **Wheelchair users:** "walking" the beat can be tapping the armrests or wheeling; actions in "Row, Row, Row Your Boat" can be done seated.
- **Sound-sensitive children:** ear defenders, the quiet spot, quieter instruments (wooden blocks rather than tambourines), and the choice to be the conductor who holds up the cards.

Sources

Read for this unit (Wikipedia, 9 November 2026):

- "Kodály method": https://en.wikipedia.org/wiki/Kod%C3%A1ly_method Used for: the method introduces concepts through listening, singing and movement before notation; the first rhythms taught are quarter notes and eighth notes, which are familiar to children as the rhythms of walking and running; quarter notes are spoken as "ta" and eighth-note pairs as "ti-ti" (some places use "te-te"); rhythmic movement such as walking, running and clapping helps children take in rhythm; revised Kodály exercises begin with the minor third, "mi-so". Lessons 2 and 3 use these ideas with pictures (walking feet and running feet) instead of notation.
- "Pitch (music)": https://en.wikipedia.org/wiki/Pitch_(music) Used for: pitch is the quality that lets us judge sounds as "higher" and "lower" in a melody; it is one property of a musical sound alongside duration, loudness and timbre. Lesson 3 keeps "high/low" separate from "loud/quiet".
- "Round (music)": https://en.wikipedia.org/wiki/Round_(music) Used for: in a round, several voices sing exactly the same melody but start at different times, and the parts fit together; it is one of the easiest forms of part singing because everyone learns only one line; "Row, Row, Row Your Boat" is a well-known children's round for four voices. This unit uses only two parts.
- "Row, Row, Row Your Boat": https://en.wikipedia.org/wiki/Row,_Row,_Row_Your_Boat Used for: the words were first printed in 1852, and the modern tune was first printed with the words in 1881, so the song is old enough to be in the public domain. (Check your own country's rules if you plan to publish recordings.)
- The "Rain on the roof" chant and the "Hel-lo" call are written for this unit (CC0).
- This repository's arts progression (grade 1: "tell pulse from rhythm (clap the beat, then clap the words); sing high and low notes") and the grade 1 year plan term 2 arts cell.

Known gaps and cautions

- Text-checked by Gemini 4 Argon on 9 November 2026 at 0eca0f5 (text only): links, timings, song provenance and access routes were reported clean; two notes (making a four-beat card was not assessed, and lesson 5 pointed "below" to a check that is in this overview) fixed in b7acbdf, which Argon also diff-checked the same day (see PEERCHECKS.md). This is a peer check by an AI agent, not an educator review.

- Second text check by Claude Fable 5.2 on 9 November 2026 at 2c4e1ba (text only; the Wikipedia citations were not re-checked): 11 notes, covering closing checks that could be passed by watching, the chant not fitting ta/ti-ti cards, naming an example so-mi pair, a starting note for the round, the one-adult round, tactile routes for board checks, the flashing-light suggestion, spare strips and the time the one-to-one check takes. All 11 were fixed in 30708fd, which Claude Fable 5.2 also diff-checked the same day (see PEERCHECKS.md). Three optional points from that re-check (screening the lesson 5 pitch question, plainer "an example" wording, drawing strips only for pairs who want to keep them) were fixed in 252e724, which Claude Fable 5.2 also re-checked the same day.
- No official music standard was read for this unit; the content comes from the grade 1 year plan, the arts progression and the Wikipedia articles above, which are drafts and summaries.
- The unit borrows the Kodály rhythm syllables and the so-mi starting interval but is not a Kodály course; a trained music teacher will know far more about sequence and singing range.
- Pitch is described only as "higher" and "lower". Children who cannot hear pitch differences are not marked down; see Access.
- The grade 4 music unit also uses rounds; this unit uses only two parts and one well-known song so grade 4 can build on it.
- Pacing and vocabulary load are untested estimates; a qualified local educator should review the unit before classroom use.
- The order of lessons, the activities and the timings are my choice, not taken from a source.

Lesson 1: Beat and rhythm

Unit overview - Next: Lesson 2

Goal: Children keep a steady beat while saying a chant, clap the rhythm of the words, and tell the beat and the words apart.

Length: about 40 minutes.

Materials

- One hand drum (or tambourine) for the teacher; the stop signal (drum plus a raised hand).
- The "Rain on the roof" chant on a large card, with a picture for each line (rain on a roof, rain on a road, a puddle splash, a toad).
- Two large cards: "BEAT" (a heart or a walking foot) and "WORDS" (a speech bubble). A small BEAT/WORDS card pair per child for the closing check.
- Untuned percussion, one per child if possible (claves, wooden blocks, tambourines, sealed shakers or drums).
- Ear defenders and a quiet spot at the edge for children who need them.
- Water. A class list for notes.

Steps

✎ Opening (5 min)

Children walk around the space while the teacher plays a steady drum beat; they stop on the stop signal. "Walk to my drum." Play a little faster, then slower; children keep in time. "That steady sound, like walking or a heartbeat, is the **beat**. We met it in kindergarten." Show the BEAT card.

✎ Main activity (25 min)

1. **Learn the chant (5 min).** Sitting in a circle. Show the chant card and say it; children echo one line at a time, then say it all together:

   Rain on the **roof** and **rain** on the **road**,
   Splash in the **pud**-dle, **hop** goes the **toad**.

(The bold words fall on the beat: four beats in each line.)

1. **Pat the beat (5 min).** Say the chant again while everyone pats their knees on the beat (the bold words). Then pat the beat while saying the chant in a whisper, then only "thinking" the words. "The beat keeps going the same, steady, steady."
2. **Clap the words (5 min).** "Now clap every bit of every word." Say the chant slowly, clapping each syllable: "Rain-on-the-roof..." Show the WORDS card. "That pattern of the words is the **rhythm**. Is it the same as the beat?" (No: some claps are quick and close together, and "splash in the pud-dle" has more claps than "rain on the roof".)
3. **Beat or words? (5 min).** The teacher holds up BEAT or WORDS while the class says the chant; children pat the beat or clap the words to match. Switch cards in the middle

of a line once children are ready. A child can take the conductor's turn holding up the cards.

4. **Two groups (5 min).** Hand out instruments (instruments stay on the floor until the signal). Half the class plays the beat on their instruments while the other half claps the words; everyone says the chant. Stop signal, swap, repeat. Instruments down on the floor on the signal.

✓ Discussion questions (5 min, with answers)

- "What is the difference between the beat and the rhythm of the words?" (Answer guide: the beat stays steady, like walking; the rhythm follows the words, so some sounds are quick and some are slow.)
- "Which line had more claps: 'rain on the roof' or 'splash in the puddle'?" (Answer guide: "splash in the puddle", five claps against four.)
- "Can you think of something else with a steady beat?" (Answer guide: a clock ticking, walking, a heartbeat, a dripping tap; any steady sound.)

✓ Closing check (5 min, with answers)

Each child has a small BEAT card and a WORDS card. The teacher says the chant and plays the hand drum, either on the beat or on the words, using the same drum both times so the pattern of sounds is the only clue (deaf and hard-of-hearing children watch or feel the drum, so for them the clue is the pattern of movements); children hold up the card that matches. Do it four times, mixing the order. (Answer guide: the card matches what the teacher did. Note on the class list who chooses correctly most times.)

Vocabulary

beat, steady, rhythm, chant, words, pat, clap

Differentiation

- Support: pat the beat with a partner's hand on top; say only the last word of each line; watch the teacher's drum.
- Stretch: pat the beat with one hand and tap the words with the other hand on the other knee; lead the "beat or words?" game.
- Deaf and hard-of-hearing children: watch the drum and the BEAT/WORDS cards; put a hand on the drum to feel the beat; the chant card shows each line.
- Blind and low-vision children: a partner says "start" and "stop" with the signal; BEAT and WORDS cards with different textures (smooth and bumpy).
- Children who do not speak: pat, clap or play while others say the chant, or point to the picture for each line.
- Wheelchair users: in the opening, wheel or tap the armrests on the beat.

⚠ Safety

- Walk in one direction in the opening; leave space for wheelchairs and walking frames; stop on the signal.
- Instruments stay on the floor until the signal; no playing near anyone's ear; ear defenders and the quiet spot are always allowed.

Teacher notes

- Many six-year-olds speed up as they get excited; keep the drum steady and slow down rather than stopping them.
- The chant is written for this unit (CC0). Any short chant or rhyme the class knows can be used instead.
- Keep the words "beat" and "rhythm" in the same meaning all unit: beat = the steady pulse, rhythm = the pattern of the words (or notes).

Lesson 2: Walking feet and running feet

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children read and clap picture rhythm cards ("ta" and "ti-ti") and make their own four-beat rhythm with a partner.

Length: about 40 minutes.

Materials

- One hand drum for the teacher; the stop signal (drum plus a raised hand).
- Large teacher rhythm cards: 8 "ta" cards (one big footprint) and 8 "ti-ti" cards (two small footprints side by side), with a way to stick them to the board in a row of four.
- Per pair: 4 "ta" cards and 4 "ti-ti" cards (small copies) and one "four-beat strip" (a strip of card with four boxes).
- Tactile versions for blind or low-vision children: one large felt circle = ta, two small felt circles = ti-ti, on card the same size as the small cards.
- Untuned percussion, one per child if possible (claves, wooden blocks, tambourines, sealed shakers or drums).
- Two large cards labelled "A" and "B" with a four-beat rhythm on each, for the closing check (A: ta, ta, ta, ta; B: ta, ti-ti, ta, ta), and a small A/B card pair per child. For blind or low-vision children, the A and B rows laid out in tactile cards at their place (and the two rows used in step 2).
- 4 spare four-beat strips (for the stretch and for lesson 5).
- Ear defenders and a quiet spot. Water. A class list for notes.

Steps

✎ Opening (5 min)

Standing in a space. The teacher plays a steady drum beat: children walk on the spot, one step for each beat, saying "ta". Then the teacher plays two quick, even sounds in each beat: children do two quick tiptoe steps on the spot, saying "ti-ti". Switch between the two. "Walking feet: ta. Running feet: ti-ti. The beat stays the same speed; ti-ti just fits two sounds into one beat."

✎ Main activity (25 min)

1. **Meet the cards (5 min).** Sitting facing the board. Show a "ta" card (one big footprint: one sound in a beat) and a "ti-ti" card (two small footprints: two sounds in one beat). Stick four cards in a row: ta, ta, ti-ti, ta. Point to each card on the beat while the class claps and says it. Repeat with two or three more rows.
2. **Which did I clap? (5 min).** Put two rows on the board. Clap one of them; children point to the row they heard (blind or low-vision children feel the two rows in tactile cards at their place). A child can take the clapper's turn.
3. **Make your own (8 min).** In pairs, children choose any four cards and lay them in the boxes of their four-beat strip. They clap and say it together, then try it on instruments

(instruments on the floor until the signal). "Can you clap it the same way twice?" If a pair wants to keep their strip, the teacher draws its four cards on the class list (one big or two small footprints per box) so they can play it again in lesson 5; other pairs make a new strip then.

4. **Play and echo (7 min).** Several pairs play their strip for the class; the class claps it back. The teacher keeps a soft steady beat on the drum underneath if it helps.

✓ Discussion questions (5 min, with answers)

- "How many sounds are there in a ta card? In a ti-ti card?" (Answer guide: one; two.)
- "If all four boxes have ti-ti, how many claps is that?" (Answer guide: eight.) "If all four have ta?" (Answer guide: four.)
- "Can you think of a word that sounds like ta, and one that sounds like ti-ti?" (Answer guide: any one-syllable word for ta, such as "bear" or "rain"; any two-syllable word said evenly for ti-ti, such as "rab-bit" or "pud-dle".)

✓ Closing check (5 min, with answers)

Show cards A and B on the board. The teacher claps one of them; each child holds up A or B (blind or low-vision children touch their tactile A or B row). Do it three times (for example A, B, B). (Answer guide: A is four even claps; B has a quick pair in the second place. Note on the class list who chooses correctly.)

Vocabulary

ta, ti-ti, rhythm card, beat, four-beat, read, echo

Differentiation

- Support: use only ta cards and one ti-ti card; clap with a partner; point to each card while the teacher claps.
- Stretch: make two strips (use a spare strip) and play them one after the other (eight beats); play your strip while a partner keeps the beat.
- Deaf and hard-of-hearing children: watch the teacher point to each card; feel the drum; the footprint pictures show one or two sounds.
- Blind and low-vision children: tactile cards (one large felt circle = ta, two small = ti-ti); feel along the strip while clapping.
- Children who do not speak: clap or tap without saying "ta"; point to the card they heard.
- Children with limited hand movement: tap with one finger, nod, or tap feet; a partner lays the cards as the child chooses.

⚠ Safety

- Tiptoe steps on the spot only; no running around the room.
- Instruments stay on the floor until the signal; no playing near anyone's ear; ear defenders and the quiet spot are always allowed.

Teacher notes

- "Ta" and "ti-ti" are the rhythm syllables used in the Kodály method (some places say "te-te"); see the README Sources. Use whichever your school already uses.
- The footprint pictures stand in for notation; staff notation comes in later grades.
- The "Rain on the roof" chant from lesson 1 has beats with three sounds ("Rain on the" is three sounds in one beat), so it cannot be written with ta and ti-ti cards. Do not use it for card reading.
- Some children will clap ti-ti as two slow claps; keep the drum beat going so they hear the two sounds fit inside one beat.

Lesson 3: High and low

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children say or show whether a note is higher or lower than another, tell high and low apart from loud and quiet, and echo a two-note "so-mi" call.

Length: about 40 minutes.

Materials

- One tuned instrument the teacher can play two clearly different notes on (a xylophone, glockenspiel, chime bars or a keyboard), with a beater if needed.
- One hand drum; the stop signal (drum plus a raised hand).
- Two large cards: "HIGH" (a bird at the top of a tree) and "LOW" (a frog at the bottom). A small HIGH/LOW card pair per child (for blind or low-vision children, the HIGH card has a raised bump at the top edge and the LOW card a bump at the bottom edge).
- A screen or large book to hide the instrument during the closing check.
- One "high and low" sheet per child (two long lines, one at the top and one at the bottom) and 6 counters per child; tactile sheets for blind or low-vision children (raised top and bottom lines, counters with a bump).
- Ear defenders and a quiet spot. Water. A class list for notes.

Steps

✎ Opening (5 min)

Sitting. "In kindergarten we heard loud and quiet." Play one note on the tuned instrument loudly, then the same note quietly: "Loud, quiet. Same note." Then play a low note and a high note at the same loudness: "These are different in another way: one is low, one is high." Show the HIGH and LOW cards. "High and low is not the same as loud and quiet."

✎ Main activity (25 min)

1. **Hands up, hands down (6 min).** Standing or seated. The teacher plays a note, then a second note. If the second note is higher, children reach up high; if it is lower, they reach down low (or move one hand up or down). Start with notes far apart, then closer together.
2. **High or low? (5 min).** The teacher plays one very high or very low note; children hold up HIGH or LOW. A child can take a turn playing the instrument while the class answers (the teacher shows which end plays the high notes).
3. **Counters on the lines (7 min).** Each child has a high-and-low sheet and counters. The teacher plays three notes, one at a time, each clearly high or low; for each note children put a counter on the top line (high) or the bottom line (low), left to right. Check together, clear, and play another three.
4. **So-mi echo (7 min).** The teacher sings "Hel-lo" on two notes, the first higher and the second lower (so-mi), showing the notes with a hand (hand higher on "Hel", lower on "lo"). On a xylophone with letters, G then E works (an example, not from a source; any

two bars that far apart will do). Children echo with voices and hands. Then the teacher sings "Hel-lo, Ma-ya" or another name in the same two notes (a one-syllable name goes on the low note, "Hel-lo, Sam"; for a longer name, sing the first part high and the rest low, "Hel-lo, Ka-ta-lin"), and that child (if they want) echoes "Hel-lo" back, or plays the two notes, or shows high-then-low with a hand.

✓ Discussion questions (5 min, with answers)

- "Is a high note always a loud note?" (Answer guide: no; a high note can be quiet and a low note can be loud.)
- "In our 'Hel-lo' call, was the first note higher or lower than the second?" (Answer guide: higher.)
- "Which end of our instrument plays the high notes?" (Answer guide: whichever end it is on the class instrument; children point to it.)

✓ Closing check (5 min, with answers)

The teacher plays four pairs of notes behind a screen or large book, so the clue is the sound, not which end is played (children whose route is watching the instrument, see the README Access section, still see it); after each pair, children point up if the second note was higher and down if it was lower. Use, for example: low then high; high then low; high then low; low then high. (Answer guide: up, down, down, up. Note on the class list who points correctly most times.)

Vocabulary

high, low, higher, lower, note, pitch (teacher's word), echo

Differentiation

- Support: keep the two notes far apart; a partner points with the child; use the HIGH and LOW cards instead of reaching.
- Stretch: notes closer together; play your own high-low pattern of three notes for a partner to place on their sheet.
- Deaf and hard-of-hearing children: watch the teacher's hand height and the instrument (which end is played); check with the child's specialist teacher what pitch differences they can hear. They are not marked down for pitch they cannot hear.
- Blind and low-vision children: tactile sheet; a partner says "first note", "second note"; reach up and down in their own space.
- Children who do not sing or speak: echo the call by humming, playing the two notes or moving a hand; point to HIGH or LOW.
- Children with limited arm movement: show high and low with eyes, head or one finger, or by choosing a card.

⚠ Safety

- Sing gently; high notes are not shouting or squeaking.

- Play the instrument at a comfortable volume; ear defenders and the quiet spot are always allowed.
- Counters stay on the sheet (check the class list for children who still mouth small objects; use larger counters if so).

Teacher notes

- The Kodály method starts singing with the two notes "so" and "mi" (a minor third); see the README Sources. Children do not need these names. On a lettered xylophone, G then E is one pair that far apart (with C as "do", G is "so" and E is "mi"); this is an example, not from a source.
- "Pitch" is the teacher's word for how high or low a note is; children can use "high" and "low".
- If the instrument is quiet, keep the room very still; if it is loud, play gently. The point is high and low, not loud and quiet.

Lesson 4: Row, row, row: a round

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children learn "Row, Row, Row Your Boat" with actions, then keep their own part going while it is sung as a two-part round.

Length: about 40 minutes.

Materials

- One hand drum; the stop signal (drum plus a raised hand).
- The "Rain on the roof" chant card (from lesson 1) for the warm-up.
- The words of "Row, Row, Row Your Boat" on a large card with four pictures: rowing arms, a stream, a smiling face, a sleeping face.
- Two coloured sashes or cards to mark group 1 and group 2 (enough for every child, or a coloured card for each group to sit by).
- The tuned instrument from lesson 3, to give the starting note.
- A second adult if available, to lead group 2.
- Ear defenders and a quiet spot. Water. A class list for notes.

Steps

✎ Opening (5 min)

Standing. Say the "Rain on the roof" chant while patting the beat. Then a gentle voice warm-up: a soft "ooo" sliding from low to high and back down ("like a car going up a hill and down again"), hands following the sound. "Gentle voices: no shouting."

✎ Main activity (25 min)

1. **Learn the song (7 min).** Show the song card. Sing it line by line; children echo each line with its action:

   Row, row, row your boat, (rowing arms)
   Gently down the stream. (hand making a wave)
   Merrily, merrily, merrily, merrily, (big smile, hands swaying)
   Life is but a dream. (hands together under a cheek, eyes closed)

1. **All together (3 min).** Sing it twice with actions, patting the beat on knees the second time.
2. **Teacher sings the second part (5 min).** "Now I'll start the same song later than you. Keep going with your part, whatever you hear." The class sings; when they reach "Gently down the stream", the teacher starts "Row, row, row your boat". Do it twice. "Were we singing the same song? Did it still fit?"
3. **Two groups (10 min).** Split the class into group 1 and group 2 (mark with sashes or cards), sitting apart, each with an adult leader if possible. With one adult, the teacher sits with group 2 and brings it in, since group 1 needs no cue. Before each group starts,

the leader gives the starting note (plays it on the tuned instrument or sings the first "Row"), so both groups start on the same note. Group 1 starts; group 2 starts when group 1 reaches "Gently down the stream". Each group sings the song twice through and then stops, so group 2 finishes on its own. Do it, swap which group starts, and do it again. Actions help everyone keep their place.

✓ Discussion questions (5 min, with answers)

- "Were both groups singing the same song?" (Answer guide: yes, the same words and tune, but starting at different times.)
- "What helped you keep your own part going?" (Answer guide: listening to my own group, doing the actions, watching our leader, putting a hand over one ear; any helpful idea.)
- "What happened at the end?" (Answer guide: group 1 finished first; group 2 finished on its own.)

✓ Closing check (5 min, with answers)

The class sings the round once more in its two groups, with a child as group leader if someone wants to. (Answer guide: watch who keeps their own part going by singing, humming or doing the actions, even when the other group is on a different line; note them on the class list.)

Vocabulary

round, part, group, start, together, actions, gently

Differentiation

- Support: sit next to the adult leader; do the actions only; sing the song in unison until the round feels easy.
- Stretch: three groups (the third starts when the second reaches "Gently down the stream"); a child leads a group.
- Deaf and hard-of-hearing children: follow the song card and the actions; the adult leader points to each picture as the group sings it.
- Blind and low-vision children: sit next to the adult leader; a gentle tap on the shoulder to start.
- Children who do not sing or speak: do the actions, hum, or sign the words; this is keeping a part going.
- Wheelchair users and children with limited movement: actions can be done seated or with one hand, eyes or head.

⚠ Safety

- Gentle voices; stop if a voice hurts; water available.
- Groups sit apart, but not so far that children cannot see their leader.

- Ear defenders and the quiet spot are always allowed; a round can be loud when both groups sing.

Teacher notes

- "Row, Row, Row Your Boat" is a well-known children's round for up to four voices; the words were printed in 1852 and the modern tune in 1881 (see the README Sources). This unit uses two parts.
- Bringing the second group in when the first reaches "Gently down the stream" is my choice for this unit, not taken from a source. If the parts do not fit with your class's tune, try a different starting point.
- If two groups fall apart, go back to the teacher singing the second part against the whole class; that is still a round.

Lesson 5: Our music share

Unit overview - Previous: Lesson 4

Goal: Children perform a rhythm card, the high-low game and the round for the class, say one thing they liked about another group's music, and finish the unit with a one-to-one check.

Length: about 40 minutes (one-to-one checks happen during the week).

Materials

- One hand drum; the stop signal (drum plus a raised hand).
- The "Rain on the roof" chant card (from lesson 1).
- Large teacher rhythm cards (8 "ta", 8 "ti-ti"); per pair, the 4 "ta" and 4 "ti-ti" cards and a four-beat strip from lesson 2 (a second strip, from the lesson 2 spares, for pairs trying the stretch); tactile versions.
- Untuned percussion, one per child if possible.
- The two large BEAT and WORDS cards (from lesson 1).
- The tuned instrument from lesson 3 and a screen or large book to hide it during the closing check.
- For blind or low-vision children, the two closing-check rows laid out in tactile cards at their place.
- One tuned instrument (as in lesson 3); the large HIGH and LOW cards and a small HIGH/LOW pair per child.
- The "Row, Row, Row Your Boat" song card and the group 1 / group 2 sashes or cards (from lesson 4).
- For the one-to-one check: the chant card, one four-beat card showing ta, ta, ti-ti, ta (and a tactile copy), and the tuned instrument.
- Ear defenders and a quiet spot. Water. A class list for notes.

Steps

✎ Opening (5 min)

Standing. Walk to the drum beat and stop on the signal (as in lesson 1). Then pat the beat to the chant, and clap the words: "Beat or words?" with the teacher calling which and holding up the BEAT or WORDS card.

✎ Main activity (25 min)

1. **Rhythm cards (10 min).** Pairs make a new four-beat strip (or play the one from lesson 2, if the teacher drew it on the class list) and practise for two minutes. Pairs then play their strip on instruments for the class, one after another; the class claps each one back. Pairs who would rather not play alone play together with another pair, or the teacher plays it with them.
2. **High or low? (5 min).** Children take turns as the player: they play one high or one low note on the tuned instrument, and the class holds up HIGH or LOW.

3. **The round (5 min).** Group 1 and group 2 sing "Row, Row, Row Your Boat" as a round with actions, then swap who starts.
4. **I liked... because... (5 min).** Children say, sign or point to show one thing they liked about another pair's or group's music and why ("I liked their rhythm because it had three ti-tis"). Sharing is opt-in; a thumbs-up for the class counts.

✓ Discussion questions (5 min, with answers)

- "What is the difference between the beat and the rhythm?" (Answer guide: the beat is steady like walking; the rhythm follows the words or the cards.)
- "What did you find easiest, and what was hardest?" (Answer guide: any honest answer.)
- "How could we use a round again?" (Answer guide: sing another round, play the beat while others sing; any sensible idea.)

✓ Closing check (5 min, with answers)

The teacher claps two four-beat rows from the board, one at a time; the class says or points to which row it was (blind or low-vision children touch the matching tactile row). Then the teacher plays two notes behind the screen or large book (unless a child's route is watching): "Up or down?" (Answer guide: the row clapped; up if the second note is higher, down if lower. Note who answers on the class list; the full check is the one-to-one check in the unit overview (README Assessment section).)

Vocabulary

beat, rhythm, ta, ti-ti, high, low, round, perform, audience

Differentiation

- Support: play a rhythm strip with the teacher; join the round with the actions only.
- Stretch: play an eight-beat rhythm (two strips); lead a group in the round; play a three-note high-low pattern for the class.
- Deaf and hard-of-hearing, blind and low-vision children, and children who do not sing or speak: use the same routes as lessons 1-4 (cards, actions, tactile cards, a partner, an instrument).
- Children who do not want to perform: play with the whole class, or show the teacher only.

⚠ Safety

- Instruments stay on the floor until the signal; no playing near anyone's ear.
- Gentle voices; ear defenders and the quiet spot are always allowed.

Teacher notes

- One-to-one check: see the README Assessment section (about 4 minutes per child, during the week; that is about 100 minutes for 25 children, so plan extra time outside

the five lessons). It covers outcomes 1-4 (making their own four-beat card is noted during step 1 above and lesson 2); outcome 5 (keeping a part in the round) is noted during the group round in lesson 4 and step 3 above.
- Keep comments on what children did ("You kept the beat steady all the way through"), not on talent or on singing in tune.

Grade 1 Arts: A Story with Stick Puppets and a Class Show (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 10 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check craft materials, photo rules and visitor rules against your school's policies before lesson 1.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the arts progression | Grade 1 year plan - Term 3

Big idea

A puppet is an object that a person (a puppeteer) moves so that it seems alive. A puppeteer shows how a character feels by how the puppet moves and by the voice they give it. A story has a beginning, a middle and an end, and a group can tell one together, change part of it, practise it and share it with an audience.

This is the third arts unit of the grade 1 year (term 3). It builds on the kindergarten term 3 unit, where children acted out a story with their bodies and put three picture cards in order, and on grade 1 term 1, where they drew carefully from looking. The story is The Hat on the Hill, written for this unit (an example, not from a source) and released under CC0 with the rest of the unit. It is set in Little Hill, the same made-up town as the grade 1 society units.

Outcomes

By the end of the unit a student can:

1. Make a stick puppet walk, jump and stop, and show at least one feeling (for example happy, sad or surprised) by how the puppet moves.
2. Put the beginning, middle and end of The Hat on the Hill in order and tell, sign or show what happens in each part.
3. Make a stick puppet of one character, choosing with their group what it needs so the audience can tell who it is.
4. Help their group change one part of the story, adding to someone else's idea, and practise the new version.
5. Take part in the class puppet show and say, sign or show one choice they made for their puppet.

Prior knowledge

- Kindergarten term 3 arts: freeze frames, moving like a character, acting a short story, ordering three picture cards.
- Grade 1 term 1 arts: drawing shapes they can see; light and heavy marks.
- Grade 1 literacy and society: listening to a story and retelling it; Little Hill as a made-up town with a pond, a park and a hill.

Lessons

Lessons are about 40 minutes. Lesson 5 is the show; plan it for a time when another class or visitors can come if your school allows. Visitors are optional; the show works with just the class.

Lesson	Title	Main activity
1	What is a puppet?	Watch a demonstration puppet, then make a plain practice puppet walk, jump, stop and show feelings
2	The Hat on the Hill	Listen to the story, join in the repeated lines, order beginning, middle and end cards, choose parts in groups of four
3	Making our puppets	Draw and colour one character; an adult fixes it to the stick; groups check that the audience can tell who is who
4	Change one thing and practise	Groups choose one change to the story, building on each other's ideas, and practise behind the table screen
5	Our puppet show	Each group performs; the audience spots how puppets showed feelings; one-to-one checks

Materials (whole class unless noted)

- One demonstration puppet made by the teacher before lesson 1: a duck drawn on card, about the size of a hand, taped to a jumbo craft stick.
- Jumbo craft sticks (wide wooden sticks with rounded ends, about 15 cm long): one per child, one per group of four for the hat prop, one for the teacher's hat prop, and a few spares. Each child's stick is used in lessons 1 and 3.
- Red hat props: a tall red card hat with a band, taped by an adult to a jumbo craft stick; one for the teacher (lesson 2) and one per group of four (lessons 3 to 5).
- Card circles about the size of a hand: one per child for the plain practice puppet in lesson 1.
- Card rectangles about the size of a hand (A6 or a quarter of A4), one per child, for the character puppets in lesson 3, plus spares.
- Crayons or felt-tip pens, glue sticks, small scraps of paper, fabric or wool for decoration (per group of four).
- Masking tape (adult use) and adult scissors; child safety scissors only if your school uses them at this age.
- A "table screen": a table with a cloth or sheet of card hanging down the front, so children can kneel or sit behind it and hold puppets above the top edge. A second table helps if you have two groups practising at once.
- Three large story picture cards for The Hat on the Hill (beginning: Duck walking up the hill in a red hat; middle: the wind blowing the hat away; end: Mouse finding the hat under a bush). Draw them yourself or have them drawn; one small set per group of four for ordering.
- Four role cards per group of four (Duck, Hen, Mouse, Wind) with a simple picture on each.
- One plain craft stick without card, for the "one stick, many things" game in lesson 1.
- Three feeling picture cards (happy, sad, surprised), large enough for the class to see (lesson 1).
- Sticky notes and a pen for adults, to record each group's change (lesson 4).
- A class list for notes.
- A stop signal: a small bell plus a raised hand.
- For access, as needed: a ruler or foam to widen stick handles; felt and wool for tactile puppets and a tactile set of story cards with a string hill line and a felt bush flap as touch landmarks (lesson 2); a sealed shaker for a Wind sound.

- Optional: a tablet or camera to take photos of puppets (not of faces) if your school allows; a small "programme" card listing the groups in order (lesson 5).

Assessment

Assessment is by watching and listening during the lessons, plus a short one-to-one check in lesson 5. Nothing is written by children.

Outcome	Where it is checked	What counts
1. Moves a puppet to show actions and a feeling	Lesson 1 main activity and closing check; lesson 4 practice	The puppet walks, jumps and stops on the signal, and its movement shows a feeling the child chose (the child can say, sign or point to which)
2. Orders and tells the story	Lesson 2 closing check; lesson 5 one-to-one	Cards in order; one thing told or shown for each part
3. Makes a puppet the audience can recognise	Lesson 3 "can they tell?" check	Another child can name or point to the character from the puppet alone
4. Helps change and practise the story	Lesson 4 group work (adult notes)	Child suggests or adds to a change ("yes, and...") and practises the new version with the group
5. Performs and names a choice	Lesson 5 show and one-to-one	Child takes part in the show and says, signs or shows one choice (for example "Hen walks slowly because she is old" or "I made Mouse jump when she found the hat")

Taking part in the show can be from behind the screen, with a partner, or in the child's own way; see Access and taking part.

⚠ Safety (read before lesson 1)

- Use only jumbo craft sticks with rounded ends as puppet rods. No pencils, skewers, dowels with sharp ends or anything pointed.
- Puppets stay below the faces of other children. Agree a rule in lesson 1: "Puppets point up, and stay in front of you, not near faces."
- Adults do all cutting of card that needs adult scissors and all taping of card to sticks.
- Glue sticks only, no hot glue. Check small decorations (beads, buttons) are not used if any child in the class still puts things in their mouth; scraps of paper, fabric and wool are enough.
- The table screen is a normal table standing on its feet with a cloth hanging down. Do not tip tables on their sides and do not let children stand on chairs to reach.
- In lesson 1 nobody blows towards anyone else's face when playing the wind; the Wind puppeteer waves the hand instead.

Access and taking part

- **Holding a stick:** a child who finds it hard to grip a thin stick can use a wider handle (tape the stick to a ruler or wrap it in foam), hold the puppet with both hands, rest an elbow on the table, or work with a partner who holds while they give the voice. The child's own way counts.

- **Not speaking or not wanting to speak:** the child can sign, use their communication device, use a recorded line, make the puppet nod or shake its head, or have a partner speak the line while they move the puppet. Moving the puppet is a full part.
- **Deaf and hard-of-hearing children:** use a visual stop signal (a hand up or a light) as well as the bell; face the child when telling the story; let the group agree signs for the repeated lines.
- **Blind and low-vision children:** make their puppet with textures they can feel (felt, wool, a cut-out shape stuck on card); describe the picture cards and the demonstration puppet aloud; let them hold the teacher's puppet; tell them where the screen's top edge is and let them feel it.
- **Colour vision:** the hat is red, but it also has a clear shape (a tall hat with a band), so nobody needs the colour to find it.
- **Wheelchair users and seated children:** set the screen at seated height (a lower table, or a box on a table) so seated and kneeling puppeteers hold puppets at the same height.
- **Being watched:** being behind the screen helps many shy children. Any child may also perform with a partner, or take a job (bell ringer, announcer, "Wind" sound maker) instead of a puppet. Nobody is made to perform alone.

Sources

Read for this unit (10 November 2026):

- National Coalition for Core Arts Standards, Theatre at a Glance (National Core Arts Standards, theatre): https://www.nationalartsstandards.org/sites/default/files/Theater_resources/Theatre%20at%20a%20Glance.pdf The PDF's columns run together when its text is extracted, so the grade 1 column was matched against a per-grade listing of the same standards (https://www.commonplanner.com/standards/national-core-arts-standards-4f837f24/theatre/grade-1-0fd4f6ab) and each phrase used was found in the PDF. Grade 1 lines used:
  - TH:Cr1.1.1 b: "Collaborate with peers to conceptualize costumes and props in a guided drama experience" (lesson 3).
  - TH:Cr2.1.1 a: "Contribute to the development of a sequential plot in a guided drama experience" (lessons 2 and 4).
  - TH:Cr3.1.1 a: "Contribute to the adaptation of the plot in a guided drama experience" (lesson 4).
  - TH:Cr3.1.1 c: "Collaborate to imagine multiple representations of a single object in a guided drama experience" (lesson 1's "one stick, many things" game).
  - TH:Pr4.1.1 b: "Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience" (lessons 1, 4 and 5; here mostly through the puppet's movement and the child's voice).
  - TH:Re7.1.1 a: "Recall choices made in a guided drama experience" (lesson 5).
  - TH:Re9.1.1 a: "Build on others' ideas in a guided drama experience" (lesson 4).
  - TH:Cn11.2.1 b: "With prompting and support, tell a short story in dramatic play or a guided drama experience" (lessons 2 and 5). This unit uses these lines as a guide; it does not claim to meet them.
- "Puppetry", Wikipedia: https://en.wikipedia.org/wiki/Puppetry Used for: puppetry is a form of theatre or performance in which a puppeteer moves puppets, objects that often look like a person or an animal; puppeteers use their hands and arms to move rods or strings; the puppeteer sometimes speaks in the puppet's voice; the script is called a puppet play. Lesson 1 uses the words "puppet" and "puppeteer" from this.

The story The Hat on the Hill, the role cards, the "one stick, many things" game and the lesson order are the author's own choices.

Known gaps and cautions

- Written 10 November 2026. Text-checked by Gemini 4 Argon the same day (all six files, links, timings and the NCAS theatre grade 1 lines): no errors, three optional notes (touch landmarks on the tactile story cards; a hat prop hand-off tip; children with show jobs join the puppet freeze), all added in 635565b, which Gemini 4 Argon also diff-checked the same day (see PEERCHECKS.md). Not yet checked by a teacher.
- The story is original and short on purpose. It has not been tried with children, so the length and the repeated lines may need changing.
- Only stick (rod) puppets are used. Glove, shadow and string puppets, and the long puppet traditions of many countries, are not covered; a later unit could look at them with real sources.
- Groups of four with fixed roles are a simple choice, not a rule. Classes that do not divide by four need a group of three (one child plays both Hen and Mouse) or five (two Winds).
- Pacing is untested. Lesson 3 (making) and lesson 4 (practice) are the most likely to run long; the show can spread over two sessions.
- Photos and visitors depend on school policy. Photograph puppets, not children's faces, unless your school's rules and families' permissions allow it.
- No standard for grade 1 arts was used to plan the whole year; see the grade 1 year plan. The National Core Arts Standards lines above were read for this unit only.

Lesson 1: What is a puppet?

Unit overview - Next: Lesson 2

Goal: Children learn the words "puppet" and "puppeteer", find out that one plain object can be many different things, and make a plain practice puppet walk, jump, stop and show a feeling.

Length: about 40 minutes.

Materials

- The teacher's demonstration duck puppet (card duck on a jumbo craft stick).
- One plain jumbo craft stick without card, for the "one stick, many things" game.
- One practice puppet per child, made before the lesson: a card circle taped by an adult to the top of a jumbo craft stick. Keep a few spares.
- Crayons or felt-tip pens (per group of four), for drawing a face on the practice puppet.
- Three feeling picture cards, large enough for the class to see: happy (a big smile), sad (a down-turned mouth and a tear), surprised (round eyes and round mouth).
- The table screen (a table with a cloth hanging down the front).
- A stop signal: a small bell plus a raised hand.
- A class list for notes.

Steps

✎ Opening (5 min)

1. Hide the duck puppet below the table screen. Say: "Someone has come to visit. Let's see if they are brave enough to come up." Bring the duck up slowly over the top edge, look around, and give it a small voice: "Hello! I am Duck. I live in Little Hill."
2. Make Duck walk along the top edge (small up-and-down bobs), jump, and stop still. Then come out from behind the screen with Duck.
3. Ask: "Is Duck really alive?" (No.) "What made Duck move?" (You did, your hand and the stick.) Say: "Duck is a **puppet**: an object that a person moves so it seems alive. The person who moves it is a **puppeteer**."

✎ Main activity (25 min)

1. **One stick, many things (5 min).** Hold up the plain craft stick. Say: "In a puppet show, one thing can be pretend for lots of things." Show one idea yourself: hold it like a spoon and pretend to stir soup. Pass the stick around a small circle (or around the class while seated). Each child who wants a turn shows what the stick could be (a toothbrush, a fishing rod, a magic wand, a flute, an oar). Children may pass. Say "Yes, it could be!" to every idea. The stick stays below faces; nobody points it at anyone.
2. **Puppet rules (2 min).** Give out practice puppets. Agree the rules and say them together: "Puppets point up. Puppets stay in front of me, not near faces. When the bell rings, puppets freeze."
3. **Draw a face (5 min).** Children draw a simple face on their circle with crayon. Any face is fine. Stop on the signal.

4. **Puppet moves (8 min).** Children sit or kneel in a space. Call out moves one at a time; children make their puppet do them, then freeze on the bell:
    - walk (small up-and-down bobs, side to side);
    - jump (a quick lift and back down);
    - stop and hold still (a "puppet freeze");
    - look one way, then the other way (turn the stick a little in the fingers);
    - fall asleep (sink slowly down);
    - wake up (rise slowly). Model each move with Duck first.
5. **Feelings (5 min).** Show the happy card. Ask: "How might a happy puppet move?" Take ideas (bouncy, quick, up high). Everyone tries; freeze on the bell. Do the same for sad (slow, droopy, low down) and surprised (a quick jump up, then very still). Say: "A puppet's face can't change, so the puppeteer shows the feeling by how it moves, and with their voice."

✓ Discussion questions (5 min, with answers)

- "What is a puppet?" (An object that a person moves so it seems alive.)
- "What do we call the person who moves it?" (A puppeteer.)
- "Duck's face never changed. How did we know Duck was happy?" (By how Duck moved: bouncy and quick; and the happy voice.)
- "Was it a problem that the stick was really just a stick?" (No; in a show we pretend it is something else, and the audience can pretend too.)

✓ Closing check (5 min, with answers)

Children stand or sit in a space with their practice puppet.

1. Say "walk", "jump" and "freeze", one at a time. Look for each child's puppet doing the move and freezing on the bell.
2. Show one feeling card (happy, sad or surprised). Children make their puppet show that feeling. Then show a second card.
3. Expected: the puppet walks, jumps and freezes on the signal; happy is bouncy or quick, sad is slow or low, surprised is a quick jump then still. Any movement the child can explain counts ("Mine is sad because it is lying down").

Note on a class list any child who could not yet freeze on the signal or show a feeling; check again in lesson 4 practice.

Collect the practice puppets. Keep the sticks for lesson 3.

Vocabulary

puppet, puppeteer, move, freeze, feeling, happy, sad, surprised, pretend

Differentiation

- **More support:** use only walk, jump and freeze; let the child copy Duck's moves; hold the puppet with two hands.

- **More challenge:** the child shows a feeling without a card and a partner guesses it; or shows "tired" or "cross" with movement only.
- **Holding a stick:** wider handle (stick taped to a ruler or wrapped in foam), both hands, elbow on the table, or a partner holds the puppet while the child says or signs which move to do.
- **Blind and low-vision children:** let them hold and feel Duck first; describe each move in words ("Duck goes up and down, up and down"); describe the feeling cards aloud.
- **Deaf and hard-of-hearing children:** use the raised hand for freeze as well as the bell; sign or point to the feeling cards.
- **Not speaking:** the child can point to the feeling card that matches their puppet instead of saying it.

⚠ Safety

- Only jumbo craft sticks with rounded ends.
- Puppets stay below other children's faces; check spacing before moves.
- During "one stick, many things", nobody pretends the stick is a sword or a weapon pointed at someone; if a child suggests one, they may show it pointed at the floor or pick another idea.

Teacher notes

- The words "puppet" and "puppeteer" follow the Wikipedia article "Puppetry" (read 10 November 2026; see the unit sources).
- The "one stick, many things" game follows the grade 1 theatre standard line about imagining "multiple representations of a single object" (see the unit sources). It also warms children up to pretending in the show.
- Make the duck puppet before the lesson: draw a duck about the size of your hand on card, cut it out, and tape it firmly to the top of a jumbo craft stick. It does not need to be beautiful; a simple shape is easier for children to copy.
- Keep the practice puppets' sticks; in lesson 3 an adult takes off the circle and tapes the new character card to the same stick.

Lesson 2: The Hat on the Hill

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children listen to a short story, join in its repeated lines, put its beginning, middle and end in order, and choose a part for their group's puppet show.

Length: about 40 minutes.

Materials

- The teacher's demonstration duck puppet.
- The red hat prop for the teacher: a tall red card hat with a band, taped by an adult to a jumbo craft stick. (Make one more per group of four for lesson 3.)
- The three large story picture cards (beginning: Duck walking up the hill in a red hat; middle: the wind blowing the hat away; end: Mouse finding the hat under a bush), and one small set per group of four.
- Four role cards per group of four (Duck, Hen, Mouse, Wind), each with a simple picture.
- The story text below, on a card for the teacher.
- A stop signal: a small bell plus a raised hand. A class list for notes.
- For access, as needed: a tactile story-card set (a felt hat stuck on each card in a different place, plus a string hill line and a felt bush flap as touch landmarks) and a sealed shaker for the Wind sound.

The story: The Hat on the Hill

Written for this unit (an example, not from a source). CC0.

> **Beginning.** In Little Hill, Duck had a new red hat: a tall hat with a band. "What a fine day," said Duck. "I will walk up the hill." Up, up, up the hill went Duck.
>
> **Middle.** At the top of the hill, along came the Wind. "Whoosh!" said the Wind. Off flew the hat! Up it went, and down it went, and away. "Oh no!" said Duck. "My hat!"
>
> Duck met Hen. "Hen, have you seen my hat?" "Not me, not me!" said Hen. "But I will help you look." Hen looked up high, in the tree. No hat.
>
> Duck and Hen met Mouse. "Mouse, have you seen my hat?" "Not me, not me!" said Mouse. "But I will help you look." Mouse looked down low, under the bush.
>
> **End.** "Here it is!" said Mouse. The red hat was under the bush. "Thank you, Mouse! Thank you, Hen!" said Duck, and put the hat back on, holding it with one wing. "Whoosh!" said the Wind. But this time, the hat stayed on.

Steps

✎ Opening (5 min)

1. Bring Duck up over the table screen with the hat prop held on top of its head. Duck says: "Hello again! Today I want to tell you about the day I lost my hat."

2. Remind the class: "Stories have a **beginning**, a **middle** and an **end**. In kindergarten you put three story cards in order. Today there is a new story."

✎ Main activity (25 min)

1. **Tell the story (7 min).** Tell The Hat on the Hill with Duck and the hat prop. Hold up each large picture card as you reach that part. At the "Whoosh!", drop the hat prop down behind the screen; at "Here it is!", bring it up again.
2. **Join in (6 min).** Tell it again. This time the class joins in:
    - everyone says (or signs) "Whoosh!" and waves one hand like the wind;
    - Duck's line "Have you seen my hat?" (the teacher points to the class);
    - the answer "Not me, not me! But I will help you look." Agree a simple action for each line together (for example open palms for "Have you seen my hat?", shaking head for "Not me, not me!").
3. **Order the cards (6 min).** Groups of four get a small set of story cards, mixed up. They put them in order: beginning, middle, end. Go round and ask one child per group: "What happens here?" for one card.
4. **Choose parts (6 min).** Give each group the four role cards: Duck, Hen, Mouse and Wind. Each child says or points to the part they would like. If two want the same part, they agree a fair way: one takes it now and the other chooses next, or they draw lots: an adult holds the wanted role card and one other card face down, and each child picks one. Explain: "Duck's puppeteer also holds the hat at the start. The Wind's puppeteer says 'Whoosh!' Mouse's puppeteer brings the hat back at the end." Write each child's part on the class list.

✓ Discussion questions (5 min, with answers)

- "What happens at the beginning?" (Duck has a new red hat and walks up the hill.)
- "What happens in the middle?" (The wind blows the hat away; Duck asks Hen and Mouse for help.)
- "What happens at the end?" (Mouse finds the hat under the bush, and this time Duck holds it on.)
- "How might Duck feel in the middle? How could a Duck puppet show it?" (Duck might feel sad or worried; the puppet could move slowly or droop, or say "Oh no!" in a sad voice. Other answers can be right if the child can say why.)
- "Why did Mouse find the hat, and not Hen?" (Hen looked up high; the hat was down low, under the bush, where Mouse looked.)

✓ Closing check (5 min, with answers)

1. Each group shows their three cards in order. Expected: Duck walking up the hill, then the wind blowing the hat away, then Mouse finding the hat.
2. Point to one card in each group and ask a child who has not answered yet to tell, sign or show (with their body or the role card) what happens in that part. Expected: one true thing about that part (for example "The wind blew it" for the middle card).

Note on the class list any child who put cards out of order or could not tell one part; check again one-to-one in lesson 5.

Vocabulary

beginning, middle, end, story, part, character, hat, wind, whoosh

Differentiation

- **More support:** the child orders just two cards first (beginning and end), then adds the middle; or points to the card when the teacher says "Show me where the wind blows the hat."
- **More challenge:** the child retells the whole story in order using the cards, or makes up a fourth card ("What happened the next day?").
- **Not speaking:** the child points to the card, uses the agreed actions for the repeated lines, or uses their communication device; the Wind part can be done with a hand wave and a shaker instead of words.
- **Blind and low-vision children:** describe each card in a few words as you hold it up; give the group a tactile card set (a felt hat stuck on each card in a different place: on Duck's head, in the air, under a bush; a string hill line and a felt bush flap on each card make the places easy to tell apart by touch) so they can order by touch.
- **Deaf and hard-of-hearing children:** face the child when telling the story; use the agreed actions for the repeated lines as signs.

⚠ Safety

- Keep the hat prop's stick pointing up and below faces when you bring it to show children.

Teacher notes

- The story is written for this unit and is released under CC0, so you can copy, change and share it. You may change the animals or the place.
- The beginning, middle and end follow the grade 1 theatre standard line about contributing to "a sequential plot" (see the unit sources).
- The three-card sort repeats the kindergarten term 3 routine, with a longer story and a "middle" that has more than one event. If many children find the middle hard, tell it as "the wind blew the hat, then Duck asked for help".
- Parts: roles are not about who is "best". Keep the role cards; children hold them in lesson 3 so they know which character to draw.

Lesson 3: Making our puppets

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Each child makes a stick puppet of their character. Groups talk about what each puppet needs so the audience can tell who is who, and check that another group can tell.

Length: about 40 minutes.

Materials

- The teacher's demonstration duck puppet.
- Each child's jumbo craft stick from lesson 1 (an adult takes off the practice circle before the lesson), plus spares.
- Card rectangles about the size of a hand, one per child, plus spares.
- Crayons or felt-tip pens, glue sticks, and small scraps of paper, fabric or wool (per group of four).
- Adult scissors and masking tape (adult use only); child safety scissors only if your school uses them at this age.
- The role cards from lesson 2 (one per child).
- One red hat prop per group of four (a tall red card hat with a band on a jumbo craft stick, made by an adult before the lesson).
- The three large story picture cards, to look at for ideas.
- A stop signal (bell plus raised hand). A class list for notes.

Steps

✎ Opening (5 min)

1. Hold up Duck. Ask: "If Duck didn't talk, how would you still know it is a duck?" Take answers (the beak, the shape, the feet, the colour).
2. Say: "These are **clues** for the audience. Today you make your puppet, and you give it clues so the audience can tell who it is."

✎ Main activity (25 min)

1. **Group talk (5 min).** Each group sits with its four role cards. Ask each group to agree one or two clues for each character. Go round and help with questions, not answers: "What does a hen have on her head?" "What is special about a mouse's tail?" "How could you draw the wind?" Ideas children often reach (examples, not rules):
    - Duck: a flat beak, webbed feet.
    - Hen: a red comb on top of the head, a pointed beak.
    - Mouse: round ears, a long thin tail, very small.
    - Wind: a cloud with puffed-out cheeks, swirly lines coming out. Each group also chooses one thing to add to their hat prop (a feather from scrap paper, a pattern on the band). One child adds it while the others draw.

2. **Draw and colour (12 min).** Each child draws their character big, so it fills most of the card, and colours it with strong colours so it can be seen from the back of the room. Children may glue on scraps (wool for a tail, fabric for feathers).
3. **Fix to the stick (8 min, overlapping).** As each child finishes, an adult cuts round the shape if the child wants (a rectangle is fine too) and tapes the card firmly to the top of the child's stick, at the back. While they wait, children practise a walk and a freeze with their new puppet, below faces.

✓ Discussion questions (5 min, with answers)

- "What clue did you give your puppet?" (Any clue the child chose, such as "Hen has a red comb.")
- "Why did we draw them big and bright?" (So the audience can see them from far away.)
- "Did your group have the same idea for the wind, or different ideas?" (Either is fine; different groups can show the wind in different ways.)

✓ Closing check (5 min, with answers)

Can they tell? Pair up groups. One group holds up its four puppets in a mixed order, one at a time, without speaking. The other group points to the matching role card (Duck, Hen, Mouse or Wind) or names it. Then swap.

Expected: the other group can name or point to each character from the puppet alone. If they can't, the maker adds one more clue next lesson. Note on the class list each child whose puppet was recognised, and any child who will add a clue.

Store puppets flat in a group tray, labelled with the group's name.

Vocabulary

clue, character, puppet, audience, prop

Differentiation

- **More support:** an adult draws a light outline of the character's shape on the card and the child colours and adds clues; or the child chooses from a few ready-made outlines.
- **More challenge:** the child adds a second, smaller clue (Hen's wing, Mouse's whiskers), or gives their puppet a moving part (a paper wing held on with one strip of tape so it flaps).
- **Blind and low-vision children:** use textured materials the child can feel (felt, wool, a card shape cut by an adult); thick dark outlines; the "Can they tell?" check can be done by feel, with the other group describing what they found.
- **Fine-motor needs:** larger card, chunky crayons, an adult or partner holds the card still; the child chooses the clues and colours, and that counts as making the puppet.
- **Colour vision:** the clues are shapes (beak, comb, ears, cheeks), so nobody depends on colour to recognise a character.

⚠ Safety

- Adults do all cutting with adult scissors and all taping to sticks.
- Glue sticks only. If any child still puts small things in their mouth, use only paper scraps, not wool or small fabric pieces.
- Puppets stay below faces while children wait and practise.

Teacher notes

- Talking about what each puppet needs follows the grade 1 theatre standard line about collaborating "to conceptualize costumes and props" (see the unit sources). The point is the talk, not perfect drawings.
- Children may make the same character in very different ways. That is fine, as long as the audience can tell who it is.
- If you have a group of three, one child makes both Hen and Mouse (two puppets, one in each hand, or they swap in the show). A group of five has two Winds.
- Keep the hat props with each group's puppets.

Lesson 4: Change one thing and practise

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Each group agrees one change to the story, adding to each other's ideas, and practises its version with puppets behind the table screen.

Length: about 40 minutes.

Materials

- The teacher's demonstration duck puppet and the teacher's hat prop.
- Each group's tray: four character puppets, their hat prop, role cards and small story cards.
- The table screen (two if you have them).
- Sticky notes and a pen for adults (to draw or write each group's change).
- Any clue scraps, crayons and glue sticks still needed from lesson 3, for puppets that need one more clue.
- A stop signal (bell plus raised hand). A class list for notes.

Steps

✎ Opening (5 min)

1. Any child who is adding a clue from lesson 3 does it now, with help.
2. Tell the class: "Storytellers often change a story a little. Today each group changes **one thing**." Show how ideas can grow, using Duck: "What if the wind blew the hat onto the pond?" Ask a child to add to it with "Yes, and..." (for example "Yes, and Duck swims out to get it!"). Say: "When we say 'yes, and', we keep someone's idea and add to it."

✎ Main activity (25 min)

1. **Choose one change (5 min).** Each group picks one change, using "yes, and" to build on each other's ideas. Offer a short menu if a group is stuck, but their own idea is better:
    - Where does the hat land? (On the pond, on the bakery roof, in the park.)
    - Who finds it? (Hen finds it this time, or all three find it together.)
    - What does Duck do at the end? (Ties the hat on with a ribbon, says a new line.)

    An adult draws or writes the change on a sticky note and puts it on the group's end card. Note on the class list who suggested an idea and who added to someone else's.
2. **Practise (20 min).** Groups take turns behind the table screen, about three minutes each. The adult tells the story slowly while the group moves the puppets and says or signs the lines, including their change. After each run, give one "star" (something that worked, such as "Hen looked so busy searching") and one "wish" (one thing to try, such as "hold Mouse up high enough for us to see"). Groups waiting their turn practise at their own table, holding puppets just above the table edge, with an adult or helper calling the lines.

Hat prop tip: at "Whoosh!", Duck lays the hat prop flat on the table behind the screen, and the finder (Mouse, or whoever finds it in the group's change) picks it up from there. Nobody grabs it from another child's hand.

Remind puppeteers of three tips before the first run:

- Keep your puppet up where the audience can see it, and still when it is not its turn.
- Move the puppet when it talks, so the audience knows who is speaking.
- Show how your character feels by how it moves.

✓ Discussion questions (5 min, with answers)

- "What did your group change?" (Any one change, for example "The hat landed on the pond.")
- "Who added to someone else's idea? What did they add?" (For example "I said the pond, and Sam said a frog finds it.")
- "How can the audience tell which puppet is talking?" (That puppet moves while it talks; the others keep still.)
- "Why change a story?" (To make it new or funny; to make it our own; storytellers often do.)

✓ Closing check (5 min, with answers)

Puppet freeze. Each group shows one moment from its story as a frozen picture behind the screen or at their table: the moment when Duck finds out the hat is gone. Ask each puppeteer, one at a time: "How is your character feeling? Show me with your puppet." Expected: the puppet shows a feeling the child can name or point to (Duck sad or worried, Wind pleased or excited, Hen or Mouse surprised or helpful), shown by how it moves or how it is held.

A child who will take a job in the show (announcer, bell ringer, Wind sound maker) still joins this freeze with their puppet at the table, so outcome 1 is checked for them too.

This is also the second check for outcome 1 for any child noted in lesson 1. Note each group's change and each child's part in it on the class list.

Vocabulary

change, "yes, and", practise, rehearse, audience, star, wish

Differentiation

- **More support:** the group picks a change from the menu; the adult prompts each line; the child moves the puppet while the adult speaks for it.
- **More challenge:** the group adds a new line for one character, or a new character made from a spare card on a stick.
- **Not speaking:** the child's puppet nods or shakes its head; a partner says the line; or the child plays a recorded line on a device.

- **Blind and low-vision children:** tell them where the screen's top edge is and let them feel it; a partner can tap their arm when it is their character's turn.
- **Deaf and hard-of-hearing children:** the adult storyteller faces the group and points to the character whose turn it is.
- **Wheelchair users and seated children:** use the screen set at seated height so everyone in the group holds puppets at the same level.

⚠ Safety

- The table screen stays standing on its feet; nobody stands on chairs.
- Behind the screen, children kneel or sit with space between them; puppets point up and stay below faces.
- Waiting groups keep puppets above their own table edge, not waving near others.

Teacher notes

- Changing one part of the plot follows the grade 1 theatre standard line about contributing "to the adaptation of the plot"; adding to each other's ideas follows the line "build on others' ideas" (see the unit sources).
- "Yes, and" is a simple way to show building on an idea. A child may still say "no" to an idea; the group then looks for one they all like.
- Three minutes per group is tight for six groups. If you have more than four groups, split practice over two days or use two screens with an adult at each.
- Keep the sticky-note change with each group's tray for the show.

Lesson 5: Our puppet show

Unit overview - Previous: Lesson 4

Goal: Each group performs its version of The Hat on the Hill for an audience. Children watch others' shows, spot how puppets showed feelings, and say, sign or show one choice they made.

Length: about 40 minutes (split over two sessions if you have more than six groups or visitors arrive late).

Materials

- Each group's tray: four character puppets, their hat prop, role cards, small story cards and the sticky note with their change.
- The table screen, with chairs or a carpet area for the audience facing it.
- The three large story picture cards (for the one-to-one checks).
- A stop signal (bell plus raised hand). A class list for notes.
- Optional: a small "programme" card listing the groups in order; a tablet or camera for photos of puppets (not faces) if school rules allow.

Steps

✎ Opening (5 min)

1. Set up the screen and the audience area. If visitors come, welcome them and explain in one sentence: "Each group will show the same story, with one change of their own."
2. Agree audience rules with the class: "Watch and listen. Clap at the end. Keep your own puppet still in your lap while others perform."
3. Give the audience a job: "After each show, be ready to tell us one way a puppet showed how it felt."

✎ Main activity (25 min)

1. **The shows (about 4 minutes per group).** An adult or a child announcer says the group's name and their change ("This group's hat lands on the bakery roof"). The adult tells the story slowly while the group moves the puppets and says or signs the lines. The audience joins in with "Whoosh!" and "Not me, not me!" if the group invites them.
2. **After each show (in the same 4 minutes).** Ask one or two audience members: "How did a puppet show how it felt?" (For example "Duck went slow and droopy when the hat blew away.") Then the group takes a bow, and the audience claps.
3. **One-to-one choice check (during the shows).** As each group finishes, a second adult, or the teacher while the next group sets up, asks each puppeteer at the side: "Tell me one thing you chose for your puppet." See the closing check for what counts.

✓ Discussion questions (5 min, with answers)

- "Were the shows all the same?" (No; each group made a different change, and the puppets looked and moved differently.)
- "What helped you know who was talking?" (That puppet moved; the others kept still; the puppeteer used a voice or sign.)
- "What did you enjoy about being a puppeteer, or about watching?" (Any answer; children may pass.)

✓ Closing check (5 min, with answers)

Finish any one-to-one checks not done during the shows. For each child:

1. **Choice (outcome 5).** "Tell me one thing you chose for your puppet." Expected: one real choice about their character, said, signed or shown, such as "I made Hen walk slowly because she is looking carefully", "I gave Mouse a long wool tail", or showing the jump Mouse did when she found the hat.
2. **Story order (outcome 2), only for children noted in lesson 2.** Lay out the three large story cards mixed up. Ask the child to put them in order and tell, sign or show one thing that happens in each part.

Record each child's answers on the class list. Children who did not perform in a puppet role but took a job (announcer, bell ringer, Wind sound maker) answer about the choice they made in that job.

Send puppets home only if your school allows and families want them; otherwise display them with a card naming the story, not the children.

Vocabulary

show, audience, perform, bow, choice, puppeteer

Differentiation

- **More support:** the child performs with a partner holding the puppet with them; the adult gives the child's line and the child moves the puppet. For the choice check, offer two options to point to ("Did you choose Mouse's tail, or how Mouse moved?").
- **More challenge:** the child acts as announcer for one group, or tells the audience what changed in their version and why.
- **Not speaking:** the child shows the choice with the puppet, points to it, signs, or uses their communication device.
- **Blind and low-vision children:** seat them near the screen; an adult or partner gives a short whispered description during other groups' shows if the child wants it.
- **Deaf and hard-of-hearing children:** seat them with a clear view of the storyteller and the puppets; the storyteller faces the audience.
- **Being watched:** any child may perform with a partner, take a job instead, or join for one line only. Nobody performs alone unless they want to.

⚠ Safety

- The table screen stays on its feet; nobody stands on chairs.
- Audience sits back from the screen, leaving a clear path for groups coming and going.
- Photos follow your school's rules; photograph puppets, not children's faces, unless families have given permission.

Teacher notes

- Recalling choices follows the grade 1 theatre standard line "recall choices made in a guided drama experience", and telling the story follows "with prompting and support, tell a short story" (see the unit sources).
- The show is a share, not a test. Praise effort and specific moments, not "the best group".
- If visitors come, keep the share short: two or three groups per session is often enough.
- Keep a few puppets (with the children's agreement) to show next year's class how a stick puppet works.