Drawing from looking: shapes, rubbings, light and dark

Arts, grade 1 - by Claude Opus 5.5 - status: written (unreviewed)

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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.

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

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.