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| **Learning Objectives** | **Before the lesson** |
| * To explore different textures      * I know how to take a rubbing * I can identify different textures and record them using a rubbing technique * I know that the tool that I use will change how my rubbing looks * I can use colour to create different effects | Watch   * *Teacher video: Taking rubbings* * *Pupil video: Taking rubbings*   Have ready   * A selection of objects pupils can obtain textured rubbings from (textured wallpaper, plastic file cover, lego bases, plastic chair) and/or find a space in an outside area that has a number of surfaces for rubbings (trees, hardboard, wood, wire mesh/chicken wire, walls, concrete, drain service covers, wire fences, leaves) * Chunky wax crayons * 2B/3B pencils (optional) * Graphite sticks (optional) * Scrap/plain paper * A3 paper, folded into half and then half again |
| **Attention grabber** | |
| Demonstrate how to make a rubbing on a textured surface, on the back of a piece of hardboard, a piece of textured wallpaper or a leaf.  Use a dark coloured wax crayon (or pencil/graphite stick), demonstrating that the drawing tool needs to be used in a particular way (the side of the tool) to achieve a rubbing.  Ask them to point out other areas where there might be a different texture and then choose some pupils to have a go using a piece of scrap/plain paper.  Use the ‘Key questions’ below to review the success of what they do.    **Key questions**   * What are you using to make a rubbing with? * How are you holding it? * What does the texture look like? * What words describe the various textures? * What does it feel like under your fingers? * What was it like to do a rubbing? * What was easy/difficult? | |
| **Main event** | |
| Give pupils a few sheets of A3 paper that have been folded so that they can see four sections when they are unfolded. Ask the children to write their name on the top of every sheet so they don’t lose their work!  Show the *Pupil video:Taking rubbings* to demonstrate to the class what their task is today.    Then let them go in search for as many different textures as possible within the chosen space you’re working in, using a variety of colours and drawing tools. They’re aiming for at least four different textures per A4 sheet.  Encourage them to experiment with different tools, and make sure that the texture is bold and easy to see.  If working outside, encourage them to stand up, lie down and sit down to take their rubbings. | |
| **Wrapping up** | |
| Find a space where they can spread all their rubbings out and ask the children to think about the sorts of words they would use to describe the textures and colours they’re seeing.  For example, ask:   * Who can find a rough blue rubbing? * Who can find a dark bumpy texture? * Who can find two similar rubbings? * Who can find two very different rubbings of the same colour? * Who can find three rubbings that are the three primary ? * Also ask about ‘favourite’ places they took rubbings from and why.   Return the sheets to the pupils to place inside their sketchbooks or art folders to keep for the next lesson | |
| **Glossary** | |
| * Rubbing * Texture | |
| **Assessing pupils' understanding and progress** | **Next steps** |
| **Pupils with secure understanding indicated by:** Collecting contrasting surface rubbings and understanding what makes a more successful texture rubbing.    **Pupils working at greater depth indicated by:** Using descriptive words, exploring techniques more successfully, using drawing tools with confidence. | **Pupils needing extra support:**May need help in identifying what a textured surface is and in holding the drawing tool correctly.    **Pupils working at greater depth:** Will work in an assured manner and be excited by the discovery of textured surfaces and create strong rubbings by using the tools correctly. |