

**“TO SEE OR NOT TO SEE.  
THAT IS THE QUESTION”  
Teaching Notes 2**

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## LESSON: BETTY EDWARDS

### SESSION 1. VASE/FACE DRAWING

**TIMING:** 1.30 HOUR

**RESOURCES:** OLD-YOUNG WOMAN  
PICTURE, WORKSHEETS 1.1, 1.2 & 1.3

#### PROCEDURE

##### ACTIVITY 1: BRAIN GYM™ "LAZY EIGHT"

WHOLE CLASS

A very large horizontal eight or infinity sign is drawn in the air. The large, exaggerated movements create rhythm and flow that promotes eye-hand coordination. Lazy Eights develop visual tracking skills as the child watches his own hand movements.

-Tell pupils to draw the lazy eight (that is, in horizontal position) three times with each hand and then three more times using both hands together, with full extension of their arms and pointing at eye level to what would be middle point of the eight. Then, start going up, round, down and up again and so on.

-Ask them to do the same but using paper and pencil.

##### ACTIVITY 2: TPR

WHOLE CLASS

- Revise and introduce new vocabulary about the upper part of the body by telling your pupils to touch the different parts. e.g. touch your chin, touch your partner's nose...

##### ACTIVITY 3: "THE OLD WOMAN AND THE YOUNG WOMAN". WHOLE CLASS

-Show the poster size picture and after about 1 minute of observation, ask pupils what they see ("I can see...") There will probably be contradictory opinions. Ask somebody to indicate on the picture the person they see, e.g. "This is the..." for both young and old woman.

##### ACTIVITY 4: WORKSHEET 1.1

INDIVIDUAL

-Pupils write names of the parts of the face and top of the body on the picture girl.

##### ACTIVITY 5: WORKSHEET 1.2/1.3 VASE/FACE\* WHOLE CLASS/INDIVIDUAL

\*This drawing is a visual illusion that can be seen either as two facing profiles or as a symmetrical vase in the centre.

-Tell pupils to outline their face profile as you name the parts of it: "Forehead... nose...lips...chin...neck."

-Tell them to do the same with their partners' profiles.

-Give pupils the worksheet of the Face/Vase picture (take into account any left handed pupils; they need the opposite side).

-Tell them to go over the profile already printed with their finger naming the parts of the face again as they go: "Forehead... nose...lips...chin...neck." Do this twice.

-Tell them to draw the missing outline that will complete the symmetrical vase.

-Comment on the activity. Ask pupils if it was easy or if they had difficulties and why?

Give them some scaffolding such as: "It was easy /difficult because I..." They may use L1 to code-switch. Then, translate.

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<b>ACTIVITY 6: WORKSHEET 1.4/1.5 VASE/FACE</b>	<b>INDIVIDUAL</b>
-Give pupils a different profile of a face and tell them to do the same as in the other exercise.	
<b>ACTIVITY 7: VASE/FACE*</b>	<b>INDIVIDUAL</b>
-Give pupils a blank paper and ask them to invent their own profile of a face.	
-Next, tell them to draw horizontal lines at the top and bottom of their profile. Proceed as above.	
<b>ACTIVITY 8:</b>	<b>INDIVIDUAL</b>
-Tell pupils to cut out their drawings very carefully and stick them on a black paper.	
<b>OPTIONAL ACTIVITY: WORKSHEET 1.6 BINGO</b>	<b>WHOLE CLASS</b>
-You can use this activity to consolidate vocabulary if you have some spare time.	

\*Play music while pupils draw.

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### SESSION 2: UPSIDE-DOWN DRAWING

**TIMING:** 1.30 HOURS

**RESOURCES:** POST-IT PAPERS, PICTURES BY QUENTIN BLAKE

#### PROCEDURE

##### ACTIVITY 1: BRAIN GYM™ " DOUBLE DOODLE"

###### INDIVIDUAL

Double Doodle involves colouring or "doodling" with a crayon or felt-tip pen in each hand at the same time. This forces children to coordinate using both hands together and to pay attention to the direction of their movements. This activity promotes body awareness since if pupils look directly at one of their doodling hands, they will need to move the other one without looking at it, that is to say, by using their kinaesthetic representational system.

-Fix a paper on the pupils' desks with tape.

-Tell them to take one crayon in each hand and form simple shapes, faces, letters or designs on their paper for about 2 minutes.

##### ACTIVITY 2: REVISITING VOCABULARY (FACE)

GROUP WORK

-Pin up some flashcards with the parts of the face and shoulders around the classroom. Each member of each group will have a letter or two which, when combined with the other ones, will form a word related to the face. e.g. a group of 4 can have the letters for "CHIN".

-Give out a letter to each pupil on a post-it or little card.

-Spelling exercise. Say: stand up if you have letter "N" or "S" or "U" etc. Go through all the letters in the words.

-Tell the pupils to order them to make a word, read it and spell it.

-Match the words with the pictures around the classroom.

##### ACTIVITY 3: QUIZ TIME\*

WHOLE CLASS/ GROUPWORK

-Tell pupils to find a name for their group related to whatever they know about Quentin Blake.

-Stick 3 or 4 pictures by Quentin Blake on the board.

-Pupils have to find similarities and differences between them. Each time a group gets a correct answer, it scores a point.

-Write a "Sentence starter" on the board to help them. E.g. There is a-an.../There are... He /She's got. He /She is... He's /She's +...ing form.

##### ACTIVITY 4: DRAW\*

INDIVIDUAL

-Tell the children they are going to draw one of the pictures from the last activity upside-down.

-Tell them they cannot turn the picture round until they have finished. You can fix them on the table.

-Give them the pictures you have selected and tell them how long they have to draw.

Tell them not to worry about the final result. They have to copy the lines as accurately

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as possible. That's all.

-Have another worksheet ready for any fast-finisher.

-Ask any learner who has drawn picture 1 to come to the front of the class and show it next to the original one. Repeat with other pictures and keep any comment positive about children's work.

#### ACTIVITY 5: SELF-ASSESSMENT

INDIVIDUAL

-Draw three faces on the board: happy, neutral and sad and teach them the sentences to go with each expression:

"I'm very happy with my work"

"I'm quite happy with my work"

"I'm not very happy with my work"

Let them draw the face and write the sentence on the worksheet.

-Exchange the self-assessment with other partners. PAIR WORK/GROUP WORK

\*Play music while pupils draw

<b>LESSON: BETTY EDWARDS</b>	
<b>SESSION 3: CONTOUR (LINES, SPACES, SHAPES)</b>	
<b>TIMING: 2 HOURS</b>	<b>RESOURCES: MAGAZINES, STRING, LEAVES, TAPE, WORKSHEETS 3.1 / 3.2 AND MUSIC.</b>
<b>PROCEDURE</b>	
<b>ACTIVITY 1: BRAIN GYM™ (LAZY 8)</b>	<b>WHOLE CLASS</b>
<b>ACTIVITY 2: LINES</b>	<b>WHOLE CLASS</b>
<p>-Draw and write the names of these lines on the board: horizontal, vertical, diagonal, straight, curved, wavy, curly, zig-zag, broken, solid, hatching, cross-hatching, thick, thin, parallel, dotted.</p> <p>-Read the names while you point and tell pupils to repeat after you. Read again and ask pupils to draw the lines in the air.</p> <p>-Keep rubbing out names of lines as you point and children say them, until no names are left on the board, only pictures. Do this progressively so that pupils have time to memorise the vocabulary.</p>	
<b>ACTIVITY 3: OBSERVE, IDENTIFY AND COMPARE.</b>	<b>WHOLE CLASS</b>
<p>-Show pupils pictures from magazines in which they can identify different lines. You can take a country landscape and an urban landscape, and compare them. Make them aware that in nature lines are curved whereas in the human made landscape there are many more straight lines.</p>	
<b>ACTIVITY 4: SHAPES. WORKSHEET 3.1</b>	<b>WHOLE CLASS/INDIVIDUAL</b>
<p>-Play the chant "Colours and shapes" by Carolyn Graham and ask pupils about the shapes they can hear and the colour they have.</p> <p>-Give them the worksheet with the chant and repeat it a few times.</p> <p>-Draw and colour the shapes according to the chant.</p>	
<b>ACTIVITY 5: LISTEN AND DO</b>	<b>WHOLE CLASS/GROUP WORK</b>
<p>-Give pupils 25 cm. of string and tell them to make different lines and shapes with it.</p> <p>-Do the same activity in small groups: pupils take it in turns to be the teacher in their group. Give the sentence starter: "Make a..."</p> <p>-Tell them to keep the string.</p>	
<b>ACTIVITY 6: WHAT'S MY LINE? WORKSHEET 3.2*</b>	<b>INDIVIDUAL</b>
<p>-Give pupils the shapes/lines worksheet.</p> <p>-Give also an example of the activity by saying: "My line is in the circle and the square" or "My line is only in the diamond". Pupils have to guess which line it is by observing the picture.</p> <p>-Do the same as in the above activity to give pupils the chance to be leader of their groups. The sentence starter is: "My line is in.....and the....." or "My line is only in the..."</p>	

**ACTIVITY 7: CONTOUR DRAWING (MY HAND)**

**INDIVIDUAL**

-Show pupils how you draw the cupped palm of your hand on the board without looking at the board, just at your hand.

-Ask them:

- What did I look at while I was drawing?
- Can you really see a hand?
- What can you see?
- Do you think it is a good drawing?

-Tell them:

- Look at the palm of your hand and bring fingers and thumb together to create a mass of lines. (Do it yourself)
- Follow all the tiny lines in your hand with your finger and then your pencil.
- You will have 5 minutes to draw those lines.
- You are not expected to draw a perfect hand. Did I draw it? (What is important is not what the drawing looks like but the perception pupils have)
- You can only look at your hand, so once you start to draw, do not turn to look at your drawing until I tell you.
- Focus your eyes on your palm and at the same time draw the lines on your paper, one millimetre at a time, that is, very slowly. If a line on the hand changes direction, so does the pencil.

-Tape the worksheets on the pupils' desks and let them draw.

**ACTIVITY 8: CONTOUR DRAWING (THE LEAVE)\***

**INDIVIDUAL**

-Give a big leaf to each pupil with the veins upwards.

-Give them a piece of paper and tape it on the table covering the leaf.

-Tell them to rub over the leaf with a pencil so as to trace it.

-Once they have done that, tell them they are going to repeat the same procedure as in the previous exercise.

This exercise can be done with any object which has lots of details on it such as a feather. You can also print and enlarge your pupils' fingerprints and get them to draw the lines.

\*Play music while pupils draw.

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**SESSION 4: PARTIAL DRAWING**

**TIMING: 2 HOURS**

**RESOURCES: PUZZLE, ELEPHANT PICTURE, WORKSHEETS 4.1 & 4.2**

**PROCEDURE**

**ACTIVITY 1: BRAIN GYM™ (CROSS CRAWL)**

**WHOLE CLASS**

This exercise helps coordinate right and left brain by exercising the information flow between the two hemispheres. It is useful for spelling, writing, listening, reading and comprehension. Stand or sit. Put the right hand across the body to the left knee as you raise it, and then do the same thing for the left hand on the right knee just as if you were marching. Just do this either sitting or standing for about 2 minutes.

**ACTIVITY 2: REVISITING LINES & SHAPES**

**WHOLE CLASS/PAIR WORK**

-Tell pupils to get into pairs. Tell them you will write on the board the names of some lines/shapes and in turns, they draw them on each other's back for their partner to guess. The pupil who has to guess stands with his back to the board.

**ACTIVITY 3: PUZZLE\***

**GROUP WORK**

- Laminate and cut out the puzzle of Mr. Magnolia's boot beforehand. (8 pieces)
- Make groups of eight pupils and give each one only one piece of the puzzle. You might need to make extra copies depending on the number of pupils. If a group has less than eight people, still give them eight pieces, so some of them can have 2.
- Give pupils a piece of paper and tell them to draw what they think their picture shows.
- Ask them to report back using this sentence starter: "I think it's a / an..." "It might be a / an..."
- Tell them to look at the board as you stick the 8 pictures of your puzzle at random. Again, let them guess what the whole picture puzzle might be by asking you 'Yes/No' questions. Write three substitution tables on the board:

Is it	a/an	animal? plant? person? object?
Is it made of	metal? plastic? leather? wool?	

Is it	something	you eat? you drink? you play with? you wear?
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-Once they have guessed, tell them to do the puzzle on their desks.

**ACTIVITY 4: WORKSHEET 4.1**

**INDIVIDUAL**

-Give the worksheet to the pupils. Tell them how important it is to draw only one piece at a time and to look very carefully at the lines (where they start or finish) and the spaces. If they follow your advice, the picture should come out very similar. It's even better if



they use the laminated puzzle pieces to look at. Pupils take them one at a time and interchange them with the other members in their group.

ACTIVITY 5: WORKSHEET 4.2\*

INDIVIDUAL

-Give them the second worksheet with the picture of Mr. Magnolia and tell them again to draw one square at a time. If you want to make sure pupils only look at one part at a time, give them an extra copy of the grid and ask them to cut out the central square. They place the cut-out part on any square of the picture they have to reproduce.

\*Play music while pupils draw.

ACTIVITY 6: STORY ADAPTED FROM "THE BLIND MEN AND THE ELEPHANT"  
WHOLE CLASS

-Photocopy the elephant twice.

-Enlarge, laminate and cut out the pieces from one photocopy for the story. Show them one at a time to the pupils and ask them about the lines on each piece.

-Tell the story to the pupils and involve them by dramatizing, predicting and repeating parts of it. Each time one of the blind man touches one part of the elephant's body, ask the pupils what they think he is going to say. Once they guess, mime and repeat altogether. Do the same with the wise man. Stick the parts of the elephant on the board as you tell the story.

*"Once upon a time, there lived six blind men in a village. (Mime blind)*

*One day, a very big animal with a long trunk arrived in the village (What animal is it?) The blind men couldn't see the elephant but wanted to touch it to see what it was like.*

*The first man who touched his leg said: "Hey, the elephant is a trunk". (Mime & say)*

*The second man who touched the tail said: "Oh, no! I think it is like a rope," (Mime & say))*

*The third man who touched the trunk said: "No, no, I think it is like a snake," (Mime & say)*

*The fourth man who touched the ear said: "I think it is like a big fan" (Mime & say)*

*The fifth man who touched the belly said: "I think it is like a huge wall" (Mime & say)*

*The sixth man who touched the tusk said: " No way, it is like a spear," (Mime & say)*

*A pillar, a rope, no!, yes! no!, a snake, yes! no!, a big fan, a huge wall, no no no!, a spear!!!*

*They were angry! (Mime)*

*A wise man was passing by and asked: "What's the matter?" (Mime & say)*

*The blind men answered: "We cannot agree to what the elephant is like"*

*The wise man said: (What did he say?) "All of you are right and all of you are wrong"*

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-Ask pupils about the meaning of the story. They can use L1.

The moral of the story is that there may be some truth in what someone says. Sometimes we can see that truth and sometimes not. This is because different people may have a different perspective which we may not agree with. So, rather than arguing like the blind men, we should say, "Maybe you are right." This way we don't get into arguments.

**ACTIVITY 7 (EXTENSION)\***

**INDIVIDUAL/WHOLE CLASS**

-Act out the story.

-Make up another animal using the patterns on the elephant body.

-Create an "Elephant freeze" by using the elephant pictures (facing right and left)

-Give one to each pupil to copy. They can do it upside-down.

-Stick them face to face on the wall.

\*Play music while pupils draw.

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### SESSION 5: WATERCOLOUR DRAWING AND MURAL

**TIMING: 3 HOURS**

**RESOURCES: MR. MAGNOLIA'S STORYBOOK AND CD, DICE, WORKSHEETS 5.1, 5.2A & 5.2B, PAPER FOR THE MURAL, WATERCOLOUR PAPER AND PAINTS, AND BRUSHES.**

#### PROCEDURE

**ACTIVITY 1: BRAIN GYM™ (Lazy eight)**

**WHOLE CLASS**

**ACTIVITY 2: REVISITING MR. MAGNOLIA STORY**

**GROUP WORK**

-Give out a set of several strips of paper with the sentences from "Mr. Magnolia" story to each group.

-Tell pupils to display them on their desks so that they can read them.

- Tell them to order the strips as they listen to the story from the CD. Check.

**ACTIVITY 3: GAME "FINISH THE SENTENCES"**

**WHOLE CLASS**

- Pupils are in small groups of 3 or 4. Give them a photocopy of the sentences. Give out one dice per team. Tell them that 3 dice will be thrown together and the three numbers will be added together e.g.  $5+3+6=14$ . Pupils then look at the same number (14) on their photocopy. When a team gives a correct answer, it scores one point.

**ACTIVITY 4: FILL IN AND MATCH. WORKSHEET 5.1**

**INDIVIDUAL**

-Ask pupils to write any vocabulary from the story and to match it with the pictures. Check.

**ACTIVITY 5: COMPLETE THE STORY. WORKSHEET 5.2 A&B**

**PAIR WORK**

-Tell pupils they will work in pairs: one is A, the other B. They have the same text but with different gap fills on it. A works with B to complete Mr. Magnolia's story and vice versa. A starts by reading the first line. B writes in the missing word. Then change.

Before they start check if they remember "Can you spell/repeat that, please?", in case they need it. They can also use the information from the last activity.

**ACTIVITY 6: MURAL\***

**WHOLE CLASS/INDIVIDUAL/GROUP WORK**

-Tell pupils they are going to prepare a mural about Mr. Magnolia's story with pictures.

-Take as many pictures you want to have in the mural and give one to each pupil.

-Tell them to reproduce the picture. Help any who need support by drawing a grid on the picture and the paper. You can also provide pupils with half the picture by cutting it across the middle or down.

-Once the pencil drawing is finished, tell them to draw over the lines in black before they use watercolour.

-When the pictures have dried out, tell pupils to cut them out.

-Stick the sentences and pictures onto the mural.

-Ask pupils to say something about their picture. They can describe it, express whether they like it or not...etc.

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- Provide pupils with words and sentences from the story. Match them with the pictures and stick them on the mural.
- Practice reading the text on the mural altogether, focusing not only on the pronunciation but also on the intonation of the rhymes.
- Split the class into small groups and give a piece of text to each of them, bearing in mind the rhyming structure of the sentences. Tell pupils to memorise and to rehearse it.
- Tell them to recite/dramatize it without looking at the text.
- You can also ask them to recite/dramatize it individually and use it for assessment.
- Record them to watch their performance later on.

(Ask them to bring any objects related to the story to act out)

PEER ASSESSMENT: it is a good chance to exchange pupils' opinions about the mural. Help them with some sentence starters such as: "I like ..." "I quite like..." "Your picture is...nice / funny / good..."

\*Play music while pupils draw.

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