

# Shape Explorers

## Session 3-4

TIME

90 min.  
including  
break



Art of learning

THEME  
**10**



### WARM-UP: THE QUEEN/DRACULA SAYS

<b>This will happen:</b>	Students only obey the commands of Dracula or The Queen by selecting and showing the correct 2D shape in the right position.
<b>Materials needed:</b>	Golden Chest. Each student's pocket/envelope contains a set of geometric shapes.
<b>Preparations in advance:</b>	New more complex geometric shapes can be added into the students' pockets/envelopes.
<b>Preparations in the space:</b>	Put the pockets/envelopes in the Golden Chest along with the items needed for the main activity.
<b>The space looks like this:</b>	Students are in a circle or standing behind desks.

#### GUIDANCE:

1. All the students find a space as in Session 1 (this can be in a circle or standing behind a desk). The Golden Chest is opened again, and each student is given their envelope with the set of geometric shapes and the adult also has a set. The adult continues to develop and increase the difficulty of the warm-up. This could be by:
  - Changing whose commands the students should obey (Dracula's or the Queen's).
  - Removing some of the physical clues (so not holding up the shape but just saying it instead).
  - Introducing more complex shapes.
  - Introducing new or more challenging prepositions.
  - Mixing up the prepositions (so 'above' means 'below', 'near' means 'far', 'in front' means 'behind').

### REFLECTION: SHAPE FEELINGS

<b>This will happen:</b>	The students share a shape which reflects how they feel.
<b>Materials needed:</b>	
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Students are in a circle or standing behind desks.

#### GUIDANCE:

1. Repeat the reflection from Session 1 and 2 and/or change it in some way or increase its difficulty by:
  - Making a sound that goes with the shape they feel.
  - Drawing the shape on a different body part.
  - Drawing the shape very small or as big as possible.
2. Reflect using any questions from the previous sessions that are relevant or others that might be interesting to explore.

### NOTES

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## IDEAS FOR TEACHER-LED MAIN ACTIVITIES

The space looks like this: Classroom

### GUIDANCE:

Consider placing the challenges/activities in the Golden Chest as a way of introducing them in a nice way to the students.

### Session 2 continuation

The groups can improve/develop their maps from Session 2 by colouring them in, adding more details or by adding any shapes that were missed in Session 2.

### Shape names

Challenge the students to recreate their own name using only shapes to form the shape of each letter (the shapes can be whole or parts of shapes). This can be used as part of the exhibition of their work.

### Shapes making other shapes

Challenge the students to draw shapes using other shapes:

- Draw a circle using only squares.
- Draw a triangle using only circles.
- Draw a heart using only squares.
- Draw a diamond using lots of other shapes but no diamonds!

### Tangram challenge

Explain that a tangram is made up of a square cut into the same 7 pieces. Give each student a tangram template and ask them to make each of the shapes a different colour. Then offer them a choice about which challenge they would like to try:

- Can they make the first letter of their name with the tangram?
- Can they make other squares using some of the pieces?
- How many squares can they make?
- What is the smallest square they can make and the largest?
- Which animal can they make using all the pieces from a tangram?

Their work can either be pasted into their shape discovery books or displayed.

A tangram template is available for use:

Tangram youtube video: <https://www.youtube.com/watch?v=NorbweaqIjc>.



### The purpose of shapes

Using their shape discovery books, ask students to work in groups to find shapes, identify what their purpose is and how useful they are:

- What is the purpose of a circle? How useful is it?
- What is the purpose of a square? How useful is it?

### Beautiful and ugly

Offer the students lots of different coloured paper and ask them to cut out shapes and stick them on paper to make:

- Something beautiful with shapes.
- Something ugly with shapes.
- Arrange shapes in a tidy way – is tidy beautiful?
- Arrange shapes in a messy way – is messy ugly?

### Cut and paste

Offer the students lots of different coloured paper and scissors. Ask them to cut out lots of different shapes including some which are the same shape and size. Then ask them to see what new shapes they can make by putting shapes together. They can be challenged to take shapes of the same shape and size and make a new shape, for example 2 triangles to make a diamond or a square.

They can glue their shapes into their shape discovery books.

NOTES