

# Shape Explorers

## Session 5

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 the Queen by selecting and showing the correct 2D shape of the right colour and 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 the previous session. 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.
2. The students are told that today they must only follow the commands of the Queen.
3. So, if the Queen commands, "Find a RED circle and put it above your head," they should follow the command. [Notice that a colour has also been added and the adult no longer shows the shape to the students so the warm-up is more complex]. Try this out.
4. The adult continues using commands from the Queen or from no one using a range of different shapes, colours and prepositions (above, below, between, under, around, on, in, beside, near, far, on top of, beneath, inside, outside, next to) and the students must decide the correct ones to follow.
5. When the warm-up is finished, the students should place all their shapes back in their own envelope and the adult should place them back into the Golden Chest.

### REFLECTION: SHAPE FEELINGS

<b>This will happen:</b>	The students share a shape and a colour which reflects how they feel. They draw the shape on a partner's back and colour it in. Students guess their partner's shape and colour.
<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. All the students come together and stand in a close circle or at tables depending on the space.
2. Ask them to close their eyes and to think about how they are feeling right now and to imagine a shape that describes their feelings. They should also think about what colour the shape would be.
3. The students are asked to open their eyes. The adult tells them to find a partner quickly – it should be someone that they have not worked with in the session today. They should decide who will be A and who will be B like yesterday.
4. Say that this time B will go first and remind the students that they should draw the shape they have chosen on their partner's back with one finger. Today it is a bit more difficult as they also have to use their figure to add their chosen colour to the shape. Student B must not reveal the name of the shape or their colour and Student A must not reveal what they think the shape is or its colour. Once all the first round is over, invite the students to swap roles but again the name and colour of the shape must not be revealed and no guessing should be shared.
5. Once all the pairs have finished, the students are invited to face each other and the adult invites Student A to guess the shape and colour of Student B – they must not say if the guesses are right or wrong. The students swap and Student B guesses the shape and colour of Student A. Only then does the adult tell the students that they can share if the guesses were right or wrong.
6. Ask the students:
  - How well did they do with their shape guessing?
  - How well did they do with their mind reading of the colours? Can they remember a time when they have been mind readers before? (This was in the Friendship Theme.)
  - What helped them to guess the shape and what helped them guess the colour?
  - What were they thinking when the finger was drawing on their back?
  - Which colours did they choose and why? [Perhaps refer back to the Mind Reading activity previously.]

### NOTES

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### MAIN ACTIVITY: SHAPE EXPLORERS OF ART – PART 1

<b>This will happen:</b>	The class receives another letter. Students use Shape Finders to explore shapes in a range of geometric artworks, and they record them in their shape discovery books. They receive a news alert and work in groups to select their best shapes and begin creating a practice artwork.
<b>Materials needed:</b>	2D shape finders – each group will need a full set of the selected shapes (including any new ones to offer challenge). Shape discovery books. A pen/pencil (one for each student). Golden Chest. A letter for the class. Large sheets of paper (A1 or A2) – 1 sheet per group. A ruler for each student. Lots of coloured pens or pencils. Copies of geometric artworks. News alert note.
<b>Preparations in advance:</b>	<p>Create a letter for the class in a large envelope with the name/number of the class written on it and write the letter below and place it inside.</p> <p><i>Dear Shape Explorers,</i> <i>Today we have another important challenge for you and to complete this you will need your Shape Finders and your shape discovery books. You will also have lots of different coloured pens/pencils to work with. You will be working on your own and your challenge is to find as many different types of shapes as possible in some of the world's most beautiful geometric artworks (you will find these in this letter!). Use all of your Shape Finders to explore these artworks very very carefully. Find shapes that really interest you and record them beautifully and accurately in your shape discovery book. You should try to write the name of the shape and also which artists the shape belongs to. Are you up for the challenge?</i></p> <p>Prepare the following small note: <b>NEWS ALERT NEWS ALERT</b> – there is a world shortage of excellent geometric artworks and more are needed urgently – can you help? Print out lots of colour copies of the geometric artworks so that students can have at least one available to them with spares also.</p>
<b>The space looks like this:</b>	Classroom

#### GUIDANCE:

1. Explain that another letter has arrived for the class. The students gather together and the letter is read out slowly and seriously and the copies of the print outs of the geometric artworks are passed around.  
Ask the class:
  - What do they notice about these artworks?
  - What do they think a geometric artwork is?
  - What is the writing under each of the artworks about? What does deceased mean?
  - What is it that they have to do?The main instructions in the letter are shared again as a reminder.
2. Hand out the shape discovery books. The sets of 2D Shape Finders, the coloured felt pens and coloured pencils and the copies of the artworks are placed around the space in easy reach of the students.
3. The students are invited to begin the task. The adults should check in with each of the students, noticing what they are doing and reminding them of the task, that they need to use all the Shape Finders and that their work should be beautiful and accurate. They are also encouraged to write the name of the shape and the artist. Support is offered where needed.
4. After 25 minutes, the students are told that they have 5 minutes left and then when the time is up, everyone stops work.
5. Put the students into small groups of 3 and explain that in turn each person in the group should show the geometric shapes they have just drawn in their shape discovery books. The others in their group look at them carefully and together they must select a total of 3 shapes that they like best. The owner of the book is asked to mark the chosen shapes by placing small dots next to them with a coloured felt pen or pencil. At the end of this each group will have 9 shapes in total (3 from each shape discovery book).
6. Next the adult is handed a note (or “receives” one on their phone). They stop the class and they read it out. It states: ‘NEWS ALERT NEWS ALERT – there is a world shortage of excellent geometric artworks and more are needed urgently – can you help?’ Remind the class that they have been working hard on geometric shapes and that just now in their groups they have decided on the very best ones. Challenge the class to create some new artworks to meet the shortage and ask:
  - Can they meet this challenge?
7. Each group is then given a large sheet of paper (A1 or A2) and the adult explains that this is their practice paper and they ask the students – What is a practice paper for? The students are asked to look closely at the artworks once again and to begin to compose/create their own geometric artwork using only their 9 chosen shapes. They continue working on their practice sheet until it is time to move onto the reflection. Tell them that they will have more time in the next session to look again at their practice artwork and then finally to create their final artwork masterpieces.

#### NOTES