

Shape Explorers

Session 6

TIME

90 min.
including
break



Art of learning

THEME
10



WARM-UP: THE QUEEN/DRAacula SAYS

This will happen:	Students only obey the commands of Dracula (and not the Queen) by selecting and showing the correct 2D shape of the right colour and in the right position.
Materials needed:	Golden Chest. Each student's pocket/envelope contains a set of geometric shapes.
Preparations in advance:	New more complex geometric shapes can be added into the student's pockets/envelopes.
Preparations in the space:	Put the pockets/envelopes in the Golden Chest along with the items needed for the main activity.
The space looks like this:	Students are in a circle or standing behind desks.

GUIDANCE:

Warm up

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 adult explains the warm-up today is going to be really difficult and the students are going to have to concentrate really really hard. They must only follow the commands of Dracula but the Queen might also command them to do something but they should not obey these commands.
3. The adult also explains that Dracula has forgotten the names of the shapes and so he will only describe the shapes.
4. So, if Dracula commands, "Find a shape with 4 sides, it should be red and put it between your knees," they should follow the command. Try this out. If the adult asks, "If the Queen commands you to find a shape with 4 sides, it should be red and put it between your knees," what should they do?
5. Continue using commands from the Queen and Dracula describing the properties of different shapes, using different 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 commands to follow.
The complexity of this can be reduced if necessary or more complexity added (for example, find two shapes that together form a square, or two shapes that together form a diamond).

NOTES

REFLECTION: SHAPE FEELINGS

This will happen:	The students select a shape which reflects how they feel. Standing back to back with a partner, they draw the shape on a piece of card holding it close to their partner's ear so they can hear the shape being drawn. Students guess their partner's shape based on its sound.
Materials needed:	A piece of heavy card for each student (this can be from recycled cardboard). A marker pen or felt pen for each student.
Preparations in advance:	If using recycled cardboard, cut this out to create a sheet for each student.
Preparations in the space:	
The space looks like this:	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 over this whole theme.
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 yesterday or today. They should decide who will be A and who will be B.
4. Explain that in this reflection they are going to need to open their ears as much as possible as they are going to listen very carefully to their partner's shape and try to guess it. The adult (who states they are A) demonstrates by standing back to back with a partner (B) who has their eyes tightly closed. Using the card and marker/felt pen, they hold it as close to one of their partner's ears as possible and they slowly draw their reflection shape. When they are finished drawing, they place their drawing face down on the floor. They explain the roles then swap. The students are reminded not to reveal their shape to their partner.
5. Each student is given some card and a pen. They are quickly reminded of the instructions – stand back to back, B closes their eyes tightly and A draws their shape, the shape is placed face down and when instructed by the adult, they swap roles.
6. The students are invited to begin. Only when all the As have finished their drawings and placed them face down does the adult invites them to swap roles. Once all Student Bs have finished their drawings and placed their pictures face down, the adult then invites the students to share their guesses but they must not say if they are right or wrong. The adult counts to three and the drawings are revealed.
7. Ask the students:
 - How well did they do with their shape guessing?
 - Is it really possible to hear shapes?
 - How did they do it? What did they notice?
 - What new things do they know about shapes and where things are located?
 - Which shapes do they know better now?
8. Finally, each of the geometric shapes worked on is called out and together the class creates a noise for it.

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MAIN ACTIVITY: SHAPE EXPLORERS OF ART - PART 2

This will happen:	The class explores their practice sheets. In groups they create a geometric masterpiece and give it a title.
Materials needed:	2D shape finders – each group will need a full set of the selected shapes (including any new ones to offer challenge). Shape discovery books. 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. Drawing pins.
Preparations in advance:	Display the practice sheets and the geometric artwork and prepare a gallery space to display the final geometric masterpieces.
Preparations in the space:	
The space looks like this:	Classroom.

GUIDANCE:

1. All the work in progress, practice sheets and the artworks from the previous day are displayed on tables or on the floor in easy reach. The students are invited to look at these materials for 5 minutes – and then the adult asks them to explain what they notice. If necessary, the adult also highlights interesting/special features from the group's practice sheets and also from the artworks (how shapes have been used together, repetition of shapes, placement, backgrounds, which are neatly drawn, which are more freehand, what shapes are connecting and overlapping, where there are shapes within shapes, are there lonely shapes all on their own, are there any borders around the shapes?)
2. The groups are given 10 minutes to reflect on their practice piece, to gather final ideas and to prepare to create their final geometric picture.
3. The adult gives each group another large sheet of paper (A2) and they are invited to create their beautiful geometric masterpiece using only the 9 shapes chosen (they can use each shape chosen more than once). They have 25 minutes and are given a reminder when they have 5 minutes left.
4. The groups are reminded that most artworks have a title (some from the artworks explored are shared) and the names of the artists are written either on the artwork or next to it. They are invited to spend 5 minutes coming up with a title for their artwork, to sign their names on the bottom of the paper and to include the year.
5. The artworks are displayed as if in a gallery space and the artists are thanked for their work.

NOTES