

GEOMETRY AND ART

Teaching notes

Lesson 1: FLAT SHAPES

4th session: Guess the shape	
AIMS	<ul style="list-style-type: none"> ● To review vocabulary from the previous session. ● To classify and understand properties of shapes by defining their attributes. ● To be aware of shapes in a piece of art. ● To develop the children's imagination.
RESOURCE	<ul style="list-style-type: none"> - A computer and a data projector for the power point presentation. - 2-D geometrical shapes, e.g. Pattern Blocks Pieces or similar (card shapes..) - A feely bag . - Black card, different coloured paints and brushes. - Supplementary material: (odd_one_out.ppt) (concentric_circles_Kandinsky.ppt)
GROUPING	Half of the class.
DESCRIPTION OF THE ACTIVITIES	<p>1st activity: Game: 'Guess the shape'</p> <p>The teacher holds a feely bag which contains all the studied shapes. He/she invents a riddle about a shape and pupils have to guess the answer. Having guessed correctly, the shape is taken out of the bag.</p> <p>Example of riddles:</p> <p>This shape have got 3 sides This shape has got 3 corners. All the sides are straight sides. What is it?/ What do you think I have got in my hands?</p> <p>This shape has got 4 sides. All the sides are straight 2 sides are long and 2 sides are short. What is it?/ What do you think I have got in my hands?</p> <p>This is a very special shape because it has got one round</p>

shape. It has no corners.

What is it?/What do you think I have got in my hands?

This shape have got 5 sides

This shape has got 5 corners.

All the sides are straight sides.

All the sides are the same length.

What is it?/ What do you think I have got in my hands?

This shape have got 6 sides

This shape has got 6 corners.

All the sides are straight sides.

All the sides are the same length.

What is it?/ What do you think I have got in my hands?

This shape have got 4 sides

This shape has got 4 corners.

All the sides are straight sides.

All the sides are the same length.

What is it?/ What do you think I have got in my hands?

2nd activity:

Game: 'The odd one out' (odd_one_out.ppt)

Watch the power point to play this game. Children say the name of the shape when it appears and the teacher asks for the odd shape when the three shapes are on the screen. Ask some questions to help them to explain why they make this decision.

For example:

- Shapes with different colours (two red shapes and a yellow one). The dialogue with the pupil can be:

- What colour is this shape? Red
- What colour is this shape? Yellow
- What colour is this shape? Red
- So, which is the odd shape? Yellow.
- What the name of the odd one?

- Two 4 sided-shapes and one 3 sided-shape (all the same colour).

The dialogue can be as follows:

- What colour is the triangle? Red
- What colour is the square? Red
- What colour is the rectangle? Red

	<ul style="list-style-type: none"> ● So, we need to find another feature, ● How many sides has the square got? 4 ● How many sides has the rectangle got? 4 ● How many sides has triangle got? 3 ● So, which is the odd one? The triangle. <p>- Two straight-edged shapes and one round shape. Etc.</p> <p>3rd activity: A work of art: Concentric circles (concentric_circles_Kandinsky.ppt)</p> <p>(Slides 1 and 2) Show the children the painting 'Squares with Concentric Circles' by Wassily Kandinsky. Encourage the pupils to take time to look and to talk about what they see in the artist's work.</p> <p>The following questions should be drawn upon as a starting point:</p> <ul style="list-style-type: none"> - What shapes can you see? (circles and squares) - What colours can you see? <p>(Slides 3-9) Introduce the resources for painting. Tell the children that they are going to make pictures using shapes in the Kandinsky's style. Point out the colours available and encourage them to use a variety of colours in their work.</p> <p>Demonstrate the way the work can be started by using squares of black paper and painting a circle using an anti-clockwise motion in a chosen colour. Add another circle inside the first and so on until the space is filled.</p> <p>Encourage children to use a variety of brushes and colours to their work. The finished pieces can be displayed together as a group piece alongside the work of the artist.</p>
<p>LANGUAGE</p>	<p><i>Key vocabulary:</i></p> <ul style="list-style-type: none"> - Circle, triangle, square, rectangle, pentagon and hexagon. - Sides ,corners, curved and straight, same or different length. <p><i>Key phrases needed:</i></p> <ul style="list-style-type: none"> - All the questions contained in the dialogue held between the pupils and the teacher.
<p>SKILLS</p>	<p>Speaking, listening and creativity.</p>