

Steps for...

5- SHAPES MANY EMOTIONS!

Explore, Describe & Collage Expressive Faces

Timing

Step 1: 8 minutes

Step 2: 5-10 minutes (depending on the group)

Step 3: 8-10 minutes (depending on the group)

Step 4: ideally 20 minutes for independent exploration

Space-

Steps 1 & 2: Children need to see your samples. A document camera can be useful!

Steps 3 & 4: Works best at tables where they can share shapes.

Additional supports

Material Prep Guide for 5-Shapes Collage

Describing Tool for 5-Shapes Collage

STEP 1: INTRODUCE THE SHAPES (8 minutes)

Students describe what each shape makes them imagine.

- **For each of the five shapes ask....**

What does this shape remind you of?

What is this shape called?

Is this shape curvy or pointy or both?

- **For the circles ask...**

Is it big or small?"

- **For the teardrop, crescent and almond shapes ask....**

How many curves does it have? How many points?

Are the curves going the same direction or different directions

Tips for Step 1

- Affirm and welcome all ideas for what the shapes remind them of.
- Sometimes it is helpful to move the shape in a way that illustrates what the child is describing.
- Students may have a variety of ideas about what to name some of these shapes. Use the name that makes sense to them.
- For kinesthetic learners, it is helpful to have the students trace the shape with both of the arms in space. Start with fingers together to make a point. Then trace the curves going either the same direction (crescent) or opposite directions (almond)

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STEP 2: KIDS CHOOSE/ YOU REVISE (5-10 min)

kids help you make a face by making choices about...

- SHAPES “Which of the five shapes could I use for my eyes? nose? Mouth? Eyebrows?”
- DIRECTION “Should I place the almond eye shape so it is horizontal, vertical or tilted?” (*move the shape to show what horizontal, vertical & tilted look like as you say them*)
- SPACE “Do you want me to place the eyes close together or far apart?” (*squish and spread the shapes to demonstrate close and far as you say them*)

As students offer ideas, add them to your sample face until it is completed. Model revising by trying a variety of ideas offered by your students.

Tips for Step 2

- If students offer multiple ideas, validate a variety of choices by trying them out and revising your face. If they don't, model experimenting by changing which feature you use each shape for.
- You can remind them about shapes they are forgetting, but it is ok if they don't use all five shapes.
- As soon as the students seem to understand that they can use the shapes to explore freely, move on to letting them try! They will learn more about direction and spacing by doing it themselves in the next guided hands on exploration step.

BEFORE STEP 3: MATERIALS SET UP

- Pass out one head to each student
- Put piles of mixed up shapes on the tables for students to choose from
- Set a timer for 1 minute for students to choose eyes, nose, mouth and eyebrows
- Once students have chosen eyes, nose, mouth and eyebrows warn the class that we are going to be experimenting with, changing and making lots of faces today.

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STEP 3: GUIDED HANDS ON EXPLORATION (8-10 min)

Guide students to explore and revise their choices about...

- SPACING- “Let’s experiment to see what happens if we squish the shapes on our face together. What happens if we stretch the shapes apart? What does that change make you imagine about the character and how they are feeling?”
- DIRECTION- “What happens if we tilt the Eyebrows? What if we tilt the other way? What if we change the direction of the mouth? Eyes? Nose? What does that change make you imagine about the character and how they are feeling?”
- SHAPE- “What happens if we change the shape of our nose? What happens if we change the mouth shape? Eyes? What does that change make you imagine about the character and how they are feeling?”
- ASYMMETRY (optional)- “What happens if we change just one of the eyes? What happens if we change one of the eyebrows? What does making your face uneven make you imagine about the character and how they are feeling?”
- “We are going to make as many different faces as we can today! When you’re done with one face you can go 1-2-3 dump (dump your sample face) and start over again!”

Tips for Step 3

- Reassure the students that they will be going to make lots of faces, so if they don’t like their first face that they make quickly it’s ok!
- Some groups will need to go through the whole guided exploration to really understand and get excited about the choices they can make. Others will take to it quickly and won’t need to do the whole guided exploration. Just be sure to guide them through at least one exploration of each of spacing, direction and shape. Asymmetry is optional, but often very exciting for the students!
- Other groups will take to the revision process quickly and won’t need to do all of the prompts. Feel free to move on to independent work time when kids seem ready.
- You can always offer these exploration prompts 1-on-1 with kids who are stuck.

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STEP 4: INDEPENDENT EXPLORATION (20 min)

Students explore Independently/ Teachers describe kids' choices

- STUDENTS experiment with the shapes to make different facial expressions. The goal is to try to make as many different expressions as you can.
- TEACHERS circulate to describe student choices. For support refer to the Describing Tool - 5 Shapes Collage

Tips for Step 4

- To encourage exploration and revision, have individual students or the whole class occasionally dump their choices and start over.
- **Some kids may spend this exploratory time making designs that don't look like faces at all! That is okay!** Challenge yourself to describe the choices that they made about shape, spacing, direction and symmetry, even if you don't understand how those choices make a face. For support refer to the Describing Tool - 5 Shapes Collage
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