

# 5 Shapes Many Emotions

Explore, Describe and Collage Expressive Faces

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## Timing

40-45 minutes

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## 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.

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## Materials

Precut shapes  
Precut heads  
Optional glue

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## Additional supports

Visit  
[TeachwithArtsConnection.org](http://TeachwithArtsConnection.org)



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## Step 1: Explore & Describe the shapes

(6-8 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?

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## Tips for Step 1

- Affirm & welcome all ideas for what the shapes remind them of.
- For kinesthetic learners, it is helpful to have the students trace the shape with both of the arms in space. For example: Start with fingers together to make a point. Then trace the curves going either the same direction (moon shape) or opposite directions (lemon shape).
- 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.

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## Step 2: Practice making choices

(3-5 minutes)

Make a face together! Kids help the teacher choose...

- **SHAPES**- Which of the five shapes could I use for my eyes? nose? mouth? eyebrows?
- **DIRECTION**- Do you want me to place the lemon shape so that the eye is horizontal, vertical or tilted?
- **SPACE**- Should I place the eyes close together or far apart?  
Repeat to complete the face (eyes, nose, mouth and eyebrows)

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### Tips for Step 2

- Make sure everyone can see the face.
- Move the shapes to show what words such as *horizontal*, *vertical*, *diagonal*, *squished* and *spread* look like, as you say them.
- Don't forget the eyebrows.
- If students offer multiple ideas, validate a variety of choices by trying them out and revising your face.
- It's ok if they don't choose to use all five shapes, just be sure to use them all when you model revision (step 3).

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## Step 3: Model Revision

(3-5 minutes)

Is this the only way we can make a face?

- **SPACING**- Let's see what happens if we squish the shapes on our face together. What happens if we stretch the shapes apart? When we change the spacing does it change the feeling the face is showing?
- **DIRECTION**- Let's see happens if we tilt the Eyebrows. What happens if we tilt them the other way? If we change the direction of the mouth? Eyes? Nose? When we change the direction of the \_\_\_\_\_, does it change the feeling the face is showing?
- **SHAPE**- Let's see what happens if we change the shape of our nose. What happens if we change the mouth shape or the eyes? When we change the shape of the \_\_\_\_\_, does it change the feeling the face is showing?
- **ASYMMETRY**- Let's see what happens if we change just one of the eyes. What happens if we change one of the eyebrows? When we make our face uneven, does it change the feeling the face is showing?

**After each change ask-** Can you copy our puppet face with your own face? How does it make you feel when you \_\_\_\_\_?

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### Options for Step 3

- Set up 1: Model revision by making changes to the sample puppet. This is a good choice if your class is doing well focusing forward on the sample face you have just made together, and might lose focus if they have art supplies in their hands.
- Set up 2: Facilitate a guided hands on exploration of revision. Pass out a head for each student and put piles of mixed up shapes on the tables to share. Give the students 1-2 minutes on a timer to choose eyes, nose, mouth and eyebrows. Then have them follow the revision prompts with their own faces. This is a good choice for groups who focus better while doing something hands on.

## Steps and tips for...

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### Before step 4: Transition to set up hands on work

#### (3-5 minutes including passing out materials)

We are ready to make some faces! We are not using glue today. The goal is to make as many faces as you can using these shapes! When you're done with a face you can dump it (dump your sample face) and start a new one! (If you have not already, pass out one head to each student and put piles of mixed up shapes on the tables for kids to share and choose from.)

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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
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### 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 choices 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
- Encourage kids to continue engaging with their exploration kinesthetically by copying their puppet faces with their own faces, and verbally by discussing sharing with their friends about what they are making, discovering and imagining!
- You can always offer space, direction and shape exploration prompts 1-on-1 with kids who are stuck.

