



BACK TO BASICS

AN ARTISTIC CHALLENGE
FOCUSING ON BASIC SHAPE
SCULPTURING USING JUST 1 TYPE
OF LEGO BRICKS

AIM: To create a
sculpture

ITEMS NEEDED:

- A simple selection of just 1 or 2 sizes of bricks (such as 2x2 and 2x4 Bricks)

SET UP:

1. Place LEGO bricks on a tray, or mat depending on the number of students you will have interacting with this activity.
2. Optional: provide a base plater per child.

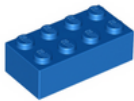
THE BUILD:

Once set up get students to build different creations using this selection of limited parts choices. They will need to problem-solve their way through how to make a shape/build using just simple parts.

NOTE:

If you do not have sufficient parts of just 1 type you can purchase them from www.lego.com/en-nz (order parts from Shop - Bricks - Pick a Brick). Or try www.bricklink.com - Market - Stores in New Zealand.

ALTERNATIVES & EXTENSIONS



= classic 2x4 brick



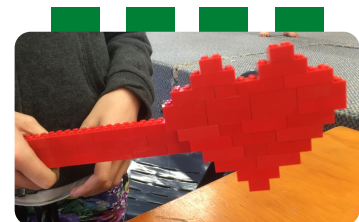
= classic 2x2 brick

Change the part used: You do not have to use the classic 2x2 and 2x4 brick. Use any brick that you have lots of. By changing the shape of the brick being provided you will change what your students create. You can make different combinations of basic bricks too - you could include up to 4 different types of bricks to extend the builds.

Change the colour - by having a selection of different coloured parts you will change what the students 'see' when they start the activity. For example, if you have Green and Brown basic bricks students might 'see' trees. If you have grey and White bricks, students might 'see' mountains.

NOTE: Where possible avoid having written suggestions on what they can build as it may limit what they think could be created with the bricks. If a student is struggling you could make suggestions but try to get them thinking about it with questions like "imagine you had all the LEGO possible...what would you build?" Or encourage them to start with something achievable, "Can you think of a shape that you could build".

Provide no Baseplate - by taking away the base plate you take away the immediate reaction that most students come to: "let's build a Pyramid" or "let's build a house". Both of these ideas are great and will involve significant planning, teamwork, and problem-solving, however, the square base can be restricting. It will restrict size and ideas.



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RICH EXPERIENCES

- **Experimentation** - children explore inhibited by plans, and others ideas. They work through their thinking and creativity as they build. There is no right or wrong way to do this activity.
- **Creativity** - Distinguish how to build different shapes using the same block shape but in new and inventive ways to create shapes and angles that would normally be created using other pieces of LEGO.
- **Problem solving** - understanding and processing potential problems into solutions through verbally talking with others about their plans and through trial and error of fitting bricks together.

LINKS TO CURRICULUM

Te Whāriki

Mana aotūroa - Exploration

Children learn strategies for active exploration, thinking and reasoning.

➡ This links to children exploring how to build creative structures and abstract features. The thinking process that this activity provokes allows children time to develop their plans and

Mana reo - Communication

Children will discover different ways to be creative and expressive.

➡ This links to how the children use the LEGO in a creative form to express themselves through their own building creativity.

NZ Curriculum

Maths - Geometry

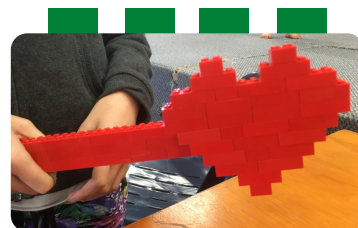
Students can classify shapes and prisms by their spatial features and represent these objects with models.

➡ This links to students exploring shapes, angles and the positioning of individual pieces as the build develops and collectively when it is completed.

Art - Visual

Students will investigate and develop visual ideas in response to a variety of motivations, observation, and imagination.

➡ This links in with children exploring colour, shapes, modelling, and using their imagination to create something from the beginning.



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