

ONE COLOUR

AN ARTISTIC CHALLENGE
EXPLORING COLOUR AND
PROBLEM SOLVING

AIM: To make a creation using just one colour

ITEMS NEEDED:

- Bowls/plates/trays
- LEGO bricks separated into colour groups

SET UP:

1. Place LEGO bricks of the same colour on a tray.
2. Set up several trays so more than one child can participate

NOTES:

- Before you start define what 'one colour' means. Will you include shades (for example dark green, lime, green, and olive is that 5 different colours or are they all 'green'?)
- Students will need to problem-solve their way through decisions as they discover a part in a different colour that fits but they cannot use. A prompting question to ask is: What combination of bricks could you use in your colour to achieve the same or similar results?

ALTERNATIVES & EXTENSIONS

Have a themed week - for example, only use white on Monday, blue on Tuesday, etc.

Display the LEGO in colour sorted containers so students naturally have the choice to do this activity.

Note: it may take some time and prompting to get students to tidy up and sort at the same time, but with the right instructions and support this is possible.

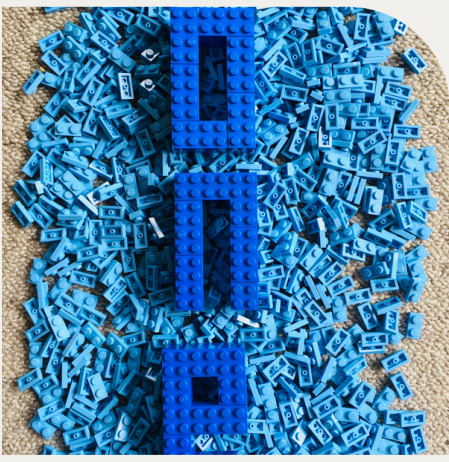
Make a theme based on the colours chosen, such as earth (green, brown, and yellow), or greyscale (black, dark grey and light grey).

Change up the colours available to match the season of the year. Get students involved in this process to get them thinking about what colours they see during the year. (For example Term 1 = Summer - greens, blues, tan, and yellow. Term 2 = Autumn - red, brown, orange, and yellow. Term 3 = Winter - White, browns, and greys. Term 4 = Spring - Pink, red, yellow, green, and blue.)

Add or take away Minifigures to see the difference in their builds.

Add or take away base plates to change how the children start their creation.





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RICH EXPERIENCES

- **Imagination** - Working through ideas to put what is in their minds-eye into a concrete tactile object.
- **Working together** - Collaboration, listening skills, and managing self to be resilient, to plan and to be strategic in meeting challenges.
- **Adaptability** - Thinking outside the normal scope of creativity through problem-solving and reimagining how to create items.
- **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 tangata - Contribution

Children recognise and appreciate their own ability to learn while using a range of strategies and skills to play and learn alongside others.

➡ This links to sharing of resources and working in collaboration as they problem solve and create side by side and in small groups.

Mana aotūroa - Exploration

Children learn strategies for active exploration including using reasoning and problem-solving.

➡ This links to children building with LEGO in a slightly restricted capacity e.g. one colour. This however encourages and get children to push through the frustration and open their minds to using other bricks instead of the ones they would naturally gravitate towards. This can be a rewarding and thought provoking activity with practice children will become very exploratory in their use of LEGO as it stretches their imaginations.

NZ Curriculum

Science - Physical world

Students will explore, describe, and represent patterns and trends for everyday examples of physical phenomena such as light which includes colour.

➡ This links to students learning to see patterns in their world both in the natural and manmade elements surrounding them. They then can use these as a starting point to see how light bounces off each items to create light and shadow. This will help them interpret their creation using the lighter and darker shades of their one colour.

Maths - Geometry

Students learn to represent objects with 3D models using their geometric property knowledge to help explain their ideas. explore shapes, angles and positioning.

➡ 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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