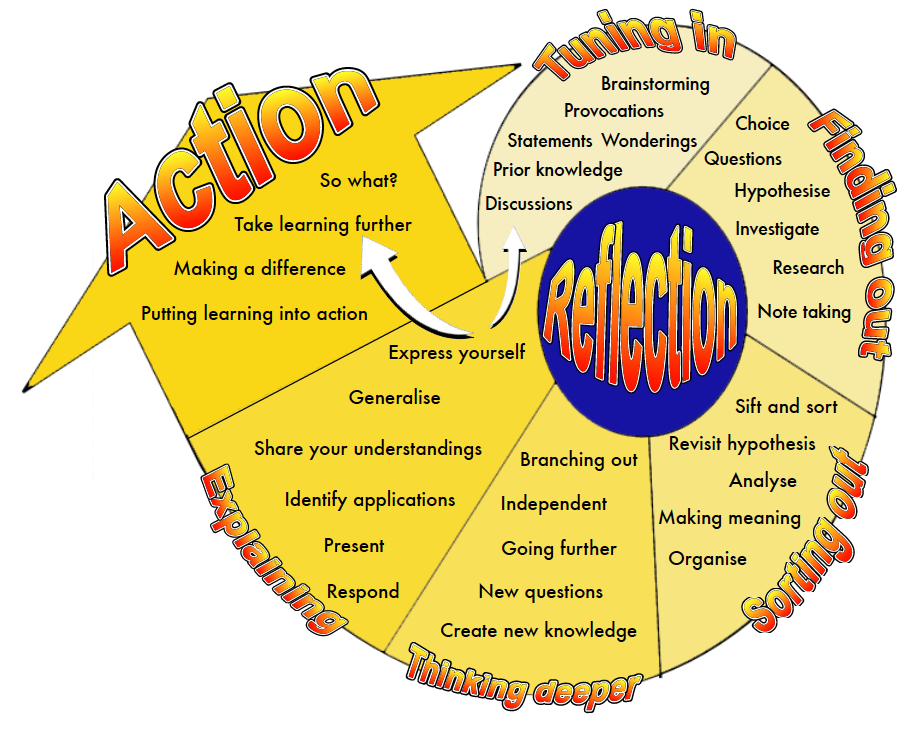
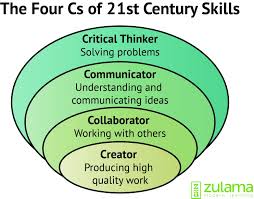
[](http://www.bbi.school.nz/curriculum/849-2/)

[](http://www.google.co.nz/imgres?imgurl=http://zulama.com/wp-content/uploads/2013/12/4-Cs1.jpg&imgrefurl=http://zulama.com/education-trends/four-cs-21st-century-skills/&h=2326&w=2965&tbnid=6clOgir_sL08CM:&zoom=1&q=21st+century+skills&docid=A4aWCms8rPdTRM&ei=VN9wVY3VPND08QWWsYPoBg&tbm=isch&ved=0CB8QMygEMAQ)

KANDINSKY

MATHEMATICS AND STATISTICS

INQUIRY

KANDINSKY

MATHEMATICS AND STATISTICS INQUIRY

aths bubbles level 3- Number and Algebra, Geometry and Measurement, Statsitics.  aths Bubbles Level 4- Number and Algebra, Geometry and Measurement, Statsitics. 

LEVEL THREE LEVEL FOUR

<http://www.art.com/gallery/id--a26/wassily-kandinsky-posters.htm>

http://www.wassilykandinsky.net/

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| --- | --- | --- | --- |
| Day 1 | TUNIING IN | Give children the name on the board. What is this and what has it got to do with numeracy. | Critical thinking |
| Day 1 | FINDING OUT | Children research the ‘thing’ and record any information in the visual diary. | Communication  Critical thinking |
| Day 2 | SORITING OUT | Sort information – why are we looking at Kandinsky in Numeracy time. = the use of geometric shapes in his abstract art. | Communication  Critical thinking |
| Day 2 | FINDING OUT | Give children criteria for their art composition. Eg triangle; parallel lines; perpendicular lines; circle; irregular pentagon; rhombus; trapezium | Critical thinking  Communication |
| Day 3 | THINKING DEEPER | Use the geometric shapes to create a composition, using Kandinsky as a motivation piece. | Communication  Creator / innovation |
| Day 3 | EXPLAINING | With a buddy identify the ‘criteria’ in their art work.  Show T composition = T to check with | Collaboration  Communication |
| Day 3 | ACTION | Share with class and put on wall. | Communication |

|  |  |
| --- | --- |
| Level 1 | Shape = Sort objects by their appearance |
| Level 2 | Shape = Sort objects by their spatial features, with justification  Identify and describe the plane shapes found in objects |
| Level 3 | Shape = classify plane shapes and prisms their spatial features  Represent objects with drawings and models |
| Level 4 | Shape = identify classes of 2D and 3D shapes and geometric properties  Relate 3D model to 2D representations and vice versa. |

|  |  |  |  |
| --- | --- | --- | --- |
| Day 1 | TUNIING IN | Challenge to create a composition using  A compass. |  |
| Day 1 | FINDING OUT | What are five things we now know about circles  Key words – radius, diameter, arc, sector, circumference, pi,  What do we use to draw circles? |  |
|  | SORITING OUT | Teach children how to use a compass (drag, not push, spin the tip in your fingers, not move the paper) |  |
|  | FINDING OUT | Google images for circle art. |  |
|  | THINKING DEEPER EXPLAINING | Generate circle art, using a compass. |  |
|  | ACTION | Display on class wall. |  |