

Bright Ideas - Years 4-8+

Instant Ideas in Visual Arts, English, Mathematics

DAILY BREAD MOTIVATION

The class is going on a school camp, far from shops. You want to choose the best way to store the bread and the type of bread which stays freshest for the longest time.

- Brainstorm different storage methods plastic bags, paper bags, plastic containers, no wrapping at all etc.
- Select a range of bread types..... white, rye, wholemeal etc.
- Decide on freshness criteria.... look, touch, smell ...
- Run the experiment over a period of the week, limiting the exposure time of the bread when testing daily for freshness.
- Groups compile the results of the experiment in a report and recommendation for use by other classes going on school camps.
- Design posters promoting their choice of 'long life bread', with suitable slogans.

FOOD CHAINS

- Have a class member start the food chain by naming a food, the next student has to name a food starting with the last letter of the first food. For example eggs, spinach, ham etc.
- No repetition is allowed. Continue around the class. Other subjects could be used such as sports and games, animals, christian names, cities and towns or countries.

TOP TEN

- Collect data on the top ten most popular videos over a three week period, published in papers or from the local video store.
- Chart on graph position of different titles over the three week period. Use different colours for different titles.
- Prepare predictions based on trends shown on graph and compare with results published the following week.
- Hold a class survey to find their Top Ten favourites.
- Discuss how data for the Top Ten videos would be collected. Introduce the idea of a sample and compare with national results.

MY SPECIAL PLACE

- Explain to the children that they are going to paint their own special place. This could be an imaginary place. In their special place children can draw or paint their special friends and family, pets, favourite foods, favourite colours. In fact this special place can include anything they like.
- Children share their special place with each other. The artist has to describe all the special things they have included. The visitor then writes a paragraph about the visit, I like Peter's special place because...
- Have a special place display so these can be shared with visitors to the classroom.

STRANDS & OBJECTIVES

Visual Arts

- describing how images can communicate stories and ideas
- developing ideas in response to imagination and visual recall

Mathematics

- planning and carrying out a statistical investigation/survey
- displaying results in appropriate graphic form
- making predictions based on trends uncovered in survey

English

- processing information and presenting it both visually and orally in appropriate form
- thinking critically and imaginatively

ESSENTIAL SKILLS

Communication

- communicating competently and confidently

Numeracy

- understanding, recognising and analysing information presented in graphic or table form

Problem Solving

- using logic, creativity and inquiry to solve set problems

ASSESSMENT GUIDE

- were students able to compile a competent report based on their own investigative criteria?
- were students able to make logical and reasoned predictions from data collected?
- did students display imagination and enjoyment when using language
- evaluate verbal descriptions of 'special place' by written descriptions