

# Art: Sculpting Emotions LEGO-Based Lesson



Lesson Plan to accompany a “Emotions” set. Or can be used and adapted for other needs. Digital instructions for this set can be found on the resources page of LEGO©.com found at <https://www.lego.com/en-gb/service/building-instructions>

# Learning Objectives for All Students:

## Cognitive Objectives (Knowledge and Understanding):

- Students will be able to identify at least three key characteristics of Abstract Expressionism (e.g., non-representational, expressive, emphasis on process).
- Students will construct a collaborative LEGO model that visually represents a specific emotion (e.g., joy, confusion, calm).
- Students will articulate how their LEGO model's form, colour, and composition convey the chosen emotion.
- LEGO Model Focus: An abstract sculpture that visually expresses a single, pre-assigned emotion.

## Affective Objectives (Attitudes and Values):

- Appreciate the importance of friendship and teamwork.
- Demonstrate an understanding of courage in the face of fear.
- Express their feelings about the choices characters make and why.
- Value the role of communication in solving problems.

## Psychomotor Objectives (Skills):

- Participate actively in the lesson activities and discussions.
- Collaborate with others to build the brick-models.
- Communicate their ideas and thoughts effectively.

### Remember to:

- **Adapt** these objectives to the specific needs and abilities of your students.
- **Clearly communicate** the learning objectives to the children at the beginning of the lesson.
- **Use a variety of assessment methods** to evaluate whether the objectives have been met (e.g., observation, discussion, creative expression).

By setting clear learning objectives, you can ensure that your "Emotions" lesson is engaging, meaningful, and impactful for all your school students.

# Welcome Introduction:



## Introduction and Check-In (10 minutes)

- **Objective:** Establish a structured start, clarify objectives, and perform an emotional check-in to gauge readiness.

## Activity: "Invention Inspiration" Starter:

- Briefly state the lesson objectives.
- Before the main collaborative build, provide students with a small handful of bricks and ask them to individually build a small, abstract shape representing how they feel right now.
- Encourage a quick "Share and Reflect" circle where each student briefly explains their individual emotion build, fostering a supportive environment and gauging readiness.

# 'Sculpture' Building Task:

## **Social Communication & Collaborative Building (20-30 minutes)**

**Objective:** Enhance communication, foster a supportive learning community, and promote collaboration through structured roles. This phase involves practical techniques used to enhance communication skills and forms the core focus of the learning pedagogy.

### **Activity: Collaborative Design & Build (20 minutes):**

- Divide students into groups of three and assign the Builder, Engineer, and Supplier roles (which should rotate during the activity).
- Assign each group a specific emotion (e.g., anxiety, excitement) to represent in their abstract sculpture.
- The group collaboratively builds the abstract sculpture using the principles of LEGO Therapy (communication, negotiation) to ensure the final model visually embodies the assigned emotion.

**Observe and Support:** Circulate, offering guidance and encouragement. Highlight examples of good communication and teamwork, and ask groups to explain what they are building.



# 'Sculpture Emotions' Learning Task:



**Objective:** Link the LEGO model (the material-product) to the desired learning aims and narratives.

## **Activity: Telling the Tale (15 minutes):**

Each group uses their final abstract LEGO sculpture as a visual aid to present to the class.

They must interpret the symbolism of their work, explaining the following, linking it to the principles of Abstract Expressionism:

- Form/Shape: How does the structure/shape represent the emotion?
- Colour: Why were those specific colours chosen? (e.g., warm colours for excitement, jagged shapes for anxiety)
- Composition: How does the arrangement of the pieces enhance the emotional message?

This fosters critical thinking and ensures the tactile building experience fuses with the intellectual journey of learning.

- Emphasis is placed on using descriptive language (adjectives and adverbs) to describe the parts of the model, reinforcing vocabulary related to character and setting.

# Evaluations and Reflection of Learning:

## Discussion and Creative Expression (10 minutes)

**Objective:** Assess, evaluate, and reflect on the impact of the learning, focusing on the academic and the informal/emotive aspects.

## Activity: Learning Target & Process Evaluation:

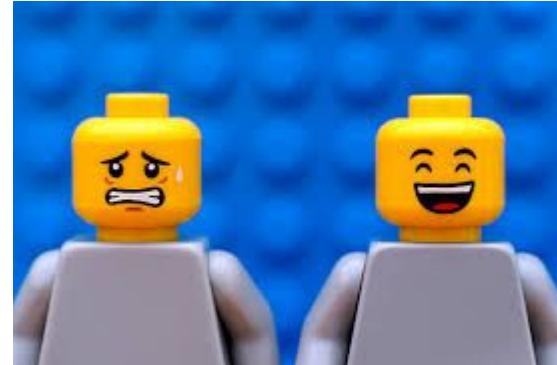
- **Learning Target Reflection (Formative):** Students individually journal their reflection on the learning process, specifically addressing Objective 3 (articulating the link between form/colour/composition and emotion).
- **Lesson Effectiveness Analysis (Informal):** Students engage in a brief discussion on whether they found the LEGO building effective for *understanding* Abstract Art, evaluating the activity's usefulness.



# Plenary and Finish:

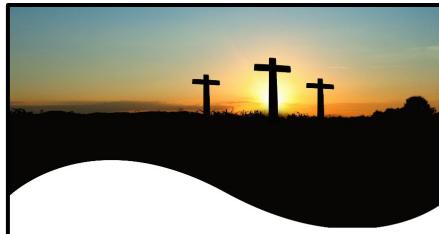
## Review and Conclusion (5 minutes)

- **Review Key Concepts:** Briefly summarise the main points of the lesson, reinforcing the themes of courage, friendship, and problem-solving.
- **Take-Home Activity (Optional):** Suggest that they continue to build their own sculpture design at home with their LEGO bricks.



## Adaptations:

- **Younger Children:** Use simpler language, shorter building tasks, and focus more on the visual and emotional aspects. You may choose to use a single, simpler set.
- **Older Children:** Encourage deeper discussions about artistic themes. Challenge them to add their own creative elements to the sets they build, or to build something doesn't have a specific LEGO set.
- **Time:** Adjust the time allocated to each phase based on the needs and engagement of your students.



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