

EARLYPOLY OBS_218_EN

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Formal and/or non-formal educational setting: **Both**

Most relevant age group: **6-8 years old**

Description of the idea / problem / exercise: **Identification – Description – Comparison – Memorization – Association**

In one part of the game, by searching for given properties, we prepare for the next step of associating concepts of shape, color, and size.

We list all identifiable elements in a table and write these words on strips of paper. These words are then grouped into families. For example, we can find 4 families:

1/ Colors: yellow, red, blue, and green

2/ Shapes: square, triangle, full circle, incomplete circle, regular shape, irregular shape, background (large central part that remains)

3/ Sizes: small, medium, large

4/ Positions: center, edge (or outer side), two consecutive colors, two opposite colors, etc.

Distribution of elements: Each child has enough pieces for the game (minimum 4).

The children sit on the floor in a circle (or semicircle). The game pieces, corresponding to the announced concepts, are placed in the center.

GAME RULES

Level 1: The teacher asks a child to draw a word from one family.

Every child whose word matches a game piece places it in the center of the circle.

The group checks and self-corrects if necessary; the teacher checks and explains if needed.

Each child takes back one of the pieces placed in the center (their own or another).

Then a word is drawn from another family, and the process continues for all 4 families.

Level 2: A word is drawn from 2 families, and each piece placed in the center must meet 2 conditions (must contain both concepts).

Levels 3 and 4: A word is drawn from 3, then 4 families, and each piece placed in the center must meet 3, then 4 conditions, respectively.

- *Why this exercise is good:* This exercise allows for the naming of basic concepts that are found in both art and geometry. It enables the child to observe the game pieces and

gradually focus on one concept, which they must identify in the pieces, and then focus on two concepts at once.

The exercise then gradually becomes more complex, asking whether there are game pieces that contain all four concepts simultaneously. This game incorporates both individual and collective dimensions. It is a constructive approach where each child can be an active participant in their own game and can also help others.

- *Notes:* This game prepares for subsequent games (with higher difficulty levels) that may meet the following conditions:

1/ Connecting square-shaped forms (with glue) so that the small squares in the center are the same color and the medium squares in the center are also the same color. Can the final result be something other than a row of large squares?

2/ Connecting semicircles that are the same size and color as the round/circle shapes. What shape do we get in the end?

3/ Working with triangles: simultaneously match the triangles of the same color in the center, and pair the small triangles 2 by 2, as well as the medium triangles 2 by 2. What geometric shape appears in space?