**Angles**

Let’s try some simple ideas which might be appropriate for different year groups, depending on ability and the way you apply them.  First of all, angles.

Ask students to think of / observe anything which involves an angle:
*a signal at go
a bendy bus
the branch of a tree
arms akimbo
a swift’s wing
the crane lifting the concrete blocks
the grab handle in the train loo
the letter z*

You might get some unexpected, personal examples
*My grandad’s teeth
The bumper on our van*

Try to encourage some more specificity where it’s needed:
*a signal at go* – where?
*a bendy bus* – when? Going round the corner (which corner?)
*the branch of a tree* – what kind of tree? (don’t know? Find out)
*arms akimbo* -  whose?
*a swift’s wing
the crane lifting the concrete blocks* – where?
*the grab handle in the train loo
the letter z*

Now think a little more about the angles. Are they sharp or gentle?
And then start to think about some kind of structure:
e.g. *I like the gentle angle of the swallow’s wing
       the branch of the elder tree in the backyard
       the branch line signal whose angle says, You can Go…*

Or
       *My grandad’s crooked teeth,
          the dog’s lolling tongue,
             the tablecloth slightly askew
      all tell me where I am.*

This is one of the things students find hard and you need to be on hand to suggest, to help re-shape and to see connections.

All this angular stuff might lead on to other things, such as Sharpness.

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