**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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