



EduTrend Contents

G4C · ART AND CRAFT GAMES · MIDDLE SCHOOL

Constraint Cards

Draw three rounds of artwork under random constraints and explain the decisions each rule forced

Ages 11–13

Level: Intermediate

40 minutes

Individuals and pairs ·
up to 30

Activity 03

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 03 · AT A GLANCE

Constraint Cards

Students draw a subject card and a constraint card, such as “three colours only”, “one continuous line”, “no straight lines” or “fill the whole page”. They have eight minutes per round to make an artwork that follows the rule. After three rounds, pairs compare work and explain the decisions each constraint forced and which they would use again.

Learning outcomes

By the end of the session students can:

- work within constraints;
- make and explain creative decisions;
- try unfamiliar techniques;
- give specific feedback.

KEY WORDS

constraint · decision · technique ·
line · colour · composition

CURRICULUM LINKS

Art and design: drawing, colour and
composition.

1**WARM UP**

Hands and ideas
ready

2**EXPLAIN**

One game, one rule

3**MAKE**

Try, change, try
again

4**SHARE**

Show and explain

5**TALK**

What did you
decide?

6**TIDY**

Clear up together

Materials (whole class)

- Subject and constraint cards
- Paper, pencils, coloured pencils or pens
- Timer
- Worksheets 1, 2 and 3

Before the session

- Make card sets.
- Prepare materials.
- Model one round.
- Agree feedback rules.

SAFETY

Keep feedback specific and kind; never
comment on ability.

ACTIVITY 03 · SESSION PLAN

Step by step

Constraints often lead to more original work than free choice.

Time	What happens	Say or ask
0–5 min Warm up	30-second doodle challenges.	<i>“What did the time limit change?”</i>
5–8 min Explain	Cards and rounds.	<i>“How will the rule change your drawing?”</i>
8–32 min Make	Three rounds.	<i>“What decision did the rule force?”</i>
32–40 min Share	Pairs compare and explain.	<i>“Which constraint would you use again?”</i>

CHALLENGE CARD (print or copy onto the board)

Follow each constraint and explain one decision it forced you to make.

ACTIVITY 03 · FACILITATOR NOTES

The art game know-how in brief

Constraints push people to make decisions quickly and accept imperfect results.

Explaining decisions builds reflective, creative thinking.

Common ideas to listen for

- “Constraints limit creativity.” They often spark it.
- “Good art takes hours.” Quick work can be strong.
- “There is one right way to follow a rule.” Many solutions exist.

Adapting the activity

Support

Start with one gentle constraint, such as three colours.

Stretch

Combine two constraints in one artwork.

WORKSHEET 1

Round log

Name: _____

Class: _____ Date: _____

Record each round.

Rounds

Round	Subject	Constraint	Decision forced
1			
2			
3			

WORKSHEET 2

Partner feedback

Give specific feedback.

Feedback

What works	A question I have

WORKSHEET 3

Reflection

Reflect.

The constraint that helped me most was... because...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Follows constraints	Explains decisions	Gives specific feedback

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Constraint Cards is a sample activity from the EduTrend Contents G4C Art and Craft Games programme (middle school, level: intermediate). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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