

## Activity Plan Template

**Title:** *The Art behind the Numbers*

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**Topic:** *Art and Mathematics*

**Connection to Core Curriculum:** *Using technology to improve the mathematics learning experience.*

**Overview:** *This activity is not only meant to show the class what sources there are for aiding in mathematics learning and teaching, but also in implementing more artistic, and visual aid concepts and tools to expand the understanding of different mathematic concepts.*

**Objectives:** *Participants will explore and discover different tools (both digital and tangible) that can be used both in mathematics and artistic and creative situations. They will find tools that interest or surprise them, and consider opportunities when those tools could be used in later lessons and teaching instructions.*

**Materials Needed:** *access to the internet, potentially tools later depending on what they find during the activity.*

**Technology:** *An interactive collection website, and an article.*

**Role of Technology:** *This website is a library of tools and resources that can lead to numerous lessons and aids.*

**Web Reference:** <https://etc.usf.edu/clipart/galleries/238-math-tools>

### Activity Plan:

1. *As the class to consider how math and art are related- have them jot down a few ideas*
2. *Read the article "[The mathematics of Art](#)" and discuss with a classmate if they got any new insights.*
3. *Now open up to the Math Tools Gallery and explain how tools that are thought of in correlation to math and science, are also commonly used in various Art techniques. Challenge the class to find 5 tools or resources that could be used in art and math that they hadn't considered using in their own teaching before.*
4. *Come together as a class and share what tools were discovered? How can they be used in both art and math?*

**Background:** *Calise is looking to go into art education, and also has an interest in mathematics, and with her study in both fields, she found that some students learn best with visuals, examples and practice- even self-exploration, and these tools in this gallery act as a source for discovery and increased appreciation for both math and art.*

**Included documents:** *discussion outline*

**References:** *both websites sited above.*

## Discussion/Activity Outline

1. Q: How are mathematics and art related?

For this activity we will explore the tools out there to help with the visual aspect of mathematics

2. Read the article below and answer some questions

<http://mathcentral.uregina.ca/beyond/articles/Art/art1.html>

Q: how does art *rely* on math?

Q: Did you learn something you didn't know before? Was anyone surprised?

3. Below is a website with many different mathematic, scientific, and yes, artistic tools. Spend a few minutes exploring the website, and see if you can find correlations between math and art through these 11 categories.

<https://etc.usf.edu/clipart/galleries/238-math-tools>

Q: Which tools did you find that could also be used for art or other creative projects?

4. Discuss/ reflect: As we are all studying math –and/or education, once you have found **three art related math tools**, see how you could incorporate these into a lesson plan of your own.

Q: What are some benefits of using art, and other creative angles, in teaching math concepts?

Q: Did this website give you more ideas for other possible teaching methods?

5. What role did technology play in this activity? What difference did it make?