

Math Art Combo Tour

Valencia Park 3rd grade Wednesday May 20th 11:00-12:00 & 12:00-1:00

Paradise Hills 3rd grade Friday May 22nd 10:00-11:00

Let's call this tour a "combo tour." Part of the tour we are asking you to focus on 3 particular objects in Self Taught Genius and to share or ask certain questions while the other part of the tour will be your choice and should include other parts of the Museum.

Although we are providing certain prompts for the following three objects, we also want you to include any other aspects of the works that you find interesting. Please include the suggestions but do not feel limited by them, while keeping in mind all the other groups need to tour these three objects as well.

Back in the classroom, the classroom teachers will show photos of these quilts and the students will use them as the subject to measure perimeter and area, and make their own quilts. For this tour, we want to make sure they see these quilts so that they remember seeing them in person when they see the photos and also to start to think about real life application of measuring and planning that artist use when they create.

1. Freedom Quilt

General introduction to this quilt such as unpacking the meaning of "Freedom" and understanding the artists message

Ask the following questions:

- What does freedom mean to you?
- Why did the artist choose this word?
- Why did the artist repeat the word?
- How many times is it repeated?

Take a close look at the different letters and notice they are all slightly different.

Share with students that the artists choose to make each letter slightly different because her experience is that Freedom is different for different people.



2. Diamond in the Square Quilt

Look at the shapes and symmetry in this quilt. Thinking about how the artist created this quilt, was it a highly planned and measured project?

Ask the following questions:

What shapes do you see?

Recall symmetry- if they do not provide the definition tell them symmetry means it is the same on both sides. Looking at the quilt, if we imagine a line straight down the center, is this quilt symmetrical, meaning is it the same on both sides?



Let think about how this artist might have created this quilt. Do you think the artist put a lot of planning into creating the quilt? Survey the group for yes or no or maybe answers. Ask additional questions: Do you think this artist needed to measure anything? How did the artist get all four larger pink squares the same size or all four smaller squares the same size. Do you think the artist had a lot of practice or got it right on the first try?



Compare the process of creating this quilt to the process of Judith Scotts in that Judith Scott did not plan ahead of time, she created spontaneously.

3. Original Design Quilt

Ask students to point out all the different geometric shapes they see. Try to see if anyone recognizes the octagon.

Ask students if this quilt is symmetrical? This is kind of a trick question, because it is almost symmetrical except for small details such as the dove in the middle and a few variations in color such as a yellow diamond on the left and a red one on the right. See if they can look closely to find these subtle differences.

