AARHUS BILLED- OG MEDIESKOLE

Art and Mathematics at Aarhus Art and Media School
An opportunity to give children the possibility of working with an alternative approach to mathematical subjects and elements through one or more of our three programs; Patterns and Reflections, Geometry and Image Analysis and Central Perspective in Images and Models. All three courses link artistic expression and creativity with the rigor and order of mathematics.

Time
The course lasts 3 to 4 hours over a single day. The time slot is agreed with the teacher for each school.

Preparation
Depending on which course is selected, the availability of certain materials make progression easier. Rulers, sharpened pencils, compasses and scissors are often needed. Due to the courses being held at the school, a spacious room is necessary for the pupils to express themselves creatively using paper, and materials to draw and cut with. An arrangement can be made with the educator, by the school teacher contacting them, after a booking has been made.

Patterns and Reflections (1.- 2. class)
The pupils work with mirror imaging and symmetry. Through the use of centerlines huge drawings are made (extra large), using objects placed on an overhead projector, as well as patterns constructed after symmetrical drawings in a smaller format. We will be working with templates that will be painted up before looking for geometrical figures in our own paintings.

Geometry and Image Analysis (4.-6. class)
We select one or several images and search for visible and hidden forms in the images. There may be symbolic meaning revealed in the way we look at and read an image. Finally, we will try to update or construct a new image, inspired directly by the painting that has been analysed.

Central Perspective in Images and Models (4.-6. class)
We start by looking at two dimensional images and transfer them to three dimensional images by making spatial models. As an alternative, motifs with a central perspective can be drawn up and subsequently constructed as a spatial model in the classroom. An example could be the main street in a town. The pupils will also be given a short presentation of the history of central perspective from the Renaissance to today with examples to clarify finding a horizon line and a vanishing point in the images.