

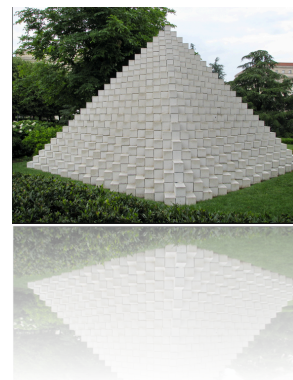
BOXING EQUATIONS PROJECT



YEAR 10 MATHS & VISUAL ARTS

MR. RANIERI AND MS. AXFORD

Being a conceptual artist means that all of the planning and decisions are made before the execution of the piece. The idea becomes the machine that makes the art. It is the concept rather than the art piece itself that is important. The artist acts as an architect, designing a plan that can be followed perfectly by anyone because the directions are based on mathematical concepts. – Sol LeWitt and HTH



Project Overview

- The aim of this project is for you and your classmates to develop Mathematical instructions that will create a sculptural art piece for the school. The sculpture will be displayed in the school grounds and will represent your knowledge and understanding about linear equations in Maths and how anyone can recreate this artwork using the instructions.

Learning Objectives

- Substitute values into formulas to determine an unknown
- Solve problems involving linear equations, including those derived from formulas
- Understand the purpose of Concept Art
- Understand the formal qualities of Colour, Shape, and Line etc.
- Understand the purpose of Sculptural Art
- Develop skill in a variety of making processes

Requirements (What you'll do!)

1. A brainstorming task given to you by Ms. Axford to come up with ideas.
2. Choose 1 to develop in Maths with Mr. Ranieri.
3. Create "mathematical instructions" (equations) so that someone else can reproduce your artwork.
4. Work on colour concepts for your part of the sculpture with Ms. Axford and create a blue print.
5. When Mr. Ranieri and Ms. Axford approve final blue print you will then create your panel for the sculpture.
6. Throughout the process you will be required to participate in class critiques.

Final Product

- Brainstorm development task sheet

- Colour concepts
- Mathematical instructions as linear equations
- Reproducing a peer's artwork, including working-out
- Individual panel for sculpture, which will incorporate the mathematical instructions.
- Large sculpture consisting of 3 square pillars
- Practitioners statement

Grading

Brainstorming work	/10
Mathematical equations (your own artwork)	/20
Mathematical working-out(recreating a peer's artwork)	/20
Prototype/ colour concepts	/10 /10
Individual panel of work	/20
Practitioners statement	/10
Total	/100

Timeline

Week of	Project Tasks and Due Dates
Week 2	<ul style="list-style-type: none"> • Idea Generation 6 designs (Art) • Developing linear equations of favourite design (Maths)
Week 3	<ul style="list-style-type: none"> • Continue working on linear equations
Week 4	<ul style="list-style-type: none"> • Developing the colour concepts • Primed boards
Week 5	<ul style="list-style-type: none"> • Super class Monday (Students draw up own design)
Week 6	<ul style="list-style-type: none"> • Super class Monday (partners draw up design)
Week 7	<ul style="list-style-type: none"> • Instructions in the centre

Challenge / Extension Options

Transfer your instructions onto a window of building 11 using electrical tape creating another artwork, See Ms. Axford for details.