

## Good practices ARTS\_302BC\_EN

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Description of the problem / exercise: **Cubism and mathematics**

After a theoretical explanation the students can analyze the masterpieces of cubism in a museum, or their reproductions.

This art movement can be presented to students in such a way that students can paint a picture and after that, they can make the cubistic version of that painting using Poly-Universe sets. As they can remove and change the tiles, they can choose the version which they like best.



Figure:

<https://www.facebook.com/uciteljicamirjana/photos/pcb.2362205114040742/2362204817374105/?type=3&theater>

An illustration of a cubist picture is presented without the painting from which it originates. Our students will make similar pictures by using Poly-Universe sets.

Finally, students can calculate the sum of the areas of the tiles in each color and the percentage of that area in relation to the whole picture.

Variations:

- A picture can be presented to all the students and each of them can create a cubistic version of it by using the PolyUni elements (tiles). The winner is the student whose picture has the largest (or the smallest) area of tiles.
- Students put together a cubist version of the given picture.

- *Why this exercise is good:* Competences which are developed and knowledge which is deepening: creativity, aesthetic competence, organizational skills, communication skills, collaboration skills
- *Level of teacher training:* Elementary, secondary school, subject teacher
- *School subject(s):* Art and design, languages, mathematics, history
- *Comments:* For ages over 10 years