

FUN DRAWING WITH MATHEMATICS (LEVEL 3)

Description	Learners use Mathematics to develop some drawing techniques, and then use their products to create puzzles to entertain the family.
Leading Question	How can Mathematics awaken the artist within me and help me improve my drawing skills?
Total Time Required	~5 hours over 3 days
Supplies Required	Paper and pencil, (optional: removable stickers like sticky notes).
Learning Outcomes	<ul style="list-style-type: none"> - Using grids for graphing and estimating areas - Practicing geometric reflection and simple rotation of 2-d shapes - Constructing complex drawings using grids and transformations
Previous Learning	<ul style="list-style-type: none"> - 2 dimensional shapes and angles - Locating points on a coordinate grid

DAY 1

Today you will how to use drawing and mathematics together.

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> ● Introduce the project's leading question: How can Mathematics awaken the artist within you and help you improve your drawing skills? ● And ask: have you ever used Mathematics in drawing? How?
30 minutes	<ul style="list-style-type: none"> ● Let's start by reviewing the grid graph, and using ordered pairs (x,y) to represent points on a grid. ● In this pair: <ul style="list-style-type: none"> x, or the first number in the ordered pair, represents how many steps across (horizontal, or sideways) we move from the Origin point; y, or the second number, represents how many steps we go upwards (vertical).

Therefore, this ordered pair (x,y) tells us the location of a certain point on a grid.

- Solve question 1 on day 1 worksheet.

30 minutes

- An area is the measure of surface that a shape occupies. This can be easily found on a grid by counting the number of unit squares that are inside the shape. Some shapes may have half squares, or smaller parts of squares, so you can use some estimation to find their area approximately.
- Solve question 2 on day 1 worksheet.

DAY 2

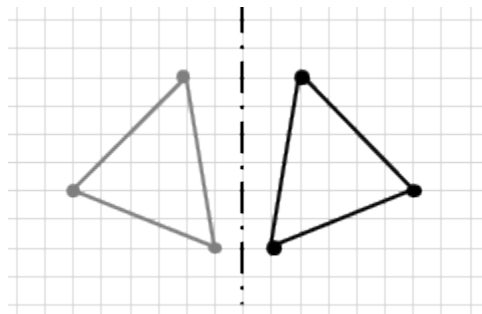
Today you will learn about reflection and rotation in mathematics.

**Suggested
Duration**

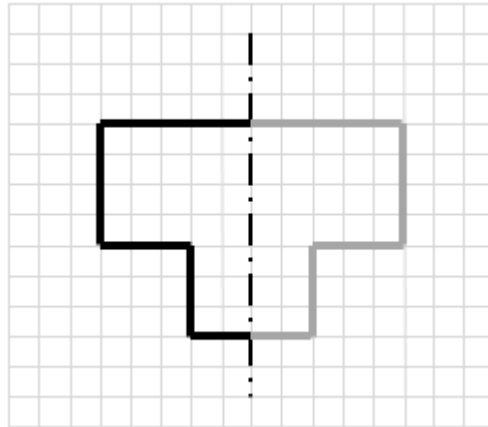
Activity and Description

10 minutes

- A shape undergoing Reflection is simply when the shape changes to its mirror image. In the example below, the dashed line is called the axis of Reflection (or mirror line).



The figure below is symmetrical, so reflecting one half will complete the figure:

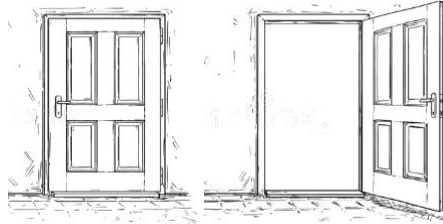


30 minutes

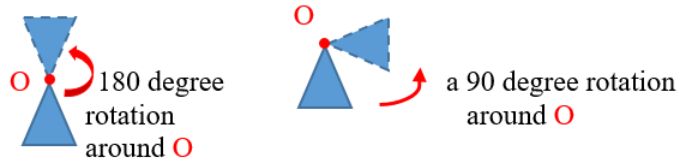
- In Day 2 worksheet, complete the reflections in Question 1, and then explain your solution to a parent or adult.
- Assessment criteria:
 - The learner uses a mix of imagination, and physical means to verify responses. (by placing the sheet against an actual mirror to see how the reflected shape looks)
 - The ability to explain or defend their answers

20 minutes

- Another kind of Transformation is Rotation
- Let's start with a simple activity.
 - Stand up facing one side of the room.
 - While standing in the same position, make one full rotation to go back to the initial position.
 - What angle have you covered in this rotation? (it is 360 degrees, or a full circle).
 - Now make a 180-degree rotation. This is a half-circle; it makes you face the opposite direction in the room.
 - How about a 90-degree rotation?
If you are facing East (where the sun rises), a 90-degree rotation can make you either facing North or South.
 - (Optional: In order to make a general agreement, mathematicians agree that a rotation is usually done counterclockwise, that is opposite to the clock rotation movement. So, if you are facing east, a rotation of 90 degrees will make you face North. Rotating from East to South is a 270-degree rotation).
- An example of Rotation is the difference between when a door is closed versus when it is open



- A rotation is defined by an origin and an angle
 - Stand facing on wall in the room and rotate by 90 degrees. Where are you facing now?
 - See the diagram below 2 examples of rotation: The origin of rotation must be defined.



20 minutes

- Solve number 2 on the worksheet, and then explain your solution to a parent or adult.
- Assessment criteria:
 - The learner uses a mix of imagination, and physical means to verify responses (by putting the pencil on the Origin of rotation, and turn the whole sheet around the origin shows where the rotated shape will be)
 - Depth of understanding through the confidence in explaining and defending their answer

15 minutes

- Learners are asked reflection questions:
 - Describe Reflection in your own words
 - What does Reflection change in an object? (size, color)
 - Describe Rotation in your own words
 - What does Rotation change in an object? (colors size, weight)

DAY 3

Today you will use grids and reflections to make your drawing skills better! .

Suggested Duration

Activity and Description

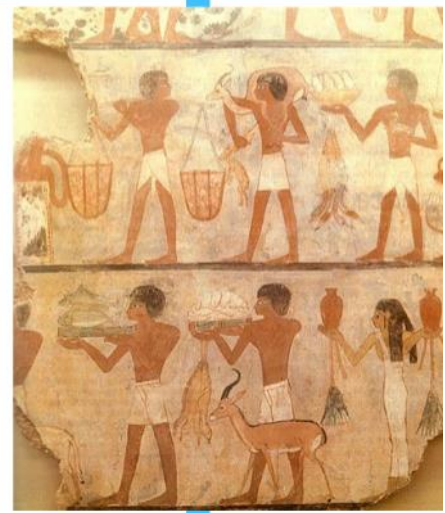
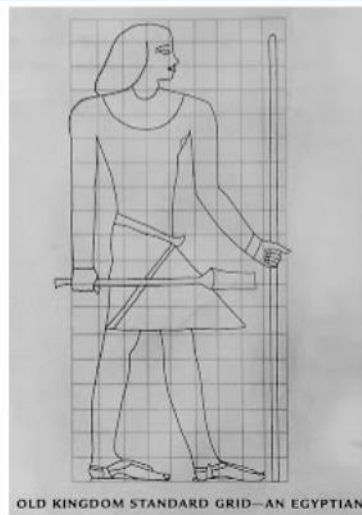
EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

10 minutes

- Many artists have used grids in drawing throughout history, see the below examples from ancient Egyptians (more than 4000 years ago), or Renaissance artists (more than 500 years ago).

The ancient Egyptians at the beginning of the Middle Kingdom (around 2055 BC - 1650 BC) used grids by snapping a string soaked in red dye against their drawing surface to create grid lines. Their figures had very specific proportions that didn't change for centuries!



Renaissance artists would build a wooden frame, hammer in nails spaced equally apart and tie lengths of string from one end to the other to create their rows and columns. They would then place the wooden frame where they could look through the grid and see their subject from their workspace.



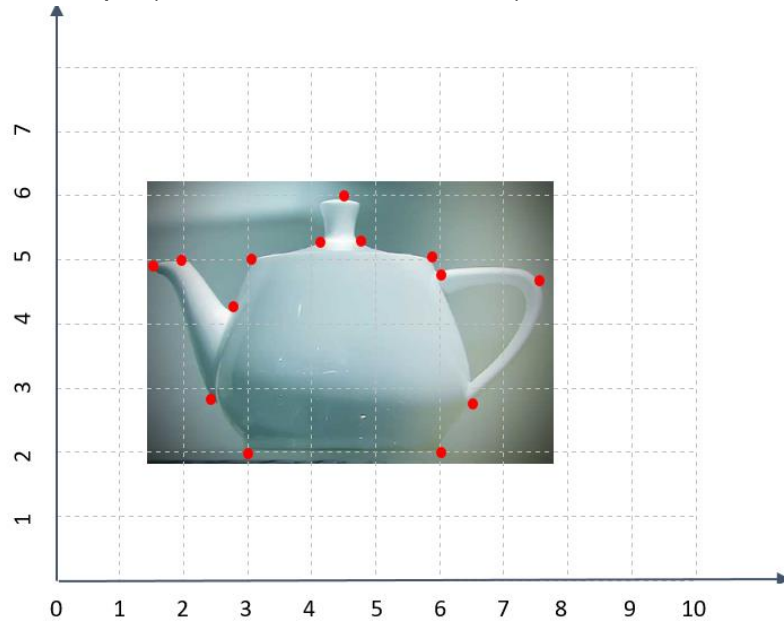
Source: <https://prezi.com/eijrwmwhvgrg/grid-drawing-for-6th-grade/>

EAA welcomes feedback on its projects in order to improve, please use this link:

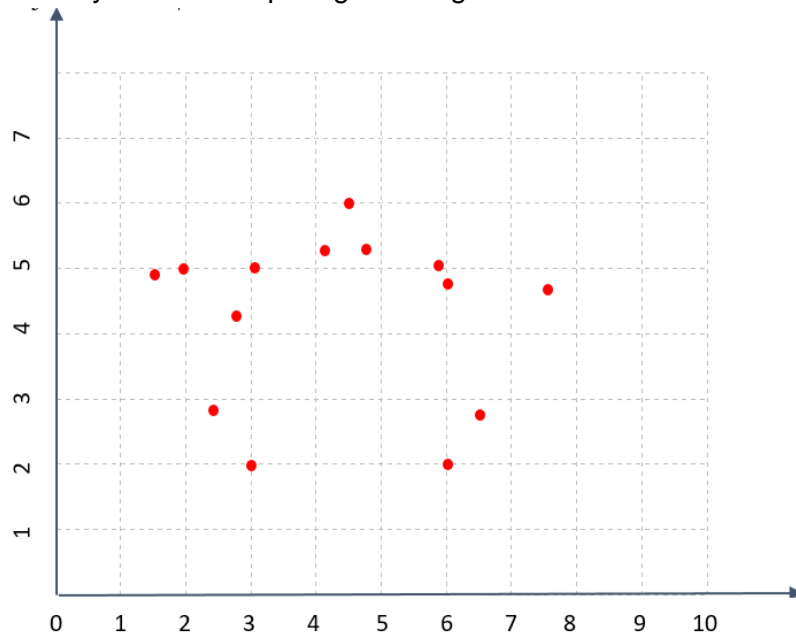
<https://forms.gle/LGAP9k17fMyJrKJN7>

30 minutes

- Let's start with an example: see this image of a teapot (called the UTAH teapot)
- First try to draw this teapot on a piece of paper. (The learner takes 5-10 minutes to draw the teapot).
- Now let's use the grid technique and try again.
 - Place the teapot through a grid and mark the main points of the shape (see demonstration below).



- Now try to draw the pot again using the dots.



5 minutes	<ul style="list-style-type: none"> Questions to reflection on: To what extent has the grid technique improved your drawing? Do you think it is easier to draw using a grid? What objects would you like to try drawing using this grid technique?
20 minutes	<ul style="list-style-type: none"> Solve problem 1 on the Day 3 Worksheet
20 minutes	<ul style="list-style-type: none"> Solve problem 2 on the Day 3 Worksheet
30 minutes	<ul style="list-style-type: none"> There are some objects that we call 'Symmetrical.' This means that one half of the object is a mirror image of the other half. Is a circle symmetrical? What about a square? How about the human body? Try to use the grid technique and Reflections to draw the ladybird image in Question 3 of Day 3 worksheet.
5 minutes	<ul style="list-style-type: none"> Hang the drawings you completed today on a wall in the house.

ASSESSMENT CRITERIA

- The accuracy of drawings compared to the original images.
- The rate of progress in terms of becoming faster at using the techniques.

ADDITIONAL ENRICHMENT ACTIVITIES

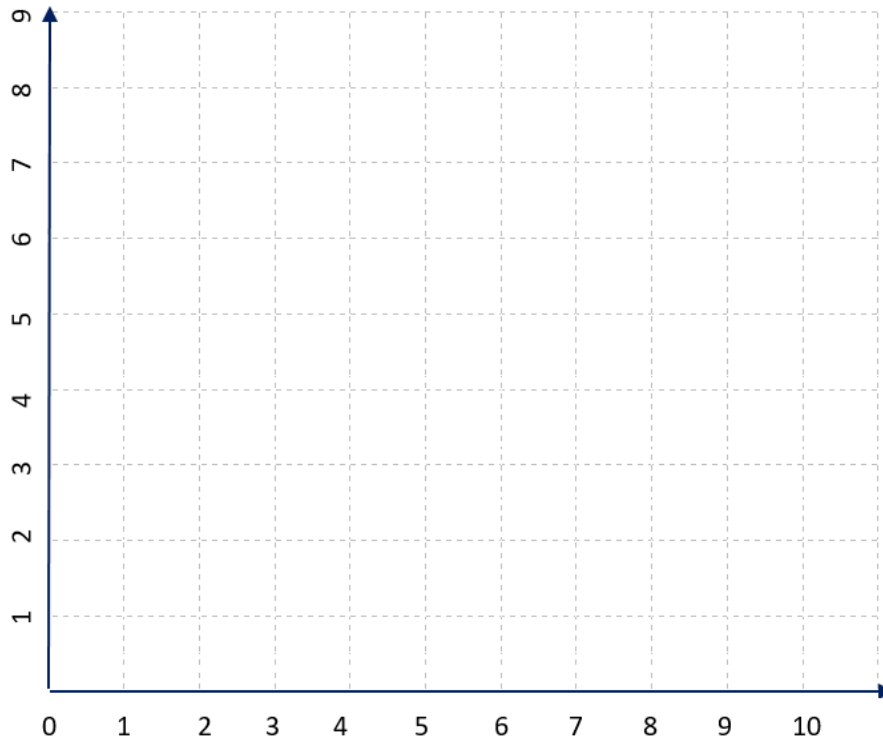
- Make another copy of the ladybird drawing, and cut it into square pieces, then challenge your family members to arrange the puzzle.
- Learners are challenged to choose a symmetric shape from the house, trace it into a grid, and make 2 copies of it. Then cut the 2 drawings into smaller square puzzle pieces and arrange a competition amongst 2 groups of family members to complete the puzzle in a shorter period of time.
- Learners use a grid to draw an image or an object of their choice. Once done, they may display it on a wall in the house.

MODIFICATIONS TO SIMPLIFY

For a simpler version, learners may skip Question 2 on day 2 and problem 3 of day 3.

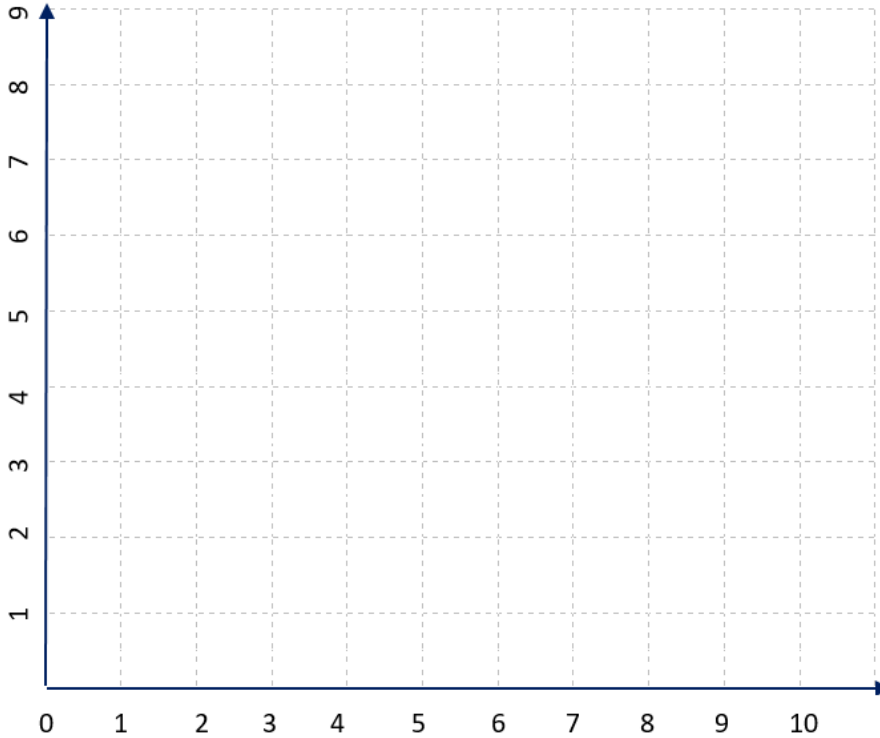
DAY 1 WORKSHEET

1. On the grid below, plot the points A(1,1), B(4,1), C(4,4) and D(1,4).



- a. What is the shape ABCD? Connect the points A to B, B to C, C to D, and D to A.
 - b. Plot the points E(2,5), F(4,5), G(4,7). Connect the points E to F, F to G, and G to E. What is the shape EFG?
 - c. Plot the points H(5,5), I(10,5), & J(10,7). Connect the dots H to I, I to J, and J to I. What is the shape HIJ?
- 2.
- a. Find the area of the shape ABCD, by counting the number of area units, or grid squares, it encloses.
 - b. Find the area of shape EFG. (hint: the answer is a whole number).
 - c. Can you find the area of shape HIJ?
Probably it will be easier if you add a point K(5,7). HIJK is a rectangle.
First count the number of area units inside HIJK;
Then the area of HIJ is half of that.

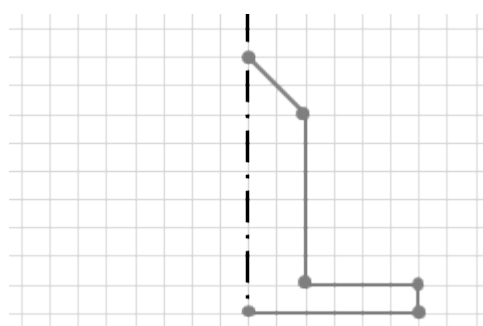
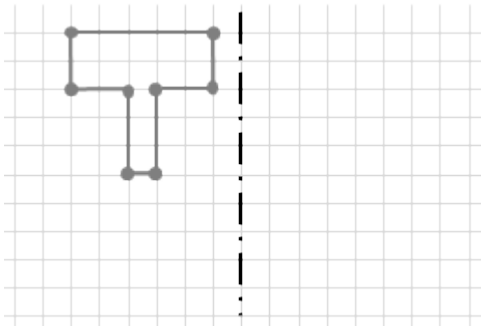
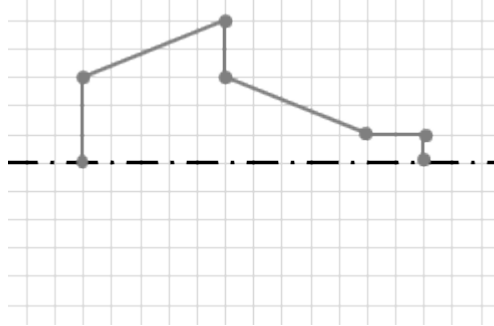
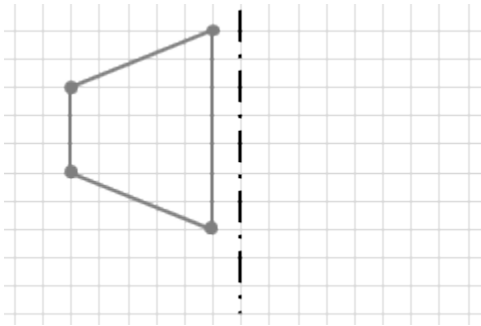
3. On the grid below

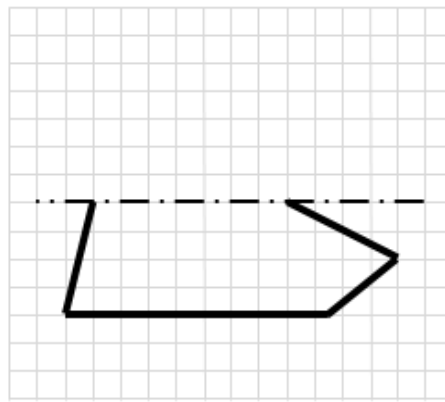
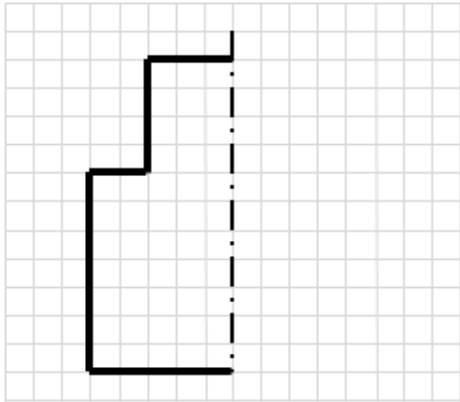


- a. Draw the points A(3,2), B(9,2), C(9,7), D(7,5) and E(3,9).
 - b. Connect the points: A to B, B to C, C to D, D to E, and E to A.
 - c. Can you calculate the area of shape ABCDE?
- Hint: Add two points: F(9,5), and G(3,5). The area of ABCDE can be found by adding the areas of 3 shapes:
 - Area of rectangle ABFG + Area of triangle CDF + Area of triangle DEG.


DAY 2 WORKSHEET

1. Draw the reflection of the shapes using the dashed line as Axis of Reflection (source: <https://www.helpingwithmath.com/printables/worksheets/geometry/4g3-symmetry02.htm>)
Hint: The reflection of each point will be the same number of squares to the other side of the mirror line.






2. Draw the rotated shape around the origin (red dot), and with the respective angle:

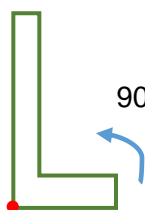
 180 degrees counter clock-wise



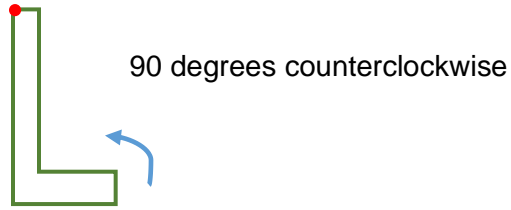
180 degrees clock-wise



 90 degrees counterclockwise



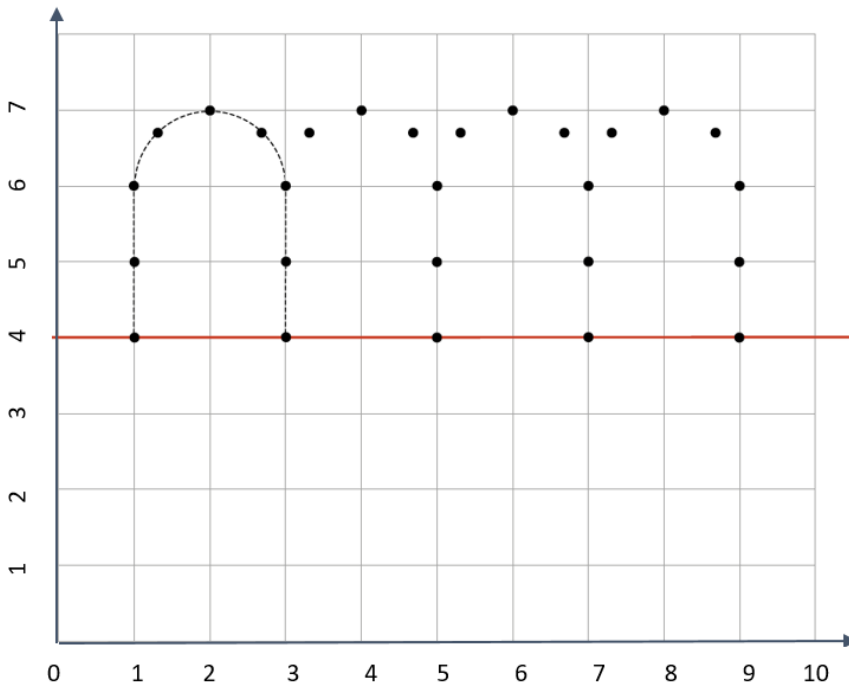
90 degrees counterclockwise



DAY 3 WORKSHEET

1. Here is a picture from the backyard of the Museum of Islamic Art in Qatar.
 - a. Using the grid and points below, try to trace the arches.

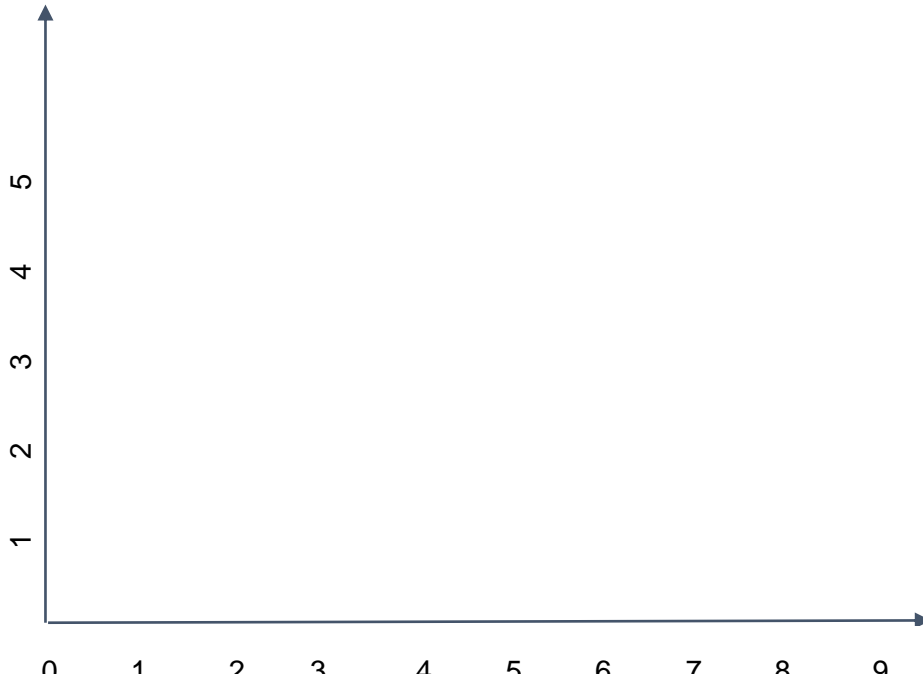




The mirror line, or
Axis of Reflection

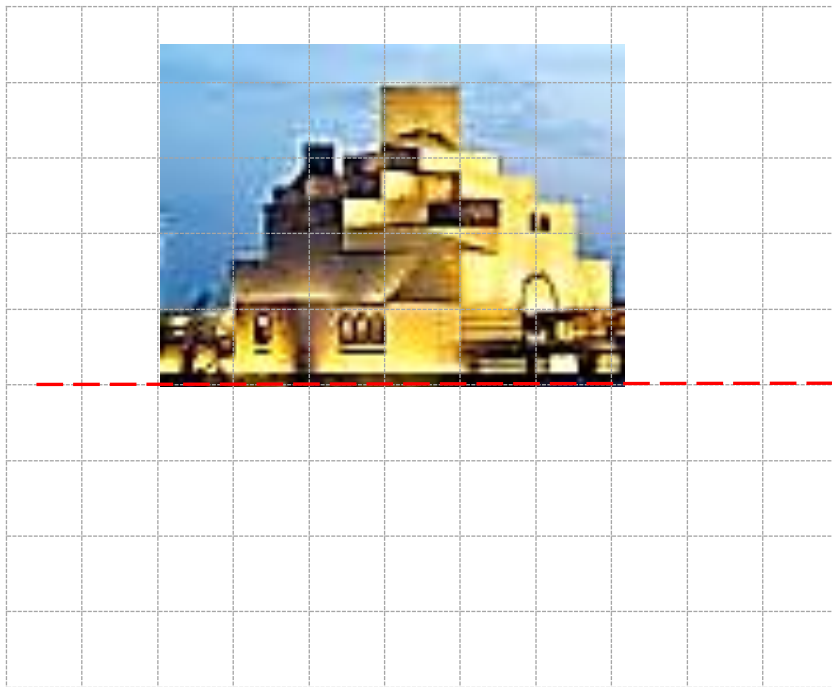
- b. After drawing the arches, use the red line as an axis of reflection, and draw the reflection of the arches.
2. Here is another picture of the Museum of Islamic Art with its reflection in the water. Use the grid below to draw the reflection of the museum.





Axis of reflection

Hint:
then
each
the



first mark the main corner points of the museum structure, make the reflection of point, and lastly connect them to get trace of the museum building's reflection.

3. Notice the ladybird image below. You are challenged to recreate this image on the grid below.
Hint: The Ladybird's body is symmetrical, which means that one side of it is a reflection of the other side- see the dashed line below is the axis of symmetry.

