

Escher

Lesson Plan: Exploring the World of M.C. Escher Through Art and Paradox

Objective:

Students will gain an understanding of M.C. Escher's artistic innovations, explore the use of mathematical concepts in art, and reflect on the ways art can alter perceptions of reality and physical space.

Duration:

Five 50-minute class periods

Materials:

Copies of the text provided

Art supplies (pencils, pens, digital tools, collage materials)

Computers with internet access for research

Projector for presentations

Camera or smartphone for photography project

Modeling materials (clay, cardboard)

Day 1: Introduction and The Art of M.C. Escher

Activities:

Read Aloud and Discussion (30 min):

Read the provided text aloud.

Discuss the narrator's initial motivation to write about Escher and their unexpected transformation at the museum.

Match Vocabulary (20 min):

Students match vocabulary words from the text with their definitions.

Day 2: Escher's Art and Mathematics

Activities:

Research on Escher's Art (30 min):

Students research how M.C. Escher used mathematical concepts in his artworks. Focus on optical illusions, perspective, and architectural influences.

Students prepare a short presentation on their findings.

Create Your Own Optical Illusion Art (20 min):

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Students create their own artwork inspired by Escher using geometric patterns and perspective tricks. Discuss the concept behind each design.

Day 3: Artistic Expression and Short Story Creation

Activities:

Short Story Writing (50 min):

Students choose an Escher artwork and write a short story imagining what it would be like to step into that world. Consider how the laws of physics and logic might be different and how characters interact with their environment.

Day 4: Philosophical and Architectural Explorations

Activities:

Philosophical Reflections Journal (25 min):

Introduction to keeping a journal reflecting on paradoxes or contradictions in everyday life, inspired by Escher's paradoxical art.

Share and discuss intriguing journal entries.

Escher-Inspired Architectural Design (25 min):

Students create models of buildings that incorporate Escher-like elements using modeling materials. Present designs to the class and explain architectural choices.

Day 5: Discussion and Reflection

Activities:

Group Discussions (50 min):

Organize a series of discussions on various topics:

How does art influence our perception of reality?

Can mathematical principles enhance artistic expression, or do they restrict creativity?

What role does imagination play in interpreting art?

How do optical illusions work, and what do they tell us about human perception?

Discuss the importance of perspective in understanding the world around us.

Evaluation:

Participation in discussions and artistic creation activities.

Quality and creativity of optical illusion artworks and architectural models.

Depth of insight and reflection in the philosophical journal and short story projects.

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Understanding and articulation of how Escher's use of mathematical concepts influenced modern perceptions of art.

This lesson plan aims to immerse students in the innovative world of M.C. Escher, encouraging them to explore the intersections of art, mathematics, and philosophy while reflecting on how these elements can transform perceptions of the physical and conceptual world.