



Quilt Codes to Computer Codes

Creating a Collaborative Mural
with Meaning

Greely Myatt

•Greely Myatt is widely recognized for his whimsical sculptural objects and monumental installations made from found materials. Engaging with surrealism, pop, folk and outsider art, he has developed a visual language of truly reimagined but recognizable forms. His works provoke a conversation with the viewer around relationships, connections, identity and place, time and space, art and its history, and concepts of art and craft. Myatt explores these exchanges through continuous reinterpretations of literal motifs— like the comic strip and speech bubbles. He is a Professor Emeritus at The University of Memphis Art and Sculpture Department and has exhibited in numerous solo and group exhibitions across the United States, Europe and Japan.— source: David Lusk Gallery





Quilt Code To Computer Code Creating a Collaborative Mural With Meaning - Unit Lesson Plan

•Description

•Students will explore the work of Greely Myatt to create a mural that will use visual language to provoke a conversation, connections and reflection. This process helps students think and work like an artist with research, problem solving, discovery, hands-on application and presentation. This artwork looks at folklore, legends, and questions of the past and simultaneously creates a bridge that points forward with layers of symbols, colors, shapes and hidden meaning.

•Level

•Beginning to Advance

•Areas of Study

•Identity Community Collage Mixed Media
STEAM

Lesson One Objectives The Quilt Code

- Students will understand how images can be visual metaphors or symbols for concepts and ideas.
 - Students will explore and analyze the artwork of Greely Myatt looking at the concepts of collage and assemblage.
 - Students will begin creating collage patterns for a large school-based collaborative **mural artwork using traditional and contemporary criteria.**
 - Students will synthesize and incrementally build upon knowledge of art making approaches to create a meaningful work of art.
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Teaching Strategies

- Lead a discussion about the artist Greely Myatt and show examples of his art.
- Introduce the ideas of metaphors and symbolism in art and how layers **in this project represent what is revealed and what is hidden in life.**
- Facilitate a brainstorming discussion of how legends, fables, mythology or **even family oral stories that are past down serve as lessons for the present and future.**
- . Students will learn about the legend of the quilt codes and how they were **both hidden and revealed and symbolically used as a lantern, and a map to see your way to a better life.**

Tennessee Standards

CREATING

Use observation and investigation in preparation for making a work of art

VA:Cr1.2.1a

Repurpose Objects to create something new.

VA:Cr2.2.2a

PRESENTING

Categorize artwork based on a theme or concept for an exhibit.

VA:Pr4.1.2.a

Identify and explain how and where different cultures record and illustrate stories and history of life through art.

VA:Pr3.3.1.a

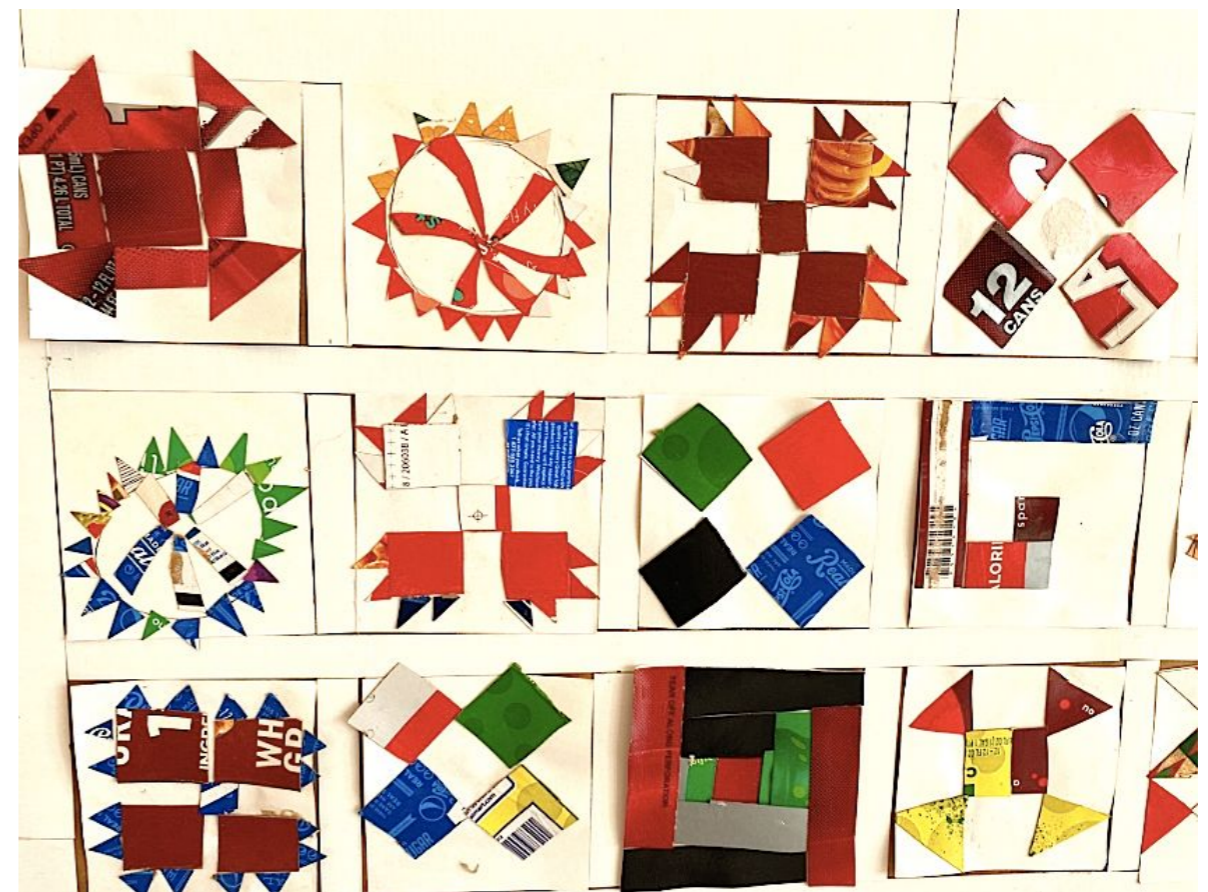
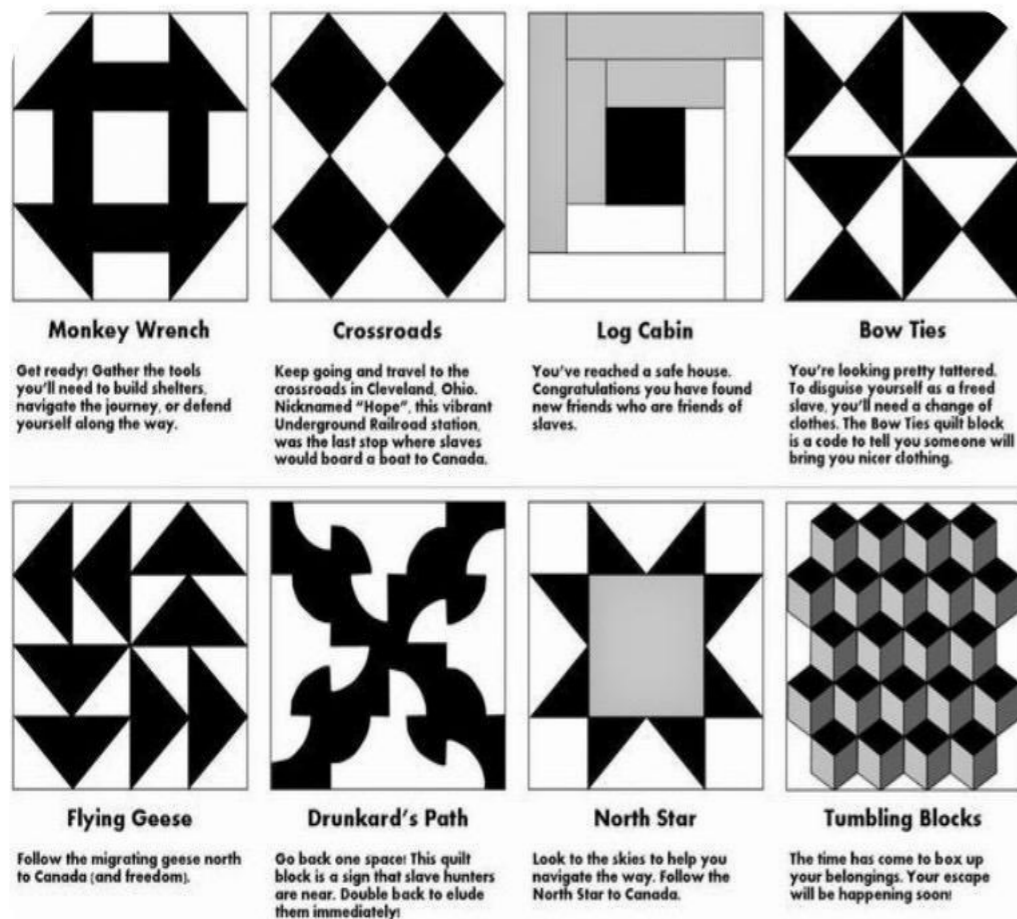
Social Justice Domain

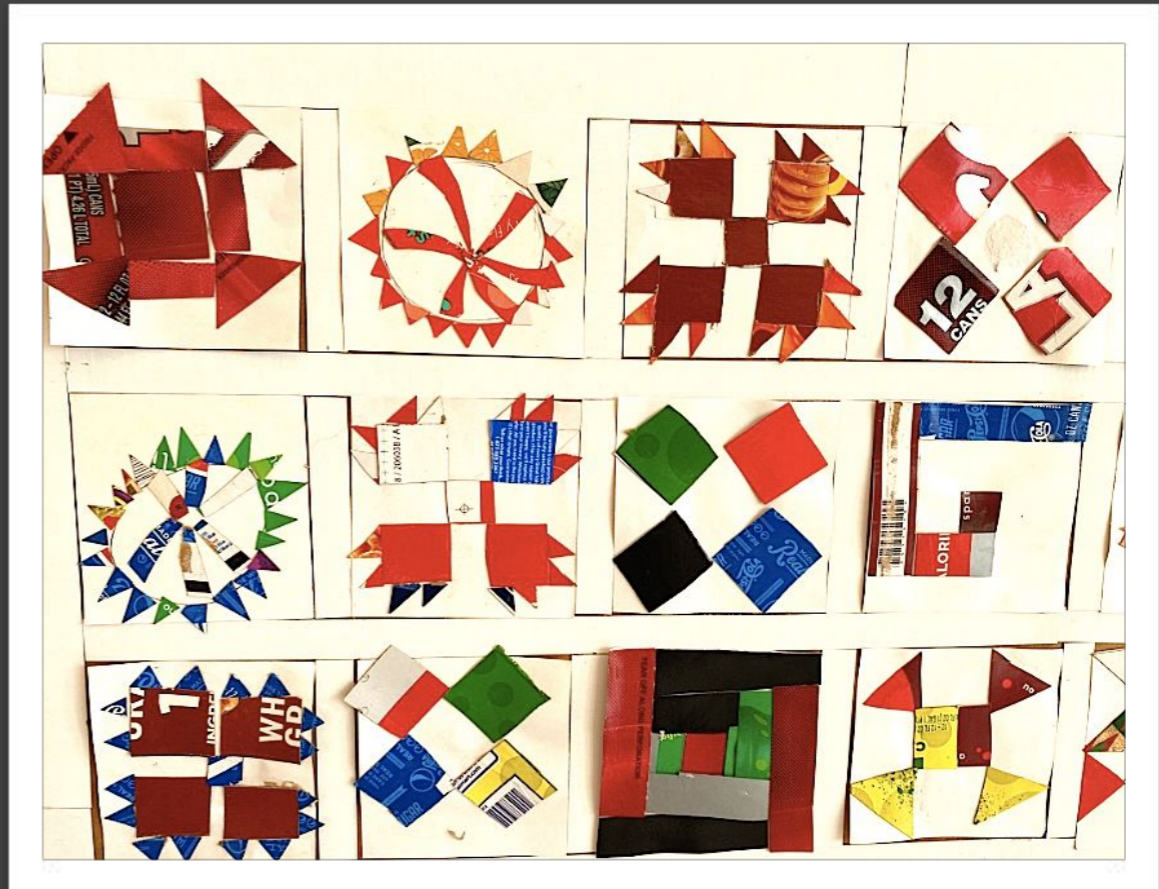
Community Diversity: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified

STEPS – Quilt Code Patterns

1. View Art & Gather Supplies

Explore and analyze Greely Myatt's artwork. Look at the Quilt Codes. Cut out 4" X 4" panels from white card stock. Choose cartons to use (soda can cartons, candy boxes, cereal boxes, reusable and recyclable, etc) Cut out code patterns for each panel. See how students incorporate math skills and geometric shapes to produce precise squares and triangles to make quadrants to fit on a panel.





Quilt Code Patterns



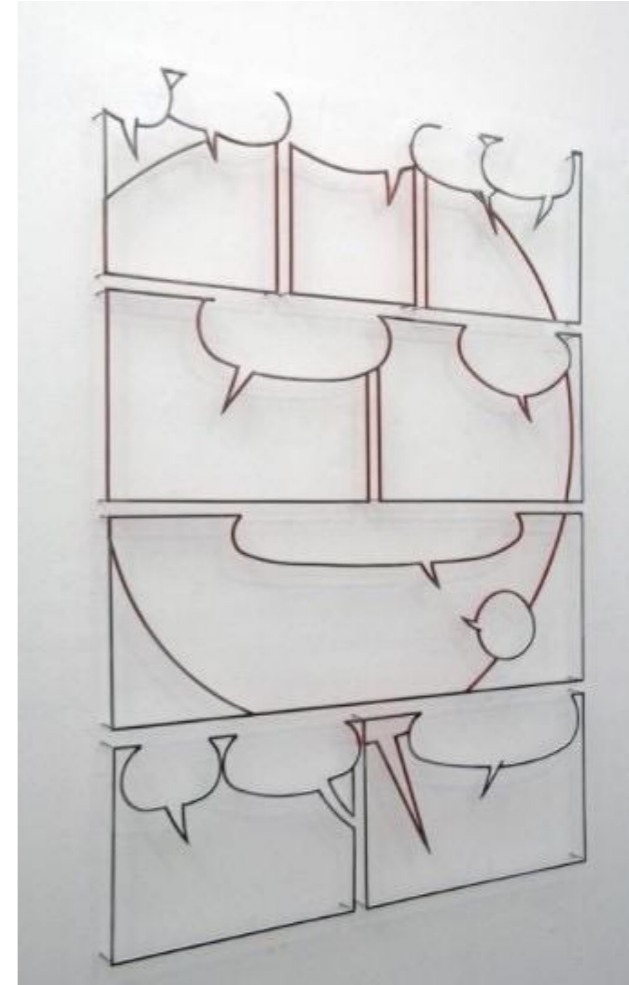
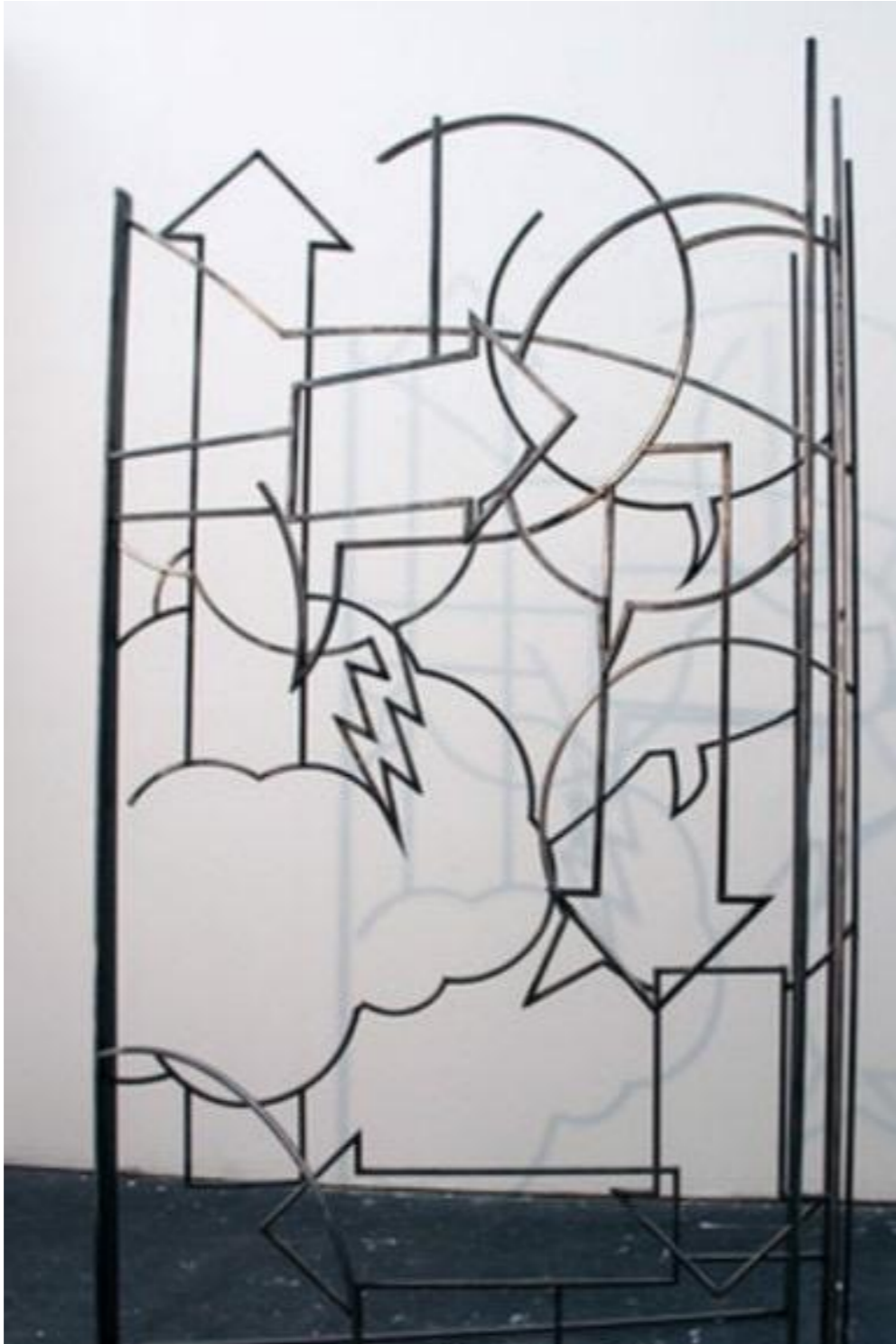
Lesson Two Objective

The Conversation

- Students will conduct research to determine whether or not the story or legend of the Quilt Codes is true or false. Does it matter as it relates to artmaking? How do legends and fables teach life lessons?
 - Students will look at Greely Myatt's speech bubble artwork and conversation sculptures to see how they inspire collaborations, conversations, and connections. How can this artwork be used as a springboard for social justice, activism and identity?
 - Collaboration requires conversation, mutual respect, an open space for questions **and answers. Students can use their collaboration experiences as part of their artwork, artist statement or their summative assessment.**
 - This might also be an opportunity to go to a museum, gallery space, or park where Greely Myatt conversation sculptures or artwork are located--to experience the fact that "Everybody's Talking." Learn about the history of pop art and how it examined popular culture through comic books, film, TV, food — to make what we consider ordinary extraordinary.
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Everybody's Talking

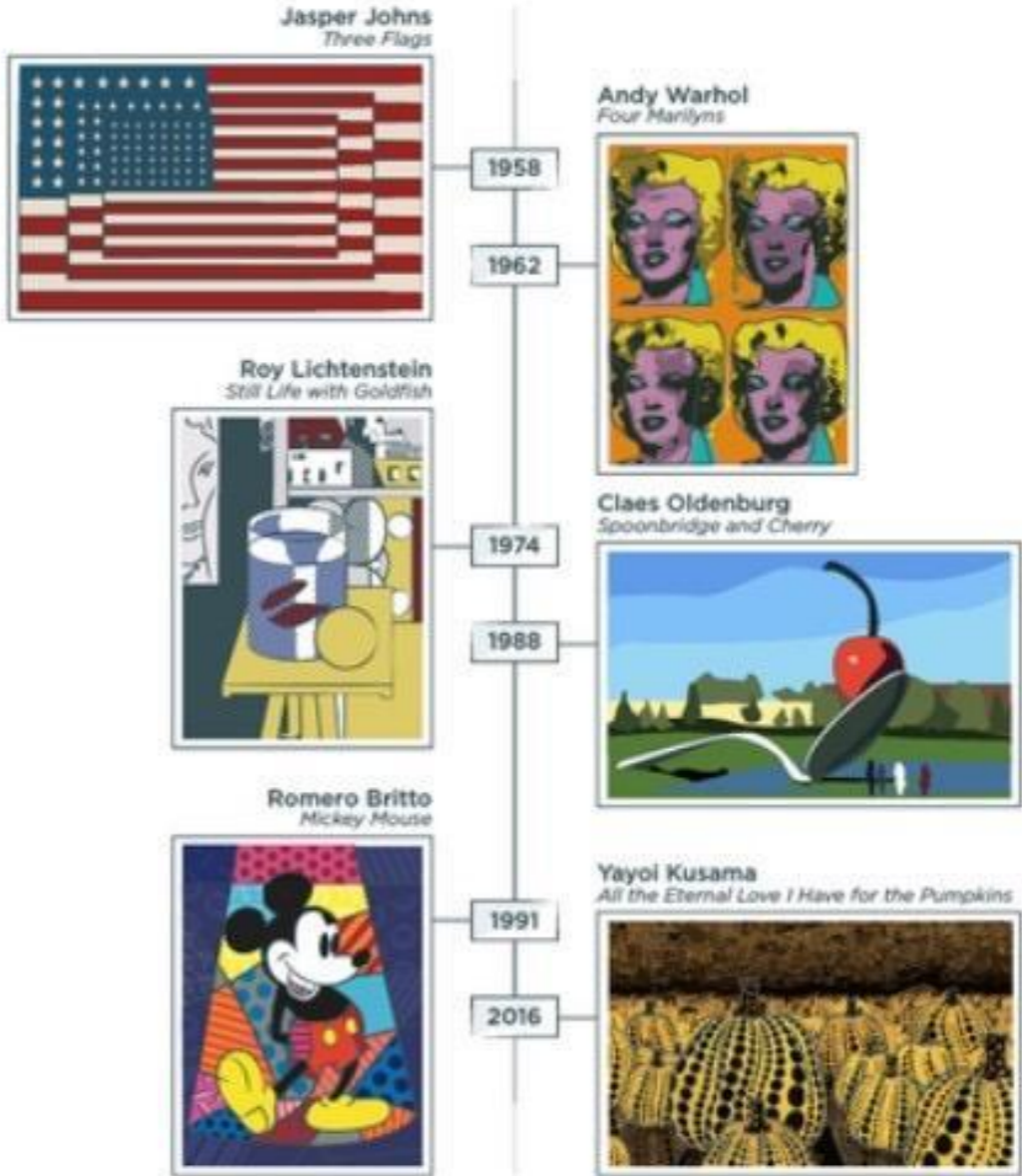




POP ART PATTERN EXAMPLES



POP ART TIMELINE



TEACH PEACH

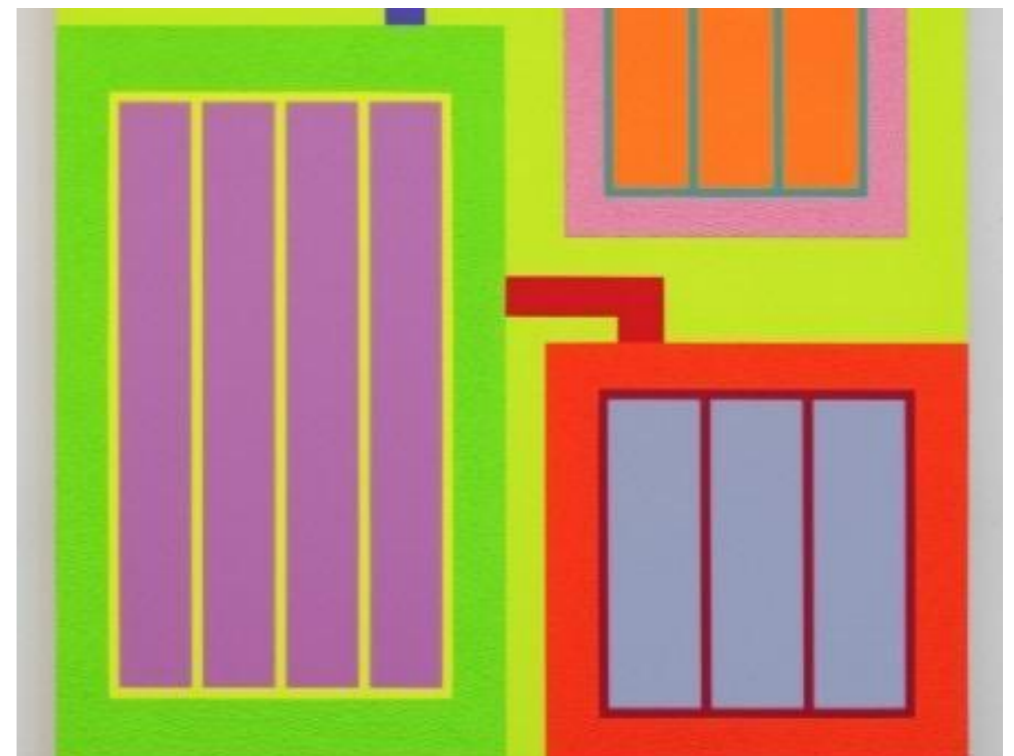
Lesson Three Objectives

Computer Code Patterns

- **Students will incorporate computer code designs inspired by the Artist Peter Halley known for his neon-colored geometric paintings. Here the focus is on transformation, breakthrough, change, innovation.**
- Students will study how coding and art intersect in contemporary artmaking?

•STEPS – Computer Code Patterns

- View Art & Gather Supplies
- Explore and analyze Peter Halley's geometric neon designs.
- Cut out 4"X 4" panels from white card stock. Choose cartons to use (soda can cartons, candy boxes, cereal boxes, reusable and recyclable, etc)
- Cut out code patterns for each panel. See how students incorporate geometric shapes to produce whimsical patterns to connect shapes and lines in each panel.





Computer Code Patterns

WHAT IS CODING?

A **code** is a set of signals or symbols used to communicate information from one form to another.



There have been many kinds of codes throughout history. For example, morse code is a way of communication through variously spaced dots and dashes or long and short sounds used for transmitting messages by sound or visual signals.

Coding is the process of translating information into a set of instructions that computers can follow. A person who writes computer code is called a **programmer** or **developer**.

DRAWING CODE INSTRUCTION WORDS

Name: _____ Class: _____

Creating a code is like creating a set of instructions that can guide a person or computer from start to finish. We will be developing our own art coding language that will help others reproduce a drawing.

INSTRUCTION WORDS

Below are some suggested words that can help you build your "code."

Line	Shape	Up	Down
Left	Right	Diagonal	Straight
Curved	Circle	Triangle	Square
Pattern	Emphasis	Dark	Light
Form	Zigzag	Angle	Size

Brainstorm some additional words you can use in your code.

DRAWING CODE INSTRUCTIONS

Name: _____ Class: _____

Instructions: Add a drawing in the space below. Then, write a code that gives step-by-step instructions for how to reproduce the drawing.

DRAWING

CODE

Example: Draw a circle in the center of the paper that is as big as your fist.

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

Step 7: _____

Step 8: _____

Step 9: _____

Step 10: _____

Sources

The Art of Education

David Lusk Gallery

Urban Arts Commission (Everybody's Talking Photos)

Professor Greely Myatt

Learning for Justice