

Stained Glass Reflection Essay

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For our stained glass project we were assigned the task of filling a blank sheet of paper with something beautiful. The first step was to take a set of equations and turn them into points. We then connected all of the points to create lines. Next, the piece of paper was decorated in a way that was meaningful to all of the people in our group. The point of the project was to work on slope and y intercept along with looking at relationships between tables, equations and graphs. There is a relationship between art and math, and it was definitely uncovered while doing this project.

A project other than my own that I really relate to is the Seasons project. It is colorful, glittery, and 3D. There are 4 sections on the poster and each one is decorated to represent a different season. Each different season is illustrated with colors, designs, and objects that the group was able to connect to. Similarly, I was also able to connect with it. The colors chosen, along with the designs brought back comforting feelings and memories I have from all of the different seasons, like going to Virginia football games with my family in late fall. Looking at the artwork brought a positive, happy feeling that I was able to connect to many different parts of my life.

In order to create such amazing masterpieces, first, we had to make the lines to put on the graph. They couldn't be just any lines. We were given a sheet of equations to add to a table and then graph. The equations were all set up in the same format- $Y=MX+B$. The Y in the equation stands for what the y-axis will be on your graph. The M refers to the slope of the line, where X can sometimes be added as a variable that changes based on different points in the same line. The number B is the y-intercept which simply means where the line crosses through the y-axis.

When everyone came together to look at the finished projects, we noticed a similarity between all of them. In the center there is a chevron/diamond shape. However, the size varies in almost every single one. After considering the matter, it was decided that scale factor was the reason for the situation. All of the graphs had different intervals on the x and y axis. If there is a larger scale the chevron will be much smaller. Small scale means larger chevron. When the y axis and x axis are opposite sized scales, the chevron could be tall and wide, or short and skinny.

One big thing that I noticed from doing this project, is how big of a relationship there is between math and art. If any of the lines had been placed differently the art project could have turned out way different. Another big idea is all of the ways lines can be represented. Starting with a $Y=MX+B$ equation, that can be changed into a line or table. The same thing goes for a table. It can be changed into a graph or equation. Of course, a graph works the same way.