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## **EXPERIMENTATIONS IN MATHEMATICS EDUCATION WITH ART AND VISUALITY**

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“Art and Mathematics” has been considered in mathematics education primarily for the possibility of teaching and learning mathematics through art. Many reasons are implied in this: to give meaning to mathematics; to motivate or contextualise teaching; to broaden mathematical visualisation, among others. However, neither colonising art by mathematics nor instrumentalising mathematics by art, we have been considering this pair for the experimentations that can happen in the exercise of thinking. Taking this into account, in this presentation, first, I introduce the idea of visuality in differentiation with the concept of visualisation in mathematics education to point out some theoretical concepts of the research. Then, I present some research works I have been developing, especially those that have been effects of the production of a methodological stance that occurs at the interface between paintings, visuality and mathematics education. Finally, I draw some conclusions, outlining an ethical, aesthetic, and political stance for teaching mathematics with arts.