



Pedagogical sequence framework -

Project « Brabourgstone»

formular (modèle à dupliquer)

Teaching area	Practical teaching lectures History, Mathematics, Croatian language, Freehand drawing, Styles in architecture, Introduction to modelling, Stone masonry constructions, Petrography, Applied computing
Theme	Stone carving of epigraph, ornament and rosette
Learning outcomes/competences	Students will be able to : <ul style="list-style-type: none">- create a template for inscription- carve the letters (characters) according to the model- draw the Croatian interlace on the stone- carve the interlace according to the sketch- create templates for the rosette- carve the rosette according to the drawing and made templates
The age of the students (required prior knowledge)	Students of the second (IIb) and the third (IIIa) grade (16 and 17 years of age)
Prevailing type of activity (field research, game, practical activities ...)	Lecture and discussion about the life of people on the island nowadays and in the past, how they had lived once, which were their main economic activities, why, their stone processing methods, the material used to build their houses, why,



	<p>competences and skills which were valued and appreciated...</p> <p>Literature research Literature is researched within other teaching areas, indispensable for work in stone (History, Croatian language, Mathematics...)</p> <p>Research in local surrounding and practical activities All necessary researches have been made within other teaching areas, indispensable for work in stone (History, Croatian language, Mathematics...)</p> <p>Data processing and implementation of acquired data Implementation of acquired data, the appearance of the homeland and the culture of life and living conditions are analysed and connected by cause-effect principle. Reaching the conclusions and expressing the acquired knowledge about the building engineering, traditional stone processing techniques and construction Connecting of acquired data with the contents of the other teaching areas (History, Croatian language, Mathematics...)</p> <p>Creative response to a topic Carving of epigraph, ornaments and rosette</p>
<p>Key terms</p>	<p>History</p> <ul style="list-style-type: none">- Middle Ages- Written monuments- Architectural and cultural heritage- The Benedictines and abbeys <p>Mathematics</p> <ul style="list-style-type: none">- Golden cut- Volume, specific weight



- Symmetry

Croatian language

- Triliteracy
- Cyrillic script
- Povelja lintel/*Povaljski prag*

Freehand drawing

- Sketch
- Drawing
- Light and shade

Styles in architecture

- Pre-Romanesque
- Romanesque

Introduction to Modelling

- Ornamentation
- Rosette
- Croatian interlace

Stone-carving constructions

- Workshop drawing
- Templates

Petrography

- Selection of stone for carving
- Traditional stonemason's tools: chisel, hammer, bush hammer, drove chisel, *špica*, hand tooth chisel, pick

Applied computing

- Computer made fonts
- Computer made workshop drawings
- Computer made templates



**Pedagogical scenario/
achievement of
pedagogical sequences**

Student Motivation for the Project

Written text in hard copy, layout of interlace and rosette made in 3D format motivate the students to materialize their works by stone-carving at school workshop

Practical activities

1. Allocation of tasks and definition of work groups

Considering that students advance by different speed in acquiring stone-carving skills and art of stone-masonry, they are assigned different tasks in compliance with their individual accomplishments and progress.

The most skilful students are assigned the most complex stone-carving works.

2. Parallel work of all the groups in the stone-carving workshop

Stone-carving works on given pieces are done simultaneously, enabling the students to learn one from another, to help each other, and to create certain competitive climate among them

1. The Group participates in carving the letters under the mentor's supervision
2. The Group carves the interlace, also under the mentor's supervision
3. The Group carves the rosette, also under the mentor's supervision

All the groups use traditional Roman hand tools (chisel, hammer, bush hammer, drove chisel, *špica*, hand tooth chisel, pick...)

3. Insertion of the lintel with inscripted letters, insertion of rosette and interlace

Completed works are the crown of all the mentioned activities, based on inter-curriculum correlation.

The end products shall be placed and built-in at visible



	<p>points at school gallery.</p> <p>Creative response to a topic</p> <p>Carving of epigraph</p> <p>Carving of interlace</p> <p>Carving of rosette</p> <p>Public presentation of the work</p> <p>All photographs, sketches and drawings are presented in the form of PP presentation</p> <p>All the works are displayed at school gallery, supported by accompanying documentation</p>
Place of activities' realisation (classroom, outdoor area...)	School workshop applying freehand processing
Teaching instruments and tools, necessary material	Templates, stonemason's tools
Duration of the activity	250 school hours
Outcomes verification method	Review of processed and built-in stone carving pieces
Material results/ demonstration of work and accomplished results	Completed and built-in lintel with inscription, completed interlace on the exhibited usable item, completed and built in rosette