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Pedagogical sequence framework -

Project « Brabourgstone»

formular (modèle à dupliquer)

Teaching area	**Introduction to sculpture modelling** Introduction to sculpture modelling, Styles in architecture, History, Mathematics, Work in stone (practical lessons)
Theme	Interlace ornamentation Interlace on the island of Brač, Middle Ages
Learning outcomes/ competences	Students will be able to: - make several preliminary sketches on the topic of interlace ornament - use creative expression (drawing, volume and photograph) to present their own idea of the ornament - compare medieval interlace ornamentation with the other historical periods through its styles - describe basic characteristics of interlace ornamentation - recognise the ornament as symmetrical design - make one's own ornament, i.e. interlace by using the combination of isometry: rotation, reflexion and geometric translation - apply traditional method of making the ornaments in long lasting material - stone
The age of the students(required prior knowledge)	Students of the third (III a) grade / 17 years of age

Prevailing type of activity (field research, game, practical activities ...)	**Lecture and discussion** Historical meaning and use of ornaments **Literature research** Studying literature dealing with interlace ornamentation in Croatia, particularly in Dalmatia and on the island of Brač Collecting online photographs **Field studies at Dominican monastery - Bol, island of Brač** Visit to Dominican museum in Bol Photographing of the interlace from the 9th century
Key terms	**Introduction to sculpture modelling** : - Interlace ornament - Dominicans **Styles in architecture** - Small churches - Altar screens **History** - Croatian interlace **Mathematics** - Isometry - Symmetry - Geometric translation - Rotation **Work in stone (practical lessons)** - drawing - material (stone, *veselje unito*) - tools
Pedagogical scenario/ achievement of pedagogical	**Student Motivation for the Project: Croatia and Brač in Early Middle Ages** Studying of literature about Pre-Romanesque period in

sequences	Croatia and interlace ornamentation. Students learn about the places developing master's workshops for interlace design and about the application of interlace ornament as specific element in the architecture. **Introduction to the notion of ornament** Studying literature and photographs, students have acquired definition of ornament and ornamentation, and analysed the application and development of ornaments throughout history. Students come to conclusion that ornament mostly has decorative role and observe how it was subject to changes throughout the history; in the time of Antiquity it was used only as a frame, while in the Pre-Romanesque period it extended to the entire surface. Students observe figures which follow periodical repetitive pattern, reach geometrical shapes with a lot of symmetry and show regularity which can be rarely noticed in natural life. Students set their own hypotheses on the origins of ornament and induce conclusions about the correlation of mathematics and art. Students intuitively reach the regularities of repetition of geometric shapes, and each of them is assigned its mathematical description and name. **Interlace on the island of Brač** Directly on site the students have analysed and documented the interlace dating from the 9th century (St. John Church/*Crkva sv. Ivana* -Bol). They notice repetitive elements and regularity of repetition by using different geometric functions. **Transformation of own interlace in new decoration** The interlace from 9th century was their starting point for

	creation of new decorations, applying the regularity of execution of interlace - rosette. Students are divided in groups - 4 students each, and draw the sketch of the rosette applying acquired knowledge. The best rosette shall be further modelled in gypsum. **Planning of execution of stone rosette according to gypsum model** Gypsum model will be used to create the stone rosette, applying traditional tool for transmission of the shape – *puntirka.* In this way, besides creativity they have also revealed new opportunity - from working in several materials they conform to the other, more durable material - stone. Therefore, they have transformed the interlace in gypsum model into a stone rosette. **Public presentation** Students organise public presentation of the results of their work, displayed per phases, in the form of PP presentation, in presence of the participants of project lectures and other students and school teachers
Place of activities' realisation (classroom, outdoor area…)	Classroom, Dominican monastery, modelling workshop, stone-carving workshop and multipurpose classroom for presentation of work results.
Teaching instruments and tools, necessary material	Books, blackboard, papers, clay, stone, photo camera, computer and projector.

Duration of the activity	72 hours
Outcomes verification method	Photographs documenting the work phases
Material results/ demonstration of work and accomplished results	Interlace in gypsum, rosette in stone, PP presentation