



Erasmus +  
2015-1-HR01-KA219-013063\_1

# Pedagogic sequence

## Introduction in sculptor modeling



Dijon, 10th of  
October, 2016.



Field classes

Collecting data

for diferent subjects:  
history, mathematics,  
croatian language...



## BRABOURGSTONE





templates

Pedagogic  
sequence  
for all subjects  
included in this  
study area

Pedagogic sequence frame of Project «Brabourgstone»  
template (modèle à dupliquer)

Education area	Introduction in sculptural modeling (Ornament) History Mathematics Handfree drawing Practical work
Subject	Ornaments on the island of Braos, Middle Ages
Learning outcomes/competences	After this sequence student has to: <ul style="list-style-type: none"> <li>learn kinds of ornaments and how they are applied in history where and for what</li> <li>learn basic system for making ornaments</li> <li>make their own ornament</li> <li>transform it in the most similar way as example rosette with ornament</li> </ul>
Students age	Students of the third class (necesarno: temelno znanje)

The most usual activities (termin avsevanje same praktical activities...)	<ul style="list-style-type: none"> <li>- Collecting data from books and internet</li> <li>- Sketching in pen (classroom work)</li> <li>- Drawing after default measures (homework)</li> <li>- Clay modelling and gypsum modeling (modeling classroom)</li> <li>- Drawing of rosette after ornament and stone masonry (stone masonry workshop)</li> </ul>
Key words	Introduction in sculptural modeling: Ornament as decoration (kinds of and application)
Pedagogical scenario /flow/ gstryvanje of pedagogical sequence	<p>1. Students motivation for work on project</p> <p>After acquiring knowledge about ornaments in class (14 students) doing their own ornament. After clay modeling and gypsum u gips they transformed one of models in rosette. It was scaled several times and after that cutting it in school workshop. On stone rosette worked as a team and individually.</p> <p>2. Meeting with ornament as a concept</p> <p>They learned definition of ornament through the history after examples in...</p> <p>3. Meeting with ornaments on the...</p> <p>They was studied ornament (Church of Saint Ivan-Bal... This ornament was basis for...</p>

Misto realitacije aktivnosti (učbenca, vanki, avster...)	classroom, Dominican monastery, modeling classroom and stone masonry workshop
Education sredstva i look, necessary material	Books, school board, papers, clay, gypsum, stone, photo documentation, presentation
Activity duration	7 months
Ways of outcomes examine	photographs after work phases
Material results, the proof about work and results	Ornament made in gypsum and rosette made in stone

4. Transformation of their own ornament in new decoration

In this way, except creativity, they discovered new possibility of working in more of one material and to fit it in that which is more durable eg. stone. Because of that they transformed ornament from gypsum model into stone rosette.

Example: Introduction in sculptor modeling



## Education area

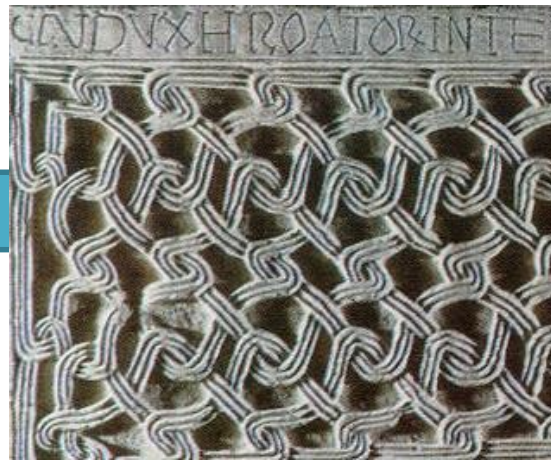
- The main subject and corelated subjects
- team work

**Introdustion in sculptural modeling**  
(Ornaments)  
History  
Mathematics  
Handfree drawing  
Practical work



Subject

-Ornaments on the  
island of Brac ,  
Middle Ages.





**Learning outcomes  
/competences**

**After this  
sequence  
student will be  
able to:**

- know kinds of ornaments and how it has been applied in history, where and for what, on the island of Brac. Discuss its present on the island.
  - learn basic system for making ornament
  - make their own ornament
- transform it in the most similar decoration for example rosette with ornament elements.

Students age

Students of the third class



Key words

Ornament , decoration (kinds of and application) rosette





## The most usual activities

(terrain surveying,  
game, practical  
activities ...)

- Collecting data from books and internet
- sketching with pencils (classroom work)
- Drawing after default measures (homework)
- Clay modelling and gypsum modeling (modeling classroom)
- Drawing of rosette after ornament and stonemasing (stonemasonry workshop)





# **Pedagogical scenario /flow/achievement of pedagogical sequence**

-The main topic



After acquiring knowledge about ornaments

**all class ( 14 students) doing their own ornament. - competition (to go to France)**

After clay modeling and gypsum u gips

**they transformed one of their models in rosette. – team work**

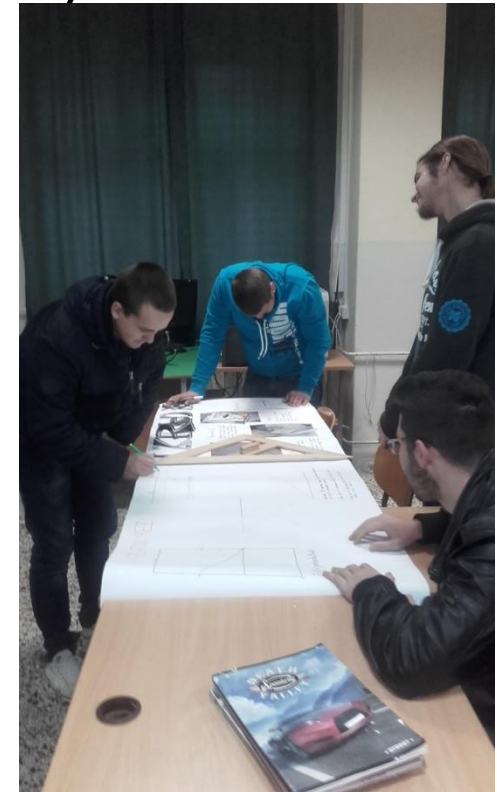
It was scaled several times and after that they was cutting it in school workshop.

On stone rosette they worked as a team and individually.

1. Students motivation for work on project

2. Meeting with  
ornament as a  
concept

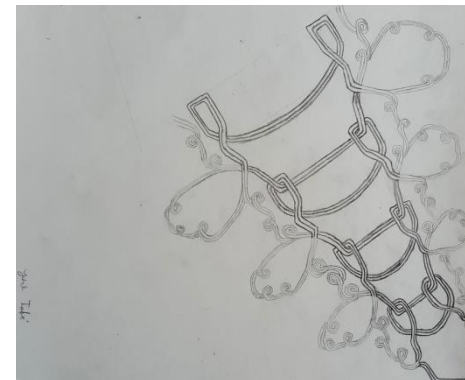
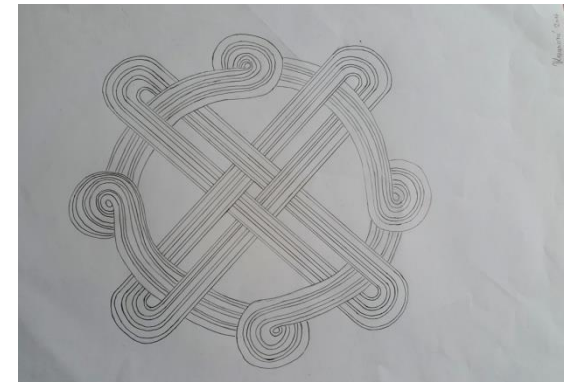
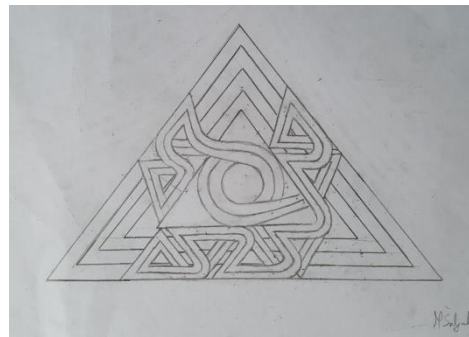
They learned definition of ornament, its usage through the history by examples, mostly photos.



They was studied ornament from 9<sup>th</sup>  
century. (Church of Saint Ivan –Bol)  
This ornament was basis for making  
new one on similar way

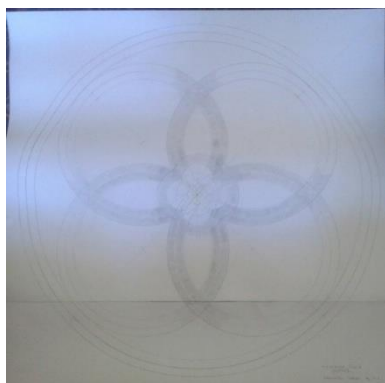
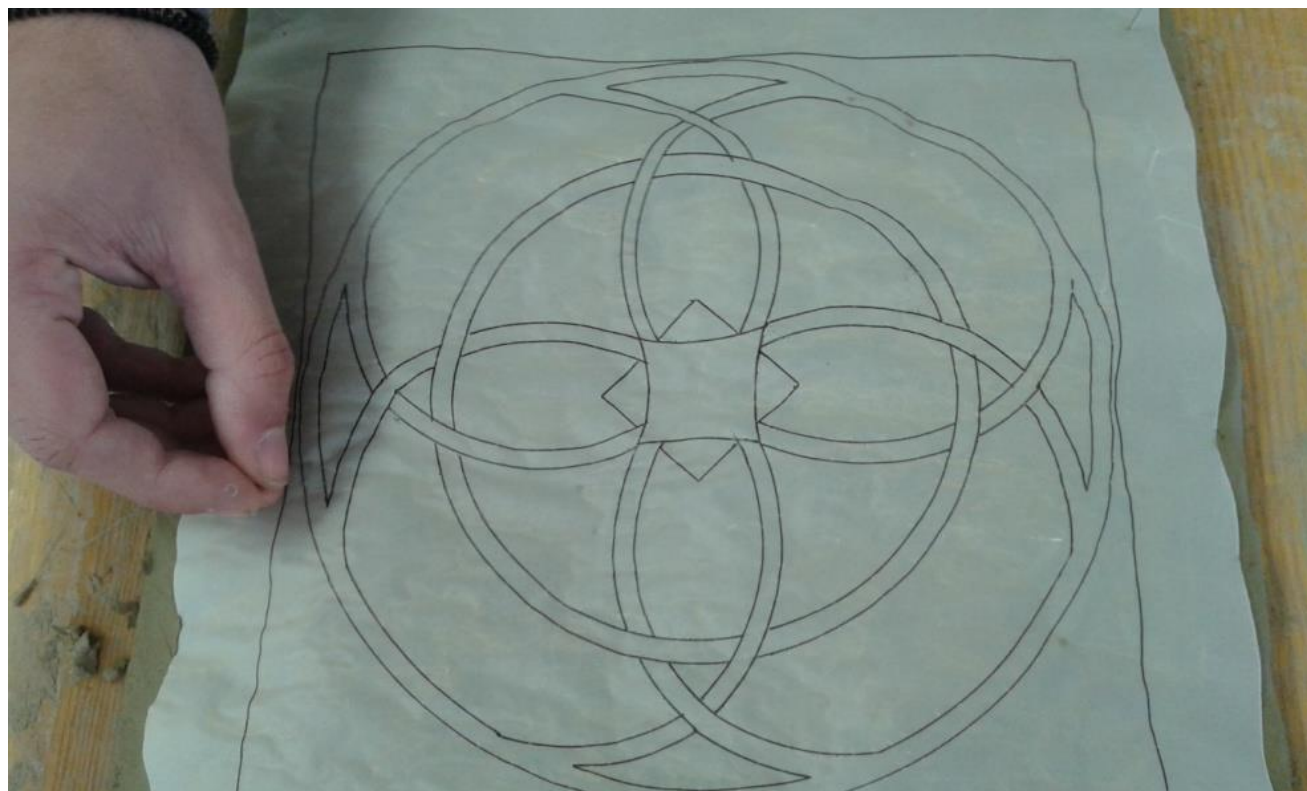
### 3. Meeting with ornaments on the island of Brač

- Work on their  
own ornament



#### 4. Transformation of their own ornament in new decoration

- Freehand  
drawing



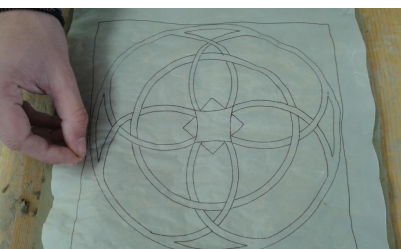


#### 4. Transformation of their own ornament in new decoration

In this way, except creativity, they discover new possibility of working in more of one materials and to fit it in that which is more durable ie. stone.

Because of that they transformed ornament from gypsum model into stone rosette.

- Clay  
modeling

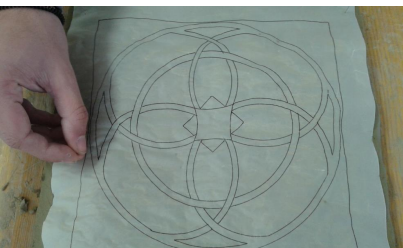


In this way, except creativity, they discover new possibility of working in more of one materials and to fit it in that which is more durable ie. stone.

Because of that they transformed ornament from gypsum model into stone rosette.

#### 4. Transformation of their own ornament in new decoration

- Clay and gypsum modeling







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#### 4. Transformation of their own ornament in new decoration

<b>Education place</b> (classroom, field classes...)	Classroom, Dominican monastery, modeling classroom and stonemasonry workshop
<b>Teaching materials and aids, necessarily material</b>	Books, school board, papers, clay, gypsum, stone, photo documentation, presentation.
<b>Activity duration</b>	7 months
<b>Ways of outcomes examine</b>	Photographs after work phases
<b>Material results/ the proof about work and results</b>	Ornament made in gypsum and rosette made in stone



## BRABOURGSTONE



*merci*

