

Europeana Learning Scenario

Title

Baroque in Glocal Postmodern Approach

(<https://youtu.be/VPGL2XkOYgQ>)

Author(s)

Ph.D Vesna Srnic

Licenses

Please indicate below which license you attribute your work with by picking one of the options below. We do **NOT** recommend the last option – in case you pick that one, your work will not be translatable or editable. If you include images in the learning scenario, please make sure to add the source and licenses under the pictures themselves.

Public Domain and Attribution ShareAlike CC BY-SA

Subject

List all the subjects that this learning scenario is intended for. If this is an interdisciplinary lesson, list multiple subjects.

The topic **Baroque in Glocal Postmodern Approach** is an interdisciplinary lesson for *Cultural History Heritage* subject in Secondary Crafts School (3rd graders - 17 year old students) and for *English Language* subject in Advanced group (5th graders – 11 year old students and one 8th grader – 13 year old) of Primary school Ivan Goran Kovacic (Slavonski Brod, Croatia), all done by Ph.D Vesna Srnic.

It is a kind of *Vertical education* as well as *Glocal (Global+Local)* integral and innovative approach to curriculum.

Topic

Add here a topic that the learning scenario addresses. For example, if this scenario is intended for a History lesson, the topic could be the Napoleonic wars.

The topic is **Art History** style **Baroque** in Europe and Croatia, thus the theme is **Glocally** analysed (Globally + Locally) in *Secondary Crafts school* and *Primary school Ivan Goran Kovacic* in Slavonski Brod.

Integration into the curriculum

Detail in a few sentences how the topic of the learning scenario will fit into your national curriculum.

The lecture **Baroque in Glocal Postmodern Approach** fits perfectly into our Croatian national curriculum, because we have to analyze all relevant styles in the Art History and have just started to introduce the Art of 17th and 18th centuries. The topic is convenient for correlation with other subjects (Sociology, History and in this case English language) as Project-Based Learning. Concerning the Advanced English Language group in the Primary school Ivan Goran Kovacic, Art is a splended topic for synesthetic approach



to experimentation with classical Baroque style and a Postmodern digital transformation in Art as well as excellent context for digitalization and Mobile Learning.

It is a kind of new *Vertical education* as well as *Glocal (Global+Local)* synesthetic and innovative approach to curriculum.

Aim of the lesson

Describe in 1-2 sentences what you would like to achieve with your students by the end of the lesson.

The aim of the lesson ***Baroque in Glocal Postmodern Approach*** is to show students how to use the Europeana learning platform and digital archives for their research, encouraging them to internationally cooperate (Global), while holding the cultural identity (Local) – thus encouraging GLOCAL innovation.

Although the Europeana digital resources haven't fit in all necessities for our presentations (there is evident lack of paintings of some great masters in archives, as well as examples of Baroque architecture), we helped ourselves with Baroque heritage of our town – Slavonski Brod (the Franciscan Holy Trinity Monastery).

Secondary school students learned the main features of the Baroque style, historical, sociological and economic context of the epoch in Europe and Croatia. They learned how to use Project-Based Learning, how to collaborate and create Power Point Presentations with all the digital materials from the Europeana platform and their added albums of photographs taken in the Monastery.

Primary school students learned how to search the Europeana platform archives, how to find the Baroque painting and how to digitize it in an art programme and thus make a Postmodern Art interpretation. They talked about their experiments and practised Mobile Learning.

Trends

List the relevant trends that the lesson incorporates: <http://www.allourideas.org/trendiez/results>

Project-Based Learning

Student-centered learning

Collaborative Learning

Mobile Learning

Informal Learning

Age of students

Secondary school: 3rd graders - 17 year old students

Primary school: 5th graders – 11 year old students and one 8th grader – 13 year old

Time

Preparation time: 30 minutes

Teaching time: 3 lessons (Secondary school) 2 lessons (Primary school)

Teaching materials and tools

Online:

List here all the links of online tools, applications and support documents that you will use during the lesson, such as: Padlet, Kahoot, Historiana, etc.

www.europeana.eu

1. https://www.europeana.eu/portal/en/record/2021672/resource_document_mauritshuis_670.html?q=Vermeer+#dclid=1549128385179&p=3

2. https://www.europeana.eu/portal/en/record/2021672/resource_document_mauritshuis_1150.html?q=Mauritshuis#dclid=1549638556123&p=40

3. https://www.europeana.eu/portal/en/record/2064108/Museu_ProvidedCHO_Gem_Idegalerie_Staat_liche_Museen_zu_Berlin_870518.html?q=Peter+Paul+Rubens#dclid=1550167161929&p=4

4. https://www.europeana.eu/portal/en/record/90402/SK_A_1935.html?q=Rembrandt+#dclid=1549900751853&p=1

5. https://www.europeana.eu/portal/en/record/2021672/resource_document_mauritshuis_926.html?q=Mauritshuis#dclid=1550167161929&p=59

6. https://www.europeana.eu/portal/en/record/2021672/resource_document_mauritshuis_1068.html?q=Mauritshuis#dclid=1550167161929&p=64

7. https://www.europeana.eu/portal/en/record/2021672/resource_document_mauritshuis_1150.html?q=Mauritshuis#dclid=1550167161929&p=70

8. http://www.europeana.eu/portal/en/record/2064116/Museu_ProvidedCHO_Nationalmuseum_Swe_den_177418.html?q=Thomas+Bossaert#dclid=1550167161929&p=1

9. https://www.europeana.eu/portal/en/record/2021672/resource_document_mauritshuis_947.html?q=Pieter+Claesz#dclid=1550167161929&p=3

10. https://www.europeana.eu/portal/en/record/90402/SK_A_2344.html?q=Johannes+Vermeer#dclid=1550167161929&p=4

11. https://www.europeana.eu/portal/en/record/90402/RP_P_BI_2471.html?q=Peter+Paul+Rubens+#dclid=1550167161929&p=40

Mobile Learning – Artisto and Vinci (Art applications)

www.spark.adobe.com

www.emaze.com

Offline:

List here all the offline tools, such as: paper, glue, etc.

N/A

Course book: “Cultural-Historic Heritage”, author: Ph.D Vesna Srnic

<https://shop.skolskajniga.hr/kulturno-povijesna-bastina.html>

21st century skills

Add here how the learning scenario corresponds to 21st century skills. To find out more: <http://www.p21.org/our-work/p21-framework>.

1. Creativity – Primary school students made their own presentation based on information given by the teacher and then created Postmodern Art experiments by Mobile phones, which they presented in their own way.

2. Critical thinking – Secondary school students were analyzing main features of Baroque Art as well as searching for historical sources at www.europeana.eu and made Presentation on www.emaze.com

3. Collaboration – students worked as a team, as well as individually or in pairs while experimenting. They presented the information via the presentation www.emaze.com.

4. Communication – by presenting the results of their work in front of the class students developed their communication skills, as well as achieve Peer Learning.

5. ICT Literacy – the students showed the ability to use digital technology, communication tools and networks. (<https://youtu.be/VPGL2XkOYgQ>)

Activities

Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources.

Name of activity	Procedure	Time
Introduction/ Brainstorming	Europeana platform searching (Primary and Secondary Crafts school)	30 min

Baroque style (Frontal activity)	Main Baroque features (light and shadow / gold plated ornaments / atmospheric perspective) – analyzing examples (Secondary Crafts school)	1 h
Franciscan Holy Trinity Monastery in Slav. Brod (Outdoor activity)	Taking photographs by Mobile phones in the Monastery (Secondary Crafts school)	1 h
Baroque in Glocal Approach	Students’ Presentation by virtual gallery at www.emaze.com on Europeana Baroque masters and Monastery (Secondary Crafts school)	1 h
Choosing the Baroque painting and making an experimental Postmodern picture	Europeana archive researching (Smartboard) and transforming the Baroque style by Mobile phone Apps Artisto or Vinci into a Postmodern picture. Describing the paintings/pictures in Power Point Presentation in English Language. (Primary school)	2h

Evaluation	<p>Peer assessment - students asked each other questions after the Presentation</p> <p>Reflection after watching the final video (discussion)</p> <p>Self-assessment - All students had to use www.europeana.eu platform, choose the Baroque painting and make the Postmodern picture by Mobile phone Apps Artisto or Vinci.</p> <p>https://youtu.be/VPGL2XkOYgQ</p>	20 min
-------------------	--	--------

Assessment

Describe here the assessment method of the lesson, if any. For example, if you plan on assessing your students with a quiz, include here questions and answer options with color-coding the correct answers.

Presentation skills (Power Point Presentations via virtual gallery at www.emaze.com) (**Student-centered Learning**) (<https://youtu.be/VPGL2XkOYgQ>)

Peer assessment (asking the questions after Presentations)

Self-assessment (searching the www.europeana.eu)

Reflection after watching the final video

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.