CONSTANTIN BRÂNCUȘI - LESSON PLAN

1. FRAMEWORK

Lesson plan

Constantin Brâncuși

Grade	7th Grade D
Educational institution	Secondary School No. 169, Sector 6, Bucharest
Teacher	Cimpoeșu Manuela
Subject	Visual Arts
Theme	The art of Constantin Brâncuși - the simplicity of forms and symbolism in sculpture
Form of delivery	integrated activity
Type of lesson	teaching - learning

Aim of the activity:

Developing interest in sculpture by becoming familiar with the work of Constantin Brâncuși and creating an original artistic composition from modelling clay.

Integrated areas:

Visual Arts
Romanian Language and Literature
History

2. SPECIFIC AND INTEGRATED COMPETENCES

Specific competences

Visual Arts:
1.2. Analysing the expressive values of visual language in various compositions.
2.1. Using the elements of visual language in creating personal compositions.
2.2. Making use of the expressive values of visual language in studies from nature and/or composition.
3.1. Exploring new ways of expressing ideas, feelings and messages through visual compositions.

Integrated competences

Romanian Language and Literature:
1.2. Presenting information, ideas and points of view, providing significant details and relevant examples before a familiar audience, using appropriate paraverbal and nonverbal behaviours.
5.2. Comparing elements related to one's own culture and the culture of other peoples.

History:
1.1. Using time and space coordinates in presenting historical facts and processes.
3.1. Determining the relationships between personalities and human groups in the development of historical events.

3. OPERATIONAL OBJECTIVES

At the end of the lesson, all students should:

O.1 - identify information about the life and activity of the sculptor Constantin Brâncuși based on the teacher's presentation and visual materials. The objective is considered achieved if all students correctly mention at least two pieces of information about the artist;

O.2 - recognize several representative works by the sculptor Constantin Brâncuși based on the images shown and the teacher's explanations. The objective is considered achieved if all students correctly identify and describe at least two of the works presented;

O.3 - explain the symbolic meaning of some works created by Constantin Brâncuși, based on the guided discussion and the information provided during the lesson. The objective is considered achieved if all students explain at least one meaning of one of the analysed works;

O.4 - create an original artistic work from modelling clay inspired by the simplified style of the sculptor Constantin Brâncuși, using the materials provided and the teacher's instructions. The objective is considered achieved if all students complete a simple artistic composition inspired by the characteristics of the artist's style.

4. TEACHING STRATEGY

Methods and procedures:

heuristic conversation, explanation, guided observation, discovery learning, Answer and pass the baton, practical exercise;

Teaching aids:

laptop, PowerPoint presentation, information sheets, Smart board, Virtual Museum, students' mobile phones, modelling clay;

Forms of organization:

whole-class, individual;

Time resources:

50 minutes

Human resources:

class group ___, teacher

Forms and techniques of assessment:

systematic observation, verbal feedback

5. BIBLIOGRAPHY

BIBLIOGRAPHY:

Didactics of pedagogical disciplines, Musata Dacia Bocos, Paralela 45 Publishing House, 2017
Methodology of teaching Romanian language and literature, Corneliu Crăciun, Libris Publishing House, 2023
MECTS - Curriculum for the subjects: Romanian Language and Literature, Visual Arts and History
https://afostodata.ro/europeaicons /

6. LESSON DEVELOPMENT

Lesson stages/time allocated	Obj. op.	Lesson development/Learning activities	Teaching strategy	Assessment
I. Organizational moment 1 minute		The necessary conditions for conducting the lesson are ensured	Methods: conversation. Organization: whole-class.	Systematic observation of students' behaviour
II. Homework check 5 minutes		Qualitative and quantitative checking of the written homework.	Methods: conversation. Materials: students' works Organization: whole-class.	Systematic observation of students' behaviour
III. Capturing attention 4 minutes		Students are invited to enter the world of art by visiting a Virtual Museum, where several works made by the sculptor Constantin Brâncuși are presented. What do you notice in the images shown? Which of these works have you visited in real life? Where are they exhibited? Whose works of art do you think they are?	Methods: conversation. Materials: PowerPoint, laptop, Smart board, Virtual Museum Organization: whole-class.	Systematic observation of students' behaviour
IV. Announcing the theme and objectives 2 minutes		Today, in Visual Arts, we will discover one of the greatest Romanian artists - Constantin Brâncuși. We will learn a few things about his life and activity, look at images of famous works and discuss their meaning. At the end of the lesson, each of you will become, for a short time, a sculptor and will create a small modelling-clay work inspired by the simplified style of Constantin Brâncuși. We will try to discover how simple forms can convey ideas and emotions, just as the great artist did in his creations.		Systematic observation of students' behaviour
V. Guided learning 32 minutes	**O1** **O2**	The date and the lesson title are written on the board and in the notebooks. Students will be presented with the main information about the life and activity of the sculptor Constantin Brâncuși and will receive a worksheet containing more details. (Annex 1) They are shown images of the sculptor's most suggestive works, and these works are analysed through a series of questions addressed to the students: The Endless Column What shape does the column have? What elements does it seem to be built from? The column is made of repeated rhomboidal elements. What do you notice about the way the forms repeat vertically? The forms repeat and create the impression of movement towards the sky. What do you think this column that seems to rise towards the sky might symbolize? It may symbolize infinity, continuity or the connection between earth and sky. How do you think a person standing next to this sculpture might feel? A person might feel small compared with the very tall sculpture.	Methods: conversation, explanation, images. Materials: information sheets, PowerPoint, laptop, Smart board, modelling clay Organization: whole-class, individual.	Systematic observation of students' behaviour Verbal feedback Oral assessment

	O3 **O4**	The Gate of the Kiss What decorative elements do you notice on this gate? Symbols resembling eyes or embracing forms can be observed. Why do you think the artist chose the form of a gate? The gate may symbolize passage to another stage or to peace. How would you feel passing through this gate? A person might feel emotion or calm while passing through it. What message could this work convey? The work conveys the idea of love and unity. The Table of Silence What objects do you see in this sculpture? A round table and stone chairs can be seen. How are the chairs arranged around the table? The chairs are arranged in a circle around the table. Why do you think the work is called “The Table of Silence”? Silence may suggest reflection or remembrance. What state or emotion does this sculpture convey? The sculpture conveys calm and solemnity. What do you think this table might symbolize? It may symbolize meeting, meditation or memory. Măiastra What being do you think this sculpture represents? The sculpture represents a bird. What do you notice about the shape of the bird’s body? The form is elongated and highly simplified. Does the bird seem to be in motion or at rest? It seems ready to fly or to rise. What symbol might this bird represent? It may symbolize freedom or ascent. The teacher explains the central idea of Brâncuși’s art: the sculptor simplifies forms in order to show the essence of things; they do not have many details, but they convey powerful ideas. Students will carry out a practical activity using modelling clay. The theme of the work: freedom, friendship, peace, nature. The students’ works must have simple and symbolic forms, inspired by Brâncuși’s style. Suggested themes: - “The Flame of Hope” (a simple vertical form, slightly twisted or elongated. It may symbolize hope, energy or the desire to succeed.) - “Two Souls” (two oval or cylindrical forms close together or joined into a single volume. It suggests friendship, family or collaboration.) - “Balance” (two or three simple geometric forms - spheres, cubes, cylinders - arranged in a stable composition. It suggests harmony and stability.) - “The Thought” (a simple stylized head shape, very rounded, with the eyes suggested by two small hollows. It expresses the idea of reflection or imagination.) - “The Wing of the Dream” (a curved and elongated form, without details, suggesting a wing or the movement of air. It symbolizes freedom or creativity.) - “The Family” (three simple forms of different sizes, close to one another. It suggests the relationship between family members.) - “The Road” (a series of small forms arranged in a line or spiral. It may symbolize journey, evolution or the passage of time.) In order to mark the year 2026 as “Constantin Brâncuși Year”, on the 150th anniversary of the artist’s birth, after completing their works, students are encouraged to post photos of their personal works on their own online		

		accounts (#AnulConstantinBrancusi). At the end, a few students present their works and explain the idea.		
VI. Performance achievement 5 minutes	**O1**	It is carried out with the help of a quiz test, using the Answer and pass the baton method. https://afostodata.ro/europeanicons/constantin-brancusi/	Methods: Answer and pass the baton. Materials: laptop, Smart board, https://afostodata.ro Organization: whole-class, individual.	Systematic observation of students' behaviour Oral assessment
VII. Closing the activity 1 minute		General remarks are made about the students' behaviour during the lesson, and the students who were active throughout the lesson are highlighted.	Methods: conversation. Organization: whole-class.	Feedback from the teacher