Europeana Learning Scenario

Title

The Baroque style

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Abstract

The Baroque style is a lesson from the Romanian national curriculum which we teach in the 6th grade. The children watched a video in which the baroque style was analyzed and compared to the Renaissance style. The students are organized in groups and asked to use Europeana resources to analyze paintings in both the Baroque and Renaissance style. They are asked to imagine themselves working in an art gallery and they present us descriptions of their work. Working in groups they have to identify in the paintings the specific elements of the Baroque and Renaissance style.

Keywords

Baroque, art gallery, Renaissance, creativity, collaborative thinking

Table of summary

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Subject	History
Topic	The genesis of the modern spirit
Age of students	12-13
Preparation time	1h
Teaching time	50 min
Online teaching material	1.www.europeana.eu 2.How to recognize Baroque art
Offline teaching material	*Paper, projector, laptop*
Europeana resources used	1.St George on Horseback 2.St John the Baptist 3.Death of Dragut 4.Judith and Holphernes 5.Beheading of St John the Baptist 6.Madonna and Child

Integration into the curriculum

The lesson can be taught as part of History classes in 6th grade. It addresses the following standards defined by the national curriculum:
- Development of argumentation and cooperation strategies;
- Selection of historical sources to support or combat a point of view
- Description of a historical fact from the end of the Middle Ages and from the Modern Era, using information selected from historical sources, known or at first sight

Aim of the lesson

By the end of the lesson students will be able to identify the Baroque style characteristics. They will be able to compare the Renaissance style and the Baroque style.

Outcome of the lesson

Students will make a list of the elements which characterize a Baroque style painting in comparison with the Renaissance style.

Trends

- Student centered learning
- Collaborative learning
- Informal learning

21st century skills

1. **Critical thinking** – students will analyze the historical sources and develop their own views on the material studied
2. **Creativity** – students will present the paintings as if they were a custodian of the museum
3. **Collaboration** –students will have to work in groups, decide upon the best way of presenting the information, take responsibilities and contribute to finding the best results.
4. **Communication** – by presenting the results of their work in front of the group, students will develop their communication skills. They will develop the ability to deliver the information in the most effective way.

Activities

Name of activity	Procedure	Time
Brainstorming	Students are asked to define the word *art* and to associate it with another relevant word.	3min

Name of activity	Procedure	Time
Watching and discussing short videos – frontal activity	Students watch the video *How to recognize Baroque Art* and then to answer the question: *What is the difference between the Baroque style and the Renaissance style*?	10min
Analyzing sources– group work	The students will be divided into five groups. Each team will represent an art museum. They will have to represent the works here and the characteristic images identified in the images. G1. The students will analyze historical imagine of art (source1-6). G2. The students will analyze historical imagine of art (sources 2-6). G3. The students will analyze historical imagine of art (sources 3-6). G4. The students will analyze historical imagine of art (sources 4-6). G5. The students will analyze historical imagine of art (sources 5-6). Each group will analyze the photos and determine to which artistic current they belong to. Organized in art galleries, they will describe each painting, establishing the similarities and differences between the Renaissance and Baroque styles	25min
Final conclusions	Students were asked to answer some questions: *What style did you like most? Why? Can you describe the lesson using one word?*	7min

Assessment

In order to evaluate the activity the teacher asked students to describe their experience as curator of the museum they organized and to describe the advantages or disadvantages of working in groups.

***************************** **AFTER IMPLEMENTATION** *****************************

Student feedback

Students appreciated the whole activity; they expressed their desire to continue working this way. They also appreciated Europeana collections as a very important resource in art and culture.

Teacher's remarks

The lesson was dynamic and the students were delighted with their roles in their own art museums. They proved their communication skills and they used their creativity individually and also in groups.

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 key 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.