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Erasmus+ Project: "Developing Selected Key Competences of Students in Lessons and Extracurricular School Activities"
Project No.: 2024-1-PL01-KA220-SCH-000247484/2

DEMONSTRATION LESSON PLAN IMPLEMENTED AS PART OF THE ERASMUS+ PROJECT
SUBJECT: Art
CLASS: 10
DURATION: 45 minutes
TEACHER: Czesława Lachowicz
SCHOOL NAME: Riešė St Faustina Kovalska Basic School of Vilnius Region
LESSON TOPIC: Significant Structures. 19th–20th Century Architecture.

EDUCATIONAL OBJECTIVES – GENERAL REQUIREMENTS (CORE CURRICULUM):

- Recognizing new construction materials used in 19th-century architecture and their possibilities
- Identifying the meanings of constructivism and functionalism.
- Becoming familiar with leading figures of modern architecture and their renowned works.
- Developing the ability to compose three-dimensional forms and combine individual details.

TEACHING CONTENT – SPECIFIC REQUIREMENTS (CORE CURRICULUM):

THE STUDENT WILL BE ABLE TO:

- identify the principles and examples of early 19th-century architecture (Neo-Gothic, eclecticism)
- design a three-dimensional structure based on their imagination with the highest peak
- cooperate with a randomly selected partner

KEY COMPETENCES DEVELOPED DURING THE LESSON:

- **Linguistic and visual competences:** Engaging in discussion, brainstorming, storytelling, and group work.
- **Mathematical and technical competences:** Applying experimentation and the project-based method in pair work.

- **Personal and social competences:** Collaborating on a joint project and reflecting on the learning process.
- **Cultural and artistic competences:** Creating visual artwork and analyzing artistic forms.

TEACHING METHODS:

- Guided conversation
- Multimedia presentation
- Text-based work
- Pair work
- Art and design tasks
- Presentation of student work

TEACHING MATERIALS:

- Multimedia presentation on 19th–20th century architecture
- Handouts with building descriptions
- Model-building materials (toilet paper rolls, sticks, scissors, paper, hot glue)

GUIDELINES FOR WORKING WITH STUDENTS WITH DIVERSE DEVELOPMENTAL NEEDS:

- Providing individual support during manual tasks.
- Adjusting the pace of work.
- Allowing collaboration with a more advanced student.
- Encouraging oral responses in place of written ones.

LESSON STRUCTURE

1. INTRODUCTION (5 minutes)

Objective: Students recall and expand their knowledge of 19th–20th century architecture.
Teacher's actions:

- Greeting students, a brief conversation about their mood
- Introducing the topic through a multimedia presentation
- Presenting the lesson objectives and tasks

2. MAIN PART (30 minutes)

Stage I (10 minutes)
Objective: Students become familiar with works of architecture and their authors.
Teacher's actions:

- Drawing lots to form groups

- Distributing handouts with building names and descriptions

Students read and analyze the texts and share their insights.

Stage II (20 minutes)
Objective: Students create a building model, considering height, form, and stability.
Teacher's actions:

- Encouraging creative work using art materials
- Supervising pair work and offering technical support
- Ensuring safety, especially when using hot glue

SUMMARY AND EVALUATION (10 minutes):

Objective: Students present and discuss their models.
Actions:

- One student from each pair presents the results of their work.
- The teacher comments on students' engagement, cooperation, and artistic outcome.
- The class tidies up their workspaces together.
- **Homework:** Design a plan for a functional building on an A4 sheet.
- The teacher reminds to bring materials for the next class.

BIBLIOGRAPHY:

- Angelė Narčiūtė, *Dailė 9–10 kl.*, Naujoji Rosma 2008
- Sigutė Imbrasaitė, *Meno istorija IX–X kl.*, Šviesa 2002

APPENDICES:

- Building description handouts
- Homework assignment

OPINION BY THE METHODOLOGY TEACHER:

The demonstration lesson plan in Art, titled *"Significant Structures. 19th–20th Century Architecture"*, was thoughtfully prepared in alignment with the national curriculum and Erasmus+ project goals. The lesson was organized in a logical structure, from the introduction through an active main phase to a summary and evaluation, which ensured clarity and student engagement.

The lesson had high educational value: students not only gained theoretical knowledge but also applied it practically through creative tasks (model design). A particular strength was the integration of artistic, technical, and historical content as well as the promotion of collaboration through pair and project-based work. The use of active methods, such as text analysis,

multimedia presentation, manual work, and student presentations, ensured task variety and adaptation to different learning styles.

The plan also accounted for students with varying abilities by offering supportive strategies (e.g., flexible pace, teacher assistance, encouraging oral over written responses).

Conclusion:
The lesson was well-prepared, engaging, and pedagogically effective. I assess the lesson plan as excellent, worth implementing, and inspiring for other teachers of artistic subjects.

Lilija Ogint

SCHOOL PRINCIPAL'S APPROVAL:

The lesson plan has received a positive evaluation: I approve it for implementation.

APPENDIX 1

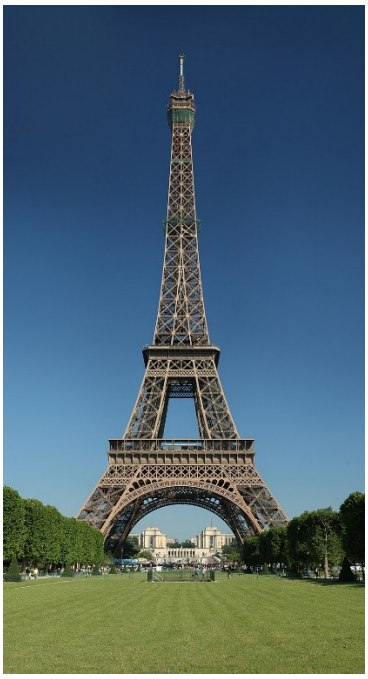
The New Building of the Vilnius University Library. Vilnius. Rolandas Palekas.

The new building of the Vilnius University Library, known as the Scholarly Communication and Information Centre (SCIC), was opened in 2013 in the Saulėtekis district of Vilnius. It represents an example of modern architecture that combines functionality with aesthetics and a deep respect for nature.

The building, designed by the Lithuanian architectural studio *Paleko Arch Studija*, consists of three volumes connected by a glass atrium. The spaces are bright, open, and provide generous access to natural daylight. The reading rooms offer views of a nearby pine forest, which served as inspiration for the project.

Style: Modern functionalism, ecological architecture
Materials: Concrete, glass, wood, steel
Key features: Glazed façades, integration with nature, flexible interiors, minimalism
Purpose: Learning, research, academic community integration

Interesting fact: The SCIC library is open 24/7 and offers up to 670 seats for readers.



Eiffel Tower. Gustave Eiffel. 1889. Paris, France.

The Eiffel Tower is one of the most iconic symbols of 19th-century architecture. It was designed by Gustave Eiffel for the 1889 World's Fair. The entire structure is made of iron – a building material that was innovative at the time.

The tower was constructed in an incredibly short period – just 2 years, 2 months, and 5 days. It consists of more than 18,000 individual metal parts connected by over 2.5 million rivets. Originally, its height was 300 metres, making it the tallest structure in the world at that time. Today, with the antenna, the Eiffel Tower reaches a height of 330 metres, making it the tallest structure in Paris.

Style: Engineering / Constructivist
Material: Iron
Features: Openwork structure, verticality, innovation

https://halastulecia.pl/o-hali/historia-hali/

Centennial Hall, Wrocław, 1913. Max Berg
The Centennial Hall was designed by Max Berg as a modern, multifunctional space. Constructed from reinforced concrete – a new and revolutionary material at the time – it was one of the first buildings in the world to feature a dome with such a wide span.

Style: Early Modernism / Functionalism
Material: Reinforced concrete
Features: Large dome, minimalistic form, durability

Sydney Opera House (Australia), Jørn Utzon, 1973

The Sydney Opera House is an icon of global modern architecture. Designed by Danish architect Jørn Utzon, it is distinguished by its unique sail-like shape. The building was constructed using concrete, steel, and glass.

- **Style**: Modernist Expressionism
- **Features**: Dynamic form, advanced structural design, expressive shape
- **Materials**: Concrete, steel, glass

The Opera House was inscribed on the UNESCO World Heritage List on June 28, 2007.

APPENDIX 2

My Building Project – Art Homework
Student's name: _____
Class: _____
Submission date: _____

PART 1: Drawing of the Building
Draw your own building (it can be a library, museum, school, skyscraper, dream house, etc.). Use crayons, markers, or paints- show your imagination!

PART 2: Description of the Building

1. **Name of my building:**
2. **What is the purpose of this building?** (e.g., library, meeting place, school):
3. **What does it look like?** Describe its shape, colors, number of floors, roof, windows, etc.:
4. **What makes it unique?** (e.g., modern style, eco-friendly features, interesting façade):

OPTIONAL (for volunteers):
Would this building fit into your town or city? Why?