



**Dofinansowane przez  
Unię Europejską**

**Erasmus+ project "Developing selected key competences of students during lessons and in extracurricular activities of the school" No. 2024-1-PL01-KA220-SCH-000247484/2**

## **SCHEDULE OF A DEMO LESSON CARRIED OUT AS PART OF THE ERASMUS+ PROJECT**

**SUBJECT: Art**

**CLASS: 4.5**

**COMPLETION TIME: 45 min.**

**TEACHER: Ewelina Sawicka**

**SCHOOL NAME: Kurt Obitz Primary School in Węgielsztyn**

### **LESSON TOPIC: POLISH FOLK PATTERNS**

#### **LEARNING OBJECTIVES - GENERAL REQUIREMENTS**

1. learning about Polish folk patterns and their meaning,
2. developing aesthetic sensitivity,
3. practicing manual skills (cutting, designing),
4. shaping respect for tradition and folk art.

#### **SPECIFIC OBJECTIVES:**

Student:

1. recognizes selected Polish folk patterns characteristic of various regions,
2. creates his own works of art inspired by folk art (cutouts)
3. improves the skills of cutting and composing elements into a whole,
4. designs his own pattern, maintaining the principles of composition typical of folk art,
5. develops a sense of aesthetics through the selection of colors and shapes,
6. recognizes the value of tradition and its role in building cultural identity,
7. shows respect for the artistic achievements of past generations,
8. presents and discusses his/her own works, learning to express opinions about his/her own and other people's work.

### **SMART GOALS FOR STUDENTS:**

1. **Until the end of the lesson**the student recognizes folk patterns and lists their basic features
2. **During the 20 minutes of the main part of the lesson**the student will make at least one cutout inspired by folk art, maintaining the principles of symmetry.
3. **During the lesson summary**the student will verbalize his or her feelings about his or her own work by answering at least one of the teacher's questions ("What was the most difficult?" or "What do you like best?").
4. **At the end of the lesson**the student will take part in a class exhibition, viewing the works of others.

### **KEY COMPETENCES DEVELOPED DURING THE LESSON:**

1. **Competencies in understanding and creating information**– students describe patterns, express their own opinions, and learn to communicate about art.
2. **Digital competences**– use of a multimedia presentation and an instructional film.
3. **Personal, social and learning competences**– cooperation, exchange of opinions, viewing and discussing works together.
4. **Civic competences**– developing cultural awareness and a sense of national identity.
5. **Cultural awareness and expression**– creativity inspired by folk art, developing one's own artistic sensitivity.
6. **Ability to learn**– working with practical methods, practicing patience and precision, discovering new artistic techniques.

### **WORKING METHODS:**

1. **Feeding methods**– short lecture by the teacher, multimedia presentation, instructional video.
2. **Activation methods**– guided conversation, game of predicting the cut-out effect.
3. **Practical methods**– making your own art works (cutouts, folk compositions).
4. **Exposure methods**– exhibition of students' works in the classroom, joint viewing and discussion.
5. **Problem-based methods**– searching for ideas for your own patterns inspired by tradition, discussing what symbols mean in folk art.

### **TEACHING RESOURCES:**

1. colored paper,
2. white card
3. crayons
4. stickers,
5. scissors,
6. glue,

7. pencils,
8. examples of folk patterns
9. multimedia presentation
10. multimedia film
11. multimedia board
12. frames
13. cut decorative elements for frames
14. sample works

## **COURSE OF THE LESSON:**

### **1. INTRODUCTION (15 min)**

#### *TIPS FOR TEACHER:*

1. Presentation of the lesson topic and objectives.
2. The teacher shows examples of Polish folk patterns (from the Łowicz, Kurpie, Kashubia, and Podhale regions). Gamma presentation.
3. Short conversation:

*What do you see in these patterns?*

*What colors, shapes?*

*What do they remind you of?*

*Why were people able to create such decorations in ancient times?*

1. Explaining that folk patterns are often inspired by nature (flowers, birds, trees).
2. Instructional video

Link to the video: <https://www.youtube.com/watch?v=yP1HFdmu6pA>

#### *TIPS FOR STUDENTS:*

\*Active listening

\*Participation in the conversation

\*Observation of details

\*Connecting with your own experiences

### **2. MINI LECTURE + game (5 min)**

#### *TIPS FOR TEACHER:*

1. The story of the cutouts from Łowicz and Kurpie – where they came from, how they were made.
2. Demonstrating that traditional cutouts were made of colored paper, symmetrically folded.

#### *TIPS FOR STUDENTS:*

1. Game: students try to dry-fold a piece of paper in different ways and predict what will be created after cutting it out.

### **3. MAIN PART – your own cutout (20 min)**

#### *TIPS FOR TEACHER:*

1. Children receive colored paper, scissors, and pencils.
2. Instruction:
  - Fold the paper in half or several times.
  - Trace a simple pattern.
  - Cut out the pattern along the lines.
  - Glue it onto a white sheet of paper.

#### *TIPS FOR STUDENTS:*

1. Choose a colored card– this will be the base of your cutout.
2. Fold it in half(or several times if you want a more interesting effect).
3. Trace the pattern in pencil.
4. Cut out the pattern along the lines with scissors – do it slowly and carefully.
5. Unfold the paper and see what shape is created – this will be your cutout.
6. Glue the cutout on a white sheet of paper to make it look good.
7. Create a frame for your work in a selected Polish folk pattern

### **4. SUMMARY AND EVALUATION (5 min)**

#### **Objective:**

- **Consolidation of acquired knowledge – the student is able to identify the characteristic features of folk cutouts.**
  - **Reflection on your own creative process**– the student is able to assess what was easy and what was difficult for him while working.
  - **Developing communication skills and self-esteem**– the student is able to talk about his/her work and express his/her own opinion.
  - **Building a sense of pride and cultural identity**– the student sees the value of folk art and understands that his or her work is part of this tradition.
  - **Class integration**– students learn to notice and appreciate the work of their peers.
- 1) Exhibition of works in the classroom – viewing together.
  - 2) Conversation: "What was the hardest part? What do you like most about your job?"
  - 3) *Fish skeleton - on a drawn skeleton with inscriptions placed:*  
working atmosphere,

the knowledge I gain from classes,

leading,

participants of the classes

sticking a happy or sad face next to the category being assessed.

- 4) Conclusion: emphasizing that thanks to such activities, students continue the Polish tradition and create something unique.

### **TIPS FOR WORKING WITH PEOPLE WITH DIFFERENT DEVELOPMENT NEEDS:**

Adjusting the pace of work.

Providing individual support for manual work.

Encouraging people to talk about their work – what it represents, what emotions it evokes.

### **BIBLIOGRAPHY:**

1. Jerzy Warchałowski, Polish decorative art
- 2.<https://www.youtube.com/watch?v=yP1HFdmu6pA>
- 3.[https://www.youtube.com/watch?v=syMQ-SApU\\_w](https://www.youtube.com/watch?v=syMQ-SApU_w)
- 4.<https://www.youtube.com/watch?v=LrZKdaT1vTs>

### **TEACHER METHODOLOGIST'S OPINION:**

The lesson plan was carefully developed, consistent with the core curriculum and the assumptions of the Erasmus+ project. It contains all the essential elements of good teaching practice.

Strengths of the lesson plan:

- Well-thought-out structure– each stage of the lesson (introduction, main part, summary) is clearly defined and logically linked, which allows students to easily find their way in the teaching process.
- Activating work methods– guided conversation, mini lecture, instructional video, manual work and fun elements allow for the engagement of various channels of students' perception.
- Strong creative and practical aspects– students not only gain knowledge, but also make cutouts themselves, which supports the development of creativity, manual dexterity and independence.
- Adapting to the needs of a diverse group of students– the script includes tips on how to support children with different abilities, which demonstrates high pedagogical awareness.
- Reflection and self-assessment– the final part of the lesson involves evaluation through conversation and the “fishbone” method, which teaches students to express opinions, analyze their own work and appreciate the efforts of their peers.
- Group integration– a joint exhibition of works and a discussion about impressions strengthens the bonds in the classroom, building an atmosphere of cooperation and mutual respect.

- The use of modern teaching aids– an instructional video, multimedia presentation and visual inspirations make the lesson attractive and more engaging.
- Strongly embedded in the context of the Erasmus+ project– classes combine elements of national tradition with an international educational program, while developing key competences.

**Signature of the methodology teacher**

Irena Woronka

**APPROVAL BY THE SCHOOL PRINCIPAL:**

The script received a positive assessment - I accept it for implementation.