

# STORIES ABOUT ART

9-12 year-old children group



**Authors:**

**Nămolovan Georgeta**

**Păun Ionela**

**Pop Mona Luiza**

**Țîrlui Ileana Florentina**

**Dogaru Genoveva**

**Coordinators:**

**Popovici DV**

**Verza Florin**

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## **Course ” Stories about Art”**

### **Argument**

Broadly speaking, as a part of cultural education, arts education should start at an early age. Currently, children have different competencies, which are exposed since an early age on various information, interesting communication and teaching means (computer, computer games, television), enabling gaining of greater knowledge and developing of their learning styles. Through experiential activities, the child explores his immediate environment, as well as his inner world, plastic arts integration is perceived as being significant for their contribution to the development of social, cognitive, emotional and creative ties, as well as of abilities among preschoolers. The process is creative because it offers the freedom to create in relation to personal interests using a large variety of materials. The child who uses his senses and expresses his feelings and his desires in a creative and emotional way, selects and delivers what is appropriate, monitoring their characteristics in a manner which reflects their professional beliefs and the artistic profile which these have. Integrating art and crafts activities, music and theatre activities together with the formal educational requirements enables a curriculum development and enrichment in projects for the development as well as the production of flexible and creative thinking. The studies in child development have shown that art needs biological, psychological and social consequences thereof and contribute to their welfare. Artistic development is influenced by both heredity and environment. Arts contribute significantly to fostering the development of creative thinking, fluency, accuracy, originality, focused perception and encourage the desire to explore ambiguity and ability to identify different points of view. The development of all these skills since early childhood has still many implications for later development and learning processes. Arts education programs must be practical and implementable.

### **General competences**

- **Formation of attitudes of openness and sensitivity to various forms of expression through the arts;**
- **Develop the ability to understand and translate the artistic message (communication through arts);**
- **Develop the capacity to express through art by widening the area of knowledge and application / use of different materials, tools, techniques of work (style of interpretation);**
- **Develop the ability to communicate verbally using specific arts terms;**
- **Develop the attitudes of tolerance, respect and appreciation for diversity (of expression, culture, values and beliefs).**

### **Specific competences**

#### **1. Formation of attitudes of openness and sensitivity to various forms of expression through the arts.**

- 1.1. Participation at integrated activities adapted to the age level, where elements of visual, musical, verbal, kinesthetic expressions are associated.
- 1.2. Using materials in various contexts depending on their properties and appropriate working techniques.
- 1.3. Diversifying the usability of the elements of plastic language in order to amplify their expressive potential.

#### **2. Develop the ability to understand and translate the artistic message (communication through arts).**

- 2.1. Supporting and encouraging the potential of children to express themselves through art.
- 2.2. Develop the ability to express themselves through art, through knowledge and understanding of various arts and tools.
- 2.3. Develop the capacity of self-expression through art - encouraging creativity for making its products in various art forms.
- 2.4. Develop the ability to understand and use the metalanguage in arts: emotion, experience, vision and correlate and translate them into artistic elements (color, shape, sound, rhyme, movement, etc.)



### **3. Developing the ability to express themselves through art by widening the area of knowledge and application / use of materials, tools, techniques of work (style of interpretation).**

- 3.1. Develop skills to harness the elements of artistic language both in thematic compositions and in expressing their own vision (creativity items).
- 3.2. Developing the ability to create a product of artistic creativity for encourage using and experimentation of a wide range /variety of tools and work techniques.
- 3.3. Developing the skills to handle different materials (techniques, tools, themes, etc.) inspired by the creations of th great artists.

### **4. Develop the ability to communicate verbally using specific arts terms.**

- 4.1. Formation of vision about semantic specificity of reference (basic) concepts in arts. Understanding and translating in different contexts and interpretations of the concepts of <color> <form> <feeling>, <experience>, <code>, <expression>, <action>, <light and shadow>, <noise>, <harmony>, etc. in the context of artistic expression.
- 4.2. Improving expressiveness by forming its own aesthetic sense. Developing the ability to translate and describe the artistic message by using the description of materials, techniques, colors, etc. from a work.
- 4.3. Developing the capacity to build / create an artistic product after verbal , literary, musical descriptions, etc.

#### **Values**

Diversity, tolerance, respect, value, acceptance, knowledge, understanding, awareness and so on.

#### **Attitudes**

1. Development of attitudes of openness and tolerance towards diversity of artistic expression.
2. Development of capacity of understanding and acceptance, appreciation and use of the artistic message for awareness of cultural values transmitted through arts.
3. Development of capacity of knowledge and understanding of different forms of art and the context of their development - building the vision about diversity and tolerance through arts.
4. Development of empathy attitudes and acceptance for artistic expression and cultural communication.
5. Development of constructive motivation to experiment and develop their own artistic expression ability.
6. Development of attitudes of respect, care and valorisation of national artistic and universal heritage.

### **Principles of program implementation:**

Here in program concerns children aged 9-12 having intellectual development above their average age (asynchronous) with or without double exceptionality with artistic skills, special sensitivity to art, the desire to deepen their knowledge and artistic skills and having expectations related to the development of these capabilities in a future job / profession.

In the development of the program, the age-specific psychopedagogical characteristics, the needs and limitations of the 2E data profile (where applicable), the methodological recommendations regulated by different acts (developed by MECTS) as well as good practice examples extracted from addressing <Gifted > education were taken into account.

- The principle of interdisciplinarity - by merging into a single study discipline of two (or more) individual disciplines traditionally studied;
- Experiential learning - teaching approach by focusing on non-formal learning experiences; encouraging the effort (to make mistakes – it is okay if you learn from your mistake) and innovation, attitudes and original analyzes;
- Promote learning by building learning contexts based on wellbeing, openness, curiosity; encouraging asking questions and free expression of views (without labeling and judging – but only analysis and argument);
- Promote education for sustainable development - through the acquisition of artistic skills that serve personal development and also lifelong professional development;
- Education through art based on the discovery of authentic values - development of aesthetic sense;
- Creative reception of artistic values - encouraging and stimulating creativity and originality in expression;
- Valuing ethnic and cultural identity - studying musical and visual artistic creations of different cultures / societies-era.

### **Types of activities:**

- Activities of testing techniques and instruments - thematic projects, original works inspired by the works of great artists;
- Activities of handling artistic materials in different contexts and for different purposes;
- Activities of building and creating artistic context: work on a free theme, scenographically décor, projects with recycled materials and so on.
- Activities of building specific verbal language: thematic discussions (works, biographies, currents, inspirations, artistic–visions and so on)
- Activities of testing of different artistic expression forms: auditions, exhibitions, performances, reflections, debates and so on;
- Activities of testing artistic expression: using applications and IT software.

## **Summary of Chapters**

### **Chapter 1. Getting about art.**

Lesson 1. Art and my abilities.

Lesson 2. Specific work techniques.

### **Chapter 2. Music.**

Lesson 1. Research the different musical cultures of the world.

Lesson 2. Creating stories or poems after some musical auditions.

### **Chapter 3. Directing. Types of directing.**

Lesson 1. Detailed description of directing.

Lesson 2. Preliminary drafting of costumes for stage genres.

### **Chapter 4. Television and films.**

Lesson 1. Activities of building and creating artistic context: watching works on free themes.

Lesson 2. Application.

### **Chapter 5. Educational Games for practicing artistic expressiveness.**

Lesson 1. Creativity Games.

Lesson 2. Creativity Techniques.

### **Chapter 6. Plastic composition. Collections.**

Lesson 1. Making plastic compositions having as a starting point poems, keywords or phrases literary at choice.

Lesson 2. Images collections, CDs, newspaper articles, magazines, tools.

### **Chapter 7. Visual Arts.**

Lesson 1. Meetings with local craftsmen, professional artists.

Lesson 2. Creative project.

Chapter 8. **The 3R (Recycle, Reuse, Recovery).**

Lesson 1. Making of toys, puppets of different materials / waste.

Lesson 2. Production of handmade jewelry.

Chapter 9. **Advertising.**

Lesson 1. Making of compositions using IT applications, advertisements etc.

Lesson 2. Experimentation activities with artistic expression with the use of IT applications and software.

Chapter 10. **Reproductions of works by famous painters.**

Lesson 1. Famous painters.

Lesson 2. Paintings`reproducing techniques.

Chapter 11. **Making a scenographically decor.**

Lesson 1. Materials and equipment.

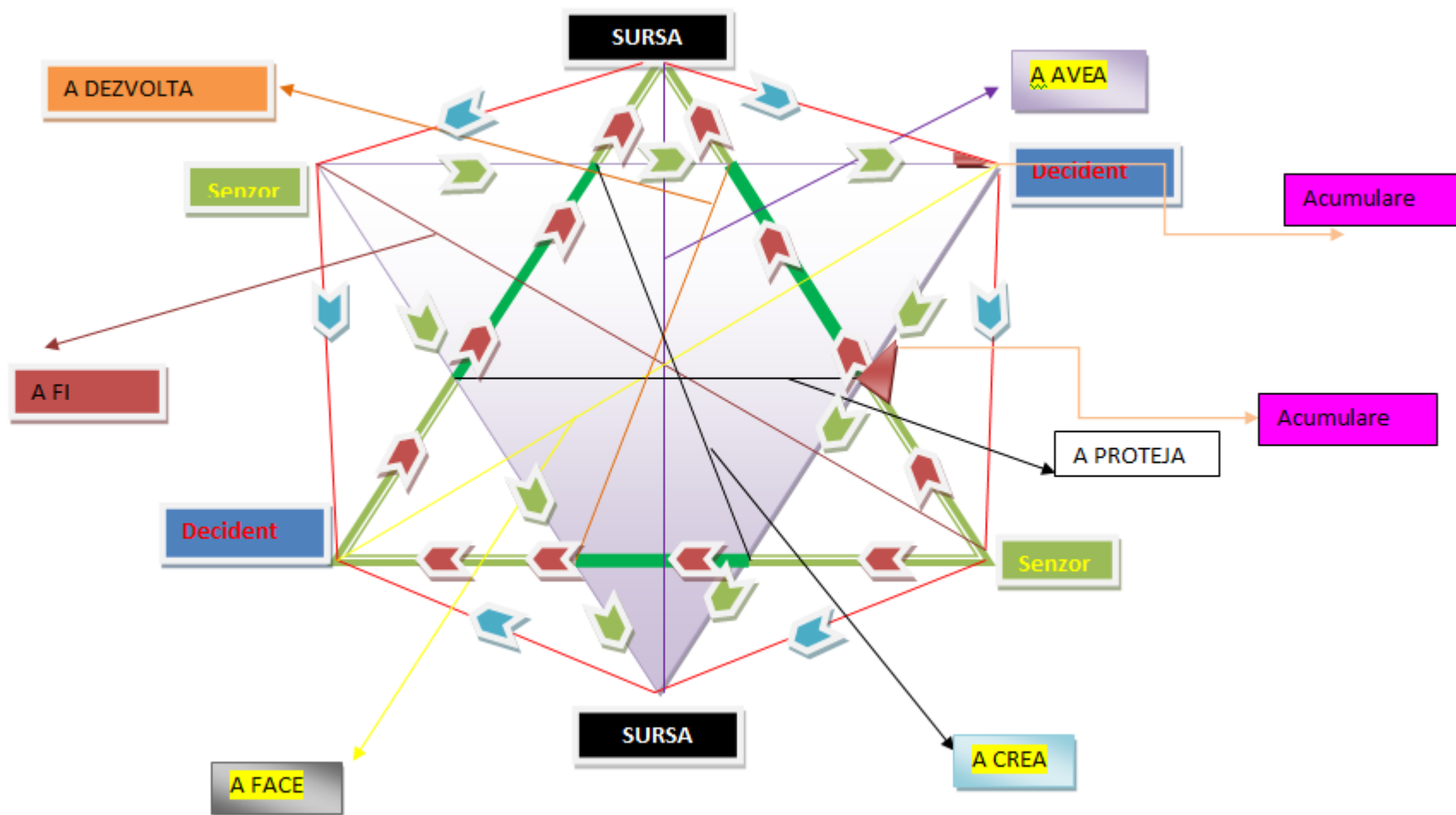
Lesson 2. Achieving techniques.

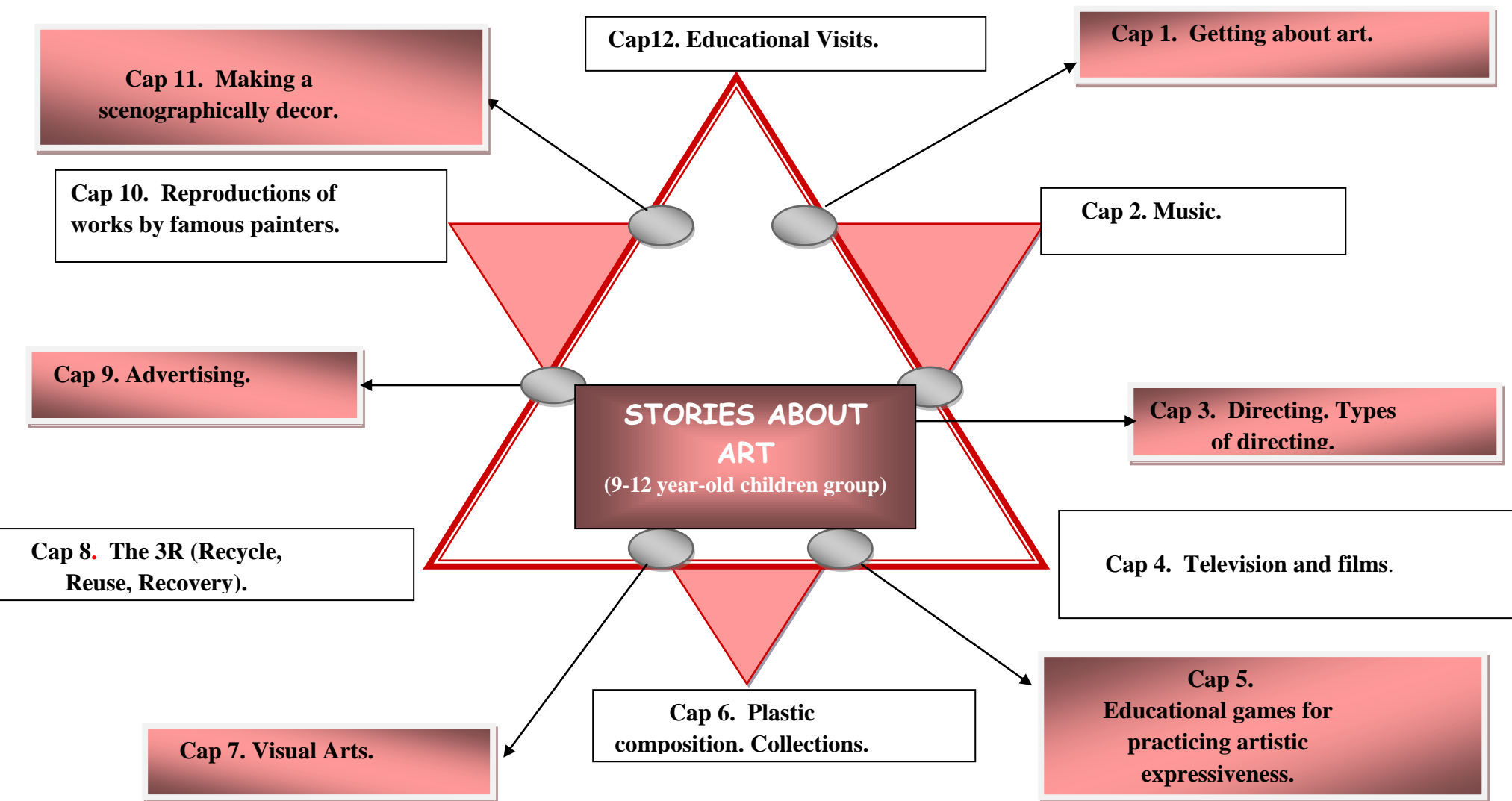
Chapter 12. **Educational visits.**

Lesson 1. Places of culture. Museum. Theatres. Events.

Lesson 2. Workshops.

## Stories about Art (9-12 year-old children group)





# STORIES ABOUT ART

## (9-12 year-old children group)

### COURSE „ Stories about Art“

Chapter	Values / Attitudes	Skills	Specific Competences	Knowledge	Methods / Strategies	Assessment
<b>Cap 1. Getting about art.</b>  Lesson 1. Art and my abilities. Lesson 2. Specific work techniques. Material handling activities in different artistic contexts and for different purposes; making collages of different materials and textures; painting on ceramic substrate; glass painting; textile painting, painting on wood, so on.	<ul style="list-style-type: none"> <li>• Understanding of what art is and why it is important to get to know the types of art;</li> <li>• Showing opening in the field of art, for own and family resources</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment on own abilities of handling various working tools</li> <li>• Using different working materials;</li> <li>• Identifying technical / working method suitable in each particular field of art</li> </ul>	<ul style="list-style-type: none"> <li>• Plastic - graphics competence through various expression of learning activities;</li> <li>• Artistic competence through valuing the product obtained by manual activities;</li> <li>• Competence "learning to learn"</li> </ul>	<ul style="list-style-type: none"> <li>• Defining what art is and why it is important to learn about it;</li> <li>• Interconnecting information on the needs, desires and role of art in own life</li> </ul>	Presentation	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Assessments</li> <li>• Continuous Assessment Tests</li> </ul>

No.	Chapter	Activity	Activity description (for on-line)	Type of intelligence developed	Teaching Objectiv Specific competences
		Lesson 1: Art and my abilities.			
I.	Cap 1. Getting about art Material handling activities in different artistic contexts and for different purposes; making collages of different materials and textures; painting on ceramic substrate; glass painting; textile painting, painting on wood, so on.	1.1. Welcome!	Hi, we are <b>Artistescu</b> family and together we will go through this course. We present the family members using cards where we write name, age, hobbies, job / what he would like to become and how they spend their leisure time. Film presentation: <b>APPENDIX 1</b>	Interpersonal and intrapersonal	1.2. Using materials in various contexts depending on their properties and appropriate working techniques.  2.1. Supporting and encouraging the potential of children in order they would be able to express themselves through art.  2.2. Develop the ability to express themselves through art, through knowledge and understanding of various arts and tools.  3.1. Develop skills to harness the elements of artistic language both in thematic compositions and in expressing their own vision (creativity items).



					3.3. Developing the skills to handle different materials (techniques, tools, themes, etc.) inspired by the creations of the great artists.
		1.2. What type of art and what practical skills do you think you have?	<b>MAP – APPENDIX 2</b> Exercise.	Initiation Techniques Intrapersonal – Plastic - graphics competence	<p>1.2. Using materials in various contexts depending on their properties and appropriate working techniques.</p> <p>2.1. Supporting and encouraging the potential of children in order they would be able to express themselves through art.</p> <p>2.2. Develop the ability to express themselves through art, through knowledge and understanding of various arts and tools.</p> <p>3.1. Develop skills to harness the elements of artistic language both in thematic compositions and in expressing their own vision (creativity</p>

					<p>items).</p> <p>3.3. Developing the skills to handle different materials (techniques, tools, themes, etc.) inspired by the creations of the great artists.</p>
		<p><b>Assessment:</b> What do you remember about we are going to learn together?</p>	<p>Initial Assessment Test <b>APPENDIX 3</b></p>	<p>Logic – thinking through argumentation</p>	<p>1.2. Using materials in various contexts depending on their properties and appropriate working techniques.</p> <p>2.1. Supporting and encouraging the potential of children in order they would be able to express themselves through art.</p> <p>2.2. Develop the ability to express themselves through art, through knowledge and understanding of various arts and tools.</p> <p>3.1. Develop skills to harness the elements of artistic language both in thematic compositions and in expressing their own</p>

					<p>vision (creativity items).</p> <p>3.3. Developing the skills to handle different materials (techniques, tools, themes, etc.) inspired by the creations of the great artists.</p>
		<b>Task to be performed / Homework</b>	<p>Introduce yourself and you like the way your partners in the discovery of a particular type of art</p>	Interpersonal	<p>1.2. Using materials in various contexts depending on their properties and appropriate working techniques.</p> <p>2.1. Supporting and encouraging the potential of children in order they would be able to express themselves through art.</p> <p>2.2. Develop the ability to express themselves through art, through knowledge and understanding of various arts and tools.</p> <p>3.1. Develop skills to harness the elements of artistic language both in thematic compositions and in</p>







				expressing their own vision (creativity items).
				3.3. Developing the skills to handle different materials (techniques, tools, themes, etc.) inspired by the creations of the great artists.
		<b>Lesson 2 Specific Work Techniques.</b>		
	2.1. Hello!	A brief introduction and transition to next topic.	Intrapersonal	Catching attention
		<b>APPENDIX 4</b> Presentation Watch the films! Exercise <a href="https://www.youtube.com/watch?v=h5zXJUoj_tI">https://www.youtube.com/watch?v=h5zXJUoj_tI</a> <a href="https://www.youtube.com/watch?v=44fhnN7fPS8">https://www.youtube.com/watch?v=44fhnN7fPS8</a>  <a href="https://www.youtube.com/watch?v=25EsWk6ndDg">https://www.youtube.com/watch?v=25EsWk6ndDg</a>	Intrapersonal and Interpersonal  Artistic, Chromatic, Emotional, Linguistic, Social	3.2. Developing the ability to create a product of artistic creativity for encourage using and experimentation of a wide range /variety of tools and work techniques.  2.3 Develop the capacity of self-expression through art - encouraging creativity for making its products in various art forms.

		<p>2.2. Materials. Tools. Work techniques.</p>	<p><b>APPENDIX 5</b></p> <p>What sort of work techniques do you prefer? Presentation.</p> <p><a href="https://www.youtube.com/watch?v=hIij6SDl470">https://www.youtube.com/watch?v=hIij6SDl470</a></p> <p><a href="https://www.youtube.com/watch?v=WoYxiPtS7_4">https://www.youtube.com/watch?v=WoYxiPtS7_4</a></p> <p><a href="https://www.youtube.com/watch?v=2WqmWChl3HM">https://www.youtube.com/watch?v=2WqmWChl3HM</a></p> <p><a href="https://www.youtube.com/watch?v=gndnD5PyxOE">https://www.youtube.com/watch?v=gndnD5PyxOE</a></p> <p><a href="https://www.youtube.com/watch?v=XVDnx1hqq6U">https://www.youtube.com/watch?v=XVDnx1hqq6U</a></p> <p><a href="https://www.youtube.com/watch?v=9YD2wCp1lSk">https://www.youtube.com/watch?v=9YD2wCp1lSk</a></p> <p><a href="https://www.youtube.com/watch?v=_5S6YWjoxIM">https://www.youtube.com/watch?v=_5S6YWjoxIM</a></p> <p><a href="https://www.youtube.com/watch?v=_5S6YWjoxIM">https://www.youtube.com/watch?v=_5S6YWjoxIM</a></p> <p><a href="http://www.apefsjdolj.ro/tehnici-de-lucru-folosite-in-educatia-plastica-din-invataman">http://www.apefsjdolj.ro/tehnici-de-lucru-folosite-in-educatia-plastica-din-invataman</a></p> <p><a href="https://www.youtube.com/watch?v=ecvBf2CGNig">https://www.youtube.com/watch?v=ecvBf2CGNig</a></p> <p><a href="https://www.youtube.com/watch?v=Eiax">https://www.youtube.com/watch?v=Eiax</a></p>	<p>Artistic, Chromatic, Emotional, Linguistic, Social</p> <p>Intrapersonal Harmonization of own emotions and thoughts</p>	<p>3.2. Developing the ability to create a product of artistic creativity for encourage using and experimentation of a wide range /variety of tools and work techniques.</p> <p>2.3 Develop the capacity of self-expression through art - encouraging creativity for making its products in various art forms.</p>
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			<a href="#">qN6YMSw</a>  <b>Exercise 1.</b> Read carefully the statements and select in <b>A</b> column advantages of using the techniques work and in <b>B</b> column the disadvantages of working techniques  <b>Exercise 2:</b> Merge with arrows art type with the right technique		
		<b>Assessment:</b>	<b>APPENDIX 6</b> Continuous Assessment Test.	Logic – thinking through argumentation	3.2. Developing the ability to create a product of artistic creativity for encourage using and experimentation of a wide range /variety of tools and work techniques.  2.3 Develop the capacity of self-expression through art - encouraging creativity for making its products in various

					art forms.
		<b>The task to be performed / Homework</b>	Give your favourite option for the sort of work techniques do you prefer. Choose specific work techniques to get involved in converting / improving your artistic discovered side.	Interpersonal	<p>3.2. Developing the ability to create a product of artistic creativity for encourage using and experimentation of a wide range /variety of tools and work techniques.</p> <p>2.3 Develop the capacity of self-expression through art - encouraging creativity for making its products in various art forms.</p>

**APPENDIX 1. Artistescu's presentation**

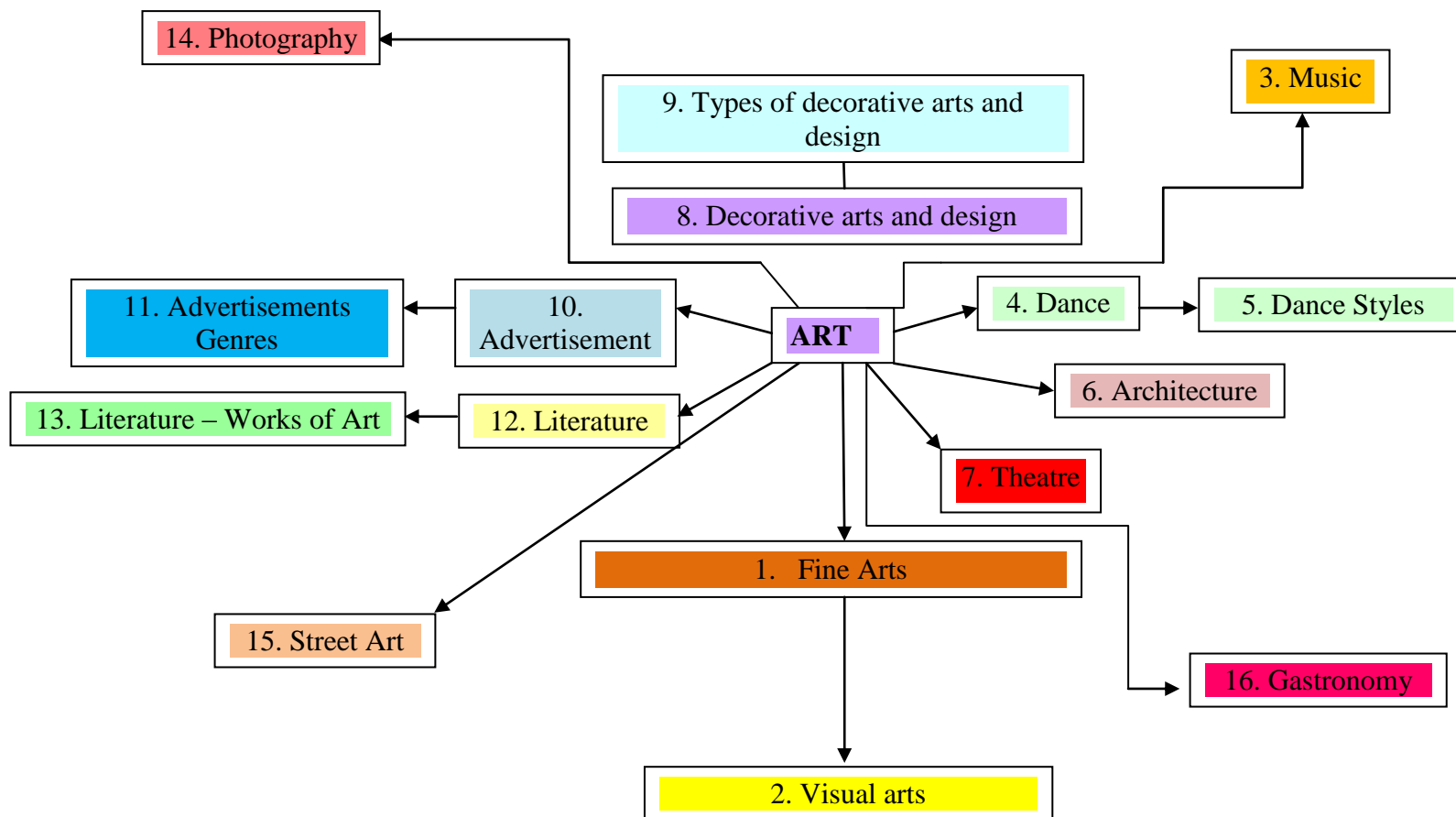
MOTHER	FATHER	DAUGHTER	SON	GRANDMOTHER	GRANDFATHER
 <p><b>Laura Artistescu, 44-year old, teacher, hobbies – music and dance</b></p>	 <p><b>Haralambie Artistescu, 48-year old, architect and fond of fine arts at leisure</b></p>	 <p><b>Raluca Artistescu, 10-year old, student; she likes literature and theater, she wants to become an actress</b></p>	 <p><b>Vlad Artistescu, 12-year old, student, he does not like science; hobbies: street art, 3-D design and advertising</b></p>	 <p><b>Mioara Artistescu, 67-year old, retired; she likes gastronomy; hobbies - decorative arts and fashion design</b></p>	 <p><b>Gheorghe Artistescu, 70-year old, retired, former aviator, hobby - fishing</b></p>



### **Artistescu's Presentation**

Artistescu's lives in a sumptuous villa built over several years at the outskirts of a big city. Mother, Laura Artistescu, 44-year old real artist, has chosen vocational career as a drawing teacher. During school activities she devotes body and soul to children and to her passion for art. In her free time she organizes modern dances competitions at a dance club where she is a member. In order to develop artistically, she constantly listens to music by selecting new melodic lines and musical genres. Father Haralambie Artistescu, 48-year old, architect is fond of fine arts at leisure. He built a patio in the garden where he spent weekends painting or sculpting. Sometimes he executes engravings and drawings in carbon or glass. Mother is excited by his passions, but she would prefer him to help her sometimes in the household chores due to her lack of time. Artistescu Vlad, 12-year old, student, does not like school because he does not understand sciences. He is an innate talent artist, inheriting the talent of his mother, after leaving school he goes out with his friends and creates street art drawings. At home, he works on the computer as a volunteer at an advertising company, creates 3-D drawings and is very excited about his hobbies. Raluca Artistescu, 10-year old student, likes literature and theater and wants to become an actress. In the class, she is responsible for staging the plays from the school and with school competitions. Literature is her strength and she is keen on poetry. She studies the great poets and writers and writes articles and poems for the school magazine. She has nationally recognized merits for literary creation contests where she attended. It is very concerned about her outward appearance flirting with makeup, creams and hair fashion. The grandparents, Mioara Artistescu, 67-year old retired likes gastronomy and has hobbies - decorative arts and fashion design. She is a very active person despite his age, she has a family shop in the city, where together with a friend sells tapestries and Romanina traditional blouses they produce. These are highly valued by people who visit their store. Grandfather, George Artistescu, 70-year old retired, former aviator became a more comfortable man with age and prefer recreational activities. His favorite activity is fishing. Most of the time he sits on the lake chatting with other fishermen, being excited by their catches, telling stories and fishing jokes. Every evening, Artistescu's meets in the family dinner fondly recounting the funny events or their work during the day.

## APPENDIX 2. Map - Types of art.



Traditionally, the term **art** refers to any skill or ability. The types of art to which we refer are: fine arts, music, dance, architecture, theater, street art, advertising, literature, decorative arts and design, and not in the least, gastronomy.

**Fine arts** as they are known in the world of French ("belle art") is an artistic appearance, aesthetics of the surrounding world. Enlightenment tradition designates visual arts, performing major arts such as: painting, sculpture, drawing and engraving. Arts, from French *arts plastiques*, groups all the practices and activities that make an artistic representation, aesthetics and poetics, by shape or volume. The term is considered by some to be a more limited and outdated for visual arts, these originally designating by the Enlightenment tradition, so-called major arts such as painting, sculpture, drawing and engraving. In French the term originated in Latin *burned* and Greek *plastik* and originally defined three-dimensional expressed arts such as sculpture or architecture subsequently encompassing painting, drawing and engraving.

**Advertising.** Every once a product is finalised and completed, any product must be promoted, in order to get the attention of the consumer as soon as possible. Whether it is about promoting a product, an event or a brand, advertising has always been a way of informing the large public. Having a history began 3000 years before our era, advertising has been grown and has become the central element when it is about the work of the salespersons. Drawing benefits with it, but also many critics over the years, advertising in all its forms contributes nowadays sometimes gentle, sometimes harsh the consumer's mind.

**Dancing** has always been a mean of communication, managing to revive the great stories of history and ancient legends. The art of dance is to combine a series of moves carefully chosen and then displayed on the right melody.

### Dance styles:

Classical, Society,  
Latin American,  
Spanish,  
Modern,  
Ballet,  
Urban dance.

**Theatre.** Since ancient times, the looks of the greatest rulers were delighted by brief moments of everyday life, staged by middle class people for the amusement of superiors. So, tragedy and comedy were invented, which have evolved over time and founded an art that for many offers a way to escape, that offers the chance for a while to get into the skin of another character to have a different personality.

**Architecture** is a science and an art to design and construct buildings taking into account various factors. This art is felt especially in terms of urban space. Science of architecture consists of technical manner approached, hence the importance of architecture is especially

**Street art.** Freedom of expression has never been more lenient than street arts. Starting from isolated movements, often illegal, underground artists showed fledged power takes precedence over the individual. That is why they chose to promote their creations in the street, while preserving their anonymity.

**Music.** The game sounds offered by the handling of various musical instruments together with the use of the voice delights hearing at every turn. The harmony of musical notes blends with the environment.

By its grace and expanding, theatrical art has managed to win itself a special place, being of importance by the power to maintain and revive the great stories in history. Through passionate actors and a decor designed in the smallest detail, the curtain opens the door to a new world offering a unique visual experience.

For the ordinary human eye, the emergence of street art was tough on the one hand , but due to unexpectedly rapid development, today we talk about street arts as about a new art. **Street Arts** is a new way of communication which is not conditioned by a particular social or political status.

**Cooking.** Arts takes place in the kitchen, too. A little imagination combined with talent, suitable technique, bowls and ingredients, the originality and the accuracy represent the key of cooking. Either is about a simple snack or it is about of a whole cooking process which require the skill of a master, practice, knowledge and skill are needed. There could be mentioned the following types of cuisine: classically, mixed, high-classed, molecular, note by note, nouvelle, fast-food.

**Fine arts and design.** Since ancient times, social status was given by the beauty of the jewelry and clothes which a person wore. Thus, the wish of the great leaders arouses to be always in step with the latest trends in fashion, **Willy-nilly**, they **paid great attention to this art**, forcing the aids to exceed any limits when it is about creative freedom. So, different trends and currents were born, which are today addressed and studied in their smallest details in major fashion schools worldwide.

The same trends and tendencies were expanded and covered the structures of the cities everywhere, so as today terms such as 3D graffiti are no longer such SF terms.

Types of decorative arts and design are:

- Textile arts: upholstery; prints
- Ceramic art;
- Glass art.

Literature – literary works:

- Prose
- Poetry
- Dramatic text.

Types of advertising:

- Information
- Conviction
- Reminder

**Literature.** Joining of words in order to create a literary work is an art. Literature is based on creativity and originality. To create a literary work either it is prose, poetry or dramatic text requires a particular style, a joining of words, suitable for creating harmony and musicality.

Therewith, existence of a particular aesthetic sense is needed for expressing and conveying to the reader what the author feels, thinks or sees.

**Visual arts field covers:** painting, drawing, graphic, decorative art (upholstery, scenography, ceramics, clothing, design, jewelry art), artistic photography, printing, sculpture, architecture, monumental arts, performing arts)

**Photography** is the technique by which images can be created under the action of light. It is a branch of graphic arts which uses this technique. It is an image obtained through this technique.

The word *photo* originates from Greek two words: φῶς (phōs) which is translated as *light* and γραφίς (graphis) which is translated as *to write*.

Literally it can be translated by writing with light. In everyday speech the term of *photo image* is used. Although there are not clear defined rules to determine which category a photo belongs, the most popular types of photos are: landscape, portrait, street photography, architectural photography, commercial photography or documentary photography. Photo collections are kept in photo albums or in specially created files.

**Exercise.** Read carefully the statements and associate to the **column A** advantages of artistic education , **column B** disadvantages of artistic education.

I identify and stimulate my personal side of creativity. I organise effectively my spare time.

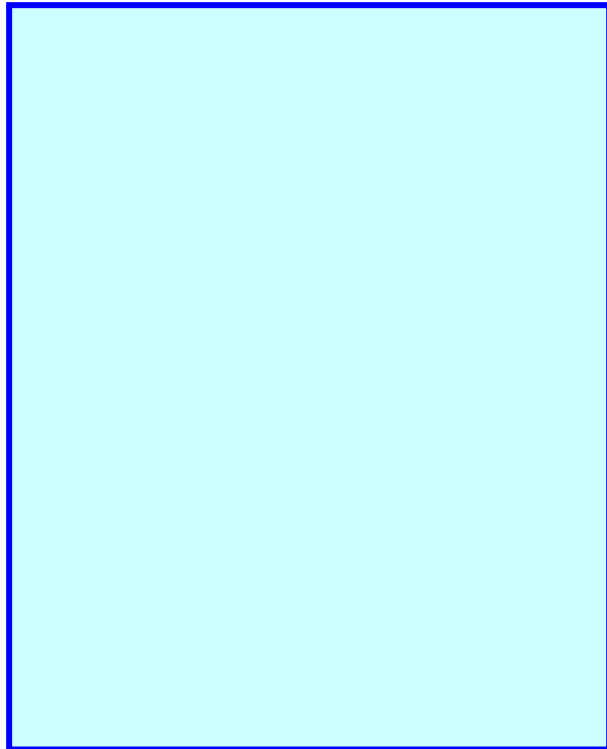
I limit myself in self-knowledge. I demotivate myself and I do not have personal fundamentally attitude.

I stimulate curiosity and I have initiative. I do not capitalize my spare time with the purpose of my personal development.

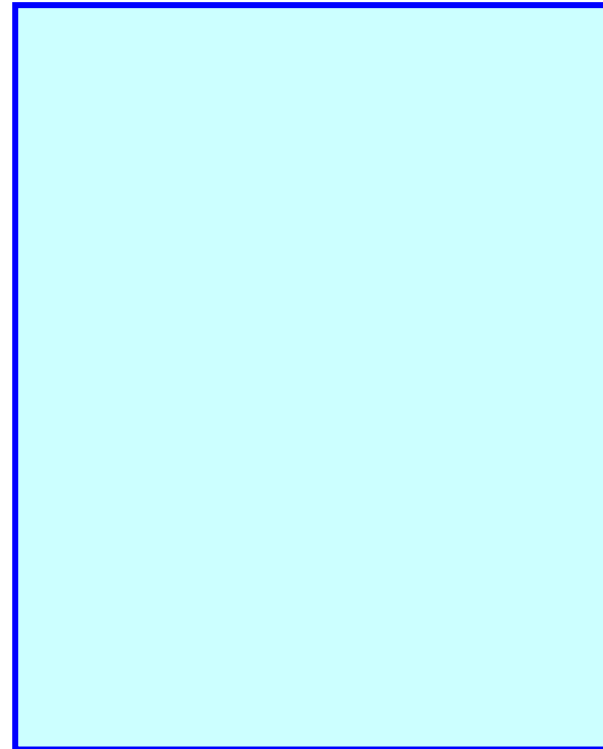
I do not capitalise the artistic expressiveness, graphics or linguistics potential. I discover my own artistic inclinations.

I develop my imagination and sensitivity. I do not discover my own potential and I do not cultivate my own abilitites.

**A. The advatages of artistic education**



**B. The disadvantages of artistic education**



## Exercise Solving.

### A. The advatages of artistic education

I identify and stimulate my personal side of creativity.

I develop my imagination and sensitivity.

I stimulate curiosity and I have initiative.

I discover my own artistic inclinations.

I organise effectively my spare time.

### B. The disadvantages of artistic education

I do not discover my own potential and I do not cultivate my own abilities.

I limit myself in self-knowledge.

I demotivate myself and I do not have personal fundamental attitude.

I do not capitalise the artistic expressiveness, graphic or linguistic expresivity at a maximum potential.

I do not capitalize my spare time with the purpose of my personal development.

### APPENDIX 3. Initial Assessment Test.

Express your wishes by ticking T/F (True or False), taking into account the knowledge acquired, the artistic tendencies, skills or abilities.

#### PHOTOGRAPH

... I will take photographs of...

- a. portraits;
- b. mannequins;
- c. landscapes.

#### DANSER

... I will dance ...

- a. contemporary dances;
- b. latino-american dances;
- c. hip-hop.

#### COOK

... I will cook ...

- a. Traditional meals;
- b. Oriental cooking;
- c. pizza

#### MUSICIAN

... I will compose ...

- a. Pop music;
- b. Symphonic music
- c. Popular music.

#### DESIGNER

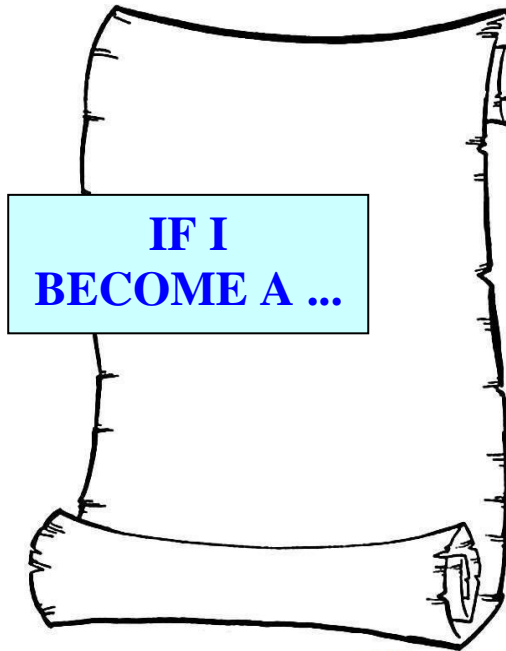
... I will create ...

- a. clothes;
- b. jewelry;
- c. 3-D graffiti.

#### PAINTER

... I will paint ...

- a. still life
- b. portraits;
- c. landscapes.



#### BUILDER

...I will build...

- a. machetes;
- b. sky-scrapers;
- c. commercial shops.

#### WRITER

...I will write...

- a. prose;
- b. poetry;
- c. drama.

#### ACTOR

... I will play in ...

- a. films;
- b. theatre plays;
- c. commercials.

## APPENDIX 4

Watch the films!

[https://www.youtube.com/watch?v=h5zXJUoj\\_tI](https://www.youtube.com/watch?v=h5zXJUoj_tI)

<https://www.youtube.com/watch?v=44fhmN7fPS8>

<https://www.youtube.com/watch?v=25EsWk6ndDg> <https://www.youtube.com/watch?v=wIIC AeHh8c8>

**Exercise.** Place in the rectangles from each arrows, the word which defines the images.

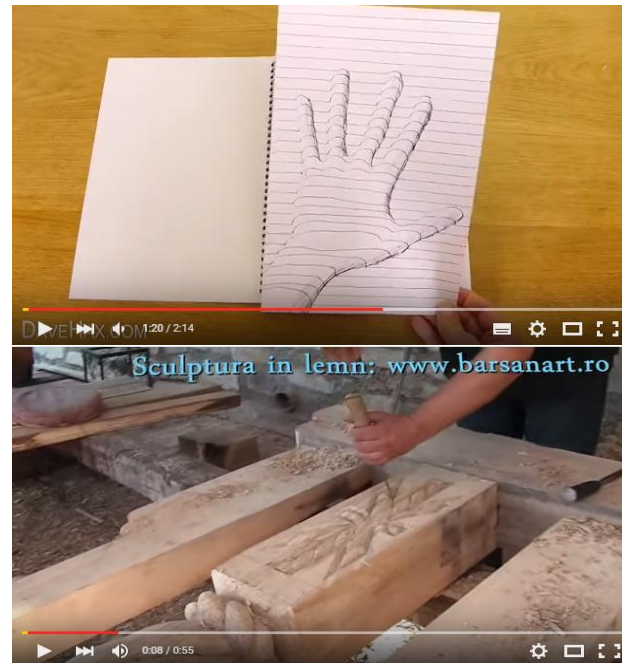
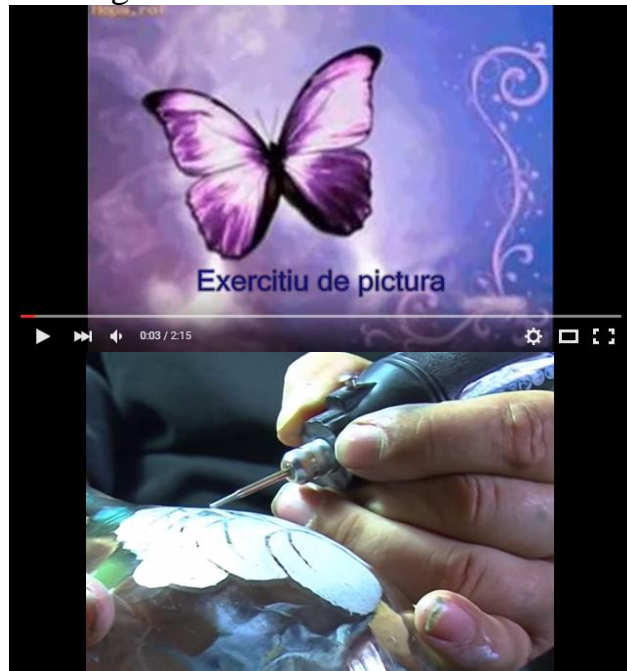
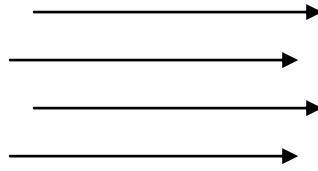
Street art

Decorative Art

Belle Art

Monumental Art

Printing Art





**Exercise solving.** Place in the rectangles from each arrows, the word which defines the images.

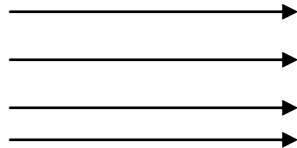
Street art

Decorative Art

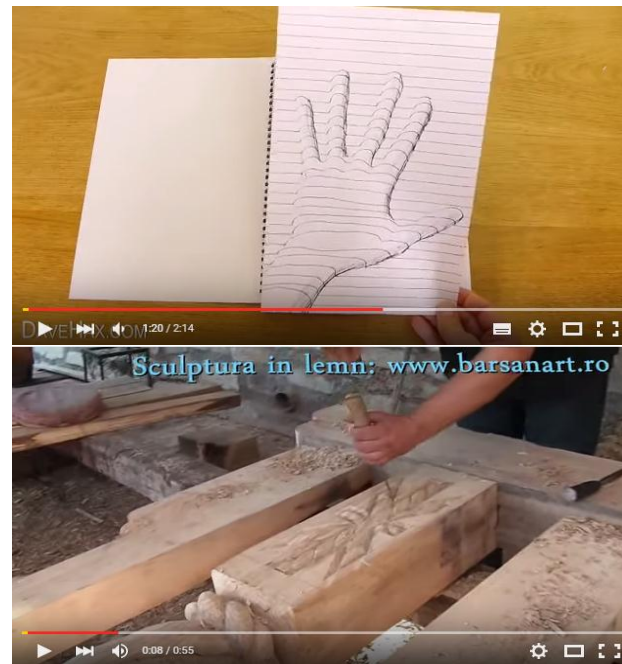
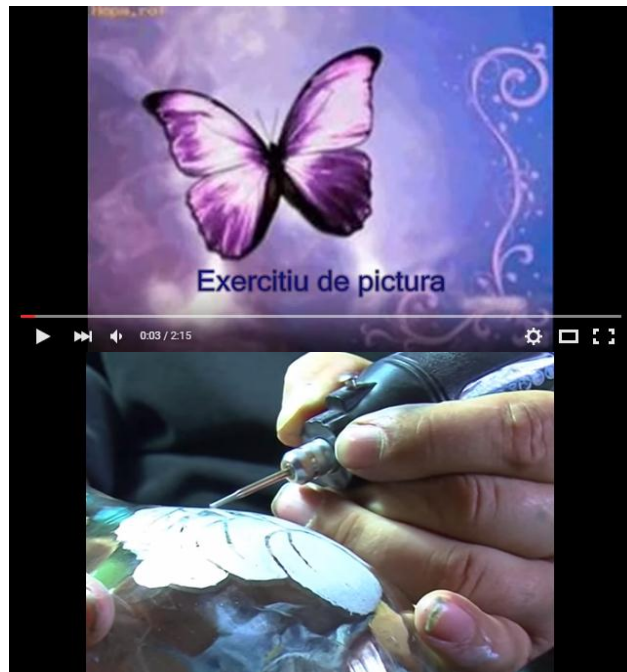
Belle Art

Monumental Art

Printing Art



Belle Art



## APPENDIX 5. Presentation. Work Techniques.

**The concept of work technic** relates to the concept of matters with which it is closely related. It is not wrong when technic is defined by matter. World of infantile forms can not find fleshing outside the material, so outside the technique. By working techniques used plastic materials (watercolor, gouache, tempera, colored solutions with different pigments, printed fabrics, white drawing paper, colored paper, etc.) to configure anything but what they are, without having to lose their own structure.

### Aquarelle technique

Watercolor painting is a genre that uses watercolors. The process for wet colouration of a surface by stretching a color which was dissolved in water, is achieved by means of the brush. It is envisaged that both the process used, and the color quality, determine by the number of times, the expressiveness and attractive appearance of the drawing.

Watercolors dissolve in water or in the special depressions of box covers of them. Getting the certain hues is realised by mixing of no more than 2-3 colors in different quantities with the help of a brush.

[https://www.youtube.com/watch?v=WoYxiPtS7\\_4](https://www.youtube.com/watch?v=WoYxiPtS7_4)

Thus, there is pure watercolor, gouache watercolor and gouache by the method. The genre of this technique is addressed to landscape, still life and to portrait.

<https://www.youtube.com/watch?v=2WqmwWChI3HM>

### Gouache technique

This old kind of painting watercolor is one option that was first applied in 1548 by the painter Pado Pini.

In our time it has become a widespread technique and it is practiced both on paper and on silk and other materials. Gouache is found in our stores in sets of tubes or plastic containers.

Fresh is presented as a paste, floating above binder, arabic gum and water, which makes it difficult to load the brush. To prevent confusion of a too thick a layer of color settled down, which after drying, typically cracks, we leave the bowls for a period without cover caps. But before we homogenize the content. The color is harden and can be easily diluted.

<https://www.youtube.com/watch?v=hIij6SDI470>

### Tempera technique

Tempera painting can not be applied only on a material that does not absorb too much binder colors out of the material. Otherwise the material needs to be processed, because the tempera applied to a porous layer gives a loose and powerful tone which changes when dry, and the colors can not be fixed well enough.

The most serious difficulty in tempera colors is drying too quickly prohibiting any change. Unlike old oil and tempera painting new tempera do not compel children to have some method of execution of the painting, giving them full freedom in this regard that freedom everyone can enjoy working in this tehnică by water friction.

### Applied brush technique

This technique involves using watercolors of the box. With a thick brush soaked in color, decorated, we apply on surface stains, fingerprints of thick brush. By repeated applying, depending on the desired pattern, floral (sunflower) or landscapes can be obtained.

<https://www.youtube.com/watch?v=9YD2wCp1ISk>

### Technical graphics

<https://www.youtube.com/watch?v=gndnD5PyxOE>

<https://www.youtube.com/watch?v=XVDnx1hqq6U>

The colors are fluid graphics, bright and volatile. Although they are used just for loading pens, we try another method to use them. The same brush for the same color, from beginning to end work. The tops are round, the fine bristles, their hair becoming a small colour reservoir after dipping into the inkwell. It can be drawn developed forms or built directly with the color.

**Collage** is a process in modern art that consists of composing a painting by bonding heterogeneous elements, in order to achieve an overall effect.

In order to address the collage technique, we recommend children collecting and storing in an envelope large pieces of colored paper, expressive black and white texts on other colorful funds headlines articles etc. Cut from old newspapers and magazines, color calendars, etc.

Accommodation activity and knowledge of the possibilities expression of colored paper takes place individually, each child having affinities for certain forms and color.

For laminating, we prepare paper surfaces after "soft" cutting process getting vibrated pictorial effect. Spaces which are born between areas of color become passages to be highlighted through brilliance or brightness using colors.

[https://www.youtube.com/watch?v=\\_5S6YWjoxIM](https://www.youtube.com/watch?v=_5S6YWjoxIM)

### **Stamp Technique (polystyrene modules)**

The modules are made of polystyrene used for insulation in construction work. By cutting polystyrene, we get a variety of parallelepipeds, prisms, rotating bodies whose background square, triangular or oval we use loading them with color and then stamping. Fretted surfaces can be obtained by melting the polistiren with the needle of pyrography. Module edges can figure lines. As support use drawing paper, duplex cardboard, foil. I used water color, gouache, prepared on paper tests or placed directly with brush on the module. If necessary module can be wiped with a damp cloth.

### **Technical cork stamps**

Cork stamps can also be made in different sizes for making decorative patterns. It is necessary that the plug be smooth. The nicks are made with a different knife sections into the cork at a depth of 3-5 mm depending on the model ESI. For stamping, pad is used so, more pads of various colors are needed. Cork stamps have more durability than the potato ones, which can be used only once. With stamps of cork, through repetition, alternation and symmetry new designs can be created which develop spatial orientation of children.

### **Technical stamps from erasers**

Erasers are an ideal material for making stamps. Thus, most demanding designs can be achieved, as animals or stylized plants, figures, geometrically figures. For achieving the desired pattern on the stamp, the design is copied on the gum and then, profiles are carved with a knife.

**Origami** is the art of folding paper. It has become science: cosmic satellite antennas, mirrors of the best (and huge!) telescopes get into interplanetary cosmic space folded after principles of origami.

<https://www.youtube.com/watch?v=ecvBf2CGNig>

### **Sponge painting technique**

Cut the sponge into small pieces easy to handle. There are several ways in which children can use:

- Soak the sponge into the box with color, then go with it in broad traits, over the paper;
- It is painted one side of the sponge with brush, then use this painted side as a stamp;
- The paper is watered and laid on the table; by using a stick or a brush, apply small spots of color on paper; these are absorbed by pieces of cloth of different shapes; It will give an interesting structure.

### **The technique of painting with crumpled paper**

Use a piece of writing for making a stamp (by crumpled). Soak in color and dab the surface of the paper to give the chosen topic.

### **The technique of leaves stamp**

Apply color on dry leaf and press on the sheet.

### **The tehnicque of drawing on computer**

With the development and accessibility of PC's, more and more children, even the very young ages can use different graphics programs, drawing, image processing etc. Basically, particularly in urban areas, it is very unlikely to be a child who can not access a PC. Using the "Paint" children can accomplish relatively easily, graphic works in various colors.

<https://www.youtube.com/watch?v= 5S6YWjoxIM>

(<http://www.apefsidolj.ro/tehnici-de-lucru-folosite-in-educatia-plastica-din-invatamant>)

**Molding** is plastic reproduction of some objects. Modelling is a plastic - artistic activity, taking part of the visual arts group. Modellings may be several types, but the most practiced are: clay modellings, wax modellings, paper modellings, or why not plaster modellings. To achieve successful modellings, we need modeling paste, paste that over time took the place of the polymer clay.

<https://www.youtube.com/watch?v=EiaxqN6YMSw>

**Modeling pasta** is useful for making statues, ceramic objects or jewelry. This paste is a white or scarlet smooth paste, it is shaped with your hands slightly wet and after drying forms are painted in acrylic or tempera.

#### **Clay modeling:**

To make modeling clay we need: clay mixed with water, wet cloth to keep fresh clay and a brush. This clay has to be prepared properly, it is not dry nor too wet, so if we prepared clay properly, we can get different forms or figures.

#### **Plasticine modeling:**

Plasticine modelling are made mainly by small artists. Plasticine modeling is done with little wet hands, but not in excess, thus who make such modeling can be proud with different shapes and figures. Plasticine modeling is considered one of the easiest forms of modelling, whereby forms can be obtained in a relatively short time.

#### **Wax modeling:**

Wax modelling are among the most difficult forms of modeling to achieve; to achieve such a modeling we need a modeling kit and sculpting in wax. Modeling wax is used for making masks, but is widely used in the dental industry. Modeling is an art form that can begin in childhood and has no age limit.

**The model** is an object that meets the typical characteristics of a category and it is intended to be reproduced; sample; for example, it is a small object which is a real object; layout.

Synonyms: printing; template; block.

Examples of models: ornaments, figurines, toys, models, jewelry.

It may be a simplified representation of a process or of a system, a work of art which by its qualities can serve as an example.

A model can also be a person who poses for a painter or for a sculptor or a presenter of new clothing items; a mannequin.

The term **model** is a small-scale reproduction of plastic works of sculpture, painting, architecture, a theater decor, etc.

A model can be made of paper: origami, tangram, quilting, collage or with textile materials: bending, weaving, cutting, sewing, gluing, Kirigami, etc.

**Stitching** is the line where two pieces of cloth are joined by sewing. Ornament embroidered on cloth. Model then sew.

**The decorations** are usually objects of glass, metal, wood or ceramic. Ornaments may have very different forms, from a simple sphere to highly artistic designs. The decorations are almost always reused over the years, rather than purchased annually.

**Painting techniques** are classified depending on how the pigments are diluted and fixed on the support which is painted. In general, when the pigments are insoluble in the binder, they will scatter in him. You can create paintings using various techniques: oil, wax, watercolor, gouache, acrylic, pastel, fresco, ink, tempera, grisaille, pointillism, stained glass, graffiti. Support acts as a bearer of backgrounds and layers of paint. The supports are varied, traditional ones are paper cardboard, wood, canvas and walls, which actually may include metal, glass, plastic or leather ones.

All require a special primer which depends on the paint process we want to use it.

**Exercise 1.** Read carefully the statements and select in **A column** advantages of using the techniques work and in **B column** the disadvantages of working techniques:

Social, we developed the habit of exercising proper techniques that will be used later;

We create a group of friends;

We adapt easily to new situations;

We limit our own native and creative potentials;

We do not develop our motor skills;

Psychic, we acquire the inner balance, it relaxes us, it stimulates our imagination and creativity;

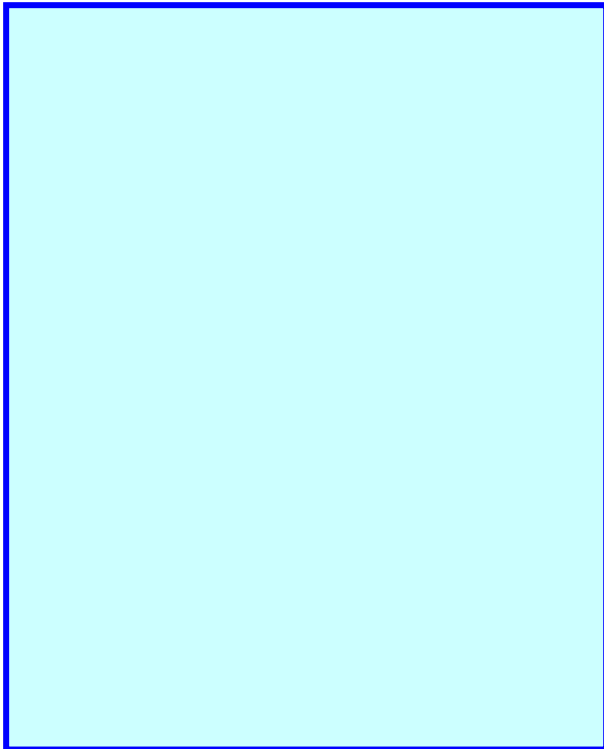
Cultural, we interact in ur group of friends, we develop our aesthetic sense, the sense of touch;

We do not develop our vocabulary and we do not enrich our general knowledge;

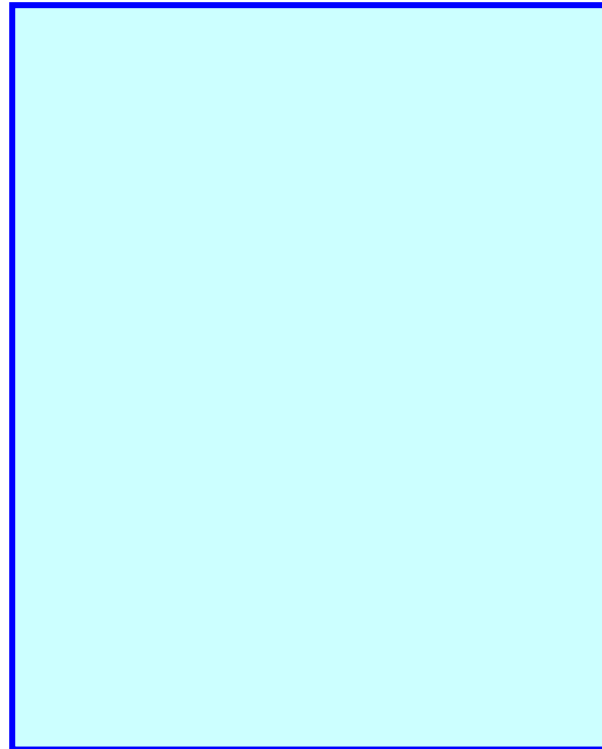
We fail to express ourselves in a right way;

We lack in new horizons in our cultural development;

**A The advantages of using the working techniques**



**B The disadvantages of using the working techniques**



## Exercise 1 Solving:

### A The advantages of using the working techniques

Psychic, we acquire the inner balance, it relaxes us, it stimulates our imagination and creativity;

Social, we developed the habit of exercising proper techniques that will be used later;

We create a group of friends;

We adapt easily to new situations;

Cultural, we interact in ur group of friends, we develop our aesthetic sense, the sense of touch;

### B The disadvantages of using the working techniques

We lack in new horizons in our cultural development;

We limit our own native and creative potentials;

We do not develop our vocabulary and we do not enrich our general knowledge;

We do not develop our motor skills;

We fail to express ourselves in a right way;

**Exercise 2:** Merge with arrows art type with the right technique:

Picture

Modeling

Photo

Design

Advertising

Engraving

Gastronomy

Theatre

Music

Dance

Kneading dough

Choosing watercolor shades

Choosing the suitable textile

Technical angle of light

Reproduction of a drawing in depth  
or in relief

Tasty food preparation technique

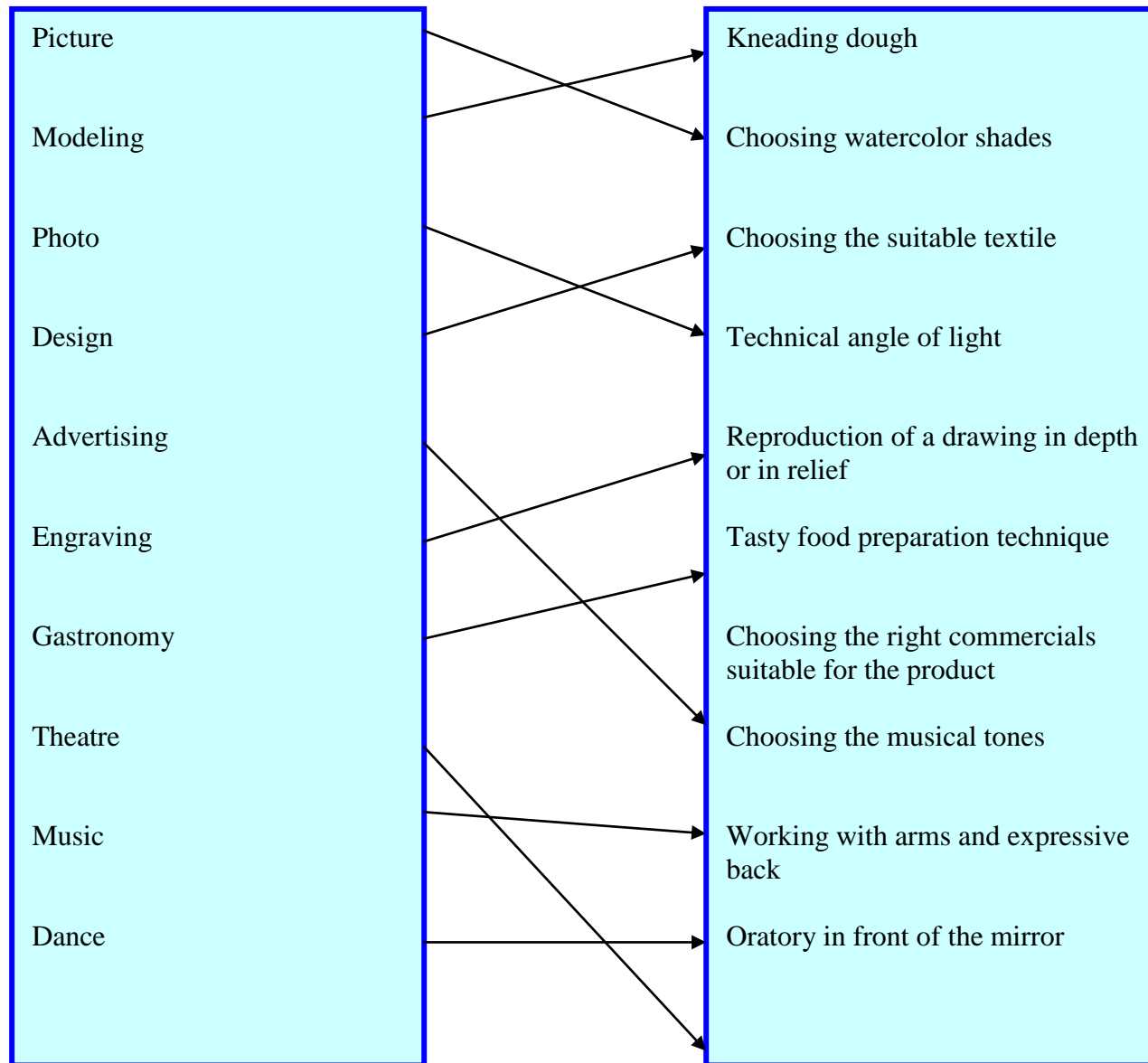
Choosing the right commercials  
suitable for the product

Choosing the musical tones

Working with arms and expressive  
back

Oratory in front of the mirror

## Exercise 2 Solving:

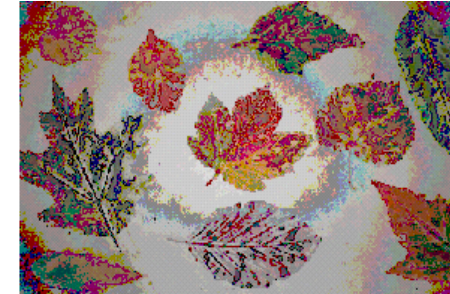




## APPENDIX 6. Continuous Assessment Test.

1. Look carefully the images, recognise and choose an used technique:

I would like to make a / an .....



Enumerate the materials and tools used for realizing the chosen technique.

a. Materials: .....

b. Tools: .....

c. Technique: .....

2. Watch carefully the film: (<https://www.youtube.com/watch?v=CFqPP8y4H6w>)

What dance style do the two children know? .....

No.	Chapter	Activity	Activity Description (for on-line)	Type of intelligence developed	Teaching Objectiv Specific competences
		<ul style="list-style-type: none"> <li>Lesson 1:</li> </ul> Research the different musical cultures of the world.			
II.	Cap 2. Music.	1.1. Hello!	<b>APPENDIX 7</b> Watch the film! <a href="https://www.youtube.com/watch?v=l-dYNttdgl0">https://www.youtube.com/watch?v=l-dYNttdgl0</a> Exercise.	Interpersonal and intrapersonal	1.1. Participation at integrated activities adapted to the age level where elements of visual, musical, verbal, kinesthetic expressions are associated.
		1.2. Musical genres.	<b>APPENDIX 8</b> Presentation	Intrapersonal	1.1. Participation at integrated activities adapted to the age level where elements of visual, musical, verbal, kinesthetic expressions are associated.
		Assessment:	<b>APPENDIX 9</b> Continuous Assessment Test Listen to musical excerpts! <a href="https://www.youtube.com/watch?v=3u-IMopPBa8">https://www.youtube.com/watch?v=3u-IMopPBa8</a> , <a href="https://www.youtube.com/watch?v=3u-IMopPBa8">https://www.youtube.com/watch?v=3u-IMopPBa8</a>	Intrapersonal Logic – thinking through argumentation	1.1 Participation at integrated activities adapted to the age level where elements of visual, musical, verbal, kinesthetic expressions are associated.

			<p><a href="https://www.youtube.com/watch?v=df-eLzao63I">om/watch?v=df-eLzao63I</a>,</p> <p><a href="http://www.muzicapopulara.net/Maria-Ciobanu-Concert-Sala-Palatului-32.html">http://www.muzicapopulara.net/Maria-Ciobanu-Concert-Sala-Palatului-32.html</a>,</p> <p><a href="https://www.youtube.com/watch?v=8B6jOUzBKYc">https://www.youtube.com/watch?v=8B6jOUzBKYc</a>,</p> <p><a href="https://www.youtube.com/watch?v=cT1tUddY08g">https://www.youtube.com/watch?v=cT1tUddY08g</a>,</p> <p><a href="https://www.youtube.com/watch?v=ijzzJ0y8C18">https://www.youtube.com/watch?v=ijzzJ0y8C18</a></p> <p>,</p> <p><a href="https://www.youtube.com/watch?v=V86zYV3QXnk">https://www.youtube.com/watch?v=V86zYV3QXnk</a>,</p> <p><a href="https://www.youtube.com/watch?v=ulcXYjb4eBU">https://www.youtube.com/watch?v=ulcXYjb4eBU</a>,</p> <p><a href="https://www.youtube.com/watch?v=LRmY8eCKxRg">https://www.youtube.com/watch?v=LRmY8eCKxRg</a>,</p> <p><a href="https://www.youtube.com/watch?v=yTKzrE6Zws">https://www.youtube.com/watch?v=yTKzrE6Zws</a>,</p> <p><a href="https://www.youtube.com/watch?v=Vg-0DFNTBm0">https://www.youtube.com/watch?v=Vg-0DFNTBm0</a>,</p> <p><a href="https://www.youtube.com/watch?v=DmWBHUolpJ4">https://www.youtube.com/watch?v=DmWBHUolpJ4</a></p>		
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		<b>Task to be performed / Homework</b>	Introduce yourself with your partners' similar way, according to artistic inclinations.	Interpersonal	1.1. Participation at integrated activities adapted to the age level where elements of visual, musical, verbal, kinesthetic expressions are associated.
		<ul style="list-style-type: none"> <li><b>Lesson 2:</b></li> </ul> <b>Creating stories or poems after some musical auditions</b>			
		<b>2.1 Hello!</b>	<b>APPENDIX 10</b> Imagine and write! <a href="https://www.youtube.com/watch?v=B_ivGUrKxZQ">https://www.youtube.com/watch?v=B_ivGUrKxZQ</a> <a href="https://www.youtube.com/watch?v=8B6jOUzBKYc">https://www.youtube.com/watch?v=8B6jOUzBKYc</a>	Intrapersonal and Interpersonal	4.3. Developing the capacity to build / create an artistic product after verbal, literary, musical descriptions and so on.  2.4. Developing the abilities to understand and use metalanguage of arts: emotion, living, vision and correlating, translating them into artistic items does and (color, shape, sound, rhyme, movement and so on.)
		<b>2.2. Presentation.</b>	<b>APPENDIX 11</b> Listen to the recording! <a href="https://www.youtube.com/watch?v=8B6jOUzBKYc">https://www.youtube.com/watch?v=8B6jOUzBKYc</a>	Artistic, Chromatic, Emotional,	4.3. Developing the capacity to build / create an artistic product after

			<a href="https://www.youtube.com/watch?v=i98Q-yPKi3E">om/watch?v=i98Q-yPKi3E</a> .	Linguistic Social  Intrapersonal Harmonization of own emotions and thoughts	verbal, literary, musical descriptions and so on.  2.4. Developing the abilities to understand and use metalanguage of arts: emotion, living, vision and correlating, translating them into artistic items does and (color, shape, sound, rhyme, movement and so on.)
		<b>Assessment:</b>	<b>APPENDIX 12</b> Continuous Assessment Test	Logic – thinking through argumentation	4.3. Developing the capacity to build / create an artistic product after verbal, literary, musical descriptions and so on.  2.4. Developing the abilities to understand and use metalanguage of arts: emotion, living, vision and correlating, translating them into artistic items does and (color, shape, sound, rhyme, movement and so on.)
		<b>Task to be performed / Homework</b>	Introduce yourself with your partners' similar way, according to artistic inclinations.	Interpersonal	4.3. Developing the capacity to build / create an artistic product after verbal, literary, musical

					<p>descriptions and so on.</p> <p>2.4. Developing the abilities to understand and use metalanguage of arts: emotion, living, vision and correlating, translating them into artistic items does and (color, shape, sound, rhyme, movement and so on.)</p>
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## Cap 2. Music.

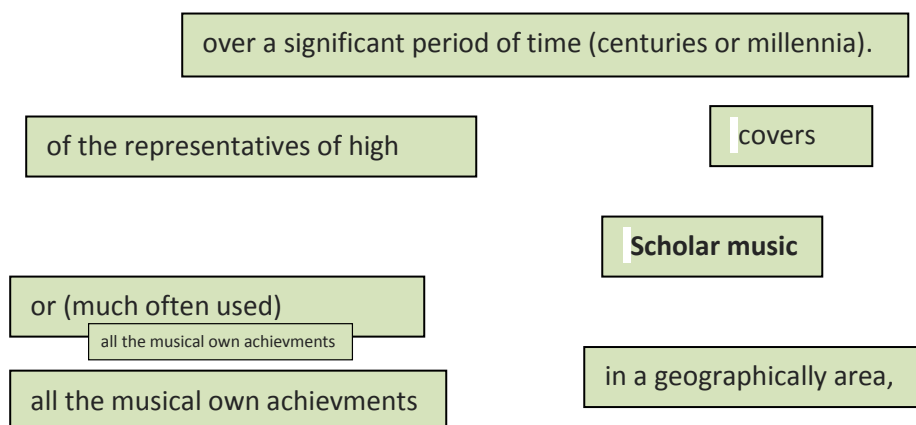
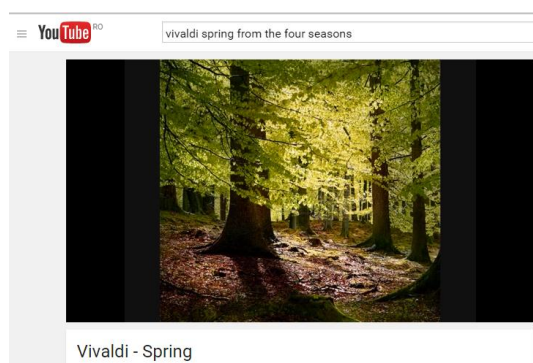
Lesson 1. Research the different musical cultures of the world.

### APPENDIX 7

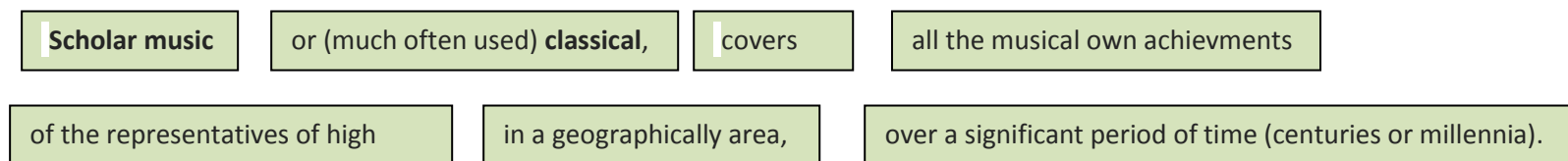
#### Exercise.

Watch the film and discover what field of art it represents. Arrange the word in the sentence in a way that you obtain the definition of the field presented.

<https://www.youtube.com/watch?v=l-dYNttdgl0>



#### Exercise solving:



**Scholar music** or (much often used) **classical**, covers all the musical own achievements of the representatives of high culture in a geographically area, over a significant period of time (centuries or millennia).

## APPENDIX 8. Presentation

### Musical genres:

- Room: bagatela, song, chanson, running, lied, melody, minuet, romance, rondo, sonata
- Symphonic: concert, symphonic poem, symphony, suite, overture
- Voice: madrigal, motet
- Scenic and vocal-symphonic: ballet music, anthem, opera
- Folk and religious: sing, carols, doina, gospel, spiritual negro
- Modern: blues, cabaret, calypso, country, disco, electronic music, ethno, fado, the music of the band, film music, folk music, funk, hip-hop, jazz, fiddler music, songs, merengue, metal music, pop music, folk music, ragtime, reggae, rhythm and blues, rock, rock and roll, samba, scene music, soul, dance music.

**Flamenco** is both a music genre and a native dance from southern Spain in the regions of Andalusia, Extremadura and Murcia.

**Folk music** is a hybrid music genre, a result of folk instruments ensembles confrontation with the urban world and the socio-political reality in the first half of the twentieth century. In the 1990s, a new wave of changes in society and in mass cultures has led to a subgenre of folk music, for which is often used the nickname of "ethno".

**Hip hop** (also called hip-hop, hip hop or rap by generalization) is both a musical genre and a cultural movement that developed in urban communities since the 1970s. Since it emerged in New York in the 1970s, hip-hop has grown to encompass a whole lifestyle that incorporates various elements of ethnicity, technology, art and urban culture.

There are four basic elements in the Hip Hop Dance Hip Hop: Breakdancing and other forms of street dance. Art Hip Hop: Art inspired by urban called graffiti. Hip hop: DJing, and beatmaking beats and hip hop production.

**Symphonic music** is instrumental music composed for large ensembles (orchestras). Music obtained by enriching orchestra sonority with human voices (soloists or choirs) is called vocal-symphonic music.

Symphonic music is used by several music genres, belonging both art music and the consumer symphonic music. In the first category, to be mentioned: the symphony (a sonata written for orchestra), concert, orchestral overture suite and ballet (in combination with dancing) etc.

Consumer symphonic music branch can be found in almost any genre, often in combination with the voice: light music, pop, jazz, rock, metal (there are even symphonic metal subgenre) etc. If consumer music (but sometimes for classical music), can call on an electronic equivalent of the orchestra (by sound synthesis or sampling).



**Romanian carols** are some traditional songs, some greetings epic-lyric type, with generally between 20 and 60 lines. Carols are related to carol custom, tradition perpetuated since pre-Christian period. Carols must not be confused with songs stand specific Christian holidays of winter, nor carols with going with the star. Carols are sung around Christmas and New Year. Some of them have a lot of variants and versions according to different regions and dialects.

**Salsa** is a dancing style of music that includes Cuban rhythms such as Son Montuno, Guaracha, Guaguanco and Son. Initially, there was not a salsa rhythm, but a name given to a genre in the '70s derived from Cuban popular music, such as chachachá, Mambo and Son.

**Rock and roll music** genre, often rock 'n' roll, or just rock music is a style invented in the United States in the late 1940s and early 1950s. It is often played with electric guitars, both solo guitar and bass guitar, keyboards and drums instruments.

**Madrigal** is a form of chamber music, usually polyphonic and instrument unaccompanied which it appeared and developed during XVI-XVII centuries in Italy. Madrigal was originally a pastoral song composed for several voices, usually for three or six groups of performers, but over times, madrigals became popular in cultivated circles.

The text of a madrigal is a lyric poetry of small proportions or gallant idyllic nature, expressing delicate feelings or gallant compliments, addressed to a woman.

**Samba** is a Brazilian dance and musical genre originating in Bahia rooted Brazil (Rio de Janeiro) and in Africa through the slave trade in West Africa and through African religious traditions. It became a worldwide symbol of Brazil and of the Brazilian Carnival.

**Latin music** is a generic name for various musical styles from Latin America, with a special contribution within music culture.

**Malagueños** - Latin America Genre, eastern Venezuela after running slow Spanish dance with the same name.

Mandolin, the main tool is accompanied by guitar.

**A concert** is presenting to the public a musical work or a repertoire consisting of several works made by artists (singers and instrumentalists). The concert is usually defined by choosing an isolated space or by simply assist the public in music interpretation held even in the most unconventional places.

**House music** (also known as a club music) is a genre of electronic dance music that was born in Chicago, Illinois, United States in 1983. It was initially popularized in discos, in the mid 80s, to the Latin and African American communities; first in Chicago, then in other cities such as New York, Toronto, Montreal, London, Detroit, San Francisco, Los Angeles and Miami. Then, it arrived in Europe largely due to promotional tour of British clubs. Also, England played a key role in the evolution of house music across Europe.

**Jazz** (word of English origin, wrote sometimes jazzy, pronunciation in Romanian [gez] is a style of music emerged in the early twentieth century in the southern states of the US, having provenance tracks black population, descendants of African slaves home. In jazz influences are recognizable, especially blues and ragtime and tones, plus elements of European music. Later, in jazz were taken the rhythms of Latin American music, too.

## APPENDIX 9. Continuous Assessment Test.

Listen to musical excerpts! Recognise musical genres and associate them with the characters from the following pictures:



Wolfgang Amadeus Mozart



Aerosmith



Ludovico Einaudi Le Onde The Waves



Maria Ciobanu



Madrigal



Flamen



ba



Mala

**Musical excerpts:** <https://www.youtube.com/watch?v=3u-IMopPBa8>, <https://www.youtube.com/watch?v=df-eLzao63I>,  
<http://www.muzicapopulara.net/Maria-Ciobanu-Concert-Sala-Palatului-32.html>, <https://www.youtube.com/watch?v=8B6jOUzBKyc>,  
<https://www.youtube.com/watch?v=cT1tUddY08g>, <https://www.youtube.com/watch?v=ijzzJ0y8C18>,  
<https://www.youtube.com/watch?v=V86zYV3QXnk>, <https://www.youtube.com/watch?v=ulcXYjb4eBU>,  
<https://www.youtube.com/watch?v=LRmY8eCKxRg>, [https://www.youtube.com/watch?v=yTKzrE6Z\\_ws](https://www.youtube.com/watch?v=yTKzrE6Z_ws), <https://www.youtube.com/watch?v=Vg-ODFNTBm0>, <https://www.youtube.com/watch?v=DmWBHUolpJ4>

**Musical genres:** traditional music, classical music, carol, latino music, symphonic music-concert, rock music, Spanish music.



<https://www.youtube.com/watch?v=3u-IMopPBa8>  
<https://www.youtube.com/watch?v=Vg-0DFNTBm0>

classical music

Box



<https://www.youtube.com/watch?v=df-eLzao63I>

symphonic music-concert

Box



<http://www.muzicapopulara.net/Maria-Ciobanu-Concert-Sala-Palatului-32.html>

traditional music

Box



<https://www.youtube.com/watch?v=cT1tUddY08g>

carol

Box



<https://www.youtube.com/watch?v=LRmY8eCKxRg>

latino music – Malaguena

Box



<https://www.youtube.com/watch?v=ulcXYjb4eBU>

latino music – Samba

Box



[https://www.youtube.com/watch?v=yTKzrE6Z\\_ws](https://www.youtube.com/watch?v=yTKzrE6Z_ws)

rock music

Box



<https://www.youtube.com/watch?v=V86zYV3QXnk>

<https://www.youtube.com/watch?v=DmWBHUolpJ4>

Spanish music– Flamenco

Box

## Answers:

<https://www.youtube.com/watch?v=3u-IMopPBa8>

classical music- Ludovico Einaudi Le Onde The W 1

<https://www.youtube.com/watch?v=df-eLzao63I>

symphonic music-concert - Wolfgang Amadeus Moz 2

<http://www.muzicapopulara.net/Maria-Ciobanu-Concert-Sala-Palatului-32.html>

traditional music– Maria Ci 3 u

<https://www.youtube.com/watch?v=cT1tUddY08g>

carol – Madrigal C 4

<https://www.youtube.com/watch?v=ulcXYjb4eBU>

latino music - S 5 a

<https://www.youtube.com/watch?v=LRmY8eCKxRg>

latino music – Malaguena

<https://www.youtube.com/watch?v=V86zYV3QXnk>

Spanish music – Flame 7

[https://www.youtube.com/watch?v=yTKzrE6Z\\_ws](https://www.youtube.com/watch?v=yTKzrE6Z_ws)

rock music - Aeros 8 h

## APPENDIX 10

Imagine and write:

- a poem which would contain your experiences inspired by the melodic line: [https://www.youtube.com/watch?v=B\\_jvGUrKxZQ](https://www.youtube.com/watch?v=B_jvGUrKxZQ)
- a story inspired by the following extract: <https://www.youtube.com/watch?v=8B6jOUzBKyc>

6



## APPENDIX 11. Presentation

Listen to the recording! <https://www.youtube.com/watch?v=i98Q-yPKi3E>.

The poet Mihai Eminescu about our language:

"... This untranslatable part of language forms her true dowry from ancestors, when the translatable part is the treasure of human thought in general. As in a village we enjoy all of some goods, which are of all and anyone, streets, gardens, squares, so in the Republic language editions are roads minted which belong to all – but the true wealth has one at itself home. "

(Mihai Eminescu, *mss.2257*, fila 242) (Alina Pamfil - Limba Si Literatura Romana in Gimnaziu. Structuri Didactice Deschise, Editura Paralela 42, 2003)

**Punctuation** is a system of conventional graphic signs (point, questioning sign of wonder, commas, semicolons, colons, quotation marks, dash and break brackets, ellipsis) that serves to mark the sentences, phrases, pauses, intonation, string interruption of speech etc.

**Composing** is an internal process of word formation, which consists of combining two or more basic words. Compound words can be obtained by several methods. The components of a composition are: introduction, contents and conclusion.

**The letter** is a written communication sent to someone by mail or through a person; letter, epistle.

**The description** is an exposure way by which the characteristics of a corner of nature, of a landscape, natural phenomenon or a portrait of a character are presented. Also, the description is a literary work in prose or in rhymes, organized on the literary description base. It can be: the array (description of a storm, a lake, a seasonal etc.); portrait (listing the physical and moral traits of a person).

**The portrait** is a type of description in which are portrayed physical or moral traits of a person for the purpose of his individualization. When a person appears in a literary work, he becomes a literary character. So, the portrait is the image of a person or a literary character and can belong or not to a literary work. In both cases, the portrait generally includes physical appearance, dress and characteristic qualities. The latter may be qualities or defects. The portrait also concerns the abits of the person or of the character described, which underline his personality.

**Storytelling** is a species of the epic genus in prose, which recounts the facts in terms of a narrator who is a witness or participant (or both) at the narrated event. The story is usually of small area, and actually it reports one fact, it has fewer characters, and the reader focus on the situation narrated.

**Rationale** (to argue - to support - to prove - to strengthen) is a mean to sustain or prove a point of view.  
The views expressed are based on value judgments (good / bad, beautiful / ugly) that can be shared or not by recipients.  
To argue a viewpoint words and phrases are used (I am afraid that, it bugs me, I'm glad etc.), (good, bad, it's nice etc.), (unfortunately, luckil), (good, beautiful, horrible etc.).

“Si Dac...”

Și dacă ramuri bat în geam  
Și se cutremur plopilor,  
E ca în minte să te am  
Și-ncet să te apropii.

Și dacă stele bat în lac  
Adâncu-i luminându-l,  
E ca durerea mea s-o-mpac  
Înseninându-mi gândul.

Și dacă norii deși se duc  
De iese-n lucru luna,  
E ca aminte să-mi aduc.  
De tine-ntotdeauna.

(Mihai Eminescu)



1. Select from the poem “**Și Dacă**” de M. Eminescu 5 basic terms:

.....

2. Search a predicate for the last word from this row of words:

.....

3. Deduct the idea from the made up sentence:

.....

4. Make up new developed sentences which would express the same flying idea and would contain others predicates for each of the others five words and to which you should give the figuratively :

.....

.....

.....

.....

.....

5. "Arrange" the five formed sentences in a certain order, either randomly, or according to an option for which you should give it a reason

.....

.....

.....

.....

.....

6. Make up a last sentence (the sixth) as a conclusion;

.....

7. Give a title to the created text

.....

Solving:



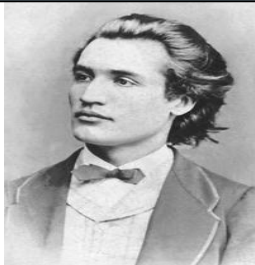
**"Si Daca..."**

**Și dacă ramuri bat în geam  
Și se cutremur plopilor,  
E ca în minte să te am  
Și-ncet să te apropii.**

**Și dacă stele bat în lac  
Adâncu-i luminându-l,  
E ca durerea mea s-o-mpac  
Înseninându-mi gândul.**

**Și dacă norii deși se duc  
De iese-n luciul luna,  
E ca aminte să-mi aduc  
De tine-ntotdeauna.**

**(Mihai Eminescu)**



1. Select from the poem **"Și Dacă"** de M. Eminescu 5 basic terms:

(eg., branches, lake, stars, pain, the thought);

2. Search a predicate for the last word from this row of words:

(eg., thought rises);

3. Deduct the idea from the made up sentence:

(in our case is flying / rising idea);

4. "Arrange" the five formed sentences in a certain order, either randomly, or according to an option for which you should give it a reason

(eg., „ Branches keeps looking at the sun”; "The pain came in great light"etc.)

5. "Arrange" the five formed sentences in a certain order, either randomly, or according to an option for which you should give it a reason

(„I like more in this way”, „I consider there is a large bond between the enunciations”, so on);

6. Make up a last sentence (the sixth) as a conclusion;

7. Give a title to the created text

**Activity**

No.	Chapter	<ul style="list-style-type: none"> <li>Lesson1:</li> </ul> Detailed description of directing	Activity Description (for on-line)	Type of intelligence developed	Teaching Objectiv Specific competences
III.	Cap. 3 Directing. Types of directing.	1.2. Hello!	<b>APPENDIX 13</b> Exercise. Watch the images and tick the jobs of the characters!	Interpersonal and intrapersonal	4.1. Forming of vision about semantic specificity of reference (basic) concepts in arts. Understanding and translating in contexts and different interpretations of the concepts of <color> <form> <feeling>, <living>, <code>, <expression>, <action>, <light and shadow>, <noise>, < harmony> and so on, in the context of artistic expression.
		1.2. Directing. Types of directing.	<b>APPENDIX 14</b> Presentation	Intrapersonal	4.1. Forming of vision about semantic specificity of reference (basic) concepts in arts. Understanding and translating in contexts and different interpretations of the concepts of <color> <form> <feeling>, <living>, <code>, <expression>, <action>, <light and shadow>, <noise>, < harmony> and so on, in the context of

		<b>Assessment:</b>  <b>APPENDIX 15</b> Continuous Assessment Test a) Watch carefully at the images of some foreign directors. Note inside the box the corresponding letter which represents a well-known film which these directed. b) Watch the films!  <a href="https://www.youtube.com/watch?v=NVIg_muQAmQ">https://www.youtube.com/watch?v=NVIg_muQAmQ</a>  <a href="https://www.youtube.com/watch?v=YqTZXWFXLAI">https://www.youtube.com/watch?v=YqTZXWFXLAI</a>  Select and match properly the the detailed description of directing.	Intrapersonal  Logic – thinking through argumentation	artistic expression. 4.1. Forming of vision about semantic specificity of reference (basic) concepts in arts. Understanding and translating in contexts and different interpretations of the concepts of <color> <form> <feeling>, <living>, <code>, <expression>, <action>, <light and shadow>, <noise>, <harmony> and so on, in the context of artistic expression.
	<b>Task to be performed / Homework</b>	Introduce yourself with your partners' similar way, according to artistic inclinations.	Interpersonal	4.1. Forming of vision about semantic specificity of reference (basic) concepts in arts. Understanding and translating in contexts and different interpretations of the concepts of <color> <form> <feeling>,

				<living>, <code>, <expression>, <action>, <light and shadow>, <noise>, <harmony> and so on, in the context of artistic expression.
	<ul style="list-style-type: none"> <li>Lesson 2:</li> </ul> <p><b>Preliminary drafting of costumes for stage genres</b></p>			
	<p><b>2.1 Hello!</b></p>	<p><b>APPENDIX 16</b></p> <p>Watch closely the movies!</p> <p><a href="https://www.youtube.com/watch?v=m_ACTROj4x0">https://www.youtube.com/watch?v=m_ACTROj4x0</a>,</p> <p><a href="https://www.youtube.com/watch?v=8TQjZYnD6uM">https://www.youtube.com/watch?v=8TQjZYnD6uM</a></p> <p><a href="https://www.youtube.com/watch?v=VB0VZOoGfQ0">https://www.youtube.com/watch?v=VB0VZOoGfQ0</a></p> <p><a href="https://www.youtube.com/watch?v=2AXvp9hlm04">https://www.youtube.com/watch?v=2AXvp9hlm04</a></p>	<p>Intrapersonal and Interpersonal</p>	<p>1.2. Using materials in various contexts depending on their properties and appropriate working techniques.</p> <p>2.2. Develop the ability to express themselves through art, through knowledge and understanding of various arts and tools.</p> <p>2.3. Developing the capacity of self-expression through art - encouraging for achieving own creativity products in various art forms.</p>
	<p><b>2.2. Theatrical</b></p>	<p><b>APPENDIX 17</b></p>	<p>Artistic,</p>	<p>1.2. Using materials in</p>

		genres. Costumes.	Presentation.	<p>Chromatic, Emotional, Linguistic Social</p> <p>Intrapersonal Harmonization of own emotions and thoughts</p>	<p>various contexts depending on their properties and appropriate working techniques.</p> <p>2.2. Develop the ability to express themselves through art, through knowledge and understanding of various arts and tools.</p> <p>2.3. Developing the capacity of self-expression through art - encouraging for achieving own creativity products in various art forms.</p>
		Assessment:	<p><b>APPENDIX 18</b></p> <p>Continuous Assessment Test</p> <p>Watch the films carefully!</p> <p><a href="https://www.youtube.com/watch?v=ireKb35wd7c">https://www.youtube.com/watch?v=ireKb35wd7c</a></p> <p><a href="https://www.youtube.com/watch?v=bshTd4p6nS8">https://www.youtube.com/watch?v=bshTd4p6nS8</a></p>	<p>Logic – thinking through argumentation</p>	<p>1.2. Using materials in various contexts depending on their properties and appropriate working techniques.</p> <p>2.2. Develop the ability to express themselves through art, through knowledge and</p>

					<p>understanding of various arts and tools.</p> <p>2.3. Developing the capacity of self-expression through art - encouraging for for achieving own creativity products in various art forms.</p>
		<p><b>Task to be performed / Homework</b></p>	<p>Introduce yourself with your partners' similar way, according to artistic inclinations.</p>	<p>Interpersonal</p>	<p>1.2. Using materials in various contexts depending on their properties and appropriate working techniques.</p> <p>2.2. Develop the ability to express themselves through art, through knowledge and understanding of various arts and tools.</p> <p>2.3. Developing the capacity of self-expression through art - encouraging for for achieving own creativity products in various art forms.</p>

### **Chapter 3. Directing. Types of directing.**

Lesson 1. Detailed description of directing

## APPENDIX 13

**Exercise.** Watch the images and tick the jobs of the characters!



Stela Popescu



Adrian Vancica and Cuzin Toma



Constantin Popescu



Alfred Joseph Hitchcock

Scenarist

Actress

Workers

Directors

Actors

Actors

Directors

Scenarists

☐
☐
☐
☐
☐
☐
☐
☐

Exercise solving:

Scenarist

Actress

Workers

Directors

Actors

Actors

Directors

Scenarists

☐
☒
☐
☐
☒
☐
☒
☐



**To direct** means to guide the actors and mounting a show (theater, film, etc.) as a concept and artistic visions; to stage.

**Directing** represents conception of scenic interpretation of a dramatic text, of a script or of a libretto intended to become a show; direction of the actors play and of mounting a theater, cinema, opera etc.

**The director** manages the work on the production of film, television program or radio, theater or radio play. Directors are classified in: filmmakers, television, radio and theater. Others are specialized in musical performances, music, dubbing etc.

**The theatre director** leads the rehearsals and performances with theater plays. Theater director is the person responsible for directing and overseeing the staging of a play.

Director obligations include: to select distribution for all roles, to discuss roles with actors, to guide them during rehearsals. The work is based on scenarios prepared in advance after literary works or after other subjects at which preparation sometimes the director participates and he translates them into a film or a theater.

**Technical direction** is a technical room attached to a recording studio or television broadcaster for making the adjustment and control programs recorded, broadcast or televised.

**Film director** (English film director) is the main creator of the movie. Film director is the person who leads filming for a movie. His quality of leadership of the whole creative process allows him to break down specific tasks in achieving the creation of his employees, operators, designers, composers, actors, technical team, etc. He coordinates their activities to achieve the purpose of artistic conception stage and film directorial reflected in recess.

**Director of television or radio programs** coordinates filming and transmission of television and radio stations so that they stay on schedule, coordinates inserting commercials transmitted at intervals between programs and operates the necessary program changes.

**The director of dubbing** coordinates foreign films doubling and also doubling to television serials, documentary programs and other programs using local actors, he selects music and sound effects and coordinates all components of dubbing. Certain activities from film casting, rehearsing the plays or radio and television broadcasts can also be made by the director assistant.

**Locations.** Depending on the specific pursues where he works as a director, the activities take place in theaters, film studios, outdoors. Overtime work is common.

**Tools.** The directors use scripts, telephones and other equipment – it depends on where the film, radio program or play are made.

**Alfred Joseph Hitchcock** is known for his innovations brought to cop and mystery genres. He was a film director and a producer. He directed more than 50 films through all eras of cinema. He directed the horror film, the thriller *The Birds* (1963). Six

**Francis Ford Coppola** is one of the most famous and influential American film directors and producers. His films were awarded of numerous times, especially the

## DIRECTORS

**Peter Jackson** is a director, screenwriter and film producer. The filmmaker has transposed the film with a huge budget, the novel Lord of the Rings J.R.R Tolkien (The Lord of the Rings: The Return of the King, The Lord of the Rings: The Two Towers, The Lord of the Rings: The Fellowship of the Ring).

**Andrei Tarkovsky** is a Russian director. He created art films having complex meditations on orthodox background and life. Filmography - Andrei Rubliev, Mirror (film), The Guidance. He was a director, an actor and a Russian writer. He is considered one of the most influential filmmakers of the Soviet era and the whole history of cinema.

**Quentin Tarantino**, American director who introduced in film and topos of comic and aestheticized violence. The best his known works are: Reservoir Dogs (1992), Pulp Fiction (1994), Jackie Brown (1994), Kill Bill Vol. 1 (2003) , Kill Bill Vol. 2 (2004), Death Proof (2007) Inglourious Basterds (Inglourious Basterds, 2009).

**Orson Welles** was a film and theater director, actor, screenwriter, distributor and American manufacturer. Creator of the film Citizen Kane, one of the most famous and often quoted among the best films of all times.

**Roman Polanski** is a director, filmmaker, actor and screenwriter with dual citizenship: Polish and French- author films such as Bitter Moon, The Ninth Gate. The ice has broken the movie Pianist (2002) for which he received the Oscar for best director. He remains in the attention of critics and film lovers with production nominated for the Palm D'Or at Cannes, Venus in Fur achieved in 2013.

**Steven Spielberg**, a prolific American director, is known for his enormously successful commercial films to the public. In the 70s, 80s and 90s, three of his films, Jaws, E.T., Alien and Jurassic Park became the best grossing movies of the time. In the early years of his career as a director, his fiction and adventure films were seen as a turning point in modern film industry.

**Stanley Kubrick** was an American perfectionist director, screenwriter and film producer, he filmed in a dozen films, among them Clockwork Orange and The Shining.

**George Lucas**, the creator of Star Wars franchise, is a famous American film director and producer. His most famous creations are the film series Star Wars (Star Wars English) and Indiana Jones. The actor Harrison Ford has played in all these films; he is the only actor to whom Star Wars gave a career boost.

### APPENDIX 15. Continuous Assessment Test. Foreign directors.

a) Watch carefully at the images of some foreign directors. Note inside the box the corresponding letter which represents a well-known film which these directed.



**Alfred Joseph Hitchcock**

1	
---	--



**Francis Ford Coppola**

2	
---	--



**Stanley Kubrick**

3	
---	--



**Orson Welles**

4	
---	--



**Peter Jackson**

5	
---	--

a. Citizen Kane

b. Jaws

c. Stars War

d. Pulp Fiction

e. The Mirror

f. The Pianist

g. The Lord of the Rings

h. The Godfather

i. The Birds

j. Mechanical Orange

6	
---	--

7	
---	--

8	
---	--

9	
---	--

10	
----	--



**Andrei Arsenievici Tarkovski**



**Quentin Jerome Tarantino**



**Roman Polanski**



**Steven Spielberg**



**George Lucas**

b) Watch the films!

[https://www.youtube.com/watch?v=NVIg\\_muQAmQ](https://www.youtube.com/watch?v=NVIg_muQAmQ)

Select and match properly the the detailed description of directing

On the scene:

Behind the scene:

Discussion with actors

Selection of roles

Guidance actors in rehearsal

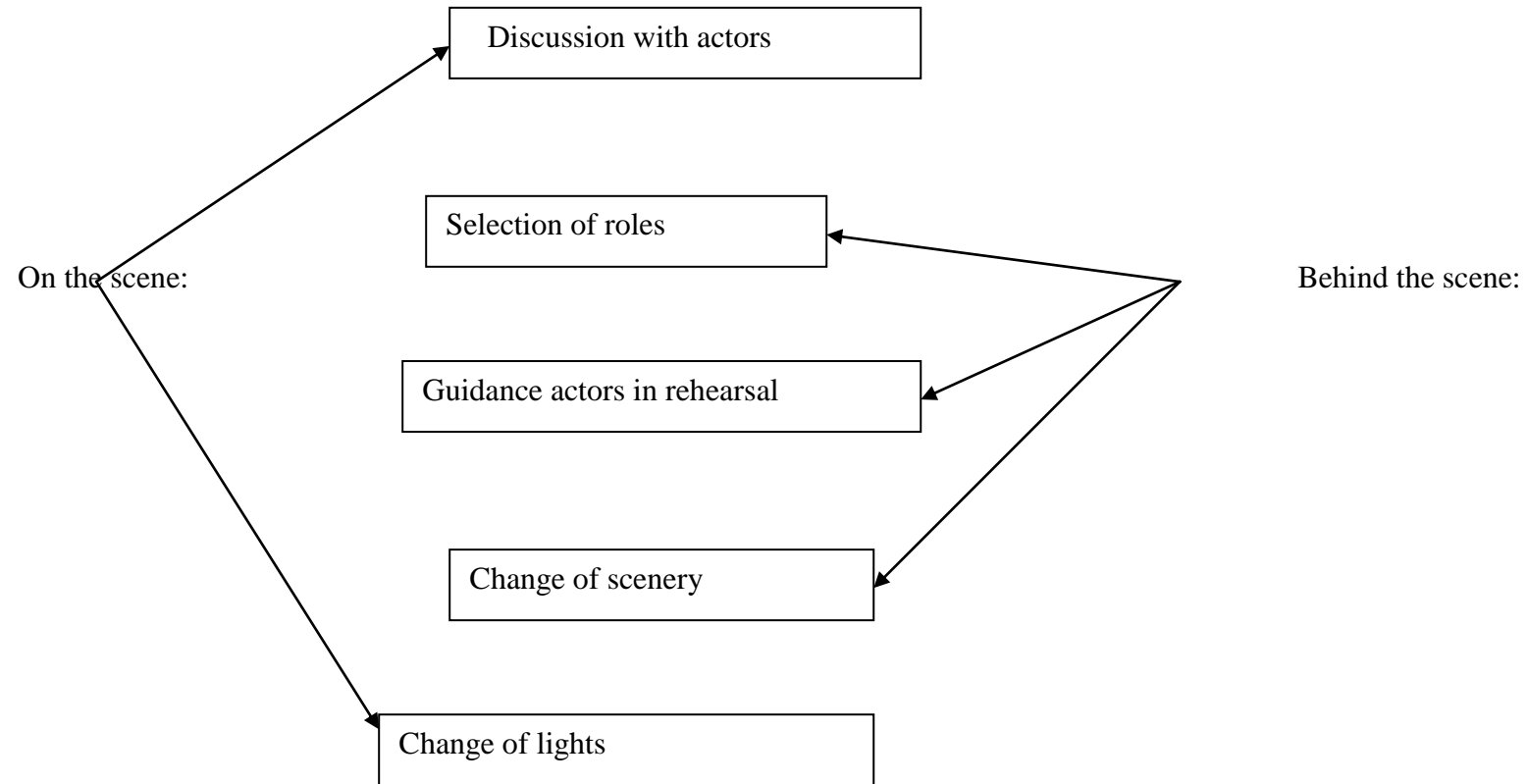
Change of scenery

Change of lights

**Exercise solving:**

a) 1i; 2h; 3j; 4a; 5g; 6e; 7d; 8f; 9b; 10c.

b) Select and match properly the the detailed description of directing



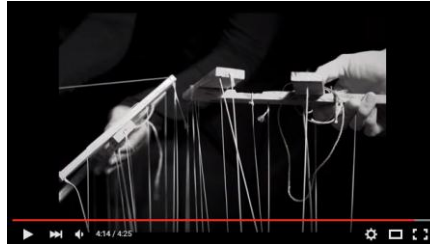
Lesson 2. Preliminary drafting of costumes for stage genres

**Exercise.** Watch the films and discover what field of art the artist has chosen. Arrange the words in the sentence so as to get definitions to a puppet and to a mascot.

**Watch closely the movies!**

[https://www.youtube.com/watch?v=m\\_ACTROj4x0](https://www.youtube.com/watch?v=m_ACTROj4x0), <https://www.youtube.com/watch?v=8TQjZYnD6uM>

<https://www.youtube.com/watch?v=VB0VZOoGfQ0>



a) The arts: .....

b) is

to interpret different roles

puppet.

a person

A doll

using ropes

a figurine puppet

operating by

in the puppet theatre;

**Watch closely the movie!** <https://www.youtube.com/watch?v=2AXvp9hlm04>



a specially designed costume

the product of a shop.

or to advertise

is

to entertain the audience

**Carnival mascot**

.....



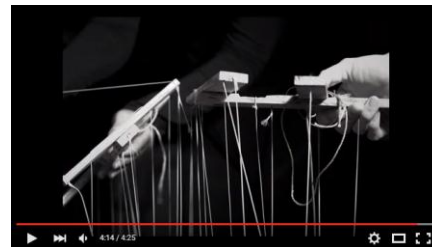
**Exercise Solving.** Watch the movies and discover what field of art the artist has chosen. Arrange the words in the sentence so as to get the definition of a puppet.

**Watch closely the movies!**

[https://www.youtube.com/watch?v=m\\_ACTROj4x0](https://www.youtube.com/watch?v=m_ACTROj4x0), <https://www.youtube.com/watch?v=8TQjZYnD6uM>

<https://www.youtube.com/watch?v=VB0VZOoGfQ0>

<https://www.youtube.com/watch?v=2AXvp9hlm04>



**Arts: Puppet Theatre.**

A **doll** is a figurine puppet operated by a person using ropes to interpret different roles in the puppet theater; puppet.

A doll is a figurine puppet operated by a person using ropes to interpret different roles in the puppet theater; puppet.

**Carnival mascot** is a specially designed costume to entertain the audience or to advertise the product of a shop.

Carnival mascot is a specially designed costume to entertain the audience or to advertise the product of a shop.

**APPENDIX 17. Presentation. Theatrical genres. Costumes.**



Theatrical genres are: comedy, pantomime, romance, tragedy, tragicomedy, medieval mysteries, drama, theater of the absurd.

Costumes: ancient, medieval, 1600's, 1900's, Charleston, 30-40's

### Ancient costume



Costum Cleopatra



Costum Henry al VIII-lea



Rochie medievala verde si negru

### Medieval costumes



Rochie contesa



Rochie verde printesa

### Costume from 1600's



### Vintage dresses from 1600's



### Period costumes from 1900s



Costum teatru  
Mam'mare



Costum teatru Zita



Rochie dantela cu  
nasturi rosii



Costum teatru  
Mache

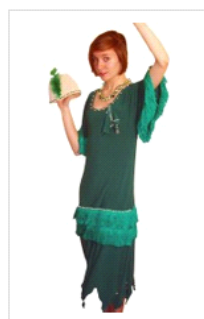
### Charleston costumes



Costum charleston



Costum charleston  
galben-turcoaz

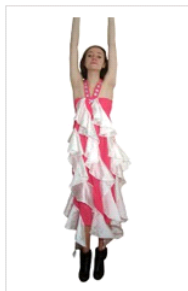


Costum charleston  
verde



Rochie argintie anii  
20

### Costumes from 1930s – 1940s



Rochie anii 30



Rochie anii 30 din  
catifea si voal mov



Rochie anii 30  
galben-bleu



Rochie anii 30  
negru-cristale

## APPENDIX 18. Continuous Assessment

Watch the films carefully! <https://www.youtube.com/watch?v=ireKb35wd7c>  
<https://www.youtube.com/watch?v=bshTd4p6nS8>

- a) What kind of costume dressed actors in this drama? What historical period from ?

.....



- b) List some materials that you need to achieve a carnival mask:

.....

- c) Use your imagination and write a few lines about a work / creative product that you want to sew: costume / puppet / mascot; necessary tools. Argue your choice (shape, size, color, proportion, etc.):

## Continuous Assessment Test Solving

Watch the films carefully! <https://www.youtube.com/watch?v=ireKb35wd7c>  
<https://www.youtube.com/watch?v=bshTd4p6nS8>

a) What kind of costume dressed actors in this drama? What historical period from ?

Period costumes from 1900's



b) List some materials that you need to achieve a carnival mask:

scissors, cloth, strings, .....

c) Use your imagination and write a few lines about a work / creative product that you want to sew: costume / puppet / mascot; necessary tools. Argue your choice (shape, size, color, proportion, etc.):

	Chapter	Activity	Activity Description (for on-line)	Type of intelligence developed	Teaching Objectiv Specific competences
		<ul style="list-style-type: none"> <li>Lesson1:</li> </ul> Activities of building and creating artistic context: watchig of works on free themes.			
	Cap. 4. Television and films.	1.3. Hello!	<b>APPENDIX 19</b> <b>Exercise.</b> Look at the image carefully and match the characters with their jobs!	Interpersonal and intrapersonal	<p>2.1. Supporting and encouraging the potential of children in order they would be able to express themselves through art.</p> <p>4.1. Forming of vision about semantic specificity of reference (basic) concepts in arts. Understanding and translating in contexts and different interpretations of the concepts of &lt;color&gt; &lt;form&gt; &lt;feeling&gt;, &lt;living&gt;, &lt;code&gt;, &lt;expression&gt;, &lt;action&gt;, &lt;light and shadow&gt;, &lt;noise&gt;, &lt;harmony&gt; and so on, in the context of artistic expression.</p> <p>4.3. Developing the capacity to build / create an artistic</p>

					product after verbal, literary, musical descriptions and so on.
		<b>1.2. Getting on TV</b>	<b>APPENDIX 20</b> Presentation	Intrapersonal	<p>2.1. Supporting and encouraging the potential of children in order they would be able to express themselves through art.</p> <p>4.1. Forming of vision about semantic specificity of reference (basic) concepts in arts. Understanding and translating in contexts and different interpretations of the concepts of &lt;color&gt; &lt;form&gt; &lt;feeling&gt;, &lt;living&gt;, &lt;code&gt;, &lt;expression&gt;, &lt;action&gt;, &lt;light and shadow&gt;, &lt;noise&gt;, &lt;harmony&gt; and so on, in the context of artistic expression.</p> <p>4.3. Developing the capacity to build / create an artistic product after verbal, literary, musical descriptions and so on.</p>

		<b>Assessment:</b>  <b>APPENDIX 21</b> Continuous Assessment Test Exercises. View the reportage, the sports news , the documentary and the TV shows and solve the requirements of the exercises.	Intrapersonal  Logic – thinking through argumentation	2.1. Supporting and encouraging the potential of children in order they would be able to express themselves through art.  4.1. Forming of vision about semantic specificity of reference (basic) concepts in arts. Understanding and translating in contexts and different interpretations of the concepts of <color> <form> <feeling>, <living>, <code>, <expression>, <action>, <light and shadow>, <noise>, <harmony> and so on, in the context of artistic expression.  4.3. Developing the capacity to build / create an artistic product after verbal, literary, musical descriptions and so on.
	<b>Task to be performed / Homework</b>	Introduce yourself with your partners' similar way, according to artistic	Interpersonal	2.1. Supporting and encouraging the potential of children in order they would be able to express

			inclinations.		<p>themselves through art.</p> <p>4.1. Forming of vision about semantic specificity of reference (basic) concepts in arts. Understanding and translating in contexts and different interpretations of the concepts of &lt;color&gt; &lt;form&gt; &lt;feeling&gt;, &lt;living&gt;, &lt;code&gt;, &lt;expression&gt;, &lt;action&gt;, &lt;light and shadow&gt;, &lt;noise&gt;, &lt;harmony&gt; and so on, in the context of artistic expression.</p> <p>4.3. Developing the capacity to build / create an artistic product after verbal, literary, musical descriptions and so on.</p>
		<ul style="list-style-type: none"> <li>Lesson 2: Application.</li> </ul>			
		2.1 Hello!	<p><b>APPENDIX 22</b></p> <p>Watch, recognizes images and check the type of show about the topics presented!</p>	<p>Intrapersonal and Interpersonal</p>	<p>2.3. Developing the capacity of self-expression through art - encouraging for achieving own creativity products in</p>



			<a href="https://www.youtube.com/watch?v=J96Ap6MZoMo">https://www.youtube.com/watch?v=J96Ap6MZoMo</a>  <a href="http://stirileprotv.ro/special/enisala-taramul-din-delta-dunarii-care-te-va-convinge-ca-exista-paradis-pe-pamant.html">http://stirileprotv.ro/special/enisala-taramul-din-delta-dunarii-care-te-va-convinge-ca-exista-paradis-pe-pamant.html</a> <a href="https://www.youtube.com/watch?v=eRrIAi8wCrg">https://www.youtube.com/watch?v=eRrIAi8wCrg</a>		various art forms.  2.4. Developing the abilities to understand and use metalanguage of arts: emotion, living, vision and correlating, translating them into artistic items does and (color, shape, sound, rhyme, movement and so on.)
	<b>2.2. Artistic films.</b>	<b>APPENDIX 23</b> Presentation.	Artistic, Chromatic, Emoțional, Linguistic Social  Intrapersonal Harmonization of own emotions and thoughts	2.3. Developing the capacity of self-expression through art - encouraging for for achieving own creativity products in various art forms.  2.4. Developing the abilities to understand and use metalanguage of arts: emotion, living, vision and correlating, translating them into artistic items does and (color, shape, sound, rhyme, movement and so on.)	
	<b>Assessment:</b>	<b>APPENDIX 24</b>  Continuous Assessment Test	Logic – thinking through argumentation	2.3. Developing the capacity of self-expression through art - encouraging for for achieving own	

			<a href="https://www.youtube.com/watch?v=fhz5aB-u77Q">https://www.youtube.com/watch?v=fhz5aB-u77Q</a> , <a href="http://www.cinemarx.ro/trailere/Roman-Holiday-Vacanta-la-Roma-21829.html">http://www.cinemarx.ro/trailere/Roman-Holiday-Vacanta-la-Roma-21829.html</a> , <a href="http://www.trilulilu.ro/video-muzica/cantand-in-ploaie-2">http://www.trilulilu.ro/video-muzica/cantand-in-ploaie-2</a>		<p>creativity products in various art forms.</p> <p>2.4. Developing the abilities to understand and use metalanguage of arts: emotion, living, vision and correlating, translating them into artistic items does and (color, shape, sound, rhyme, movement and so on.)</p>
		<b>Task to be performed / Homework</b>	<p>Introduce yourself with your partners' similar way, according to artistic inclinations.</p>	Interpersonal	<p>2.3. Developing the capacity of self-expression through art - encouraging for achieving own creativity products in various art forms.</p> <p>2.4. Developing the abilities to understand and use metalanguage of arts: emotion, living, vision and correlating, translating them into artistic items does and (color, shape, sound, rhyme, movement and so on.)</p>

## Chapter 4. Television and films.

Lesson 1. Activities of building and creating artistic context: watching works on free themes.

### APPENDIX 19

**Exercise.** Look at the image carefully and match the characters with their jobs!



1. Reporter
2. Photographer
3. Fireman
4. Director

**Exercise Solving.** Look at the image carefully and match the characters with their jobs!



2



1



4



3

1. Reporter
2. Photographer
3. Fireman
4. Director

## APPENDIX 20. Presentation. Getting on TV.

**Television**- coherent program which is transmitted through a certain way to the public.

Different mode of transmission of a text, in written or spoken form, influence its reception.

**Schedules / TV broadcasts** are of two kinds:

**LIVE (news)** - that involves direct intervention of viewers (national holidays, sporting events).

**Recorded** - there are never directly involved, rehearsals competitions (entertainment), reality-shows are supposed to be done.

**TV news editing** consists of: capturing attention by using the first image, the first information; presenting the nature of the conflict (climax); presenting the two sides; ending - immediate consequences, conditions for settlement. News time is the best period, wildlife hearing area of the market (high rating).

**Journalists** need to adapt the style and organization of information in accordance with the particular communication channel of choice. Often many conferences have become bored because they were intended for reading, not hearing. In drafting the television - news, reports, must take into account the specific features of that environment.

During the broadcasts, the viewer receives continuous information. What it is not understood at the time represents a lost information as well as in radio.

**The news** should be placed where the largest audience. News is the most effective medium, containing audio-visual information (images that reinforce, replace the words - come in real time). TV news give the impression that transmit transparently and objective the information, the events (without retouching, modifications).

Over a year are three programs schedules are made up, two of which are commercial.

**Season I** includes news broadcasts with high stakes. It is autumn-winter season; the maximum sales is absolute in December and the low of sales in January and February.

**Season II** is the spring season and includes mid January to a maximum of 30 June and summer, and **season III** is the grid that may includes many summer specific programs and rerun films.

A piece of news consists of the following elements:

- **Intro** - text you announcer says; it should be short and to the point to draw attention.
- **Stand-up** – Statement of the reporter transmitting on the spot.
- **Interview** - very important is the identity of the person giving the interview.
- **Vox - pop** – number of persons.
- **Sequence** - stringing frames that give the impression of a continuous action.
- **Voice - Over (VO)** - commentary accompanying the message, picture  
[https://ro.wikipedia.org/wiki/Jurnalism\\_de\\_televiz\\_iune](https://ro.wikipedia.org/wiki/Jurnalism_de_televiz_iune)

**The documentary** is film production without actors, its realization relying on filming people, events, landscapes and objects of reality. The documentaries do not use staging and scenery or costumes are not used.

Documentaries include: travel films, scientific films, teaching films, etc.

## APPENDIX 21. Assessment Test

1. View **the reportage!** [http://stiri.tvr.ro/o-scoala-de-poveste--un-reportaj-de-alina-grigore\\_52773.html](http://stiri.tvr.ro/o-scoala-de-poveste--un-reportaj-de-alina-grigore_52773.html)

Imagine that you are a reporter. Create text of a story in which the characters are involved in discussions of the viewed report .

- 2.View **the sports news!** [https://www.youtube.com/watch?v=G\\_A\\_1XMEN74](https://www.youtube.com/watch?v=G_A_1XMEN74)

Imagine that you are a news anchor. Create the text of another sports news that shows which you present information about your favorite sport.

- 3.View **the documentary!** [https://www.youtube.com/watch?v=yLm\\_jhGj270](https://www.youtube.com/watch?v=yLm_jhGj270)

Made a documentary in which to present information about a favorite subject at your choice.

4. Use your imagination and realize summary of the following TV shows in a few paragraphs in the fields below:

<http://stirileprotv.ro/stiri/travel/delta-dunarii-o-destinatie-accesibila-si-pentru-romani-cat-costa-vacanta-de-1-mai-si-paste.html> (a piece of news)

<https://www.youtube.com/watch?v=76-pvnSrFOI> (documentary)

5. Recognize the type of program and find the differences between these shows about Danube Delta:

- a) <https://www.youtube.com/watch?v=APT63dybHZU>
- b) <https://www.youtube.com/watch?v=oQVG0CZjX2U>

### **Test Solving.**

5. Recognize the type of program and find the differences between these shows about Danube Delta:

- a) <https://www.youtube.com/watch?v=APT63dybHZU> – reportage; taking characters’ interviews;
- b) <https://www.youtube.com/watch?v=oQVG0CZjX2U> - documentary about flora and fauna; Do not use the staging and scenery and costumes are not used.

Lesson 2. Exercise.

**APPENDIX 22**

Watch, recognize images and check the type of show about the topics presented!

<https://www.youtube.com/watch?v=J96Ap6MZoMo> (Romanian Carpathians)

<http://stirileprotv.ro/special/enisala-taramul-din-delta-dunarii-care-te-va-convinge-ca-exista-paradis-pe-pamant.html>  
(Danube Delta)

<https://www.youtube.com/watch?v=eRrIAi8wCrg> (Healthy nutrition)



1. Danube Delta
2. Healthy nutrition
3. Romanina Carphatians

- a. Documentary
- b. Reportage
- c. A piece of news



Exercise Solving. Watch, recognize and check the type of show about the topics presented!

<http://stirileprotv.ro/special/enisala-taramul-din-delta-dunarii-care-te-va-convinge-ca-exista-paradis-pe-pamant.html>

<https://www.youtube.com/watch?v=J96Ap6MZoMo>

<https://www.youtube.com/watch?v=eRrIAi8wCrg>



3b



1c



2a

1c. Danube Delta – piece of news

2a. Healthy nutrition - documentary

3b. Romanian Carpathians - reportage

## APPENDIX 23. Presentation. Artistic films.

**Fiction film**, also known as film, starred film (inappropriate name) is the film production of treating an imaginary subject about characters involved in the action taking place in space and time. Correspondence may be a real action, the reconstitution of events occurring with real heroes. It may also be an imaginary action in the real world or simply an imaginary scenario that wants to be real.

Screenings of great writers novels are very popular subjects for filmmakers. Through their storyboarding **thrillers / adventure films** appear ("Robin Hood", "The Adventure of Tom Sawyer," "Pirates of the Caribbean"), **love** ("Roman Holiday," "Gone with the Wind"), **social dramas** (All About Eve ).

American adventure of conquest of the West has created much taste kind of "**Western**" genre, started in 1937 with the famous John Ford film "Diligence" with who has become the emblem of genre, actor John Wayne.

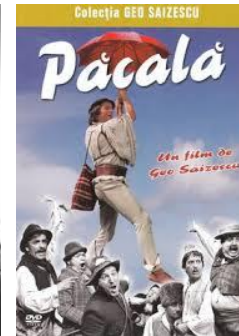
The famous Broadway **Music Hall's** were put on film with great success of public order Entertainment ("Singing in the Rain," "My Fair Lady").

To create a good mood, filmmakers have not avoided the **comedy** (the famous movies with Charles Chaplin and Laurel and Hardy Malec and in Romanian cinema with films of Geo Saizescu "Fooled", "A smile midsummer" and others)

In the film of fiction, actors are used for the roles required by the script, scenery as real as possible, sophisticated techniques for visual or audible effects that increase the "suspense" of the action. **Suspense** is the moment in a movie, a show or a literary work when the action is stopped (temporarily) into a climax, taking the viewer or the reader in a state of tension, awaiting the final outcome; tension caused by such moment.

There are also **fictional**, cop films with cops who are on creating a world of order and justice.

**Science fiction** films "Independence Day," "The Matrix," "Avatar," "Gravity," "Terminator Genisys"



## APPENDIX 24. Continuous Assessment Test

1. Watch the film passages and note the answers in the appropriate boxes!

<https://www.youtube.com/watch?v=fhz5aB-u77Q>,

<http://www.cinemarx.ro/trailere/Roman-Holiday-Vacanta-la-Roma-21829.html>,

<http://www.trilulilu.ro/video-muzica/cantand-in-ploaie-2>

☐

1. Adventure film
2. Love
3. Music hall

☐

- a) Holiday at Rome
- b) Singing in the rain
- c) Robin Hood

☐

1. Watch the following passages of each film. Match name with the film genre, the period which it was conducted and lead actor who performed it.

**Movies:**

Gone with the wind (<https://www.youtube.com/watch?v=8mM8iNarcRc>)

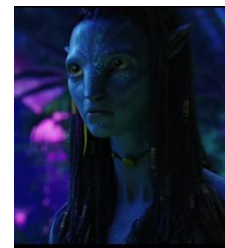
My Fair Lady (<https://www.youtube.com/watch?v=-mYPZ2C4sOE>)

The Adventure of Tom Sawyer (<https://www.youtube.com/watch?v=TbFzmQIw4ok>)

Avatar (<https://www.youtube.com/watch?v=5PSNL1qE6VY>)

Pirates of the Carraibbean 9 (<https://www.youtube.com/watch?v=t5AqJww06bw>)

Gone with the wind	My Fair Lady	The Adventure of Tom Sawyer	Avatar	Pirates of the Carraibbean 9
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**Movie**

**Period**

**Film genre**

**Lead actor**

2003-2011	Science Fiction	Signourey Weaver	Love	1939
2009	Tommy Kelly	Adventure film	1964	Vivien Leigh
Audrey Hepburn	Adventure film	1938	Johnny Depp	Music hall

## APPENDIX 24. Continuous Assessment Test

1. Watch the film passages and note the answers in the appropriate boxes!

<https://www.youtube.com/watch?v=fhz5aB-u77Q>,

<http://www.cinemarx.ro/trailere/Roman-Holiday-Vacanta-la-Roma-21829.html>,

<http://www.trilulilu.ro/video-muzica/cantand-in-ploaie-2>



1c



2a



3b

1. Adventure film
2. Love
3. Music hall

- a) Holiday at Rome
- b) Singing in the rain
- c) Robin Hood

1. Watch the following passages of each film. Match name with the film genre, the period which it was conducted and lead actor who performed it.

**Movies:**

Gone with the wind (<https://www.youtube.com/watch?v=8mM8iNarcRc>)

My Fair Lady (<https://www.youtube.com/watch?v=-mYPZ2C4sOE>)

The Adventure of Tom Sawyer (<https://www.youtube.com/watch?v=TbFzmQIw4ok>)

Avatar (<https://www.youtube.com/watch?v=5PSNL1qE6VY>)

Pirrates of Carraibean 9 (<https://www.youtube.com/watch?v=t5AqJww06bw>)

Gone with the wind



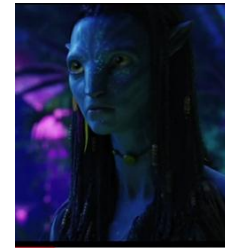
My Fair Lady



The Adventure of Tom Sawyer



Avatar



Pirrates of Carraibean 9



**Movie**

**Period**

**Film genre**

**Lead actor**

Gone with the wind

1939

Love

Vivien Leigh

My Fair Lady

1964

Music hall

Julie Andrews

The Adventure of Tom Sawyer

1938

Adventure film

Tommy Kelly

Avatar

2009

Science Fiction

Signourey Weaver

Pirrates of Carraibean 9

2003-2011

Adventure film

Johnny Depp

	Chapter	Activity	Activity description (for on-line)	Type of intelligence developed	Teaching Objectiv Specific competences
		• Lesson 1: Creativity Games			
V.	Cap. 5 Educational Games for practicing artistic expressiveness.	1.1. Hello!	<b>APPENDIX 25</b> Composing a short story after pictures	Interpersonal and intrapersonal	1.3. Diversifying the usability of the elements of plastic language in order to amplify their expressive potential.  2.1. Supporting and encouraging the potential of children in order they would be able to express themselves through art.
		1.2. Creativity Games	<b>APPENDIX 26</b> Presentation <a href="http://www.suntparinte.ro/jocuri-de-creativitate">http://www.suntparinte.ro/jocuri-de-creativitate</a>	Intrapersonal	1.3. Diversifying the usability of the elements of plastic language in order to amplify their expressive potential.  2.1. Supporting and encouraging the potential of children in order they would be able to express themselves through art.



		<b>Assessment:</b>  Continuous Assessment Test <a href="http://www.romanianvoice.com/culture/poves-ti/pi-lupul_cel_nazdravan.php">http://www.romanianvoice.com/culture/poves-ti/pi-lupul_cel_nazdravan.php</a>	<b>APPENDIX 27</b>  Intrapersonal  Logic – thinking through argumentation	1.3. Diversifying the usability of the elements of plastic language in order to amplify their expressive potential.  2.1. Supporting and encouraging the potential of children in order they would be able to express themselves through art.
		<b>Task to be performed / Homework</b>	Introduce yourself with your partners' similar way, according to artistic inclinations.	Interpersonal  1.3. Diversifying the usability of the elements of plastic language in order to amplify their expressive potential.  2.1. Supporting and encouraging the potential of children in order they would be able to express themselves through art.
		<b>• Lesson 2:</b>  <b>Creativity techniques.</b>		
		2.1 Hello!	<b>APPENDIX 28</b>  <b>Exercise:</b> Fill in the poem "Letter" by Otilia Cazimir just by using your own imagination	Intrapersonal and Interpersonal  2.3. Developing the capacity of self-expression through art - encouraging for achieving own creativity products in various art forms.

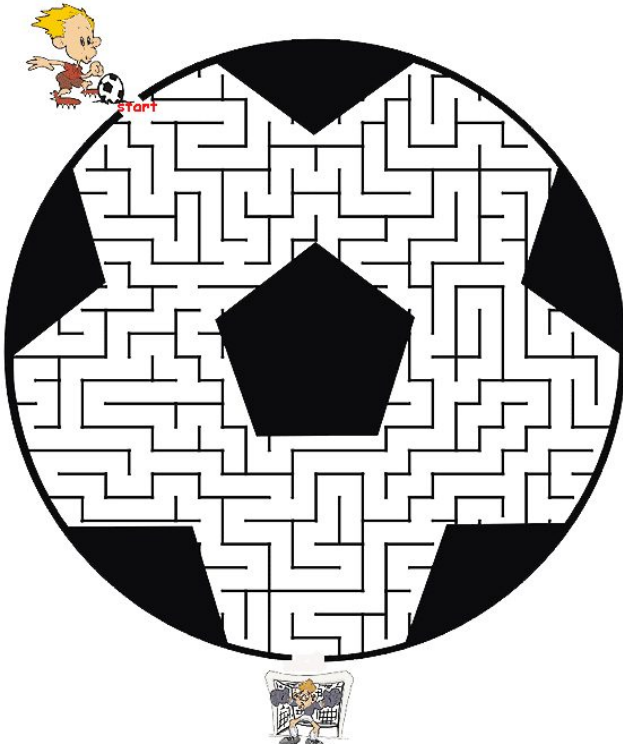


		<a href="https://www.youtube.com/watch?v=b0ELLQtBIHE">https://www.youtube.com/watch?v=b0ELLQtBIHE</a>		
	2.2. Creativity techniques.	<b>APPENDIX 29</b> Presentation	Artistic, Chromatic, Emotional, Linguistic, Social  Intrapersonal Harmonization of own emotions and thoughts	2.3. Developing the capacity of self- expression through art - encouraging for for achieving own creativity products in various art forms.
	<b>Assessment:</b>	<b>APPENDIX 30</b>  Continuous Assessment Test	Logic – thinking through argumentation	2.3. Developing the capacity of self- expression through art - encouraging for for achieving own creativity products in various art forms.
	<b>Task to be performed / Homework</b>	Introduce yourself with your partners’ similar way, according to artistic inclinations.	Interpersonal	2.3. Developing the capacity of self- expression through art - encouraging for for achieving own creativity products in various art forms.

## Chapter 5. Educational Games for practicing artistic expressiveness.

### Lesson 1. Creativity Games

#### APPENDIX 25



1. Name the game from the image.....
2. Count the steps required so the ball reaches the football goal using just the following words:

**LEFT, RIGHT, UP, DOWN**

3. What is your opinion about practicing this hobby?

.....

4. Compose a short story having a happy ending about the boy in the picture:

.....

.....

.....

.....

.....

.....

.....

1. Name the picture story written by Hans Christian Andersen:

.....

2. Count the steps required to reach Princess Pea using just the following words:

**LEFT, RIGHT, UP, DOWN**

3. Where is the pea?

.....

4. Write the end of the story in a few sentences:

.....

.....

.....

.....

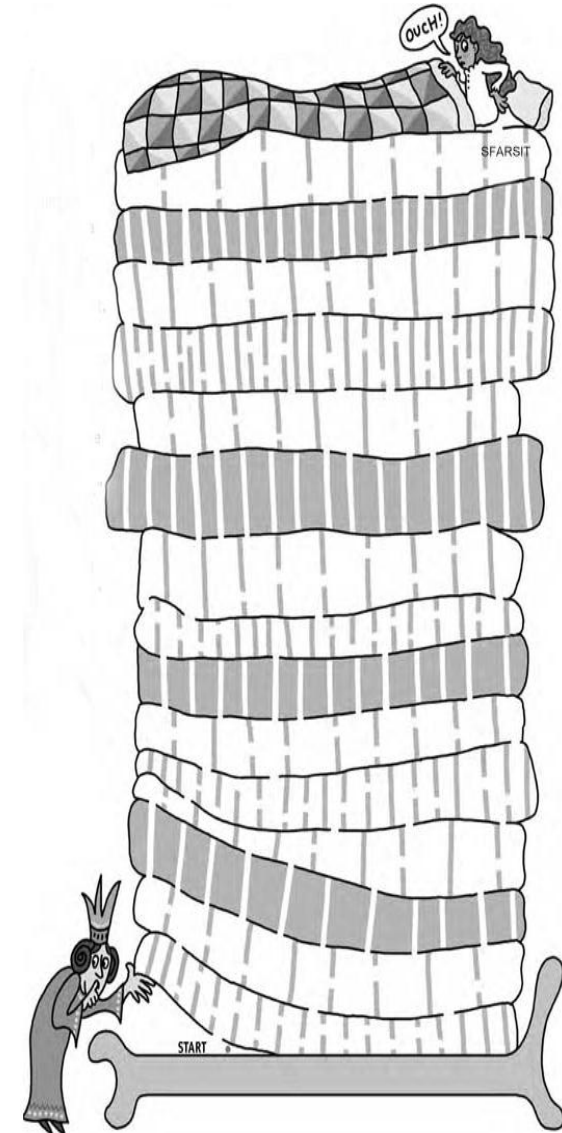
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## APPENDIX 26. Presentation. Creativity Games

**When you grow up.** The child imagines he has a crystal ball that can guess the future for his/her brother, sister, cousin or best friend. He/she will be able to create an amusing biography or quite likely, starting from what he/she knows about that child, adding extra humor and fantasy. The game can be very exciting, once you start. You can ask questions such as: What job will that person have? Where will he live? How will he dress? What concerns will he have and how large his family will be?

**Senseless questions game.** You do not need any material for this game, just imagination. Questions may be put one to another and it is important they be funny. For example: Do you prefer to be a cow or a chicken and why? If you had to live in a cave what would you take with you? If you were a bat, what place would you like to hang in? The game is even more fun, the more questions are comical.

<http://www.suntparinte.ro/jocuri-de-creativitate>

**Steps.** Your teacher chooses three or four digits. For example, 5, 7, 3. Students placed shoulder to shoulder or in a circle, must be synchronous and suddenly breaking the same leg - it always starts with the right - five steps forward, seven steps back, three steps forward and resume. It may become harder, specifying a certain kind of walk: on tiptoe, heels, etc. Obviously, the numbers are always different.

**Story.** On a given theme or no theme, a student begins a real or fantastic story, however having an internal logic - that another student continues it to a point, then others in turn.

**Portrait with closed eyes.** It needs watercolors arranged on a table, a brush and a piece of paper. With closed eyes a landscape is painted using only touch and remembering how the colors were placed on the table.

**Imagine geometric form.** In turns, each child must imagine a geometric form in as much details and others will have to address as many questions so the proposer guess its original that he thought. Here's an example: "red circle". The questions could be: Does it consist of several lines ?; Is it a continuous line that curves ?; Has it a cool color ?; Has it a warm color ?; The one who answers questions is only allowed to "yes" or "no " answers.

**Typewriter.** The exercise is performed in a semicircle. Divide the alphabet and spelling signs. The whole group will write sentences, phrases chosen by the teacher or the students.

**The user tale.** Each group will have to create a story. Children would be encouraged to be as creative as possible, as all their stories are beautiful. While the story is created, the group should consider a design and appropriate content. In the end, each group will make a fairytale title achieved, after which students will present the story of others.

**Describe objects.** For this game some objects more difficult to describe are required. Each object will be described by players in as much details as possible through taking turns. Here are some questions that can be of use in describing a cube: How do edges look like?; How many edges does it have ?; How do you feel the parts that can not be seen? Afterwards, how many applications which the described object might have in everyday life are looked for. For example, the cube could be placed as an ornament on the nightstand or on a shelf, could support a smaller object, it could be caught with a thread and hung on the Christmas tree or simply may be a collage piece.

**Cauliflower.** Some commands are set as follows: after hearing the word cabbage, jump with knees to chest, on the floor, do a genuflexion and so on. This game practices memory, quick mental command and body promptness.

**Mirror.** Two students sit face to face. One proposes a slow and continuous motion, that the other must take it almost simultaneously.

What has it changed? More objects are placed on a table. A student memorizes this picture. He turns back and the others change something: a detail or a seemingly easy thing to note - such as the exclusion of an object. He must guess what it has changed. Or two students face to face observing each other - in the way the blouse is arranged, what color shoes have, etc. One of them closes an eye and the other one changes anything. The first has to guess what has been changed. The same exercise can be done with a larger group of students. One will seek to discover the changes made in the posture and position of the peers.

Read the fairy tale „The funny wolf and Prince Charming,, ([http://www.romanianvoice.com/culture/povesti/pi-lupul\\_cel\\_nazdravan.php](http://www.romanianvoice.com/culture/povesti/pi-lupul_cel_nazdravan.php))

Fairy Tale's title: .....

Opening:

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Content:

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Ending:

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## APPENDIX 28.

**Exercise:** Fill in the poem "Letter" by Otilia Cazimir just by using your own imagination:

### Leter by Otilia Cazimir

Santa Claus, everyone say  
That you're generous and good.  
I am writing to you  
I was a good boy,  
And I write to you more, so, you know,  
I do not ask you toys,  
How other children would -  
But I would not mind  
If you give me something!

If you like, give me a board,  
As I broke the old one,  
Bring for the cat,  
A red tassel for its ear.  
For my grandfather - a pipe -  
Cause' he has lost it, poor of him...  
Maybe you bring a bone for the dog?  
Maybe you have a lollipop?  
For the tiny Danut  
Crying in the cradle,  
Bring him a pretzel ...  
Good night !  
Niculita

### Letter by Otilia Cazimir

Santa Claus, .....  
That you're .....  
I am writing to you.....  
I was .....  
And I write to you more .....  
I do not .....  
How .....  
But, .....  
If .....

If you like, give me .....  
As I .....  
Bring for .....  
A red tassel .....  
For my grandfather ,.....  
Cause' .....  
Maybe you bring .....  
Maybe you have.....  
For .....  
Who .....  
Bring him .....  
Good ..... !

## APPENDIX 29. Presentation. Creativity techniques.

### The migratory idea

With this technique the students decipher easier the connotative language of poetry, they can use resources in a more articulate language way, by having the element of comparing of their text with the literary model. The process may be used in the case of studying of free verse poetry or of various figures of speech.

The application procedure and the rules in question are: 4-5 terms are selected from opera, usually the basic ones; a predicate for the last word in this string of words is searched; the idea shall be deducted from the formed sentence; new sentences are developed up, by looking for other predicates for each of the other four words. In this case, some rules will be obeyed: the sentences should express the same idea; each of the four words is required to confer a figurative sense; the five sentences formed are 'arranged' in a certain order, either to chance or as a motivated student's options; own subjectivity is involved: student forms an extension of the last sentence in the migratory idea (usually this sentence, that can be developed or undeveloped, has the status of a conclusion); text created is named; the students' texts are analyzed in terms of the message and the mode of its transmission; students' texts are compared with the literary work from the perspective of that message (expressing the same or different message), of relations between the five key terms, in other words, of the force of suggestion that they acquire from these relationships; the conclusions on the work studied are expressed.

### Rhymed mime

Children are sitting in a circle (on chairs or cushions). One child stands and says, \ "I think of a word that rhymes with \_\_\_\_ \ " and then he mimics the word he was thinking. For example: \ "I think of a word that rhymes with BIG. \ " and then he is pretending to sprinkle salt. The other children have to guess what word rhymes with BIG he mimed.

### Modeled texts

By this teaching game students acquire different types of lyrical structures composition processes, ways of artistic expression.

The application procedure is as simple. Students are proposed, where possible, skeleton of textual torso (either before studying the work, or in the process of her reviewing ,or at the stage of completion times), completing it according to their own understandings and sensitivities. Students will be able to build without much difficulty a new text, which still, as in the case of migratory idea or gaming-exercise mentioned above, it will be compared with literary work studied.

### The interrupted drawing

Classroom is divided into several teams with equal number of members. Each team sits in a single row in front of a flip-chart sheet glued to the board / wall etc. The first student in the line imagines something and draw a broken, curved, open or closed, etc. line which is a part of the design. He gives to his colleague the marker or crayon and moves in the back of the line. The next student in the line tries to discover what the first colleague imagined and he continues drawing, using also one line. Thus shall do all students in the line. The game takes place without speaking. Finally, all the products obtained are analyzed and each tells what he thought about when completed drawing. The winner team will be the one with the best original vision.

### Internet Fairytale

Each group will have to create a story. Children would be encouraged to be as creative as possible, as all their stories are beautiful. While the story is created, the group should think at an appropriate content of the drawing. In the end, each group will name the created fairytale, afterwards students will present the story of others.



### Brainstorming with map images

As a working method, brainstorming with map images capitalizes the mental association of each student, it stimulates the ideas, it avoids blockages of any kinds (cognitive, emotional). Procedure for the application of the method is as follows: after cognitive reading of poetry / text, the problem is explained in front of the class is organizing an oral brainstorming class (students propose different answers, showing a total imagination free); class presents an image; follows brainstorming individually (in silence) inspired image (each student write down all the ideas that it "assault" after reception of the image, with the benchmark questions: "What suggests the picture?", "What ideas do you appear on it?") ; to get as many ideas, the teacher can use the second image, like the first times totally different in terms of the atmosphere created, the working procedure is the same; it concludes on the problem set, starting from the ideas during brainstorming. For group work as a form of organization of student work, it may make even more questions from the outset, each team being awarded to one of them. Brainstorming is organized under the same / same images. Of course, the teacher will choose the more discerning image / images that will / will cause mental associations of students and that will

**Teaching game** has become for many culture people an important issue of meditation, being interpreted as a major component of existence. Poetry, in its original meaning is closer to the game than other areas of spiritual life. All sizes of poetry - prosodic patterns (measure, rhythm, rhyme), poetic means (inversion, repetition etc.), forms of expression (lyrical, epic, dramatic) originate in the game.

**The tropes' game.** It is a process that contributes to pupils' creative development, imagination, based on association and comparison as the operations of thinking. Procedure for the application of the technique is as follows: students are proposed key terms of poetry; students assign each word properties, unusual actions, thus obtaining unique phrases. To facilitate their work, the teacher can provide a pattern; joints consist of words are discussed in terms of originality and connotations, ( "What does it like more and why?", "What meanings behave?"); students select from the opera joints of words containing key terms that they have worked so far; joints of words made up of students are compared with the ones from the text; phrases connotations attested in work are deciphered, taking into account the novelty of expression, the power of suggestion, the author's vision on the described items, experienced states, materialized in tropes system. In other cases, students united in groups, solve different tasks of work, such as to find epithets for the key terms of the work proposed by the teacher (group I), to build metaphorical expressions with the same terms (group II), to compile comparisons (group III), personifications (group IV). Next, the working procedure remains the same: students' expressions will be compared with those of the writer, documented in text.

**Verbal painting** is to analyze poetry in such a way if the student would have in front of him the canvas paintings drawn on the basis of literary work. Thus, in the described drawing students will work with notions like: background, foreground, shapes, shades of hot / cold spot of color, chromatic harmonies, tones off, mono- / biplane composition, contrast / similarity of plans, atmosphere, moods, etc. Important is that all these help students enter the atmosphere of poetry, to understand the specifics of composition, similarity and contrast of plans of the three pictures, the effect of chromatic harmonies, especially in the first and the second paintings, the role of details in conveying a mood or the message in general. The researcher Eliza Botezatu, in her "Theory and method of composition" (Editura Lumina, Chişinău, 1978, p. 158)

**Exercises games:** a) exercise game of restoration of a word, a line, a lost picture of work; b) exercise game- where a text based on key images of poetry is made up; c) game-exercise where in a new text is to be created based on the theme and studied poetry; d) exercise game – where texts having different types of rhymes, varied rhythm measure or free verse. Students can applied these texts later in the process of studying literary work, being compared to that of writer in many ways.



## APPENDIX 30. Continuous Assessment Test

It is given the following text:

### The Story of the Story Book

by Emilia Caldararu

The other day, Gheorghita was glad - as always when he gets a book as a gift. It is a Story Book ...all you have to do is to stand and watch his wonderful pictures colored in different ways. As reading point of view, Gheorghita's grandmother reads for him every nighttime before he goes to bed. But, as soon as she finishes reading, Gheorghita has just gets bored of the book. And let's say it, noworkaround, he has just torn a sheet out of it to make a toy for himself.

- What stupidity! He has just heard.

Furtively he looked around the room ... there was no one in the room...

- What stupidity! The sheet of paper said again.

- Oh, you were! Gheorghita was surprised.

- Me or you better say ... a rest of the book I see thrown away on the floor. Hey, if you knew the Story of the Story book...

- Its ... Story? Gheorghita turned around at the book having a surprised look. Would you like to tell me the Story?

- In fact, it is the Story of all the Books.

Interpret the literary text using the steps in "Brainstorm with map images".

Make reference to:

Title of the text: .....

Paragraphs: .....

Dashes: .....

Characters: .....

Statements: .....

	Chapter	Activity Lesson 1: Making plastic compositions having as a starting point poems, keywords or phrases literary at choice.	Activity description (for on-line)	Type of intelligence developed	Teaching Objectiv Specific competences
VI	Cap. 6 Plastic composition. Collections.	1.1.Hello!	<b>APPENDIX 31</b> <b>Exercise.</b> Choose the right words in the boxes below and complete the poetry “Flowers Vase!”	Interpersonal and intrapersonal	3.1. Develop skills to harness the elements of artistic language both in thematic compositions and in expressing their own vision (creativity items).
		1.2. Plastic compositions.	<b>APPENDIX 32</b> Presentation <a href="http://acrilic.materiale-pictura.com/compozitie/lectie-de-compozitie">http://acrilic.materiale-pictura.com/compozitie/lectie-de-compozitie</a>	Intrapersonal	3.1. Develop skills to harness the elements of artistic language both in thematic compositions and in expressing their own vision (creativity items).
		<b>Assessment:</b>	<b>APPENDIX 33</b> Continuous Assessment Test <b>Exercise.</b> Look the pictures carefully! Identify types of plastic	Intrapersonal  Logic – thinking through argumentation	3.1. Develop skills to harness the elements of artistic language both in thematic compositions and in expressing their own

		compositions found in the images		vision (creativity items).
	<b>Task to be performed / Homework</b>	Introduce yourself with your partners' similar way, according to artistic inclinations.	Interpersonal	3.2. Developing the ability to create a product of artistic creativity for encourage using and experimentation of a wide range /variety of tools and work techniques.
	<b>Lesson 2:</b> <b>Images collections, CDs, newspaper articles, magazines, tools.</b>			
	<b>2.1 Hello!</b>	<b>APPENDIX 34</b> <b>Exercise:</b> Place images next to each type of composition used!	Intrapersonal and Interpersonal	3.2. Developing the ability to create a product of artistic creativity for encourage using and experimentation of a wide range /variety of tools and work techniques.
	<b>2.2. Images collections, CDs, newspaper articles, magazines, tools.</b>	<b>APPENDIX 35</b> Presentation <a href="https://dexonline.ro/definitie/colec%C8%9Bie">https://dexonline.ro/definitie/colec%C8%9Bie</a>	Artistic, Chromatic, Emotional, Linguistic, Social  Intrapersonal	3.2. Developing the ability to create a product of artistic creativity for encourage using and experimentation of a wide range /variety of

				Harmonization of own emotions and thoughts	tools and work techniques.
		<b>Assessment:</b>	<b>APPENDIX 36</b>  Continuous Assessment Test  <b>Exercise.</b> Make up a project consisting of a collection themed on “Portraits by famous painters” comprising the following artists: Nicolae Grigorescu, Leonardo da Vinci, Van Gogh	Logic – thinking through argumentation	3.2. Developing the ability to create a product of artistic creativity for encourage using and experimentation of a wide range /variety of tools and work techniques.
		<b>Task to be performed / Homework</b>	Introduce yourself with your partners’ similar way, according to artistic inclinations.	Interpersonal	3.2. Developing the ability to create a product of artistic creativity for encourage using and experimentation of a wide range /variety of tools and work techniques.

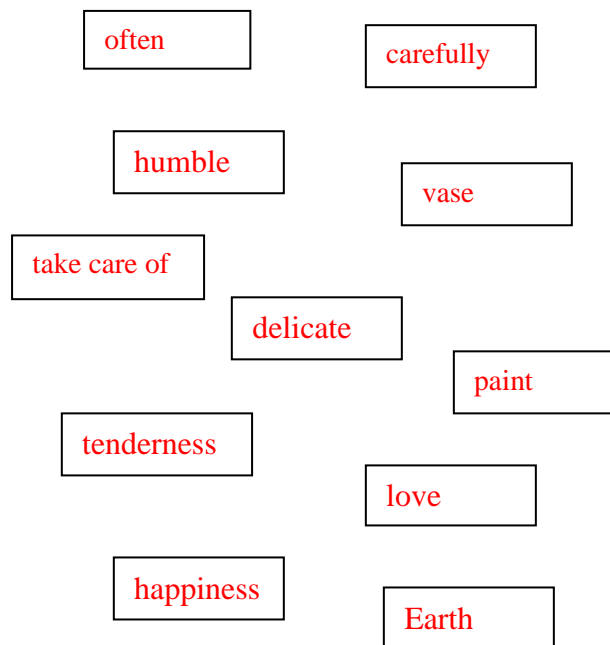
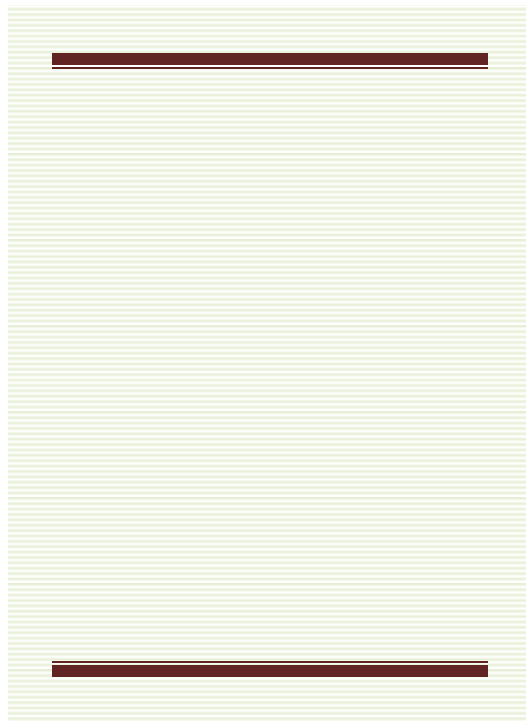
## Chapter 6. Plastic composition. Collections.

Lesson 1. Making plastic compositions having as a starting point poems, keywords or phrases literary at choice.

### APPENDIX 31

**Exercise.** Choose the right words in the boxes below and complete the poem “Flowers Vase!”

Make a plastic composition in the box below:



#### Flowers Vase

Sevastița Dumitrache Constantin

In my ..... home,  
The vase is filled with flowers  
again.

More..... colorful

They .....smile to me

Fresh and fragrant  
They watch me .....  
I am always in their spotlight  
Like I'm on TV.

They alleviates my thought in  
secret  
To ..... them in a hurry,  
So they catch another day,  
And they can look again to me.

And send me from their .....  
Messages in their language:

Refined .....  
Stated freshness,  
Delicate fragility,  
Pastel color ...

I admire them and they keep  
my longing,  
During the days.  
I will nicely .....them ,  
In a valuable helpful painting.

Flowers in thought and  
in .....  
Flowers in thought and feeling,  
Flowers to bring .....,  
For everyone on the .....  
<http://www.poezie.ro/index.php/poetry/110991/index.html>

**Exercise Solving.** Choose the right words in the boxes below and complete the poem “Flowers Vase!”

Make a plastic composition in the box below:



happiness

Earth

humble

take care of

love

vase

tenderness

delicate

carefully

often

paint

### Flowers Vase

Sevastița Dumitrache Constantin

In my **humble** home,  
The vase is filled with flowers  
again.  
More **delicate** colorful

They **often** smile to me

Fresh and fragrant  
They watch me **carefully**  
I am always in their spotlight  
Like I'm on TV.

They alleviate my thought in  
secret  
To **take care of** them in a  
hurry,  
So they catch another day,  
And they can look again to me.

And send me from their **vase**  
Messages in their language:

Refined **tenderness**  
Stated freshness,  
Delicate fragility,  
Pastel color ...

I admire them and they keep  
my longing,  
During the days.  
I will nicely **paint** them ,  
In a valuable helpful painting.

Flowers in thought and in **love**  
Flowers in thought and feeling,  
Flowers to bring **happiness**,  
For everyone on the **Earth**.

<http://www.poezie.ro/index.php/poetry/110991/index.html>

## APPENDIX 32. Presentation. Plastic compositions.

**The composition** consists of organizing how plastic language elements are in a consistent, balanced, indestructible aggregate able to transmit to viewer the emotion and the message of author. **Ways of organizing plastic composition** - compositional scheme: composition in frieze; composition in the register; composition in a triangle; circular composition; spiral composition; radial composition; vertical composition; horizontal composition; diagonal (oblique) composition; Depending on the organizational chart, closed and open compositions are obtained with static and dynamic effect. <https://www.youtube.com/watch?v=EHFEKOTHKaI>

**Closed composition** suggests that the action takes place inside the plastic space with a center of interest. In this case the elements are arranged in compositional schemes on triangle, square, circle or oval shapes.

**Open composition** suggests that action is continued into outer plastic space with one or more areas of interest. **The focus** is the area of plastics compounding with priority is towards the gaze and is achieved by: agglomeration of detail; - Modular Linear (thin - thick); - Contrasts (closed - open, warm - cold, large - small, crowded - clean). **The composition of colors** is very important in relation to the composition of surfaces and values. Thus, static or dynamic character, lines of force, the interest character, tensions, color, rhythm as any other means of artistic expression subordinated to basic compositional structure, the only one able to reunite them in a homogenous whole. In the ordering of items or dark closed /open plastic composition must take into account the pace, because through it the movement is structured, the vitality of composition. Plastic rhythm arises by the succession thought, intentional of elements of visual language. Expressiveness of plastic rhythm consists of ordering method of the elements of plastic language and the more rhythms organization is unique in its novelty, the more expressive composition is .

**Static composition** is done by holding plastic signs in a stable equilibrium, constituents fit in a stable geometric shape (triangle, square, circle, rectangle, pyramid).

**Dynamic composition** involves restructuring plastic signs in unstable equilibrium by using curved , spirals, oblique-crossed lines, giving the assembly configuration movement, dynamism. If static composition generally has one center of interest, dynamic composition can have several centers of interest. It is important to have unit in setting that is manifested by logical link, constructive - formal propositional between parts and whole, between content and form.

**Compositional formulas** used in decorative art are: frieze, decorative frame, the game background etc. **Frieze** is the surface-shaped strip where elements and motifs are ordered by the laws of decorative art. **The frame** is a decorative band that decorates an area around. **The background game** is the composition which relies on a network in which motifs are organized according to the laws of decorative art.

**Decorative plastic composition** involves combining elements into a harmonious whole. These items can be taken from nature, geometry, the art of ancient people, from modern art, folk art or imagination. Natural, unified and harmonious embedding of elements in compositional forms can not be done randomly, but based on knowledge about decorative compositional principles, in order to achieve the expressive arts. These principles are: repetition, alternation, symmetry etc. **Repetition** is a method of ornamentation, composing elements, motifs, taking into account the rhythm and cadence. It involves either repeating a plastic language element (point, line, stain, shape) or the repetition of a motif. **The alternation** is a succession of at least two different elements in shape, size, color and position. Symmetry expresses equilibrium in a plastic composition, it implies the existence of an axis that has on one and the other side elements and motifs spaced equal distances from it. A form is symmetrical if the axis of symmetry divides it into two equal parts, whose points coincide by overlapping. An compositional assembly can become symmetry when the imaginary horizontal or vertical axis of symmetry separates composition into two identical parts. Natural or artificial forms may have one or more axes of symmetry oriented horizontally, vertically or diagonally. **Symmetry** is one of the fundamental laws of structuring natural forms.

**COMPOSITION** means arranging elements of plastic language. The distribution area is done by: disposing on the vertical, horizontal or oblique axis, symmetrical or asymmetrical alignment to axes, stretching over the entire surface or forming groups.

<http://acrilic.materiale-pictura.com/compozitie/lectie-de-compozitie>

**Static composition.** It has a structure dominated by axes, lines and shapes on horizontal and vertical targeting, which can be achieved by building lines and strokes, by controlling colors, by position of forms. Static composition may be closed or open and may have one or more centers of interest. Static character does not appear from the stillness of shapes, characters, but the arrangement of linear, horizontal or vertical. Usually dominant lines and surfaces in such configurations are horizontals, verticals, circle, oval, square, semi-circle, rectangle, etc. A monotonous rhythm appears, but in no case without expression.

**Classification of colors** - primary colors - yellow red and blue. Secondary colors - are obtained by mixing two primary colors in equal parts; red + blue = purple; red + yellow = orange; blue + yellow = green

Tertiary colors - six in number, are obtained by combining the primary colors with secondary ones.

**Color palette** - covers – hot colors whose dominant is red - orange

Cool colors - with dominant blue.

**Tinted** - refers to the color intensity. The term color is often used to refer tinted, which is obtained by mixing the two colors. Tinted can be hot or cold.

**The value of a color** - is its degree of brightness, the degree in which it was mixed with white or black. Gradations of values of colors are called the scheme of color /tones. Each color possesses its own cold scheme of color. Cool schemes of colors are approaching blue, warm tones - red. Broken tones - are tones whose purity is attenuated by mixing a quantity more or less important in their complements.

<http://www.referatele.com/referate/noi/desen/educatie-plastica9716185.php>

**Closed composition** is organized such that all **array** (lines, dots, shapes, colors, characters) are moving towards inside the frame of it. All action, the language elements and means of expression take place within the painting.

**Open composition** is based on the existence of several areas of interest. Through the organization of the elements, they send the eye and mind of the viewer outside the picture. Action, lines, shapes, values, colors, plastic get out of the limits of plastic space. They are still apart in any direction, allowing the viewer to guess right what he would.

**Plastic image** - is the reflection of the inner world of the artist in the visible world. Being assimilated to the representation, plastic image sends a message, it becomes a plastic sign, bearer of meaning.

**Artwork** - is a thing, an object, in which the artist combines spiritual art with the material one. We can not understand one while without the other.

The interpretation of a work of art - involves seeking to understand what you see, comment, explain, give a sense of the image.

**Plastic elements** used in the two-dimensional representation are:

- Line - Draw an outline of an object or a body.

- Form - is an area that contains color. It can be defined on contour or can be constructed by juxtaposing color spots.

- Color - first notions about color go from white light spectrum which Newton studied in 17<sup>th</sup>-century. He detects the seven rainbow colors from the light spectrum, going from red to blue-violet. Newton creates a chrome circle (circle Newton), adding at the 7 colors, the 8th, red-violet, linking red-violet color to the blue-violet. In 19<sup>th</sup>-century German painter Otto Runge builds sphere color - considered the most appropriate form to represent a three-dimensional space of colors. Johannes Itten is the most famous theoretician of colors, his methodology being used by any professional in colors. His color circle consists of 12 colors, median obtained by mixing colors.

**Color contrasts** can be:

- Successive Contrasts - when you look at a color, eye creates its complementing in compensation, coloring neighboring additional areas with this.

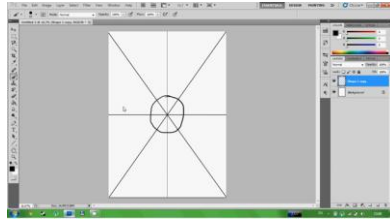
- Simultaneous contrasts - a color change under the influence of its colorful neighborhood.

**Texture** - is a plastic element that refers to illusionistic representation of the tactile surfaces. It is linked to the feeling that we have when we reach an area, or that we imagine when we look at a work of art. Also called texture, touch of color's quality, the effect is suggesting materiality of forms which are represented.

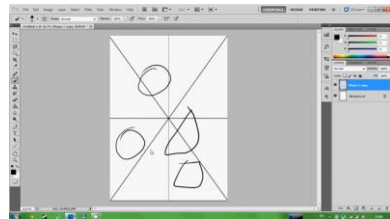


## APPENDIX 33. Continuous Assessment Test

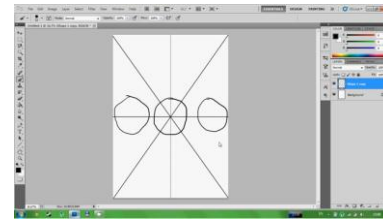
**Exercise.** Look the pictures carefully! Identify types of plastic compositions found in the images below:



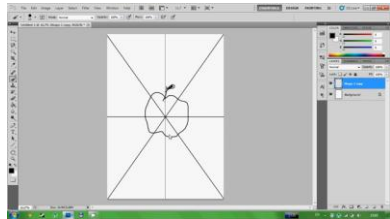
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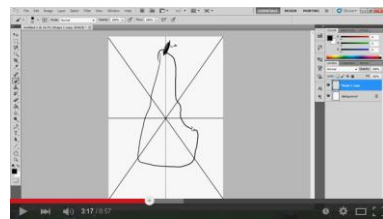
2



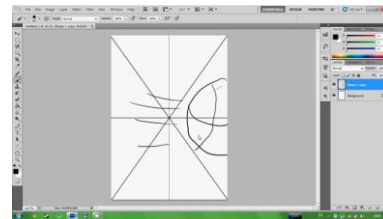
3



4



5



6

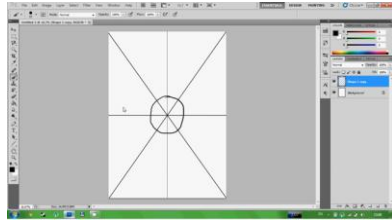
Static composition - ☐ , ☐

Dynamic composition - ☐

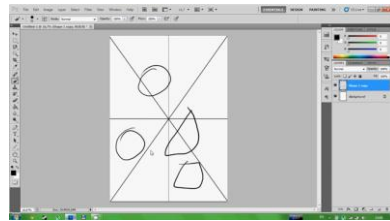
Closed composition - ☐ , ☐

Open composition - ☐

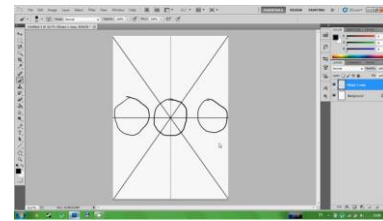
**Exercise Solving.** Look the pictures carefully! Identify types of plastic compositions found in the images below:



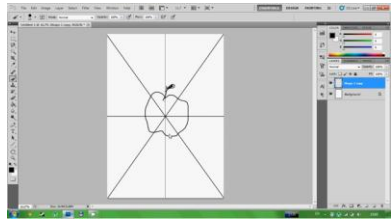
1



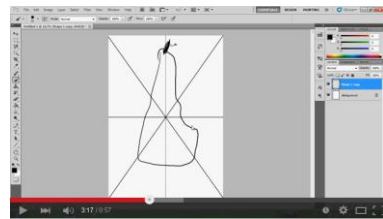
2



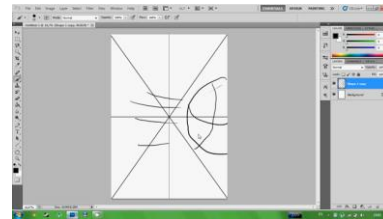
3



4



5



6

Static composition – 1 , 3

Dynamic composition - 2

Closed composition 4 , 5

Open composition - 6

## Chapter 6. Plastic composition. Collections.

Lesson 2. Images collections, CDs, newspaper articles, magazines, tools.

### APPENDIX 34

**Exercise:** Place images next to each type of composition used!

Dynamic composition

or

Static composition



Paul Cezanne-Muntele Saint Victoire



Dynamic composition

Dynamic composition

Dynamic composition

Dynamic composition

Dynamic composition

Static composition

Static composition

Static composition

Static composition

Static composition

**Exercise Solving:** Place images next to each type of composition used!

Dynamic composition

or

Static composition



Dynamic composition



Dynamic composition



Dynamic composition



Dynamic composition

Paul Cezanne-Muntele Saint Victoire



Dynamic composition



Static composition



Static composition



Static composition



Static composition



Static composition



## APPENDIX 35. Presentation. Images collections, CDs, newspaper articles, magazines, tools.

A **collection** is a series of objects of the same kind or the same category, which collected and systematically arranged represents an artistic, scientific, documentary value and so on. Collection of literary or scientific works grouped by certain criteria and appeared in a publishing company.

<https://dexonline.ro/definitie/colecc8%9Bie>



It can be collected almost anything, if your parents support you and if you have enough space. Here are some ideas:

- Books, paintings, stamps, CDs, coins;
- Dried leaves of different shapes and colors;
- Covers;
- Computer games;
- Pencils or pens;
- Discs with music or movies;
- Comics or magazines for children;
- Matches boxes ;
- Shells;
- Phone cards;
- Various packaging etc.

Later on, when your collection will increase, you can meet other enthusiasts people like you or, you can even participate in various fairs in the country or abroad.

### Why it is beneficial to collect

The best reason to start a collection - it is a funny activity. The joy consists of gathering the items of collection. It's about enthusiasm of the "hunt", the joy of having a pile of ... something that you like. If you have this, it's more than perfect!

Someone who buys an item in order to sell it further is not a collector, but simply a trader. A true collector is proud of his purchases and knows the story of each item: where it was found, who has made it, who has bought it, what it represents, what it says about the culture of the region where it comes from, and, perhaps most importantly, what it means to him / her. It is part of the history and motivation at the same time: what it means for the owner.



## APPENDIX 36. Continuous Assessment Test

**Exercise.** Make up a project consisting of a collection themed on “Portraits by famous painters” comprising the following artists:  
Nicolae Grigorescu, Leonardo da Vinci, Van Gogh.

Leonardo da Vinci

Nicolae Grigorescu

Van Gogh





**Exercise Solving.** Make up a project consisting of a collection themed on “Portraits by famous painters” comprising the following artists:  
Nicolae Grigorescu, Leonardo da Vinci, Van Gogh.

Nicolae Grigorescu



Leonardo da Vinci



Van Gogh



	Chapter	Activity	Activity description (for on-line)	Type of intelligence developed	Teaching Objectiv Specific competences
		<ul style="list-style-type: none"> <li>Lesson 1:</li> </ul> <b>Meetings with local craftsmen, professional artists.</b>			
VII.	Cap. 7 Visual Arts.	1.1 Hello!	<b>APPENDIX 37</b> Exercise 1. Look at the pictures and match the jobs of characters! <a href="https://www.ancutatelep.com/galeria20155.html#.7rfhDct">https://www.ancutatelep.com/galeria20155.html#.7rfhDct</a> Exercise 2. Look at the images and match the genres of fine art!	Interpersonal and intrapersonal	3.2. Developing the ability to create a product of artistic creativity for encourage using and experimentation of a wide range /variety of tools and work techniques.
		1.2. Folk crafts.	<b>APPENDIX 38</b> Presentation <a href="http://www.moldovenii.md/md/section/382">http://www.moldovenii.md/md/section/382</a> <a href="http://www.moldovenii.md/md/section/384">http://www.moldovenii.md/md/section/384</a> <a href="http://www.moldovenii.md/md/section/383">http://www.moldovenii.md/md/section/383</a> <a href="http://www.moldovenii.md/md/section/386">http://www.moldovenii.md/md/section/386</a> <a href="http://www.moldovenii.md/md/section/385">http://www.moldovenii.md/md/section/385</a> <a href="http://www.moldovenii.md/md/section/388">http://www.moldovenii.md/md/section/388</a> <a href="http://www.moldovenii.md/md/section/389/content/877">http://www.moldovenii.md/md/section/389/content/877</a> <a href="http://www.moldovenii.md/md/section/390/content/1206">http://www.moldovenii.md/md/section/390/content/1206</a> <a href="http://www.moldovenii.md/">http://www.moldovenii.md/</a>	Intrapersonal	3.2. Developing the ability to create a product of artistic creativity for encourage using and experimentation of a wide range /variety of tools and work techniques.



		<a href="http://www.moldovenii.md/md/section/390/content/1207">http://www.moldovenii.md/md/section/390/content/1207</a> <a href="http://www.moldovenii.md/md/section/390/content/1208">http://www.moldovenii.md/md/section/390/content/1208</a> <a href="http://www.moldovenii.md/md/section/391">http://www.moldovenii.md/md/section/391</a> <a href="http://www.moldovenii.md/md/section/390/content/1206">http://www.moldovenii.md/md/section/390/content/1206</a> <a href="http://www.moldovenii.md/md/section/390/content/1207">http://www.moldovenii.md/md/section/390/content/1207</a> <a href="http://www.moldovenii.md/md/section/390/content/1208">http://www.moldovenii.md/md/section/390/content/1208</a>		
	<b>Assessment:</b>	<b>APPENDIX 39</b> Continuous Assessment Test Exercise. <a href="https://www.youtube.com/watch?v=HfRQ-2G29qY">https://www.youtube.com/watch?v=HfRQ-2G29qY</a> <a href="https://www.youtube.com/watch?v=cLIDRF_8-A">https://www.youtube.com/watch?v=cLIDRF_8-A</a>	Intrapersonal  Logic – thinking through argumentation	3.2. Developing the ability to create a product of artistic creativity for encourage using and experimentation of a wide range /variety of tools and work techniques.
	<b>Task to be performed / Homework</b>	Introduce yourself with your partners' similar way, according to artistic inclinations.	Interpersonal	3.2. Developing the ability to create a product of artistic creativity for encourage using and experimentation of a wide range /variety of tools and work techniques.
	<ul style="list-style-type: none"> <li>• <b>Lesson 2:</b></li> <li><b>Creative project.</b></li> </ul>			
	<b>2.1. Hello!</b>	<b>APPENDIX 40</b> Exercise <a href="https://www.youtube.com">https://www.youtube.com</a>	Intrapersonal and  Interpersonal	3.1. Develop skills to harness the elements of artistic language both in thematic compositions and in

		<a href="#">m/watch?v=1s8EDisr2Bc</a>		expressing their own vision (creativity items).
	<b>2.2. Creative Project.</b>	<b>APPENDIX 41</b> Presentation <a href="http://www.moldovenii.md/md/section/389/content/877">http://www.moldovenii.md/md/section/389/content/877</a> <a href="http://www.decusut.ro/categorie/accesorii-de-brodat-1.html">http://www.decusut.ro/categorie/accesorii-de-brodat-1.html</a>	Artistic, Chromatic, Emotional, Linguistic, Social Intrapersonal Harmonization of own emotions and thoughts	3.1. Develop skills to harness the elements of artistic language both in thematic compositions and in expressing their own vision (creativity items).
	<b>Assessment:</b>	<b>APPENDIX 42</b> Continuous Assessment Test	Logic – thinking through argumentation	3.1. Develop skills to harness the elements of artistic language both in thematic compositions and in expressing their own vision (creativity items).
	<b>Task to be performed / Homework</b>	Introduce yourself with your partners' similar way, according to artistic inclinations.	Interpersonal	3.1. Develop skills to harness the elements of artistic language both in thematic compositions and in expressing their own vision (creativity items).

## Chapter 7. Visual Arts.

Lesson 1. Meetings with local craftsmen, professional artists.

### APPENDIX 37

Exercise 1. Look at the pictures and match the jobs of characters! (<https://www.ancutateleptean.com/galeria20155.html#.VjsidrfhDct>)



- 1 Weaver
- 2 Seamstress
- 3 Wood carver
- 4 Blacksmith
- 5 Folk musician

Exercise 2. **Fine Arts** has the following types, known as major arts (painting, sculpture, graphics) and minor arts, which is associated with the decorative arts. In turn, each genre has several subdivisions, stipulating the specifics of technique, material used and the subject represented.

Look at the images and match the genres of fine art!



Decorative Art

Painting

Sculpture

Graphics

Exercise 1 Solving. Look at the pictures and match the jobs of characters! (<https://www.ancutateleptean.com/galeria20155.html#.VjsidrfhDct>)



3



2



4



1



5

1. Weaver
2. Seamstress
3. Wood carver
4. Blacksmith
5. Folk musician



Exercise 2 Solving. **Fine Arts** has the following types, known as major arts (painting, sculpture, graphics) and minor arts, which is associated with the decorative arts. In turn, each genre has several subdivisions, stipulating the specifics of technique, material used and the subject represented.

Look at the images and match the genres of fine art!



Painting



Graphics



Decorative Art



Sculpture

### Wood Carving

Wood continued to remain a core preoccupation of men throughout all time. The iron woodworking found by archaeologists show that the Middle Ages in the business carpenter there were various specializations. They were: turners, carpenters, wheelwright, bridge builders and so on. Our ancestors were concerned with artistic wood capitalization, as demonstrated by the development of popular ornamentation, the ongoing use of geometric motifs (diamond, circle, wavy lines, broken or curved, serrated, the snake, rosettes, stars).

### Categories of wood and their characteristics

The most commonly used types of wood were: acacia, ash, oak, horn, walnut, oak, cherry, fir, pine. Knowledge of wood was transmitted for posterity. It was known that holm - oak species, water-resistant, elastic structure of the wood is used for making staves. Beech, which is a hard wood, was used as construction material, tools, furniture etc. Hornbeam, although it is a hard and dense wood, rotting fast, hard processed, is used in making work tools. Ash was good to the wheel hubs, cart ladder, car hearts, and staves. Horn is a hard wood, which served to processing objects countries shoulder teeth, nails and so on. The term carpenter is a generic name. Craftsmen oversaw construction of houses and objects made by seceded a number of skilled craftsmen to decorate the house, making peasant furniture, utensils and work tools, dishes and kitchen accessories, terrestrial and aquatic transport, etc.

### Wooden objects produced by craftsmen carpenters

**Wooden building blocks of human dwellings** (houses bridges, ladders, slings, beams, veranda; gazebo or porch, balcony, pediments, pillars and decorative lace, decorative doors and windows, roof shingle, columns ); **Wooden fence** (twigs, the stakes of generations of sticks); large gates; small gates, gates, covered, carved gates, blocked gates ; **Wooden elements in wells construction** (gable of the well, bucket to the well, the well (fence to the well, the well's roof, groove, chair of the fountain, religious objects, etc.), **rustic furniture** (chest for storing clothes, chests where they kept the best clothes of the face and fabric drawers. Chests are adorned with carving, carving, painting, with different ornaments symbolic, beds and benches used for rest and sleep; **low tables** (round tables high (topped rectangular, round), table with cabinet) **chairs**, benches with backrest, heights clothes, stools, hangers for clothes, beams, shelves, dish shelves wall bracket, cabinet; **swings for children** - hanging swings flat on the floor, the bed hollowed tree trunk, swings, portable to wear baby back. Portable swings are mild and beautifully decorated; categories of items needed in the house, household items preserved food, food preparation (butts, nuts, coolers, axes, glasses, bucket) distaffs (waist forks, fork foot, stool fork, fork horns), shoulders tissue from a weaver's beam rods, spoons, dishes, white, spinning spindles, wooden bowls, bushels, site; Measuring parts - **wooden musical instruments**: flutes, pipes, clarinets, horns, bagpipes; **agricultural tools** (hay forks, rakes, flails); objects of coopers, who split into stave or coopers who made a number of tools for making barrels, the few, drinking vessels, , , , , buckets, vats; parts related to traditional means or transport vehicles, executed by craftsmen (wheels, obese, hubs, spokes, baskets carts, vans).

### Artistic stone

Stonework, including the skill of giving objects a certain form, a style - that of beauty, appeared several millennia ago. Stone processing specifics, like other crafts contributed to dividing work in stages (large blocks dislocation, separation blocks approximate as size of objects planned by initial shaping of Petra and other processing steps). Mostly dislocated size and quality of the block led to the carving of certain objects. In evaluating the complexity of this trade is important to mention the large number of work tools to dislodge stone blocks (big hammers, different tools with sharp beaks, chisels of various sizes, wooden mallets, saws, feathers hardwood. It can be manufactured houses with stone architecture with decorative columns, monuments, crosses, crucifixes, graves, chairs, milestones, bowls, knives and flint chips.

<http://www.moldovenii.md/md/section/382>

### Processing of leather and fur

From ancient times, people fashioned a variety of leather items: bottles or leather bags, belts, shields, harnesses, clothing, coats, vests, footwear (boots, sandals, shoes),. With separation of crafts from agriculture artisans specialized in making quality parts from fur and leather. Written documents recall the categories

**Artistic processing of metals** Nowadays, **metalworking** is known by some craftsmen. Machinery and tools of **blacksmiths** are: sheets, anvils, hammers, mallets, pliers, arbor, chisels, pots hardening etc. In the processing of ironing, to forge it, different categories of objects are made: **agricultural tools** (hoes, rakes, sickles, scythes, pitchforks,

### Pottery

Pottery is a craft activity through specialized techniques possession of modeling clay in order to obtain various ceramics products, which were used in the household. Clay is found in all localities at different depths as raw material for making vessels. **Ceramic vessels** meet certain requirements of way of living and corresponded to the population occupations. The vessels were designed to preserve product of cooking, transporting liquids, serving as decorative pieces and toys, etc. These vessels may be classified according to their color - red and black pottery; after their shape - flat, high and complex; the way of decoration - unglazed and glazed ceramic pottery, painted and unpainted ceramic, polished and unpolished; large and small plastics ceramic shapes .

<http://www.moldovenii.md/md/section/383>

### Popular decorative tissue

One of the great discoveries of humanity along with obtaining fire burning, earthen vessels, working tool making, knitting plant materials is **tissue** that presents a complicated technical way to create a world of cloth. Fabrics are used by every man, regardless of his social status, occupation, age or faith. **Fabrics** are those base intermediates shapes that help man to satisfy certain basic needs, aesthetic, social: to cover his body, adorn the house, accesses bed spread, organize family celebrations and rituals. **Handmade fabrics** under house made up a considerable part of the family fortune. By category fabrics and their number, after industriousness of women the authority and villagers opinion about family was formed. According to popular tradition every housewife should know how to weave, crochet and embroider for family members, to decorate the house, organize household, prepare dowry for children, for ritual attributes wedding, funeral. <http://www.moldovenii.md/md/section/386>

### Crocheting

**Knitting and crocheted** is a technical and decorative way of adornment of household and beauty of the home products, decoration pieces and ritual clothing. By crocheting a thread can also be created fully plaited openwork textile.

**The art of crochet** provides the ability to use a wide range of joints in the thread loops and

### Objects and techniques for intertwined straws.

To achieve the straw objects of different shapes it takes into account the importance of their hardness and that are intertwined at least 4-7 straws for hats, for 9-11 threads at baskets, 3-4 threads for small objects. An object can be joined by several models of knitting: flat, serrated, volume, round. Objects



### Braids

Lately, you may meet at the national exhibitions, **district craftsmen knitting**, exercising their creative spirit at using natural raw materials - wicker or willow twigs, rush, straw and corn sheaves. Some of them have come to produce a wide range of items causing a great interest due to natural ecological and decorative appearance of the netting. Before weaving **twigs** are put to soaking in some bowls and sprinkle with water, cover with thick wet canvases or something else and leave for 8-10 hours. From peeled rods are made utility and decorative objects, furniture. The craftsmen who weave are generally referred to as "**basket weavers**". Wicker basketry items may have two parallel handles or just one above the basket over the middle. First, skeleton of the handle is achieved by several twigs, or sometimes by metal wires, then the skeleton is interwoven through various methods: "chess", especially with geometric shapes, "the eye" simple, covering handle with an invoice thick braided rods to be resilient. Great variety of objects braided from wicker canes varies by category: unpeeled, peeled, chopped and lamenting. Baskets of vegetables, fruit, for mushrooms, strawberries (blackberries and raspberries), flowerpots, baskets went to the market (with and without lid) Baskets feed for bread, bottle, laundry, for balls, grapes, corn, egg, glass vases covered with wicker weaving, etc.; furniture - chairs, swings for children, storage chests of bedclothes and hangings, stools, chairs, tables, sofas etc. Wickerwork baskets are the most requested market, household consecration of pastiche, beach, furniture, baskets, baking, office. Knitting craftsmen are involved in various national exhibitions and competitions "Treasure" Wine Festival, City Day, "Made in Moldova", the annual thematic exhibitions at the National Museum of Ethnography and Natural History.

<http://www.moldovenii.md/md/section/390/content/1206>

<http://www.moldovenii.md/md/section/390/content/1207>

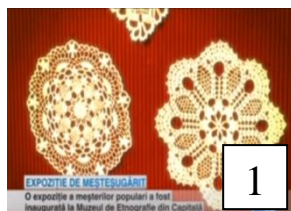
<http://www.moldovenii.md/md/section/390/content/1208>

**Decorative stitching and embroidery** become a favored area due to the need to have all folk ensembles ethnographic costumes in accordance with local traditions. If, in the past every girl embroidered her costume depending on height, eye color, etc., today national costumes are handmade by craftsman or sewn to performing machine, design or embroidery is replaced by the tissue in many threads.

**Decorative stitches** are used as in the past at embellishment of clothing, especially women's and men's traditional shirts, decorative fabrics from big house, on some white objects prepared as dowry for girls and for

**Exercise.** Follow closely the documentaries: <https://www.youtube.com/watch?v=HfRQ-2G29qY>  
[https://www.youtube.com/watch?v=cLIDRF\\_8--A](https://www.youtube.com/watch?v=cLIDRF_8--A)

Associate the 12 products made by craftsmen below!





**Exercise.** Follow closely the documentaries: <https://www.youtube.com/watch?v=HfRQ-2G29qY>  
[https://www.youtube.com/watch?v=cLIDRF\\_8--A](https://www.youtube.com/watch?v=cLIDRF_8--A)

Associate the 12 products made by craftsmen below!



1b



2c



3a



4b



5c



6d



7c



8a



9a



10a



11c



12b



a



b



c



d

**APPENDIX 40**

**Exercise1.** Watch carefully documentary: <https://www.youtube.com/watch?v=1s8EDisr2Bc>

Tick the correct answer! Daco-Getaes' ceramics appeared between centuries:

- |    |                          |                 |
|----|--------------------------|-----------------|
| 1. | <input type="checkbox"/> | 3rd and 2nd B.C |
| 2. | <input type="checkbox"/> | 4th and 3rd B.C |
| 3. | <input type="checkbox"/> | 2nd and 1st B.C |

**Exercise 2.** Match by arrows the most important pottery centers with the geographic regions in our country listed below:

Pottery centres:	Geographic regions:	Pottery centres:
<div>ARGEŞ</div>	<div>OLTENIA</div>	<div>CUCUTENI</div>
<div>MARGINEA</div>	<div>MUNTENIA</div>	<div>HOREZU</div>
<div>OBOGA</div>	<div>IAŞI</div>	<div>DĂRMĂNEŞTI</div>
	<div>BUCOVINA</div>	

**Exercise 1 Solving.** Watch carefully documentary: <https://www.youtube.com/watch?v=1s8EDisr2Bc>

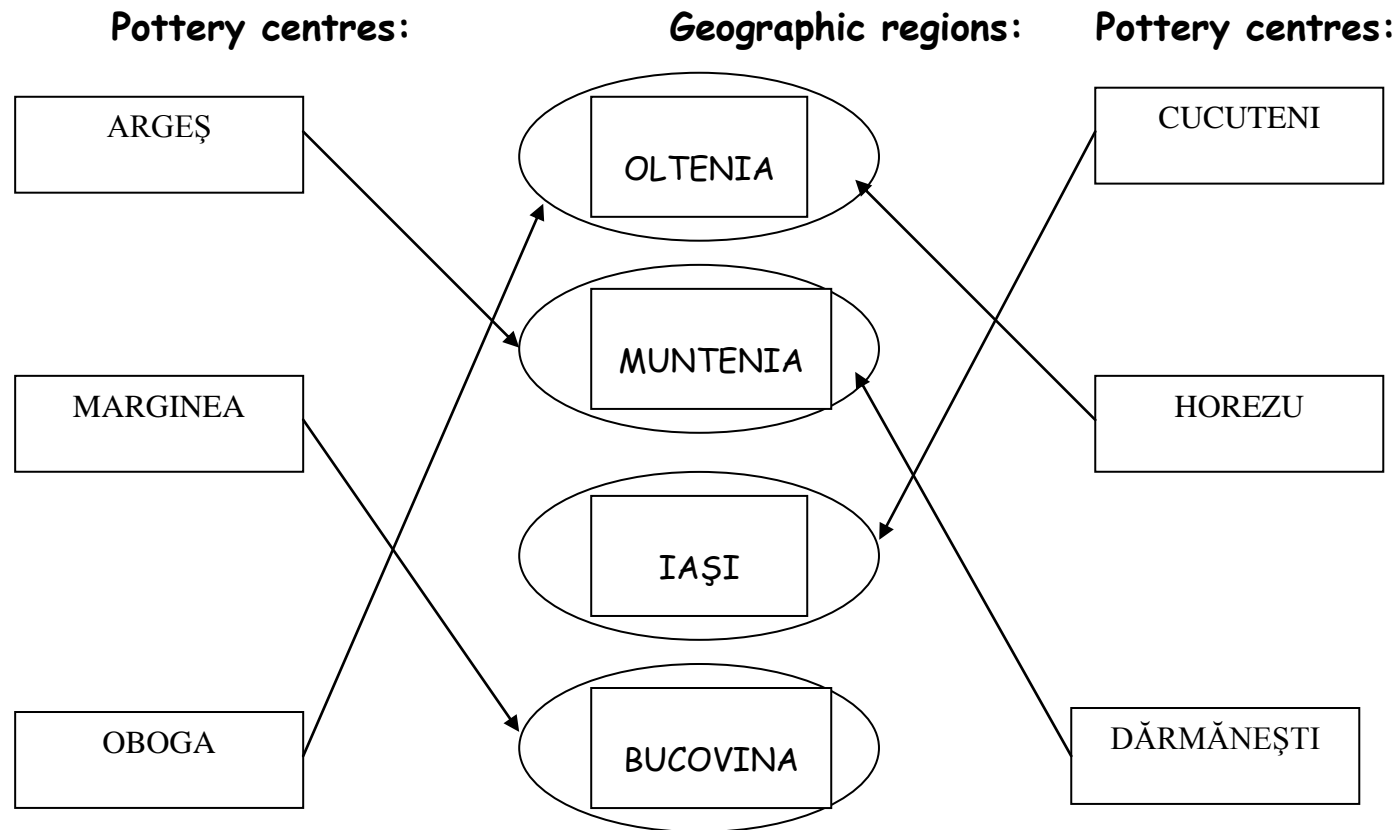
Tick the correct answer! Daco-Getaes' ceramics appeared between centuries:

1. 3rd and 2nd ☐

2. 4th and 3rd B ☒

3. 2nd and 1st B ☐

**Exercise 2 Solving.** Match by arrows the most important pottery centers with the geographic regions in our country listed below:



## APPENDIX 41. Presentation. Creative Project.

**Activities involving particular techniques** are: workshops, printing, sewing, weaving, woodworking and clay, ceramic, for model boats, micro patterned of model auto, model airplane; repair and restoration: bicycles, appliances and artwork.

**A creative project** might be achieved by a **tailoring workshop** that provides the following services: adjustments and repairs for wedding dresses; adjustments or repairs for suits, trousers, skirts, jackets, held office or casual. You can create: dresses, godmother dresses, dresses for special events (wedding, christening, wedding, parties, etc.) wedding dresses, dresses for bridesmaids, office or kept during the day (suits, shirts, pants, skirts, jackets), after a design or after a picture; clothes for children can also be made.



**Crocheting** is applied to decorating fabrics of wool, hemp, linen, cotton; silk finishing edges and create new openwork crocheted fabrics. Depending on the thickness and color of the fabric is chosen for crocheting thread, which must match. In the past crocheting yarns were hands spun: wool, flax, hemp, silk. In the second half of the twentieth century extensively bleached cotton spinning factory is used (N 10, 20, 30, 40/2), which gradually phased out hemp and flax.

As **tools for knitting yarn** metal crochet hook or wooden needles are used. On crocheting, crochet is worked with, whose thickness differs by numbers. With crochet blending is easier for working with one strand out of which are permanent loops made up, which may be varied combined, creating the invoice and the drawing. More crocheting thread goes into, because at the intertwining, it comes in three threads. Crochet thickness should match the thickness of the thread. By crocheting we get so many ornaments options both to decorate fabric at the edges, to fully match and garnish them and at making of full objects.

<http://www.moldovenii.md/md/section/389/content/877>



**Tailoring techniques or embroidery** involves various accessories: hand embroidery or sewing kits, Gobelins kits, sewing or embroidery thread sets.

**A gobelin** is a tapestry, embroidery or fabric art made of colored yarn, representing a plastic image.

It can be made various sewn or embroidered objects: bags, banners, decorated boxes, bags, snowflakes, cards, aprons, pillows, pillowcases, covers, table cards with guests' names.

<http://www.decusut.ro/categorie/accesorii-de-brodat-1.html>

## APPENDIX 42. Continuous Assessment Test.



### Exercise.

Match each of the two women artisans from images below with the utensils used by them! Write down the letter in the appropriate boxes.



cutter



masă broderie cu suport

embroidery table with supports



tipare

patterns



gherghef rotund

loom



set asortat ață

threads kit



manechin

model



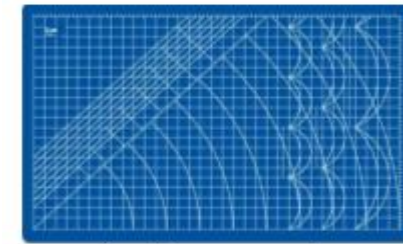
stick cu broderii

embroidery stick



foarfecă

scissors



planșă pentru croi

construct board

### Exercise Solving.

Match each of the two women artisans from images below with the utensils used by them! Write down the letter in the appropriate boxes.



**A**



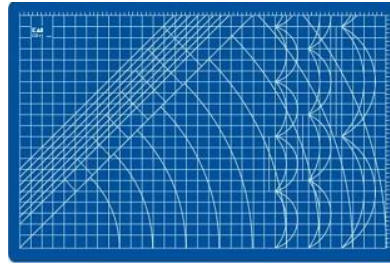
**B**



foarfecă



tipare



patterns

**A**



construct board

**A**

model

**A**

scissors

**A**

cutter

**A**



loom

**B**



embroidery stick

**B**



embroidery table with supports

**B**



threads kit

**B**



	Chapter	<b>Activity</b> <b>• Lesson1:</b> <b>Making toys, puppets from different materials / waste.</b>	Activity Description (for on-line)	Type of intelligence developed	Teaching Objectiv Specific competences
VIII.	Cap. 8 The 3R (Recycle, Reuse, Recovery).	1.1. Hello!	<b>APPENDIX 43</b> Exercise Watch the next movie! <a href="https://www.youtube.com/watch?v=ecvBf2CGNig">https://www.youtube.com/watch?v=ecvBf2CGNig</a>	Interpersonal and intrapersonal	4.2. Improving expressiveness by forming its own aesthetic sense. Developing the ability to translate and describe the artistic message by using the description of materials, techniques, colors, etc. from a work.  4.3. Developing the capacity to build / create an artistic product after verbal, literary, musical descriptions and so on.
		1.2. Making toys, puppets from different materials / waste.	<b>APPENDIX 44</b> Presentation <a href="http://www.casamea.ro/bricolaj/despre-bricolaj/fii-creativ/7-mini-proiecte--din-">http://www.casamea.ro/bricolaj/despre-bricolaj/fii-creativ/7-mini-proiecte--din-</a>	Intrapersonal	4.2. Improving expressiveness by forming its own aesthetic sense. Developing the ability to translate and

		<a href="#"><u>materiale-reciclate-- usor-de-realizat-9832</u></a>		<p>describe the artistic message by using the description of materials, techniques, colors, etc. from a work.</p> <p>4.3. Developing the capacity to build / create an artistic product after verbal, literary, musical descriptions and so on.</p>
	<b>Evaluare:</b>	<p><b>APPENDIX 45</b></p> <p>Continuous Assessment Test</p> <p>Exercise 1. Look closely the images! Identify the steps needed to achieve this jellyfish by creating a succession of the images below.</p> <p>Exercise 2. Arrange the steps of making the doll made of a wooden spoon in the following images .</p>	<p>Intrapersonala</p> <p>Logica – gandire prin argumentare</p>	<p>4.2. Improving expressiveness by forming its own aesthetic sense. Developing the ability to translate and describe the artistic message by using the description of materials, techniques, colors, etc. from a work.</p> <p>4.3. Developing the capacity to build / create an artistic product after verbal, literary, musical descriptions and so on.</p>
	<b>Tema</b>	Introduce yourself	Interpersonal	4.2. Improving

			with your partners similar way, according to artistic inclinations		expressiveness by forming its own aesthetic sense. Developing the ability to translate and describe the artistic message by using the description of materials, techniques, colors, etc. from a work.  4.3. Developing the capacity to build / create an artistic product after verbal, literary, musical descriptions and so on.
		<ul style="list-style-type: none"> <li>Lesson 2:</li> </ul> <b>Production of handmade jewelry.</b>			
		<b>2.1 Hello!</b>	<b>APPENDIX 46</b>  Exercise. Arrange the steps in achieving a necklace made of pasta and achieve the sequence of images from below!	Intrapersonal and Interpersonal	1.2. Using materials in various contexts depending on their properties and appropriate working techniques.  3.1. Develop skills to harness the elements of artistic language both in thematic compositions and in

				expressing their own vision (creativity items).
	<b>2.2. Production of handmade jewelry.</b>	<b>APPENDIX 47</b> Presentation <a href="http://101bricolaje.blogspot.ro/2013/01/margelute-din-reviste.html">http://101bricolaje.blogspot.ro/2013/01/margelute-din-reviste.html</a> <a href="http://101bricolaje.blogspot.ro/2013/01/pandantiv-din-portocala.html">http://101bricolaje.blogspot.ro/2013/01/pandantiv-din-portocala.html</a> <a href="http://101bricolaje.blogspot.ro/search/label/De%20frumuse%C5%A3e">http://101bricolaje.blogspot.ro/search/label/De%20frumuse%C5%A3e</a>	Artistic, Chromatic, Emotional, Linguistic Social  Intrapersonal Harmonization of own emotions and thoughts	1.2. Using materials in various contexts depending on their properties and appropriate working techniques.  3.1. Develop skills to harness the elements of artistic language both in thematic compositions and in expressing their own vision (creativity items).
	<b>Assessment:</b>	<b>APPENDIX 48</b>  Continuous Assessment Test  Exercise	Logic – thinking through argumentation	1.2. Using materials in various contexts depending on their properties and appropriate working techniques.  3.1. Develop skills to harness the elements of artistic language both in thematic compositions and in expressing their own vision (creativity items).

		<b>Task to be performed</b>	Introduce yourself with your partners similar way, according to artistic inclinations	Interpersonal	<p>1.2. Using materials in various contexts depending on their properties and appropriate working techniques.</p> <p>3.1. Develop skills to harness the elements of artistic language both in thematic compositions and in expressing their own vision (creativity items).</p>
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## Chapter 8. The 3R (Recycle, Reuse, Recovery).

Lesson 1. Making toys, puppets from different materials / waste.

### APPENDIX 43

**Exercise.** Watch the next movie! <https://www.youtube.com/watch?v=ecvBf2CGNig>

Match the object with the material from which it is made.



origami star



garland



vase



bag



car



global

1. Cardboard
2. Paper
3. Plastic (polyethylene, polystyrene, polyvinyl chloride)
4. Metal (aluminum, iron, cast iron, steel)
5. Glass
6. Wood

**Exercise Solving.** Watch the next movie! <https://www.youtube.com/watch?v=ecvBf2CGNig>

Match the object with the material from which it is made.



origami star

2



garland

5



vase

6



bag

3



car

1



global

4

1. Cardboard
2. Paper
3. Plastic (polyethylene, polystyrene, polyvinyl chloride)
4. Metal (aluminum, iron, cast iron, steel)
5. Glass
6. Wood

#### **APPENDIX 44. Presentation. Making toys, puppets from different materials / waste.**

1. Although we love books, some of them are so old that their pages fall like withered petals of a rose. The best way to conserve them is to "dress" a whole picture in "rows". You need a canvas painting, book sheets, card, glue, a template and black paint. The rest is simply, you messy paste the pages on surface of the painting, then place the template and apply a coat of paint. The result can be seen in the picture.



2. The same technique can be applied in the case of a glass bowl or vase. In this situation you need glue, glue instead of classical and other accessories, such as a flower, a ribbon or a star.



3. Metal cans of paint have also a use. If you paint them, too (possibly even with paint from the inside of them), they can turn into unusual decorative items that you can use as sorting or storage containers.





4. We all collect bottles around the house, without our will. Here we have found a novel way to use empty bottles. You need installation of lights that enter the bottles and a diamond wheel to cut with.



5. There are some bottles that have a nice design or so extremely attractive branding that you do not feel like you can part of it. We found the solution! Transform them into vases, by cutting them top with a diamond wheel.



6. Speaking of bottles, the wine ones are always sealed with a cork. Collect as many corks as you can and you may achieve a panel for keys and post-it notes and hang it on the entrance hall.



7. For bathroom, a cork mat is perfect! Not only practical but creative! To be mentioned that corks are glued onto the surface of a simple bath mat after them being cut in half.



<http://www.casamea.ro/bricolaj/despre-bricolaj/fii-creativ/7-mini-proiecte--din-materiale-reciclate--usor-de-realizat-9832>

## APPENDIX 45

**Exercise 1.** Look closely the images! Identify the steps needed to achieve this jellyfish by creating a succession of the images below:



Succession of the images:

1

2

3

4

**Exercise 2.** Arrange the steps of making the doll made of a wooden spoon in the following images .


☐

Steps to achieve:

☐
☐

After drying, apply different sizes of the pieces of thread or wool on the top of the doll spoon by means of glue.

☐

First they paint eyes, mouth and nose with watercolors on the bomb part of the doll spoon.

☐

To dress the doll, you need three more squares of sackcloth. The first one is caught on the "neck" so as to form a triangle. The other two are attached with glue as they are.

☐

Finally, color as desired.

☐

On the doll's head is attached a piece of sackcloth cut in a cone shape with a well camouflaged clip. Eventually it may be colored.

**Exercise 1 Solving.** Look closely the images! Identify the steps needed to achieve this jellyfish by creating a succession of the images below:



2



4



3



1

Succession of the images:

1

2

3

4

<http://101bricolaje.blogspot.ro/2012/12/cum-sa-nu-faci-o-meduza.html>



**Exercise 2 Solving.** Arrange the steps of making the doll made of a wooden spoon in the following images .



1

**Steps to achieve:**



2



3



4

5

1

First they paint eyes, mouth and nose with watercolors on the bomb part of the doll spoon.

2

After drying, apply different sizes of the pieces of thread or wool on the top of the doll spoon by means of glue.

3

On the doll's head is attached a piece of sackcloth cut in a cone shape with a well camouflaged clip. Eventually it may be colored.

4

To dress the doll, you need three more squares of sackcloth. The first one is caught on the "neck" so as to form a triangle. The other two are attached with glue as they are.

5

Finally, color as desired.

<http://101bricolaje.blogspot.ro/2013/02/papusa-din-lingura-de-lemn.html>

## Chapter 8. The 3R (Recycle, Reuse, Recovery).

### Lesson 2. Production of handmade jewelry.

#### APPENDIX 46

**Exercise.** Arrange the steps in achieving a necklace made of pasta and achieve the sequence of images from below!



**Steps to achieve:**

Then, hide the threads inside the tube of pasta.

25-40 pieces of pasta are colored as varied as can be done;

Garnish the colored pasta with some color accents: dots, stripes, random drawings, what comes handy and inspiration;

They are simply strung on a thread that is knotted at the ends;

**Succession of the images:**



<http://101bricolaje.blogspot.ro/search/label/bijuterii>



**Exercise Solving.** Arrange the steps in achieving a necklace made of pasta and achieve the sequence of images from below!



3



2



1

**Steps to achieve:**

- 25-40 pieces of pasta are colored as varied as can be done;
- Garnish the colored pasta with some color accents: dots, stripes, random drawings, what comes handy and inspiration;
- They are simply strung on a thread that is knotted at the ends;
- Then, hide the threads inside the tube of pasta.

**Succession of the images:**

1

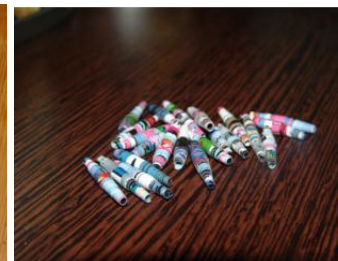
2

3

## APPENDIX 47. Production of handmade jewelry.

### Beads from magazines' sheets

To achieve these beads, all it takes is a colorful magazine and a little superglue. A magazine is sacrificed (can be brightly colored, eg. a comic book with superheroes). How is made: Cut out from the magazine very long and narrow isosceles triangles (width 2.5 cm, height 15 cm), which are run closely, starting from the base, on a toothpick and stick the ways with a drop of superglue. They are very resistant. Clue: If you draw triangles very close to each other, in rows on one page at least, between two such triangles one will be formed in the mirror, and you get a third one...and so on...



<http://101bricolaje.blogspot.ro/2013/01/margelute-din-reviste.html>

### Orange pendant

As "nothing is lost, everything is transformed", all starts from some previously orange slices dried on the radiator. After drying them, these are varied colored with tempera on each ray. Things can stop here, using orange slices as such decorations medleys, or pursued approach, creating pendants. Choose a strong thread in a neutral or strong color, but to highlight the nuances of orange, and with a needle, thread is passed through the center of the slice of orange and outlines each radius of the circle. This step is optional. For more simplicity, you can jump to the next stage, namely the achievement of the tab. With the help of a needle, pierce the skin of the orange, pass the thread through the bore and knot the rope at the ends. In addition, I have adorned the white edge with several colorful dots.



<http://101bricolaje.blogspot.ro/2013/01/pandativ-din-portocala.html>

### Cork Bracelet

In the category of jewelry from recycled materials, it could not miss a classic of products: cork bracelet. Or rather a single cork, because so is sufficient to achieve this finery. Materials needed: a cork, colors, brush, needle and thread. The materials are simple and straightforward way is making the bracelet. First, the cork is "sliced" in 9 thin pieces. Each circle is colored on both sides, with different shades. If when wearing is one circle turned somehow, it also must be colored, so it do not to be seen ugly. After drying, color in black the edges of the cork circles. The circles are attached to each other on thread. You can choose the sewing method at will. It is not difficult at all. Finally, knot the thread making sure the bracelet is wide enough to fit easily in your hand.

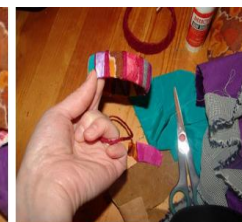


<http://101bricolaje.blogspot.ro/search/label/De%20frumuse%C5%A3e>

### Bracelets from plastic bottles and debris

Cut out of the plastic bottle more cylinders and finish the edges with sharpened scissors. If the dimensions are too big for wrist, cut some of it, then the do the meeting ends, either with superglue or by sewing.

Depending on the materials you have available options may vary. You can simply wrap the wool on the cylinder, as shown below. You can use more colors if you want or if you do not have enough wool of one color. You can also cut a fabric at choice (velvet, lace, etc.) and a ribbon of proper length and width for the bracelet and you can apply it on plastic stand by sticking. After sticking, you can add other decorations: décor with twine, wool, sequins. Another option would be to use several types of materials, cut into strips and glued right around the backing of solid plastic glue. Finally, finish bonding places of materials with colored thread.



<http://101bricolaje.blogspot.ro/2013/03/bratari-din-sticle-de-plastic-si.html>



## APPENDIX 48. Continuous Assessment Test.

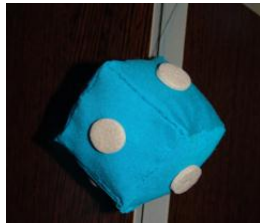
### Exercise.

Match the object in the image below with recyclable material used to manufacture it! Write down the letter in the appropriate boxes.

Organic octopus



Blue cube



Kinder characters



Table decorations



### RECYCLABLE MATERIAL

COTTON

PLASTIC

GLASS

BOARD

METAL

Train



Camel



Tricolore glasses



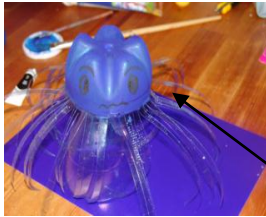
Drums



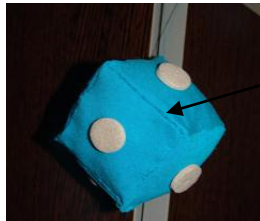
## Exercise Solving.

Match the object in the image below with recyclable material used to manufacture it! Write down the letter in the appropriate boxes.

Organic octopus



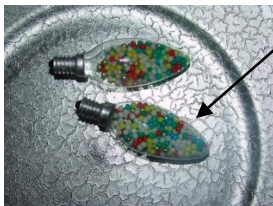
Blue cube



Kinder characters



Table decorations



## RECYCLABLE MATERIAL

COTTON

PLASTIC

GLASS

BOARD

METAL

Train



Camel



Tricolore glasses



Drums



	Chapter	Activity	Activity Description (for on-line)	Type of intelligence developed	Teaching Objectiv Specific competences
		• Lesson1: Theatrical Arts			
IX.	Cap. 9 Advertising.	1.1. Hello!	<b>APPENDIX 49</b> Exercise. Look at the pictures and check the advertisement that uses software!	Interpersonal and intrapersonal	4.1. Forming of vision about semantic specificity of reference (basic) concepts in arts. Understanding and translating in contexts and different interpretations of the concepts of <color> <form> <feeling>, <living>, <code>, <expression>, <action>, <light and shadow>, <noise>, <harmony> and so on, in the context of artistic expression.
		1.2. Making of compositions using applications, advertisements	<b>APPENDIX 50</b> Presentation <a href="http://reclameluminoase-literevolumetrica.ro/panouri-publicitare-stradale/">http://reclameluminoase-literevolumetrica.ro/panouri-publicitare-stradale/</a> <a href="https://www.youtube.com/watch?v=zWuOeFZOay0">https://www.youtube.com/watch?v=zWuOeFZOay0</a> <a href="https://ro.wikipedia.org/wiki/Publicitate">https://ro.wikipedia.org/wiki/Publicitate</a> <a href="https://ro.wikipedia.org/wiki/Pagin%C4%83_web">https://ro.wikipedia.org/wiki/Pagin%C4%83_web</a>	Intrapersonal	4.1. Forming of vision about semantic specificity of reference (basic) concepts in arts. Understanding and translating in contexts and different interpretations of the concepts of <color> <form> <feeling>, <living>, <code>, <expression>, <action>, <light and

		<a href="https://ro.wikipedia.org/wiki/E-mail">https://ro.wikipedia.org/wiki/E-mail</a>		shadow>, <noise>, <harmony> and so on, in the context of artistic expression.
	<b>Assessment:</b>	<b>APPENDIX 51</b> Continuous Assessment Test Exercise 1. Look at the following advertisement! <a href="https://www.youtube.com/watch?v=pue45kOQwYM">https://www.youtube.com/watch?v=pue45kOQwYM</a> Identify the style of execution used in achieving this commercial.	Intrapersonal Logic – thinking through argumentation	4.1. Forming of vision about semantic specificity of reference (basic) concepts in arts. Understanding and translating in contexts and different interpretations of the concepts of <color> <form> <feeling>, <living>, <code>, <expression>, <action>, <light and shadow>, <noise>, <harmony> and so on, in the context of artistic expression.
	<b>Task to be performed / Homework</b>	Introduce yourself with your partners' similar way, according to artistic inclinations.	Interpersonal	4.1. Forming of vision about semantic specificity of reference (basic) concepts in arts. Understanding and translating in contexts and different interpretations of the concepts of <color> <form> <feeling>, <living>, <code>, <expression>, <action>, <light and shadow>, <noise>, <harmony> and so on, in the context of artistic expression.



		<ul style="list-style-type: none"> <li><b>Lesson 2:</b></li> </ul> <p><b>Experimentation activities of artistic expression by using IT applications and software.</b></p>			
		<b>2.1 Hello!</b>	<p><b>APPENDIX 52</b></p> <p>Exercise. Watch the following advertisement!</p> <p><a href="https://www.youtube.com/watch?v=J3DWg3OqSDU">https://www.youtube.com/watch?v=J3DWg3OqSDU</a>.</p>	Intrapersonal and Interpersonal	2.4. Developing the abilities to understand and use metalanguage of arts: emotion, living, vision and correlating, translating them into artistic items does and (color, shape, sound, rhyme, movement and so on.)
		<b>2.2. Experimentation activities of artistic expression by using IT applications and software.</b>	<p><b>APPENDIX 53</b></p> <p>Presentation.</p> <p><a href="http://www.grafica-publicitara.com.ro/">http://www.grafica-publicitara.com.ro/</a></p> <p><a href="https://ro.wikipedia.org/wiki/Design_web">https://ro.wikipedia.org/wiki/Design_web</a></p>	<p>Artistic, Chromatic, Emoțional, Linguistic Social</p> <p>Intrapersonal Harmonization of own emotions and thoughts</p>	2.4. Developing the abilities to understand and use metalanguage of arts: emotion, living, vision and correlating, translating them into artistic items does and (color, shape, sound, rhyme, movement and so on.)
		<b>Assessment:</b>	<p><b>APPENDIX 54</b></p> <p>Continuous Assessment Test</p> <p>Exercise 1. Watch spots and identifies styles of execution of</p>	Logic – thinking through argumentation	2.4. Developing the abilities to understand and use metalanguage of arts: emotion, living, vision and correlating, translating them into artistic items does and (color, shape, sound,

		<p>advertising spots shown</p> <p><a href="https://www.youtube.com/watch?v=QB1CBCRFMWA">https://www.youtube.com/watch?v=QB1CBCRFMWA</a>,</p> <p><a href="https://www.youtube.com/watch?v=U42zGUEXWFO">https://www.youtube.com/watch?v=U42zGUEXWFO</a>,</p> <p><a href="https://www.youtube.com/watch?v=wuhWskDRhvA">https://www.youtube.com/watch?v=wuhWskDRhvA</a>,</p> <p><a href="https://www.youtube.com/watch?v=E9Xoxh-PsUg">https://www.youtube.com/watch?v=E9Xoxh-PsUg</a></p> <p>Exercise 2. Watch the documentary and give a conclusion of the power of effects of commercials</p> <p><a href="https://www.youtube.com/watch?v=mHiJX68yb_Q">https://www.youtube.com/watch?v=mHiJX68yb_Q</a></p> <p><a href="https://econ.ubbcluj.ro/Scoala_Doctorala/rezumat/2012_2013/Andreea-Ioana%20MANIU.pdf">https://econ.ubbcluj.ro/Scoala_Doctorala/rezumat/2012_2013/Andreea-Ioana%20MANIU.pdf</a>)</p>		rhyme, movement and so on.)
	<b>Task to be performed / Homework</b>	<p>Introduce yourself with your partners' similar way, according to artistic inclinations.</p>	Interpersonal	2.4. Developing the abilities to understand and use metalanguage of arts: emotion, living, vision and correlating, translating them into artistic items does and (color, shape, sound, rhyme, movement and so on.)

## Cap 9. Advertising.

### Lesson 1. Making of compositions using applications, advertisements

#### APPENDIX 49

**Exercise.** Look at the pictures and check the advertisement that uses software!

☐☐☐☐

**Exercise Solving.** Look at the pictures and check the advertisement that uses software!



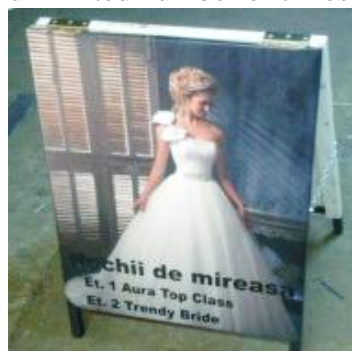
X



## APPENDIX 50. Presentation. Making of compositions using applications, advertisements

**Advertising** deals with the promotion of goods, services, companies and ideas, most often through paid posts. Advertising can be done in several ways. For this purpose you can use:

**Street billboards** are used for a long time. The materials used for their manufacture are: banner stretched on the frame (usually metallic), PVC, plates and so on. The advantage of these panels is that usually their cost of production is low, it does not require installation or specific maintenance or service, and they can be placed in almost any location. They can also be used for a long period of time and they can be printed or harvested from an unlimited number of times.



**Street billboards** can be made on the metal frame and fixed with pop rivets. For its writing a printed material is commonly used and where rewriting is needed, that may be covered or change by patching with printed sticker.



<http://reclameluminoase-literevolumetrice.ro/panouri-publicitare-stradale/>

## Commercials.

Posts advertising must have three characteristics:

- Have a meaning, highlighting the advantages that make the product more desirable or interesting to consumers.
- Be distinct, communicate to consumers what the product is required before competing brand.
- Be credible. This last feature is difficult to achieve because many consumers question the veracity of advertising in general.

Following a study, it was found that one third of all consumers appreciate advertising messages as "untrustworthy".

Therefore, specialists in advertising must test in advance each advertisement to see if it produces the greatest impact on consumers, if it is credible and interesting. Prior to the release, some commercials are sometimes subjected to a test called "eye camera": to a viewer who supports the role of guinea pig, his eye movements and pupil activity are recorded by using a hidden video camera. Thus, by statistical means, trajectory of his eyes is determined, what is seen and what escapes the gaze. In the investigations participate: sociologists, psychologists, symbologists, linguists, graphic artists, decorators. Advertisements promise obsessively the same: good, convenience, efficacy, joy and success. They lure consumers with the promise of rewards. AIDA model is one of the most popular assessing models of the effect of advertising. The first step is evaluating the attention, interest is the second, and the third is the wish to purchase and the last purchasing.



Bright example of commercial advertising: <https://www.youtube.com/watch?v=zWuOeFZOay0>

Professionals in advertising must find: **the style, tone, words and format** best suited **to carry the message**.

**Presenting the message** can be done conform to **different styles of execution**, such as:

- Life cramps. The commercial presents one or more people using the product in a real environment (For example: Persil commercial with mother who solves the problem of stained laundry);
- Lifestyle. The advertisement shows how the product fits into a certain lifestyle (For example: Suchardine candy commercial)
- Fantasy. The advertisement creates a fantastic image around the product or its destination. For example, the message "Prelude of an adventure" at champagne Angelli
- Mood or image. The advertisement creates a certain mood or image around the product, such as beauty, love and serenity. About the product is not made any statement, but it is only hinted at. Timotei shampoo has a simple and natural image, a strategy that has been successfully applied in many countries in the world.

- **Music.** The central part of advertising is through a song or a known song, so consumer's emotional reactions at that are associated with this product. Many of the advertisements on soft drinks (Coca-Cola, Pepsi-Cola) use this style;
- **Character-symbol.** The product is represented in an advertisement by a character that can be animated (for example: dragon-for Dicarboalm) or real;
- **Technical experience.** The advertisement highlights the company's experience in manufacturing the product (for example Compaq computers advertisement - "Everything is under control");
- **Scientific evidence.** The advertisement presents the results of studies or scientific evidence that the mark is better or preferred to other brands. Thus, the manufacturing company in order to advertise toothpaste Blend-a-Med uses scientific evidence to convince buyers that this is better than other brands in fighting cavities. When the company Elida Faberge relaunched on the market the skincare products branded Pond's, that advertisement referred to the "Institute Pond's", where women's skin was analyzed, pulling out the best mark of solving problems based on scientific basis.
- **Testimonies.** Advertisement submits the credible or appealing statements to a person who supports the product. This can be a celebrity or an ordinary person who says how much he likes a particular product. (Head and Shoulders Advertisement)

<https://ro.wikipedia.org/wiki/Publicitate>

Online advertising. Advertisement.

**Online advertising**, also seen as the **interactive advertising** is a form of Internet advertising using online media (**website, newsletter, e-mail**) to send a message to desired customers (audience). There are several forms of promotion at online advertising, including **ads banners, contextual advertising** and **advertising via searching engines**.

A **web page** is a resource located on the **Web (WWW)** of the Internet, usually in HTML or XHTML (filename extension being the .html or .htm several times) and having **hyperlinks** for simple navigation (with one mouse click) from one page to another page or section. Web page is so called, because it can be displayed on a monitor or computer screen and resembles to some extent as a newspaper page. Web page width is usually done so that it fits on the screen width available. Instead, it can far exceed the height on the screen.

[https://ro.wikipedia.org/wiki/Pagin%C4%83\\_web](https://ro.wikipedia.org/wiki/Pagin%C4%83_web)

**E-mail or electronic mail** designates systems for transmitting or receiving messages, usually via the Internet. "E-mails" ("correspondence", "message") are also known as individual messages sent through these systems. The word comes from the English *electronic mail*.. Sometimes, an "e-mail" is simple called "mail".

<https://ro.wikipedia.org/wiki/E-mail>



## APPENDIX 51. Continuous Assessment Test

Exercise 1. Look at the following advertisement! <https://www.youtube.com/watch?v=pue45kOQwYM>

Identify the style of execution used in achieving this commercial.



Styles of execution:

1. Life style

☐

2. Testimony

☐

3. Symbol character

☐

4. Technical experience

☐

5. Music

☐

Exercise 1 Solving. Look at the following advertisement! <https://www.youtube.com/watch?v=pue45kOQwYM>

Identify the style of execution used in achieving this commercial.



Styles of execution:

1. Life style

☐

2. Testimony

☐

3. Symbol character

☒

4. Technical experience

☐

5. Music

☐

## Cap 9. Advertising.

Lesson 2. Experimentation activities of artistic expression by using IT applications and software.

### APPENDIX 52

Exercise. Look at the following advertisement! <https://www.youtube.com/watch?v=J3DWg3OqSDU>.

Sort the images below to recompose the spot!



Exercise Solving. Look at the following advertisement! <https://www.youtube.com/watch?v=J3DWg3OqSDU>.

Sort the images below to recompose the spot!



**Advertising is the soul of commerce!**

**Advertising is done by using printed materials (advertising graphics), by Internet (web design) or by photos.**

### **Advertising graphics**

Advertising graphics means creative services and training for print of graphical templates for packaging, catalogs, brochures, magazines, signs, exhibition panels, auto decoration and any other type of advertising. Graphic advertising should reach two goals: to get the consumer's attention and to transmit the message to him. <http://www.grafica-publicitara.com.ro/>

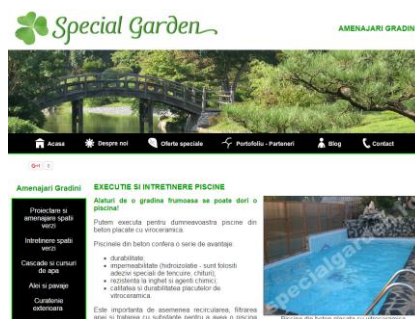


Flyer

### **Web design**

Web design means the creation of websites, from the moment of designing the structure and graphic interface until completion of programming and introducing data that make up the site content - images, text, files and other items.

[https://ro.wikipedia.org/wiki/Design\\_web](https://ro.wikipedia.org/wiki/Design_web)



Web Site



Photography

### **Photos**

Achieving and digital photography processing is necessary for designing websites or publicity materials.

Exercise 1. Watch spots and identifies styles of execution of advertising spots shown:

<https://www.youtube.com/watch?v=QB1CBCRFMWA>, <https://www.youtube.com/watch?v=U42zGUExWFO>,  
<https://www.youtube.com/watch?v=wuhWskDRhvA>, <https://www.youtube.com/watch?v=E9Xoxh-PsUg>



1



2



3



4

Styles of execution:

1. Lifestyle

☐

2. Symbol character

☐

3. Technical experience

☐

4. Mood

☐

Exercise 1 Solving. Watch spots and identifies styles of execution of advertising spots shown:

<https://www.youtube.com/watch?v=QB1CBCRFMWA>, <https://www.youtube.com/watch?v=U42zGUExWFO>,  
<https://www.youtube.com/watch?v=wuhWskDRhvA>, <https://www.youtube.com/watch?v=E9Xoxh-PsUg>





1



2



3



4

Styles of execution:

1. Lifestyle

2

2. Symbol character

4

3. Technical experience

1

4. Mood

3

Exercise 2. Watch the documentary and give a conclusion of the power of effects of commercials:

[https://www.youtube.com/watch?v=mHiJX68yb\\_Q](https://www.youtube.com/watch?v=mHiJX68yb_Q)

Read the statements carefully and classify by selecting **Negative effects of advertising - confirming hypothesis** and **Negative effects of advertising –rejecting the hypothesis**.



Children's exposure to television advertising contributes in pushing their materialistic conceptions (Priority valuation of goods and money [1] life);

Advertising contents broadcast on television from our country is reflected in the increased demand for the purchase of children to parents, the refusal increasing the chance of conflict between parent and [2];

Advertisements contribute to a potential conflict between parents and child [3]

Advertisements determine materialism which later on can turn into frustration; [4]

Advertisements create frustration portrayed in the discrepancy between the depicted world and the real [5]d;

Increased exposure to advertisements causes tripping purchase requests more often, and the refusal of asked purchase leads to disappointment expressed by the [6];

Advertisements increase the number of requests for purchase of products in the advertising spots, refusal being possible, which increases the chance of disappointment and later of frustration; [7]

Advertisements determine bad healthy habits in terms of [8]t.

**A. Negative effects of advertising - confirming hypothesis**

**B. Negative effects of advertising – rejecting the hypothesis.**

Exercise 2 Solving. Read the statements carefully and classify by selecting **Negative effects of advertising - confirming hypothesis** and **Negative effects of advertising –rejecting the hypothesis**.

**A.Negative effects of advertising - confirming hypothesis**

Children's exposure to television advertising contributes in pushing their materialistic conceptions (Priority valuation of goods and money life); 1

Advertising contents broadcast on television from our country is reflected in the increased demand for the purchase of children to parents, the refusal increasing the chance of conflict between parent and child; 2

Increased exposure to advertisements, causes tripping purchase requests more often, and the refusal of asked purchase leads to disappointment expressed by the child; 6

Advertisements increase the number of requests for purchase of products in the advertising spots, refusal being possible, which increases the chance of disappointment and later of frustration; 7

Advertisements determine materialism which later on can turn into frustration; 4

Advertisements determine bad healthy habits in terms of diet. 8

### **B. Negative effects of advertising –rejecting the hypothesis.**

Advertisements contribute to a potential conflict between parents and children; 3

Advertisements create frustration portrayed in the discrepancy between the depicted world and the real world 5

(Study on the negative effects of television advertising on students in primary and secondary education  
[https://econ.ubbcluj.ro/Scoala\\_Doctorala/rezumat/2012\\_2013/Andreea-Ioana%20MANIU.pdf](https://econ.ubbcluj.ro/Scoala_Doctorala/rezumat/2012_2013/Andreea-Ioana%20MANIU.pdf))

Chapter	Activity	Activity Description (for on-line)	Type of intelligence developed	Teaching Objectiv Specific competences
	• Lesson 1: Painters			

<b>X.</b>	<b>Cap. 10. Reproductions of works by famous painters.</b>	<b>1.1. Hello!</b>	<b>APPENDIX 55</b> Exercise. Watch the following movie! <a href="https://www.youtube.com/watch?v=OPo9aq uP6cc">https://www.youtube.com/watch?v=OPo9aq uP6cc</a>  Recognize each portrait of each famous Romanian painter	Interpersonal and intrapersonal	3.3. Developing the skills to handle different materials (techniques, tools, themes, etc.) inspired by the creations of the great artists.  4.2. Improving expressiveness by forming its own aesthetic sense. Developing the ability to translate and describe the artistic message by using the description of materials, techniques, colors, etc. from a work.
		<b>1.2. Famous painters.</b>	<b>APPENDIX 56</b> Presentation <a href="https://ro.wikipedia.org/wiki/%C8%98tefan_Luchian">https://ro.wikipedia.org/wiki/%C8%98tefan_Luchian</a> <a href="https://ro.wikipedia.org/wiki/Nicolae_Tonitza">https://ro.wikipedia.org/wiki/Nicolae_Tonitza</a> <a href="https://ro.wikipedia.org/wiki/Octav_B%C4%83ncil%C4%83">https://ro.wikipedia.org/wiki/Octav_B%C4%83ncil%C4%83</a>	Intrapersonal	3.3. Developing the skills to handle different materials (techniques, tools, themes, etc.) inspired by the creations of the great artists.  4.2. Improving expressiveness by forming its own aesthetic sense. Developing the ability to translate and

					describe the artistic message by using the description of materials, techniques, colors, etc. from a work.
		<b>Assessment:</b>	<b>APPENDIX 57</b> Continuous Assessment Test Exercise. Match the pictures with their authors listed below	Intrapersonal  Logic – thinking through argumentation	3.3. Developing the skills to handle different materials (techniques, tools, themes, etc.) inspired by the creations of the great artists.  4.2. Improving expressiveness by forming its own aesthetic sense. Developing the ability to translate and describe the artistic message by using the description of materials, techniques, colors, etc. from a work.
		<b>The task to be performed / Homework</b>	Introduce yourself in a similar way with your partners', according to your artistic inclinations in	Interpersonal	3.3. Developing the skills to handle different materials (techniques, tools, themes, etc.) inspired

			aesthetic of ugliness field.		<p>by the creations of the great artists.</p> <p>4.2. Improving expressiveness by forming its own aesthetic sense. Developing the ability to translate and describe the artistic message by using the description of materials, techniques, colors, etc. from a work.</p>
		<ul style="list-style-type: none"> <li>• Lesson 2:</li> </ul> <p><b>Paintings reproduction techniques.</b></p>			
		2.1 Hello!	<p><b>APPENDIX 58</b></p> <p>Exercise. Watch the next movie!</p> <p><a href="https://www.youtube.com/watch?v=DcaucPzdS64">https://www.youtube.com/watch?v=DcaucPzdS64</a></p>	Intrapersonal and Interpersonal	<p>4.1. Forming of vision about semantic specificity of reference (basic) concepts in arts. Understanding and translating in contexts and different interpretations of the concepts of &lt;color&gt; &lt;form&gt; &lt;feeling&gt;, &lt;living&gt;, &lt;code&gt;,</p>

				<expression>, <action>, <light and shadow>, <noise>, <harmony> and so on, in the context of artistic expression.
	<b>2.2. Paintings reproduction techniques.</b>	<b>APPENDIX 59</b> Presentation. <a href="http://picturacalinbogatean.ro/pictura/reproduceri-pictura/">http://picturacalinbogatean.ro/pictura/reproduceri-pictura/</a> <a href="http://picturacalinbogatean.ro/pictura/reproduceri-pictura/">http://picturacalinbogatean.ro/pictura/reproduceri-pictura/</a> <a href="http://picturacalinbogatean.ro/pictura/reproduceri-pictura/">http://picturacalinbogatean.ro/pictura/reproduceri-pictura/</a> <a href="http://picturacalinbogatean.ro/pictura/reproduceri-pictura/">http://picturacalinbogatean.ro/pictura/reproduceri-pictura/</a> <a href="http://picturacalinbogatean.ro/pictura/reproduceri-pictura/">http://picturacalinbogatean.ro/pictura/reproduceri-pictura/</a>	Artistic, Chromatic, Emotional, Linguistic, Social  Intrapersonal Harmonization of own emotions and thoughts	4.1. Forming of vision about semantic specificity of reference (basic) concepts in arts. Understanding and translating in contexts and different interpretations of the concepts of <color> <form> <feeling>, <living>, <code>, <expression>, <action>, <light and shadow>, <noise>, <harmony> and so on, in the context of artistic expression.
	<b>Assessment:</b>	<b>APPENDIX 60</b>  Continuous Assessment Test  Exercise. Arrange the	Logic – thinking through argumentation	4.1. Forming of vision about semantic specificity of reference (basic) concepts in arts.

			<p>following reproduction steps of an academic work of art</p>		<p>Understanding and translating in contexts and different interpretations of the concepts of &lt;color&gt; &lt;form&gt; &lt;feeling&gt;, &lt;living&gt;, &lt;code&gt;, &lt;expression&gt;, &lt;action&gt;, &lt;light and shadow&gt;, &lt;noise&gt;, &lt;harmony&gt; and so on, in the context of artistic expression.</p>
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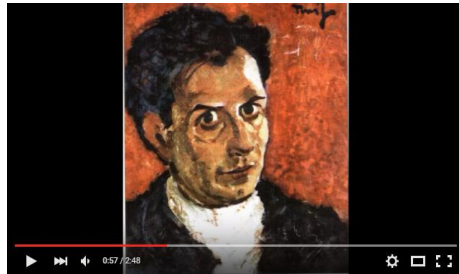
## Cap. 10. Reproductions of works by famous painters.

### Lesson 1. Painters.

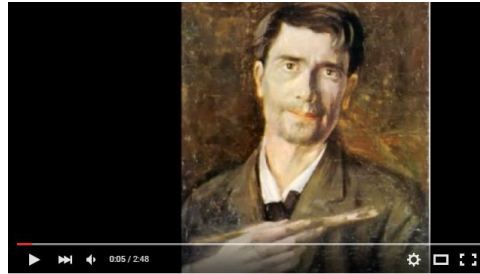
#### APPENDIX 55

Exercise. Watch the following movie! <https://www.youtube.com/watch?v=OPo9aquP6cc>

Recognize each portrait of each famous Romanian painter:



2



1



3

Ștefan Luchian   
Nicolae Tonitza   
Octav Băncilă

## APPENDIX 56. Presentation. Famous painters.

**Stefan Luchian** - (born February 1, 1868, Ștefănești – died June 28, 1916, Bucharest) was a Romanian painter, called plastic poet of flowers. With a precarious condition and suffering from multiple sclerosis after 1900 came to paint nailed armchair with the brush strapped to the wrist. In that period where he concentrated all his creative energy on painting flowers, all the passion for nature, all the love for life and for beauty, Luchian has joined art oil for the scenery and for many of still life with flowers, the pastel, which he reached an unequalled craftsmanship with. Luchian conducted in the winter of 1906 – 1907 the panel entitled **The Mood** composition depicting the party of some renters. He stresses with that occasion the moral decay and inner decadence where they lived with revenues from exploitation of the peasantry. By the time he lived in the Philanthropy neighborhood, Luchian received with dismay the news coming from the savage repression of the peasants in 1907. Evidence on how the artist understood the pain of peasant uprisings stands in several **composition works** entitled 1907 (watercolor), 1907 (blood) and pastel **End** 1907 which are shown in convoys escorted by shriveling peasants advancing by snow drifts and blizzard. By this artistic protesting manifesto, Luchian states as artist-citizen together with other revolutionaries artists in 1848, George Tattarescu being a model, along with Alexander and Vlahuță, ILCaragiale and other cultural personalities of his time. Luchian's attitude of protest fully displayed throughout his artistic activity has stimulated other young painters as Francis Șirato, Camil Ressu, Iosif Iser and Tonitza to go on a national route in art. Luchian made a lot of landscapes in pastel, oil and watercolor.

[https://ro.wikipedia.org/wiki/%C8%98tefan\\_Luchian](https://ro.wikipedia.org/wiki/%C8%98tefan_Luchian)

**Nicolae Tonitza** (born April 13, 1886, Barlad - died February 26, 1940, Bucharest) was a Romanian painter and illustrator, performer of „lush colored depressions” and of some sincere feelings of revolt and slow smoldering resigned. Painting remains serene beyond the daily struggles of the contemporary life, talking about a classic aesthetic ideal and worshipping the beautiful, about the permanence of art as spiritual values. This vision is emerging in **self-portraits of children**. ”Tonitza's eyes”, children's eyes painted by him, watch us today with a nostalgic innocence with bitter melancholy and candor. These big, round and expressive eyes are unmistakable stamp of his style of the unique poem in Romanian fine arts.

[https://ro.wikipedia.org/wiki/Nicolae\\_Tonitza](https://ro.wikipedia.org/wiki/Nicolae_Tonitza)

**Octav Băncilă** (born February 4, 1872 Botosani - died April 3, 1944, Bucharest) was a Romanian realist painter and political left activist. Octav Băncilă affirmed himself with all the vigor of his talent in the first decades of the twentieth century in an era of strong social unrest. He dedicated the bravest years of his life, especially between 1905-1916, to the cause of workers and peasants. In many works, as ”The worker” (1911), ”Strikers”, ”Meeting” (1914), ”Pax” (1915), he painted the image of the worker. He also devoted many paintings peasant theme. The uprisings of 1907 have inspired to him for 15 works, among which: ”Before 1907”, ”1907”, ”Execution”, ”Recognition”, ”Funeral”, ”After riots”, ”Historia,,. He also portrayed other sides of peasants' life, work-related and any idle moments in nature, but his work includes **portraits, landscapes, flowers and still life**.

[https://ro.wikipedia.org/wiki/Octav\\_B%C4%83ncil%C4%83](https://ro.wikipedia.org/wiki/Octav_B%C4%83ncil%C4%83)

## APPENDIX 57. Continuous Assessment Test.

Exercise. Match the pictures with their authors listed below:

Ștefan Luchian

Flowers.



Cornflowers

Peonies

Anemone

Char with carnations

Landscapes.



Meadow Bridge

Oltenian house

Landscape from Moinești

Haystack in Brebu

Pictures of composition



1907

Workers

The Mood

Fountain from Clucerului Street



Nicolae Tonitza

Portraits of children



Child portrait

Forester's girl

Octav Băncilă

Peasants portraits



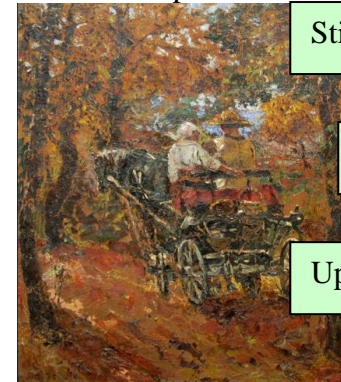
Flowers



Still life



Landscape



Still life with fruits

Pot with poppies

Uprising in 1907

Into the forest

Exercise Solving. Match the pictures with their authors listed below:

Ștefan Luchian

Flowers.



Anemone



Char with



Cornflowers



Peonies

Landscapes.



Oltenian house



Fountain from Clucerului Street



Meadow Bridge



Landscape from  
Moinești



Haystack in Brebu

Tablouri de compoziție.



The Mood



1907



Workers



Nicolae Tonitza

Portraits of children



Forester's girl



Child portrait

Octav Băncilă

Peasants Portraits



Răscoala de la 1907

Flowers



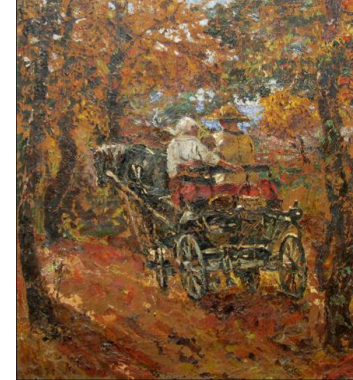
Vas cu maci

Still life



Natură statică cu fructe

Landscape



În pădure

## Cap 10. Reproductions of works by famous painters.

Lesson 2. Paintings reproduction techniques.

### APPENDIX 58

Exercise. Watch the next movie!<https://www.youtube.com/watch?v=DcaucPzdS64>



Select tools and materials needed for the reproduction of the painting:

- |             |                          |
|-------------|--------------------------|
| Broad brush | <input type="checkbox"/> |
| Markers     | <input type="checkbox"/> |
| Watercolors | <input type="checkbox"/> |
| Glue        | <input type="checkbox"/> |
| Sheets      | <input type="checkbox"/> |
| Thin brush  | <input type="checkbox"/> |



Exercise Solving. Watch the next movie! <https://www.youtube.com/watch?v=DcaucPzdS64>



Select tools and materials needed for the reproduction of the painting:

- |             |                                     |
|-------------|-------------------------------------|
| Broad brush | <input checked="" type="checkbox"/> |
| Markers     | <input type="checkbox"/>            |
| Watercolors | <input checked="" type="checkbox"/> |
| Glue        | <input type="checkbox"/>            |
| Sheets      | <input checked="" type="checkbox"/> |
| Thin brush  | <input type="checkbox"/>            |

**A reproduction** is a copy of an original work of art (drawing, painting, sculpture); a reply.

Original works of art are very expensive collectibles and difficult to acquire.

**Methods of execution of reproductions:** photo printing on paper (posters), printing on canvas, printing on canvas and surface finishing touches, hand painting on canvas.

<http://picturacalinbogatean.ro/pictura/reproduceri-pictura/>

**Photo printing** is a process by which an image, either photographed or personal after certain topics (nature, landscapes, flowers, social issues or *a painting, a work of original art*) is digital printed on a special paper support. These images can vary in size from small to large posters. In the past there were reproducing printing methods at the time procedures on a special paperboard, the image of a painting and on its back a taut gauze was stuck. By pressing the paper, the surface acquired streaking like a painted on canvas work. It was stretched on a frame as painted in oil works were and they were framed with sumptuous frames.



poze imprimate pe hârtie



Tablou vechi



litografie

These works always have a frame that still has a value taken into account; otherwise the image is always one of sentimental value. Skilled specialists in the field immediately reveal such a work without careful investigation. You carefully analyze the surface of work possibly by taking a magnifying glass and closely looking through it and you'll discover pixels points like those nowadays we may see in bad pictures. Tilt the painting and you notice that the paint coating or traces of brush missing. Looking through the eye, that is half closing the eyelids, you'll also notice some comb honey points. At painted in oil work, tempera or acrylic as of old now; if you prone paper, brushing traces and differences of paint layering must be seen. No matter how fine it would work you'll see flat surface with small mounds due to the use of colors. The cloth gauze on the back may come off easily using tweezers.

<http://picturacalinbogatean.ro/pictura/reproduceri-pictura/>

**Printing on canvas of a digital image** is a more modern way, there are currently several photo workshops specialized in this genre that an image be it a picture of a personal loved one, or one photographed in travel after certain topics (buildings, nature scenes, different flowers, social subjects or *a certain painting, an original work of art*) it is printed out of the digital format on a special support of synthetic fabric that allows passage through turntables of the printer. It is stretched on a frame of wood, so then it can be exposed on the wall by the beneficiary. These prints can vary in size from small to large. Unless you want a work of art painting on the wall, with low costs you can expose an image that gives some color to your room.



<http://picturacalinbogatean.ro/pictura/reproduceri-pictura/>

**Printing on canvas of an image or artwork** is a more modern way by which the photo image is transformed into a painting on canvas. This method is sometimes used by some painters for convenience, sometimes because it is a method by which a work can be finished, framed and exposed much faster than if it was painted entirely from beginning to end. These prints can vary in size from small to large. If you do not like a piece of art painting painted by hand and carried, a copy which has much higher costs than the work done by this method, you may expose at lower costs an image that gives some color to your room.

At a painted in oil work, brushing marks are visible through small points, streaks, lines traces, that brush leaves on the blade surface.

- Chromatic color mixtures are uniform painted on surface by manual brushing modulation that cannot be mechanically reproduced.
- Notice the differences, differences of layering paint. No matter how fine it would work you'll see the unworked flat surface of the printer and the small mounds or structuring of paint paste on painted portions due to the use of color.

<http://picturacalinbogatean.ro/pictura/reproduceri-pictura/>

## Academic reproduction of a work of art.

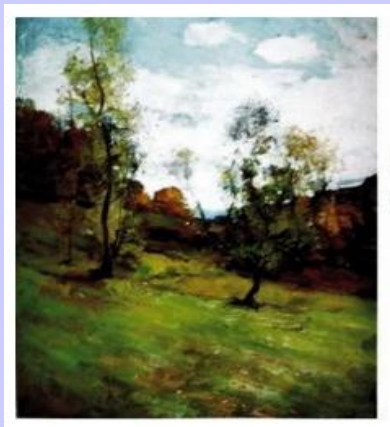
A work of art can be oil on canvas hand-painted technique as the copy after an original work as a replica or a paper interpreted only by painting the local surface followed by drying which is at least two days, local degreasing where it was painted, repainting and so on, the layers can reach to up to 60 final repeated operations with warm colors and transparencies applied on a denser color and serving to play chiaroscuro.

### Reproduction of a work of art involves several requirements, namely:

- Preparatory sketch of the work must be strictly after works requirements
- The artist must master very good the drawing to execute a professional job
- The artist must prepare colors according to the old theories
- The artist must obey the painting technical operations for each period
- The artist must have knowledge on the art work, the painter whose work he has leaned to reproduce it
- The artist must obey brushing according to the artist's temperament whose work he has leaned to reproduce it
- The behavioral and conceptual study of the artist's work
- Thorough knowledge of the artist's palette.

**The price of a reproduced painting** is calculated based on the difficulty of the work, time required for its execution and the number of characters from work.

Example: A work with a few or minimalist characters can never have a price equal to a work of the same size but that has more characters.



<http://picturacalinbogatean.ro/pictura/reproduceri-pictura/>

## APPENDIX 60. Continuous Assessment Test.

Exercise. Arrange the following reproduction steps of an academic work of art:

☐

Degreasing the place where it was painted

☐

Drying the paper

☐

Repainting through a sequence of several operations

☐

Painting the local area

Exercise Solving. Arrange the following reproduction steps of an academic work of art:

☐

Degreasing the place where it was painted

☐

Drying the paper

☐

Repainting through a sequence of several operations

☐

Painting the local area

☐

1

Painting the local area

☐

2

Drying the paper

☐

3

Degreasing the place where it was painted

☐

4

Repainting through a sequence of several operations

	Chapter	Activity	Activity description (for on-line)	Type of intelligence developed	Teaching Objectiv Specific competences
		• Lesson 1: Materials and equipment.			
XI.	Cap. 11 Making a scenographically decor.	1.1 Hello!	<b>APPENDIX 61</b> Exercise. Match decor scenographically with elements below images which lists them	Interpersonal and intrapersonal	2.2. Develop the ability to express themselves through art, through knowledge and understanding of various arts and tools.  2.3. Developing the capacity of self- expression through art - encouraging for for achieving own creativity products in various art forms.
		1.2. Materials and equipment.	<b>APPENDIX 62</b> Presentation. <a href="http://www.crispedia.ro/Dispozitiv_scenic">http://www.crispedia.ro/Dispozitiv_scenic</a> <a href="http://www.ziardecluj.ro/masina-de-ploaie-si-cortina-de-fier-vedete-culisele-nationalului-clujean">http://www.ziardecluj.ro/masina-de-ploaie-si-cortina-de-fier-vedete-culisele-nationalului-clujean</a> <a href="https://ghiocel07.wordpress.com/2015/07/01/tur-ghidat-teatrul-national-bucuresti-tnb/">https://ghiocel07.wordpress.com/2015/07/01/tur-ghidat-teatrul-national-bucuresti-tnb/</a> <a href="http://www.writingtheatre.eu/">http://www.writingtheatre.eu/</a> <a href="http://writingtheatre.eu/">http://writingtheatre.eu/</a>	Intrapersonal	2.2. Develop the ability to express themselves through art, through knowledge and understanding of various arts and tools.  2.3. Developing the capacity of self- expression through art - encouraging for for achieving own creativity products in



			<a href="#">manuali/romeno_def.pdf</a>		various art forms.
		<b>Assessment:</b>	<b>APPENDIX 63</b> Continuous Assessment Test Exercise. Look closely at the images below, identify and classify the decor elements and types of material:	Intrapersonal Logic – thinking through argumentation	2.2. Develop the ability to express themselves through art, through knowledge and understanding of various arts and tools.  2.3. Developing the capacity of self-expression through art - encouraging for for achieving own creativity products in various art forms.
		<b>Task to be performed / Homework</b>	Introduce yourself with your partners' similar way, according to artistic inclinations.	Interpersonal	2.2. Develop the ability to express themselves through art, through knowledge and understanding of various arts and tools.  2.3. Developing the capacity of self-expression through art - encouraging for for achieving own creativity products in various art forms.
		• Lesson 2:  Achievement techniques.			
		<b>2.1 Hello!</b>	<b>APPENDIX 64</b>	Intrapersonal and	3.2. Developing the ability to create a

		Exercise.  <a href="https://www.youtube.com/watch?v=2yx7B6dnf8c">https://www.youtube.com/watch?v=2yx7B6dnf8c</a>	Interpersonal	product of artistic creativity for encourage using and experimentation of a wide range /variety of tools and work techniques.
	<b>2.2. Achievement techniques.</b>	<b>APPENDIX 65</b> Presentation <a href="https://ghiocel07.wordpress.com/2015/07/01/tur-ghidat-teatrul-national-bucuresti-tnb/">https://ghiocel07.wordpress.com/2015/07/01/tur-ghidat-teatrul-national-bucuresti-tnb/</a> <a href="http://www.writingtheatre.eu/">http://www.writingtheatre.eu/</a> , <a href="http://writingtheatre.eu/manuali/romeno_def.pdf">http://writingtheatre.eu/manuali/romeno_def.pdf</a>	Artistic, Chromatic, Emotional, Linguistic, Social  Intrapersonal Harmonization of own emotions and thoughts	3.2. Developing the ability to create a product of artistic creativity for encourage using and experimentation of a wide range /variety of tools and work techniques.
	<b>Assessment:</b>	<b>APPENDIX 66</b>  Continuous Assessment Test  Match the picture with the correct answer!  Exercise 1. Follow carefully the extract in play: <a href="https://www.youtube.com/watch?v=FJ7c5-zL3CA">https://www.youtube.com/watch?v=FJ7c5-zL3CA</a>	Logic – thinking through argumentation	3.2. Developing the ability to create a product of artistic creativity for encourage using and experimentation of a wide range /variety of tools and work techniques.
	<b>Task to be performed /</b>	Introduce yourself with your partners' similar way, according to	Interpersonal	3.2. Developing the ability to create a product of artistic

		<b>Homework</b>	artistic inclinations.		creativity for encourage using and experimentation of a wide range /variety of tools and work techniques.
--	--	-----------------	------------------------	--	---

**Cap 11. Making a scenographically decor.**  
Lesson 1. Materials and equipment.

**APPENDIX 61**

Exercise. Match the scenographically decor with the elements below images which list them:



1



2



3



4

**Dolly**

☐

**Pyrotechnics**

☐

**Movable reflectors**

☐

**Table and chairs**

☐

Exercise Solving . Match the scenographically decor with the elements below images which list them:



1



2



3



4

Dolly

2

Pyrotechnics

4

Movable reflectors

3

Table and chairs

1

## APPENDIX 62. Materials and equipment.

**The stage devices** are made to obtain scenic stage effects, for example, rapid change of scenery, lights or creating sound effects and visual illusions. Such devices have been used since the fifth century BC when Greeks have created **deus ex machina** to lower an actor on stage as well as mobile scenery on wheels.

**Deus ex machina** (in Latin) originally means lowering the actors on stage as gods' interpreters, using a crane (mekhana) during ancient Greek tragedies. In medieval mysteries traps were used by appearing demons and flying machines for angels. During Italian Renaissance, complicated devices were used during performances of church feast days. In the seventeenth century, the Italian Giacomo Torelli (1608-1678) invented a system of moving scenes, which made it possible to quickly change the scenery. In the nineteenth century, optical illusions were created with the aid of mirrors and sunroofs devices. At the end of the twentieth century mirror devices were only used in performances of music-hall and the appearance of hydraulic devices allow fast and quiet changing of scenes.

[http://www.crispedia.ro/Dispozitiv\\_scenic](http://www.crispedia.ro/Dispozitiv_scenic)



"This is the iron curtain. When the building was built, it was intended to defend the fire. If the fire broke out on stage, it fell quickly and protected the hall with spectators. If it had been in the hall, it would have defended the stage by disaster. Fortunately, until now it was not appropriate to be used in this way. Some directors use the iron curtain in certain moments of the play, or for the noise which it makes or for the special image that creates"

<http://www.ziardecluj.ro/masina-de-ploaie-si-cortina-de-fier-vedete-culisele-nationalului-clujean>



**Backstage** is the technical side of theater. Here are several workshops, including: the tailoring, painting, carpentry. Here are also the lights and decorations.

**The lights** can have fixed positions on the right or on the left side. Other devices: projectors, projection screens and movable reflectors. In the cabin with lights is the lighting console. Walkway lights contain the stage lighting and lighting circuits.

**Sound devices:** mixing console (positioned in the sound booth), speakers, amplifiers, CD players, microphones, wireless systems.

**A sunroof** is an opening in a floor or a ceiling for access under the stage podium; control opening under the floor of a theater. Other devices: Scene vents, roof and installation of curtain decors.

#### **Textile elements of the scene**

The elements of decor and actors costumes for theater are made of: velvet, stretch fabrics, canavasuri.

<https://ghiocel07.wordpress.com/2015/07/01/tur-ghidat-teatrul-national-bucuresti-tnb/>



## SCENOGRAPHY AND COSTUMES

As **actors**, **set designers** and **dressers** have a direct and continuous bond with **directing**. In agreement with directors they choose and develop the sets and costumes, theatrical spectacle key elements, which enhance the visual appearance of the shows, encouraging public involvement. The starting point of their work is always the idea that directors have on the staged text.

Starting from here, by mutual agreement with the directors, they decide how to **streamline the sets and costumes** that actors will wear on stage. I have already said that it is possible to offer countless readings of the same work. Thus, if directors decide to stage Romeo and Juliet by Shakespeare and a place nowadays, **set designers**, for example, will imagine Juliet's balcony in an anonymous suburban apartment and dressers will decide to dress the two lovers as some young men nowadays. A deep knowledge of art history and architecture can really help set designers and dressers to develop the idea that directors have about the show.

Since ancient times, scenography and costumes were important elements of dramatic art. Take, for example, the importance that the Greek and Roman Theater have given to the use of masks or shoe. The first, due to their dramatic (by their expression they spoke of "nature" or about the moods of characters) and technical (had the function to amplify the sound of the actors' voices to allow the public to hear clearly every word), it was an essential element of the show. There were so important that travelled through centuries until today, although their current use is now limited to allegorical performances or at those classics where authors expect their use. On the other hand, very high shoes gave the actors wearing them on stage an exaggerated image, highlighting their role and importance. Even today, worldwide, during religious and different celebrations, acrobats or jugglers often dressed in a grotesque way plays on stilts or clowns wears huge shoes. **The costumes** are like a second skin "describes" characters, offering the public a range of social, psychological and narrative features. Therefore, costume creation is specialized and it is based on solid arts foundations and on a deep knowledge of art history and costume.

**The costumes** are usually original creations, unique pieces made for shows; works of art, many of which are kept in museums and opera theaters worldwide. The costumes are an extension and a complement of the decor.

**The scenery**, then, is "the place" where the action takes place, introducing the audience and saying, often before words, the story they will see. When the curtain rises, the audience focuses first on the place where the story is placed. The decor is perhaps the first narrative contact with the public, the first "actor" that the audience sees on stage. Creating the decor is also the product of creativity of the ones responsible for this and it calls to their taste and style. An austere, basic decor or very busy props, sometimes deliberately excessive; or decorations in shades of dark and pale, with simple or well-structured and linear planimetric or architectural development; enriched with complex mechanisms or with nothing complicated. Everything should be functional for installation which it was created and it must match **the idea**.

In short, the creators of scenography and costumes serve the show and the ideas of director, and the actors have to feel comfortable both on stage and wearing the costumes of the characters they are portraying. But mainly, they must be credible to serve the public to whom it is addressed.

[http://www.writingtheatre.eu/  
http://writingtheatre.eu/manuali/romeno\\_def.pdf](http://www.writingtheatre.eu/http://writingtheatre.eu/manuali/romeno_def.pdf)

## APPENDIX 63. Continuous Assessment Test.

Exercise. Look closely at the images below, identify and classify the decor elements and types of material:

Decorative elements:



Velvets

Accessories

Decor net

Stretch Fabrics

Protection Screen

Technical Cortina

Types of material:



Scene rugs

Voiles for curtain

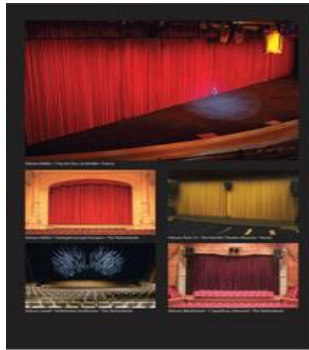
Veils for decoration

Aluminum foil for modeling

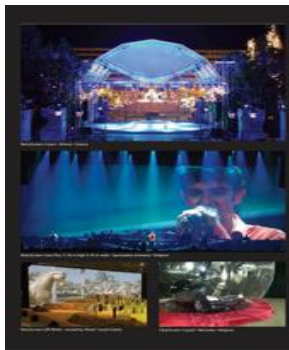
Large scene canvas

Exercise. Look closely at the images below, identify and classify the decor elements and types of material:

Decorative elements:



Technical Cortina



Protection Screen



Scene rugs



Large scene canvas

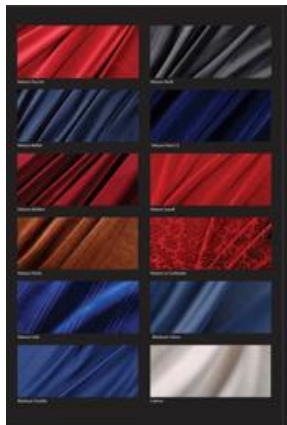


Aluminum foil for modeling



Accesories

Types of material:



Velvets



Decor net



Voiles for curtain



Veils for decoration



Stretch Fabrics



## Cap 11. Making a scenographically decor.

### Lesson 2. Achievement techniques.

#### ANEXA 64

Exercise 1. Watch carefully the following movie: <https://www.youtube.com/watch?v=2yx7B6dnf8c>



Arrange the words in the sentence so as discover the object of designer production:

achieves

Production designer

or arrangement of

filming

installed in

both interior decors

natural scenery.

and the exterior ones

Exercise1 Solving. Watch carefully the following movie: <https://www.youtube.com/watch?v=2yx7B6dnf8c>



Arrange the words in the sentence so as discover the object of designer production:

Production designer achieves both interior decors installed in the filming and the exterior ones or arrangement of the natural scenery.

Production designer	achieves	both interior decors	installed in
filming,	and the exterior ones	or arrangement of	natural scenery.

## APPENDIX 65. Achievement techniques.

**Production designer** is the main creator of plastic ambience film where the action unfolds. Since the film has a special creation, the production designer collaborates with the cinematographer directly in development of the film's plastics design in the directorial vision.

Production designer, who is usually **an architect** or **an artist**, in agreement with the above mentioned, draws sketches of scenery, their execution projects and he establishes the props needed. He also personally supervises constructions works of the decor. He usually is also the coordinator of the team of workers performing assembly and finishing decor operations.



In the Workshop Hall unconventional type shows take place with public-actor interaction. Wooden benches allow arrangement in different scene modes.

<https://ghiocel07.wordpress.com/2015/07/01/tur-ghidat-teatrul-national-bucuresti-tnb/>



## DIRECTING

The whole theatrical system is in the hands of **directors** who, through a critical analysis of the text for staging and by a subsequent personal interpretation dictated by their creativity and expertise, "creates" the show; ie add spectacular written word.

**Directing** is a set of technical, emotional and very complex content, that "make up" the play. Perhaps it is the most creative activity together with the original of author of the entire construction process. It takes advantage of essential support and strong cooperation as regards the light, scenography, music and choreography; in fact, all those scenic areas that enrich and complement the same show. These areas also contain something creative, but all serve the idea of those directors who set limits in which they can move, then offering their own personal interpretation of the text. For this reason, the same play can be staged in different ways, depending on the personal traits and stage sense of each of them.

**Activity of directors** is mainly based on two components, one of which is **the public**. The directors present to the public their personal reading in the work; both their style sense and critically sense accompany them throughout the show. Not only that. During the assembly, the director puts himself instead of public, sometimes interpreting its options and styles and sometimes betraying any expectations and giving them a personal interpretation and original, considering the public as an element of the show. In this way, we can define **directing** as a "creative public eye," as something implemented what the public can only imagine. Or, however, it realizes what the audience has far not thought. For this reason, the good directors must respect the public and try as much as possible to make it "enter" the show and touch it. A staging difficult to understand, a text whose reading is smooth and not too decontextualized, does not encourage understanding from those ones who watch the show. A public that does not understand what it see is dissatisfied, disappointed; in a word, betrayed. Honesty directors to the public are a key condition for a good show. To fulfill such a condition is sufficient to consider that the public has a soul, feelings, tastes and emotions to be stimulated. The perception that the public will have on show will be more complete as the work of the director manages to make public sensitivity to vibrate the strings. Yes, I said that music, dance, scenography, lighting and costumes help directors "to stage" show. This does not mean that without these elements or without any of them, it is impossible to achieve the intended purpose. Memorable performances had almost empty stage or only essential lights. However, they made the audience vibrate with true emotion. That happened because such elements were used for their functional simplicity: a light that shines in a certain way a point on the stage, a hint played by actors in a certain way "made" anyhow the show. The director must know the expressive potential and particularities of technical elements that they used. A brief explanation will follow below. The other cornerstone of the director's work is based on **the actor**. The actor's relationship with the human element that he has on stage is both delicate and crucial. Honesty mentioned earlier to the public is the same in what it concerns them. Actor is not only interpreter of the text of the author, but also of the view and sense of style of the director. The directors must have a very close dialectical relationship with actors and to explain them ideas in a fully and exhaustively way to make them "fit". They must give their best to understand human nature of each actor and know interpretation features. It is not an easy task. Actors-singers are, firstly, people with specific characteristics; if these are well exploited and used by everyone involved in the installation, they will best match the idea and its implementation. The directors themselves should be actors. They should know how to pronounce a certain clue to explain to actors in the best possible way in order to allow them to stage the show, according to their directing indications, namely to stylistic contribute at the pièce, adding technical and emotional elements inside. The relationship with the actors is an essential duty for directors to succeed in their performance as indicated. The actors who fit in the director's work help themselves to reach their goals sooner and easier. On the other hand, actors conflicting stylistic-interpretative with directing or who do not understand the idea due to their own limits or of director, fail to present it clear on the stage.

In conclusion, we can say that directors, in addition to being coordinators at the whole theatrical event, are expert in understanding of the psychological nature of the actors and a guide to their task, besides the fact that they are technical experts with sound fundamentals of scenography, lighting and suits.



## SHOW TECHNOLOGY

We live in a time when technology in all its forms is an integral part of everyday life. The show can not be done without it and uses technology to achieve everything bonded as regards mounting. The show itself is fantastic because it stimulates the visual element that, thanks to technology, it is stimulated and enriched. Video projections, lasers, lights, special effects maintain "active" subject of the piece and its installation.

It began, as usual, in ancient times. In the Greek theater as equipment, *deus ex machina* had a solution according to the story, allowing formal action of divinity to unravel or to conclude a plot and it was widely accepted by the technology of that period; thanks to a platform, sometimes a textile ham held the actor who was playing "The Jupiter"; "the emergence of god" was the most spectacular moment of the play. The technology was used for a dual purpose: the play and one visual-spectacular. Today technology is more extensive and complex than the one used by the ancients. This applies to the **special effects**. Today we have very sophisticated devices for sound reproduction and amplification, but the ancient Greeks were not the exception. To reproduce the sound of thunder, for example, they were moving large pieces of thin metal that created exactly sound of storms.

The rain was reproduced by turning a crank with a box containing gravel. These two "theater machine" have been used until a few decades ago, when computers and digital technology has also brought in theater scientific innovations. But also today, under the stage at La Pergola in Florence, one of the temples of Italian prose, these machines are preserved and jealously guarded. Technological elements that we have today are largely coordinated by the artistic and techniques directors from various sectors that make up the show: scenographers, those responsible with the lights (often replaced with directors), sound engineers, plateau directors.

**The scenery** created by directors in accordance with the needs of directors are often very complex; scenes are placed on mobile platforms operated by winch and crane and by rotating concentric mechanisms; wings that move alone climbed on trucks which run on rails; background that folds; pitfalls. All these help to "interpret" on the stage, offering to directors countless creative and inventive opportunities.

**Costumes** also use modern technology. Recent special fabrics and materials allow the actor to change quickly during scenes or to suffer by less heat when, according to the script must look sophisticated and serious.

**The lights** are distributed with reflectors by automatic movement that changes their intensity and direction just by pressing a button and having sophisticated lamps that enable illumination as it is wished. There are many types, each with its specific function. They can even recreate cinematic effects: cross disappearance or, if properly addressed, transparency. They have complex technical features such as voltage enabling "scattering" of light, creating percussive effects. Even laser lights, with their sharp, geometric cuts complement and enrich the creative opportunities that can make a show.

**Music** is another essential element of the scene. Digital music tracks that play any type of sound or music are controlled by a programmable audio mixer and computers which reproduce them in detail, amplifying and spreading in the hall through the speakers enabling also exciting effects such as *surround*.

The purpose of modern technology is the same as the ancient Greeks who were in theater: to amaze, impress and involve the audience in the action on stage; to make the public go into the told story and excite spectators. After all, *the deus ex machina* descending from heaven produced to public the same effect which, today, can be created by a video projector, a flash laser or a sound effect of a thousand watts: it awakens the imagination of the public and envelops viewers in an imaginary space - time. In short, it takes and puts them into a world of imagination.

[http://www](http://www.writingtheatre.eu/) <http://www.writingtheatre.eu/>, [http://writingtheatre.eu/manuali/romeno\\_def.pdf](http://writingtheatre.eu/manuali/romeno_def.pdf)

## APPENDIX 66. Continuous Assessment Test.

Exercise 1. Follow carefully the extract in play: <https://www.youtube.com/watch?v=FJ7c5-zL3CA>

Match the picture with the correct answer!

In the play are used the following elements of decor:



backlight panel

door on mobile platform

mobile board

white spheres on mobile platforms

Exercise 1 Solving. Follow carefully the extract in play: <https://www.youtube.com/watch?v=FJ7c5-zL3CA>

Match the picture with the correct answer!

In the play are used the following elements of decor:



white spheres on mobile platforms



door on mobile platform



mobile board



backlight panel

	Chapter	Activity	Activity description (for on-line)	Type of intelligence developed	Teaching Objectiv Specific competences
		<ul style="list-style-type: none"> <li><b>Lesson 1:</b></li> </ul> <b>Places of culture. Museums. Theaters. Performances.</b>			
<b>XII.</b>	<b>Cap 12. Educational visits.</b>	<b>1.2. Hello!</b>	<b>APPENDIX 67</b> Watch the next reportage, answer to questions and match the answers with corresponding images below: <a href="http://www.tvrplus.ro/editie-romania-in-cinci-minute-manastiri-178203">http://www.tvrplus.ro/editie-romania-in-cinci-minute-manastiri-178203</a>	Interpersonal and intrapersonal	4.2. Improving expressiveness by forming its own aesthetic sense. Developing the ability to translate and describe the artistic message by using the description of materials, techniques, colors, etc. from a work.  4.3. Developing the capacity to build / create an artistic product after verbal, literary, musical descriptions and so on.
		<b>1.2. Places of culture. Museums. Theaters. Performances.</b>	<b>APPENDIX 68</b> Presentation <a href="http://turism.bzi.ro/manastire-cozia-gloria-si-restristea-unui-stravechi-lacas-de-cultura-romaneasca-foto-26304">http://turism.bzi.ro/manastire-cozia-gloria-si-restristea-unui-stravechi-lacas-de-cultura-romaneasca-foto-26304</a> <a href="http://turism.bzi.ro/manastire-turnu-calimanești-4662">http://turism.bzi.ro/manastire-turnu-calimanești-4662</a> <a href="http://turism.bzi.ro/manastire-voronet-din-bucovina-">http://turism.bzi.ro/manastire-voronet-din-bucovina-</a>	Intrapersonal	4.2. Improving expressiveness by forming its own aesthetic sense. Developing the ability to translate and describe the artistic message by using the description of materials,

			<p> <a href="#">foto-291</a>  <a href="https://ro.wikipedia.org/wiki/Biserica_Arbore">https://ro.wikipedia.org/wiki/Biserica_Arbore</a>  <a href="http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca_6348.html">http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca_6348.html</a>  <a href="https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Putna">https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Putna</a>  <a href="http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca_6348.html">http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca_6348.html</a>  <a href="https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Curtea_de_Arge%C8%99">https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Curtea_de_Arge%C8%99</a>  <a href="https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Dragomirna">https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Dragomirna</a>  <a href="http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca_6348.html">http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca_6348.html</a>  <a href="https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Hurezi">https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Hurezi</a>  <a href="https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Secu">https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Secu</a>  <a href="http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca_6348.html">http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca_6348.html</a>  <a href="https://ro.wikipedia.org/wiki/Biserica_de_lemn_din_leud_Deal">https://ro.wikipedia.org/wiki/Biserica_de_lemn_din_leud_Deal</a>  <a href="https://ro.wikipedia.org/wiki/Biserica_de_lemn_din_Bogdan_Vod%C4%83">https://ro.wikipedia.org/wiki/Biserica_de_lemn_din_Bogdan_Vod%C4%83</a>  <a href="https://ro.wikipedia.org/wiki/Biserica_de_lemn_din_leud_%C8%98es">https://ro.wikipedia.org/wiki/Biserica_de_lemn_din_leud_%C8%98es</a>  <a href="https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Negru_Vod%C4%83">https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Negru_Vod%C4%83</a>  <a href="http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca_6348.html">http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca_6348.html</a> </p>	<p>techniques, colors, etc. from a work.</p> <p>4.3. Developing the capacity to build / create an artistic product after verbal, literary, musical descriptions and so on.</p>
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			<a href="http://lumina-si-intarire-sufleteasca_6348.html">lumina-si-intarire-sufleteasca_6348.html</a> <a href="http://fundatiaenescu.ro/ro/ateneul-roman/?gclid=CKee2I2njckCFRSNGwodncgA0g">http://fundatiaenescu.ro/ro/ateneul-roman/?gclid=CKee2I2njckCFRSNGwodncgA0g</a> <a href="http://www.romanialibera.ro/special/documentare/top-10-muzee-din-romania-182721">http://www.romanialibera.ro/special/documentare/top-10-muzee-din-romania-182721</a> <a href="http://www.romanialibera.ro/special/documentare/top-10-muzee-din-bucuresti-117511">http://www.romanialibera.ro/special/documentare/top-10-muzee-din-bucuresti-117511</a> <a href="https://www.igool.ro/cele-mai-frumoase-17-teatre-din-romania/">https://www.igool.ro/cele-mai-frumoase-17-teatre-din-romania/</a>		
		<b>Assessment:</b>	<b>APPENDIX 69</b> Continuous Assessment Test Exercise 1. Recognize and associate images with its monasteries founder by using arrows!  Exercise 2. Recognize and associate images of museums and their main feature by using the arrows!	Intrapersonal Logic – thinking through argumentation	4.2. Improving expressiveness by forming its own aesthetic sense. Developing the ability to translate and describe the artistic message by using the description of materials, techniques, colors, etc. from a work.  4.3. Developing the capacity to build / create an artistic product after verbal, literary, musical descriptions and so on.
		<b>Task to be performed / Homework</b>	Introduce yourself with your partners' similar way, according to artistic inclinations.	Interpersonal	





					techniques.
		<b>Task to be performed / Homework</b>	Introduce yourself with your partners' similar way, according to artistic inclinations.	Interpersonal	3.2. Developing the ability to create a product of artistic creativity for encourage using and experimentation of a wide range /variety of tools and work techniques.

## Cap 12. Educational visits.

Lesson 1. Places of culture. Museums. Theaters. Performances.

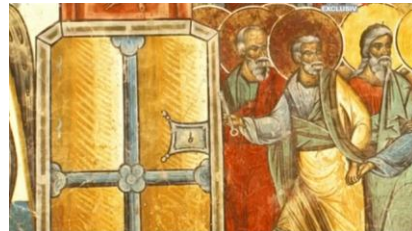
Lecția 2. Workshops.

### APPENDIX 67

#### Exercise.

Watch the next reportage, answer to questions and match the answers with corresponding images below:

<http://www.tvrplus.ro/editie-romania-in-cinci-minute-manastiri-178203>



## QUESTIONS:

1. What has Voronet UNESCO monument become famous for?

2. Who is of right and of the left of the judge of the 12 apostles council?

3. Who is on the throne of Judgment over Holy Gospels?

4. Who jealously guards the door of Heaven?

5. Who has the key to Heaven's Gate?

## ANSWERS:

Holy Spirit

An Angel of fire.

At Saint Peter.

Mother of God.

Judgement Scene.

St. John the Baptist.

Voronet blue, unique in the world

2

4

1b

5

1a

3

## Exercise Solving

Watch the next reportage, answer to questions and match the answers with corresponding images below:

<http://www.tvrplus.ro/editie-romania-in-cinci-minute-manastiri-178203>

1. What has Voronet UNESCO monument become famous for?

Voronet blue, unique in the world

Judgement Scene.



1a



1b

2. Who is of right and of the left of the judge of the 12 apostles council?

Mother of God.

St. John the Baptist.



2

3. Who is on the throne of Judgment over Holy Gospels?

Holy Spirit



3

4. Who jealously guards the door of Heaven?

An Angel of fire.



4

5. Who has the key to Heaven's Gate?

At Saint Peter.



5

## APPENDIX 68. Presentation. Places of culture. Museums. Theaters. Performances.

Today, **Cozia Monastery** is one of the most attractive monuments of **Romanian tourism**. Cozia experienced difficult particularly times in its history. Taking advantage of its isolated position into mountains, authorities in 1879-1893 have turned it into a prison, we would say today of a maximum security. After 1893, the same authorities have turned the prison into a hospital, relying on the curative qualities of the mineral waters nearby, known since Roman times. In the midst of the Second World War, Romanian country being occupied by German troops, the monastery location was turned into stables for horses. Maybe it was the saddest page in the history of monastic settlement, concluded only after the war, after the signing of the Treaty of Versailles.



<http://turism.bzi.ro/manastirea-cozia-gloria-si-restristea-unui-stravechi-lacas-de-cultura-romaneasca-foto-26304>

**Călimănești Turnu Monastery** is located near the resort Caciulata, Valcea County, 2 kilometers from the monastery Cozia, in Mount Cozia, and it represents a monastic precincts and one of the largest Christian spirituality. The monastery bears this name because of the massive tower on the rock with the name " Theophilus rock ", though at first it was told "Hermitage after Turn", then " Turnu Hermitage " and finally Turnu Monastery. Of great historical value, Turnu Monastery is complemented by the natural beauty that surrounds: Cozia Mountains on the one side and Skull Mountains on the other side, followed by the waters of river Olt. The great patrons, but daily, dozens of tourists pass by the holy shrine to find spiritual comfort, but also to visit the cells carved in stone. Currently, at Turnu Monastery inhabit over 25 monks and brothers, working and praying.



<http://turism.bzi.ro/manastirea-turnu-calimanesti-4662>



**Buluc Monastery, Vrancea County** is located in the village Jaristea, Vrancea county. The church bears patronage: "Trinity" and "Transfiguration". It was founded by Isaiah Caragea, between 1922-1928 building a brick church, dedicated to the Transfiguration. After the 1940 Earthquake, the church will have been rebuilt from the foundation. Between 1951 and 1961, the monastery is occupied by a community of nuns, and left later. It was reopened in 1991.



**Voronet Monastery, Bucovina** is perhaps the most successful artistic achievement in Moldavian architecture and painting. Voronet Monastery was built in a period of peace with the Turks, when Stephen the Great centralized state, taking measures that contributed to the economy and culture. Voronet has been called the Sistine Chapel of the East, while Voronet blue, a color obtained from lapis lazuli, entered the lexicon of art alongside Titian red and Veronese green. Artistic manner has a warm humanism, religious scenes that actually present characters from Moldova of that time. As a result, the angels who appear in frescoes have nice faces of Moldovan women, archangels blow the horn, souls which are led to heaven are wrapped in towels and souls doomed to burn in hellfire wear turbans as the Turks - the most feared enemies Moldova at that time. On the North wall, exposed more to weather, one can discern some elements representing the "Creation" and a known legend, that of "Temptation of Adam", which appears at Sucevița Monastery and Moldovița Monastery.



<http://turism.bzi.ro/manastirea-voronet-din-bucovina-foto-291>



**"Beheading of Saint John the Baptist" Church**, Arbore (also known as **Tree Church**, although not the only church in the village) is an Orthodox church built in 1502 in the village of Arbore from homonymous commune (Suceava) by hetman Luca Arbore. It is distinguished by exterior mural painting. Arbore Church is dedicated *Beheading of Saint John the Baptist* (celebrated every year on August 29). Tree decoration of the church has proven to be one of the most courageous and almost incredible Renaissance artwork in relation to the Byzantine iconographic canon of the time.



[https://ro.wikipedia.org/wiki/Biserica\\_Arbore](https://ro.wikipedia.org/wiki/Biserica_Arbore)  
[http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca\\_6348.html](http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca_6348.html)

**Sucevița Monastery** is a monastery in Romania located 18 km from Radauti (Suceava) and registered on the UNESCO World Heritage list. Tradition sits on Sucevița valley between hills, a wooden church from the beginning of the sixteenth century. The Legend says that, later, for the redemption of those who knows sins, a woman brought current stone building with her chariot pulled by buffalo for thirty years. Documentary, the monastery is attested in 1582 in the time of Peter Șchiopu. Sucevița Monastery Church, founded by Prince Jeremiah mound is consecrated in 1596. It would be the last in the series of churches with exterior painting considered by the French art investigator, Paul Henry, "The testament of old Moldavian art."



[https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea\\_Sucevi%C8%9Ba](https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Sucevi%C8%9Ba)  
[http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca\\_6348.html](http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca_6348.html)

**Putna Monastery** is a monastic Orthodox place, one of the most important cultural, religious and artistic Romanian cultural centers. The monastery is located 33 km northwest of the town of Radauti in Suceava County, Northern Moldova. The monastery was an important cultural center; here manuscripts were copied and precious miniatures were made. The sanctuary has a rich monastery museum, with embroideries, manuscripts, religious objects, icons etc. Prototype of Moldavian ecclesial style, Putna Monastery Church joins greatness, elegance and smoothness. The monastery was called by the national Romanian poet, Mihai Eminescu, "The Jerusalem of Romanian People", where in 1504 the ruler Stephen the Great was buried. Over the centuries the monastery went through numerous tests: fires, earthquakes, looting and raids which they have changed the former. From the original construction the majestic Tower of Treasure has kept, inaugurated on May 1, 1481.



[https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea\\_Putna](https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Putna)  
[http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca\\_6348.html](http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca_6348.html)

**Curtea de Arges Monastery** is an Orthodox monastery in Romania, located in the town of Curtea de Arges. The complex includes the Episcopal Church, one of the most famous architectural monuments of the Romanian Country. During Carol's, monastery was converted into a cemetery for the Royal family of Romania. Here are buried King Carol I and Queen Elizabeth and King Ferdinand and Queen Mary and King Charles II. If in 1857 the monastic complex was entirely preserved, two fires of 1866 and 1867 destroyed seminary buildings or homes, chapel and tower entrance. The church was restored from 1875. In 1886 restoration of the Church of administrative palace was completed and began construction of the east side of the complex. Curtea de Arges Monastery has holy relics of Filofteia . Since 2009 began the construction of a cathedral where Romanian kings graves and holy relics will be moved to, and the church will be transformed into a museum.



[https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea\\_Curtea\\_de\\_Arge%C8%99](https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Curtea_de_Arge%C8%99)

**Dragomirna Monastery** is a fortified monastery complex in Romania built between 1602-1609 in the village Mitocu Dragomirnei the namesake village (now in Suceava County) by the Metropolitan Anastasius Crimca of Moldova. It is located near the forest Dragomirna at a distance of 12 norths from Suceava Monastery church; it is dedicated to Pentecost (celebrated on Sunday 50 days after Easter). Holy Church of Dragomirna is one of the most original and surprising special ecclesial from our space - monumental by combining elements of Gothic with Romanian art.



[https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea\\_Dragomirna](https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Dragomirna)

[http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca\\_6348.html](http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca_6348.html)

**Hurezi or Horezu monastery**, the most important foundation of martyr Mr. Constantin Brancoveanu (1688-1714) synthesis of Romanian art of that time, was built between 1690 and 1693 the big church of the settlement was consecrated on September 8, 1693. Built between 1690 and 1693 on a three-lobed plan, the church of Saints Constantine and his mother Helena develops model Episcopal Church of Curtea de Arges as regards some forms and adding a porch of typical Brâncovenesc style, with arches supported by ten stone columns adorned with ornaments typical late Renaissance. Here the ruler founded his famous library, remaining over the centuries as the Library of Constantin Brancoveanu, who currently has approximately 4,000 volumes. The church hosts a particularly valuable set of mural, executed between 1692 and 1694 by John and Constantinos, the Greek craftsmen s well as by the Romanian craftsmen Andrei, Stan, Neagoe and Joachim. Besides religious scenes there is in the narthex, a gallery of portraits of Brancovenis, Basarabs and Cantacuzinos. The monumental iconostasis by linden carved and gilded wood as well as silver lamps are donated by Mrs. Maria Brancoveanu. The monastery is in possession of other valuable religious objects, mostly donations during the founding of the church: paintings, sculptures in stone and wood.



[https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea\\_Hurezi](https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Hurezi)

**Polovragi Monastery** is a convent dedicated to the Assumption, an architectural monument of Romanian Country from 7th century. Polovragi monastery has existed for 500 years (1505), the founders of this institution are Radu and Patru, the sons of Danciul Zamona, mentioned in a document issued on 18 January 1480 by Prince Basarab the Younger (1477-1481). After Danciul Paraianu and its predecessors, Constantin Brancoveanu can be mentioned as the third founder of the Monastery Polovragi. The church is particularly valuable both in terms of iconography and in technical execution. It was executed in 1713 by Constantin The Painter. On both sides of the entry porch you can admire the two representations, iconic, unique in Romania dedicated to Romanian monasteries of Mount Athos.



[https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea\\_Polovragi](https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Polovragi)

**Secu Monastery** in Romania is an Orthodox monastery located in the village Pipirig, Neamt County. Secu Monastery was built in 1602 with the support Nestor Ear, great governor of the Netherlands, the father of the famous chronicler Grigore Ureche, on the place of small hermitages called "Hermitage Zosim" 1564. He founded the monastery Secu Neamt County is a rich collection of heritage objects: garments and embroidery, jewels, metal, prints, manuscripts. The cloth adorned with pearls and precious stones, which depicts the image of the Savior which is called "Saint Air", was woven in 1608. It was stolen by the Turks in 1821 and returned to the monastery by redemption.



[https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea\\_Secu](https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Secu)  
[http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca\\_6348.html](http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca_6348.html)

In the attic of **Church of the Nativity of Our Lady, from Ieud** an ancient codex "Codex of Ieud" was found in 1925 and written in 1391-1392. It is considered to be the oldest text written in Romanian with Cyrillic letters. Manuscript includes *The Legend of Sunday* and two homilies related to Thursday and Sunday Easter and kept in the Romanian Academy Library. On the Iza Valley there is a unique architectural monument by its importance: a wooden church built in 1718.

**St. Nicholas Church** in the village of Bogdan Voda, impresses by the flexibility of its structure, a synthesis of the traditional architecture of Maramures Country, a slender building, harmoniously proportioned, high spruce.

The most significant in the country epigraphic document and the oldest princely gravestone written in Slavonic, belonging to Nicolae Alexandru Basarab are kept in **Negru Voda Monastery Church**.

**The Holy Monastery of Bistrita** has constituted for centuries the most important Romanian culture hearth, a true university of the Romanian Country. There were formed printers monks, calligraphers, illuminators, painters and translators.

**The church "Saint Nicholas" in Radauti** is the first stone church built in Moldova. Her building coincides with the founding of the medieval state of Moldova. The cornerstone of the church was laid in 1359, when Bogdan ruler I of came from Maramures in Moldova. For its artistic and cultural value, the church "Saint Nicholas" is protected by UNESCO.



Ieud Deal, 2008

[https://ro.wikipedia.org/wiki/Biserica\\_de\\_lemn\\_din\\_Ieud\\_Deal](https://ro.wikipedia.org/wiki/Biserica_de_lemn_din_Ieud_Deal)

[https://ro.wikipedia.org/wiki/Biserica\\_de\\_lemn\\_din\\_Ieud\\_%C8%98es](https://ro.wikipedia.org/wiki/Biserica_de_lemn_din_Ieud_%C8%98es)



Ieud-Şes, 2010



Sfântul Nicolae, 2012

[https://ro.wikipedia.org/wiki/Biserica\\_de\\_lemn\\_din\\_Bogdan\\_Vod%C4%83](https://ro.wikipedia.org/wiki/Biserica_de_lemn_din_Bogdan_Vod%C4%83)

[https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea\\_Negru\\_Vod%C4%83](https://ro.wikipedia.org/wiki/M%C4%83n%C4%83stirea_Negru_Vod%C4%83)

[http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca\\_6348.html](http://tvrhd.tvr.ro/biserici-si-manastiri-lacasuri-sfinte-de-lumina-si-intarire-sufleteasca_6348.html)



Negru Vodă



### Romanian Athenaeum

Romanian Athenaeum was built in the Garden Diocese, land that belonged to the family Văcărești. Many contemporaries have criticized the site ... for the place chosen was regarded as too far from the city center and very difficult to reach, especially in winter. State did not have enough lands; was it necessarily chosen this place "on the outskirts"? In 1886 it began the construction of the present building; some of the funds were collected by public subscription at the instigation of "Give one leu for the Athenaeum". The building was inaugurated on 14th February 1888. The facade is a peristyle width of 48 m. The 6 columns of the peristyle are 12 meters tall and are identical in size to those of the Erechtheion in Athens. Under the peristyle there are five medallions in mosaic that represent the five great rulers of the country: Neagoe, Alexandru cel Bun, King Carol I of Romania, Vasile Lupu and Matei Basarab. The total height of the building to the top of the dome is 41 m. Inside the concert hall, with a diameter of 28.50 m and a height of 16 m, has 600 seats in the ground floors and 52 boxes (totaling about 794 seats). In 1935, at the initiative of George Enescu, funds were collected for the construction of the concert organ, located in the back of the stage. Athenaeum has been strengthened and restored in 2000-2004 by the architect Raluca Nicoara & al. and Eng. Dragos Badea, and it was reopened in 2005 at the XVII edition of the George Enescu International Festival.



<http://fundatiaenescu.ro/ro/ateneul-roman/?gclid=CKee2I2njckCFRSNGwodncgA0g>

## Museums in Romania

**National Village Museum "Dimitrie Gusti", Bucharest** attracts the average Romanian to folk fairs, outdoor concerts, events organized by the Christian holidays (like Palm Sunday, Holy Mary etc).

**National History Museum of Sibiu** is considered the most "European" museum in Romania because the paintings belonging to the Flemish school (Van Eyck, Bruegel, Memling and Jordaens) and canvases signed by Titian and Lorenzo Lotto.

**Peles Museum, Sinaia** is located in the "Pearl" resorts in the Prahova Valley and is the former residence of the royal family.

**Romanian Peasant Museum, Bucharest** has become a cult of areas. It is the only museum of traditional culture which is backed by a modern anthropological concept. Re-established in 1990 under the leadership of Horia Bernea he managed in six years to obtain a distinction for the museum that can not boast no other Romanian museum: European Museum of the Year Award, an Oscar or Nobel's European museums.

**Museum Bran, Bran Step Rucăr.** Even if the Impaler did not even slept a night in it, the castle was branded as a place of Dracula (part of the teaching of "Interview with the Vampire" were made here) and the success expected not allowed.

**National Museum of Art of Romania, Bucharest** has the strengths halls VI-VII (vanguard and Brancusi), IX (Țuculescu). Since 2000 it was reopened in the southern part of the museum, Gallery of European Art.

**National Museum of Romanian History**, the most important museum of the Romanian state, has one of the most important and consistent art collections, unique in the world by its subject, with museums younger can hardly compete. Not only old Romanian art galleries and modern European art and gallery containing masterpieces firsthand.

**National Museum of Contemporary Art** is a young museum that just creates a formidable collection. If some of the temporary exhibitions hosted cultural events is true, others seem tepid of any local contemporary artists have to offer in a particular moment.

**Muzeul Național al Satului  
„Dimitrie Gusti”, București**



**National History Museum  
Brukenthal, Sibiu**



**Peleş Museum  
Sinaia**



**Romanian Peasant Museum ,  
București**



**Bran Museum,  
Pasul Rucăr-Bran**



**Național Museum  
of Art of Romania**



**National Museum of  
Romanian History**



**National Museum  
of Contemporary Art**





Photo gallery. Theaters in Romania.

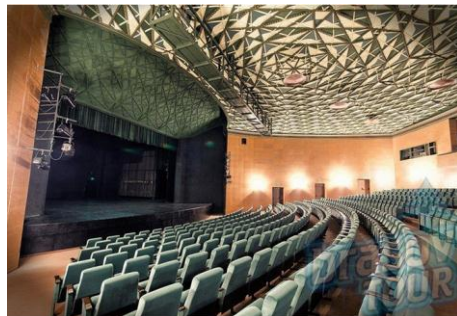
National Theatre "Vasile Alecsandri, Iasi Targu Mures National Theatre Odeon Theatre, Bucharest National Theatre" Ion Creanga "Buc.



Cluj-Napoca National Theatre Summer Theatre "Radu Beligan", Bacau Elizabeth Theatre, Buc. National Theatre "Marin Sorescu" Craiova



National Theatre "Mihai Eminescu", Timișoara theater "Sică Alexandrescu" Hungarian Theatre Brașov, Cluj Theatre "Maria Filotti" Braila



<https://www.iqool.ro/cele-mai-frumose-17-teatre-din-romania/>

Exercise 1. Recognize and associate images with its monasteries founder by using arrows!



Buluc Monastery

Hurezi Monastery

Secu Monastery

Sucevița Monastery

Constantin Brâncoveanu

Nestor Ureche

Ieremia Movilă

Isaia Caragea



Exercise 1 Solving. Recognize and associate images with its monasteries founder by using arrows!



Buluc Monastery



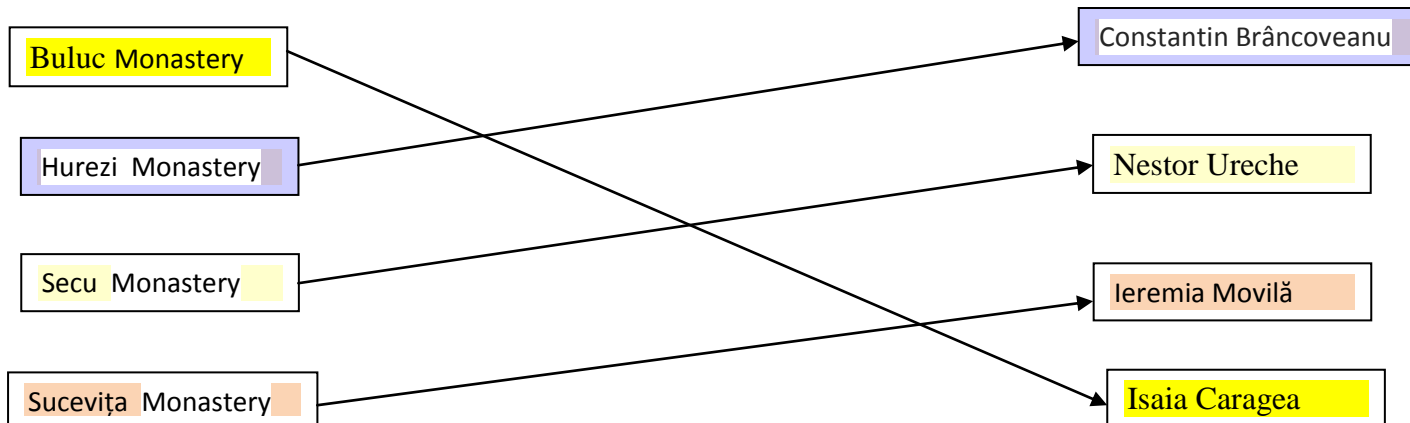
Sucevița Monastery



Hurezi Monastery



Secu Monastery



Exercise 2. Recognize and associate images of museums and their main feature by using the arrows!



It contains masterpieces of  
European Art Gallery

National History  
Museum Sibiu

The only museum of traditional culture  
It is backed by a modern concept,  
anthropological

National Art Museum  
Romania, Bucharest

It is considered the most  
"European" museum in Romania

Bran Museum,  
Step Rucar-Bran

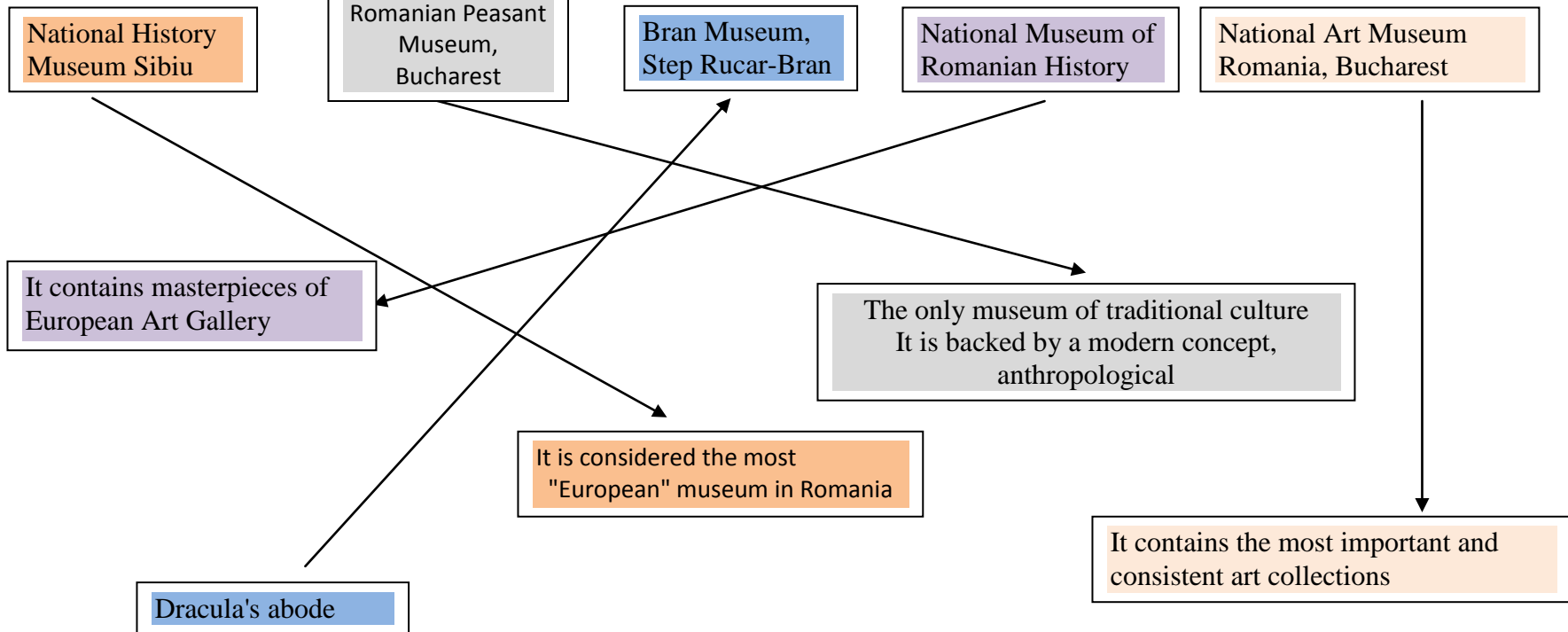
National Museum of  
Romanian History

Dracula's abode

Romanian Peasant  
Museum,  
Bucharest

It contains the most important and  
consistent art collections

Exercise 2 Solving. Recognize and associate images of museums and their main feature by using the arrows!



**APPENDIX 70**

Exercise. Match by using arrows the following boxes to get true sentences!

The first stone church built in Moldova

High wooden spruce church  
Specific traditional architecture of Maramures Country.

In the attic of the church, it was found in 1925 an ancient  
codices known as the "Codex of Ieud".

In this church there were formed monks printers,  
calligraphers, illuminators, painters and translators.

Church keeps the most important epigraphic document in the country  
and the oldest Princely gravestone

Holy Bistrita Monastery

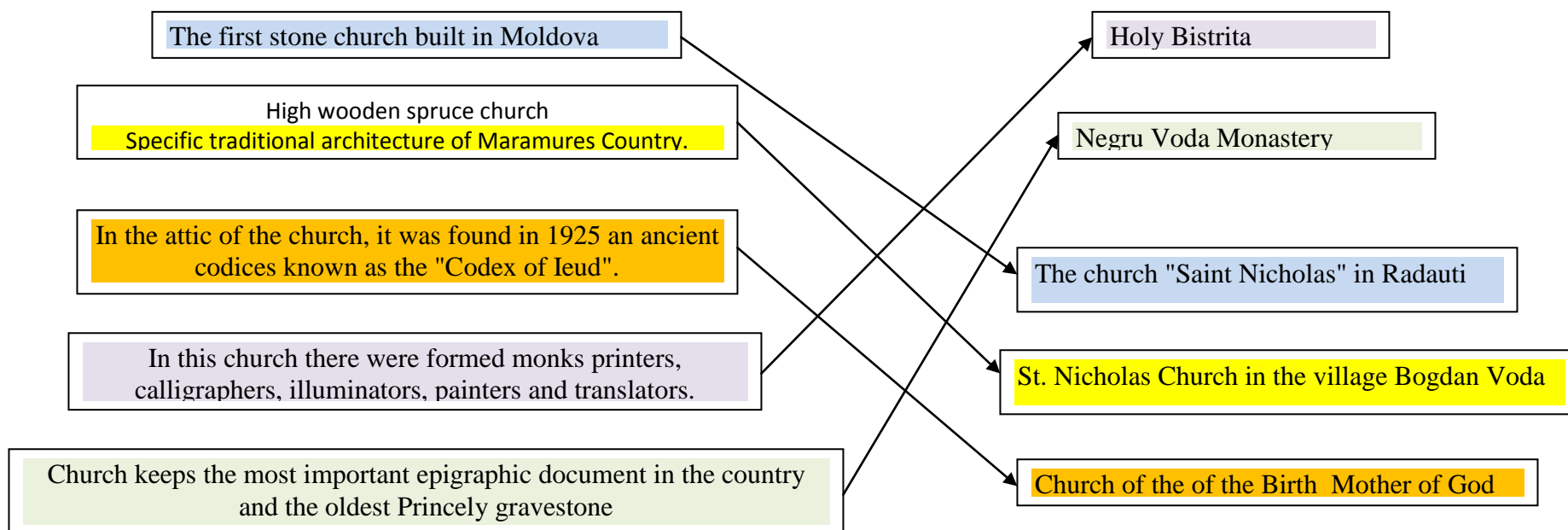
Negru Voda Monastery Church

The church "Saint Nicholas" in Radauti

St. Nicholas Church in the village Bogdan Voda

Church of the of the Birth  
Mother of God

Exercise Solving. Match by using arrows the following boxes to get true sentences!





## APPENDIX 71 . Presentation. Creative - project. Original places of worship.

### Ossuary at Sedlec.

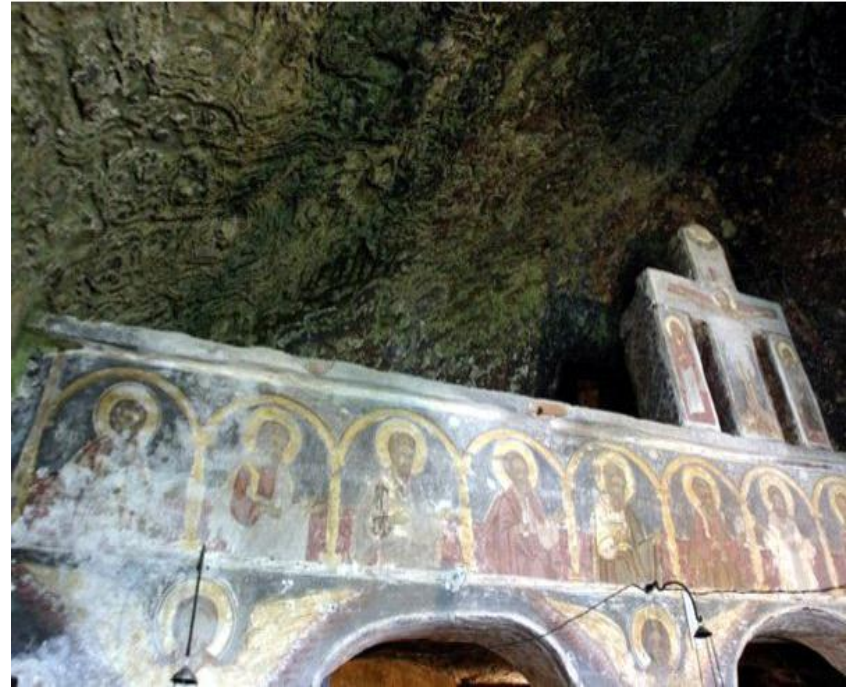
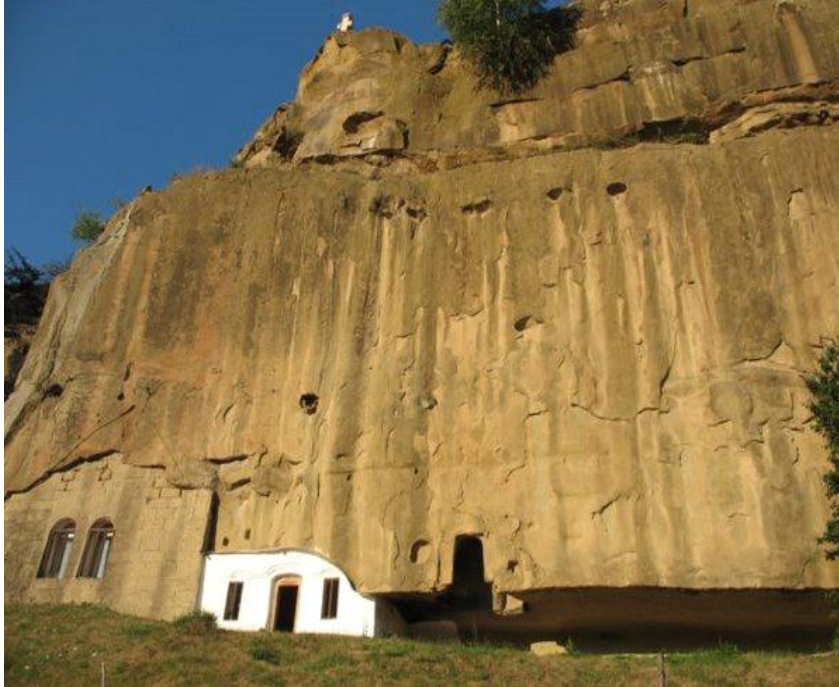
One of the most bizarre and macabre church is the ossuary in Sedlec, a suburb of Kutna Hora in the Czech Republic. It is a small catholic chapel, decorated with the bones of 40000-70000 people. Bones are artistically arranged, as chandeliers and furniture of specific churches objects . All Saints Church building that houses the ossuary, started in 1400, and the chapel under the church would house the remains of those buried in the cemetery of Sedlec, which had expanded greatly during the plague. This cemetery had become a favorite place of burial for Christians throughout Central Europe, while in 1278 the abbot of the Cistercian monastery in Sedlec at Calvary brought a handful of consecrated ground, which threw him above the cemetery. At first, there were brought the bones of exhumed from the cemetery remained scanty, delicate mission started in 1511 by a half blind Cistercian monk. Later, the church was rebuilt in Baroque style, between 1703-1710. The current appearance of the ossuary dates from 1870 and is the conception wood sculptor Frantisek Rint, Schwarzenberg noble family hired to decorate the chapel of bones unearthed previously cemetery. The most impressive decoration is the huge chandelier that is built from the bones in the human body.



<http://travel.descopera.ro/13453063-5-biserici-ciudate-Unul-din-aceste-lacasuri-de-cult-inedite-se-afla-in-Romania-Galerie-FOTO>

### Stone Ravens Monastery

Cave monastic complex is in *Gutters*, village Corbi, Arges County. Construction dating from the fourteenth century, but the monastery was restored and reestablished in 1512, during Neagoe Basarab, the nun Magdalene, Prince aunt. Church monastery, which is dedicated to the Assumption, is dug into the rock, in a block of sandstone. Here is the dining space which legend says was once used by Neagoe as outdoor court for public judgment. Besides unique appearance and special painting in the church it is being done in Byzantine style in the XIV century. Besides Stone Ravens in Arges there are sanctuaries and Namaiesti cave fortress.



<http://travel.descopera.ro/13453063-5-biserici-ciudate-Unul-din-aceste-lacasuri-de-cult-inedite-se-afla-in-Romania-Galerie-FOTO>



### Church of St. George in Ethiopia

For a special charm, with a strange look, as if detached from science fiction movies, this church is one of 11 monolithic churches of Lalibela, an important archaeological site and religious in Ethiopia. Church of St. George is dating from the twelfth century and it was carved from red lava. Together with the other 10 churches, it is part of King Lalibela, who wanted to Jerusalem AGAIN here. The complex is divided into two parts, designed to represent the Heavenly Jerusalem and Earthly Jerusalem, and between them the two centers is a trench that symbolizes the Jordan River. The site is an important center of pilgrimage for the faithful of the Orthodox Church of Ethiopia and the UNESCO.



<http://travel.descopera.ro/13453063-5-biserici-ciudate-Unul-din-aceste-lacasuri-de-cult-inedite-se-afla-in-Romania-Galerie-FOTO>

### Underground church of Saint John in Aubeterre-sur-Dronne

In the eighteenth century, Aubeterre-sur-Dronne in Southwestern France, was built underground monolithic church, carved into the rock. In the twelfth century, this place of worship was extended by Benedictine monks. Church height is 20 meters and at 15 meters there is a gallery where you can get up the stairs also carved in stone. Here are several columns and arches. Old chapel accommodates 80 medieval tombs, which were discovered only between 1958-1961. There is also a crypt where, Mitra cult rituals were held in the past.



<http://travel.descopera.ro/13453063-5-biserici-ciudate-Unul-din-aceste-lacasuri-de-cult-inedite-se-afla-in-Romania-Galerie-FOTO>



### Cathedral of Brasilia, Brazil

Brazil archdiocese headquarters was designed by famed architect Oscar Niemeyer in 1970. Her style futuristic shaped structure is due to hyperbole, made of 16 concrete columns, each weighing 90 tons each. At the entrance there are statues of the four evangelists, made by sculptor Dante Croce in 1968. The 20-meter high bell tower houses four large bells. The roof of the cathedral is surrounded by a pool of 12 meters wide and 40 cm deep, which provides an even temperature, chilly inside abode. Offices of the headquarters of the Archdiocese cathedral are related directly through an underpass.

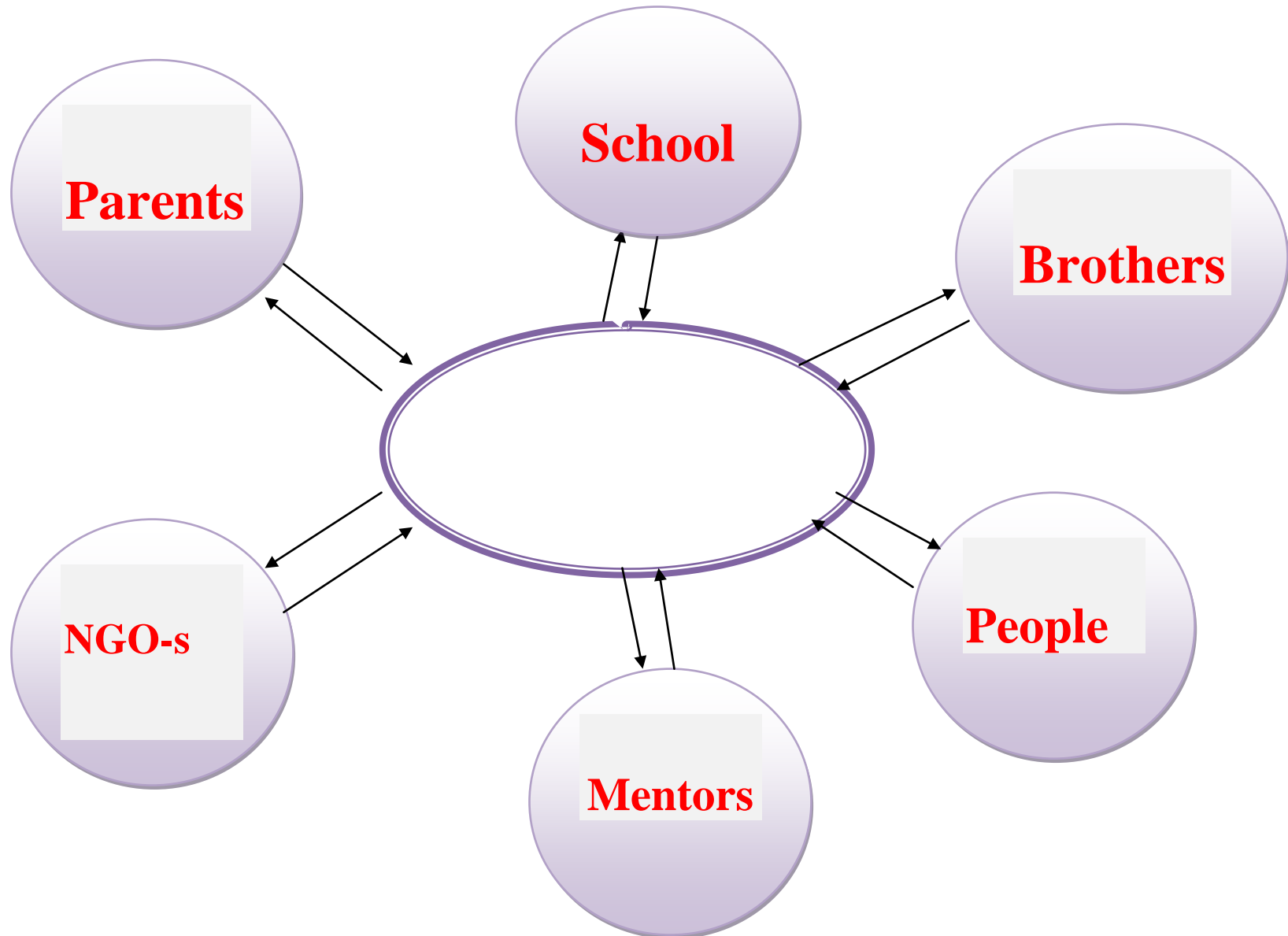
Those who fall into this church follows a path symbolically impressive, from shadow to light. They first enter through a dark tunnel and then get into a space full of light, under the glass roof. The roof, which gives a charm building is made of pieces of fiberglass supported by concrete pillars. Among them there is the glass dome, made in 1990 by Marianne Peretti, in shades of blue, green, white and brown. Inside the ship, there are three statues of angels, suspended by steel cables. A statue weighs between 100 and 300 kg. Most of the cathedral is underground, the surface is visible only dome with a diameter of 70 meters.



<http://travel.descopera.ro/13453063-5-biserici-ciudate-Unul-din-aceste-lacasuri-de-cult-inedite-se-afla-in-Romania-Galerie-FOTO>

## APPENDIX 72. Final Test

Exercise. Create a "Circle of wishes", send it to us by mail or scanned attached. Ask an adult to support you, if you do not have frequent access to the scanner or mail. In the middle of it, write the artistic career that you would like to follow, motivate the involvement of others for your choice and involvement of your choice in society.





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