Lesson plans and teaching materials

Complete teacher pack • 45 and 90 minutes

How to use this pack

The 45-minute lesson uses worksheet A and the mini-quiz. The 90-minute lesson uses worksheet B and the assessment rubric. All resources are included in this document. The answer key and rubric may be retained for teachers.

LESSON 1 • 45 MINUTES

Details of Sokołowsko — observe, identify, describe

For pupils aged approximately 10–15; questions can be adapted to the group. No previous art-history knowledge is required.

Learning goals: Pupils identify relief, murals and metalwork; notice practical and decorative functions; describe visible evidence without guessing dates or makers; understand safe observation.

Materials: Photographs and object records from the Sokołowsko digital heritage archive at sokolowsko.org, worksheet A (included), mini-quiz (included), projector or prints.

Time	Activity
5 min	Opening discussion: what can building details tell us about a place?
8 min	Three examples: relief, murals and metalwork. Compare materials and functions.
12 min	Pair work with worksheet A: three observations and an evidence-based identification.
10 min	“Detail and context”: where is the feature located, and why might that matter?
7 min	Eight-question mini-quiz and explanation of the answers.
3 min	Wrap-up: one observation and one question for further research.

LESSON 2 • 90 MINUTES

Find and describe a detail — documentation lab

Learning goals: Pupils prepare a basic detail record; distinguish a wide view, contextual shot and close-up; note location and visible features; separate observations from assumptions.

Materials: Photos and object descriptions from sokolowsko.org, worksheet B (included), notebook and optional camera or phone. For fieldwork: appropriate supervision and a prior site safety check.

Time	Activity
10 min	Discuss safety, image rights and the rule of non-invasive observation.
12 min	Introduction: material, technique, function, condition, setting and documentation.
15 min	Small-group exercise “Find and describe a detail” using worksheet B.
15 min	Three shots: wide view, architectural context and close-up. Alternatively sketch planned frames.
12 min	Compare two features: “I know / I think / I need to verify”.
14 min	Write a short catalogue note (50–80 words) and a photo caption.
8 min	Present results and give feedback using the assessment rubric.
4 min	Wrap-up: where can maker or dating information be verified?

Notes for teachers

Before the lesson, teachers should explore the Sokołowsko digital heritage archive at sokolowsko.org. The archive contains photographs of buildings and architectural details, object records, descriptions of craft techniques, and information on their history and location.

Teachers select images suitable for their pupils, prepare a presentation or print photographs. Check captions and sources before class. Do not assign dates or makers without reliable evidence. Encourage pupils to compare their own observations with information in the archive.

The 90-minute lesson can be held indoors using archive images. In the field, do not touch, clean or sample objects and do not enter private areas without permission. Plan suitable supervision, breaks and accessible alternatives.

WORKSHEET A • LOOK – NAME – DESCRIBE

Name / group

Date and photograph source

List three things you can actually see, without guessing.

Is this a relief, mural, metalwork or another detail? What visible clues support your answer?

Is the feature practical, decorative or both? Explain.

What do you still need to check in the archive?

WORKSHEET B • FIND AND DESCRIBE A DETAIL

Name / group and date

Location / photograph source

Material and likely technique: what evidence supports your view?

Where is the detail situated and what might be its function?

What visible features or signs of wear can you describe?

Three photographs: wide view, context and close-up — describe or sketch them.

Separate: what I know / what I suppose / what I need to check.

Photo caption: location, subject and photographer.

MINI-QUIZ • 8 QUESTIONS

Choose one answer for each question. Allow about seven minutes.

1. What is a relief?

A. Raised or recessed decoration on a surface B. A type of metal fastening C. A painting made on paper

2. Which could be an example of artistic metalwork?

A. A landscape photograph B. A decorative metal grille C. A printed poster

3. What should a photographic record of a detail include?

A. Only an extreme close-up B. Only a distant photo of the building C. A wide view, context and close-up

4. How should an unconfirmed maker be recorded?

A. “Maker unknown” B. The most likely name, without evidence C. By removing the entire description

5. Which may indicate deterioration of metal?

A. Symmetry of ornament B. Corrosion C. A repeated pattern of bars

6. What is appropriate during a visit to a historic detail?

A. Removing surface dirt B. Taking small material samples C. Observing and photographing without interference

7. Which is an observation rather than an assumption?

A. “I see a reddish stain” B. “The feature dates to the 1800s” C. “A famous craftsperson made it”

8. Why note the location and photo source?

A. To allow later identification and verification B. To replace a description of materials C. To make the picture more artistic

ANSWER KEY • FOR TEACHERS

No.	Answer
1	A
2	B
3	C
4	A
5	B
6	C
7	A
8	A

ASSESSMENT RUBRIC

Suggested formative rubric: each criterion is scored from 0 to 3, giving a maximum of 12 points.

Time	Activity
Observation	0 – no description; 1 – few details; 2 – several accurate features; 3 – precise evidence-based observations.
Identification	0 – no identification; 1 – many errors; 2 – mostly correct; 3 – correct identification with clear visual evidence.
Documentation	0 – absent; 1 – missing data; 2 – location and most shots recorded; 3 – clear shots, source and caption.
Safety and reflection	0 – ignores rules; 1 – needs reminders; 2 – follows rules; 3 – follows rules and separates fact from guesswork.

Pupil / group: _____ Score: _____ / 12

Feedback: what worked well and what could improve?