GLOW

DREAM CITY

DREAM ART GROUP PO 7-8 VO 1-2

Teaching Guide for Educators: Primary Education Group 7-8

GLOW 2025

Each year, CultuurStation supports the organization of GLOW with a special project for schools:
GLOW – Next Generation.
During the light festival GLOW, light artworks by artists and designers from various countries are showcased.
Every year, GLOW adopts a new theme, making the festival a unique "exhibition" each time.

This anniversary edition – The Light – celebrates twenty years of stories, encounters, and creativity in light.
For eight days, GLOW transforms Eindhoven into a world full of color, shadow, movement, and meaning.
Artists, residents, and students from across the region come together to create a city of light where every story matters – including that of your class.

GLOW can be visited this year from N**ovember 8 to November 15.**
On **Sunday, November 9 at 6:30 PM,** there will be a special children's opening of
the evening at the Van Abbemuseum.

Would you like to know more about
GLOW 2025?
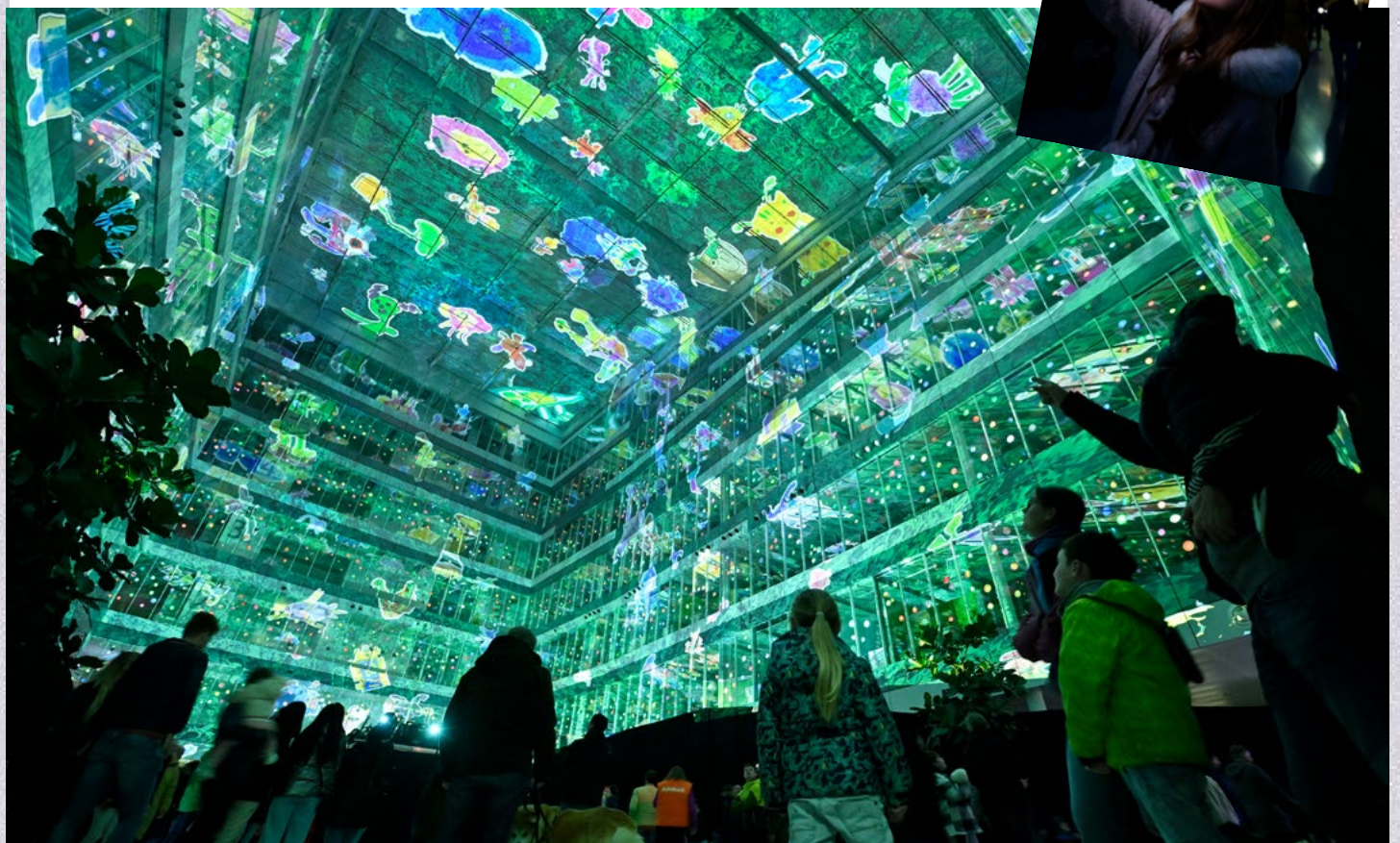
DREAM CITY

This year, the children of Eindhoven will collaborate with light artist Hugo Vrijdag to create the artwork Dream City, which will be presented during GLOW at the Van Abbemuseum in Eindhoven, as well as in Oirschot, Best, Helmond, and Veldhoven.
Dream City is part of a series of art projects developed by the children together with Hugo.
In 2020, they transformed their own living rooms with light artworks, followed by the square (2021), the museum (2022), the church (2023), the bank (2024) — and now: the entire city.

During this anniversary edition of GLOW, the children of Eindhoven will showcase their ideal city.

What will we do?
The children will draw their dreams on paper. What do the houses of their dreams look like? How do we move around? And what role does art play in their dream city? The children's drawings will be projected onto the walls of the Van Abbemuseum in Eindhoven, as well as at the locations in Best, Oirschot, Helmond, and Veldhoven.

Some children will also develop their dream city in three dimensions. Together, we will build a large-scale model of the city. By illuminating the buildings from within, the drawings will become visible inside the structures they've designed.

Enjoy this project and have a wonderful time at GLOW 2025!

Concept Hugo Vrijdag

Introduction

For the project "Dream City" during GLOW 2025, students will reflect on how art and culture should play a role in the city of their dreams.

They will design an artwork or cultural space that represents their personal vision.
They'll ask themselves: *How do I want art and culture to contribute to my dream city? What do I feel is missing, and what should be there?*
Ideas might include:
- Interactive light installations in parks
- Dance floors or graffiti walls especially for young people
- Artworks about freedom, mental health, or connection
- Rooftop open-air museums or cinemas
- Spaces where art brings people together

Project Description

Students will create a drawing of their ideal artistic or cultural contribution to the city. In a "dream cloud," they will visualize their own design or wish. They'll incorporate social themes such as freedom, inclusion, sustainability, mental health, community living, or other relevant topics. In the accompanying PowerPoint, students will be asked to explain what art and culture mean to them. Through questions and examples, they'll be guided in their thinking.

Lesson Structure

Duration: approx. 90–100 minutes

Format: Classroom introduction + individual creative work

Subjects: Visual arts, citizenship education

Core Objectives: 54–56 (artistic orientation) 36–37, 39 (social awareness and participation)

Materials Needed:
- Printed A4 "dream cloud" template
- Colored pencils, markers, fineliners

Lesson Organization
Start with a classroom PowerPoint presentation featuring inspiring images of public art and culture, along with reflective questions to spark discussion and get students thinking, such as:
- How important is art to you?
- What do you feel is missing in terms of art and culture in your neighborhood?
- What would you, as a young person, like to add to the city?

Tip: Encourage students to explore their neighborhood before or during the lesson. What art or culture do they see on the streets? What stands out? What's missing? This helps them observe their surroundings more consciously.

The lesson follows a creative thinking structure: **Diverging** – gathering many ideas **Converging** – working toward a personal design.

After the classroom introduction, students begin drawing their own dream artwork inside the dream cloud. These templates are included as an attachment to this teaching guide. Encourage students to fully color in their dream clouds using markers and fineliners, and to develop their ideas with care and imagination.

Lesson Structure Based on Process-Oriented Didactics

Step 1: Orientation

Goal: Stimulate imagination about the role of art and culture.

Action: Show a PowerPoint presentation with images of interactive art, youth art projects, street art, and light installations.

Step 2: Information

Goal: Generate ideas and gather inspiration.

Action: Discuss what the students observe and ask the reflective questions included in the PowerPoint.
Use the following cultural competencies:
•   Receptive ability: observing and experiencing
•   Reflective ability: thinking about meaning

Step 3: Instruction

Goal: Understand the assignment and artistic techniques.

Action: Explain that students will draw their dream or wish for art and culture in the city inside a dream cloud.
Demonstrate techniques for building shapes and adding details.
Discuss how to use atmosphere, light, expression, or symbolism to convey their idea more powerfully.
Collaborate where needed. Examples of techniques can be found on page 9 of the appendix.

Step 4: Creation

Goal: Creatively design within the dream cloud.

Action: Students draw their dream artwork in the dream cloud. Encourage them to use bold, vibrant colors.

Step 5: Presentation

Goal: Foster pride and ownership.

Action: Present the artworks at school:
Create a dream exhibition with all participating groups. See the next page for tips.

Step 6: Reflection

Goal: Encourage conscious design thinking.

Action: Discuss each other's dream clouds. Ask questions such as:
•   *What did you design?*
•   *Why is this important for your dream city?*
•   *Who is your artwork intended for?*

Lesson Follow-Up: Submitting the Artworks

After the lesson and evaluation of the final results, gather the artworks and submit them digitally.

Scan or photograph each artwork individually, preferably as a JPEG or PNG file.

Important: Scan each drawing separately—do not combine multiple artworks into one file.
If taking photos, use natural daylight, and make sure the entire artwork is clearly visible without shadows or glare.

Upload the files to: www.gloweindhoven.nl/upload

Since not all students go to GLOW to see the large artwork, and not all artworks are included in the light installation, you can give the project even more meaning by creating a large exhibition at school—either in your own classroom or together with all participating groups.

Tips for Presenting the Work at School

Once you've photographed and uploaded each artwork to the GLOW website, students can:

- Cut out all dream clouds and create an art and culture square in the classroom with their designs.

- Create a floating exhibition using blue backgrounds and hang the drawings in the shape of a large "sky" full of clouds. You can even hang them from the ceiling with strings to make them appear as if they're floating.

- Make a "Future News Broadcast": a video news segment about the children's dreams. Let students present their dream house, dream transportation, or dream art/culture as if they're reporters in a future news show. Record short clips where they show and explain their drawings (students can do this independently using a tablet). Would you like GLOW to use these videos to create an online compilation?
  If so, please send them to: **info@jijmaaktglow.nl**

Make the Exhibition Complete By:
- Placing a large poster or sign announcing the exhibition.

- Adding short stories or "dream cards" next to the drawings. Let each student write (or dictate) a brief text to accompany their artwork.

- Letting students act as tour guides for the exhibition.

DREAM ART

Materials Needed for the Lesson
- Printed dream cloud template on A4 paper
- Colored pencils, markers, and fineliners

Start with Pencil Sketches
Have students begin by sketching their ideas in the dream cloud using a pencil.
This is a moment for experimentation and discovery.

Satisfied? Time to Add Color!
Once students are happy with their dream artwork, they can begin coloring it in. Encourage the use of bright, eye-catching colors to make their design stand out.

Don't Forget the Background
Encourage students to also color in the background of the dream cloud to create a vivid and cohesive piece.
Once the artwork is colored, they can use a fineliner or thin black marker to add extra contrast and definition.

Finished!
The dream artwork is complete and ready to be admired.

Uploaden van het werk:

There are several ways to upload the artwork to GLOW: by taking a photo or scanning the drawings.
Below are a few options:

Scanning on Android or Tablet
1. Open the Google **Drive app.**
2. Tap the **Camera** icon in the bottom right corner.
3. Point your device's camera at the document.
   • A blue outline will appear, indicating where the photo will be cropped.
4. Take a photo of the document you want to scan.
   • Optional: You can switch between **Manual capture** and **Automatic capture.**
5. Adjust the scanned document:
   • **Crop and rotate:** Tap Crop & rotate. Please submit all artwork in **portrait** orientation.
   • **Adjust colors:** Tap Filter.
   • **Remove smudges or fingers:** Tap Clean up.
   • **Retake photo:** Tap Retake.
   • **Delete page:** Tap Delete.
6. Tap **Done.**
7. Create a custom file name, e.g., **the class name followed by the student's name.**
8. Save the file as a **JPEG or PNG.**
   • Optional: Tap Location to choose the Drive folder where you want to save the document.
9. Tap **Save** to store the document.
10. Upload the files to: **www.gloweindhoven.nl/upload**

Scanning on iPhone or iPad
1. Open the **Notes** app and create a new note.
2. Tap the **camera icon,** then tap Scan **Documents**.
3. Place the document within view of the camera.
4. If your device is in automatic mode, the document will be scanned automatically.
   • If scanning manually, tap the **shutter button** or one of the **volume buttons.**
   • Drag the corners to adjust the scan and tap **Keep Scan.**
5. Tap **Save**.
6. Go to https://pdftoimage.com/nl/ and convert the PDF images to **JPEG.**
7. Upload the files to: **www.gloweindhoven.nl/upload**

Scanning with a Copier
1. In the menu, select **Scan** and **Send**.
2. Choose **JPEG** as the file format.
3. Select **Full Color** for color settings.
4. Set the resolution to **600 x 600 dpi or higher.**
5. Press **OK**.
6. Scan each drawing **individually** do not scan multiple artworks in one batch!
7. Upload the files to: **www.gloweindhoven.nl/upload**

Techniques for Creating Shapes and Enhancing Details

1. Building with Basic Shapes
Many things we draw are made up of simple shapes like circles, rectangles, squares, and triangles.
By combining these shapes, something recognizable naturally begins to form.

Examples:
- A building or museum can start as a rectangle with triangular roofs.
- A musical instrument can be built from a combination of ovals and lines.

Tip: Draw together on the board to show how complex forms can be built step by step from basic shapes.

2. Using Contour Lines
Contour lines are the outer edges of a shape. By first sketching these lightly in pencil, students learn to observe the form carefully before adding more detail.

Exercise: Have students draw only the outer lines of their image first. Then they can trace over them with a fineliner and add details.

3. Adding Details with Lines and Patterns
A drawing becomes richer when patterns, textures, or small shapes are added.

Examples:
- A stage floor made of wooden planks can be drawn with straight lines.
- A painting with brushstrokes can be shown using wavy lines.
- Clothing texture can be created with dots or crosses.

Tip: Show examples of patterns students can use (zigzags, stripes, dots, waves).

Techniques for Atmosphere, Light, Expression, and Symbolism

1. Choosing Colors for Mood and Emotion
Color helps set the tone of the drawing. Encourage students to choose colors that match the feeling of their dream world.
Color examples:
- Yellow and orange = cheerful, energetic
- Blue = calm, dreamy
- Red = powerful or exciting
- Purple = fantasy or magic

Class question: *What mood do you want to create? Which colors match that feeling?*

2. Using Light and Dark for Volume
By using light and shadow, shapes gain depth. This can be done simply by coloring harder or softer, or by shading more or less.

Example:
- A sphere takes shape when one side remains light and the other is shaded darker.

3. Expressing Emotion Through Lines
Lines can convey movement and emotion, making a drawing lively and dynamic.

Examples:
• Soft, rounded lines suggest calm or gentleness.
• Sharp or angular lines create tension or strength.
• Quick, sketchy lines add action or energy.

Question: *How does your dream world feel? Can you show that through the way you draw?*

4. Using Symbolism
Sometimes students draw something that stands for something else. This makes their work more personal and meaningful.

Examples of symbols:
• Wings = freedom
• Rainbow = imagination
• Musical instruments = creativity
• Books = knowledge or stories
• Stars or light = hope

Exercise: Ask students: *What do you want to express in your dream world? Can you use a symbol in your drawing to show that?*

Structure of This Lesson.

This teaching guide and accompanying PowerPoint are developed based on process-oriented didactics.
They align with the development of cultural competencies as described in De Culturele Ladekast (The Cultural Drawer).
This approach helps students develop their creativity in a structured and meaningful way.

The goal of these lessons is not only to produce a beautiful final artwork, but above all to guide students through their creative and personal growth process.
They explore their visual and cultural abilities and get the opportunity to present their work during GLOW, an event where art and technology come together.

The Cultural Drawer & Didactic Model for Visual Arts Education

The Cultural Drawer is a framework that helps students engage more consciously with culture.
It identifies four cultural competencies that are addressed in each phase of the lesson:

- **Receptive ability** – being open to impressions. The student experiences, feels, observes, listens, moves, and recognizes.
- **Creative ability –** shaping ideas. The student imagines, creates, and visualizes.
- **Reflective ability –** looking back and giving meaning. The student names, interprets, and evaluates.
- **Analytical ability –** researching and understanding. The student makes connections, explains, and assesses.

These abilities are integrated into the assignments and clearly reflected in the lesson structure.
They form the core of the learning process.

Didactic Model for Visual Arts Education
This model focuses on the learning process within visual arts.
The emphasis is not on the final product, but on the journey toward it.
The didactic structure consists of five phases:

1. Orientation
2. Information
3. Instruction
4. Creation
5. Reflection

The combination of these two models allows teachers to guide students purposefully in their artistic development.

What Is Process-Oriented Didactics?

Process-oriented didactics means that students take ownership of their learning process.
The teacher creates an environment where freedom, curiosity, and self-discovery are central.
Students are encouraged to experiment, try, fail, and start again.
This approach requires a different role from teachers:
They guide, stimulate, and ask deepening questions rather than directing or pre-defining outcomes.

The Four Steps of the Creative Process

In these lessons, we follow four structured steps that shape the creative process:

1. Wonder – Spark curiosity and stimulate a sense of amazement
2. Explore – Deepen understanding, experiment, and gather inspiration
3. Create – Develop ideas into a personal visual artwork
4. Present – Share the work and its meaning with others

Each step is connected to one or more cultural competencies. The questions and assignments in the PowerPoint are aligned with these steps and provide guidance to help students develop these abilities intentionally.

The Role of the Teacher

For many educators, process-oriented didactics is not yet second nature. This approach requires a shift from knowledge transmission to facilitation. In this program, teachers learn how to stimulate creative processes by:

*   Providing inspiring examples
*   Allowing space for student choice and autonomy
*   Asking open-ended questions that encourage thinking and reflection

This creates a learning environment where creativity, innovative thinking, and entrepreneurship can flourish.

The Goal of Visual Arts Education

The aim of visual arts education is to help students become visually literate:
They learn to both understand and use images. By becoming familiar with their own visual expression—and that of others—they learn to give meaning to the world around them. It's about learning to think about images, but also to think in images. In doing so, they develop their own visual capacity.

Want to Learn More?
Curious about how the Cultural Drawer works?
Click the image to view the explanation: