GLOW

DREAM CITY

GROUP PO 5-8, VO 1-2

CultuurStation

Dream City – Lesson Plan for Primary (Groups 5–8) and Lower Secondary

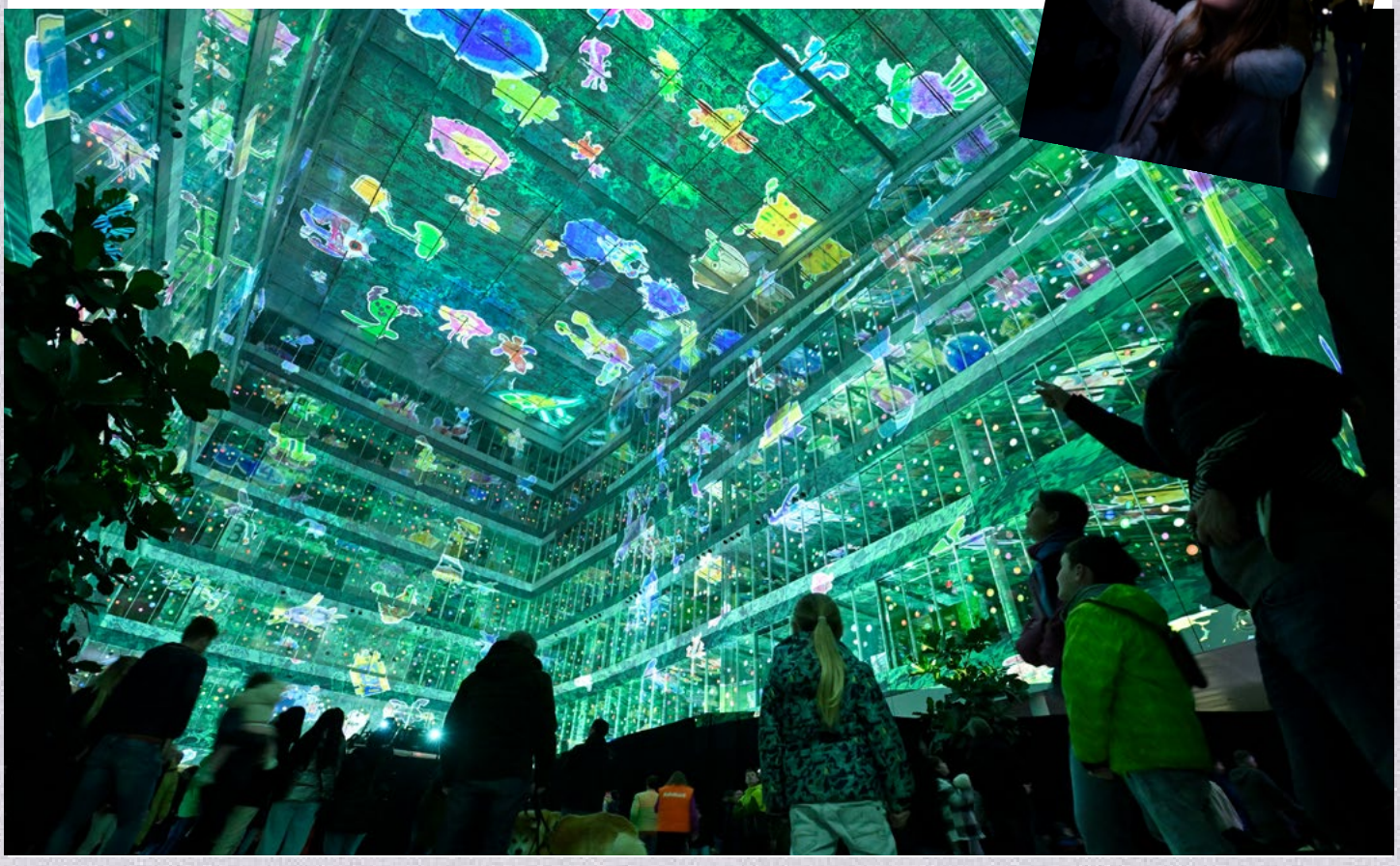
GLOW 2025

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 GLOW 2025, students from groups 5 to 8 and lower secondary education will build their own Dream City. They will design 3D buildings that appear white during the day but light up once GLOW begins. The final result: a vibrant, illuminated city that visitors can walk through and be amazed by.

Project Description

Students will design a building for their dream city, inspired by art movements such as Dazzle Paint, Hard Edge, and Op Art.Their designs will be built in 3D, forming a white city that transforms into a colorful spectacle at night using LED lighting.

Lesson Structure

Duration: Two lessons of approximately 60 minutes.

Format: Whole-class introduction + individual work.

Subject Areas: Visual Arts, Cultural Citizenship.

Core Objectives: 54–56 – Artistic orientation 36–37, 39 – Social and technical awareness

Materials Needed

- Flat building templates (provided by GLOW)
- LED lighting + accessories and flat boxes (provided by GLOW)
- Pencil
- Bright color markers / felt-tip pens
- Scissors + glue
- PowerPoint presentation with info on GLOW and art movements

Lesson Organization

Start with the PowerPoint Presentation Display the PowerPoint on the digital board. It introduces GLOW, Dream City, and the art movements Dazzle Paint, Hard Edge, and Op Art. It includes inspiring images and reflective questions to spark discussion and imagination.

Creative Thinking Structure

- Diverging: Broad thinking about possibilities and meaning
- Converging: Focusing ideas into a concrete design

Design Phase. Students begin designing their building using the flat templates provided by GLOW. They “camouflage” their building using patterns inspired by the mentioned art styles. Encourage full coloring with markers, colored pencils, and fineliners to create a lively city.

Assembly Phase. Once the design is complete:

- Students cut out and fold their building so the drawing is on the inside
- Each building is placed on a flat box with an LED light underneath
- The boxes and lighting are provided by GLOW

Together, all buildings form one large, illuminated Dream City!

Process-Oriented Didactic Steps

Step 1: Orientation

Goal: Spark imagination with the concept of Dream City and GLOW.

Action:
- View the PowerPoint together.
- Introduce GLOW, Dream City, and the art movements Dazzle Paint, Hard Edge, Op Art.

Step 2: Information

Goal: Show how shape, color, and light are used in art.

Action:
- Discuss examples from the PowerPoint.
- Explore characteristics of the styles (sharp lines, bright colors, optical effects).
- Explain how patterns and illusions work.
- Connect this to the experience of Dream City at night.

Step 3: Instruction

Goal: Explain the assignment and techniques.

Action:
- Each student receives a flat building template.
- Design the inside with patterns inspired by Dazzle/Hard Edge/Op Art.
- Color with black and bright colors.
- Cut, fold, and place the building on a box with LED lighting.

Step 4: Creation

Goal: Individually design and build the dream building.

Action:
- Sketch patterns with pencil.
- Color with markers.
- Cut and fold the building.
- Place it on the box and install the LED light.

Step 5: Presentation

Goal: Encourage awareness and expression of choices.

Action:
- Present the artworks in school.
- Visit the exhibition and reflect on the buildings from your group.
- Let students briefly explain their work.
- See the next page for tips.

Step 6: Reflection

Goal: Foster pride and meaning in their work.

Action: Visit the exhibition and ask questions like:
- *Why did you choose this design?*
- *What will your city be called and why?*
- *What changes when the lights turn on?*

Submitting the Artworks

The materials provided by GLOW are packed in flat boxes.
Each box contains enough supplies to build ten houses.

Once the Dream City is complete and evaluated, it can be delivered to the Van Abbemuseum in Eindhoven.
Write the school name and class on the side of each box.

Delivery dates: **November 3 and 4**
Exact time and location will be sent via email.

Tip: Be careful when transporting the Dream Cities, they can be fragile.
Consider asking parents for help with transportation.

Presentation Tips for School

Once all buildings are placed on LED lights and the Dream City is complete, students can:

- Create a school-wide exhibition: Combine all Dream Cities and open the exhibition by turning off the lights and letting the cities glow.

- Organize an open evening or viewing moment: Invite parents, other classes, or colleagues.
Students can present their Dream City personally. Think about invitations, an opening speech, or even a ribbon-cutting ceremony!

- Create a digital exhibition: Let students take photos or short videos of their Dream City.
Collect everything in an online gallery or presentation (e.g., PowerPoint, Google Slides, Padlet). Share it with parents or other classes. If GLOW may use these images, send them to **info@jijmaaktglow.nl.**

- Make a “Future News Report”: A video news broadcast about the children’s Dream Cities.
Students present their city as reporters in a future journal. Film short clips with a tablet.
If GLOW may use these videos online, send them to **info@jijmaaktglow.nl.**

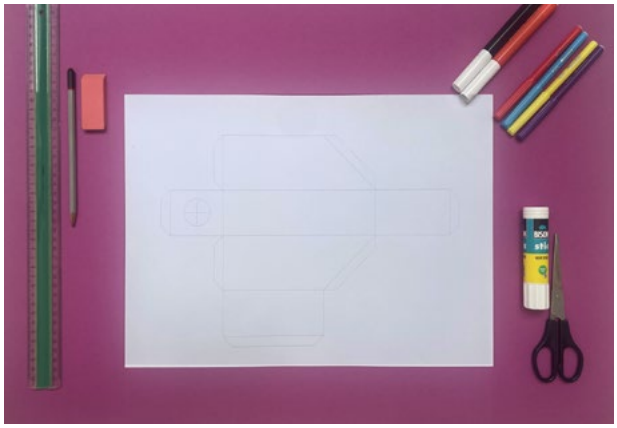
- Use a greenscreen (if available): Let students place themselves inside their Dream City virtually.

Complete the Exhibition With:
- A large poster or board announcing the exhibition.

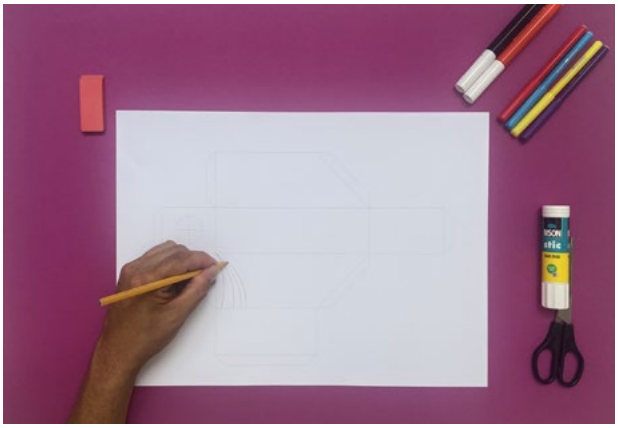
- A class-written text about their Dream City: What is the name of the city? What do the inhabitants look like? What can you see there?

- Students acting as tour guides during the exhibition

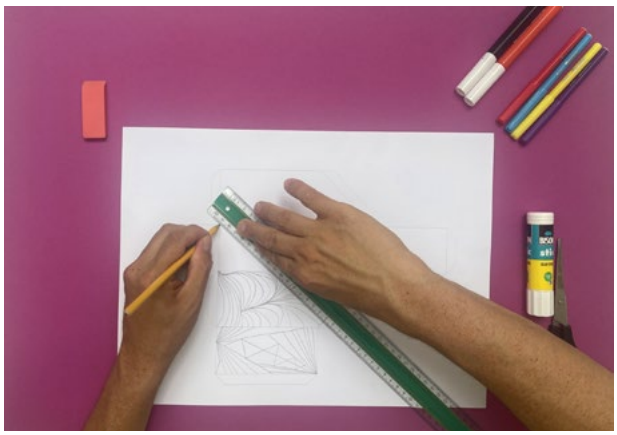
DREAM CITY



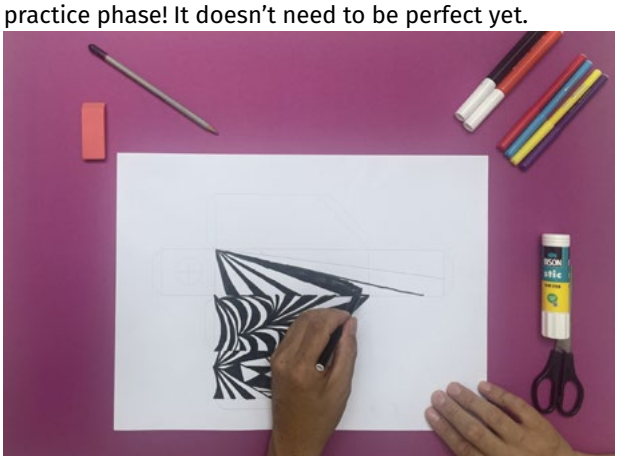
Materials Needed for the Lesson:
Flat building template, Pencil, Bright color markers or felt-tip pens, Scissors and glue



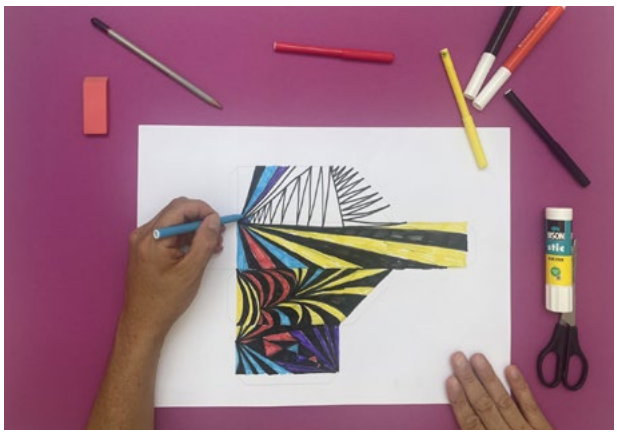
Sketch First with Pencil
Start by sketching on the side with the printed lines. Feel free to experiment and make mistakes—this is your practice phase! It doesn't need to be perfect yet.



Creating Clean Lines
Use a ruler, compass, or stencil to draw sharp lines. You can ignore the wall divisions inside the building this enhances the Dazzle Paint effect!



Time to Color!
Happy with your design? Then go ahead and color it in! You can leave the glue tabs white.

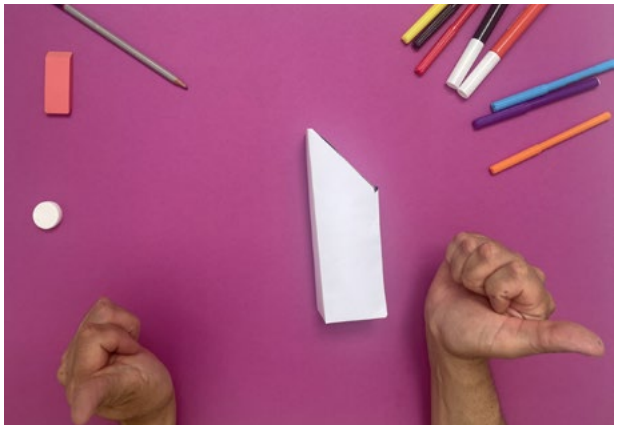


Use Bright Colors
Choose vivid colors that stand out.
Try using colors with strong contrast—this makes your building exciting and eye-catching!

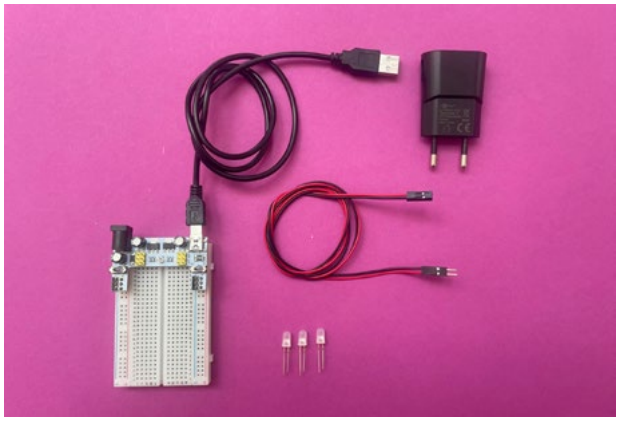
Cut It Out
Carefully cut out your building along the outer lines. Don't forget to cut out the round hole at the bottom!

DREAM CITY - Assembly & Lighting

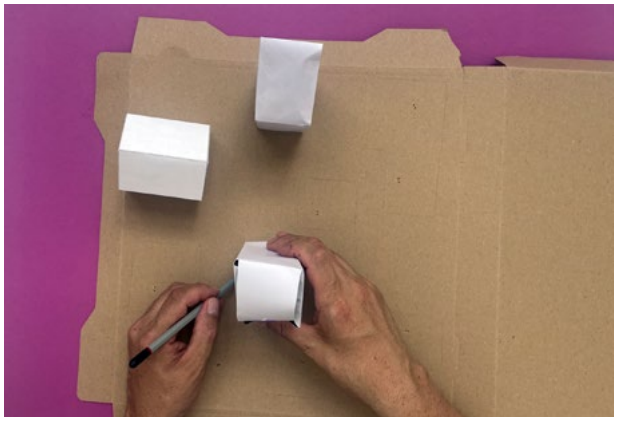
Folding and Gluing
Fold along all the lines of your building. Make sure your drawing is on the inside of the building. Apply glue to the tabs and assemble the building.



Your Building Is Ready!
If everything went well, you now have a white building with a round opening at the bottom.

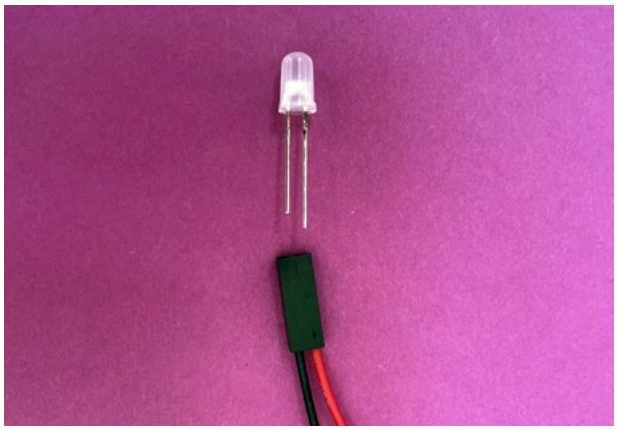


Materials Needed for the Lighting Setup
1 box, 1 breadboard, 1 USB cable, 1 USB power supply
Per student: 1 LED, 1 red/black wire



City Planning
Together with the class, create a city layout:
Where will all the buildings be placed?
Draw this layout on the flat box.

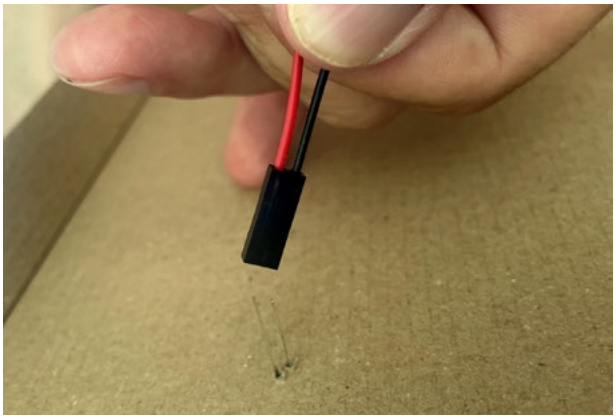
Installing the Light
Insert an LED light in the center of where each building will be placed. If inserting the LED is difficult, use the wire legs instead. Make sure the two legs don't touch and each goes through its own hole.



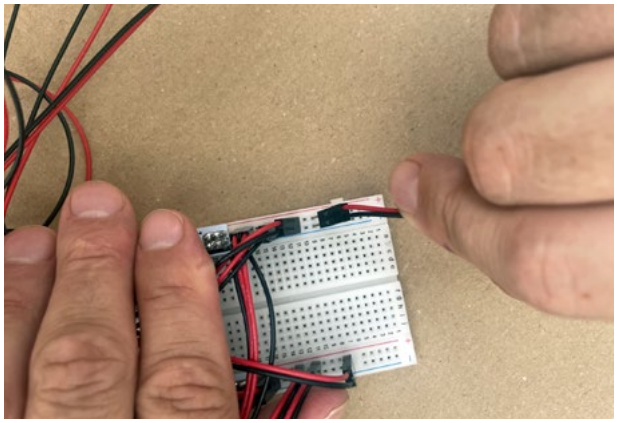
Connecting the LED
An LED light has two legs:

- The **long** leg goes into the hole with the **red** wire
- The **short** leg goes into the hole with the **black** wire

DROOMSTAD

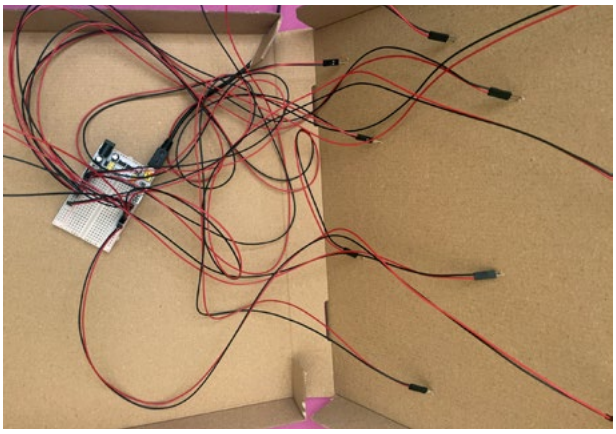


Connecting the LED Lights
Attach the LEDs. Mount all LEDs on the lid of the box, with the light bulb on top. Each leg of the LED goes through its own hole. Connect the wires to the inside of the box, attaching them to the LED legs.

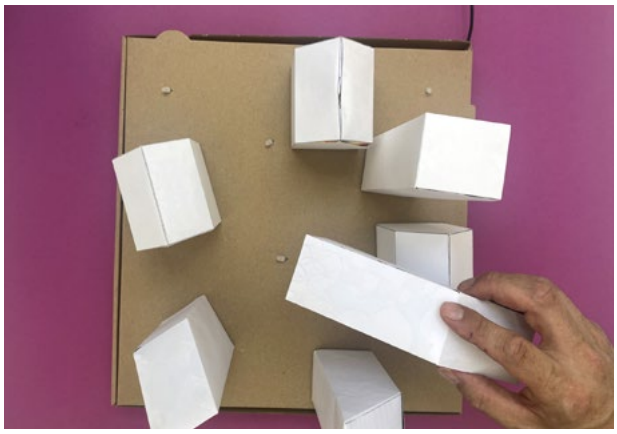


Connect Everything
Insert the LED wires into the breadboard (the board for the wires). Look at the colored lines on the side:

- **Red wire** = next to the **red line**
- **Black wire** = next to the **blue line**



Build Everything In
Plug the USB cable into the breadboard. Place the breadboard and wires neatly inside the box. Let the plug stick out from the back of the box. Do a quick test: Do all the lights turn on?



Reattach the Buildings
Stick all the buildings back onto their designated spots on the box.

Ready? Time to Test!
Make the classroom dark. Plug the USB into the power outlet. Do all the lights work?
Congratulations! Your city is ready to shine at GLOW!

Troubleshooting – If the Lights Don't Work

Check the following:

- Is the USB plug properly connected to the outlet?
- Is the red wire next to the red line, and the black wire next to the blue line?
- Is the long leg of the LED connected to the red wire?
- Are the LED legs not touching each other?

What You Can Do

- Disconnect all wires from the breadboard.
- Plug the USB into the power outlet.
- Reconnect the wires one by one.
- Watch carefully to see which LED causes the issue.

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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.

BIJLAGE

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:

CultuurStation ONTDEK FABRIEK atelier MCFW