GLOW

DREAM CITY

DREAM TRANSPORTATION GROUP 5-6

Teaching Guide for Educators: Primary Education Group 5-6

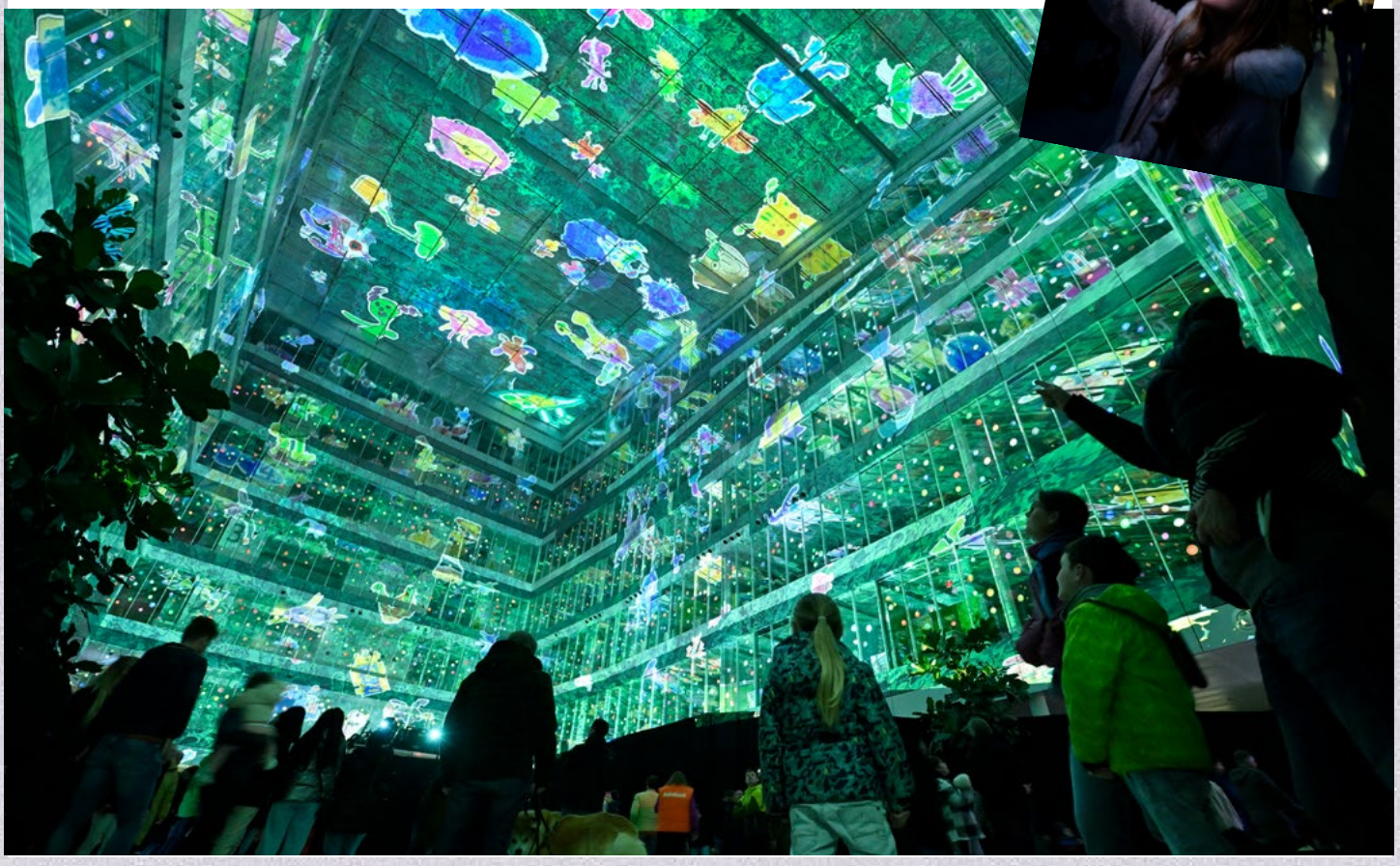
GLOW 2025

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 will imagine and design transportation for the city of their dreams. Groups 5–6 focus on innovative, imaginative vehicles: floating trains, light scooters, or fantasy machines. In Dream City, anything is possible!

Project Description

Students will design a vehicle that fits into their dream city.
They'll explore color, shape, and movement in their drawing and reflect on what makes their vehicle unique.

Lesson Structure

Duration: approx. 90 minutes

Format: Whole-class introduction + individual work

Subject Area: Visual Arts

Core Objectives: 54, 55, 56 – Artistic orientation, 39 – Technology, 36, 37 – Citizenship

Materials:
- Printed A4 dream cloud template
- Colored pencils
- Felt-tip markers
- Fineliners

Lesson Organization
Begin the lesson by showing the PowerPoint presentation on the digital board. It includes images of unique vehicles and light art to inspire students. Discuss what they see and ask the reflective questions provided in the PowerPoint. The lesson follows a creative thinking structure:

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

After the class discussion, students begin drawing their dream vehicle inside the dream cloud.
Encourage them to use markers, colored pencils, and fineliners to fully color their cloud, including the background, for a vibrant and imaginative result.

The lesson can be conducted entirely in class. Print the dream cloud templates in advance so students can start right away.Alternatively, give the instruction in class and schedule the drawing activity as part of the weekly task.

Process-Oriented Didactic Steps

Step 1: Orientation

Goal: Spark imagination with the theme of transportatio.

Action: Show the PowerPoint created for this lesson.
It features images of extraordinary vehicles and light art.
Discuss what students see and ask the reflective questions included.

Step 2: Information

Goal: Explore color, shape, and meaning, and connect to students' experiences.

Action: Continue the discussion and ask reflective questions from the PowerPoint to encourage personal associations.

Step 3: Instruction

Goal: Explain the assignment and techniques to be used

Action: Demonstrate how to create shapes and add details.
Optional: Discuss techniques together. See page 9 of the appendix for examples.

Step 4: Creation

Goal: Design creatively within the dream cloud.

Action: Students draw their dream vehicle inside the cloud.
Encourage the use of bright, bold colors.

Step 5: Presentation

Goal: Build confidence and pride.

Action: Present the artworks in school.
Create a Dream Exhibition with all participating groups.
See the next page for tips.

Step 6: Reflection

Goal: Encourage students to reflect on their work and learning.

Action: Visit the exhibition and ask questions such as:

- *Which vehicle would you like to use?*
- *How does your vehicle move through the city?*

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 one long Dream House Street in the classroom.
- Create a floating exhibition using blue backgrounds, hanging 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": Children talk about their dream house as if they're reporters from the future! The teacher can interview them, or invite a student from the middle or upper grades to act as a "journalist." Record short clips where children show and explain their drawings using a tablet. If you prefer not to film, you can create a real newspaper or podcast full of interviews with the young artists.
  Or organize a festive opening of the exhibition:
  Invite a teacher, principal, or older student to interview one "artist" from each group.
  Would you like GLOW to use these videos for an online compilation?
  If so, please send them to: **info@jijmaaktglow.nl**

Make the Exhibition Complete By:

- Placing a large poster or sign to announce the exhibition.
- Adding short stories or "dream cards" next to the drawings. Let each student write (or dictate) a short text to accompany their artwork.
- Letting students act as tour guides for the exhibition.

DREAM transportation

Materials Needed for the Lesson

- Printed A4 dream cloud template
- Colored pencils, felt-tip markers, and fineliners

Sketch First with Pencil

Have students start by sketching their design lightly in pencil inside the dream cloud.
This is a moment to experiment and explore.

Satisfied? Then Start Coloring!

Once students are happy with their dream transportation design, they can begin coloring.
Encourage the use of bright, eye-catching colors.

Don't Forget the Background

Encourage students to also color the background of the dream cloud to create a vivid and expressive final piece.

Add Contrast

After the dream cloud is colored in, students can use a fineliner or thin black marker to add extra contrast and detail to their drawing.

Finished!

The dream transportation is complete and ready to be admired!

BIJLAGE

Uploading the Artwork

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**

BIJLAGE

Techniques for Creating Shapes and Adding Details

1. Build Shapes from Basic Forms
Explain that everything we draw can be built from simple shapes: circles, squares, rectangles, and triangles.
Example: A car starts as a rectangle (the body) with two circles (the wheels). A rocket begins with a triangle (the tip) and a long rectangle underneath (the body).

2. Use Contour Lines
Contour lines are the outlines of a shape.
By sketching these lightly with pencil first, students gain control over the form before coloring.
Exercise: Have students draw only the outer lines of their dream vehicle. Then they can add details using a fine liner.

3. Add Details with Simple Lines and Patterns
Show how to draw features like windows, wheels, lights, or engines using small shapes.
Example: A hot air balloon with a basket full of stripes adds texture. A fantasy vehicle with lightning bolts gives a sense of speed.

Techniques for Atmosphere, Light, Expression, and Symbolism

1. Use Colors to Create Mood and Emotion
Colors have emotional impact:
- Yellow and orange = cheerful and energetic
- Blue = calm
- Red = powerful or dangerous

Example: Let students choose the mood they want to convey and select colors intentionally.

2. Show Shadows and Light
Explain that when something catches light, one side is lighter and the other darker. You can show this by using a softer color or pressing harder for darker areas.
Example: Demonstrate how to shade a sphere: light on one side, dark on the other.

3. Express Emotion Through Lines
You can make things look fast, wild, or calm depending on how you draw: Soft, round lines = peaceful
Angular or jagged lines = energetic or tense
Example: A flying saucer with zigzag streaks = speed. A fluffy cloud with rounded lines = calm

4. Use Symbolism
Students can draw something that represents something else.
Examples:
- *Wings = freedom*
- *Flames = power or speed*
- *Rainbow = fantasy*

Exercise: Ask students to add one symbolic element to their vehicle. Prompt: “What do you want your vehicle to express?”

BIJLAGE

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