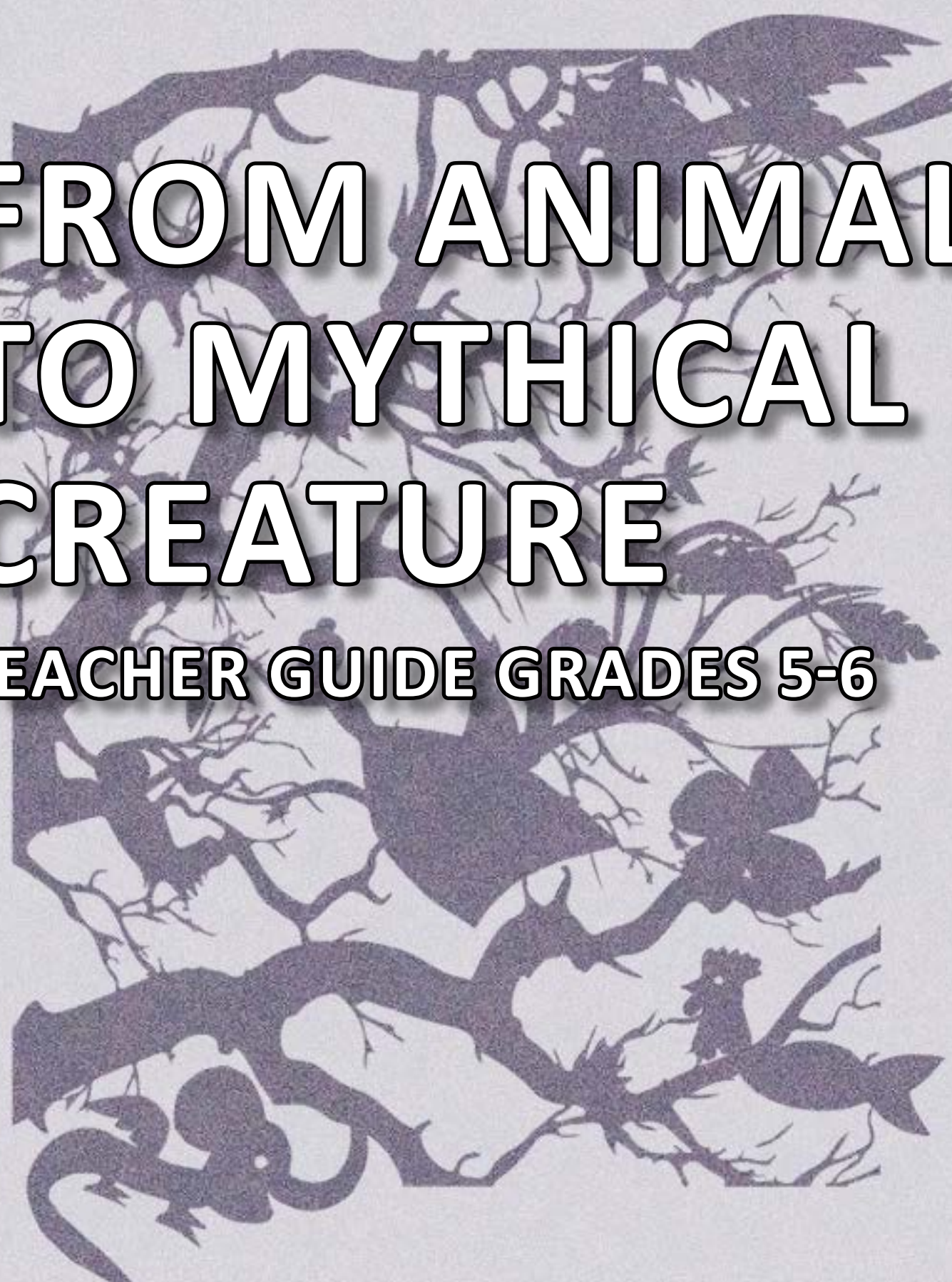




FROM ANIMAL TO MYTHICAL CREATURE

TEACHER GUIDE GRADES 5-6

We're delighted that you're taking part in GLOW!

During this edition of GLOW, themed “Connect”, we explore how light brings people together. From 7 to 14 November 2026, Eindhoven and the surrounding region will be dedicated to light, connection, and imagination for eight days. Special collaborations and impressive light artworks will emerge throughout the area.

Each year, CultuurStation supports the organization of GLOW with a special project for schools: GLOW Next Generation.

Fable Light

For Hugo Vrijdag's light artwork, thousands of children and young people will work together throughout this school year to create a shared story. During GLOW, this story will be brought to life in St. Catherine's Church (Catharinakerk) in Eindhoven. Schools across the region will also present it in their own towns and villages.

All participating groups work together around the theme **Fable Light**. This project connects cultural education, citizenship education, and the expertise of various artists. Pupils draw inspiration from fables and create silhouette-style artworks that together become part of one large light installation.

From Grade 5 onwards, classes can choose between one or two assignments: 2D and/or 3D.

2D Assignments

Pupils create their own artworks to inspire the artist. Together, all individual artworks form one large artwork in the classroom. You may even spot one of your pupils' drawings projected during GLOW!

Please note: Upload the artworks before 12 October.

Fable (Grades 1-2)	Pupils create large black silhouettes of people or animals from a fable. The figures are constructed using simple basic shapes.
Mythical creature (Grades 3-4)	Pupils design fantasy animals starting from a black shape and develop them into complete silhouettes.
From Animal to Mythical Creature (Grades 5-6)	Each pupil creates a unique fable creature by designing, cutting out, and combining different animal shapes into a completely new being.
Fable Banner (Grades 7-8 and Secondary School Years 1-2)	Pupils design a story using decorative elements inspired by fables, nature, and animals. Together they tell this story in the form of a continuous garland.

3D Assignments

Each pupil creates their own Fable Light. Groups of twelve Fable Lights are then connected to form a disc. The artist stacks these discs into illuminated columns, allowing the work of all pupils to literally and figuratively shine during GLOW.

Fable Light (Grades 5-6)	Pupils create their own drawing using light. By pricking small holes in paper, they create illuminated shapes and figures that together tell a story. The light drawings are attached in groups of twelve, forming a magical, light-filled column.
Fable Light (Grades 7-8 and Secondary School Years 1-2)	Pupils each create a section of a continuous story within their own window frame, inspired by fables, nature, and animals. The individual window frames are then connected, together forming a magical, illuminated column.

Would you like to learn more about GLOW 2026?



Project Description: Fable garland

Pupils draw different animals on black paper and cut them out. They then cut the animals into pieces and combine the various parts to create a new, unique mythical creature. The new creature is pasted onto white paper.

Lesson structure

Duration:	Approximately 90 minutes
Teaching format:	Whole-class introduction followed by individual work
Subject areas:	Visual arts education
Curriculum objectives	Objective 35: Artistic and creative capacity Creative making and thinking strategies The pupil uses creative making and thinking strategies within an artistic process and reflects on the choices made. Objective 36: Creating and giving meaning Visualizing and creating The pupil expresses ideas meaningfully through artistic forms. Artistic techniques and skills The pupil applies artistic techniques and skills when creating artwork.
Learning objectives	• I can design a fantasy animal. • I can add unique features to my fantasy animal. • I can explain why my animal looks the way it does. • I can use my imagination to create something new.
Materials needed	Black paper White paper Pencil Scissors Glue PowerPoint presentation introducing GLOW and fables

Lesson organization

Start the PowerPoint presentation and display it on the interactive whiteboard. The presentation contains information about GLOW and the Fable Light project, along with inspirational images. The PowerPoint also includes reflective discussion questions designed to encourage conversation and stimulate pupils' thinking.

After the whole-class introduction, pupils draw various animals on black paper and cut them out. Next, they cut the animals into separate parts, such as a head, body, wings, or tail. Using these pieces, pupils create a completely new mythical creature. For example, they might combine a deer's head with a rabbit's body, wings, and a fish tail. Pupils may also create multiple mythical creatures. Each creature is then glued onto a sheet of white paper. The lesson can be taught and carried out entirely as a whole-class activity.

As additional inspiration, you may read Hugo Vrijdag's story "Fable Light" aloud to the class.. [GLOW - GLOW KIDS](#)

Lesson sequence

Step 1: Looking at shape and meaning / making associations

Objective: To explore shape and meaning and make associations connected to the pupils' own experiences and imagination.

Activity: Show the PowerPoint presentation created specifically for this lesson. It includes images of fable animals, silhouettes, and light art to inspire the pupils. Discuss what the pupils see and ask the reflection questions included in the presentation. These questions are intended to start conversations, encourage observation, and help pupils think more deeply about the visual characteristics and meanings of the artworks.

Step 2: Instruction

Objective: To explain the assignment and introduce the techniques pupils will use.

Activity: To explain the assignment and introduce the techniques pupils will use.

Activity: Demonstrate how to draw animals, cut them out, divide them into parts, and recombine those parts to create a new fable animal.

Techniques for creating shapes and defining details

1. Building animals from basic shapes Explain that even complex animals can be broken down into simple shapes: an oval body, a triangular ear, or a round head.

Example: A deer can start as a rectangular body with a triangular head and branching antlers made from simple tree-branch shapes.

2. Cutting animals into reusable parts Show pupils how to cut an animal into separate parts so that the head, body, tail, wings, and other elements can be reused in new combinations.

Exercise: Make rough cuts first. The edges can be trimmed and refined later to create smoother connections between the different parts.

3. Creating surprising combinations A mythical creature becomes more interesting when unexpected features are combined, such as a fish tail on a rabbit's body or wings attached to a deer's head.

Example: First decide what special ability your creature should have, such as being fast, flying, or living underwater. Then choose the animal parts that best match that ability.

Techniques for atmosphere, light, expression, and symbolism

1. Silhouette shape and recognizability Because the artwork will eventually appear in black and white as part of a light installation, the outline of the fable animal is especially important. Make sure the creature remains clearly recognizable as a silhouette.

2. Using symbolism Pupils can choose animal features that symbolize specific qualities.

For example: Wings = freedom

Fish tail = agility in water

Deer antlers = strength or vigilance

Exercise: Ask pupils what characteristic they would like their mythical creature to have and which animal feature would best represent that quality.

Step 3: Creation

Objective: To creatively combine animal parts into a new mythical creature.

Activity: Pupils draw, cut out, and combine animal parts to create one or more mythical creatures. The finished silhouettes are then glued onto white paper. Encourage pupils to experiment with unexpected combinations. See the step-by-step instructions on page 5.

Step 4: Presentation

Objective: To encourage pupils to think about their work and what they have learned.

Activity: Display the artworks within the school by creating an exhibition featuring all participating classes. For presentation ideas, see page 6.

Step 5: Reflection

Objective: To encourage pride and ownership of their work.

Activity: Visit the exhibition together and ask questions such as:

- Which animals did you combine?
- What special abilities would your mythical creature have?
- Why did you choose those particular animal parts?
- What did you discover while creating your mythical creature?

FROM ANIMAL TO MYTHICAL CREATURE



Materials needed for the lesson

Black paper, White paper, Pencil, Scissors, Glue



Drawing the animals

Using a pencil, draw several different animals or animal parts on black paper, such as a deer, a rabbit, a fish, and a bird.



Cutting out the shapes

Cut out the animals from the black paper. Then cut the animals into separate parts, such as: a head a body, wings, a tai, legs



Combining the parts into a mythical creature

Combine the different pieces to create a new mythical creature. Feel free to experiment with several combinations before choosing your final design.



Gluing the mythical creature

Glue your new mythical creature onto a sheet of white paper.



Finished!

Your mythical creature is now complete and ready to be admired!

Submitting the Artworks

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

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

Please note: Photograph each drawing separately. Do not photograph multiple artworks in a single image file.

Make sure the artwork is photographed in good daylight and that the entire piece is clearly visible, without shadows or reflections.

Tips for photographing or scanning the artworks can be found in the attachment.

Upload the artworks at www.gloweindhoven.nl/upload

A Few Tips for Presenting the Artwork at School

Since not all pupils will visit GLOW to see the large artwork, and not every individual artwork will be visible in the final light installation, you can make the project even more meaningful by organizing a large exhibition at your school, either in your own classroom or together with all participating classes.

After taking a photo of each artwork and uploading it to the GLOW website, pupils can:

- Cut out all the silhouettes and create a large “Fable Wall” in the classroom, arranging the figures in a row or within a shared landscape.
- Create a silhouette exhibition using black paper on a light background, making it resemble a real light artwork.
- Make a “Fable Theatre”, where children take turns presenting their character as storytellers. Record short videos in which they show and explain their silhouette.

Complete the Exhibition by:

- Displaying a large poster or sign announcing the exhibition.
- Adding a short description (or dictated text) alongside each artwork.
- Letting pupils act as tour guides for visitors to the exhibition.

Sharing Your Exhibition

May GLOW use photos or videos of your exhibition to create a video for online publication?

If so, please send them to info@jijmaaktglow.nl.

Photographing or Scanning the Artwork

There are several ways to photograph or scan the artwork before uploading it to GLOW. Below are some options:

Android Phone 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.
4. A blue outline will appear around the document, indicating how the image will be cropped.
5. Take a photo of the document you would like to scan.
6. Adjust the scanned document as needed: crop, rotate (please submit all artwork in portrait orientation), apply filters, clean up the image, retake the scan, or delete a page.
7. Tap Done.
8. Create a file name, for example: class name followed by the pupil's name.
9. Save the artwork as a JPEG or PNG file.
10. Tap Save to store the document.
11. Upload the artwork at www.gloweindhoven.nl/upload

iPhone or iPad

1. Open the Notes app and create a new note.
2. Tap the Camera button and then select Scan Documents.
3. Place the document within the camera's view.
4. If your device is in automatic mode, the document will be scanned automatically. If you need to scan manually, tap the shutter button or one of the volume buttons.
5. Drag the corners to adjust the scan to fit the page, then tap Keep Scan.
6. Tap Save.
7. Go to <https://pdf.to/image.com/nl/> and convert the PDF pages to JPEG images.
8. Upload the artwork at www.gloweindhoven.nl/upload

Scanning with a Copier/Scanner

1. Select Scan and Send from the menu.
2. Choose JPEG as the file format.
3. Select Full Colour as the colour setting.
4. Set the resolution to 600 × 600 dpi or higher.
5. Press OK.
6. Scan all drawings individually, not as a single batch or multi-page document.
7. Upload de werken naar www.gloweindhoven.nl/upload

About 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.

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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.

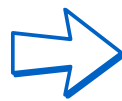
The Goal of Visual Arts Education

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:



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