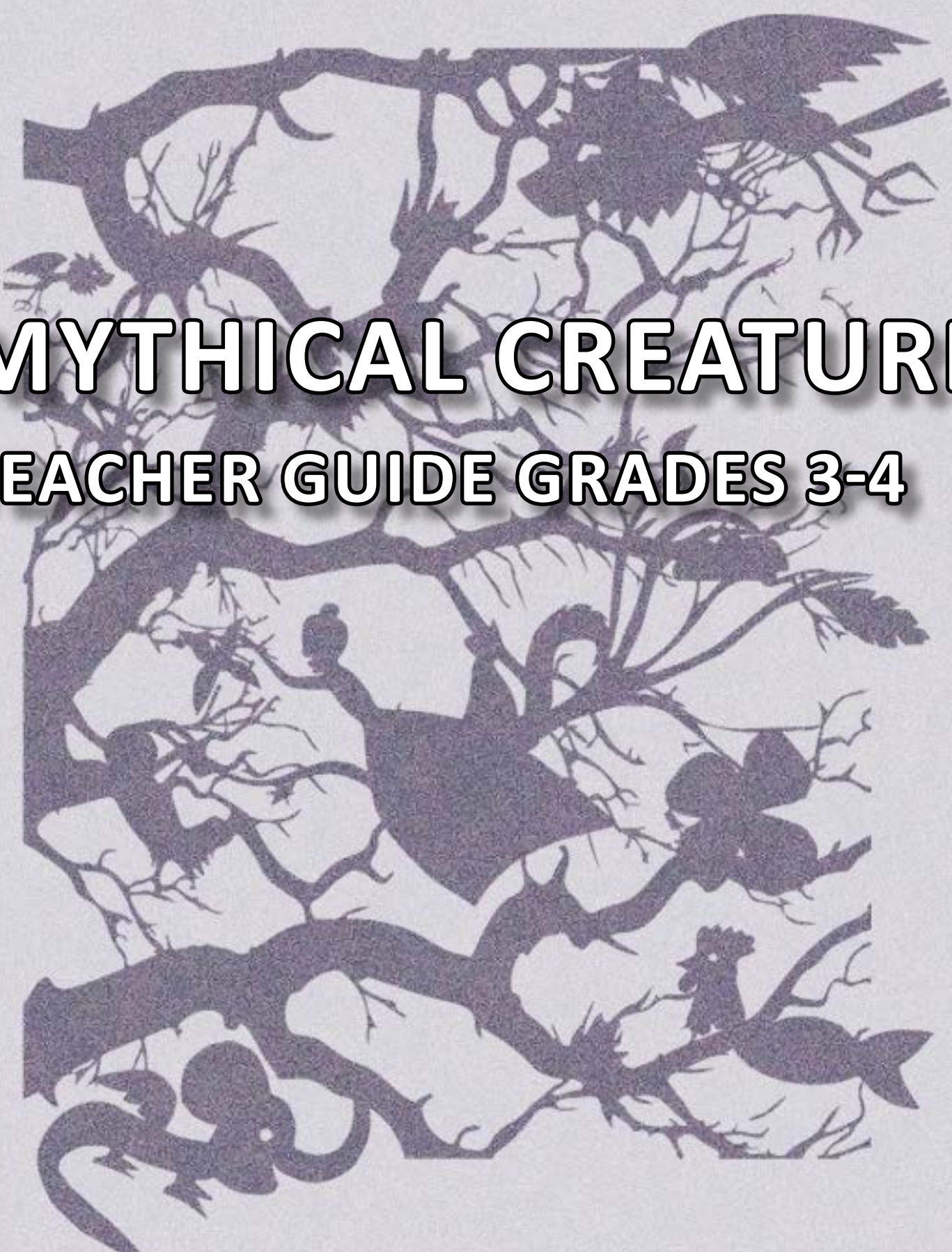




MYTHICAL CREATURE

TEACHER GUIDE GRADES 3-4

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: Mythical creature

Pupils first create several black ink or liquid watercolor (ecoline) blots on white paper. Once the blots have dried, they carefully observe the shapes and discover what kind of mythical creature might be hidden within them. Using a black marker, they develop the image further until a recognizable silhouette emerges.

Lesson structure

Duration:	Approximately 60-75 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 discover a fantasy animal in an ink blot. • I can add 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	White paper Black ink or liquid watercolor (ecoline) and a paintbrush Optional: a straw for blowing the ink blot into different shapes (blowing by mouth is also possible) Black fine liner pens PowerPoint presentation introducing GLOW and fables

Lesson organization

Open the PowerPoint presentation and display it on the interactive whiteboard. The presentation contains information about GLOW and the Fable Light project, as well as inspirational images.

It also includes reflective discussion questions designed to start conversations and encourage pupils to think more deeply about the topic.

Option 1

Lesson 1: Creating the blots

Children create black ink or watercolor blots on sheets of white paper. Encourage them to make several blots on different sheets so they will have a variety of shapes to choose from later. Allow the blots to dry thoroughly before the next lesson.

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

Lesson 2: Discovering and developing the mythical creature

Pupils examine their dried blots and look for a mythical creature hidden within each shape. Using a black marker, they develop the image into a complete mythical creature silhouette. The lesson can be taught and completed entirely as a whole-class activity. Once the blots have dried, pupils can use fine liners, dip pens, or ink to carefully study the shape and transform it into an imaginative blot-based fable animal.

If it is difficult to create ink blots with the pupils, an alternative is to use the ink blot templates included later in this lesson guide. There are five different blot designs that can be printed on A4 paper. Pupils can then follow the same lesson structure using a fine liner, but without creating their own blot beforehand.

Lesson sequence

Step 1: Looking at shape and meaning / making associations

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

Activity: Start the PowerPoint presentation created specifically for this lesson. It contains images of ink blots, silhouettes, and light art for inspiration.

Discuss with the pupils what they see and use the reflection questions included in the PowerPoint to stimulate conversation and observation.

Step 2: Instruction

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

Activity: Demonstrate how to create an ink blot and how to discover and develop an animal within the shape.

Techniques for creating shapes and clarifying details

1. Creating blots and letting shapes emerge

A blot has no fixed shape, and that is exactly the point. By blowing or tilting the ink, irregular and organic forms appear naturally.

Example: A symmetrical blot (made by folding paper) can easily resemble a bat or a butterfly.

2. Looking with an open mind

Teach pupils to view the blot from different angles: upside down, sideways, and close up.

Exercise: Rotate the paper several times before deciding which animal to draw.

3. Adding details with simple lines

Show how a blot can be brought to life with just a few lines and shapes, such as eyes, a beak, claws, or a tail.

Example: Two dots and a curved line can already make a face recognizable.

Step 3: Creation

Objective: To discover a fantasy animal and develop it into a silhouette.

Activity: Pupils create their blot(s), allow them to dry, and then draw the mythical creature animal they discover within the shape.

Encourage them to observe carefully before they begin drawing. See the step-by-step instructions on page 5.

Step 4: Presentation

Objective: To encourage confidence and pride in their work.

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 pupils to think about their work and what they have learned.

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

- *What animal did you discover in your blot?*
- *What role could this creature play in a fable?*
- *Why did you choose these particular features for your creature?*
- *What did you enjoy most about this activity?*

Mythical creature



Materials needed for the lesson

White paper, Black ink or liquid watercolour (ecoline)
Paintbrush, Optional: a straw, Black markers/ fine liners



Create the Ink Blot Using a paintbrush, place a blob of black ink or liquid watercolor on the paper. Gently blow the ink outward with a straw or by blowing carefully with your mouth, creating an irregular, organic shape. Feel free to make several sheets with different ink blots so that pupils will have a choice later on.



Let it dry

Allow the blot(s) to dry completely before continuing. Ideally, this should be left until the next lesson. Optional: After the ink has dried, you can read aloud the story "Fable Light" for inspiration.



Discover an animal

Look at the dried ink blot from different angles. What animal can you see in it? Can you spot: a tail? a snout? wings? something else? Start by sketching your ideas lightly in pencil.



Finish the creature

Using a black marker/fine liner, develop the animal further based on the shape of the ink blot. Add details such as: eyes, legs, a tail, wings or any other features you would like your creature to have.



Finished!

Your mythical creature is complete and ready to be displayed and 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

OSince 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

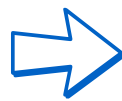
The aim of visual arts education is to help students become visually literate:

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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