

GLOW 



FABELLICHT

LESBRIEF PO 7-8 VO 1-2

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 a branch on a sheet of paper cut to fit their window frame. The branch should connect to the branch created by a class-mate, forming part of a continuous design. They also create their own mythical creature, inspired by a fable.

The drawing is colored with bright felt-tip markers so that the colors illuminate vividly when light shines through. The completed artwork is then glued into the window frame.

Twelve window frames are assembled into a circle, and several circles are stacked to form an illuminated column that is lit from within. As the light shines through the drawings, the colors and images come to life, creating a magical collective artwork.

Lesson structure

Duration:	Approximately 75-90 minutes
Teaching format:	Whole-class introduction followed by individual and/or group 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 mythical creature. • I can add unique features and characteristics to my mythical creature. • I can explain why my animal looks the way it does. • I can use my imagination to create something entirely new.
Materials needed	Cardboard window frame (supplied by GLOW) White A4 paper Pencil Felt-tip markers Glue Scissors Stapler PowerPoint presentation introducing GLOW and fables

Lesson organization

Start the PowerPoint presentation on the interactive whiteboard. The presentation contains information about GLOW and the Fable Light project, along with inspirational images. The PowerPoint also includes reflective questions designed to start discussions and encourage pupils to think about fables, nature, and symbolism.

If your class has also completed the 2D assignment, start the PowerPoint from slide 11.

Lesson sequence

Step 1: Looking at shape and meaning / making associations

Objective: Looking at shape and meaning / making associations

Activity: View the PowerPoint presentation together. Introduce: GLOW, Fable Light. The concept of a continuous fable running around the light column

Read the artist's letter aloud to the class. This can be found on slide 3 of the PowerPoint.

- Then discuss:
- Which animals fit the story?
 - Which colors suit the story?
 - Which symbols could be used?
 - What is the moral of the fable?

Step 2: Instruction

Objective: To understand the assignment and learn the pin-pricking technique.

Activity: Explain how pupils will trace and cut out the template, draw a connecting branch, and color their mythical creature using bright colors. Each pupil receives a cardboard window frame with pre-scored fold lines. Carefully fold along the scored lines and secure the corners with a staple. Make sure the tabs are positioned on the outside of the short side. Place the window frame on a sheet of white A4 paper and trace around the outside edge. Cut out the traced shape. If the paper is slightly too large, trim a small strip from the edge so that it fits neatly inside the cardboard frame.

Step 3: Creation

Objective: To independently design, color, and assemble an individual illuminated window panel.

Activity: Pupils trace the outline of their window frame onto paper, draw the connecting branch and their mythical creature, color the drawing, and glue it into the frame. See the step-by-step guide on page 5.

Step 4: Presentation

Objective: To take pride in contributing to a shared, continuous story.

Activity: Each window panel becomes part of a large light installation. Twelve panels are stapled together to form a circle, with the recessed (colored) side facing outward. Several circles are then stacked to create a column. When the column is illuminated from within, all the drawings light up in vibrant colors. It is especially important that the branches align correctly from one panel to the next so that the story flows continuously around the column.

Tip: Before stapling the panels together, lay them out in the desired order to check that all the branches connect smoothly.

Tips for presenting the artwork at school Arrange the window panels in the classroom in the correct order and invite pupils to retell the continuous fable together.

Ask pupils to write a short description of their part of the story, explaining who the mythical creature is and what the moral of the story is. Take a photograph of the complete sequence of drawings to share with parents as a digital reflection on the project.

May GLOW use photographs or videos of your exhibition to create a video for online publication?
If so, please send them to info@jijmaaktglow.nl.

Step 5: Reflection

Objective: To encourage thoughtful design choices and reflection.

Activity: Discuss questions such as: • Which mythical creature did you draw, and why? • Which colors did you choose, and why do they stand out when illuminated? • What is the moral of your fable? • How does your drawing contribute to the overall story?

Submitting the Artwork

For submitting the completed circle of twelve window panels, please follow the most current instructions and submission deadlines provided by GLOW / CultuurStation. Write the name of the school and the class on the circle. Package the circles carefully, as the punched cardboard structures are delicate and may tear.

Do you have too few or too many panels to create complete circles of 12? Complete the circle with panels from another group within the school. If no other group is participating, ask a few pupils to create an additional panel.

FABLE LIGHT



Materials needed for the lesson

Cardboard window frame, White A4 paper, Pencil, Felt-tip markers, Glue, Scissors, Stapler



Trace the window frame and cut it out

Place the cardboard window frame on the white paper and trace around the outside edge with a pencil. Carefully cut out the shape. If the paper is slightly too large, trim off a small strip until it fits neatly inside the frame.



Draw the branch

First, draw a branch that connects to the branch drawn by the pupil sitting next to you.



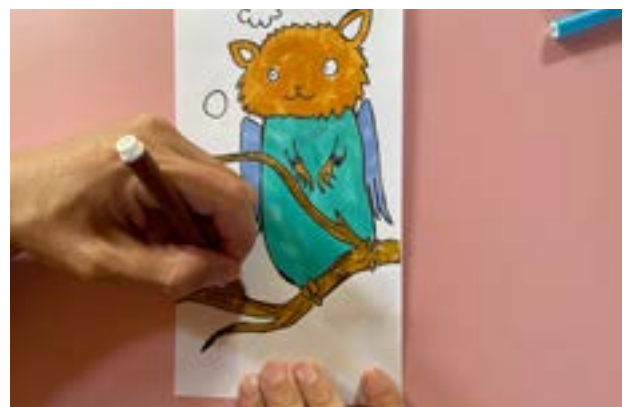
Draw Your mythical creature

Sketch your mythical creature in pencil first. Try not to add too many details along the edges of the paper, as these areas will not be illuminated.



Trace with black

Once you are happy with your design, go over the lines of your mythical creature using a black fine liner.



Color in

Color both your mythical creature and the background using bright felt-tip markers. Bright colors stand out especially well when illuminated.

FABLE LIGHT



Finished!

Your mythical creature is complete and ready to be displayed and admired.



Fold the window frame

Carefully fold along the scored lines of the cardboard window frame. Secure the corners with a staple. The tabs should be positioned on the outside of the short side.



Fold the window frame

Carefully fold along the scored lines of the cardboard window frame. Secure the corners with a stapler. The tabs should be positioned on the outside of the short side.



Materials needed for assembling the circle

Cardboard window frames, Glue, Stapler



Decide on the order

Before stapling the frames together, arrange them in the desired sequence. This allows you to check whether all the branches connect neatly from one frame to the next.



Assemble the Circle

Use a stapler to attach the window frames together, creating a circle of twelve frames. The curved (colored) side should face outward.

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

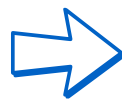
The aim of visual arts education is to help students become visually literate:

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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