**Get Creative with Art Online**

**Manual to support the online courses**

**Introduction**

The aim of this manual is to give users a brief overview of each of our courses. These have been compiled by the course author(s) and, like the courses themselves differ in detail and format. Most of our courses are available in both an online format and as a power point or pdf presentation. It is entirely up to the teacher or teacher trainer to choose the most appropriate format for their needs. Courses may be used for self-study at home or in a facilitated group, perhaps as part of a staff training programme. We are encouraging the formation of international partnerships around the themes of project and taking one of these courses together would be a great way to start working collaboratively. For these occasions we recommend one of the online courses.

Any of the power point formats may also be adapted for use with particular cohorts and you are also welcome to translate these if desired.

**Evaluation**

Most of the online courses have an online form at the end for evaluation which we can monitor. We are very interested in any evaluative comments coming as a result of teachers using one of the other formats and encourage users to adopt similar questions in their evaluations. These can still be added to the form which can be found at:  
  
<https://forms.gle/y9eGratLpGiVBcuz5>

All responses will be confidential. Users may also contact the course author directly with their comments or suggestions, their email address is at the end of each brief summary which follow this introduction.

**Courses**

**1 Drama Activities and Intercultural Education**

**Full title: Theoretical principles and praxis for drama activities and intercultural education**

**Brief description:**

The online course deals with issues of managing socio-cultural diversity with the help of drama/theatre pedagogy. In particular:  
 (a) theatre as an intercultural phenomenon  
b) the necessity for a multisensory teaching in school today  
(c) drama/theatre pedagogy and its relationship with intercultural education  
(d) the drama/theatre pedagogy workshop as a place of social and (inter)cultural literacy   
(e) the role of the teacher in the success of a drama/theatre-pedagogical workshop.   
  
Each subsection includes theoretical background and proposals for the application of drama/theatre-pedagogical practices in a multicultural context.

The course is based on:   
Lenakakis, A. (2018). Theater pedagogy and otherness under the same roof. In St. Tsiplakou (Ed.), *Guide to managing socio-cultural diversity at school* (pp. 157-173). Nicosia, Cyprus: Ministry of Education and Culture, Pedagogical Institute of Cyprus. <https://mefesi.pi.ac.cy/files/docs/users/zapiti.a/Odigos2.pdf> (in Greek).  
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**2 Using module themes with 4 – 6 year old pupils**

**Course title: How to make our Lives Beautiful through Arts and Creativity**

**Instructors’ preparation:**

Preparing for an online course on art and creativity for 4-6 year olds requires careful planning and organization to ensure that participants have a positive and engaging experience. Here are some steps you can take to prepare for the course:

1. Define the course aims and objectives: Before you start planning the activities, it's important to define the overall aims and objectives of the course. This will help you stay focused and ensure that all the activities align with the intended outcomes.
2. Create a lesson plan: Based on the course aims and objectives, create a detailed lesson plan that outlines the different topics, activities, and materials needed for each session. Make sure to include clear instructions and guidelines for each activity to avoid confusion or frustration.
3. Gather materials: Depending on the activities planned for each session, you will need to gather different materials such as paper, colors, beads, and magazines. Make sure to have enough supplies for all participants, and consider providing a list of recommended materials in advance so that participants can prepare accordingly.
4. Test the technology: Online courses require reliable technology to ensure that participants can connect and participate without technical difficulties. Test the video conferencing software and ensure that all participants have access to a stable internet connection and a working device.
5. Communicate with participants: Send out clear and concise communication to participants in advance of the course, outlining the course aims and objectives, the session schedule, and any materials or technology requirements. Consider setting up a pre-course call or meeting to answer any questions and provide additional information.

Just by taking these steps, you can effectively prepare for an online course on art and creativity for 4-6 year olds, and ensure that participants have a positive and engaging experience.

**Childrens’ preparation (how to prepare them to the course):**

Preparing for an online course on art and creativity for 4-6 year olds involves not only planning the activities but also preparing the children themselves for the tasks and activities ahead. Here are some steps you can take to prepare the children for the course:

1. Send out a welcome letter: Send a welcome letter to the parents or guardians of the children, introducing yourself and the course, and outlining the activities and objectives. Include information about any materials the children will need and encourage parents to set up a designated workspace for the course.
2. Provide instructions: Provide clear instructions for each activity, including any guidelines or rules for participation. Keep the instructions simple and age-appropriate, and consider using visuals or videos to help explain the activities.
3. Offer examples: Provide examples of completed activities to help the children visualize what they are expected to create. This can include examples of drawings, paintings, collages, arts crafts or jewelry that other children have created during the course.
4. Encourage creativity: Encourage the children to be creative and to express themselves in their own unique way. Avoid placing too much emphasis on creating a "perfect" or "correct" outcome, and instead focus on the process of creating and exploring.
5. Provide feedback: Provide feedback and encouragement to the children throughout the course, highlighting their strengths and offering suggestions for improvement. This can help build their confidence and inspire them to continue exploring art and creativity beyond the course.

Once these steps are taken, you can effectively prepare the children for the online course on art and creativity (about the eight topics), and help them develop the skills and confidence they need to participate in the activities and tasks ahead.

**Course Aims and Objectives:**

Aims:

* To introduce children to the world of art and its importance as a form of expression and communication
* To foster children's creativity and imagination
* To explore the theme of love, strength, etc. ties through art
* To encourage children to observe and create works of art

Objectives:

* To develop children's fine motor skills and hand-eye coordination through drawing, painting, and jewelry-making
* To promote children's emotional intelligence by exploring the different forms of love and the emotions associated with them
* To expose children to different types of art, including paintings and collages, and help them understand the messages and meanings behind them
* To encourage children's self-expression and self-reflection through the creation of their own works of art
* To establish a positive attitude towards art and creativity, and encourage children to continue exploring these themes beyond the course.

While it may not be necessary for participants to carry out preparatory research before an online course on art and creativity for 4-6 year olds, there are a few things they can do to help prepare themselves and their children for the course:

1. Familiarize themselves with the course content: Review the course objectives and activities, and read any materials or instructions provided by the course instructor (parents can help here). This can help the little participants gain a better understanding of what to expect from the course and what they will be learning.
2. Gather necessary materials: As mentioned earlier, the course may require participants to gather materials such as paper, colors, beads, and other craft supplies. It's a good idea to gather these materials ahead of time, so children are ready to participate in the activities when the course begins.
3. Explore art and creativity with the children: Encourage children to explore art and creativity through activities such as drawing, painting, coloring, and crafting. This can help build their interest in the subject matter and prepare them for the course.
4. Research child-friendly art resources: Participants can research age-appropriate resources such as books, websites, and apps that can help their children explore art and creativity further. This can help participants continue to engage with their children on the topic of art and creativity beyond the course.

Overall, while not strictly necessary, carrying out preparatory research can help children feel more comfortable and confident in participating in an online course on art and creativity.

**Training methodologies and instructional design:**

1. In general, most presentation software and learning management systems allow the option to attach notes or comments to specific slides or web pages.
2. If the online course is self-guided, it's essential to ensure that the materials are clear and concise and that the course objectives are easily understood. In this case, notes and comments can be helpful to provide additional context or explanations to the materials and activities.
3. If the course is facilitated by a trainer or a group of interested teachers, notes can be used to provide guidance and support during the course. The trainer or teachers can use the notes to add further explanations or clarify any misunderstandings that may arise during the course.
4. Notes and comments can certainly be useful in the online course to provide additional context, explanations, or guidance to the materials and activities presented to the little learners.
5. When it comes to scheduling breaks for group discussion or questions during an online course, there are several factors to consider, such as the duration of the course, the number of participants, and the course content.
6. In general, it's a good idea to schedule breaks at regular intervals throughout the course to give participants a chance to process the information and ask questions. Depending on the length of the course and the content, a break every 30 minutes to an hour may be appropriate.
7. During these breaks, participants can be encouraged to discuss what they've learned so far, ask questions, or share their thoughts and experiences. It's also a good opportunity for the instructor or facilitator to check in with participants and address any concerns or questions that may have arisen during the course.
8. The ideal place for a break during an online course will respect the course format and structure. If the course is divided into modules or sections as it is the case here, breaks can be scheduled between these sections. If the course is provided in a single session, breaks can be scheduled at natural transition points, such as after a group activity or a presentation.
9. Overall, it's important to be flexible and open to adjusting the schedule if necessary to accommodate the needs of the little participants.

***For a facilitated group how would you recommend managing a session for reflection at the end of the course?***

When it comes to managing a session for reflection at the end of an online course for a facilitated group, there are several steps you can take to make the session effective:

1. Start with a brief introduction: Begin the session by thanking the participants for their time and sharing a brief overview of what will be covered during the reflection session.
2. Provide a structure for the reflection: Provide participants with a structure for their reflection, such as a set of questions, prompts or discussion topics. This can help guide their reflection and ensure that everyone has an opportunity to share their thoughts and ideas.
3. Encourage active participation: Encourage all participants to actively participate in the reflection session, whether by sharing their thoughts, asking questions, or listening actively to others.
4. Create a safe and supportive environment: Ensure that the reflection session is a safe and supportive environment where participants feel comfortable sharing their thoughts and experiences. This can be achieved by creating ground rules for respectful communication and actively moderating the session to ensure that everyone has an opportunity to speak.
5. Summarize and conclude: Finally, summarize the key themes and takeaways from the course, and conclude the reflection session by thanking the participants once again for their time and commitment.

If you follow these simple steps, you can help ensure that the reflection session is a meaningful and valuable experience for all participants, and that they leave the course with a deeper understanding of the subject matter and their own learning journey.

**Follow-up:**

Follow-up tasks and references can be certainly useful to reinforce the learning outcomes of the course and help participants continue their learning journey. Here are some suggestions:

1. Follow-up tasks: One could provide participants with follow-up tasks that are related to the course topics and encourage them to apply what they learned. For example, you could ask them to create their own art project based on what they learned in the course, or to research and learn more about a specific artist or art movement.
2. References and resources: You could also provide participants with a list of references and resources, such as websites, books, or videos, that they can use to further explore the course topics. This could include references to artists, art movements, or art techniques (for instructors and parents here).
3. Online communities: Encourage participants to join online communities related to the course topics, where they can continue to learn and share their experiences with others who have similar interests. This could include social media groups, online forums, or virtual art clubs.
4. Further courses: If you have additional courses that build upon the topics covered in the current course, you could provide participants with information about these courses and encourage them to continue their learning journey.

Providing follow-up tasks and resources helps participants continue their learning journey beyond the course and deepen their understanding of the subject matter and makes the projects and the courses apt to be properly disseminated and more sustainable.

Project partner: Crewative

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**3 Art and Global Education**

There are three short self-explanatory sections to the course which can be taken in any order, although most users will probably go from beginning to end in numerical order:

1. What is Global Education?

2. United Nations Sustainable Development Goals

3. Looking at the Goals through Art

**Training methodologies and instructional design:**

This course is very flexible. It can be followed individually or with one or two colleagues or in a larger group. There are opportunities for discussion throughout the presentation depending on the audience. The three sections provide natural breaks. Every group will have different needs and priorities. Overall, there is great flexibility which the session leader (If appropriate) will be able to identify when preparing to deliver the course.

**Follow-up:**

You may not be surprised to learn that others have already made the connection between the Global Goals and Art:

* <https://www.geneve-int.ch/revisiting-sustainable-development-goals-through-art>

You might like to visit this site as an individual or a group.

Look at the Art which has been chosen to represent each SDG ?

* Which selection is your favourite? Why?
* Are all the selections appropriate to the SDG ?

Are they balanced overall e.g. periods, cultures, continents, styles

If you find this course useful, you might also find the Global Learning Association course, ‘Global Pathways for Excellent Education’ interesting. The focus here on the Sustainable Development Goals. Variants of this course have been delivered by GLA Associates inside and outside the UK, both in person and online before and during the pandemic. Audiences ranged from school staffs and regional clusters in England to teacher training events in Morocco, national conferences in Poland and Ukraine (in-person) and clusters in India, South Africa, Tanzania and Uganda (on-line). The content can be adapted easily by our team to the time, place and priorities of the hosts.

Project partner: Global Learning Association

Contact the author: Chris Williams (crw197@gmail.com)

**4 Using art to develop communication**

This course aims to give teachers practical ways of using art works in the classroom as a means of promoting and facilitating communication. It endorses the idea that there are no right or wrong answers so that hopefully more children can be encouraged to contribute. There are also elements where opinions and personal ideas can be discussed.

If considering this as an individual teacher in preparation for using some elements with a class, there may be a need to choose resources or print pictures before a lesson.

**Training methodologies and instructional design:**

This course can be used at many levels:

1. An individual teacher could work through the ideas, try out the activities and reflect on the suitability for use within the classroom. The web - based version may be most suitable for this type of usage.
2. Teachers could use either version directly with classes, picking out particular sections of interest.
3. The course is also suitable for small group, staff group presentation and discussion. There are activities that can be completed and pair or small group discussion with worthwhile plenary. Facilities for recording should be available as participants will need to record ideas to share to make full use of the materials. There is also scope for physically trying out the dance activities with staff, it is recommended that the facilitator familiarises themselves with the terms used in this activity.
4. This course could also be used at a conference level provided there was an opportunity for small break out groups. Facilitators may need to consider the reproduction of some of the images where observing finer detail is suggested.
5. This course would also work well with trainee teachers, students and classroom support staff and could be used across a wide age range of pupils.

Reflection at the end of the course will differ according to need. It could involve choices of sections or images for teachers, a reflection back around the ease or otherwise that members of the group contributed – did it provoke communication? Further ideas that have come to mind whilst working through the course. Finally, would they recommend it to others?

**Follow up tasks:**

Research story books with interesting illustrations and strip out the words to use as a starting point for literature. Look for further examples of local art works to try out the ideas.

Feedback is much appreciated and ideas for music or poetry that would fit with the dance ideas could be published on the website.

Project partner: Global Learning Association

Contact the author: Marion Mills (marionemills@hotmail.com)

**5 How to animate a painting**

**Instruktioner till on-line kursen**

Lärande kan ske på olika sätt. Den här kursen syftar till att utveckla programmering och att få fantisera kring händelser i en bild.

Programmet heter Scratch och kräver en grundläggande datorvana.

Scratch är ett direkt verktyg för att utveckla elevers fantasi, i detta fall via konst.

Det är en själv-instruerande kurs och du kan pausa arbetet när du själv önskar.

Det du behöver är att ha tillgång till en egen dator.

**Introduction to the Swedish on-line course**

In this assignment the pupils will develop their knowledge in basic coding using a simple visual programming language creating their own animation.

You can use this material to teach the pupils scratch step by step on a smart board or copy parts of it for them to try by themselves.

Project partner: CEE Auto-Learn

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**6 Classroom Techniques for Exploring Art**

This course looks at how global learning methodologies can be used to explore Art in the classroom. Global learning methodologies utilise teaching techniques that explore dilemmas and perspectives on the big issues that humanity faces and that are explored through Art. They provide tools and ways of working in the classroom that encourage critical engagement, creative thought, responsible action and building the life skills to deal with complexity, uncertainty and change.

Each of the four sections can be standalone or a cumulative experience:

* Art through Global Learning
* Global Learning Methodologies
* Philosophy 4 Children
* Working with Images

The online course begins with teacher-level thinking and contains lots of ideas for classroom application as it progresses. You do not need to prepare in advance of the course.

This course contains many classroom ideas for different levels of time commitment:

* Dip your toes - quickfire *Working with Images* ideas
* Got an afternoon? – try using one of the global learning methodologies such as a *Diamond Nine* or *Issues Tree*
* Really into it? – look for accredited training in Philosophy 4 Children (see Follow-up).

The course aims to:

* Introduce global learning methodologies, explore their educational value and place in 21st Century teaching.
* Provide a wealth of practical activities for the classroom to explore Art using participative, dialogue-based and open-ended techniques.
* Outline the Philosophy 4 Children approach and application.
* Encourage teachers to apply these methodologies in their classrooms.

**Training methodologies and instructional design:**

You can use this resource in professional development settings or informally with colleagues. You can also use it for private reflection and learning, but we would encourage you to engage in dialogue and collaborate with others. Points where discussion would be valuable occur regularly through the slides. You could try out the *Philosophy 4 Children* framework as a group of teachers to explore dilemmas you identify as a result of this course!

Notes to accompany slides:

**Slide 4:** There are no right or wrong answers to these questions. The purpose of this slide is to draw participants into thinking about, exploring and unpacking their ideas about the questions. You can ask participants to think about the questions for a few moments and then share their thoughts with the group. It is important to guide the resulting discussion to include how the context for sense-making and information gathering has changed over time. In contrast to my childhood where books and asking other people dominated making sense of the world, today’s children have the internet at their fingertips. This has a ‘shine’ – all the wonderful things to find out and people to connect with – but it also has a ‘shadow’. This can result in too much information at hand, resulting in feelings of being overwhelmed and not in control of our own thoughts, feelings and values. The methodologies we explore in this course can help teachers to help pupils become agents of their own futures.

**Slide 5:**

This slide is a global learning methodology tool for adult level thinking for teachers. It’s a training tool rather than one for the classroom, which come later in the course. The best way to facilitate engagement with the slide content is to put participants in small breakout groups of 3 or four, with the printed slide taped to the centre of a large flipchart sheet. Provide flipchart pens and ask participants to think through the A, B, C and D styles, asking what each look would like in the classroom. Allow some time for each breakout group to feedback to the whole group and ask each teacher to consider the question under the picture for themselves.

**Follow-up:**

You can access accredited training in Philosophy 4 Children here: <https://www.decsy.org.uk/courses/>

Project partner: Global Learning Association

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