



COURSE DESCRIPTION

Creative Arts in the Classroom: Visual Art, Music and Movement for Learning

A song that marks the seasons, a seed that grows in a dance, a collage of the street where the children live: young children learn through the arts as naturally as through words. Five days of painting, rhythm, movement and making, with no art or music training needed, and a short arts-based unit for your own class.

<div>DURATION</div> <div>5 days · 25 hours</div>	<div>LANGUAGE</div> <div>English (B1+)</div>	<div>GROUP SIZE</div> <div>Max 20 participants</div>
<div>DAILY SCHEDULE</div> <div>09:30–14:30</div> <div>Monday to Friday, with a break for lunch</div>	<div>CERTIFICATE</div> <div>Attendance + Europass Mobility</div>	
<div>AUDIENCE</div> <div>Preschool, kindergarten and primary teachers, art and music teachers, and school leaders</div> <div>No specific prerequisites — open to all teachers and school staff.</div>		
<div>COURSE CENTRES</div> <div>Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome</div> <div>Dates and cities of the scheduled sessions are listed on the course page.</div>		

01 Overview

Children paint, sing, move and build long before they can write about what they know. This week shows you how to use that in your teaching: one topic from your own curriculum, explored through a different art each day.

- Monday — visual art: open-ended drawing and painting, the adult's role, and choosing your topic.
- Tuesday — music: rhythm, chants, body percussion and simple instruments, with no musical training.
- Wednesday — movement: creative dance and movement tasks, and how to run a class that is moving.
- Thursday — materials and senses: recycled and natural materials, and making something together.
- Friday — your unit: the week's activities put together for your class, tried with colleagues and revised.

Every day you also practise watching for five creative habits in children: being imaginative, inquisitive, persistent, collaborative and disciplined.

02 Course description

Most teachers already use songs, drawing and movement, often as a break from the “real” lesson. Here they become a way into the lesson itself. A topic such as the seasons, water, a traditional story or numbers to ten can be drawn, turned into a chant, danced and built, and each time children meet it in a different way.

The week is built around one topic that you choose on Monday from your own curriculum. Each day adds one art form to it. On Monday it is visual art, with the focus on the child’s process rather than thirty identical crafts. On Tuesday it is music in the tradition of the Orff Schulwerk approach: speech, body percussion and simple instruments, moving from imitation to exploration to improvisation. On Wednesday it is movement, planned with four simple ideas taken from Rudolf Laban’s work: what the body does, where it moves, how it moves and with whom. On Thursday it is materials: recycled, natural and open-ended materials that children can combine in many ways. Every activity has two versions, one for children aged about three to six and one for children aged about six to twelve.

To see what children are learning, the week uses the five creative habits described by Bill Lucas, Guy Claxton and Ellen Spencer in a paper for the OECD in 2013, developed and trialled in schools in England: imaginative, inquisitive, persistent, collaborative and disciplined. Each day ends with a short habit check: which habits did this activity call for, and what would a four-year-old or a nine-year-old do that shows it? By Friday these notes have become an observation sheet for your own class.

You do not need to be able to draw, sing or play an instrument. You take part in every activity yourself first, the way the children would, and then step back to plan it. What it is not: this is not an art therapy course (our course Art as Therapy: Emotional and Social Development in Schools covers that), and it is not a course for training music specialists or for preparing performances. The activities fit a normal classroom and use cheap or free materials.

03 Learning outcomes

- 01 Plan open-ended visual art activities that put the child's process before a finished product, and explain the adult's role in them.
- 02 Lead rhythm, chant and body-percussion activities that move from imitation to exploration to improvisation, without musical training.
- 03 Design creative movement tasks using body, space, effort and relationships, and organise a moving class safely.
- 04 Use recycled, natural and open-ended materials for sensory exploration and group making.
- 05 Observe children's creativity with five creative habits — imaginative, inquisitive, persistent, collaborative and disciplined — and record what you see.
- 06 Build a short arts-based unit on a topic from your own curriculum, with versions for younger and older children.

04 Methodology

Do It First, Then Plan It	Participants take part in every activity as the children would, then step back to plan their own version. Theory is kept to short inputs.
One Topic, Four Art Forms	Each participant chooses one topic from their own curriculum and adds a visual art, music, movement and making activity to it, one a day.
Five Habits to Watch For	Each day closes with a habit check — imaginative, inquisitive, persistent, collaborative, disciplined — that builds into an observation sheet.

05 Daily programme

Day 1

The arts as a way of learning, and visual art

- **Icebreaker:** "My name in line and colour" — each participant draws their name with one line, one shape and one colour that say something about them, and introduces themselves with the drawing
- Presentations of participants' schools and the age groups they teach
- **Why the arts in learning:** cultural awareness and expression, one of the eight key competences for lifelong learning in the 2018 Council Recommendation, and the five creative habits — imaginative, inquisitive, persistent, collaborative, disciplined (Lucas, Claxton and Spencer, OECD, 2013)
- **Process before product:** an open-ended art activity and a copy-the-model craft side by side — what each one asks of the child; the adult's role: offer materials, watch, ask, and leave the work to the child
- **Hands-on:** drawing and painting from observation and from imagination, with open materials
- **Choosing your topic:** one topic from your own curriculum to carry through the week, and a first visual art activity on it in two versions, for about 3–6 and about 6–12
- **Habit check:** which habits did today's activities call for? First lines of your observation sheet
- **Output:** your topic and your visual art activity

Day 2

Music: rhythm, voice and body percussion

- **Warm-up:** "Pass the rhythm" — each participant claps the rhythm of their name, the circle echoes it, and each new person adds one small change
- **Music without musical training:** speech, body percussion and simple instruments in the tradition of the Orff Schulwerk approach, and its sequence of imitation, exploration and improvisation
- **Speech rhythms and chants:** turning words from your topic into a chant, then into body percussion
- Singing games for younger children; layering two or three repeated rhythms for older children
- **Instruments from everyday objects, and listening games:** a sound walk, guessing sounds, playing loud and quiet, fast and slow
- **Habit check:** what does an inquisitive or a persistent child do in a music activity?
- **Output:** a music activity on your topic, in two versions

Day 3

Movement and creative dance

- **Warm-up:** "Walk the chant" — the group walks, stamps and tiptoes to one of Tuesday's chants, and each time the chant stops, everyone freezes in a new shape
- Four simple ideas for planning movement, taken from Rudolf Laban's work: the body (what moves), space (where — levels, directions, pathways), effort (how — fast or slow, strong or light) and relationships (with whom or what)

- **Creative movement tasks:** moving like something from nature, mirroring in pairs, changing level and speed on a signal
 - **From story to movement:** a process or a story from your topic — a seed growing, water moving, a character's journey — turned into a short movement sequence, with Tuesday's rhythms as accompaniment
 - **Running a class that is moving:** space, start and stop signals, safety, and roles for a child who does not want to join, such as playing the instrument or leading the signal
 - **Habit check:** where did you see collaboration and discipline today?
 - **Output:** a movement activity on your topic, in two versions
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Day 4

Materials, senses and making together

- **Sensory exploration:** texture, colour, sound and weight with natural and everyday materials — free exploration for younger children; sorting, testing and choosing materials for a purpose for older children
 - **Loose parts:** Simon Nicholson's idea (1971) that the more open-ended things there are to combine in a space, the more children invent; what to collect, store and offer, with little or no cost
 - **Making together:** in small groups, a collage, construction or sculpture on one participant's topic, from recycled and natural materials
 - **Putting art forms together:** a group adds sound and movement to what it made
 - **Showing the process, not only the product:** photos of hands and work, and the children's own words, for families and colleagues — without children's faces or names unless your school's consent rules allow it
 - **Planning your making activity:** a making activity on your own topic, in two versions, for about 3–6 and about 6–12
 - **Habit check:** the five habits in a group making task
 - **Output:** a making activity on your topic, in two versions, and a materials list for your classroom
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Day 5

Your arts-based unit

- **Opening session — building your unit:** your four activities put in order as a short unit on your topic, with the habit each one builds and the version for each age group. School leaders and art or music teachers can plan it at school level instead: an arts corner, collecting materials, or a lesson shared with a class teacher
- **Trying it out:** in small groups, each participant leads one activity for ten minutes while colleagues play a class of four-year-olds or nine-year-olds, then the group names the habits it saw
- **Revising your unit and finishing your observation sheet**
- **Your first week back:** the activity you will start with, and what you need for it (materials, space, a colleague)
- **Selected work in plenary:** two or three participants who want to show an activity do so, by choice
- **Course evaluation and feedback**
- **Certificate ceremony**

PLEASE NOTE

Sessions run from 09:30 to 14:30, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- A one-page summary of the five creative habits, and an observation sheet built on them during the week
- An activity planning template with versions for younger and older children
- A list of low-cost, recycled and natural materials for an arts corner
- Your arts-based unit and observation sheet — built by you during the week

07 How to prepare

- There is nothing to study before the course, and no art, music or dance background is needed.
- It helps to think of one topic from your own curriculum that you would like to teach in a new way.
- Several sessions involve moving and some involve paint, so comfortable clothes you do not mind getting a little messy are a good idea.
- Art materials and simple percussion instruments are provided. If you like, you can bring a few clean recycled items from home, such as bottle tops, small boxes or fabric scraps.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas — including photos of what your classes made with their units, shared without children's faces or names.

09 Why this is Erasmus+ eligible

This mobility supports the Key Action 1 school education objective of "supporting professional development of teachers, school leaders and other school staff" (Erasmus+ Programme Guide 2026, Key Action 1 – Mobility for pupils and staff in school education, Objectives of the action, p. 103). In the school-education priorities set out for cooperation partnerships (KA2), the Guide names "Developing basic skills and key competences", including "developing creativity", for all learners "including children in early childhood education and care" (Partnerships for Cooperation – sector-specific priorities in the field of school education, p. 230), and a separate priority, "Developing high quality early childhood education and care systems", which supports the "continuing professional development of staff involved in organising, leading and providing early childhood education and care" (p. 231). The course works on one of the eight key competences for lifelong learning in the 2018 Council Recommendation, cultural awareness and expression: participants learn to use visual art, music and movement as ways into their own curriculum, and to observe children's creativity with five creative habits. Each participant builds a short arts-based unit on a topic they teach, with versions for younger and older children. It is not an art therapy course.

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass Mobility document
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

Erasmus Mobility Academy

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COURSE PAGE

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ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification, including the Europass Mobility document.