TUTORIAL 02

How to start an art and science project

TEACHER / YOUTH FACILITATOR RESOURCE • Ages 12–20 • Suggested session: 45–55 minutes

1. About the video

In this approximately 90-second tutorial, the speaker recommends starting small: select a scientific concept, natural phenomenon or physical law, then ask how to make it visible, tangible or emotionally engaging. Learners choose the artistic format themselves: drawing, dance, installation, soundtrack, sculpture or 3D printing. The process has three steps: research, imagine a creation, and use it to explain scientific principles. Learning through the process matters more than a flawless final product.

2. Learning objectives

- Select a scientific question or phenomenon suitable for a small group project.
- Suggest artistic formats that make a scientific idea visible, tangible or engaging.
- Plan three stages: research, artistic creation and scientific explanation.
- Reflect on learning during the process rather than judging only the final artwork.

3. Key ideas

The speaker suggests choosing a simple topic from the curriculum or everyday life. Learners should help decide the artistic form from the outset. Art is not merely decoration: the creation becomes a way to illustrate and discuss scientific principles. The speaker encourages cooperation between arts and science colleagues, accepts imperfection and suggests an optional small exhibition. These are the video's recommendations; the sequence below is a teaching extension.

4. Suggested learning sequence

Stage	Time	Facilitator guidance
Watch and identify	5 min	Play the video. Identify the suggested starting point and the art forms mentioned.
Choose a question	10 min	In small groups, select an observable phenomenon or simple scientific concept. Decide what the creation should explain.
Imagine and create	20 min	Learners choose their artistic medium. Consult a reliable source, build a prototype and prepare a scientific explanation.
Share and reflect	10–15 min	Groups present their work and explain the phenomenon. Discuss trials, challenges and learning, not just the final result.

5. Materials

Video playback device; paper, pencils and markers; age-appropriate scientific references. Depending on group choices: recycled materials, sound-making objects, modelling materials or digital tools. No specialised equipment is essential.

6. Questions for discussion

- How can a scientific phenomenon become visible, tangible or emotionally engaging?
- Why should learners choose the artistic format themselves?
- How can we check that an artwork accurately explains the selected scientific principle?
- What can an unfinished or imperfect project teach us?

7. Assessment and follow-up

Each group presents its scientific question, chosen art form and an explanation of what it has learned. A brief self-assessment covers research, creative decisions, collaboration and revisions. As a follow-up, organise a small exhibition that shows the stages of the process as well as the finished work.

8. Accessibility and adaptation

Offer drawing, movement, sound, construction and digital options. Allow different roles: researcher, designer, maker and presenter. Provide visual prompts and spoken or written explanations; welcome multilingual discussion where helpful. Adapt materials and physical tasks to the group's needs.

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