TUTORIAL 07

Creating with Words, Images and Paint

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

1. About the video

In this video, artist Roxana Alvarado describes how to begin a creative process using ideas about science, nature and art. Participants first choose words that capture an important concept, then images that support or challenge their thinking. She gives the contrast between nature and waste as an example, before describing cutting, gluing and painting. An optional short text can enrich the artwork. The activity below is a teaching extension of her approach.

2. Learning objectives

- Choose words that express a scientific or environmental idea.
- Select images that support or challenge that idea.
- Create an artwork combining words, cut-out images, collage and paint.
- Explain colour choices, visual contrasts and the intended message.

3. Key ideas

The approach begins with meaning: words clarify a central idea, while images may reinforce or question it. A contradiction, such as nature versus waste, can drive the artwork. Cutting, collage and painting turn these materials into a personal composition. Learners choose colours freely and may add a short explanatory text. The video presents a creative process, not a scientific experiment or a tested learning outcome.

4. Suggested learning sequence

Stage	Time	Facilitator guidance
Watch and choose	10 min	Watch the video. Each learner chooses a theme linked to science or nature and two or three words expressing a central idea.
Find images	10 min	Select images that reinforce or challenge the idea. Discuss a possible contrast, such as nature and waste.
Cut, glue and paint	20 min	Cut and arrange images and words on paper. Add paint, choosing bright, dark or contrasting colours freely.
Share and reflect	10–15 min	Present the artwork and explain how words, images and colours interact. Offer, but do not require, a short accompanying text.

5. Materials

Video playback device; A3 or A4 paper; printed or handwritten words; magazines, photographs or printed images; age-appropriate scissors; glue; paint, brushes or markers; table protection.

6. Questions for discussion

- Why might we choose words before images?
- How can an image contradict or question an idea?
- What does the contrast between nature and waste communicate?
- How do colour choices change the meaning of an artwork?

7. Assessment and follow-up

Ask each learner to explain one key word, one selected image and one colour choice. Look for a clear message, reasoned artistic choices and openness to different interpretations. As a follow-up, organise a small exhibition with short captions.

8. Accessibility and adaptation

Provide simple vocabulary prompts and varied images; allow learners to dictate or say their words aloud. Offer pre-cut images where helpful. The final text is optional. Value personal expression rather than technical artistic skill.

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