InterAct

LEARNING PROGRAMME

Art Therapy Techniques

10-DAY COURSE

50 learning hours | Course programme

Art Therapy Techniques – 10-Day Course

Introduction and Description

Art Therapy Techniques is an advanced professional learning programme that examines the pedagogical, psychological, and sociocultural significance of creative expression within contemporary educational systems. Rooted in the interdisciplinary fields of expressive arts therapies, developmental psychology, aesthetic education, and wellbeing science, the course explores how artistic processes can function as powerful mediators of emotion, cognition, and interpersonal connection in school environments. Although the course does not train participants to become art therapists, it provides a rigorous conceptual and practical foundation for educators seeking to integrate art-based, non-clinical wellbeing practices into their teaching.

The programme critically traces the historical evolution of art therapy and analyses the theoretical premises that underlie its use—such as symbolic communication, projection, narrative construction, sensory integration, and the mind–body relationship. Particular emphasis is placed on understanding how visual, tactile, and kinaesthetic modes of expression support emotional literacy, resilience building, regulation of stress, and the development of reflective capacity in both children and adolescents. Participants engage with research evidence demonstrating how creative engagement can enhance psychological safety, strengthen student voice, and contribute to inclusive learning ecologies where diverse identities, needs, and cultural backgrounds are recognised and valued.

Through a sequence of experiential workshops, participants work with a broad spectrum of materials and techniques—from drawing, collage, and mixed media to digital tools and video-based documentation—while examining the affordances and constraints of each modality. These practical sessions are complemented by structured reflection, peer dialogue, and guided analysis of participants' own creative processes, fostering deeper insight into how teachers may use art to facilitate communication, empathy, self-knowledge, and classroom cohesion.

The course further situates art-based practices within broader educational frameworks, such as Social–Emotional Learning (SEL), trauma-sensitive pedagogy, inclusive education, and whole-school wellbeing strategies. Participants learn to design short, sustainable, ethically grounded interventions—including daily visual journaling, relaxation drawing routines, symbolic storytelling, and collaborative art installations—that can be incorporated across subjects and age ranges. Issues of professional boundaries, safeguarding, cultural responsiveness, and non-diagnostic interpretation are addressed to support safe implementation in non-clinical settings.

A final component of the course introduces digital and online collaboration tools (including eTwinning and ESEP) for facilitating cross-border creative projects that

integrate art, wellbeing, and intercultural learning. By the end of the programme, participants develop an evidence-informed, context-sensitive art-based wellbeing initiative tailored to their school community, reflecting a synthesis of theoretical understanding, practical experimentation, and reflective pedagogical judgement.

Methodology and Assessment

The course adopts an experiential and reflective methodology that combines theoretical input with intensive hands-on practice. Participants engage in studio-based workshops, guided visualisations, collaborative artmaking, micro-teaching exercises, and structured reflection activities. Learning is consolidated through peer feedback, group discussions, and iterative project development. Digital tools and online platforms support collaborative creation and dissemination. Assessment is continuous and formative, based on participation, reflective contributions, and the development of an individual art-based wellbeing project. The final presentation and group discussion provide opportunities for synthesis, evaluation, and application to participants' professional contexts.

Learning Objectives

By the end of the course, participants will be able to:

Understanding Art Therapy & Expressive Processes

• Analyse foundational concepts of art therapy, its historical evolution, and its relevance to holistic education.
• Distinguish between therapeutic, expressive, and educational uses of art within school settings, recognising ethical boundaries and safeguarding responsibilities.
• Examine the psychological and developmental dimensions of artistic expression in children and adolescents.

Facilitating Creative Expression & Emotional Literacy

• Employ a range of artistic media (traditional and digital) to support communication, emotional exploration, and meaning-making among learners.
• Design and implement structured creative routines that strengthen emotional regulation, resilience, and daily wellbeing practices.
• Interpret colours, shapes, and symbolic motifs as non-verbal tools for understanding students' needs without engaging in clinical diagnosis.

Promoting Wellbeing, Reflection & Inclusive Practice

• Integrate art-based strategies to reduce stress, enhance self-awareness, and promote reflective practice for both teachers and students.
• Create inclusive, culturally sensitive art activities that honour diverse identities and support participation across learning differences.
• Critically evaluate how creative expression contributes to social–emotional learning, classroom climate, and whole-school wellbeing initiatives.

Innovation & Collaborative Project Design

• Utilise digital art tools, video documentation, and collaborative platforms (eTwinning, ESEP) to design cross-curricular and cross-border art-based projects.
• Develop an integrated art therapy–inspired wellbeing plan tailored to their professional context, supported by evidence-based pedagogical rationales.

Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if

requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Introduction, Group Formation & Foundations of Art Therapy
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	What is Art Therapy?
11.15 - 11.30	Break
11.30 - 12.15	Art Therapy in schools and educational organisations today

12.15 - 13.00	Creating personal visual metaphors to represent learning goals
Day 2	Forms of Artistic Expression in Educational Settings
09.00 - 09.45	Exploring media
09.45 - 10.30	Practical station-based rotation with different art materials
10.30 - 11.15	Sensory-based expression
11.15 - 11.30	Break
11.30 - 12.15	Art as communication
12.15 - 13.00	Connecting artistic choices to emotions and learning behaviours
Day 3	Emotions, Expression & Emotional Literacy Through Art
09.00 - 09.45	Theoretical foundations
09.45 - 10.30	Colour–emotion associations and cultural considerations in interpretation
10.30 - 11.15	Creating “emotion maps” using shapes, lines, and colour gradients
11.15 - 11.30	Break
11.30 - 12.15	Micro-interventions for classrooms
12.15 - 13.00	Linking emotional expression to SEL (Social–Emotional Learning)
Day 4	Daily Creative Expression Practices for Student Wellbeing
09.00 - 09.45	Understanding the neuroscience of creativity and stress regulation
09.45 - 10.30	Developing daily habits: visual journaling, mandalas, morning sketches
10.30 - 11.15	Activities: patterned drawing, nature-inspired sketching, guided visualisations
11.15 - 11.30	Break
11.30 - 12.15	Designing daily 5–10 minute classroom routines to enhance wellbeing
12.15 - 13.00	Peer feedback: adapting micro-practices to diverse age groups and subjects
Day 5	Exploring Colours, Symbols & Meaning-Making
09.00 - 09.45	Symbolism in art: developmental perspectives
09.45 - 10.30	Creating personal symbolic dictionaries
10.30 - 11.15	Interpreting themes safely and ethically

11.15 - 11.30	Break
11.30 - 12.15	Project: colour–shape compositions for storytelling
12.15 - 13.00	Observing patterns in learners' symbolic choices without diagnosing
Day 6	Art Therapy Techniques for Personal Development & Self-Knowledge
09.00 - 09.45	Understanding identity-building through artmaking
09.45 - 10.30	Techniques: self-portrait exploration, mask-making, "inner landscape" drawings
10.30 - 11.15	Personal narrative development using mixed-media collage
11.15 - 11.30	Break
11.30 - 12.15	Teacher self-care through art: burnout prevention, emotional containment
12.15 - 13.00	Group sharing and reflective journaling (optional confidential process)
Day 7	Stress Reduction & Relaxation Techniques Through Art
09.00 - 09.45	Mind–body connection: grounding and sensory-regulation strategies
09.45 - 10.30	Guided relaxation drawing
10.30 - 11.15	Clay and tactile media for tension release
11.15 - 11.30	Break
11.30 - 12.15	Using music and movement as adjuncts to visual art relaxation activities
12.15 - 13.00	Designing short stress-reduction art sessions for classrooms
Day 8	Self-Reflection & Ongoing Wellbeing for Teachers and Students
09.00 - 09.45	Reflective practice in education
09.45 - 10.30	Visual reflection techniques
10.30 - 11.15	Art-based goal-setting and future-oriented creative planning
11.15 - 11.30	Break
11.30 - 12.15	Creating wellbeing portfolios
12.15 - 13.00	Individual support: assistance with personal or school-based project ideas
Day 9	Digital Tools & Collaborative Online Art Projects
09.00 - 09.45	Digital art tools

09.45 - 10.30	Video production basics for documenting art processes
10.30 - 11.15	Online platforms for collaboration: eTwinning, ESEP, shared digital galleries
11.15 - 11.30	Break
11.30 - 12.15	Designing cross-national art therapy–inspired wellbeing projects
12.15 - 13.00	Designing an action plan
Day 10	Individual Support, Presentations & Closing
09.00 - 09.45	Preparing the final presentations and individual support (part 1)
09.45 - 10.30	Preparing the final presentations and individual support (part 2)
10.30 - 11.15	Final presentations and feedback
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.