



PULSE-ART METHODOLOGY

Methodological Design for Case Study Implementation

A participatory and art-based approach to strengthen Cultural Awareness and Expression (CAE)

The Methodology proposes a participatory and art-based approach to strengthen **Cultural Awareness and Expression (CAE)**.

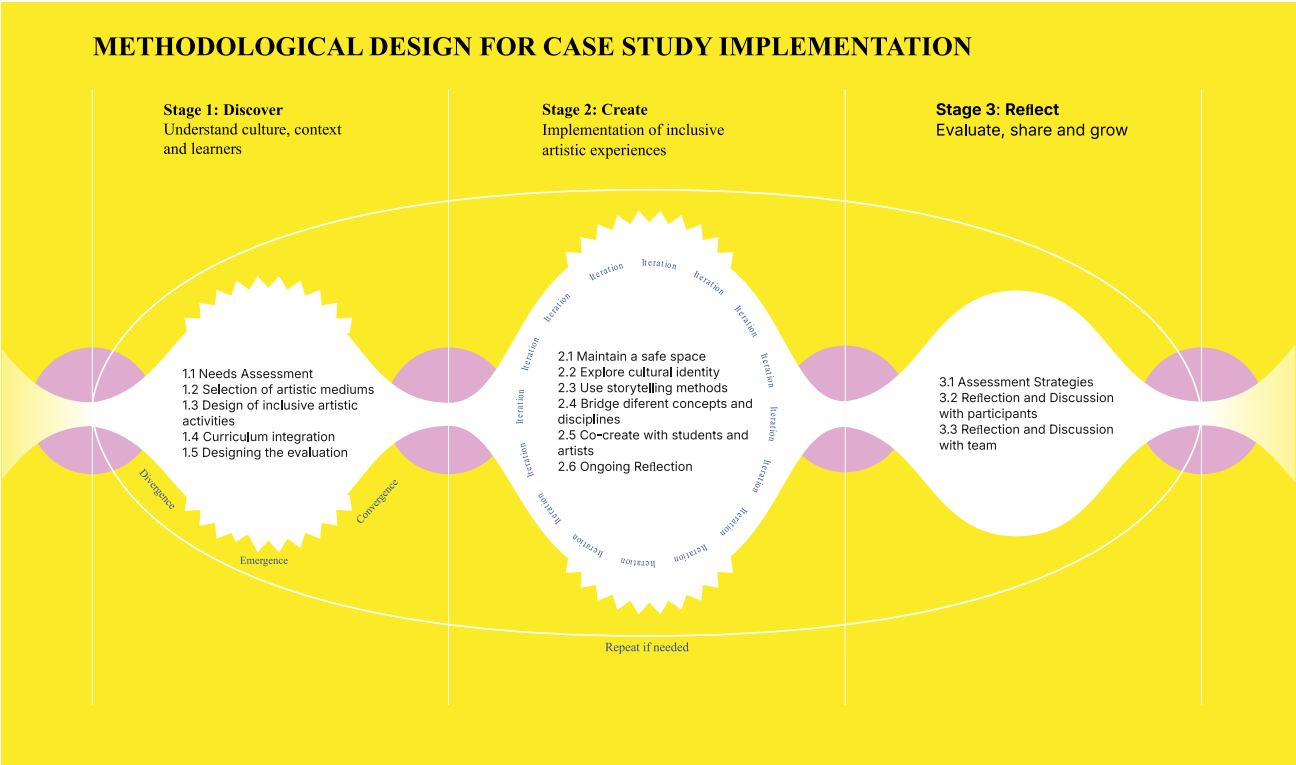
This umbrella methodology is currently being tested, implemented and adapted in seven case studies from different countries and art disciplines. It is structured as a three-stage process that combines critical reflection, artistic practice, inclusivity, and collaborative learning. Rather than treating art as a complementary activity, the methodology understands artistic practice as a transversal tool for dialogue, cultural expression, critical thinking, and collective learning.

Supporting resources

This methodology uses two complementary resources that support its implementation:

- **Professional Development Programme (PDP):** a training pathway to strengthen competencies for arts-based and inclusive learning.
- **Self-Reflection Tool (SRT):** helps participants reflect on their practices, assumptions and learning process.

Methodology diagram



Stage 1: Discover

UNDERSTANDING CULTURE, CONTEXT, AND LEARNERS

The Discover stage lays the foundation for the whole methodology. It helps educators, artists and facilitators understand the educational context, the learners' needs and interests, and the cultural resources available around them.

This stage supports teams in identifying who the learners are, what barriers they may face, and which cultural references, experiences and forms of knowledge should be considered when designing the activity. It also guides the selection of artistic mediums that can best support the learning objectives and respond to the specific context.

During this stage, teams design inclusive artistic activities, plan how these activities can connect with existing curricula or educational programmes, and define how the process will be evaluated from the beginning.

1.1 Needs Assessment — Needs Assessment

Build a foundation for understanding the educational context and the learners' cultural context.

1.2 Selection of Artistic Mediums — Selection of Artistic Mediums

Identify an engaging, accessible and inspirational artistic medium for improving cultural awareness and expression.

1.3 Design of Inclusive Artistic Activities — Design of Inclusive Artistic Activities

Design artistic activities that invite every participant to feel seen, heard and valued.

1.4 Curriculum Integration — Curriculum Integration

Embed artistic activities within existing curricula or wider learning pathways.

1.5 Designing the Evaluation — Designing the Evaluation

Decide how the process will be evaluated and reflected on, and define what success means.

Stage 2: Create

IMPLEMENTATION OF INCLUSIVE ARTISTIC EXPERIENCES

The Create stage focuses on putting the planned activities into practice. It is the moment when educators, artists, facilitators and learners come together through participatory artistic sessions.

This stage supports the creation of safe and inclusive spaces where learners can express themselves, explore cultural identity and connect personal experiences with broader social, cultural and environmental questions. It encourages the use of storytelling methods, interdisciplinary links and collaborative artistic processes.

Rather than treating learners as passive participants, the Create stage invites them to take an active role in shaping the process together with educators and artists. Reflection is also integrated throughout the sessions, so that participants can make sense of what they are experiencing while the activity unfolds.

2.1 Maintain a safe space — Maintain a safe space

Design activities where learners feel seen, safe and expressive through diverse artistic tools and storytelling.

2.2 Explore cultural identity — Explore cultural identity

Help learners explore identity among others and reflect on how background, values and experience shape belonging.

2.3 Use storytelling methods — Use storytelling methods

Use personal and cultural narratives to create connection, emotional resonance and mutual understanding.

2.4 Bridge different concepts and disciplines — Bridge different concepts and disciplines

Connect art with other domains so learners see culture as a dynamic part of life.

2.5 Co-create with learners and artists — Co-create with learners and artists

Involve learners and artists as co-designers to increase meaning, ownership, creativity and cultural dialogue.

2.6 Ongoing Reflection — Ongoing Reflection

Facilitate structured reflection moments to check whether the process aligns with learner interests and goals.

Stage 3: Reflect

EVALUATE, SHARE, AND GROW

The Reflect stage focuses on learning from the artistic and educational process. It helps teams assess what happened, what changed, what challenges emerged and what can be improved.

This stage supports inclusive and multidimensional assessment strategies that go beyond final outputs. It encourages learners to reflect on their experiences, discoveries and learning process through different forms of expression, including discussion, storytelling, movement, drawing or other creative methods.

It also creates space for the educational and artistic team to evaluate the process together, identify strengths and limitations, and document insights that can inform future activities. In this way, reflection becomes part of the learning process and helps the methodology grow through practice.

3.1 Assessment strategies — Assessment strategies

Develop assessment criteria that evaluate both artistic expression and cultural understanding.

3.2 Reflection and discussion with learners — Reflection and discussion with learners

Facilitate structured reflection sessions where learners articulate experiences, values and discoveries.

3.3 Evaluation with teaching team — Evaluation with teaching team

Organise reflection and evaluation with educators, artists and the project team to improve the methodology.



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