

SUBMIT BAP Method Art Project Design Tool

This online tool will both teach and aid you in developing purposeful art projects. To begin, you will be taken through a series of steps to establish the needs of the children you are working with. Based on this needs assessment, you will be guided through the process of conceptualizing a relevant theme that considers the healing properties of the different mediums, to create meaningful art that will benefit the children you are working with psychosocially.

Art projects are designed for different child age groups according to their developmental stages. The themes address a broad range of child protection and community challenges such as abuse, neglect, addiction, violence, discrimination, bullying, animal cruelty and nature deficit. Art projects can be made up of one or a combination of different art disciplines and mediums, including painting, drawing, mixed media, sculpture and handcraft.

This tool is a pilot and a work in progress.

STAGE 1: ART PROJECT THEME DEVELOPMENT

PART 1: Establishing the needs of the children you are working with by considering the context in which they live.

PART 2: Understanding the BAP Method. You will be introduced to and learn about the BAP Method: what it is and how it works.

PART 3: Coming up with the theme. 4 theme development pathways have been created. You can select whichever one speaks to you, or if you have an idea already of what you might do, whichever works best for you.

PART 4: Finalising your Art Project Design theme document. Soon after you have worked through this process and submitted your theme idea using this online tool, it will be reformatted into a spreadsheet and shared back with you. You can review the document and make any revisions before submitting it to BAP for a mentoring engagement.

PART 5: Submit your Art Project Theme document.

STAGE 2:

Sample the art project, and write the art design project overview.

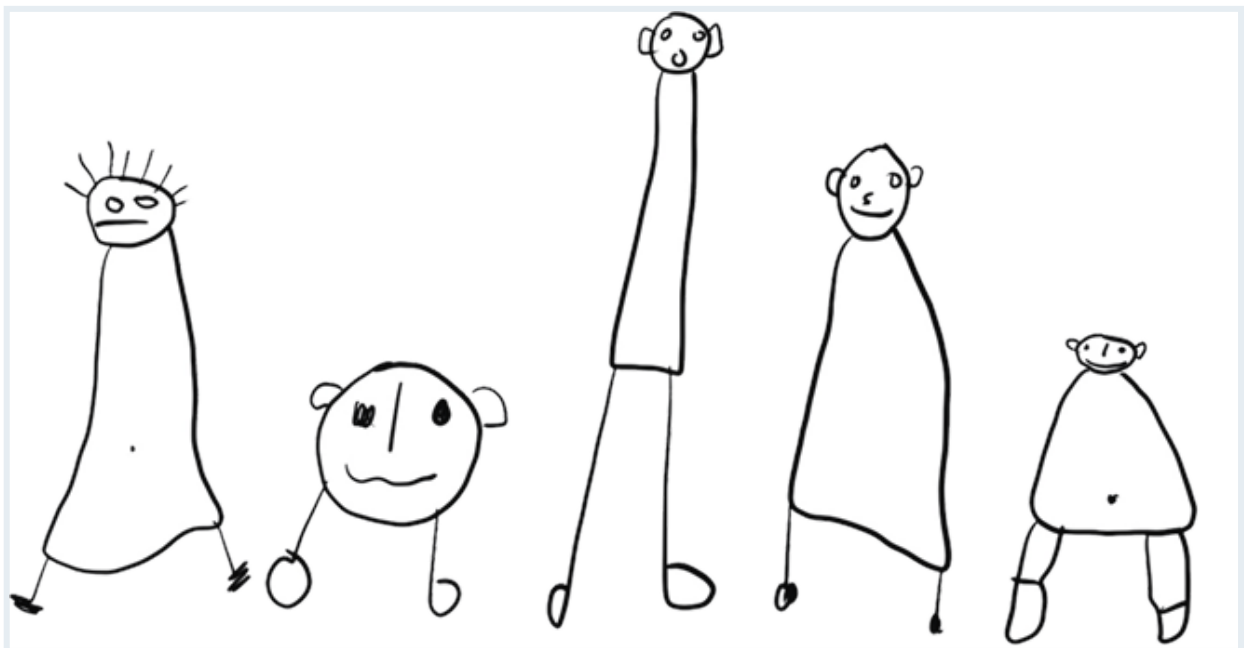
STAGE 3:

Develop the 8 lesson plan.

The intention behind the Art Project Design is to provide children in vulnerable communities with meaningful art activities that engage them and encourage free expression. The different art projects give them opportunities to develop emotional, social, physical and cognitive skills through creativity, to become happier, healthier, more resilient and self-reliant, functional members of their community with a greater sense of belonging.

* Required

PERSONAL INFORMATION



1

Date *

Please input date in format of dd/MM/yyyy



2

First name and surname *

Enter your answer

3

Organization/ Community/ Name of your Initiative *

Enter your answer

4

Email address *

Enter your answer

5

Cell number *

Enter your answer

6

Where do you implement your community art facilitation and with how many children? *

Enter your answer

Understanding Child Safe Guarding is imperative in working with children. *

Have you read the Child Safeguarding Policy?

DOWNLOAD THE CHILD SAFEGUARDING POLICY FROM THE BAP WEBSITE AT THE LINK BELOW: <https://www.butterflyartproject.org/bap-method-resources>

☐ YES

☐ NO

Next

Never give out your password. [Report abuse](#)

This content is created by the owner of the form. The data you submit will be sent to the form owner.

Powered by Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)

SUBMIT BAP Method Art Project Design Tool

* Required

PERSONAL REFLECTIONS

8

Before you start this process we encourage you to do some journaling.

We invite you to personally reflect on the following questions:

- What makes you passionate about the children you are working with?
- What do you really want to teach them?
- What resonates in you when meeting these children?
- What skills do you have to offer and what can you give?
- What needs in the community do you really want to address? *

Enter your answer

[Back](#)

[Next](#)

Never give out your password. [Report abuse](#)

This content is created by the owner of the form. The data you submit will be sent to the form owner.

Powered by Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)

SUBMIT BAP Method Art Project Design Tool

* Required

PART 1: ESTABLISHING THE NEEDS



In this section, you will work through a series of steps to establish the needs of the children you are working with that have to be addressed. This is done by identifying the social problems that are widespread in their community, the scope and range of the challenges that affect the lives of the children with toxic stress and trauma.

In vulnerable communities incidents of social problems such as drug abuse, murder, violent crime and gender violence, are high and constantly increasing. The extent of these challenges lead to instability and result in a lack of normal social consciousness. They become normalised, "the way things are" and are learnt by the younger generations.

ESTABLISHING THE NEEDS:

- A. Identify the challenges the children you are working with are facing in their communities.
- B. Based on these challenges, assess and outline the child developmental areas these challenges will potentially impact on.
- C. Establish what the children need to heal and develop.

9

A. IDENTIFY THE CHILD PROTECTION & SOCIAL CHALLENGES: *

Tick all the prevalent challenges the children in the community you are working in face.

☐ POVERTY

☐ HUNGER

☐ POOR NUTRITION

- ☐ PHYSICAL ABUSE
- ☐ EMOTIONAL ABUSE
- ☐ DOMESTIC VIOLENCE
- ☐ SEXUAL ABUSE & RAPE
- ☐ TEENAGE PREGNANCY
- ☐ ABANDONED
- ☐ DELIBERATE NEGLECT
- ☐ CIRCUMSTANTIAL NEGLECT
- ☐ ORPHANED
- ☐ CHILD HEADED HOMES
- ☐ HOMELESSNESS
- ☐ LOSS OF HOME
- ☐ SUBSTANCE ABUSE
- ☐ ALCOHOL & DRUG ADDICTION
- ☐ ASSAULT
- ☐ VIOLENCE
- ☐ DEATH OF LOVED ONES
- ☐ MURDER
- ☐ SUICIDE
- ☐ CRIME
- ☐ GANG VIOLENCE
- ☐ EXPOSURE to GANGSTERISM
- ☐ NO or POOR EDUCATION or SCHOOLING
- ☐ CORPORAL PUNISHMENT
- ☐ EXPLOITATION

- ☐ CHILD LABOUR
- ☐ COMMERCIAL SEXUAL EXPLOITATION
- ☐ CHILD TRAFFICKING
- ☐ DISCRIMINATION
- ☐ RACISM
- ☐ XENOPHOBIA
- ☐ SEXISM
- ☐ GENDER BASED VIOLENCE
- ☐ GENDER DISCRIMINATION
- ☐ HARMFUL CULTURAL PRACTICES (male circumcision)
- ☐ BODY PARTS USED FOR TRADITIONAL MEDICINE
- ☐ PHYSICAL DISABILITY
- ☐ HIV & AIDS
- ☐ ILLNESS (TB, COVID etc)
- ☐ MENTAL HEALTH STIGMA
- ☐ PEER PRESSURE
- ☐ BULLYING
- ☐ CYBERBULLYING
- ☐ EXPOSURE TO VIOLENT MATERIAL ONLINE
- ☐ EXPOSURE TO PORNOGRAPHY ONLINE
- ☐ ANIMAL ABUSE
- ☐ ACCIDENTS
- ☐ ACTS OF WAR
- ☐ NATURE DEFICIT
- ☐ ENVIRONMENTAL DISREGARD (not showing any concern for the environment)

- ☐ INFRASTRUCTURE FAILINGS & DESTRUCTION
- ☐ NATURAL DISASTERS (flood, storms and fires etc)
- ☐

Other

10

Select a maximum of 3 of these challenges you would like to address in your art project. *

Using numbers and the same terms as above, list them below.

Enter your answer

[Back](#)

[Next](#)

Never give out your password. [Report abuse](#)

This content is created by the owner of the form. The data you submit will be sent to the form owner.

Powered by Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)

Trauma in Childhood and Artistic Self-Expression

This video provides a brief understanding of how the range and scope of challenges children are faced with daily in vulnerable communities cause trauma. It also explains the emotional and physical effects trauma can manifest. Self-expression through art and providing children with a safe space helps them to build up inner resources to deal with trauma and heal.

Trauma in childhood and the Butterfly Art Pr...



[Back](#)

[Next](#)

Never give out your password. [Report abuse](#)

This content is created by the owner of the form. The data you submit will be sent to the form owner.

Powered by Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)

SUBMIT BAP Method Art Project Design Tool

* Required

B. IDENTIFY THE EFFECT OF CHILD PROTECTION & SOCIAL CHALLENGES ON CHILDREN'S WELLBEING

In this section you are going to expand on the three child protection and social challenges you have selected to work with in your art project, by considering how they affect the children in terms of the following developmental areas:

1. **GENERAL/ PHYSICAL DEVELOPMENT:** refers to a child's ability to use and control their bodies. It is concerned with the advancements and refinements of a child's motor skills, which are divided into gross and fine. Gross motor control involves moving the large muscles, specifically the limbs. Fine motor control involves using and coordinating the small muscles in the hands and wrists. If a child is abandoned or isn't allowed or encouraged to play, it will impact their muscle development and coordination.
2. **EMOTIONAL DEVELOPMENT:** is the gradual, integrative process through which a child acquires the capacity to understand, explore, manage and express their emotions and feelings for and about other people, objects, situations and experiences. If a child is sexually abused they will fear speaking about or even showing their emotions.
3. **SOCIAL INTERACTION:** refers to the process by which a child learns to interact with others around them and starts to understand who they are in relation to others. It is about the development of being able to form and sustain positive relationships and build friendships, as well as how a child handles conflict with peers. If a child is excluded by their peers because their parents are immigrants, they will become isolated and won't learn how to interact with their peers or make friends.
4. **CREATIVE DEVELOPMENT:** means how children think, explore, create and figure things out. Being creative is a good way for children to learn about making choices and solving problems. It enhances cognitive development. Brain damage and hunger can impact negatively on creative development. If a child is hungry they will struggle to concentrate and follow instruction.

The developmental areas are interlinked. The impact of the trauma resulting from the challenges the children face is multi-faceted and can potentially impact all the developmental areas. For example:

Sexual Abuse:

1. **Physical Development:** may become physically inhibited, lethargic and lose muscle tone etc.
2. **Emotional Development:** may struggle with anxiety, expressing their emotions in

appropriate ways and view themselves as unlovable or fundamentally 'bad' etc.

3. Social Development: may become aloof, untrusting, excessively needy, withdrawn, and will struggle to form appropriate relationships with adults etc.

4. Creative Development: may struggle with organising tasks etc.

For further learning we recommend:

1. Sprouts Videos on YouTube: <https://www.youtube.com/c/SproutsVideos/videos>)

2. Nadine Burke Harris in the TedTalk named "How childhood trauma affects health across a lifetime": <https://www.youtube.com/watch?v=95ovIJ3dsNk&feature=youtu.be>

11

DEVELOPMENTAL IMPACT OF THE FIRST CHALLENGE *

Think about the FIRST challenge you have chosen and outline the ways in which the children are affected by it in terms of their general, emotional, social and creative development.

Enter your answer

12

DEVELOPMENTAL IMPACT OF THE SECOND CHALLENGE *

Think about the SECOND challenge you have chosen and outline the ways in which the children are affected by it in terms of their general, emotional, social and creative development.

Enter your answer

13

DEVELOPMENTAL IMPACT OF THE THIRD CHALLENGE *

Think about the THIRD challenge you have chosen and outline the ways in which the children are affected by it in terms of their general, emotional, social and creative development.

Enter your answer

[Back](#)

[Next](#)

Never give out your password. [Report abuse](#)

This content is created by the owner of the form. The data you submit will be sent to the form owner.

Powered by Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)

SUBMIT BAP Method Art Project Design Tool

* Required

C. IDENTIFY THE NEEDS FOR THE CHILDREN'S HEALING JOURNEY

In this section, you are shifting from what the challenges are to what can be done to help with them.

You need to work out and identify what the children you are working with need, to help them deal with the challenges they face, in order for them to heal and develop.

Think about what you can do. The qualities, understandings, values that can be explored and developed that can help them. For example:

If low self-esteem is one of the emotional developmental challenges the children you are working with face, they need to build self-esteem. You can help by teaching them self-respect and personal responsibility.

If the children you are working with experience physical abuse, they need to feel safe and loved. You can help by providing a safe space that they feel comfortable in and cared for.

If they are substance addicts, they need to develop a sense of purpose. You can help by encouraging them to build a vision for their lives and teaching them leadership skills.

If they are exposed to violence, they need to feel safe and secure. You can help them by creating a safe environment and teaching them values such as respect, kindness and empathy.

If they are discriminated against because of where their parents come from and experience xenophobia, they need to feel safe and valued. You can help by teaching them about multiculturalism, equality and respect.

If they are non-communicative or struggle to communicate, they need to feel safe and to build self-confidence. You can help by creating a non-judgmental environment, where everyone has a chance to speak and is heard and valued.

* In bullet form using hyphens (-), describe what the children need to heal and develop. *

Enter your answer

[Back](#)

[Next](#)

Never give out your password. [Report abuse](#)

This content is created by the owner of the form. The data you submit will be sent to the form owner.

Powered by Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)

SUBMIT BAP Method Art Project Design Tool

PART 2: UNDERSTANDING THE BAP METHOD

This video will give you an understanding of how the BAP Method with it's 8 lesson plan process works.



[Back](#)

[Next](#)

Never give out your password. [Report abuse](#)

This content is created by the owner of the form. The data you submit will be sent to the form owner.

Powered by Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)

SUBMIT BAP Method Art Project Design Tool

THE BAP METHOD

BAP has designed a poster to help you understand the BAP Method. It can be used to brainstorm and lesson plan. We recommend that you print it out to A3.

DOWNLOAD THE BAP METHOD POSTER AT THE LINK BELOW:

<https://www.butterflyartproject.org/bap-method-resources>

We usually see children 8 times in a school term, our art projects are designed for 8 sessions of 1.5 hours each for 2-7 children per facilitator, to ensure intense contact time.

The metamorphosis of the Butterfly is a metaphor to help us design an art project and monitor the healing process.

From an egg to a little caterpillar; to a big caterpillar into chrysalis to butterfly.

1. The egg: When the children come for a first session, they're in an egg state. The facilitator needs to provide a safe space, this holds them together like the shell of an egg. The room is prepared in advance: table set, chairs placed, windows opened, everything cleaned – ready for the art therapeutic session. Children get to know a new classroom, adult and other children, this situation can be stressful, therefore it's important to be well prepared with clear structure.

After lining up outside the door, children move in and form a welcome circle. The facilitator says a verse/poem and the children sing. This ritual takes max 4 minutes, to ground them at the beginning of each session. The structure, routine and rhythm should not change as these create stability in children's lives by strengthening the life forces.

For the first session let them do a simple drawing which serves for a baseline and art therapeutic diagnosis of the child. A simple drawing could include: a house, sun, grass/earth, sky, animal, human, and a plant/tree. Write down a list for them and let them use any drawing materials. Give them 35-40 minutes for their baseline artwork.

Then give them 5-10 minutes for a little snack and to review their artwork and practice appreciation of each other's efforts. Packing away and cleaning up together is an essential ending of sessions.

After all these activities it won't be easy to round them up again for a farewell circle. Have a short 2 minute farewell to have them experience structure and care. Sing a song or say a verse and goodbye. That's enough.

2.The little caterpillar: To hatch from an egg takes effort. The child is shy, settling into the group/ therapeutic relationship. The setting is structured, like in the first session. The children set their own rules for the time together.

There might be 2 or 3 little caterpillar sessions, depending on the art project topic. These sessions introduce the children to the medium, techniques and theme.

BAP has developed Assessment questionnaires to gain background information about the children and build on the therapeutic relationship. One for Grade R–3, the other, Grade 4-7. Once the children are comfortable little caterpillars, they can be invited for a 45 min session one-on-one to explore the questionnaires. The art facilitator needs to adapt the tool to the situation and child for its effectiveness.

3.The big caterpillar: Now the children have settled, their group roles are clear. They become a productive group and they allow each other space for creativity. The main art project can start. This phase might last from sessions 3-7 of the 8 sessions.

4. The chrysalis: This stage is healing transformation. You might witness it. A child will only expose a traumatic memory/ event when they feel safe. Many do not live in a safe environment therefore you shouldn't force them to share their traumatic stories. Most children will only share when the right time and space presents itself. Careful, this might happen outside of the classroom, such as in the car park, playground or during break.

5. The Butterfly: The last session is always a celebration. The children are involved in the preparation. It can be an exhibition of their artwork with invited guests, a party with juice and snacks, an outing or another creative session.



[Back](#)

[Next](#)

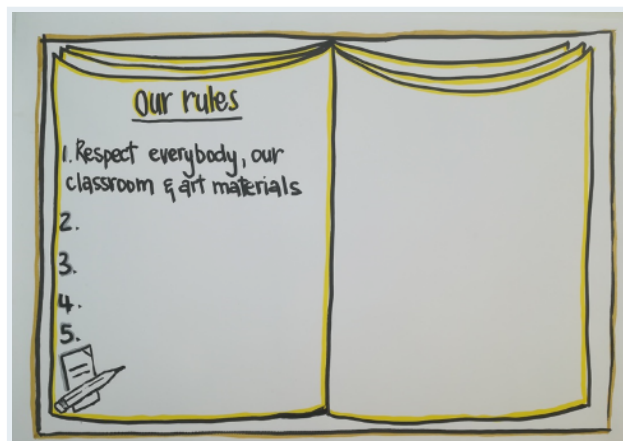
Never give out your password. [Report abuse](#)

This content is created by the owner of the form. The data you submit will be sent to the form owner.

Powered by Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)

SUBMIT BAP Method Art Project Design Tool

LESSONS RESOURCES



DOWNLOAD THE BELOW RESOURCES FROM THE BAP WEBSITE AT THE FOLLOWING LINK:

<https://www.butterflyartproject.org/bap-method-resources>

LESSON RESOURCES

- Verses and Songs for Children
- Child Assessment Questionnaires
- Our Rules

ADMINISTRATIVE RESOURCES

- Parent Consent and Indemnity Form
- Class Register

BELOW IS THE LINK TO THE HEART FOR ART PMEL PAGE WITH FREE TEMPLATES FOR PLANNING, MONITORING, EVALUATION AND LEARNING:

<https://www.butterflyartproject.org/h4apmel>

[Back](#)

[Next](#)

Never give out your password. Report abuse

This content is created by the owner of the form. The data you submit will be sent to the form owner.

Powered by Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)

SUBMIT BAP Method Art Project Design Tool

* Required

AGE GROUP OF CHILDREN

Due to high trauma levels, we sadly observe that children can be up to 2 years behind in their development. Here is an outline of the CHILDHOOD DEVELOPMENTAL STAGES IN 7 YEAR CYCLES as witnessed in well-resourced communities:

0 - 7 YEAR:

The first 7 years of childhood focuses on physical development. The child's body grows and forms. This needs a lot of focus and energy. The growth of adult teeth, the hardest matter in a human body, is an indicator for school readiness. The foundations for seeing the healthy development of the physical body are now evident, and the child has the inner resources to start learning at the primary school level: Etheric forces (life forces) are freed up for thinking.

When most children from 0-4 years make art, they use the medium to experiment and are very much driven by their own impulse. The interest in a theme and working in a group only awakens from around the age of 4 onwards. The children start their creative journey with drawing. Wax crayons are followed by coloured pencil. They express and work through their relationship to the world. The educator introduces them to clay to exercise their little hands and to allow them to release toxic stress from their limbs. Watercolour painting at this age is an invitation to enter a world of wonder. Children explore the primary colours to build strong relationships with them, and then experience how to mix them into secondary colours.

7 - 14 YEARS:

The next 7 years the child develops its life force body (etheric body). It becomes independent from its parents/ guardians and educators' life forces, e.g. will be able to manage their sleep and wake rhythms on their own. To support this development of the life force body, primary school education needs to offer a rhythmical and stable environment. Our art projects, therefore, must be designed with an ever-repeating structure.

In the children's' drawings of this age group, you see many more details and accessories. They need to see love in the world to thrive. They are interested in the biographies of others and art projects about meaningful stories will bring them joy. Form drawing is a method that helps the child to develop an autonomic strong life force body. It can be applied daily. Crafts and any handwork are of huge interest. They love to learn skills to produce items they can use at home for play or household use.

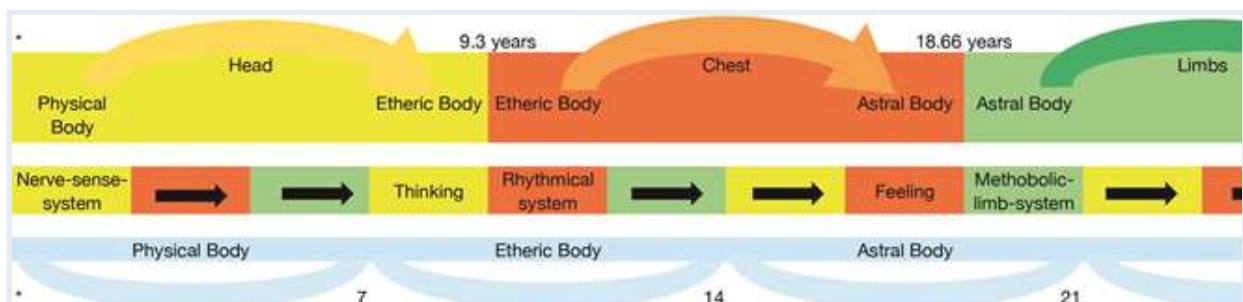
The nine-year crises is a time when the children wake up to forming their own identity. They can now grasp concepts like death on deeper a level. They have more awareness of the good and bad in the world. A threshold in childhood that can be supported with honesty, empathy and strong role models who seem to know the way in a now confusing and sad world.

14 - 21 YEARS:

The next 7 years are when youth focus on the maturing of the soul (astral body). The three soul qualities need schooling: Thinking, Feeling and Willing. Observing youth, it becomes evident that none of these function well and they are quickly and too easily labelled as "difficult". To find their individuality they argue and discuss, fall in love and have their hearts broken, take part in adventurous expeditions and protest injustices. That way they explore and discover their very own identity, life purpose and freedom.

In art they enjoy simple mediums and hours of hanging out with each other fiddling around. The art facilitator gifts them with exciting art projects for exploring, questioning, criticising the world on large canvas, walls and social media. They need guidance to find their voice and freedom in a world which appears resourceless and hopeless.

For more please watch Sarah's video: <https://www.youtube.com/watch?v=CmXMZH7ln2c&t=459s>



15

AGE GROUP *

What is the age group of the children you are working with?

Enter your answer

[Back](#)

[Next](#)

Never give out your password. [Report abuse](#)

This content is created by the owner of the form. The data you submit will be sent to the form owner.

Powered by Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)

PART 3: COMING UP WITH A THEME FOR YOUR ART PROJECT

There are many different ways to come up with a theme. There are no hard and fast rules. Theme conceptualisation is a creative process which is not linear by nature, and requires both active (thinking and writing) time and time to simmer and brew. In order to create some structure to help guide you through this process, 4 different routes are offered as ways to come up with a theme for your art project. These are as follows:

1. **AVAILABLE MATERIALS:** Materials can be limited. One way to start thinking of a project theme is to assess the materials you have available and what can be created with them.
2. **MEDIUM:** Different mediums have different characteristics and healing qualities. Using the chart downloaded in the next section, which suggests the various healing properties the different mediums offer, another option is to start your theme conceptualising process by establishing which medium would be most beneficial, based on it's healing properties, to your group of children's needs.
3. **STORY:** There is a long history and strong relationship between stories and art-making. Stories can conjure up lots of thoughts, images and ideas. A story can be a book you have read, a biography of a person, a tale told to you handed down orally over generations, or something you have come up with and written yourself. This route uses a story as the inspiration for your art project theme.
4. **THEME:** For those who have experience working with children, art-making and conceptual development, this might be a preferred route. This route would typically start with a free brainstorming session and internet research.

Keeping the following close to mind when coming up with a theme, and aim for one that:

- Addresses their (community) needs.
- Considers the limitations of the country and community in which they live.
- Is appropriate for their age group in terms of the content and their developmental capabilities.
- Talks to them; is something that will interest them and grab, engage and sustain their attention.

Sometimes ideas come to us when we are doing something else and least expect it, such as when we are taking a shower, walking in nature, reading, watching TV or even an experience or encounter in our everyday life can trigger an idea. Some ideas brew slowly, others percolate and suddenly pop into existence in our heads. If you are struggling, get up and do something that inspires you and brings you joy.

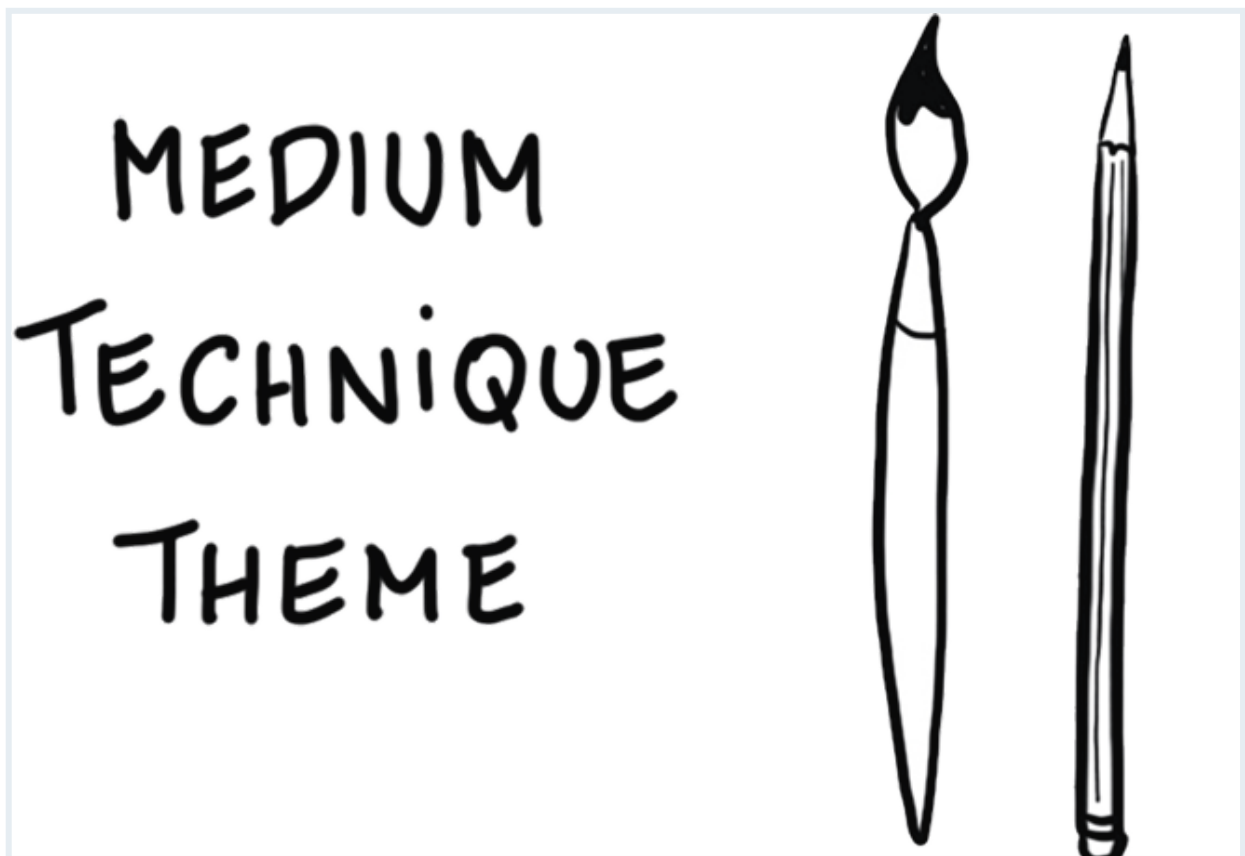
BRAINSTORMING

When brainstorming it is important to allow the free flow of thoughts and ideas without any judgement.

Here are a few tips:

- Focus on quantity (rather than quality).
- Absolutely NO criticism; there is no "right" or 'wrong". Silence your inner critic. Nothing is stupid.
- GO wild. Encourage wild, unconventional, out of the box thinking.
- Combine and expand ideas. No idea is sacred and everything can be developed.

Once you have carried out a brainstorming session is it often good to leave it for a bit and possibly come back to it, adding any new ideas along the way. Sit on it for a few nights. Let your unconscious have a crack at it. Be open to what emerges.



[Back](#)

[Next](#)

Never give out your password. [Report abuse](#)

This content is created by the owner of the form. The data you submit will be sent to the form owner.

Powered by Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)

SUBMIT BAP Method Art Project Design Tool

* Required

ART MEDIUMS AND THEIR HEALING PROPERTIES

Art helps people to explore their emotions, develop self-awareness, cope with stress, boost self-esteem and work on social skills. It can assist with decision-making, finding solutions and self-regulation.

Art-making and the creative process allows for a variety of sensory experiences. It involves movement and includes the senses of sight, smell, touch, and sound. Art mediums have a central role in the healing possibilities of art-making. The way a person interacts with art materials - their material interaction - differs. Different mediums can bring up different emotional states triggered by the sensory experience.

The chart below organises mediums in terms of the threefoldness in spirit, soul and body - thinking, feeling and willing - graphic, painting and sculpture. The realms are interlinked and there is much crossover between the mediums and the realms. Essentially any medium, depending on how one chooses to work with it can engage the different realms. Firstly, personal research through experience is key to understanding the impacts and effects of working with the different mediums has on one, as we are essentially dealing with something that is non-verbal. Secondly, we need to develop an understanding of the specific healing properties of mediums and their application for healing. There are no recipes. This chart is an attempt to share some basic observations with you. Some of the qualities of the different mediums and suggestions around their healing properties have been outlined. Emphasis has been placed on the mediums that are explored in BAP's Early Beginnings Module. Hold these suggestions lightly, as that is what they are, suggestions. While there are general commonalities, everything is subjective and affects people in different ways.

The chart is a work in progress and will grow as it is developed.

DOWNLOAD THE ART MEDIUMS AND HEALING PROPERTIES CHART AT THE LINK BELOW:
<https://www.butterflyartproject.org/bap-method-resources>

16

Question *

- ☐ Pathway 1: Available Materials
- ☐ Pathway 2: Medium

☐ Pathway 3: Story

☐ Pathway 4: Theme

[Back](#)

[Next](#)

Never give out your password. [Report abuse](#)

This content is created by the owner of the form. The data you submit will be sent to the form owner.

Powered by Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)

SUBMIT BAP Method
Art Project Design Tool

* Required

PATHWAY 1: AVAILABLE MATERIALS

17

What materials do you have access to? *

Enter your answer

18

THEME BRAINSTORM *

Brainstorm different ideas of what you could make with these materials, keeping in mind the challenges you have chosen to work with. It shouldn't be fancy. Just a free flow of ideas written preferably on a page without lines. You will be asked to include a scan or photo of your brainstorm when you submit your Art Project Theme document.

Have you prepared your brainstorm for digital submission?

☐ YES

☐ NO

19

ART PROJECT THEME *

What is the theme you have decided on for your art project?

Enter your answer

THEME & NEEDS *

Explain your theme in more detail in relation to how it addresses:

- *the child protection and social challenges,*
- *developmental areas*
- *& needs of the children you are working with.*

Enter your answer

[Back](#)

[Next](#)

Never give out your password. [Report abuse](#)

This content is created by the owner of the form. The data you submit will be sent to the form owner.

Powered by Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)

SUBMIT BAP Method Art Project Design Tool

* Required

PATHWAY 2: MEDIUM

DOWNLOAD THE MEDIUMS AND HEALING PROPERTIES CHART AT THE BELOW LINK:

<https://www.butterflyartproject.org/bap-method-resources>

Consider the different healing qualities of the different mediums suggested on the Medium and Healing Properties chart. Use it as a starting point to think about the different qualities and healing properties different mediums have, and choose a medium(s) to work with that you think will help address the needs of your children and help them heal.

17

What medium(s) have you decided to work with? *

Enter your answer

18

THEME BRAINSTORM *

Brainstorm different ideas of what you could make with these materials, keeping in mind the challenges you have chosen to work with. It shouldn't be fancy. Just a free flow of ideas written preferably on a page without lines. You will be asked to include a scan or photo of your brainstorm when you submit your Art Project Theme document.

Have you prepared your brainstorm for digital submission?

☐ YES

☐ NO

19

ART PROJECT THEME *

Coming out of your brainstorm, what theme have you decided on for your art project?

Enter your answer

20

THEME & NEEDS *

Explain your theme in more detail in relation to how it addresses:

- the child protection and social challenges,*
- developmental areas*
- & needs of the children you are working with.*

Enter your answer

[Back](#)

[Next](#)

Never give out your password. [Report abuse](#)

This content is created by the owner of the form. The data you submit will be sent to the form owner.

Powered by Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)

SUBMIT BAP Method Art Project Design Tool

* Required

PATHWAY 3: STORY

Select a story that is relevant to the needs of the children you work with, that you would like to base your art project on. It can be a storybook, fiction, non-fiction, a biography of a person, a tale told to you orally, or a story you have written yourself.

17

Title and Author *

What is the name of the book or the name of the story and the book it is in, and who is it written by?

Enter your answer

18

Oral Story or Your Story

Oral Story:

If you are going to work with an oral story, you will be asked to include either a typed copy or a voice recording of it when you submit your Art Project Theme document.

Your Story:

You will be asked to include a typed copy of the story you have written when you submit your Art Project Theme document.

Have you prepared your story for digital submission?

☐ YES

☐ NO

19

Story Themes *

What are the different themes in the story?

Enter your answer

20

ART PROJECT THEME *

Which theme in the story are you going to focus on for your art project?

Enter your answer

21

Optional Art Medium Brainstorm

If it helps, keeping in mind the challenges you have chosen to work with, you can brainstorm around what you could make using what mediums inspired by the story and theme you have selected. It shouldn't be fancy. Just a free flow of ideas written preferably on a page without lines. You will be asked to include a scan or photo of your brainstorm when you submit your Art Project Theme document.

Have you prepared your brainstorm for digital submission?

☐ YES

☐ NO

22

What medium(s) have you decided to work with? *

Enter your answer

THEME & NEEDS *

Explain your theme in more detail in relation to how it addresses:

- the child protection and social challenges,*
- developmental areas*
- & needs of the children you are working with.*

Enter your answer

[Back](#)

[Next](#)

Never give out your password. [Report abuse](#)

This content is created by the owner of the form. The data you submit will be sent to the form owner.

Powered by Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)

SUBMIT BAP Method Art Project Design Tool

* Required

PATHWAY 4: THEME

17

THEME BRAINSTORM *

Start with a brainstorm to get some theme ideas flowing for your art project. During this process keep the challenges you have chosen to work with at the heart of your idea generation. It shouldn't be fancy. Just a free flow of ideas written preferably on a page without lines. You will be asked to include a scan or photo of your brainstorm when you submit your Art Project Theme document.

Have you prepared your brainstorm for digital submission?

☐ YES

☐ NO

18

ART PROJECT THEME *

Coming out of your brainstorm, what theme have you decided to work with?

Enter your answer

19

Optional Art Medium Brainstorm

If it helps, you can do a second brainstorm around the different materials you could work with for this theme. It shouldn't be fancy. Just a free flow of ideas written preferably on a page without lines. You will be asked to include a scan or photo of your brainstorm when you

submit your Art Project Theme document.

Have you prepared your brainstorm for digital submission?

☐ YES

☐ NO

20

What medium(s) are you going to work with? *

Enter your answer

21

THEME & NEEDS *

Explain your theme in more detail in relation to how it addresses:

- the child protection and social challenges,*
- developmental areas*
- & needs of the children you are working with.*

Enter your answer

[Back](#)

[Next](#)

Never give out your password. [Report abuse](#)

This content is created by the owner of the form. The data you submit will be sent to the form owner.

Powered by Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)



SUBMIT BAP Method Art Project Design Tool

SUBMIT

You have completed Stage 1 of the BAP Online Art Project Design Tool. Thank you for using it to develop a theme for your art project design.

[Back](#)

[Submit](#)

Never give out your password. [Report abuse](#)

This content is created by the owner of the form. The data you submit will be sent to the form owner.

Powered by Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)