

Curriculum **Ecological entrepreneurship and design**



1.	Title of the programme
	Ecological entrepreneurship and design
2.	Objective of the programme
	To foster pupils' artistic capabilities, to apply them for the needs of community. By developing related activities to encourage society to pay attention to the environment and surrounding nature.
3.	Age group
	The programme is devoted to pupils of 15-19 years age group.
4.	Duration of the programme
	80+80 hours

Part I

According to their preferences pupils are encouraged to choose one art studio. Duration: 80 hours.

Part II

Pupils are attending parallel courses of ecology and entrepreneurship. Duration: 80 hours.

Part I

Design, Fashion Design, Jewelry, Photography and Animation programmes: content, objectives, forms of realization

GENERAL PART	
1.	Extent and duration of the programmes, competence of educators

	Programmes are realized in one year. They are conducted by educators: teachers and artists who under the Lithuanian Republic's law of education have the right to work as teachers of non-formal education (they have pedagogue qualification and experience in realization of similar programmes).					
	4	hours per week (2 times x 2 hours)	8	8 times x 2 hours per month	10	number of months
	At least 2 hours per week		At least 8 hours per month		At least 3 months	
2.	Intended average quantity for one group in the programme: 10					
3.	Directions of education Fine art, design, informational technologies, media, nature, ecology, interdisciplinary art.					
INFORMATION ABOUT EACH PROGRAMME						
4.	Title of the programme (particular, directly related with the content of programme) Programme of Design					
5.	Annotation of the programme Programme of design introduces to theoretical basis and practice of design, topicalities of contemporary eco-design, appliance of second hand items and materials. Pupils create and realize different ideas of design related to objects, environment, graphics and advertisement.					
6.	Objective of the programme The objective of desing studio is to provide the pupils a universal experience: higher graphic culture, ability to orient themselves in the variety of design and object environment, knowledge related to appliance of design basics in advertising, creation of brand identity. It will help applying skills not only in a personal life, practical activities, but also in further studies of design.					
7.	Tasks of the programme To develope pupils' abilities to understand the specificity of tasks and find best forms, that create harmony in between expression of an artwork and it's function. To learn most characteristic artistic and technical solutions employed in design. To shape aesthetic outlook and understanding of art tendencies.					
8.	Competences acquired during realization of the programme Objective: to learn the basics of design. To develope artistic ideas and realize them in material form. General social and creative: to acquire better understanding of the processes related to contemporary culture and social environment.					
9.	Content and process of programme realization					

No.	Constituent part (topic)	Characterization of activity	Methods	General and objective competences	Duration (hours)
1.	Graphic design	Introduction to elements of artistic expression on a flat surface: colour (a mix of main and supplementary chromatic and achromatic colours, warm – cold, light – dark colours), line, spot, tone, texture and means of artistic expression: rhythm, statics – dynamics, symmetry – asymmetry, contrast, nuance. The significance of the font in the composition is presented.	Various practical methods of teaching artistic expression – painting, drawing by employing various means.	Forming and developing ideas, choosing motives suitable for expression of the idea. Using lines, spots, colours and textures. Recognizing and understanding elemental techniques of drawing, graphics and painting. Knowing the possibilities of informational technologies for creating graphic design.	35 hours
2.	Object design, eco-design	Introduction to the elements of spatial artistic expression: line in a three-dimensional space (wire), a flat in a three-dimensional space (paper, cartoon), form in a three-dimensional space (plasticine, clay, etc.) Construction, spatial form and function. Forming initial skills of working with various materials and techniques. Introduction to sustainable, durable products and their creators.	Various practical methods of teaching artistic expression – drawing, flexing, sticking, constructing while using various means. Individual and group work. Introduction to sustainable, durable products and their creators. Forming the initial skills of working with second-hand	Forming and developing ideas for spatial art, choosing motives suitable for expression of the idea. Understanding interrelation, specificity and character of various forms. Knowing the possibilities of informational technologies for creating projects of spatial objects. Fostering purposive attitude to the	25 hours

				sustainable materials. Various materials – plasticine, cartoon remnants – are used for the artworks.	design of the product that has an impact on environment, planning it's life cycle, perspectives of remake.	
	3.	Creation of the brand style	Teaching to develop a wholesome style of graphic and object design related to purpose and function.	Various practical methods of teaching artistic expression – drawing, flexing, sticking, constructing using various means. Individual and group work.	Developing and transforming artistic ideas, choosing motives, applying them to various creative situations. Understanding interrelation of various artistic solutions, their specificity and character.	20 hours

				Total:	80 hours
10.	Role of participants in the realization of the programme, fostering progress, evaluation and self-evaluation				
	Pupils develop and realize their ideas by getting acquainted with principles of the design. They try out different materials, means and techniques, are able to experiment freely by seeking out individual, original ways of expression. Each of the pupils work by their individual rhythm and choose visual solutions. Exhibitions are held, pupils take part in the contests, social events.				

11.	Title of the programme (particular, directly related with the content of programme)				
	Programme of Fashion Design				
12.	Annotation of the programme				
	During the programme of fashion pupils are introduced to theoretical basis and practice of fashion design, contemporary topicalities of eco-design, usage of second-hand items and materials. Pupils create and realize a variety of ideas related to design of experimental materials, accessories, elements of the clothing.				
13.	Objective of the programme				

	Objective of fashion design studio programme is to guarantee the delivering of basic professional and innovative knowledge to the pupils, to educate specific abilities of fashion designer and to shape competences that are required for creative and practical activities and further studies of fashion design.					
14.	Tasks of the programme					
	To develop pupils' abilities to understand the specificity of tasks and find out best forms that create consistency in between artistic expression of the artworks and its function.					
	To acquire most characteristic artistic and technical solutions in fashion design.					
	To shape aesthetic outlook and understanding of art tendencies.					
15.	Competences acquired during the realization of the programme					
	Objective: to learn the basics of fashion design, to understand better processes of contemporary culture and social environment. To shape artistic ideas, realize them in material.					
	General social and creative: to understand ecological problems and importance of creation of balanced products, to apply these principles in personal and professional life, to be able to communicate and collaborate, to possess skills of team work, to have a feeling of self-assurance, to be open to a variety of social experience, to shape and realize individual artistic ideas.					
16.	Content and process of programme realization					
	No.	Constituent part (topic)	Characterization of activity	Methods	General and objective competences	Duration (hours)
	1.	Illustration of fashion design	Introduction to broader variety of drawing techniques, issues of modelling figure and creating composition. Artworks by artists of different periods and characteristics are presented so that pupils could acquire professional understanding about individual and unique manner of drawing, find out suitable drawing techniques, know the principles of composition.	Various active practical methods of teaching artistic expression – drawing by using various techniques, painting.	To be able to analyze artworks and use the acquired experience when pursuing own individual style. To be able to employ best suitable drawing techniques in individual creation, to discover universal means for creating desired drawing style.	10 hours

	2.	History of costume	The close relation between historical political events, characteristic to the epoch, economic and technical achievements, language of fine arts, architecture, religion, ethics is researched and analyzed, how these factors influence development of historical costume.	Various theoretical and active practical methods – by analyzing and making references to historical sources, examples of historical costume are gathered and systematized, drawing analogies with contemporary fashion design. Models of historical costume are prepared so that they could reflect main characteristics of analyzed periods.	To be able to recognize and distinguish the historical period of a particular costume. To be able to distinguish the most characteristic silhouette of particular historical period. To be able to find, recognize and distinguish analogies, relations and interpretations of historical costume in contemporary fashion design.	10 hours
	3.	Fashion design, eco-design	Relations of main human figure proportions are analyzed, four main silhouettes of female costume, principles of draping and layout. Introduction to the newest tendencies and directions of fashion design. Principles of making fashion design collections are analyzed. Introduction to eco-friendly sustainable products and their creators.	Various active practical methods of teaching fine arts and design – drawing, layout, sewing. Individual and group work. Developing initial skills for working with various second-hand sustainable materials.	To control a silhouette when draping freely on a mannequin, to be able to shape a desired form, to sense material texture. To understand the main stages of creating collections. To make a project of collection of a chosen style and type.	30 hours

	4.	Accessory design	Logic of functional change of accessories through history is analyzed as well as tendencies in the work of accessory designers. Introduction to stages of accessory design, range of accessories, variety and specificity of materials, their aesthetic and technical qualities, the aspect of sustainability. Exceptional focus is devoted to creation of accessories, practical realization of creative ideas.	Various active practical methods of teaching fine arts and design – drawing, flexing, glueing, constructing by employing different means, sewing. Individual and group work. Skills of working with various second-hand and sustainable materials are developed.	To be able to create, design, model and realize in material sets of accessories for collections of clothes. To analyze logic of functional change of accessories through history, stages of contemporary accessory design, to familiarize with the newest tendencies of accessory design.	20 hours
	5.	Design of experimental materials	Introduction to features of fabric, specificity of textile paint, various techniques of textile. Introduction to examples of the use of techniques. Trying out technologies by engaging to improvise, combine several techniques, use them in creating clothes, accessories or other chosen objects.	Various active practical methods of teaching – shaping the wool, production of paper mass, batik, whitening of fabric, mottling by imprints, application, use of non-textile material, etc.	To be able to create original materials, to understand better possibilities of applying and creating fabrics, engaging in creativity, showing courage to experiment, expanding creative ideas and possibilities of their expression in modelling collections of clothes and accessories.	10 hours

				Total:	80 hours
17.	Role of participants in the realization of the programme, fostering progress, evaluation and self-evaluation				
	Pupils develop and realize their ideas by getting acquainted with principles of fashion design paying attention to aspect of sustainability. They try out various materials, means, techniques and are encouraged to experiment freely by seeking out individual, original				

	ways of expression. Each of the pupils work by their individual rhythm and choose visual solutions that suit them best. Exhibitions and presentations are held, pupils take part in the contests, social events.		
Fashion Accessories Design – Jewelry Design			
18.	Extent and duration of the programmes, competence of educators		
	<i>Assistant designer of fashion accessories – jewelry design.</i> <i>Total length of modular program is 4 academic years.</i> <i>Further described objectives, methods and tasks can be adapted either for full vocational education program 4 years, either for specific time of workshop realization (e.g. 40 days)</i> <i>Programmes can be realized by educators: teachers and artists who under the Latvian Republic’s law of education and law of vocational education have the right to work as teachers.</i>		
	4 academic years	40 days only for workshop	
	Average 15-22 hours per week	Average 32 h per week (module B)	
19.	Intended average quantity for one group in the programme:		
	4min-10max		
20.	Directions of education		
	Fashion accessories design – <i>jewelry design</i> .		
INFORMATION ABOUT THE PROGRAMME			
21.	Title of the programme (particular, directly related with the content of programme)		
	<i>Assistant designer of fashion accessories – jewelry design</i>		
22.	Annotation of the programme		
	program teaches the design process - identifies the user's needs, conducts research of analogs, materials and technical solutions. Think creatively and create - sketch, make and test models, prepare a technical project. Collaborate to produce functional and sustainable design products and present results, visual identity as a business idea.		
23.	Objective of the programme		
	To promote knowledge, skills and attitudes, which provides acquisition of vocational education and preparing professionals in art industry with theoretical knowledge and practical skills ready to get involved in labor market.		
24.	Tasks of the programme		
	1. Identifying the idea of a fashion accessory design product. 2. Development of fashion accessories design project idea. 3. Development and implementation of fashion accessories design product.		
25.	Competences acquired during the realization of the programme		
	<ul style="list-style-type: none">Follow the offer, the order and the purchase market in the fashion accessory design industry.Identify the range of products and services in the fashion accessories design industry.Identify the task.		

	<ul style="list-style-type: none"> • To study the topicality and stylistics of fashion accessories in connection with the task. • To study the materials and supply of fashion accessories in connection with the task and the principles of sustainability. • Develop a fashion accessory design concept. • Develop sketches of original ideas. • Develop a 3D layout of the original ideas. • Develop a visual overview of a fashion accessory design project. • Evaluate the properties of materials required for the development of a fashion accessory design product and manufacturing technologies. • Develop the design of fashion accessories. • To develop a preliminary sample, taking into account aesthetic and functional properties. • Test pre-samples in the environment of use. • Make changes / adjustments to the sample. • Identify the manufacturer according to the production possibilities of a fashion accessory or jewellery design product. • Develop a technical design for a fashion accessory product. • Present a fashion accessory design product. • Summarize and analyse the experience gained in the process of developing a fashion accessory design product. 					
26.	Content and process of programme realization					
	N o.	Modules	Characterization of activity	Methods	General and objective competences	duration
	1.	The A modules are acquired in the first year and are the same in all educational programs	<ul style="list-style-type: none"> • Drawing 1 • Composition • Painting1 • Design processes • Public and human security. 	<i>Teaching methods used for the implementation of the vocational education program:</i> Research methods (research practical, problem solving, etc.), discussion, use of information technologies, direct view, indirect view, work with literature, demonstrations, situation analysis, study	<i>Research:</i> Learners are acquainted with the conditions of the Life Economy and Design product life cycle, conduct a design product life cycle study for the entire product system and life cycle (holistic approach). Learners are aware of the potential for improving the product life cycle through the reuse of recycled materials. Using information technologies, learners are acquainted with Latvia's natural resources, discuss the possibilities of their efficient use, and discuss the possibilities of	20 hours
	2.	The B modules acquired in the period from the first to the fourth year, including a division into specializations	<ul style="list-style-type: none"> • Material design • Use of materials and technologies in the development of design products • Form design • 2D digital modelling • 3D digital modelling • Development of design products • Design product development II 			30 hours

		<ul style="list-style-type: none"> • Sketching of design products • Research of the context of design products • Development of visual identity in product design • Painting 2 • Drawing 2 • Project implementation in product design • Entrepreneurship in design • Internship of a product designer assistant. 	<p>tours, project methods, practical work, "brainstorming," direct cognition methods, lectures, group work, discussions, work folder ("portfolio"), etc.</p>	<p>narrowing the flow of materials - more efficient use of raw materials, materials and products. Learners identify the task by researching the target audience, finding out the customer's intentions and needs.</p> <p><i>Analytical practical work:</i> Learners are acquainted with different types of fashion accessories and jewellery design materials, their properties and classification. Learners identify the task by researching the target audience, finding out the customer's intentions and needs.</p>	3 0 h o u r s
3.	C - Modules - optional modules	<ul style="list-style-type: none"> • Application of new materials and technologies in the development of design products • Development of design products • Drawing 3 • Painting 3 • Green skills. 		<p>Learners develop and analyse conceptual ideas for a fashion accessory and or jewellery, working individually and in a team.</p> <p>Learners learn the application of various material processing technologies in the production of fashion accessories and jewellery, observing the requirements of work safety.</p> <p><i>Presentation:</i> Learners present, to the target audience and the evaluation commission, conceptual ideas of fashion accessories and jewellery, their visualizations and answer questions. Learners present the made fashion accessories or their projects, or models to the target</p>	

				audience and the evaluation commission.	
--	--	--	--	---	--

27.	<p>Methods for assessing learning outcomes</p> <p>Learners who have completed a <u>vocational secondary education</u> program and:</p> <ul style="list-style-type: none"> - have obtained the required assessment of knowledge and skills, and have received the final assessment in all general education subjects not lower than “almost average - 4”; - have obtained the required assessment of knowledge, skills and competences at least at the average level (not lower than “average - 5”) in all modules of Parts A, B and C intended for obtaining the qualification in the modular program “Assistant Product Designer”; - have passed the state final examinations of the vocational secondary education program in accordance with the regulatory enactments in force and have received an assessment therein; - have passed an examination of professional competence at least at an intermediate level and obtained a grade of not less than 'average of 5', receive a diploma of professional secondary education in accordance with the regulatory enactments in force and the fourth level professional qualification of the framework. <p>Participants of <u>workshops</u>:</p> <p>will be evaluated according to a similar methodology, applying it to the specified time period in the master classes. Participants will be evaluated at mid-term and at the end. Creative idea, research and analytical process, target audience research, application/usefulness/sustainability of the idea, work process, work result will be evaluated by workshop masters. Participants will be evaluated during the negotiation process, with the aim of strengthening and improving the knowledge and quality of the product created in practical work. At the end, participants will receive an official, school-issued certificate of participation in the master class and the skills they have acquired, which they can add to their CV. As well as the created works will be exhibited in a public exhibition to ensure the availability of the project results to the wider audience.</p>
28.	<p>Title of the programme (particular, directly related with the content of programme)</p> <p>Programme of Photography</p>
29.	<p>Annotation of the programme</p> <p>Programme of photography introduces pupils to theory and practice of photography. It encompasses genres of photography, basics of colour research, directions and techniques of photography, specificities of curating a photography exhibition. During the programme it is important to prepare pupils for individual experience of the surroundings and it's representation by means of photography.</p>
30.	<p>Objective of the programme</p> <p>To educate an independent, creative personality with capabilities to create artistic photography.</p>
31.	<p>Tasks of the programme</p>

	To develop pupils' capacities to observe the surrounding world, its uniqueness and diversity. To introduce to analogue and digital photography, techniques of their artistic interpretation. To introduce to most characteristic artistic and technical solutions that are employed in photography. To shape aesthetic outlook and understanding of the tendencies of contemporary art					
32.	Competences acquired during the realization of the programme					
	Objective: basics of photography are learned. General social, creative: acquired knowledge of the processes related to contemporary society and culture. Nurturing, developing and realizing mature individual artistic ideas.					
33.	Content and process of programme realization					
	No.	Constituent part (topic)	Characterization of activity	Methods	General and objective competences	Duration (hours)
	1.	Analogue photography	Introduction to the laws of optics, functional principles of analogue photo camera. The significance of light in photography is presented as well as the employment of chemical processes in analogue photography.	Practical methods of teaching artistic photography: photographs without camera, <i>camera obscura</i> , illumination of objects on photo paper, etc. Individual and group work.	Understanding the significance of light in the photography, different techniques. Primary knowledge of analogue photography and significance of chemistry in analogue photography.	10 hours
	2.	Digital photography	Introduction to the functional principles of digital photo camera. Possibilities of digital processing of photographs are presented.	Various practical methods of teaching artistic photography: taking photographs with digital camera, processing of the image with computer.	Understanding the basics of digital photography, possibilities of digital image processing.	10 hours
	3.	Still life	Natural and artificial characteristics of light are discussed. Specificity of object photography. The meanings of still life	Various practical methods of teaching artistic photography: experiments with light, taking	Understanding the significance of light and related possibilities in photography, principles of composition.	20 hours

			throughout art history.	photographs, digital image processing, discussing object characteristics and the meanings of their material substance.	Knowledge of still life as a genre throughout the history of painting. Capacity to discuss characteristics of material and object and its representation in photography.	
	4.	Landscape	Artificial and natural light features are discussed as well as possibilities of photography in the nature, nature elements, the significance of horizon, industrial landscape, people and animals in their surroundings.	Various practical methods of artistic photography: taking photographs in the nature, city environment. Observing nature phenomena, changes of light in different time of the day.	Finding possibilities of landscape photography, being capable to frame, cut a desired image from surrounding whole. Understanding importance of horizon, photographic perspective, the relation between detail and whole.	20 hours
	5.	Human	Role of the light, figure in movement, portrait, group photography is presented.	Various practical methods of artistic photography: taking photographs of human figure, portrait. Human type studies and role of the detail while depicting human.	Forming and developing ideas, choosing motives to express them. Finding best ways to express personality in portraits.	20 hours

					Total:	80 hours
34.	Role of participants in the realization of the programme, fostering progress, evaluation and self-evaluation					

	<p>Pupils develop and realize their ideas while getting acquainted to main principles of contemporary art. They try out various photographic means, techniques and are able to experiment freely by seeking out individual, original ways of expression. Each of the pupils are working in their individual rhythm and choosing visual solutions that suit them best. Exhibitions of photography are curated, pupils take part in the contests, social events.</p>					
35.	Programme of Animation					
36.	Annotation of the programme					
	<p>During the programme of animation pupils learn the basics of animation, they are introduced to specificity of animation created by drawing and digitally, aesthetics of moving image.</p> <p>Participants of the programme will learn not only to create films of animation, but also to make soundtracks for them and present films in animation forums and festivals.</p>					
37.	Objective of the programme					
	To educate a creative, independent personality who is able to create animation films including screenplays, characters, movement.					
38.	Tasks of the programme					
	To develop pupils' abilities to observe the environment, to teach the expression of scenario and narrative by moving image. To introduce with techniques of animation and its artistic work up as well as most characteristic artistic and technical solutions.					
39.	Competences acquired during realization of the programme					
	Objective: the basics of creating animation are learned.					
	General social, creative: better understanding of contemporary society and culture. Development and realization of individual creative ideas					
40.	Content and process of programme realization					
	No.	Constituent part (topic)	Characterization of activity	Methods	General and objective competences	Duration (hours)

	1.	Elements of animation film: scenario, characters, form of expression, sound.	Initial elements of animation film are introduced: ways of creating the plot, it's parts – introduction, storytelling, finale – methods of discussion and selection are presented. Features of character appearance, it's movement are discussed as well as sound, that accompanies the image.	Initial constituent parts of the film are presented: scenario, characters, plastic means of the creation of the character, manner of movement, tempo of film, sound.	Ability of pupils to create film idea, scenario, characters is developed. Pupils are learning to express their ideas clearly, to choose means of expression.	10 hours
--	----	--	--	--	--	----------

	2.	Creation of scenario and characters.	Methods of scenario creation are introduced as well as various means of image creation: drawing, collage, puppets. Features of character are discussed and expressed by	Story is created during the conversation by raising questions about the goal of the plot, why character gets into one or another situation. Direction of story development	Pupils learn to create, analyze the story, to create proper character, to choose suitable tempo of storytelling, that could be adequate to the mood of film.	50 hours
--	----	--------------------------------------	---	--	--	----------

			image, details, manner of movement.	t is discussed.		
	3.	Drawing the frames, making montage, creating sound.	Film duration, tempo is being decided, separate frames are drawn. Drawings are scanned, film is assembled, soundtrack is created.	Specificity of the perspective (horizon, prospect, fragment) and angles is analyzed. The use of technical possibilities, computer programmes is introduced in the context of montage and soundtrack making.	Pupils learn the possibilities related to principles of composition, image perspective, angles. They acquire skills and basic knowledge of computer programmes used for montage and soundtrack making in animation film.	20 hours

		Total:	80 hours
41.	Role of participants in the realization of the programme		

	<p>Pupils develop and realize their ideas while getting acquainted to main principles of contemporary art. They try out different animation techniques, tools and are able to freely experiment by seeking out individual, original ways of expression. Each of the pupils are working in their individual rhythm by choosing appropriate visual solutions. Presentations and screenings of animation are organized, pupils take part in contests, social events.</p>
--	---

Part II

Ecology and entrepreneurship

Method – lectures, seminars, discussions. Duration – 80 hours.

Ecology

1.	Objective
	To provide with knowledge about global ecological situation. To deliver skills and competences related to sustainable environment, eco-friendly lifestyle, creative ideas developed in realm with nature.
2.	Methods
	Lecture, seminar, research
3.	Duration
	20 hours
4.	CLIMATE CHANGE AND GLOBAL WARMING
5.	Objective
	To introduce with knowledge about global ecological situation, the causes of global warming.
6.	Duration
	6 hours
7.	Description
	<p>“Climate change” and “global warming” are often used interchangeably but have distinct meanings. Climate change is the result of global warming.</p> <p>'Global warming and climate change have both occurred throughout Earth's history. But it's the speed at which the world is currently warming, and how fast the climate is changing, that is so concerning.', - Dr Joeri Rogelj, Director of Research at the Grantham Institute, Imperial College London says.</p> <p>The surface temperature of the planet has increased around 0.08°C per decade since 1880. The average rate of increase between 1981-2019 has been more than twice that rate. These changes are unquestionably the result of human actions.</p> <p>Globally, the primary sources of greenhouse gas emissions are electricity and heat (31%), agriculture (11%), transportation (15%), forestry (6%) and manufacturing (12%). Energy production of all types accounts for 72 percent of all emissions (World Resources Institute, 2017).</p>
8.	SUSTAINABILITY. THE NEED TO ACT
9.	Objective

	To introduce with the ways global community is fighting the global warming. To encourage pupils to change their habits and lifestyle by turning them into more friendly towards nature and environment. To start and develop environmental initiatives by involving community.
10.	Methods
	Lecture, discussions, research
11.	Duration
	10 hours
12.	Description
	<p>The first challenge is eliminating the burning of coal, oil and, eventually, natural gas, trying to employ alternatives when possible (plant-derived plastics, biodiesel, wind power), to invest in the change or invest in companies practicing carbon capture and storage.</p> <p>Buildings worldwide contribute around one third of all greenhouse gas emissions, so investments in new infrastructure would help cut greenhouse gas emission and drive economic growth in developing countries.</p> <p>Another challenge is to move closer to work, use public transport, or switch to walking, cycling or some other mode of transport.</p> <p>A potentially simpler and even bigger impact can be made by doing more with less: meet and follow “reduce-reuse-recycle” idea.</p> <p>Living sustainably is the new challenge with great opportunities for everyone – from individuals and communities to businesses and industries. Economic growth is not what everything is based on. Sustainability stands on three main pillars - social (people), environmental (planet) and economic (profit).</p> <p>Each one of the pillars show a context in which the sustainability is applied, at the same time that one depends on the other to support themselves.</p>
13.	ECOLOGY IN ART EDUCATION
14.	Objective
	To find out if activities of the school fit environmental requirements. To explore, what can be done so that the school could reduce pollution and CO2 emission.
15.	Methods
	Lecture, seminar, practical activities
16.	Duration
	4 hours
17.	Description
	<p>Art schools as well have a great opportunity to be developed in a sustainable way and play an important role in asserting sustainability by actioning others to change their relationship with, or contributing to the way of understanding the environment.</p> <p>The easiest way to “go green” in art classroom is to reduce what is in use. With dozens of classes and hundreds of kids, even small efforts to reduce will add up to big differences over time.</p> <p>Employing saving energy programme, taking advantage of natural sunlight and switch over to LEDs and rechargeable batteries as well.</p>

	<p>Using eco-friendly materials, reading the labels to understand how healthy or unhealthy products are.</p> <p>Going digital to reduce paper and using the “cast-offs”.</p> <p>Exploring unique opportunities for reuse within art school and inspire others to recycle. Using recycled materials as art supplies, trash toxins properly, cleaning with green cleaners.</p> <p>Pupils need diverse approaches when learning about nature.</p> <p>Educators need to see how they can incorporate the seventeen SDG for 2030 into their works.</p> <p>By addressing climate change, it is a chance to build a sustainable world for everyone, but it is need to act now.</p>
--	---

Entrepreneurship

18.	Objective
	To educate pupils' capacities to apply their creative projects to the needs of community: to know and evaluate business situation, own competences, generate ideas how to create artworks and artifacts that suit the needs of society, how to shape the community for realization of various initiatives.
19.	Methods
	Seminar, research
20.	Duration
	40 hours
21.	Topics
	Analysis of local business situation. Case studies of good practice – what services and products are created by local businesses. 8 hours
	Evaluation of own competences. 4 hours
	Market and consumer demand. Identification of market demand. Presentation of successful local start up businesses and their products that compensate market deficiencies. 6 hours
	How to collectively generate ideas that suit market demand and pupils' possibilities. Presentation of various ways of generating ideas and their analysis (for example “brainstorm“). 6 hours
	<p>The idea of the product or service. Analysis is being made, how a new product (service) suit market demand, why is it unique and superior in relation with other products (services). 4 hours</p> <p>Possible products: Item design – objects, raised for a new life: furniture, clothes, accessories (bags, illuminators, slippers, etc.), second-hand clothes or clothes, made using secondary materials.</p> <p>Services: Ecological education, training programmes, posters, videofilms that advocate eco-friendly relation with environment.</p>

	<p>Analysis of the market. Aim – to understand the importance of market analysis and feedback. Effective methods of getting feedback are chosen, inquiry questionnaires are worked out. After evaluation of this research, the conclusions concerning further activities are made. 6 hours</p>
	<p>Presentation of business ideas with a goal to attract the investors. 6 hours</p>