

STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
CLAUDIA SALGUERO

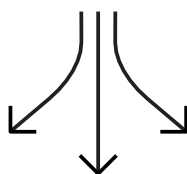


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:



**Curriculum
Connections**



Suggested Classroom Extensions



**Assessment
Strategies**

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STUDY GUIDE: VISUAL ARTS

DYNAMIC MANDALAS

Program Overview

Artist Name: Claudia Salguero

Artist Bio: Claudia Salguero is a Colombian Canadian multidisciplinary artist known for creating over 70 community murals in Ottawa since 2014. She collaborates with social institutions and works with multicultural and at-risk communities. A Latin folk and jazz singer, Claudia raises funds for children's foundations in Colombia through annual sold-out concerts at Canada's National Arts Centre. She also serves on Arts Network Ottawa's Board.

Program Description: A hands-on, experiential learning opportunity that allows students to create a vibrant tableau. Students will get inspired and learn about design in nature, and will also explore pattern, form, symmetry, repetition, texture, contrast and colour in this interactive mandala exercise using ordinary classroom materials. This is a great team creation experience.

*A meeting with the artist is required to talk about logistics regarding this workshop.

Artistic Discipline: Visual Arts

Recommended Grade Levels: K - 1



Session Logistics: In person only

Vocab bank/glossary: [Click here](#)



DYNAMIC MANDALAS

Curriculum Connections

Learning Themes:

- Demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts. (K)
- Strand A – Creating and Presenting
 - Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings. (Grade 1)
- Strand B – Reflecting, Responding and Analysing
 - Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences. (Grade 1)

DYNAMIC MANDALAS

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

K-1

Pre

- What are some shapes or colours you see in flowers, leaves, or bugs?
- Can you find something outside that looks the same on both sides (symmetrical)?
- What's your favourite colour in nature? Where do you see it?

During

- What shapes are you using in your mandala?
- How are you making your design balanced or even?
- What colours or patterns are you using to make your art special?

Post

- How did your group work together to make the mandala?
- What did you learn about how nature makes beautiful designs?
- How did it feel to make art using shapes and colours from nature?

VISUAL ARTS OVERVIEW

Visual Arts empower students to explore their identity, culture, and societal issues through creative expression. It supports cognitive, emotional, social, and creative growth while building empathy, communication, and critical thinking skills. These abilities not only enhance academic performance but also contribute to students' confidence, emotional intelligence, and overall well-being.

The creative and critical analysis process guides students in imagining, planning, interpreting, and reflecting on artistic work, complementing artist-led sessions. These frameworks empower students to become thoughtful creators, reflective learners, and active participants in building a more just and connected world.

Visual arts connect seamlessly with other subjects across the curriculum. They enhance communication in the language arts, explore culture and history in social studies, and reveal patterns and concepts in math and science. These interdisciplinary links help students see knowledge as interconnected and relevant to real-world applications.



APPENDIX

Vocabulary bank/glossary:

- **Mandala:** A round picture made with shapes and patterns that repeat around a circle.
- **Pattern:** Something that repeats, like red–blue–red–blue or square–circle–square.
- **Shape:** The outline of something, like a circle, square, or triangle.
- **Colour:** What we see like red, yellow, green, etc.
- **Symmetry:** When two sides look the same, like butterfly wings.
- **Contrast:** Big differences between things, like light and dark colours.
- **Nature:** The world around us—plants, animals, trees, flowers, and the sky.
- **Design:** A plan or picture we make using shapes, lines, and colours.
- **Texture:** How something feels or looks like it feels (bumpy, smooth, rough, soft).

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a colour to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning