

STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
CLAUDIA SALGUERO

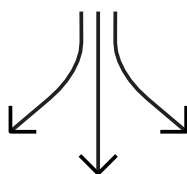


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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**

TABLE OF CONTENTS

STUDY GUIDE: VISUAL ARTS 4

 Program Overview 4

 Curriculum Connections 5

 Extend the Learning (Discussion Prompts) 6

VISUAL ARTS OVERVIEW 10

APPENDIX 11

 Vocabulary bank/glossary: 11

 Student Health and Well-Being 12

 Additional Resources 12

STUDY GUIDE: VISUAL ARTS

TIRE PLANTERS

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: Participants will transform 30 old tires into planters to embellish the school and schoolyard. The planters will be painted using durable all-season paint. *Schools are responsible to gather used tires for this workshop. ** A meeting with the artist is required to talk about logistics regarding this workshop.

Artistic Discipline: Visual Arts

Recommended Grade Levels: JK - 8

Session Logistics: In person only

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



TIRE PLANTERS

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. (Grades 1-8)
- Strand C: Exploring Forms and Cultural Contexts / Foundations
 - Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts. (Grades 1-8)

TIRE PLANTERS

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.

JK-SK

Pre

- What do you think we can make out of an old tire?
- What colours make you feel happy or excited?
- Why do you think it's good to take care of the Earth?

During

- What shapes and colours are you using to decorate your tire?
- How does it feel to work with your friends to paint something big?
- What do you think you could grow in your planter?

Post

- What was your favourite part of painting the planter?
- How did your artwork help make the schoolyard more beautiful?
- What else could we decorate or reuse in our school?

GRADES
1-3

Pre

- What is recycling? Why is it important?
- Have you ever seen something made from old or used things?
- What would you plant in your tire planter?

During

- What kinds of patterns or designs are you adding to your planter?
- How are you working with your classmates as a team?
- What do the colours or pictures you chose mean to you?

Post

- What do you like most about your class's planter?
- Why is it helpful to reuse materials instead of throwing them away?
- How did this project make you feel about your school or environment?

Pre

- What are some creative ways we can reuse things instead of throwing them away?
- How can art help make people care more about the environment?
- What do you think makes a public space feel welcoming?

During

- How are you making design choices that represent your class or school?
- How is this project different from other art you've done?
- What do you think people will feel when they see your painted planter?

Post

- What did you learn about teamwork from this project?
- How can we keep taking care of the planters and the schoolyard?
- In what ways does this art project help your community?

Pre

- What role can artists play in environmental and social change?
- Why might it be powerful to turn something like a tire into something beautiful?
- How can school beautification projects impact student well-being and community pride?

During

- What themes or messages are you trying to show through your planter design?
- How are you balancing aesthetics and durability in your design?
- How does it feel to take part in a hands-on community art project?

Post

- What did this project teach you about sustainability or art in public spaces?
- How can you continue being involved in environmental action through creativity?
- How might this project change how others view your school or community?

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:

- **Recycle:** To use something again instead of throwing it away.
- **Planter:** A container where flowers or plants grow.
- **Public Art:** Art that is made for everyone to see in public spaces, like parks or schools.
- **Sustainability:** Taking care of the Earth by reusing and saving resources.
- **Collaboration:** Working together with others to make something.
- **Pattern:** A design that repeats shapes, lines, or colours.
- **Contrast:** A big difference between things like light and dark, or big and small shapes.
- **Design:** A plan or drawing for how something will look.
- **Community:** A group of people who live or work together and share a space.

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