

STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
EMILY ROSE MICHAUD

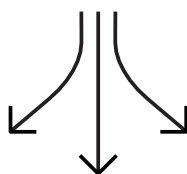


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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

COLLECTIVE MURAL RESIDENCY

Program Overview

Artist Name: Emily Rose Michaud

Artist Bio: Emily Rose Michaud is a visual artist and educator specializing in art, ecology, and cultural programming in schools. Her work spans land-based art, murals, installations, drawing, and ceramics. Since 2004, she has led workshops for all ages, focusing on creativity, emotional expression, education, and portfolio development, with exhibitions both indoors and in outdoor spaces across Canada.

Program Description: Collective murals forge our sense of community, identity, and contribute to a greater sense of belonging and engagement with our surroundings. In this mural residency, Emily will work with participants -- from beginning to end -- guiding them through the steps of mural creation to compliment the spirit of the school and student needs. Whether it be conception, design, drawing, planning, painting, all participants play a significant role in the creation process, according to their abilities and interests. All styles of mural are possible, from realistic to abstract, including stylized logos or thematic messages that offer meaning to the school community. Workshops are designed to accommodate specific group needs, interests, skill sets and talents.



Artistic Discipline: Visual Arts

Recommended Grade Levels: 1 – 12

Session Logistics: In person only, 5 full day residency

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



COLLECTIVE MURAL RESIDENCY

Curriculum Connections

Learning Themes:

- 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)
 - Apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages. (Grades 9-12)
 - Produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others. (Grades 9-12)
- 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. (Grades 1-8)
 - Demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values. (Grades 9-12)

COLLECTIVE MURAL RESIDENCY

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.

GRADES
1-3

Pre

- What is a mural? Where have you seen one before?
- How do pictures or colors make you feel in a space like your school?

During

- What part of the mural are you working on? What does it mean to you?
- How are you working as a team with your classmates?

Post

- What part of the mural are you most proud of?
- What story does the mural tell about your school or community?
- How did it feel to make something big with others?

GRADES
4-6

Pre

- What do murals communicate that regular paintings or posters might not?
- What's a message or theme you think would be meaningful in a school mural?

During

- How is the mural design coming together from everyone's contributions?
- What choices are you making about color, shape, or imagery?

Post

- How do you think the mural represents your school community?
- What did you learn about collaboration through this experience?

GRADES
7-8

Pre

- How can public art like murals influence the way people feel in a space?
- What symbols or themes could represent your class or school identity?

During

- How are artistic roles being shared and balanced in the group?
- What techniques are you using to communicate a clear message?

Post

- How has this mural changed the way you see your school space?
- In what ways can art foster a sense of belonging?

GRADES

9-12

Pre

- How can murals serve as a form of activism, storytelling, or cultural preservation?
- What visual themes or aesthetics would best represent the values of your school?

During

- How are you approaching the design process in collaboration with others?
- What tensions or opportunities have you experienced in group decision-making?

Post

- What have you learned about community-based art through this experience?
- How does the mural reflect diverse voices or identities within your school?

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:

- **Mural:** A large artwork painted or applied directly onto a wall or ceiling.
- **Collaboration:** Working together with others to achieve a common goal.
- **Composition:** The way elements are arranged within an artwork.
- **Symbolism:** Using images, shapes, or colors to represent ideas or emotions.
- **Design:** A plan or drawing used to guide the creation of something.
- **Community Art:** Art created by or for a group that reflects shared values or culture.
- **Unity:** The feeling that everything in the artwork works together.
- **Abstract:** Art that uses shapes, colors, and lines rather than realistic images.
- **Perspective:** A technique that shows depth and distance on a flat surface.
- **Palette:** The range of colors used in an artwork.
- **Sketch:** A rough or unfinished drawing made to explore an idea.
- **Installation:** A type of art that transforms a space with arranged elements.
- **Residency:** A period where an artist works with a community or institution.

Student Health and Well-Being

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

- Choose a color 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