

STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
EMILY ROSE MICHAUD

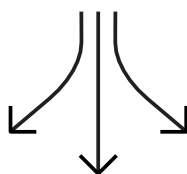


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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

DRAWING WORKSHOP - SHADOW AND LIGHT

Program Overview

vArtist 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: Create a black and white mini-portrait with graphite. Exploring the play of light and shadow, participants will develop their perception activating the two hemispheres of our brain.

Artistic Discipline: Visual Arts

Recommended Grade Levels: 7 – 12

Session Logistics: In person or online

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



DRAWING WORKSHOP - SHADOW AND LIGHT

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 7-8)
 - 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 7-8)

DRAWING WORKSHOP - SHADOW AND LIGHT

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
7-8

Pre

- What emotions or stories can a black and white portrait express that colour portraits might not?
- Why do you think artists study light and shadow so closely?
- What do you already know about how portraits are used to reflect identity?

During

- How does focusing on light and shadow help you “see” differently?
- What challenges are you facing when translating a 3D face into a 2D drawing?
- What have you noticed about the relationship between observation and drawing accuracy?

Post

- How did working in black and white impact your creative process?
- What did this activity teach you about attention to detail and perception?
- How might you use portraiture to tell a story or reflect your personal identity?

GRADES
9-12

Pre

- How do portraits function in art history, as documentation, expression, or commentary?
- What does the absence of colour in a portrait emphasize or eliminate?
- How can exploring light and shadow deepen your observational skills and creativity?

During

- Are you noticing any shift in how you perceive shapes, contours, or values while drawing?
- How are the technical aspects (e.g., shading, gradation, proportions) influencing the emotional tone of your work?
- What decisions are you making about what to emphasize or leave out?

Post

- How does this portrait reflect your growth as an artist or observer?
- In what ways can mastering black-and-white drawing support other creative or academic work (e.g., photography, storytelling, design)?
- How did this workshop make you think differently about the relationship between realism and expression?

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:

- **Portrait:** An artistic representation of a person, typically focusing on the face or expression.
- **Graphite:** A soft, grey form of carbon used in pencils, ideal for drawing and shading.
- **Value:** The lightness or darkness of tones or colours; helps create depth and form in a drawing.
- **Shading:** The use of gradual changes in value to depict light and shadow.
- **Contrast:** The difference between light and dark areas, which helps define shapes and create emphasis.
- **Contour:** The outline or edge of a shape or form; used to define features in a drawing.
- **Proportion:** The relative size and placement of elements within a drawing, such as facial features.
- **Highlight:** The lightest area on an object where light directly hits.
- **Shadow:** The darker area created where light is blocked or limited.
- **Tone:** Another word for value, often used to describe how light or dark something appears.
- **Blending:** A technique for smoothing or transitioning between different values or tones.

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