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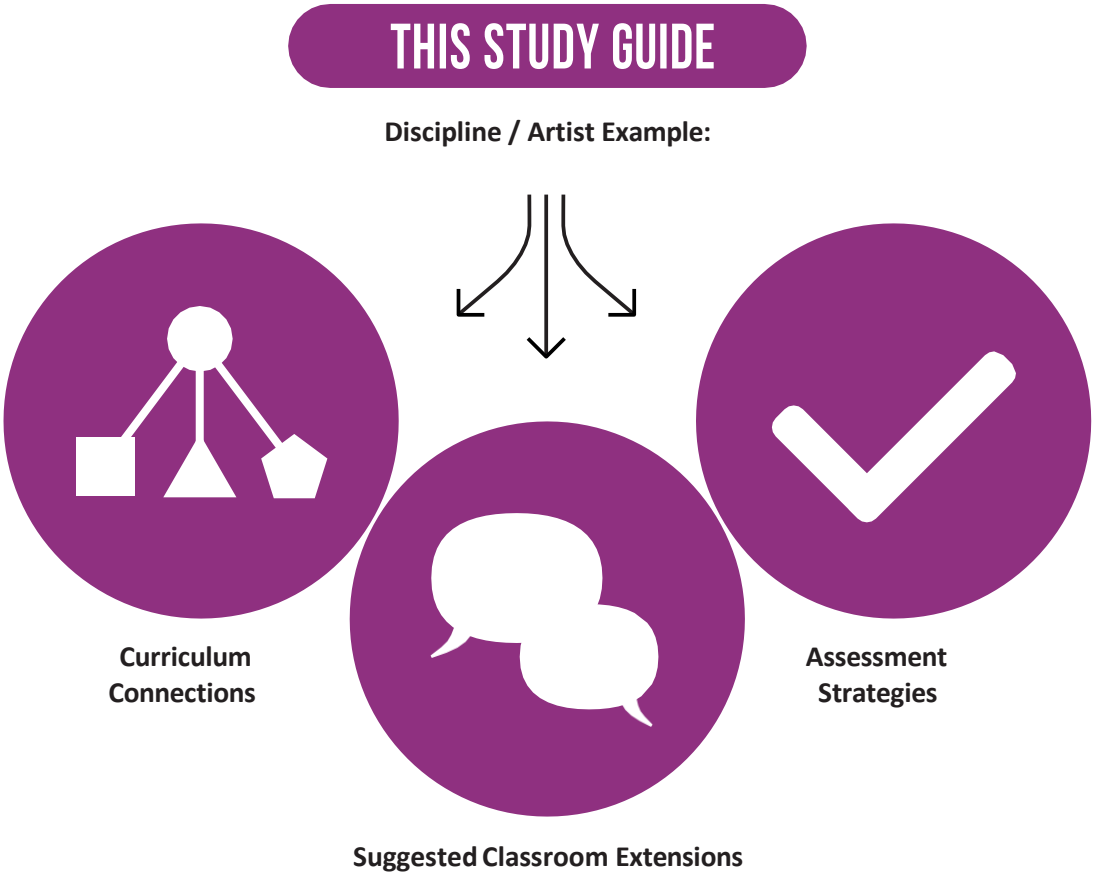
STUDY GUIDE

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.



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STUDY GUIDE: VISUAL ARTS

DRAWING – REFLECTIONS ON WATER

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: Have you ever look at a water molecule under a microscope? There are six sides, just like a snowflake. If you are looking for a creative way to relax or are having trouble sitting still, this meditative drawing session might be just what you're looking for. No drawing skill or experience is necessary - only a desire to relax and be creative. We will create a six-sided hexagon with a center pattern. Reflected from the micro to the macro in the world as we know it, it is a pattern found in nature and is seen in biology, geology, chemistry, physics and astronomy. Maximum: 30 students

Artistic Discipline: Visual Arts

Recommended Grade Levels: 1 – 12

Session Logistics: In person or online

Vocab bank/glossary: Click here

DRAWING – REFLECTIONS ON WATER

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 C: Exploring Forms and Cultural Contexts
    - 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)

DRAWING – REFLECTIONS ON WATER

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

- Have you ever seen a snowflake or a flower? What shapes do you notice?
- What do you think a water molecule looks like?
- How do you feel when you draw or color?

During

- What shapes do you see in your drawing so far?
- How does drawing inside the hexagon make you feel? Calm? Focused?

Post

- What did you like about drawing with patterns and shapes?
- How is your drawing like something you see in nature?

GRADES 4-6

Pre

- Why do you think patterns might be important in nature?
- How can art help us feel calm or focused?

During

- How do you use symmetry to make your drawing balanced?
- What natural things remind you of your hexagon pattern?
- How does focusing on your drawing change how you feel?

Post

- How can creating art be a form of meditation?
- How might patterns in nature and art be connected?

GRADES 7-8

Pre

- What is symmetry, and how is it found in nature and science?
- How can focusing on repetitive patterns affect your mind and emotions?

During

- How does your use of the hexagon influence the overall design?
- How does meditative drawing affect your concentration or stress level?

Post

- How do you think geometry helps explain natural forms?
- In what ways did this exercise challenge or relax you?
- How can the experience of creating art like this influence your view of nature?

GRADES
9-12

Pre

- How do geometric patterns like hexagons manifest in different scientific fields (biology, physics, astronomy)?
- What is the significance of meditation or mindfulness in creative processes?

During

- How does integrating scientific ideas enhance your creative expression?
- How do you balance precision and creativity in your hexagon patterns?

Post

- How might meditative art practices contribute to mental wellness?
- Reflect on the relationship between micro (molecules) and macro (astronomy) patterns in your work and in the world.

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:

- **Hexagon**: A six-sided polygon, a shape with six equal sides and angles.
- **Symmetry**: When one half of a shape or design mirrors the other half.
- **Pattern**: A repeated decorative design or arrangement of shapes and colors.
- **Meditation**: A practice of focused attention to calm the mind and body.
- **Molecule**: The smallest unit of a chemical substance made up of atoms.
- **Geometry**: The branch of mathematics that deals with shapes, sizes, and properties of space.
- **Micro**: Very small, on a scale too small to be seen clearly by the naked eye.
- **Macro**: Large-scale or visible to the naked eye; opposite of micro.
- **Reflection**: A repeated image or pattern, like a mirror image.
- **Biology**: The study of living organisms.
- **Physics**: The science of matter, energy, and the fundamental forces of nature.
- **Astronomy**: The study of stars, planets, and other objects in space.

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