

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

INTRODUCTION TO PRINTMAKING

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: Did you know you could make your own prints with potatoes and plants? In this introductory class, we'll explore various printing techniques by choosing one of the following experiments, such as hammer printing with organic materials, drypoint (Intaglio) and printing on familiar objects to create repeated patterns. Participants create unique posters and cards at the end of the workshop. A 3-hour session is also available to explore all three printing techniques with the same class.

Artistic Discipline: Visual Arts

Recommended Grade Levels: 1 – 12

Session Logistics: In person or online



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



INTRODUCTION TO PRINTMAKING

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)
 - 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 (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences. (Grades 1-8)
 - Demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works. (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)

INTRODUCTION TO PRINTMAKING

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 made a stamp or printed something before? What did you use?
- What kinds of shapes or textures do you notice on leaves, flowers, or vegetables?

During

- What happened when you pressed your object onto the paper?
- What designs are showing up in your print? Do they look like you expected?

Post

- What was your favorite printing method and why?
- How can you share your printed art (e.g., card, gift, decoration)?

GRADES
4-6

Pre

- What are some natural materials that could be used to create textures or patterns?
- What's the difference between painting and printmaking?

During

- What decisions are you making about design and pattern?
- How are different materials creating different textures or effects?

Post

- How did your final print turn out compared to your original idea?
- What did you learn about how ink, pressure, and surface interact?

GRADES
7-8

Pre

- What are some ways artists have used printing historically (e.g., posters, books, fabric)?
- How might natural materials influence your design?

During

- How are you deciding on your composition and arrangement of shapes?
- What surprises are you noticing in the way the materials print?

Post

- What part of the process did you enjoy the most, and what was the most challenging?
- How would you explain your finished print's message or theme?

GRADES
9-12

Pre

- What makes printmaking a unique form of visual communication compared to drawing or painting?
- How can repetition, texture, and symmetry create mood or meaning in a print?
- What do you already know about sustainable or eco-friendly art practices?

During

- How are you using contrast and negative space to shape your image?
- How does the print evolve with each step of the process?

Post

- What would you refine in your process if you were to reproduce your piece?
- How did working with unconventional materials (plants, vegetables, recyclables) affect your creative thinking?

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:

- **Printmaking:** The process of creating artwork by printing, usually on paper.
- **Stamp:** A tool or object pressed into ink and onto a surface to make repeated images.
- **Texture:** How something feels or looks like it feels—rough, smooth, bumpy, etc.
- **Pattern:** A repeated decorative design.
- **Drypoint (Intaglio):** A printmaking technique where lines are scratched into a surface and inked.
- **Relief Printing:** A technique where the surface that remains uncarved gets inked and printed.
- **Symmetry:** When two sides of a design are balanced or mirror each other.
- **Contrast:** The difference between light and dark, or different colors and shapes.
- **Experimentation:** Trying new methods or ideas to explore creativity and technique.
- **Repetition:** Using the same element more than once in a design.

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