

STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
NICOLE BÉLANGER



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:

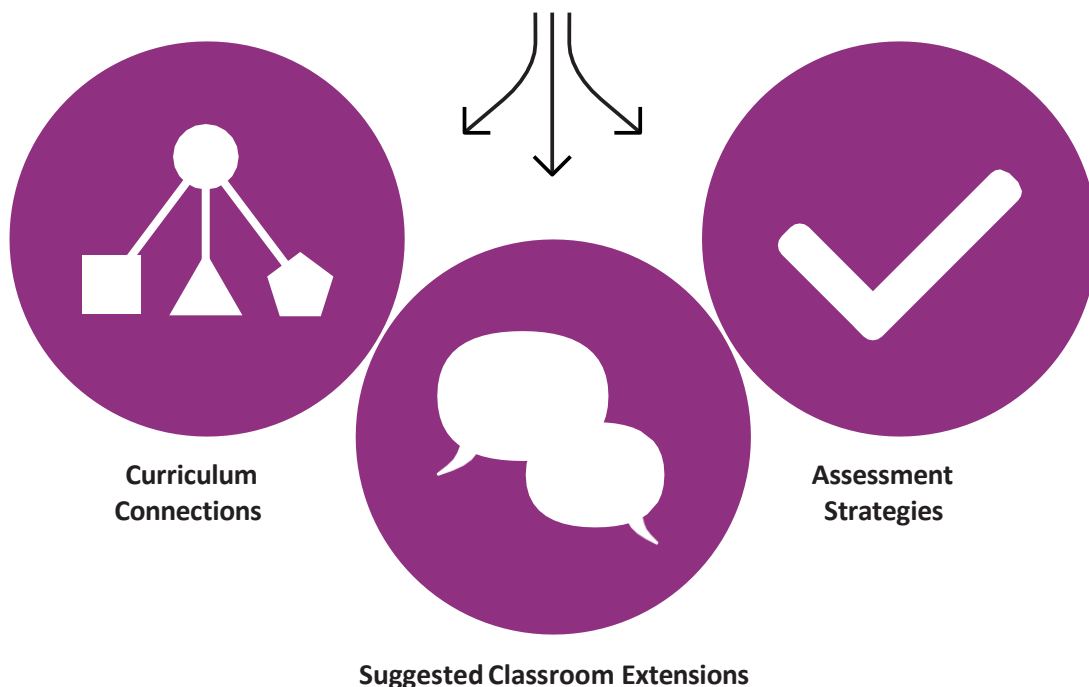


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STUDY GUIDE: VISUAL ARTS

COLLAGE MURAL

Program Overview

Artist Name: Nicole Bélanger

Artist Bio: Nicole Bélanger is a visual artist who directs group murals in schools and communities, including homeless shelters and health centers. She emphasizes collaboration and skill-building, guiding projects to ensure quality outcomes. Nicole also creates paintings and sculptures and holds a Master's degree in Visual Arts from Norwich University, USA, valuing the creative energy of collective efforts.

Program Description: A green project, fabricated from recyclable magazines and glue, where students learn to apply painting techniques to collage, creating large or small murals.

Artistic Discipline: Visual Arts

Recommended Grade Levels: K - 12

Session Logistics: In person, 5 full day residency (option for additional days)

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



COLLAGE MURAL

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Cutting, tearing, layering, and assembling images and textures.
 - Integrating individual pieces into one collective mural.
- Strand B – Reflecting, Responding and Analyzing
 - Considering how placement, colour, and texture affect the overall design.
 - Exploring how individual contributions reflect personal expression within group work.
- Strand C: Exploring Forms and Cultural Contexts
 - Learning about artists and traditions from around the world.
 - Understanding how murals communicate shared values or histories.
 - Exploring the meaning of chosen images or materials in different cultures.

COLLAGE MURAL

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
K-3

Pre

- What materials could we use to make our *collage mural*?
- How can we make sure all our pieces work together?

During

- What happens when you *overlap* or *layer* pieces in your collage?
- Which part of your collage stands out the most to you?

Post

- How does your part of the mural fit with everyone else's?
- What picture or *symbol* in your collage is your favourite, and why?

GRADES
4-6

Pre

- How can we use *composition* and *balance* to make the mural look unified?
- What *textures* or materials will you include for visual interest?

During

- How does *overlapping* change the depth of your design?
- Which element is your *focal point* and how did you create it?

Post

- How does your section connect to the mural's theme?
- What *symbols* or patterns did you choose, and what do they represent?

GRADES
7-8

Pre

- How can *contrast* be used to highlight important areas in the mural?
- What cultural or personal *symbols* will you include?

During

- How are you arranging shapes and colours to create *visual flow*?
- How are you ensuring your section complements others in the group?

Post

- What message or story is being told in the final mural?
- How might your collage style change for a different audience or location?

GRADES
9-12

Pre

- How does *composition* guide the viewer's eye across the mural?
- How will you incorporate *mixed media* to add complexity to your design?

During

- How are you balancing *personal expression* with the collaborative theme?
- What role does *negative space* play in your section?

Post

- How effectively does the mural function as both individual and collective art?
- What techniques from this project could be applied to large-scale public art?

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:

- **Collage:** artwork made by assembling different materials onto a surface.
- **Mural:** a large artwork painted or assembled directly onto a wall or large surface.
- **Layering:** placing materials on top of each other to add depth and interest.
- **Composition:** the way elements are arranged in an artwork.
- **Texture:** the way a surface looks or feels (smooth, rough, bumpy).
- **Balance:** arranging elements so the design feels even and harmonious.
- **Focal point:** the part of an artwork that draws the most attention.
- **Mixed media:** using different art materials in the same artwork.
- **Pattern:** repeating shapes, lines, or colours.
- **Shape:** a flat, enclosed area in art.
- **Symbol:** an image or object that represents an idea or meaning.
- **Contrast:** the difference between light and dark or between colours and textures.
- **Overlapping:** placing one element partly over another to create depth.
- **Background:** the part of the artwork that appears behind the main subject.
- **Foreground:** the part of the artwork that appears closest to the viewer.

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