

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:

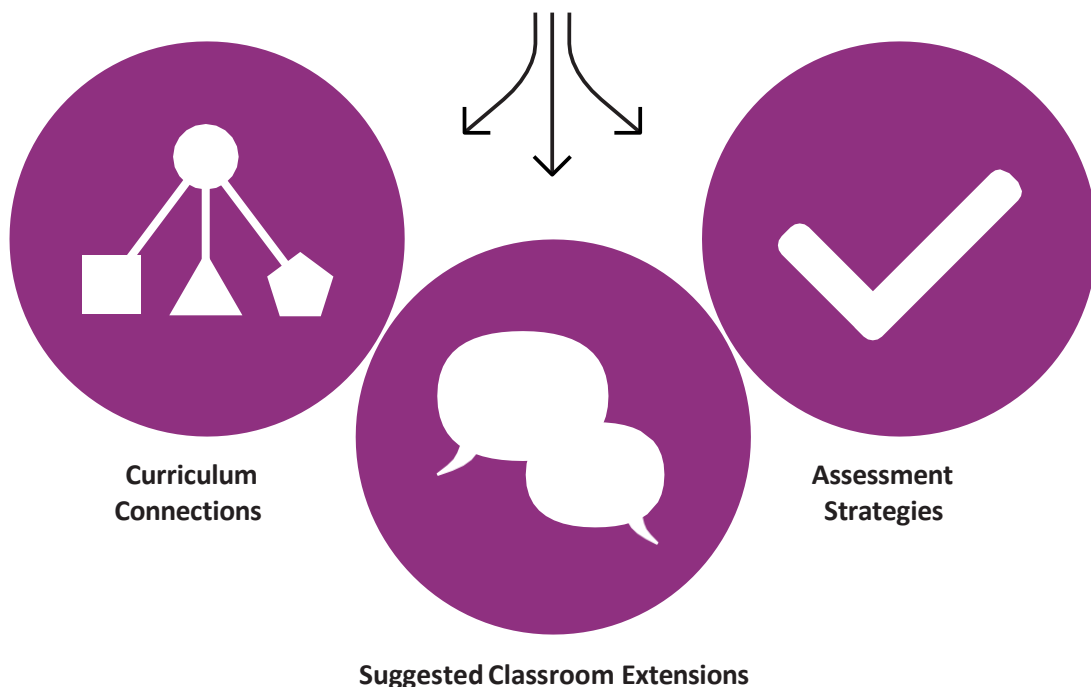


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STUDY GUIDE: VISUAL ARTS

CONTEMPORARY PAINTED MURAL

Program Overview

Artist Name: Nicole Bélanger

Artist Bio: Nicole Bélanger est une artiste visuelle spécialisée dans les murales collectives en milieu scolaire et communautaire. Elle valorise la collaboration à chaque étape du processus pour créer des œuvres de qualité et inclusives. Ses projets ont touché divers publics, y compris les sans-abri. Peintre et sculptrice, elle détient une maîtrise en arts visuels de l'Université de Norwich, aux États-Unis.

Program Description: Students explore the basic principles of painting, colour, image transfer and perspective while creating a piece that reflects identity, community and other creative topics.

Artistic Discipline: Visual Arts

Recommended Grade Levels: K - 12

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

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



CONTEMPORARY PAINTED MURAL

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Working together to plan and create a unified mural design.
 - Applying balance, contrast, repetition, and proportion in a large-scale artwork.
 - Using contemporary painting tools and techniques for large surfaces.
- Strand B – Reflecting, Responding and Analyzing
 - Considering how visual choices communicate a message or story.
 - Reflecting on progress and making changes to improve the final piece.
 - Evaluating how the mural fits within and reflects its environment.
- Strand C: Exploring Forms and Cultural Contexts
 - Exploring the history and significance of mural art in different cultures.
 - Understanding how modern muralists blend traditional and new techniques.
 - Learning how murals can celebrate culture, history, and community identity.

CONTEMPORARY PAINTED 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 is a mural, and where have you seen one before?
- What colours make you feel happy, calm, or excited?
- If we painted something to show our class or school, what would it be?

During

- How are you making sure your painting fits into the big picture with your classmates' work?
- What shapes or lines are you using to make your part interesting?
- How are you working carefully so the paint goes where you want it?

Post

- What is your favourite part of the mural, and why do you like it?
- How do you think people will feel when they see our mural?
- What is one new thing you learned about painting today?

GRADES
4-6

Pre

- What kinds of images or colours do you think work well on a large wall?
- How can a mural tell a story about a place or community?
- What shapes or symbols could represent something important to you or your school?

During

- How are you making sure your part of the mural connects with the group's design?
- What colours or lines are you using to make your section stand out?
- How are you solving any problems you run into while painting?

Post

- What's your favourite part of the finished mural, and why?
- How does the mural change how the space feels?
- What did you learn about working on art as a team?

GRADES
7-8

Pre

- How can a mural reflect both personal expression and community values?
- What design principles (balance, contrast, repetition) might you include in your section?
- How can we plan so our individual styles still work together in one piece?

During

- How are you using scale and proportion to make your images effective on a large surface?
- What techniques are helping you apply paint cleanly and evenly?
- How are you making decisions together when changes are needed?

Post

- Which visual elements are the most eye-catching in the mural?
- How does the mural connect to its location or audience?
- What skills did you develop during this project that could be useful in the future?

Pre

- How can public art influence the way people think or feel about a place?
- What cultural or symbolic elements should we include respectfully in this mural?
- How might your individual artistic choices contribute to the overall impact of the piece?

During

- How are you ensuring your section integrates seamlessly with the full mural design?
- How are you using layering, blending, or detailing to add depth and interest?
- How are you adapting your work based on feedback from the group or the artist?

Post

- How does the final mural convey its intended message or theme?
- In what ways does it succeed as a piece of community engagement?
- If you could revise one element, what would it be and why?

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 painting or artwork created directly on a wall or surface.
- **Composition:** the arrangement of shapes, colours, and elements in an artwork.
- **Scale:** the relative size of objects within the artwork or compared to real life.
- **Proportion:** the relationship of sizes between different elements in the design.
- **Palette:** the range of colours chosen for a design.
- **Contrast:** the difference between light and dark or between colours to create visual interest.
- **Hue:** a pure colour without tint or shade.
- **Shade:** a colour mixed with black to make it darker.
- **Tint:** a colour mixed with white to make it lighter.
- **Sketch:** a quick drawing used to plan a design.
- **Primer:** a base coat of paint applied to prepare a wall for the mural.
- **Layering:** applying paint in multiple layers for depth and texture.
- **Detailing:** adding fine lines or small elements to finish a piece.
- **Brushstroke:** the visible mark made by a paintbrush.

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