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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:

Curriculum Connections

Assessment Strategies

Suggested Classroom Extensions

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DIGITAL 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: Using multi-media techniques (sculpting and mixed media), students will create 3D maquettes. These will be transformed into unique and long lasting digital murals suitable for display inside or outdoors.

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

DIGITAL MURAL

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting

    - Designing and producing a shared digital mural where each participant's work is integrated into the whole.

    - Generating ideas, sketching concepts, and deciding on composition before creating digitally.

- Strand B – Reflecting, Responding and Analyzing

    - Discussing how artistic choice convey meaning in the mural.

    - Sharing constructive feedback during the creation process to refine ideas.

- Strand C: Exploring Forms and Cultural Contexts

    - Understanding the elements of design in digital work.

    - Learning how to use digital art software and tools effectively.

    - Recognizing oneself as an artist and understanding the role of collaboration in creative identity.

DIGITAL 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?
- What kinds of pictures could we put in a big group artwork?
- How can we work together so everyone's ideas fit in?

During

- What colours and shapes do you see your friends using?
- What do you think the picture will look like when it's all put together?
- How does it feel to add your part to the big artwork?

Post

- What's your favourite part of the mural?
- How does the mural make you feel?

GRADES 4-6

Pre
- What themes or ideas could we show in our mural?
- How can we make our work fit with everyone else's?
- What digital tools might we need to use?

During
- What elements (colour, shape, line) are you seeing the most?
- How is the mural changing as new parts are added?

Post
- What message do you think the mural sends?

GRADES 7-8

Pre
- What story or message should our mural tell?
- How can we plan composition so the pieces connect visually?
- How will you use layers, texture, and colour to communicate your idea?

During
- Which principles of design (balance, unity, contrast, movement) are emerging?
- How are we solving problems when sections don't fit together?
- How do choices in scale or placement change the mural's effect?

Post
- How does the mural reflect our class or community identity?
- What part of the mural do you think communicates the strongest message?

GRADES 9-12

Pre

- How might the mural function as a piece of public or community art?
- What symbolic elements could we use to express complex ideas?
- How will collaboration affect individual artistic choices?

During

- How do design principles guide decisions about placement, colour, and emphasis?
- What technical or conceptual challenges are we encountering?
- How does the layering of individual styles create or disrupt unity?

Post

- In what ways does the final mural succeed artistically and socially?
- How does this work contribute to a sense of belonging or shared identity?

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:

- **Digital Mural**: A large artwork created on a computer or tablet, often by many people together.

- **Concept Sketch**: A quick drawing of your idea before starting the final artwork.

- **Composition**: The way shapes, colours, and objects are arranged in a picture.

- **Layering**: Putting parts of an image on different "levels" in a digital art program so they can be edited separately.

- **Blending**: Smoothing colours, shapes, or images together so they look connected.

- **Collaboration**: Working with others to create something together.

- **Artistic Intention**: The message or feeling an artist wants to share.

- **Feedback**: Helpful advice or comments to make something better.

- **Theme**: The main idea or topic of an artwork.

- **Symbolism**: Using pictures or objects to stand for ideas or feelings.

- **Perspective**: A way of showing depth or a particular point of view in art.

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