

STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
NICOLE BÉLANGER

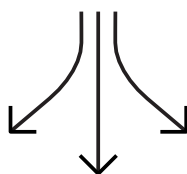


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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**



Suggested Classroom Extensions



**Assessment
Strategies**

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STUDY GUIDE: VISUAL ARTS

RESIN AND ACRYLIC POUR 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: This mural explores newer paint methods and effects while maintaining the traditional aspects of the art of the mural.

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](#)



RESIN AND ACRYLIC POUR MURAL

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Combining pigments to create marbling, cells, and gradients.
 - Working together on a mural that blends individual contributions into one piece.
 - Planning how sections connect and preparing the surface for resin work.
- Strand B – Reflecting, Responding and Analyzing
 - Noticing how paint and resin behave differently on a surface.
 - Reflecting on how colours, shapes, and flow patterns contribute to the overall effect.
- Strand C: Exploring Forms and Cultural Contexts
 - Learning about artists who use acrylic pour and resin techniques.
 - Understanding how murals contribute to shared spaces.
 - Discussing the sustainability and safe handling of art materials.

RESIN AND ACRYLIC POUR 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 do you think will happen when we pour resin and acrylic paint?
- How can we choose colours and techniques that make our mural look connected?

During

- What happens to the *flow* of paint when you tilt the surface?
- What shapes, patterns, or *cells* can you see forming in your pour?

Post

- Which part of your work stands out as a *focal point*, and why?
- How does your section add to the overall design of the mural?

GRADES

4-6

Pre

- How do you think resin and acrylic paint might behave differently when poured?
- What colours would you choose for your mural section, and why?

During

- What happens when you tilt the surface—how does the *flow* change?
- What technique is giving you the most interesting *texture* so far?

Post

- Which part of your section creates the strongest *focal point*?
- How did your choices help the whole mural feel connected?

GRADES

7-8

Pre

- How can colour *contrast* help your section stand out while still fitting into the group mural?
- Which *pouring technique* do you think will give the most dynamic *flow* patterns?

During

- How are you controlling the spread of paint to keep your *composition* balanced?
- What's happening when *cells* form in your pour?

Post

- How does your section work with others to create a unified mural?
- Which techniques gave you unexpected but positive results?

GRADES
9-12

Pre

- How will you use *composition* and *focal points* to guide the viewer's eye?
- What role does *negative space* play in your design?

During

- How are you using the *flow* of paint to create movement in the composition?
- What adjustments are you making when the resin or paint behaves unpredictably?

Post

- How does the mural function as both an individual and collective piece?
- Which technical challenges did you overcome, and how?

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:

- **Resin:** liquid material that hardens to a glossy, durable finish.
- **Acrylic paint:** water-based pigment for bright, lasting colours.
- **Pouring medium:** liquid that helps paint flow smoothly.
- **Mixing cup:** container for blending paint, resin, and additives.
- **Stir stick:** tool for mixing materials before pouring.
- **Protective gloves:** worn to keep hands safe from resin.
- **Canvas / panel:** surface for the mural.
- **Dirty pour:** mixing several colours in one cup before pouring.
- **Flip cup:** turning a full cup upside down on the surface, then lifting it.
- **Swipe:** dragging a tool or material to create patterns.
- **Cell formation:** small, round patterns from paint separation.
- **Marbling:** swirling colours for a stone-like effect.
- **Layering:** building multiple pours for depth.
- **Colour palette:** chosen set of colours.
- **Contrast:** strong differences between colours or values.
- **Balance:** even arrangement of colours and shapes.
- **Flow:** movement of paint across the surface.
- **Texture:** visual or tactile quality of the surface.
- **Focal point** – area that draws the most attention.

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