

STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
STEPHANIE BABIJ

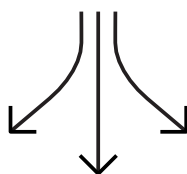


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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

COMMUNITY-ENGAGED MURALS WITH STEPH

Program Overview

Artist Name: Stephanie Babij

Artist Bio: Stephanie Babij (she/her) is a visual artist of Ojibwe and Ukrainian/settler heritage from Wikwemikong Unceded First Nation, now based in Unceded Algonquin Territory/Ottawa. Self-taught, her work blends personal healing, cultural reclamation, and environmental science through murals, paintings, wood-burning, and beading. Stephanie's art explores nature, dreams, and climate justice, inviting dialogue on ethical living with the land. She continues to refine her craft and support others' healing through art.

Program Description: Participants will learn how to assist with a community-engaged mural, through the actual painting of the mural. Participants will have the opportunity to observe how the process works and will be able to build their skills in teamwork, patience, attention to detail, and focus.

Artistic Discipline: Visual Arts

Recommended Grade Levels: 6 – 12

Session Logistics: In person only

Cultural Context: Indigenous



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



COMMUNITY-ENGAGED MURALS WITH STEPH

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Designing and painting murals as a group fosters cooperative skills, idea-sharing, and negotiation.
 - Choosing symbols, colours, and imagery to reflect community stories or values.
 - Moving from sketching to large-scale execution.
- Strand B – Reflecting, Responding and Analyzing
 - Analyzing how images, motifs, and colours communicate meaning.
 - Peer critique of sketches and concepts in a constructive way.
- Strand C: Exploring Forms and Cultural Contexts
 - Learning about the role of murals across cultures and time periods.
 - Exploring how public art can reflect and strengthen community pride.
 - Considering diverse voices and representation in mural content.

COMMUNITY-ENGAGED MURALS WITH STEPH

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
6-8

Pre

- Why do you think murals are important in communities? What stories can they tell?
- What do you know about Stephanie Babij's background (Ojibwe and Ukrainian/settler)? How might her identity influence her art?
- How can art connect to topics like climate justice or healing?

During

- What techniques are you learning by watching or working with Stephanie?
- How are you working with your peers to make sure the mural feels unified?
- What parts of the mural are standing out to you in terms of colour, meaning, or feeling?

Post

- What did you learn about teamwork and patience during this project?
- How does the final mural reflect ideas of community or environmental care?
- What personal message or symbol did you contribute, and why was it meaningful to you?

GRADES
9-12

Pre

- What themes or issues are important to represent in a community space?
- How can large-scale public art communicate differently than small works in galleries?
- What role has mural art played in history — as decoration, storytelling, activism, or protest?

During

- How are composition, scale, and colour influencing the message of the mural?
- What visual symbols or iconography are emerging in the design?
- How is the artist balancing their own style with community input?

Post

- How effectively does the final mural reflect the agreed-upon themes and ideas?
- How might different audiences interpret the mural in different ways?
- In what ways has the mural project built community pride or awareness?

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:

- **Aerosol Art:** Art made with spray paint; often associated with graffiti but also used in professional mural-making.
- **Apprenticeship:** A learning process in which emerging artists work alongside experienced muralists to gain skills.
- **Blocking In:** The stage of painting where large areas of colour and shape are applied before adding detail.
- **Brushwork:** The visible texture and quality of paint application made by different brush techniques.
- **Collaborative Design:** A creative process where multiple people contribute ideas, sketches, and revisions toward one shared artwork.
- **Community Consultation:** Engaging with local residents or groups to inform mural themes, imagery, and design.
- **Composition:** The arrangement of visual elements (shapes, colours, lines) within the artwork.
- **Cultural Representation:** Inclusion of imagery, symbols, and narratives from specific cultural communities in a respectful and accurate way.
- **Iconography:** The use of recognizable symbols or images that carry specific cultural or thematic meaning.
- **Mural:** A large-scale artwork painted or applied directly onto a wall or ceiling surface.
- **Narrative Art:** Art that tells a story through imagery, symbols, and composition.
- **Participatory Art:** An art-making process that actively involves community members in the creation of the work.
- **Primer:** A base coating applied to a surface to prepare it for painting.

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