STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
TYLER PROULX

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.

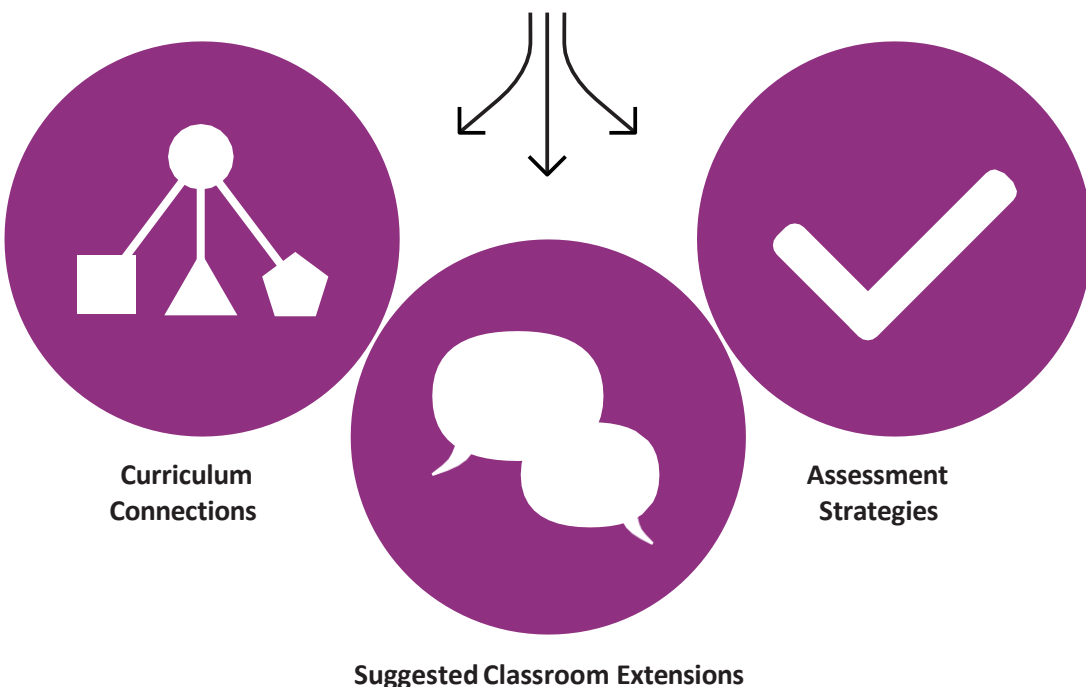## THIS STUDY GUIDE

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BUTTON PINS DESIGN

Program Overview

Artist Name: Tyler Proulx

Artist Bio: Tyler Proulx (TRP613) is an Ottawa-based street artist known for his iconic 'Sailor Dude' image. Passionate about community collaboration, he creates vibrant murals across the city, including Lincoln Heights Park and Byward Market. Tyler holds an Art History degree from Carleton University and teaches art, math, and PE in high school. He also serves as visual arts leader on the Board of Directors for House of PainT.

Program Description: In this workshop students will get a brief introduction to street art and some important artists. The students will then get a lesson on button pins making (materials, process, etc). Then each student will get to make 4 button pins.

Artistic Discipline: Visual Arts

Recommended Grade Levels: 1 – 12

Session Logistics: In person only

Cultural Context: Street Art

Vocab bank/glossary: Click here

BUTTON PINS DESIGN

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting

    - Creative expression through conceptualizing and designing original button pins

    - Development of technical skills in using digital or manual tools for design creation

- Strand B – Reflecting, Responding and Analyzing

    - Reflection on artistic choices and how design elements influence audience perception

    - Collaboration and sharing ideas throughout the design process

- Strand C: Exploring Forms and Cultural Contexts

    - Investigation of button pins as wearable art with cultural, social, and personal significance

    - Consideration of the role of art in self-expression, activism, and community connection

BUTTON PINS DESIGN

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 1-3

Pre

- Have you ever seen or worn a button pin? What did it look like?
- What pictures or colours do you like and want to use on your button?
- Why do you think people wear buttons?

During

- What colours and shapes are you using for your button?
- How are you making your picture easy to see on a small button?
- What do you like best about your button so far?

Post

- What does your button show or tell people about you?
- How do you feel wearing or sharing your button?
- What was fun or tricky about making your button?

GRADES 4-6

Pre
- What messages or ideas do button pins help people share?
- Have you seen buttons that show support for causes or groups? What do they say?
- How can small designs on buttons be powerful?

During
- What design choices are you making to make your button clear and interesting?
- How does the size of the button affect your design?
- What challenges do you face while making your button, and how do you solve them?

Post
- What message does your button share with others?
- How might people respond to your button design?
- How can button pins be used to express identity or support causes?

GRADES 7-8

Pre
- How do button pins function as a form of personal or social expression?
- What design elements are important for creating an effective button?
- How can button pins contribute to community or social movements?

During
- How are you using colour, typography, and imagery to strengthen your button's message?
- What challenges have you encountered in designing for a small space, and how are you addressing them?
- How does your button design reflect your identity?

Post
- How well does your button communicate your intended message or feeling?
- In what ways can button pins serve as tools for advocacy or activism?
- What have you learned about visual communication?

GRADES
9-12

Pre

- How can button pins act as political or cultural symbols?
- What ethical considerations are involved in designing art for public or wearable display?
- How do you plan to use design principles to create impact with your button?

During

- How does your design process incorporate themes of identity, or social commentary?
- What strategies do you use to balance aesthetics and message clarity?
- How does working within the constraints of a small format influence your artistic decisions?

Post

- Reflect on how your button might influence or engage viewers in discussions?
- How can wearable art like button pins contribute to community dialogue or social change?
- What insights have you gained about the power of visual symbols in public expression?

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:

- **Button Pin**: A small, wearable item with a design or message on it.
- **Design**: A plan or drawing created to show the look of something before it is made.
- **Shape**: The outline or form of an object in a design.
- **Colour**: The visual property caused by light reflecting off surfaces (e.g., red, blue, green).
- **Typography**: The style and appearance of printed letters or text.
- **Message**: The idea or feeling an artwork or design is meant to communicate.
- **Symbol**: An image or sign that represents something else, like an idea or belief.
- **Composition**: The arrangement of shapes, colours, and text in a design.
- **Contrast**: The difference between light and dark or between colours that makes a design stand out.
- **Balance**: How visual elements are arranged to create a feeling of stability in a design.
- **Visual Communication**: Using images and designs to share ideas or information.
- **Identity**: The qualities or beliefs that make a person or group unique.
- **Advocacy**: Public support for a cause or idea, often expressed through art or symbols.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a colour 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