

# 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

Discipline / Artist Example:



**Curriculum  
Connections**



**Suggested Classroom Extensions**



**Assessment  
Strategies**

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# STUDY GUIDE: VISUAL ARTS

## PROCREATE

### 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:** Through this workshop, participants will embark on a journey through the universe of digital art. Tyler will guide participants to unlock the secrets of Procreate, a digital illustration app. From mastering brushes to conquering layers, importing images, and uncovering fascinating tools, participants will unleash their inner artists in new and creative ways. Concern about equipment access? MASC has what you need. We will provide 6 iPads loaded with the Procreate app. Book now and let your student's creativity soar to new heights!

**Artistic Discipline:** Visual Arts

**Recommended Grade Levels:** 2 - 12

**Session Logistics:** In person only



**Cultural Context:** Digital Technology

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



## Curriculum Connections

### Learning Themes:

- Strand A – Creating and Presenting
  - Develop skills in digital drawing and painting
  - Apply elements of design to create original digital artworks.
- Strand B – Reflecting, Responding and Analysing
  - Interpret and analyze digital artworks
  - Reflect on how using a digital medium changes the process and presentation of art
- Strand C: Exploring Forms and Cultural Contexts
  - Examine how Indigenous art forms have evolved from traditional mediums to contemporary digital formats.
  - Explore the role of digital tools in preserving and revitalizing cultural traditions.
  - Understand that art is a cultural record, carrying forward identity, heritage, and shared values.

# PROCREATE

## 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

- What kinds of pictures do you like to make?
- Have you ever drawn on a tablet or phone before? How is it different from paper?
- What kinds of shapes, colours, or patterns remind you of your family or community?

### During

- Which tools in Procreate are your favourite to use? Why?
- How do colours and shapes help tell your story?
- What's something new you learned about making art on a tablet?

### Post

- What story does your artwork tell?
- How did using Procreate make your art different from drawing on paper?
- Who would you like to share your artwork with, and why?

**GRADES**  
**4-6**

**Pre**

- What do you think makes digital art unique compared to traditional art?
- How can art tell a story without using words?
- Are there any symbols or patterns you've seen that have special meaning?

**During**

- Which features of Procreate are helping you bring your ideas to life?
- How do you decide on the colours and shapes to represent your ideas?
- How can you make sure your artwork fits the story or message you want to share?

**Post**

- What challenges did you face when creating digital art, and how did you solve them?
- How can Procreate be used to keep cultural traditions alive?
- If you could create a series of artworks in Procreate, what would the theme be?

**GRADES**  
**7-8**

**Pre**

- How has technology changed the way art is created and shared?
- What responsibilities do artists have when using cultural symbols in their work?
- How can digital art connect people across different cultures?

**During**

- How are you blending traditional art styles or symbols with digital techniques?
- How does Procreate's layering and brush options influence your design choices?
- How do you keep your own style while working with new tools?

**Post**

- How does your artwork reflect your personal identity or cultural heritage?
- What role could digital art play in preserving and sharing community stories?
- How might the accessibility of digital art impact cultural representation?



**GRADES**  
**9-12**

**Pre**

- In what ways can digital art serve as both personal expression and social commentary?
- How does the platform (Instagram, online galleries, public projections) change the meaning of digital art?
- What ethical considerations arise when digitizing cultural art forms?

**During**

- How are you using Procreate to balance innovation with respect for cultural traditions?
- How do you adapt your workflow to take advantage of Procreate's digital capabilities?
- What strategies help you maintain artistic integrity while experimenting with new media?

**Post**

- How effectively does your artwork communicate its intended message to a diverse audience?
- In what ways could Procreate democratize access to art-making tools, and what are the pros/cons?
- How might digital art like yours be preserved as part of future cultural archives?

# 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:

- **Design:** Planning how something will look.
- **Shape:** A space made by lines or edges.
- **Line:** A continuous mark that can be straight, curved, thick, or thin.
- **Texture:** How something feels or looks like it feels.
- **Composition:** How the parts of an artwork are arranged.
- **Layer:** A separate part of a digital artwork that can be edited without changing others.
- **Brush:** A tool for drawing or painting in Procreate.
- **Opacity:** How see-through or solid a colour or image is.
- **Blend:** Mixing colours or shapes smoothly together.
- **Eraser:** A tool that removes parts of a design.
- **Zoom:** Making the view of the artwork larger or smaller.
- **Digital Art:** Art created using a computer, tablet, or phone.
- **Creativity:** Using imagination to make something new.

# 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