

STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
CLAUDIA SALGUERO

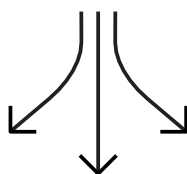


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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

ALUMINUM COLLAB MURALS

Program Overview

Artist Name: Claudia Salguero

Artist Bio: Claudia Salguero is a Colombian Canadian multidisciplinary artist known for creating over 70 community murals in Ottawa since 2014. She collaborates with social institutions and works with multicultural and at-risk communities. A Latin folk and jazz singer, Claudia raises funds for children's foundations in Colombia through annual sold-out concerts at Canada's National Arts Centre. She also serves on Arts Network Ottawa's Board.

Program Description: Inspired by a meaningful topic Claudia will guide students through the creation of a unique personal art piece. Using her digital art expertise, Claudia will incorporate student's art creations into a bigger design that she will create using digital tools. This design will be printed on big format aluminum panels giving the mural a metallic, modern and very unique look that will inspire students into digital art. * As every project is different, a meeting with the artist is required to determine the parameters of the project, the number of participants and the number of days required to complete the project.

Artistic Discipline: Visual Arts

Recommended Grade Levels: 1 – 12



Session Logistics: Online only

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



ALUMINUM COLLAB MURALS

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies. (Grades 1-8)
 - Apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages. (Grades 9-12)
 - Produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others. (Grades 9-12)
- Strand B – Reflecting, Responding and Analysing
 - Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences. (Grades 1-8)
 - Demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values. (Grades 9-12)

ALUMINUM COLLAB MURALS

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 kind of pictures do you love to make?
- What colours make you feel happy, calm, or excited?
- Have you ever used a computer or tablet to make art?

During

- What are you drawing today, and why?
- What shapes or colours are you choosing for your design?

Post

- What do you see when you look at the finished mural?
- How does it feel to see your work with your classmates' art?
- What do you want people to feel when they see this artwork?

GRADES
4-6

Pre

- What do you think digital art is? How is it different from painting or drawing on paper?
- How can one big mural tell a story using many small artworks?
- What meaningful topic would you like to show in your art?

During

- What ideas or feelings are you trying to express in your design?
- How does it feel to be part of a mural that uses both traditional and digital art?

Post

- How did Claudia use technology to bring everyone's artwork together?
- What would you like to try next in digital or collaborative art?

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

- What are the benefits of combining traditional and digital art in a single piece?
- What topic or theme would you like your personal piece to reflect?

During

- How are you using visual elements (colour, shape, symbolism) to support your theme?
- What do you notice about how Claudia is incorporating your work digitally?

Post

- How does the final mural reflect the diversity of student voices?
- What skills did you learn about digital art or collaboration?

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

- How is digital art changing the way we collaborate in visual storytelling?
- In what ways can a collective artwork reflect individual identities or social messages?

During

- What elements of your design represent personal or cultural identity?
- How are traditional media and digital tools interacting in this project?

Post

- What challenges and opportunities come from blending personal expression into a collective piece?
- How might this project influence how you see or create digital art?

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:

- **Mural:** A large artwork usually displayed on a wall or surface.
- **Digital Art:** Art created using digital technology, such as computers or tablets.
- **Composition:** The arrangement of elements (shapes, colours, lines) in an artwork.
- **Panel:** A flat surface (like aluminum) used as part of a larger artwork or mural.
- **Blending:** Mixing colours smoothly so that they transition gradually.
- **Symbolism:** Using visual elements to represent ideas, feelings, or themes.
- **Contrast:** The difference between elements like light and dark, or colour and texture.
- **Mixed Media:** Art made by combining different materials or techniques, such as pencil + digital.

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