

STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
CLAUDIA SALGUERO

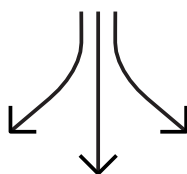


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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

BIKEART WORKSHOP

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: Students will create pieces of art using recycled materials. Learning how to use hand tools they will transform bike tubes into jewelry such as earrings and bracelets. *Schools are responsible to gather bike tubes for workshop. This workshop is perfect for spring/summer/fall when used bike tubes are easy to find. **A meeting with the artist is required to talk about logistics regarding this workshop.



Artistic Discipline: Visual Arts

Recommended Grade Levels: 7 – 12

Session Logistics: In person only

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



BIKEART WORKSHOP

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings. (Grades 7-8)
 - 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 C: Exploring Forms and Cultural Contexts / Foundations
 - Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts. (Grades 7-8)
 - Demonstrate an understanding of responsible practices related to visual arts. (Grades 9-12)

BIKEART WORKSHOP

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
7-8

Pre

- Why do you think it's important to reuse or recycle materials?
- What do you think you can express through jewelry?
- What are some everyday objects that could be turned into art?

During

- What patterns or shapes are you creating in your jewelry?
- How is it different to work with recycled materials than store-bought ones?
- What steps are you taking to make your design strong and wearable?

Post

- What surprised you about using bike tubes for art?
- What part of your jewelry design are you most proud of?
- How could you share this skill or idea with others in your school or community?

GRADES
9-12

Pre

- In what ways can wearable art be used to communicate social or environmental messages?
- How does the choice of material affect the meaning or impact of a piece of art?
- What are the environmental consequences of fast fashion and mass-produced accessories?

During

- How are you balancing form (style) and function (wearability) in your design?
- What artistic choices are you making to reflect your identity or values?
- How are you adapting to the challenges of working with unconventional materials?

Post

- How does this experience change your perception of “waste” or “garbage”?
- Could you see yourself continuing to explore sustainable art or design? Why or why not?
- How might jewelry-making with recycled materials become a form of activism or community engagement?

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:

- **Upcycling:** Reusing materials in a way that increases their value or gives them a new, creative purpose.
- **Recycled Materials:** Items that have been used and repurposed instead of being thrown away.
- **Jewelry Design:** The process of creating wearable art, like earrings, necklaces, or bracelets.
- **Sustainability:** Practices that help protect the environment and reduce waste for future generations.
- **Wearable Art:** Art that is meant to be worn on the body, often combining function and creativity.
- **Aesthetic:** The visual style or artistic choices that make something look a certain way.
- **Eco-Art:** Art created to raise awareness about environmental issues or to use environmentally friendly methods.
- **Function vs Form:** The balance between how something works (function) and how it looks (form or style).

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