

STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
CLAUDIA SALGUERO

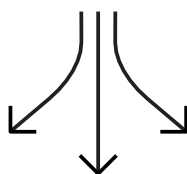


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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

GOLD-ME MANDALAS

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:

K - 1: Inspired by images of flowers, plants, fruits, insects, and landscapes that showcase Mother Nature as "my favourite artist", students will first learn to appreciate beauty, detail, colour, contrast, symmetry, and patterns in nature. Then, Claudia will guide them through the creation of their unique design while talking about Mother Nature and the way she creates beauty.

2 - 12: Mandalas are an ancient artistic technique used in many cultures around the world to represent the Universe. After showing examples from different cultures



around the world, Claudia will guide students through the creation of their own, unique Mandalas using geometry, symbols, and patterns. Students will explore artistic techniques like stippling, cross-hatching, blending and layering while learning about volume, balance, movement and contrast. This self-expression workshop is an active meditation. Explore mindfulness.

Artistic Discipline: Visual Arts

Recommended Grade Levels:

K - 1, 2 - 12

Session Logistics: In person or online

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



GOLD-ME MANDALAS

Curriculum Connections

Learning Themes:

- Demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts. (K)
- 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)

GOLD-ME MANDALAS

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.

K

Pre

- What do you see when you look closely at a flower or a leaf?
- What colours and shapes do you like in nature?
- Why do you think nature is called an “artist”?

During

- What shapes and patterns are you using in your art?
- How does your picture show something from nature?

Post

- What did you learn about Mother Nature?
- What colours and shapes did you use to make your design?

**GRADES
1-3**

Pre

- What are patterns, and where can you see them in nature?
- How do different cultures show nature in their art?

During

- What shapes did you choose for your mandala? Why?
- How are symmetry and balance used in your design?
- What does your mandala represent to you?

Post

- What part of the process helped you feel calm or focused?
- How do mandalas help us connect with nature or culture?

GRADES

4-6

Pre

- What do you know about mandalas or patterns in art?
- What does “mindfulness” mean to you? How can art help us be mindful?
- How do cultures around the world use art to tell stories or show beliefs?

During

- What cultural or personal symbols are you using in your mandala?
- How do contrast and balance appear in your design?
- What artistic technique are you enjoying most so far?

Post

- What did you learn about yourself or others through this activity?
- How can art help people feel connected across different cultures?

Pre

- What makes a piece of art meaningful to the artist?
- Why have mandalas been important across different cultures?
- How does creating art relate to mental health or emotional well-being?

During

- What choices are you making in your design to reflect your personality or beliefs?
- How do your patterns, shapes, or colours show movement and balance?

Post

- What did you discover about yourself while creating your mandala?
- How did this workshop help you slow down or focus?

GRADES
9-12

Pre

- How do you interpret the idea of the universe being represented through a mandala?
- What role does symbolism play in your personal or cultural identity?
- How can making art be a way to reflect on or process emotions?

During

- In what ways are you using colour, contrast, and pattern to express an idea or emotion?
- How does the design process challenge your attention or patience?
- Are there elements in your mandala that relate to your cultural background, personal journey, or values?

Post

- What did you learn about yourself or others through this artistic process?
- How did the meditative nature of the activity affect your mindset or mood?
- How can art help communities' express collective identity or healing?

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:

- **Mandala:** A circular design with repeating patterns, often used to represent the universe or inner peace.
- **Symmetry:** When something is the same on both sides or in a balanced way.
- **Pattern:** A design that repeats in a regular way.
- **Contrast:** The difference between things like light and dark or big and small in art.
- **Balance:** When parts of a design feel even or equal in space or weight.
- **Geometry:** The use of shapes and math in art, like circles and angles.
- **Symbol:** A shape, image, or object that stands for an idea or meaning.
- **Mindfulness:** Focusing your attention on the present moment in a calm way.
- **Meditation:** A quiet time to think, relax, or reflect, sometimes through movement or art.

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