

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:

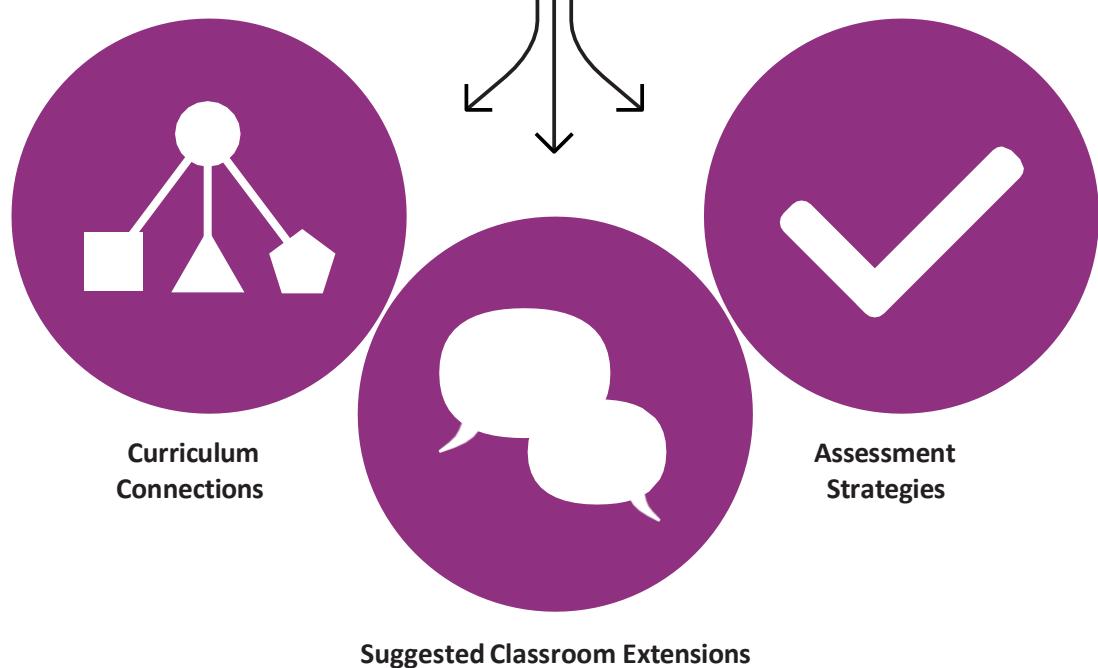


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STUDY GUIDE: VISUAL ARTS

RESIDENCY RECYCLED MURAL

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: Creation of a colourful indoor mural painted with acrylics and embellished with plastic caps gathered by students, school staff and community, creating a strong environmental message. A day for assembling is required (Claudia's murals can vary in size and shape. The length of the residency would depend on the complexity of the mural. A regular 8 x 12 feet mural can be created in a five day's residency) (Materials not included)



Artistic Discipline: Visual Arts

Recommended Grade Levels: K - 8

Session Logistics: In person only, 5 full day residency

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

RESIDENCY RECYCLED MURAL

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 a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings. (Grades 1-8)
- Strand B – Reflecting, Responding and Analyzing
 - 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)
- Strand C: Exploring Forms and Cultural Contexts
 - 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 1-8)

RESIDENCY RECYCLED MURAL

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 think a mural is?
- Why is it important to take care of the Earth?
- How can colours and pictures help tell a story?

During

- What colours and shapes are you using today?
- What did you collect your plastic cap for?
- How are you helping your friends while painting?

Post

- What do you like most about the mural?
- What message do you think the mural gives?
- How did you feel working together as a class?

**GRADES
1-3**

Pre

- What kinds of things do you throw away that could be used to make art?
- How do murals help tell stories in a community?
- Why is it important to reuse plastic?

During

- What is your part of the mural showing?
- What do the colours and caps represent in your design?
- How are you helping your classmates during the project?

Post

- What message does our mural send to other people?
- What was the most fun or surprising part of the mural project?
- What else could we make using found or recycled materials?

**GRADES
4-6**

Pre

- What do murals say about a community or school?
- How can art inspire people to think about the environment?
- Why do you think plastic waste is a problem in the world today?

During

- How is your part of the mural helping tell a bigger story?
- What materials are you using, and why do they matter?
- How does this project feel different from other art you've made?

Post

- What did you learn about teamwork and community through this project?
- How can we keep raising awareness about environmental issues at school?

Pre

- How does public art create dialogue or action in a community?
- What are the environmental impacts of plastic waste?
- How can we as students be part of a larger movement for environmental change?

During

- How are you using your section of the mural to express a message?
- What are the challenges and rewards of using found materials in artwork?

Post

- How can this mural influence others' thinking about environmental responsibility?
- What does this project teach us about art as a tool for activism?
- What role did collaboration play in shaping the final piece?

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 painting or artwork on a wall, often in public spaces.
- **Recycled Materials:** Used items turned into something new instead of being thrown away.
- **Plastic Caps:** Lids from bottles or containers often used in upcycled art projects.
- **Design:** A plan or idea for how something will look.
- **Contrast:** A strong difference between colours, shapes, or ideas in art.
- **Upcycling:** Reusing old or waste materials to create something of higher value.
- **Texture:** How something feels or looks like it would feel (smooth, rough, bumpy, etc.).

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