

# STUDY GUIDE



DISCIPLINE:  
**VISUAL ARTS**

ARTIST:  
**CLAUDIA SALGUERO**

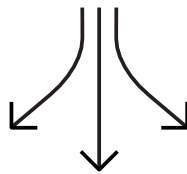


**The following package is provided as a supplemental resource to enhance and support the artist’s visit.**

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

## UNIQUE COLOURING CREATIONS

### 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:** Participants will learn how to create a unique, personal and colourful fluid drawing using coloured pencils. Claudia will teach them how to blend and combine colours while talking about colour theory and the meaning of colour. Since each design will be unique to each participant, Claudia will guide them through the decision-making so they feel confident and proud of their own creation. Materials: Colour Pencils and Paper.

**Artistic Discipline:** Visual Arts

**Recommended Grade Levels:** 7 – 12



**Session Logistics:** In person and online

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



# UNIQUE COLOURING CREATIONS

## 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 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 7-8)
- Strand C - Foundations
  - Demonstrate an understanding of conventions and techniques used in the creation of visual art works. (Grades 9-12)

# UNIQUE COLOURING CREATIONS

## 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

- What do different colours make you feel? Can colours have meaning?
- Have you ever blended colours in a drawing? What techniques did you use?
- How do you express your personality or identity through visual art?

### During

- What emotions or ideas are you trying to express through your colour choices?
- How is your drawing evolving as you experiment with blending and layering?
- What challenges are you facing while trying to create a fluid design?

### Post

- How did learning about colour theory affect the way you created your piece?
- What surprised you about your final artwork?

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

**Pre**

- How does colour impact visual communication and storytelling in art?
- In what ways do personal experiences or cultural backgrounds influence how we use colour?
- What makes abstract or non-representational art powerful?

**During**

- How are you using colour to represent mood, identity, or intention in your design?
- What blending or shading techniques are most effective in creating a fluid visual style?
- How are you balancing personal expression with design elements like contrast, harmony, and movement?

**Post**

- What message or emotion do you think your final piece communicates to the viewer?
- How did decision-making about colour, shape, and composition help you grow as an artist?
- How can this type of reflective and intuitive art practice benefit your overall well-being or creative confidence?

# 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:

- **Colour Theory:** The study of how colours interact, contrast, and harmonize with each other.
- **Hue:** The name of a colour (e.g., red, blue, yellow).
- **Value:** The lightness or darkness of a colour.
- **Saturation:** The intensity or purity of a colour.
- **Blending:** A technique used to gradually mix colours or shades for a smooth transition.
- **Contrast:** The strong difference between colours or tones that helps elements stand out.
- **Harmony:** A pleasing combination of colours or elements in a piece of art.
- **Abstract Art:** Art that doesn't try to represent real objects but uses colour and form expressively.
- **Fluid Drawing:** A freeform style of drawing focused on flow, curves, and smooth transitions.
- **Composition:** How elements are arranged in an artwork to create balance and visual interest.

# 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