

STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
EMILY ROSE MICHAUD

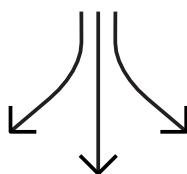


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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

DIY PIGMENTS + PAINTS

Program Overview

Artist Name: Emily Rose Michaud

Artist Bio: Emily Rose Michaud is a visual artist and educator specializing in art, ecology, and cultural programming in schools. Her work spans land-based art, murals, installations, drawing, and ceramics. Since 2004, she has led workshops for all ages, focusing on creativity, emotional expression, education, and portfolio development, with exhibitions both indoors and in outdoor spaces across Canada.

Program Description: Did you know you can make your very own prints with potatoes, plants and recycled juice cartons? In this introductory class, we will do a variety of experiments to explore various printing techniques: i- Hammer-printing with flowers or herbs ii- Drypoint (Intaglio) in which we scratch a design into a piece of plastic or metal, fill the scratches with ink and press against paper iii- Printing carved out potatoes or carrots onto paper to make repeated designs. Participants create their one-of-a-kind posters and cards by the end of the workshop.

Artistic Discipline: Visual Arts

Recommended Grade Levels: 1 – 12



Session Logistics: In person, online only for high school

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



DIY PIGMENTS + PAINTS

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 1-8)
 - Apply the creative process to create a variety of art works, individually and/or collaboratively. (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 1-8)
 - Demonstrate an understanding of responsible practices related to visual arts. (Grades 9-12)

DIY PIGMENTS + PAINTS

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 kinds of pictures do you like to draw or make?
- Have you ever used something from nature (like a leaf or flower) to create a picture?

During

- How does the flower or leaf change when you press it onto the paper?
- What do you notice about the shapes and textures in your print?

Post

- How is printing with plants or potatoes different from drawing with a pencil or marker?
- How could you use printing to tell a story or share a message?

GRADES
4-6

Pre

- How do you think different materials (plants, potatoes, plastic) might create different effects?
- Why do you think artists use recycled materials in their work?

During

- What challenges do you face when trying to get a clear print? How do you fix them?
- How does the texture of the material affect your print?

Post

- How can printing be used to express ideas or feelings?
- How does working with natural materials connect you to the environment?

GRADES
7-8

Pre

- What are some historical or cultural uses of printmaking?
- How might different printing techniques create different moods or meanings in artwork?

During

- How does the process of carving or scratching impact the final print?
- What does layering prints add to the artwork?

Post

- What role does experimentation play in creating art?
- How does creating art with natural and recycled materials encourage environmental awareness?

GRADES
9-12

Pre

- How has printmaking evolved as an art form, and what contemporary themes does it explore?
- In what ways can printmaking serve as a tool for social or environmental commentary?

During

- How does the texture and composition affect the visual impact of your prints?
- How do you incorporate concepts like repetition, contrast, and balance in your prints?

Post

- How can printmaking communicate complex ideas or emotions?
- How will you apply these printmaking techniques or concepts in your future creative projects?

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:

- **Printmaking:** Creating images by transferring ink from a surface onto paper or fabric.
- **Stamp:** An object with a design used to make repeated prints.
- **Texture:** The feel or appearance of a surface, like rough or smooth.
- **Pattern:** A repeated decorative design or sequence.
- **Carving:** Cutting into a surface to create a design for printing.
- **Drypoint:** A printmaking technique where a design is scratched onto a plate to hold ink.
- **Intaglio:** Printmaking where ink is held in engraved or etched lines, then pressed to paper.
- **Recycled:** Using old materials to make something new.
- **Impression:** The image created on paper from a printmaking process.
- **Contrast:** Difference between light and dark areas in artwork.
- **Composition:** The arrangement of elements in a work of art.
- **Experimentation:** Trying new techniques or ideas to discover effects.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a color 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