

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:

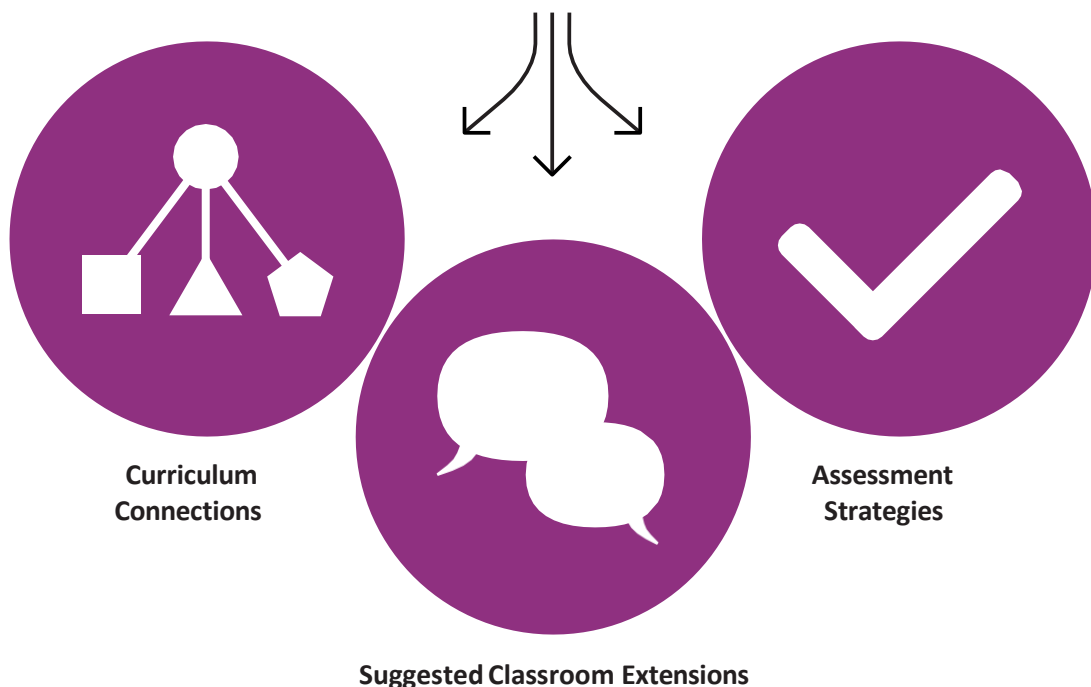


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STUDY GUIDE: VISUAL ARTS

MIXED-MEDIA COLLAGE

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: Collage is a fun way to let our imaginations loose and our creative engines fired up. By combining images, printed material, and even found objects, participants create striking works of collage to dazzle the eye and share a unique perspective. In a few easy steps, we will create our very own posters or cards: i- collect images, objects or printed material ii- discuss composition and arrange them onto the page iii- glue them into place iv- add finishing touches like works or drawings over top.

Artistic Discipline: Visual Arts

Recommended Grade Levels: 1 – 12



Session Logistics: In person or Online

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



MIXED-MEDIA COLLAGE

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)
 - 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)

MIXED-MEDIA COLLAGE

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 do you think a collage is?
- What kinds of materials or pictures would you like to use in your artwork?

During

- Why did you choose these pictures or items for your collage?
- What do you want people to notice first when they look at your artwork?

Post

- What do you like most about your finished collage?
- What was the hardest or most fun part of making your artwork?

GRADES
4-6

Pre

- What makes collage different from painting or drawing?
- How can images or objects tell a story without using words?
- What are some themes or emotions you might explore in your collage?

During

- How are you deciding which images to include?
- What kind of movement or balance are you trying to create in your layout?

Post

- How does your collage represent your point of view or interests?
- What was something unexpected that happened while you worked?

GRADES
7-8

Pre

- In what ways can collage be used to make a statement or express identity?
- What materials or textures do you think make a collage more interesting?

During

- Are you arranging your elements for visual balance, chaos, or something else?
- How do colour and scale influence the impact of your composition?

Post

- How successful were you in expressing your idea or emotion?
- What part of the process helped you think differently about art?

GRADES

9-12

Pre

- What do you think makes a collage "art" versus "just a collection of images"?
- How can you use found materials to reflect social, political, or personal themes?

During

- How does your use of space, contrast, and repetition shape the narrative?
- What cultural or symbolic meanings are you drawing from your materials?

Post

- What conversations could your collage start with an audience?
- How does this project connect to your interests in media, identity, or history?

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:

- **Collage:** A piece of art made by sticking various materials (photos, paper, fabric) onto a surface.
- **Composition:** The arrangement of visual elements in an artwork.
- **Layering:** Placing materials or images on top of each other to add depth or meaning.
- **Texture:** How something feels or looks like it would feel (smooth, rough, bumpy).
- **Mixed Media:** An artwork created using more than one kind of material or technique.
- **Balance:** The visual weight of elements in a design (symmetrical/asymmetrical).
- **Contrast:** The difference between elements (e.g. light vs dark, big vs small).
- **Focal Point:** The area of an artwork that draws the viewer's eye first.
- **Symbolism:** The use of images or objects to represent deeper meanings.

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