

STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
NICOLE BÉLANGER

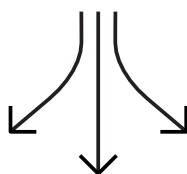


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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

WATERCOLOUR

Program Overview

Artist Name: Nicole Bélanger

Artist Bio: Nicole Bélanger is a visual artist who directs group murals in schools and communities, including homeless shelters and health centers. She emphasizes collaboration and skill-building, guiding projects to ensure quality outcomes. Nicole also creates paintings and sculptures and holds a Master's degree in Visual Arts from Norwich University, USA, valuing the creative energy of collective efforts.

Program Description: Self-expression through watercolor. During this workshop, participants will be introduced to the various possibilities offered by different types of brushes and let their creativity flow. With watercolor, every brushstroke is an art, and there's no room for error!

Artistic Discipline: Visual Arts

Recommended Grade Levels: K - 12

Session Logistics: In person or online

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



WATERCOLOUR

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Creating gradients and new colours through mixing.
 - Sketching ideas before painting to guide layout.
- Strand B – Reflecting, Responding and Analyzing
 - Noticing how water, pigment, and paper interact.
 - Discussing how colour, shape, and technique affect the final result.
 - Identifying individual approaches and preferences in painting.
- Strand C: Exploring Forms and Cultural Contexts
 - Exploring the origins of watercolour in different cultures.
 - Examining how artists use watercolour today in illustration, fine art, and design.
 - Linking natural subject matter to artistic representation.

WATERCOLOUR

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
K-3

Pre

- What do you think will happen when we mix paint with lots of water?
- Which colours would you like to use for your painting, and why?

During

- What happens when you paint on wet paper?
- How can you make a lighter or darker colour using your brush and water?

Post

- Which part of your painting do you like best, and why?
- How did you use water and colour together to make your picture?

GRADES
4-6

Pre

- How can we use *wet-on-wet* or *dry brush* to make different textures?
- What colours would work well together for your composition?

During

- How are you layering colours to create depth?
- What happens when complementary colours mix on wet paper?

Post

- Which techniques helped you get the effect you wanted?
- What did you learn about the way water and paint interact?

GRADES
7-8

Pre

- How might you use colour gradients or transparency to convey mood?
- What subject matter will best suit watercolour's flowing qualities?

During

- How are you using *glazing* to build up colour intensity?
- How are you combining different brush techniques in one area?

Post

- How did your technique evolve as you worked?
- What would you try differently next time to improve your results?

GRADES
9-12

Pre

- How can watercolour's transparency be used to suggest atmosphere or symbolism?
- What role will composition and negative space play in your work?

During

- How are you balancing control and spontaneity in your brushwork?
- How are you creating texture or contrast while keeping harmony in the composition?

Post

- How does your final piece reflect both technical skill and personal style?
- In what ways did the watercolour medium shape your creative decisions?

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:

- **Watercolour paint:** pigment that mixes with water to create translucent colour.
- **Brush:** tool with bristles used to apply paint; comes in various shapes (round, flat, fan).
- **Palette:** surface or tray used for mixing paints.
- **Watercolour paper:** specially textured paper that absorbs water without tearing.
- **Wash:** a smooth layer of diluted paint covering an area.
- **Wet-on-wet:** applying paint to wet paper for soft, blended edges.
- **Wet-on-dry:** painting on dry paper for crisp, defined shapes.
- **Dry brush:** using minimal water for textured, scratchy strokes.
- **Layering (glazing):** adding transparent layers of colour on top of each other.
- **Gradient:** a smooth change from one colour to another.
- **Bleed:** when colours spread into each other due to water flow.
- **Hue:** the pure form of a colour.
- **Tint:** a colour mixed with white or water to make it lighter.
- **Shade:** a colour mixed with black to make it darker.
- **Tone:** a colour mixed with grey.
- **Complementary colours:** colours opposite each other on the colour wheel.
- **Transparency:** the see-through quality of watercolour paint.

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