

STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
TYLER PROULX



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:

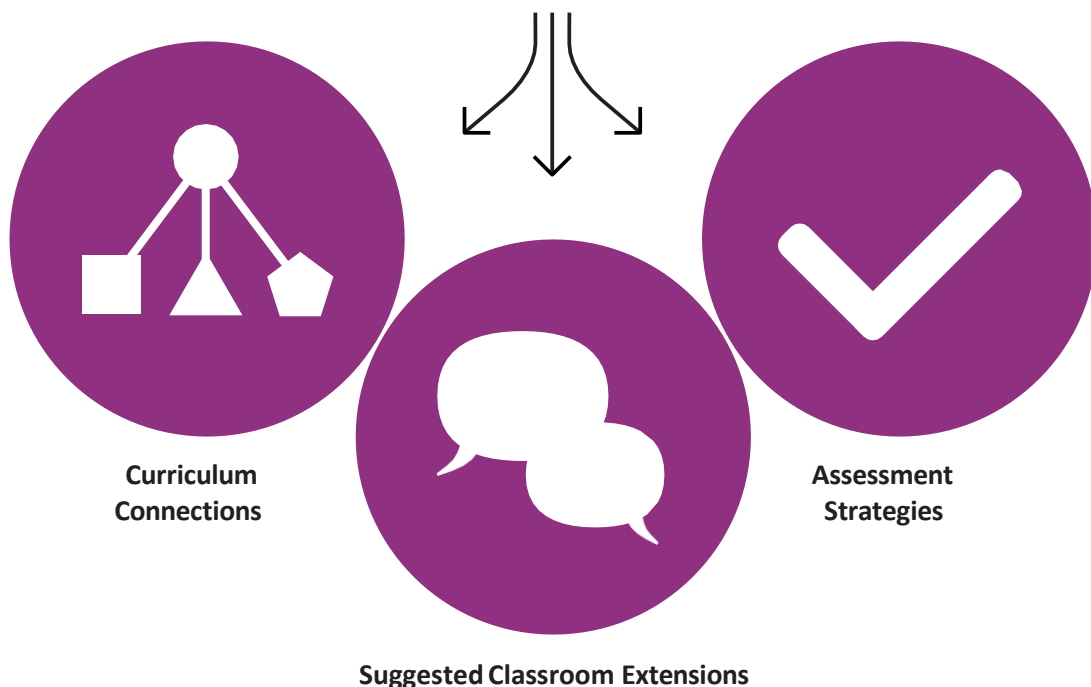


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STUDY GUIDE: VISUAL ARTS

MURAL PAINTING

Program Overview

Artist Name: Tyler Proulx

Artist Bio: Tyler Proulx (TRP613) is an Ottawa-based street artist known for his iconic ‘Sailor Dude’ image. Passionate about community collaboration, he creates vibrant murals across the city, including Lincoln Heights Park and Byward Market. Tyler holds an Art History degree from Carleton University and teaches art, math, and PE in high school. He also serves as visual arts leader on the Board of Directors for House of PainT.

Program Description: Students will get a brief history of street art and get to look and discuss images from some of the most important street artists from around the world. The artist will also talk about local murals and local street artists. Students will then need to come up with a theme for their mural and we will map out the mural. The students will learn about spray paint, different nozzles and other important aspects of making a mural.

Artistic Discipline: Visual Arts

Recommended Grade Levels: 1 – 12

Session Logistics: In person only

Cultural Context: Street Art



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



MURAL PAINTING

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Using mural painting techniques (brushwork, colour mixing, layering)
 - Sketch preliminary designs incorporating Indigenous themes
- Strand B – Reflecting, Responding Analyzing
 - Reflect on collaboration and learning about Indigenous art.
 - Collaborative painting session and experimenting with techniques and materials.
- Strand C – Exploring Forms and Cultural Contexts
 - Incorporate traditional Indigenous symbols and storytelling elements

MURAL PAINTING

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 mural is?
- Have you ever seen a big painting on a wall? What did it look like?
- What pictures or stories would you like to paint on a big wall?

During

- What colours and shapes are you using in your mural?
- How do you work with others to paint a big picture?
- What is your favourite part of the mural you're painting?

Post

- What story does your mural tell?
- How does it feel to see your painting on a big wall?
- How can murals help people in your community?

GRADES
4-6

Pre

- Why do people paint murals in public places?
- What kinds of message or ideas can murals share?
- How do you think a mural can affect the people who see it?

During

- How do you plan your part of the mural to fit with the whole design?
- What challenges do you face when painting on a big wall?
- How do you work with others to make sure the mural looks connected?

Post

- What message or feeling do you think your mural shares with viewers?
- How does painting a mural help build community?
- What did you learn about teamwork through this project?

GRADES
7-8

Pre

- How can murals reflect culture, history, or social issues?
- What role do murals play in shaping community identity?
- How do artists use colour, symbols, and space to communicate in murals?

During

- How does your part of the mural contribute to the overall theme?
- What techniques are you using to create texture, depth, or contrast?
- How do you collaborate and compromise with others during the painting process?

Post

- In what ways does the mural engage with social or cultural topics?
- How can murals influence public opinion or inspire change?
- What did you learn about balancing individual creativity and group vision?

GRADES
9-12

Pre

- How do murals function as a form of public art and social activism?
- What ethical considerations arise when creating art in public spaces?
- How do you plan to incorporate symbolism and narrative into your mural design?

During

- How does scale affect the way viewers experience your mural?
- What strategies do you use to maintain artistic integrity while collaborating?
- How do you address technical challenges like surface texture or weather?

Post

- How effectively does your mural communicate its intended message to a diverse audience?
- In what ways can murals contribute to cultural memory or community healing?
- Reflect on your experience balancing personal expression with public engagement.

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 created directly on a wall or ceiling.
- **Composition:** The arrangement of elements like shapes, colours, and lines in an artwork.
- **Scale:** The size of an artwork or its parts compared to something else.
- **Palette:** The range of colours used in a painting.
- **Brushstroke:** The mark made by a paintbrush on a surface.
- **Texture:** The feel or appearance of a surface, which can be smooth, rough, or patterned.
- **Contrast:** The difference between light and dark colours or shapes to make parts of the artwork stand out.
- **Symbolism:** Using images or colours to represent ideas or messages.
- **Collaboration:** Working together with others to create something.
- **Public Art:** Art that is displayed in public spaces for everyone to see.
- **Social Commentary:** Art that comments on social, political, or cultural issues.
- **Narrative:** A story told through artwork.
- **Ethics:** Principles about what is right and wrong, especially about respecting communities and spaces.

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