

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:

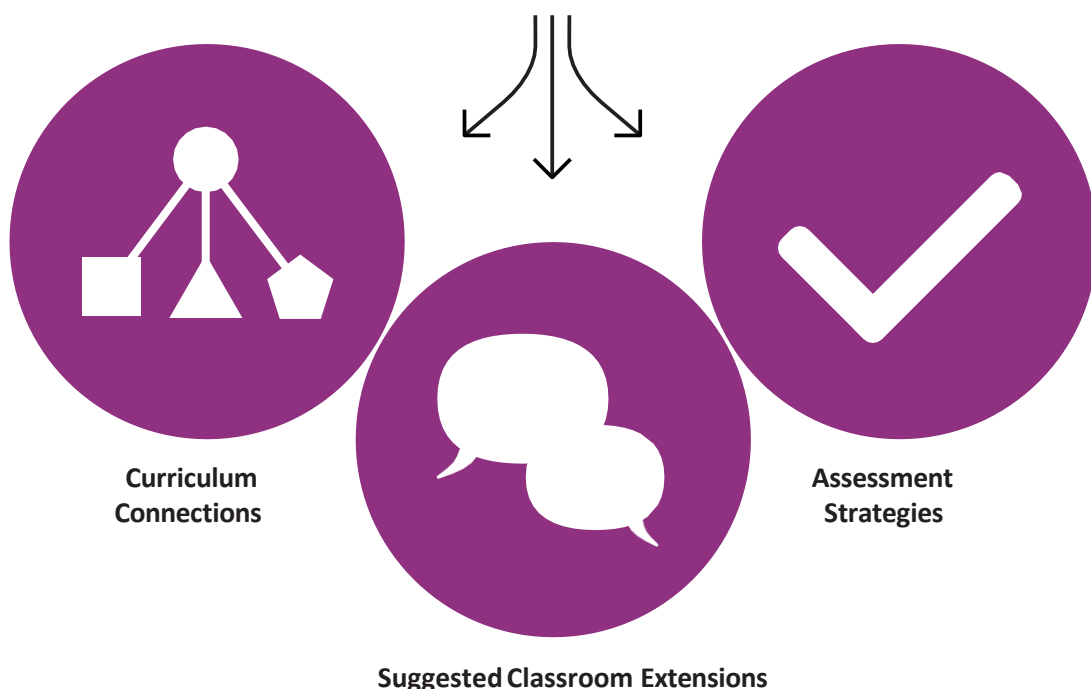


TABLE OF CONTENTS

STUDY GUIDE: VISUAL ARTS.....4

 Program Overview 4

 Curriculum Connections 6

 Extend the Learning (Discussion Prompts)..... 7

VISUAL ARTS OVERVIEW.....9

APPENDIX..... 10

 Vocabulary bank/glossary:..... 10

 Student Health and Well-Being 11

 Additional Resources 11

STUDY GUIDE: VISUAL ARTS

STENCIL MAKING AND SPRAY 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 learn about stencils and some of the artists that use them. They will also learn about spray paint and how to use it. The students will pick from a series of images and make a stencil, then spray paint it on a canvas. Students get to use their hands to create a stencil and spray paint a canvas. Students will get to take home a canvas and keep their stencil.

Artistic Discipline: Visual Arts

Recommended Grade Levels: 6 - 12

Session Logistics: In person only

Cultural Context: Street Art and Graffiti



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



STENCIL MAKING AND SPRAY PAINTING

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Creative expression through designing and producing stencil art
 - Development of technical skills in cutting, layering, and applying stencils
- Strand B – Reflecting, Responding and Analyzing
 - Collaboration and sharing ideas during the creative process
 - Reflection on artistic choices and understanding audience impact
- Strand C: Exploring Forms and Cultural Contexts
 - Exploration of design elements: line, shape, colour, contrast, and composition
 - Consideration of ethics and responsibility in creating public art

STENCIL MAKING AND SPRAY 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.

GRADE

6

Pre

- What do you already know about stencil art?
- Where have you seen stencil designs before?
- What would you like to create with a stencil?

During

- How does using a stencil change the way you create your artwork?
- What do you notice about the shapes you cut out from your stencil?
- How do you decide which parts of your design to cut and which to leave?

Post

- What message or idea does your stencil artwork communicate?
- How did using a stencil affect your creative process?
- How could stencil art be used in your community?

GRADES
7-8

Pre

- How does stencil art relate to street art and public art?
- Why do you think artists use stencils to express ideas or identity?
- What are the important design elements in a good stencil?

During

- How do you handle negative space and layering in your stencil?
- What challenges have you faced while cutting or applying your stencil?
- How does working with stencils influence your artistic choices?

Post

- How effectively does your stencil communicate your intended message?
- In what ways can stencil art be a form of social or cultural expression?
- What are some ethical considerations when displaying stencil art in public spaces?

GRADES
9-12

Pre

- How can stencil art serve as political or social commentary?
- What ethical questions arise around creating art in public spaces without permission?
- How do you plan to use design elements to strengthen your stencils message?

During

- How does the process of designing and cutting your stencil influence the meaning of your work?
- How do repetition and layering techniques affect audience perception?
- What strategies do you use to balance detail with clarity in your stencil?

Post

- How well does your stencil engage viewers with your intended themes or messages?
- In what ways can stencil art challenge dominant cultural narratives?
- How do you see stencil art contributing to community dialogue or activism?

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:

- **Negative Space:** The empty or unmarked areas around and between the shapes in a design.
- **Stencil:** A template used to create designs by applying paint or ink over cut-out shapes.
- **Positive Space:** The areas in a design that are filled with shapes or color.
- **Layering:** Applying multiple stencils or colors in succession to create a complex image.
- **Composition:** The arrangement of visual elements in an artwork.
- **Contrast:** The difference between light and dark, colors, or shapes to create emphasis.
- **Typography:** The style and appearance of printed letters or text.
- **Graffiti:** Art or writing created illicitly in public spaces, often using spray paint or markers.
- **Street Art:** Visual art created in public locations, sometimes legally, often to communicate social or political messages.
- **Repetition:** Using the same shape, pattern, or image multiple times in a design.
- **Social Commentary:** Art that reflects on society, politics, or culture, often to provoke thought or change.

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