

STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
TYLER PROULX

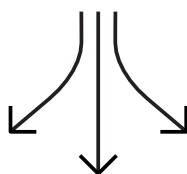


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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:



**Curriculum
Connections**



Suggested Classroom Extensions



**Assessment
Strategies**

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STUDY GUIDE: VISUAL ARTS

STICKER MAKING

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: In this workshop students will get a brief introduction to street art and some important artists. The students will then be taught how to do block letters, bubble letters and wild style on stickers. The workshop will end with a drawing game that uses collaboration and is always a hit with the students! The students will get to take home several stickers that they make. Each student will also get one of my stickers to take home.

Artistic Discipline: Visual Arts

Recommended Grade Levels: 1 – 12

Session Logistics: In person only

Cultural Context: Street Art



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



STICKER MAKING

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting:
 - Creative self-expression through visual art
 - The application of design elements: line, colour, shape, contrast, and typography
 - The exploration of contemporary street art and its cultural influences, collaboration and idea-sharing through group art activities.
- Strand B – Reflecting, Responding and Analysing:
 - Reflection on artistic choices and audience interpretation.
- Strand C: Exploring Forms and Cultural Contexts:
 - Understanding art as a tool for communication, identity, and community building.
 - Awareness of ethical considerations in public art.

STICKER MAKING

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

- Have you seen stickers before? Where?
- What makes stickers fun to look at?
- If you could make a sticker about anything, what would it be?

During

- Which lettering style do you like most – bubble, or block? Why?
- How does it feel to draw together in a group?
- What's your favourite colour or shape to use in your design?

Post

- What part of your sticker makes you happiest?
- Who would you give your sticker to, and why?
- What's something new you learned about making art today?

GRADES
4-6

Pre

- Where do you usually see stickers – in personal spaces or public spaces?
- What do you think makes a sticker eye-catching?
- Why might an artist choose to make a sticker instead of a painting or sculpture?

During

- How does each letter style change the mood of a word?
- How did the group drawing game help you come up with new ideas?
- What new technique or detail are you trying in your design?

Post

- What does your sticker say about you?
- How would people feel if they saw your sticker in a public space?
- How could you use sticker art to share a message with others?

GRADES
7-8

Pre

- What do you know about street art? How is it similar to or different from sticker art?
- Why might an artist want their work to be seen in public?
- How can a visual style communicate culture or personal identity?

During

- Which lettering style best fits the message you want to share, and why?
- How does collaborating in the drawing game change your creative process?
- What choices are you making to make your sticker stand out?

Post

- What message or mood does your sticker send?
- Do you think sticker art should always be public? Why or why not?
- How might sticker-making be used for community building?

GRADES
9-12

Pre

- How does sticker art fit within the broader world of street art and public art?
- What ethical considerations should artists keep in mind when putting work in public spaces?
- In what ways can visual style reinforce a cultural or political message?

During

- How are you using style, colour, and composition to express your message?
- What did you notice about the cultural references or artistic influences Tyler shared?
- How does working collaboratively in a drawing game compare to working alone?

Post

- How effectively does your sticker communicate your intended message or emotion?
- How can sticker art be used as a tool for advocacy or social change?
- What did this workshop teach you about the connection between art, identity, and community?

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:

- **Sticker Art:** Artwork created on adhesive-backed paper or vinyl, designed to be placed on surfaces for decoration or communication.
- **Street Art:** Visual art displayed in public spaces, often created outside of traditional art venues.
- **Graffiti:** Writing or drawings made on surfaces in public places, often using spray paint or markers; can include stylized lettering and imagery.
- **Block Letters:** Bold, straight-edged letters that are easy to read.
- **Bubble Letters:** Rounded, inflated-looking letters often used in graffiti and sticker art for a playful or bold effect.
- **Composition:** The way visual elements are arranged in an artwork.
- **Contrast:** The difference between elements such as colours, shapes, or sizes to create visual interest.
- **Typography:** The art and style of arranging text so it is visually appealing and communicates meaning.
- **Line:** A continuous mark used to define shapes, patterns, or movement in art.
- **Shape:** A closed form created by lines or colours, such as circles, squares, or organic forms.
- **Colour Palette:** The selection of colours used in a design to create mood or harmony.

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