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STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
ANDY AKANGAH

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.
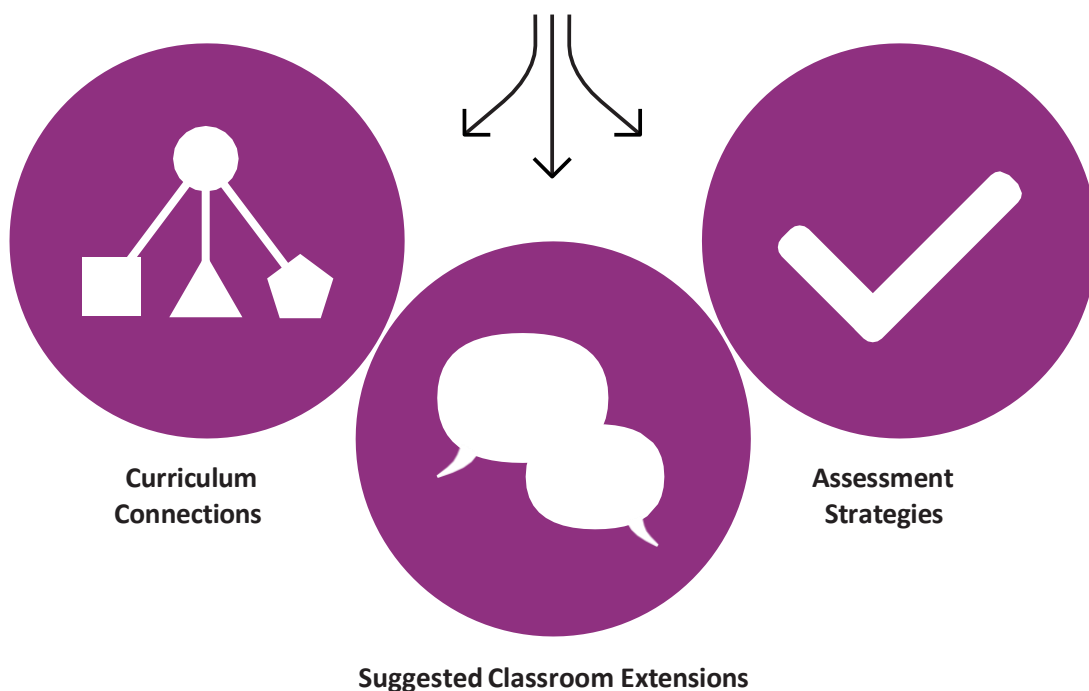
THIS STUDY GUIDE

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STUDY GUIDE: VISUAL ARTS

DIGITAL COMICS WITH ANDY AKANGAH

Program Overview

Artist Name: Andy Akangah

Artist Bio: Andy Akangah is a self-taught illustrator and creative director from Benin, based in Ottawa and Toronto. Founder of AKARTS Comics, he blends hip-hop, anime, and streetwear in bold, character-driven art. His work spans digital illustration, apparel, and installations, with clients like the NBA and Microsoft. He champions digital art in physical spaces and mentors emerging comic artists.

Program Description: Step into the exciting world of digital comics with visual artist Andy Akangah! In this engaging hands-on workshop, participants will learn to sketch, ink, and digitally colour a comic scene while exploring techniques for dynamic drawing, texture, and atmosphere. Andy shares his creative journey and guides participants through the steps of bringing their stories to life using accessible digital tools.

Artistic Discipline: Visual Arts

Recommended Grade Levels: K - 12

Session Logistics: In person only, Participants must have access to touchscreen Chromebooks with Chrome Canvas. MASC can supply up to 5 iPads upon request if needed.

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

DIGITAL COMICS WITH ANDY AKANGAH

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting

    - Demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts. (K)

    - Apply the creative process to produce a variety of 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 emerging technologies, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others. (Grades 9-12)

- Strand C – Exploring Forms and Cultural Contexts

    - Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts. (Grades 1-8)

DIGITAL COMICS WITH ANDY AKANGAH

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.

K

Pre

- What kinds of characters do you like? (Superheroes, animals, etc.)
- What do you think comics are?

During

- What is your character doing in the picture?
- What colours make your scene exciting or fun?

Post

- What did you like drawing the most?
- How does your picture tell a story?

GRADES 1-3

Pre

- What's your favourite comic or cartoon character?
- What kind of story could you tell with pictures?

During

- What is your character feeling? How can you show that in your drawing?
- What's happening in your comic scene?

Post

- How did you choose the colours for your art?
- What was fun or challenging about drawing on a screen?

GRADES 4-6

Pre

- What makes a character interesting in a comic?
- How does colour or shape help tell a story?

During

- What tools or techniques are helping you show action or emotion?
- How are you using the space in your panel to guide the story?

Post

- What did you learn about digital drawing?
- How could you continue this story in another panel?

GRADES 7-8

Pre

- What styles or art influences (anime, street art, etc.) do you enjoy?
- How can you express your identity through character design?

During

- How are you using tools like layers or brushes to build your scene?
- How does your character's design reflect their mood or personality?

Post

- What techniques from Andy's process did you find most helpful?
- How could you develop your piece into a short comic or zine?

GRADES
9-12

Pre

- How does Andy Akangah's blend of hip-hop, anime, and streetwear show up in his art?
- What do you think makes digital comics a unique storytelling form?

During

- How are you experimenting with atmosphere, light, or movement?
- What message or emotion are you trying to convey through your comic scene?

Post

- How might this comic piece evolve into part of a larger portfolio?
- How can digital art reflect your voice, culture, or point of view?

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:

- **Panel:** A single square or frame in a comic that shows part of the story.
- **Sketch:** A rough drawing used to plan an artwork.
- Atmosphere: The feeling or mood of your comic (like happy, scary, exciting).
- **Digital art:** Art made using technology, like drawing on a computer or tablet.
- **Background:** The setting or place behind the main action in your drawing.
- **Storyboarding:** Planning your comic by sketching out what happens in each panel.
- **Character design:** Creating the look, personality, and style of a character.

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