

STUDY GUIDE

DISCIPLINE:
LITERARY ARTS

ARTIST:
JO RIOUX



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: LITERARY ARTS

VISUAL STORYTELLING WORKSHOPS

Program Overview

Artist Name: Jo Rioux

Artist Bio: Jo Rioux, born and raised in Ottawa, developed a passion for comics in French and English. She studied illustration at Sheridan College and illustrated children's books like *Swordquest* and *A Sam and Friends Mystery*. Inspired by comics, Jo authored the graphic novel series *Cat's Cradle*, soon to be re-published by First Second Books.

Program Description: Comics are known for their ability to engage even the most reticent readers, making them well loved by kids everywhere. Josephine uses her own comics to introduce students to this unique storytelling medium. Starting with an imaginative exercise that will set the stage for their story, the students then focus on weaving together words and pictures into a short comic of their own creation. Older students will get a more extensive look at comic making techniques. In a one hour session, Josephine will use an interactive drawing demonstration and a short hands-on exercise to walk the students through the creative writing process.

Artistic Discipline: Literary Arts, Visual Arts

Recommended Grade Levels: 3 – 12

Session Logistics: In person or online



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



VISUAL STORYTELLING WORKSHOPS

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings. (Grades 3-8)
 - Apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages. (Grades 9-12)
 - Produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, 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 3-8)
 - Demonstrate an understanding of conventions and techniques used in the creation of visual art works. (Grades 9-12)

VISUAL STORYTELLING WORKSHOPS

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
3-5

Pre

- What do you like about comics or graphic novels?
- How are comics different from chapter books or picture books?
- What kinds of stories would you like to tell using pictures?

During

- What did you notice about how Jo uses pictures to tell her story?
- How does a comic panel help show what happens first, next, and last?
- What is happening in your own comic right now?

Post

- What part of making your comic was the most fun?
- How did using pictures help you tell your story better?
- What story do you want to make into a full comic next?

GRADES
6-8

Pre

- Why do you think comics are so appealing to readers?
- What makes a comic or graphic novel stand out to you?
- Have you ever tried making a comic before?

During

- How does Jo use panel layout or character expression to show action or emotion?
- What choices are you making in your comic to show time passing or important moments?

Post

- How do comics help you express ideas differently than in regular writing?
- What would you change in your comic if you had more time?

GRADES
9-12

Pre

- How do you define the difference between comics and graphic novels?
- What comic artists or series have inspired your interest in visual storytelling?
- What themes or genres do you think work best in comics?

During

- How does Jo use composition and pacing to guide the reader's eye across the page?
- How are you building character or mood through your drawing style?

Post

- How might you expand your short comic into a longer narrative?
- What techniques from Jo's process could you apply to future creative projects?

LITERARY ARTS OVERVIEW

Literary Arts education consists of storytelling, poetry, and creative writing and is foundational to developing literate, reflective, and critically engaged members of society. By engaging with diverse stories, students gain insight into complex perspectives and histories, fostering inclusion and emotional resilience. Writing and sharing stories also supports mental health and builds a sense of community and belonging.

The creative and critical analysis process guide students in imagining, crafting, and reflecting on literary work. These frameworks align with MASC's core values and, when paired with artist-led sessions, empower students to become thoughtful creators and engaged learners.

Literary arts naturally support cross-curricular learning. In social studies, students explore historical context through narrative; in science they use writing to explain concepts. These interdisciplinary links help students see knowledge as interconnected and relevant to real-world applications.



APPENDIX

Vocabulary bank/glossary:

- **Comic:** A story told using both words and pictures, often in panels.
- **Graphic Novel:** A longer comic that tells a full story, like a novel with pictures.
- **Panel:** A single box or frame in a comic that shows one part of the story.
- **Speech Bubble:** A round shape in a comic that shows what a character is saying.
- **Caption:** Words that explain or describe part of the story, usually outside of speech bubbles.
- **Layout:** The way panels, images, and text are arranged on the page.
- **Sequential Art:** Telling a story by showing a sequence of pictures or scenes.
- **Pacing:** The speed at which a story unfolds—how fast or slow things happen.
- **Visual Storytelling:** Telling a story through images, expressions, and actions rather than just words.
- **Imaginative Exercise:** A creative activity that helps you come up with new story ideas.

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