

STUDY GUIDE

DISCIPLINE:
DRAMA

ARTIST:
JACQUI DU TOIT



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**

TABLE OF CONTENTS

STUDY GUIDE: DRAMA	4
Program Overview	4
Curriculum Connections	6
Extend the Learning (Discussion Prompts).....	7
 DRAMA OVERVIEW	 9
 APPENDIX.....	 10
Vocabulary bank/glossary:.....	10
Student Health and Well-Being	11
Additional Resources	11

STUDY GUIDE: DRAMA

MAKE UP WORKSHOP

Program Overview

Artist Name: Jacqui Du Toit

Artist Bio: Born and raised in South Africa, Jacqui Du Toit is known for her animated stories from the motherland. By combining gestures, movement, singing, facial expressions, and dramatic impersonations that spark the audience, Jacqui knows how to captivate the audience with more than just words. She is the co-owner of The Origin Arts and Community Centre.

Program Description: Step into the world of stagecraft and explore the transformative power of theatre makeup in this hands-on workshop with award-winning actor and international storyteller Jacqui Du Toit. This workshop will guide you through the art of creating captivating characters through a makeup tutorial. Engage in group exercises where participants collaborate to design and execute makeup looks for specific characters. Receive feedback and guidance from peers and Jacqui.

Artistic Discipline: Drama

Recommended Grade Levels: 5 – 12

Session Logistics: In person only

Cultural Context: African Culture, Black Legacy



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



MAKE UP WORKSHOP

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories. (Grades 5-8)
 - Use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of sources. (Grades 9-12)
 - Use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes. (Grades 9-12)
- Strand B – Reflecting, Responding and Analysing
 - Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences. (Grades 5-8)
 - Identify knowledge and skills they have acquired through drama activities and ways in which they can apply this learning in personal, social, and career contexts. (Grades 9-12)

MAKE UP WORKSHOP

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
5-6

Pre

- What do you already know about theatre makeup?
- Why do you think actors use makeup to help create characters?

During

- What kinds of characters are we seeing come to life through makeup today?
- How does colour help express emotions or personality in a character?

Post

- Which makeup technique did you enjoy learning the most?
- How did working with others help you better understand drama?

GRADES
7-8

Pre

- How does makeup change the way we perceive a character on stage?
- What role does creativity play in character development?

During

- How does the makeup you're designing reflect your character's personality or backstory?
- What are some challenges you're noticing in applying makeup accurately or expressively?

Post

- What did you learn about yourself while creating a character through makeup?
- How could these theatre makeup skills be used outside of drama class or theatre?

GRADES
9-12

Pre

- How do makeup and costume work together in building a believable character?
- In what ways can makeup reflect themes or symbolism in a theatrical production?

During

- What decisions are you making in terms of colour, line, or texture to reflect your character?
- How are you responding to feedback from your peers and instructor during the process?

Post

- How might theatre makeup influence your future creative or career interests?
- What did you discover about visual storytelling through this hands-on experience?
- How does this workshop deepen your appreciation for behind-the-scenes roles in performance arts?

DRAMA OVERVIEW

Drama is an art form that reflects and shapes culture while promoting equity, diversity, inclusion, and reconciliation. Through storytelling and performance, it fosters empathy and deepens understanding of diverse experiences. Drama education builds essential skills like communication, collaboration, creativity, and problem solving, while supporting student well-being by offering a safe space to explore identity and self-expression.

The creative and critical analysis process guide students in imagining, planning, interpreting, and reflecting on artistic work and can complement artist-led sessions. These frameworks empower students to become thoughtful creators, reflective learners, and active participants in building a more just and connected world.

Drama is inherently an interdisciplinary art form and serves as a powerful tool for cross-curricular learning. The discussion prompts and suggested activities in this guide are designed to help bridge connections across subjects, deepen engagement, and extend the learning in relevant, authentic, and transformative ways.



APPENDIX

Vocabulary bank/glossary:

- **Stagecraft:** The technical aspects of theatrical production, including lighting, makeup, scenery, and sound.
- **Characterization:** The process of developing a character's personality, voice, and appearance in a performance.
- **Makeup Design:** The art of using cosmetics to create visual characters, age effects, or illusions on stage.
- **Base Layer:** The first layer of makeup applied to create an even surface or skin tone.
- **Highlighting:** A technique to brighten parts of the face or create the illusion of shape using lighter shades.
- **Shadowing:** The use of darker tones to create depth and dimension, often to show age or emotion.
- **Facial Expression:** The use of facial movements to communicate emotion, thought, or character traits.
- **Costume Coordination:** The alignment of makeup and costume design to support a character's identity and story.
- **Prosthetics:** Special pieces (like scars, noses, or ears) applied to the skin to change an actor's appearance.
- **Blending:** A technique where makeup colours are softened at the edges to appear natural or seamless.

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