

STUDY GUIDE

DISCIPLINE:
CIRCUS

ARTIST:
JOEY ALBERT



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:

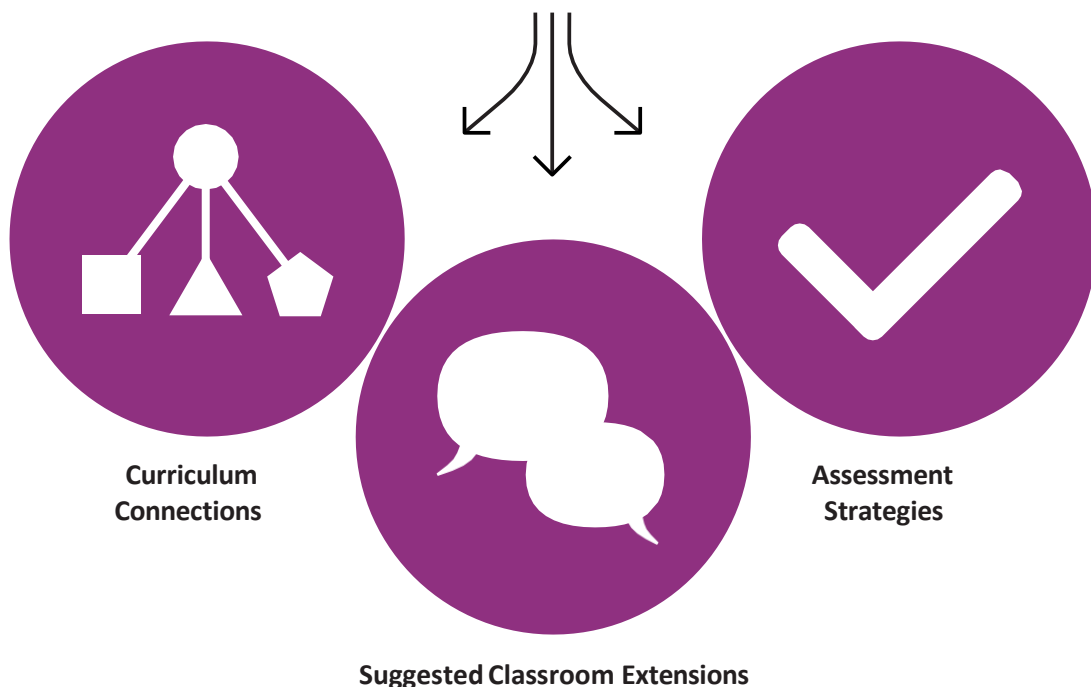


TABLE OF CONTENTS

STUDY GUIDE: CIRCUS.....	4
Program Overview	4
Curriculum Connections	6
Extend the Learning (Discussion Prompts).....	7
 CIRCUS OVERVIEW	 11
 APPENDIX.....	 12
Vocabulary bank/glossary:.....	12
Student Health and Well-Being	13
Additional Resources	13

STUDY GUIDE: CIRCUS

THE ART AND HISTORY OF CIRCUS PERFORMANCE

Program Overview

Artist Name: Joey Albert

Artist Bio: Joey Albert began juggling at 17 and graduated from Montreal's National Circus School in 2007. Specializing in juggling, clowning, and street arts, he led the Franco-Ontarian Games' Circus Arts section and taught workshops across Ontario. Since 2010, he's toured internationally with Stunt Double Circus and created award-winning solo and duo shows worldwide.

Program Description: Invite Joey Albert to your school for an unforgettable, educational, and entertaining show that blends comedy, juggling, and acrobatics. With over 17 years of experience, including solo performances that captivate audiences of all ages, Joey's unique blend of humor and high-energy stunts will have students laughing while on the edge of their seats. The show also features a fascinating educational component where Joey shares the history of juggling, showcasing how this art has evolved over time. From 19th-century household object tricks to modern juggling with custom-made props, students will not only be entertained but also learn about the rich heritage of this ancient art form.



Artistic Discipline: Circus, Drama

Recommended Grade Levels: K - 12

Session Logistics: In person only

Cultural Context: European culture

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



THE ART AND HISTORY OF CIRCUS PERFORMANCE

Curriculum Connections

Learning Themes:

- Demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts. (K)
- 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 1-8)
 - Demonstrate an understanding of how societies present and past use or have used drama, and of how creating and viewing drama can benefit individuals, groups, and communities. (Grades 9-12)
 - 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)
- Strand C – Exploring Forms and Cultural Contexts
 - Demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts. (Grades 1-8)
 - Demonstrate an understanding of the origins and development of drama and theatre arts and their influence on past and present societies. (Grades 9-12)

THE ART AND HISTORY OF CIRCUS PERFORMANCE

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 do you think juggling looks like?
- Have you ever seen a clown or someone doing funny tricks?
- What kind of things do you think Joey will throw or balance?

During

- What made you laugh or smile?
- What colors or shapes do you see in Joey's props?
- Is Joey moving fast or slow? What's his face doing?

Post

- What was your favorite part of the show?
- Can you move or act like Joey did?
- Would you like to learn to juggle or do a silly trick?

GRADES**1-3****Pre**

- What do you think juggling is? Have you tried it before?
- What kind of objects do you think Joey will use in his show?
- What do you think is harder: balancing, juggling, or clowning?

During

- What did Joey do that surprised you?
- How did he make the audience laugh?
- What kind of tricks looked the hardest?

Post

- What did you learn about juggling or circus arts?
- If you could do one trick from the show, what would it be?

GRADES**4-6****Pre**

- What do you already know about circus performers?
- How do you think Joey will mix comedy with skill?

During

- What props or objects is Joey using? Are they everyday items or special tools?
- How does Joey use his face or body to make the show exciting?
- What did you learn about the history of juggling during the show?

Post

- What part of the show impressed or inspired you most?
- What is one thing you remember about juggling in the past vs. now?
- How could circus arts be a way to tell a story or express ideas?

GRADES

7-8

Pre

- How do you think juggling has changed over time?
- What skills do you think go into making a performance entertaining and professional?
- How do humor and movement help connect with an audience?

During

- How is Joey combining historical information with performance?
- How does he build suspense or surprise in his act?

Post

- What was the most impressive part of Joey's technique or performance style?
- What did the show teach you about dedication or practice in the arts?
- Could you see circus arts being used in modern media or education? How?

GRADES
9-12

Pre

- In what ways can circus arts be a legitimate form of performance art?
- What do you expect to learn from a show that mixes entertainment with history?
- How can physical performance convey complex emotions or themes?

During

- What artistic or theatrical elements do you notice in Joey's performance?
- How does Joey use pacing, body language, or silence for comedic or dramatic effect?

Post

- How did this performance challenge your expectations of circus or street arts?
- What lessons can you draw from Joey's blend of creativity, physicality, and storytelling?
- How might a career in performing arts look, based on what you saw?

CIRCUS OVERVIEW

Circus offers an inclusive, playful and non-competitive form of artistic expression that celebrates diverse bodies, abilities, and learning styles. It invites students to take creative risks, celebrate effort over perfection, and experience the joy of skill-building in a supportive, collaborative environment. Circus education fosters transferable skills of resilience, coordination, teamwork, problem-solving, while supporting mental well-being through mindfulness and joyful exploration.

The creative and critical analysis processes

guide students in developing routines, refining technique, and reflecting on performance. These frameworks promote inclusive, culturally responsive learning and, when paired with artist-led sessions, help students become confident, curious, and community-minded learners.

For many students, the circus provides an alternative pathway to confidence and self-expression. Particularly, for those who may not see themselves reflected in more traditional forms of physical or performing arts. By creating a space where everyone can succeed in their own way, circuses empower youth to become confident, compassionate, and curious learners.



APPENDIX

Vocabulary bank/glossary:

- **Juggling:** Tossing and catching objects in the air, often using multiple hands or props.
- **Circus Arts:** A group of performance skills like juggling, clowning, acrobatics, and balance.
- **Clowning:** A type of comedy performance that uses funny movement, expressions, and costumes.
- **Acrobatics:** Physical tricks like flips, jumps, or balancing acts that show strength and agility.
- **Prop:** An object used by a performer during an act, like balls, clubs, or rings.
- **Comedy:** Something funny that makes people laugh.
- **Performer:** A person who entertains an audience by acting, juggling, or doing tricks.
- **Street Arts:** Performances that often happen in public places like parks or plazas.
- **Heritage:** Traditions and history passed down from the past.
- **Stunt:** A difficult or daring trick done to amaze an audience.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a color 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