

STUDY GUIDE



DISCIPLINE:
DRAMA

ARTIST:
OTTAWA CHILDREN'S THEATRE



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: DRAMA

A MUSE OF FIRE: EXPLORING SHAKESPEARIAN WORDS

Program Overview

Artist Name: Ottawa Children's Theatre

Artist Bio: Founded in 2013, The Ottawa Children's Theatre is dedicated to theatre that is by, for, and about youth. Our mandate comes out of a deep and profound desire to enrich the lives of children and youth through theatre and the performing arts. We're process-oriented, and our class sizes are small to ensure maximum attention on each student.

Program Description: In this workshop, students will discover some of Shakespeare's timeless stories and exciting characters. We'll unlock his playful and beautiful language, speak and act with confidence, and immerse ourselves in a range of different characters. Younger grades will explore characters through sonnets, while older grades will work with short scenes and monologues.

Artistic Discipline: Drama

Recommended Grade Levels: 3 – 12

Session Logistics: In person or online

Cultural Context: Culturally Diverse, Men+, Women+



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

A MUSE OF FIRE: EXPLORING SHAKESPEARIAN WORDS

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Exploring how word choice, rhythm, and structure shape meaning in Shakespeare’s writing.
 - Using pitch, tone, pace, and projection to bring classical text to life.
 - Pairing movement and gesture with spoken lines to support storytelling.
- Strand B – Reflecting, Responding and Analysing
 - Understanding figurative language, imagery, and rhythm in Shakespeare’s works.
 - Considering how delivery choices affect audience understanding.
 - Reflect on how emphasis, pacing, and gesture can change meaning.

A MUSE OF FIRE: EXPLORING SHAKESPEARIAN WORDS

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

Pre

- What do you think our story or scene will be about today?
- How can you use your voice to make the words sound exciting or interesting?
- What face or body movement could match the feeling of your words?

During

- Can you make your voice louder, softer, faster, or slower to match the story?
- What action can you add to help the audience understand the words?
- Are you using your voice and body to show how your character feels?

Post

- Which part of the scene was the most fun to say or do?
- How did you make the words sound more interesting?
- What is something a friend did that you really liked?

GRADES
4-6

Pre

- What do you think your character wants in this scene?
- How can you use your voice to show emotion or meaning in the words?
- What movements or gestures could help tell the story?

During

- Are you speaking clearly so the audience can understand the words?
- How can you change your tone or speed to show different feelings?
- Does your movement match the meaning of the lines?

Post

- Which words or lines were the most powerful to say, and why?
- How did using your body help make the words clearer?
- What is one thing you would try differently next time?

GRADES
7-8

Pre

- What do you already know about Shakespeare's plays or language?
- How do you think rhythm and word choice can change the meaning of a line?
- What kind of character would you like to explore today?

During

- How can you change your voice (pace, tone, volume) to make the meaning clearer?
- What gestures or movements can help the audience understand the words?
- Does your delivery match your character's feelings and the situation?

Post

- Which line or moment felt the most powerful to perform, and why?
- How did using both voice and movement help you share the meaning?
- What is one thing you learned about performing Shakespeare's words?

GRADES
9-12

Pre

- What is your artistic goal in performing this text—what should the audience take away?
- How will you use vocal dynamics and physicality to convey the subtext?
- Which words, phrases, or images in your piece need the most emphasis, and why?

During

- Are your vocal and physical choices supporting the emotional arc of the scene?
- How are you using rhythm (iambic pentameter, pauses, pacing) to highlight meaning?
- What adjustments can you make in real time to deepen audience engagement?

Post

- Which performance choice best revealed your interpretation of the text?
- How did your understanding of the language change after performing it?
- What specific vocal or movement technique will you focus on improving next time?

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:

- **Verse:** lines of writing arranged with rhythm, often used in poetry and plays.
- **Prose:** ordinary speech or writing without a regular rhythm.
- **Iambic pentameter:** a rhythmic pattern of ten syllables per line, with every second syllable stressed.
- **Cue:** a signal for an actor to speak or move.
- **Blocking:** planned stage movements for actors.
- **Projection:** speaking loudly and clearly so the audience can hear.
- **Articulation:** pronouncing words clearly.
- **Characterization:** creating and developing a believable character through voice, movement, and expression.
- **Soliloquy:** a speech in which a character talks to themselves to share thoughts or feelings.
- **Monologue:** a long speech by one character to others or the audience.
- **Gesture:** movement of the hands or body to express an idea or emotion.

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