

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

DIVE INTO IMPROV

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: A wild ride of creative energy! In Dive Into Improv! students immerse themselves in the spontaneity and physical energy of improvisation. We'll create scenes and original characters through theatrical play and outrageous fun! A great skill for anyone to develop, improvisation teaches how to take risks, try new things, and work generously with others to cultivate a supportive environment.

Artistic Discipline: Drama

Recommended Grade Levels: 4 – 12

Session Logistics: In person or online

Cultural Context: Culturally Diverse, Men+, Women+



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



DIVE INTO IMPROV

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Encourages embracing unplanned choices – students learn to respond in the moment and trust their imaginative instincts.
 - Highlights creative storytelling techniques and character-building skills.
 - Building original characters and scenes through imaginative play and collaboration, focusing on voice, body, and physical expression.
- Strand B – Reflecting, Responding and Analyzing
 - Develops verbal and physical communication skills – students learn to express thoughts, feelings, and ideas clearly through body language and voice.
 - Encourages students to step out of comfort zones and trust their own expressive capacities.

DIVE INTO IMPROV

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

4-6

Pre

- What does “inclusive dance” mean to you?
- How might dancers create a new step each day?
- How do you think dancers using different movements or equipment can work together?

During

- What movements repeat? How do they change?
- How do the dancers use space, levels, or shapes?
- Do you notice any movements that tell a story?

Post

- Which part of the dance stood out to you most? Why?
- Did anything surprise you about how the dancers moved?
- If you could add a move to this piece, what would it be?

GRADES
7-8

Pre

- What do you already know about mixed-ability performances?
- How do you think a choreographer builds on one “new step” to create a whole dance?
- What themes or feelings might you expect in a piece inspired by daily life?

During

- What recurring movement motifs do you notice? How are they developed?
- How do the dancers use formations, pathways, and timing?
- What role does the music or soundscape play in shaping the mood?

Post

- What moment or sequence had the most impact on you, and why?
- How did this performance shape or change your ideas about dance?
- How could you use this “new step each day” idea in your own choreography?

GRADES
9-12

Pre

- What artistic or social messages might an inclusive dance piece communicate?
- How might choreographers adapt movement vocabulary for mixed-ability dancers?
- What production elements (lighting, costuming, staging) do you expect might enhance the theme?

During

- Which motifs or gestures recur, and how are they transformed?
- How do elements of space, time, and energy interact in the choreography?
- How does camera work or editing affect your interpretation (if viewing on video)?

Post

- What central theme or commentary do you think the piece offers?
- How does the work expand or challenge traditional ideas of dance?
- If you were to create a performance inspired by this, what choreographic and thematic elements would you keep or adapt?

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:

- **Improvisation:** Acting without a script, making it up as you go.
- **Spontaneity:** Doing something in the moment without planning ahead.
- **Offer:** An idea, line, or action given by an actor in an improv scene.
- **Accepting:** Saying “yes” to your partner’s idea and building on it.
- **Blocking:** Rejecting your scene partner’s idea or shutting down the action.
- **Character:** The person, animal, or role an actor is pretending to be.
- **Status:** How important, powerful, or confident a character feels in a scene.
- **Environment:** The setting or place where a scene happens.
- **Mime:** Using only movement and facial expressions to show an action or object.
- **Prompt:** A word, phrase, or idea that inspires an improv scene.
- **Ensemble:** A group of actors working together as a team.
- **Generosity:** Supporting your scene partners so everyone can shine.

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