

# STUDY GUIDE

DISCIPLINE:  
**DRAMA**

ARTIST:  
**OTTAWA CHILDREN'S THEATRE**

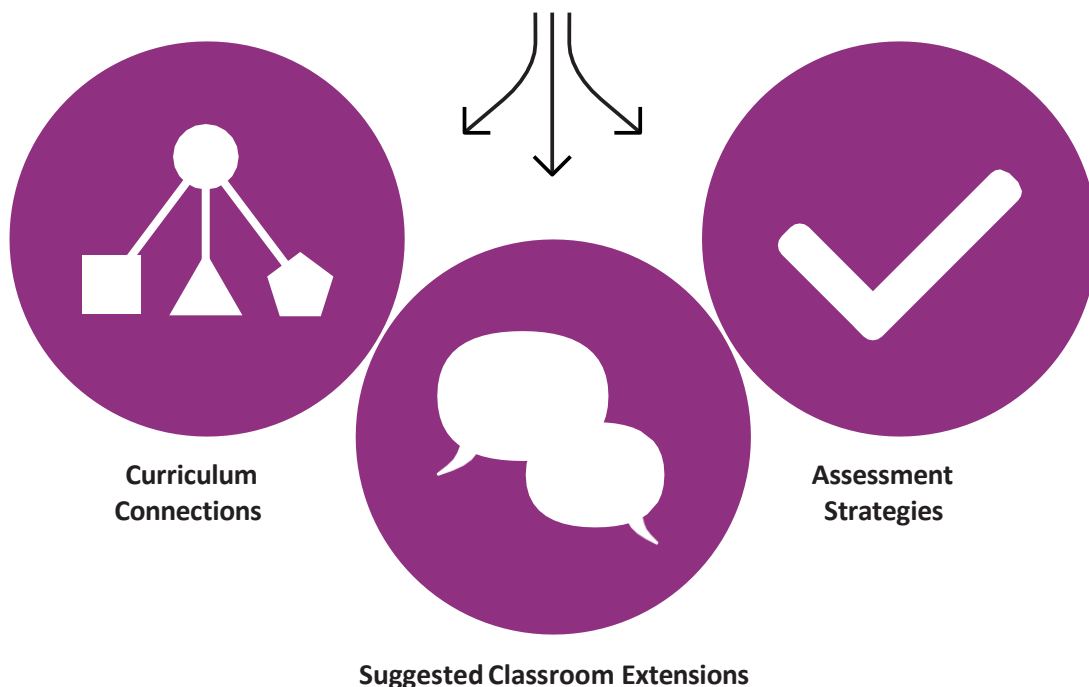


**The following package is provided as a supplemental resource to enhance and support the artist’s visit.**

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:



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# STUDY GUIDE: DRAMA

## FINDING YOUR VOICE

### 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 vital skill in drama and life, Finding Your Voice helps students learn to discover and use their voice, body and mind to communicate ideas. Using fun Drama Games, we'll explore vocal and physical techniques to expand language skills, explore empathy, develop scenarios, and imagine new ways of expressing our thoughts and find ways to communicate ideas.

**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](#)

# FINDING YOUR VOICE

## Curriculum Connections

### Learning Themes:

- Strand A – Creating and Presenting
  - Exploring pitch, volume, tone, and pace to communicate meaning.
  - Using body language, gesture, and movement to support voice work.
  - Discovering how rhythm, emphasis, and pacing change the meaning of lines.
- Strand B – Reflecting, Responding and Analyzing
  - Identifying strengths and areas to improve in voice and performance skills.
  - Offering and receiving constructive comments about vocal and physical choices.
  - Recognizing how voice and movement affect audience understanding.
  - Exploring how delivery choices change meaning.

# FINDING YOUR VOICE

## 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 do you want your audience to understand about your character?
- How can you use your face and body to match your voice?
- What feeling do you want to show when you speak your lines?

### During

- Can you make your voice louder, softer, faster, or slower to show feeling?
- Are your movements helping your audience understand your character?
- What can you change right now to make your performance clearer?

### Post

- Which voice change worked best in your scene?
- How did your body and voice work together today?
- What's one thing you would change about your voice for next time?

**GRADES**  
**7-8**

**Pre**

- What main feeling or idea do you want to share with your audience?
- How will you combine vocal choices (tone, pitch, volume) with body language?
- Which lines or moments in the text need the most emphasis?

**During**

- Are your vocal choices staying consistent with your character's mood?
- How are you using pauses or changes in speed to add meaning?
- What can you adjust now to make your message clearer to the audience?

**Post**

- Which part of your performance had the strongest effect, and why?
- How did your body and voice work together to show character?
- What one skill will you focus on improving next time?



**GRADES**  
**9-12**

**Pre**

- What is your artistic intention for this piece, and how should the audience interpret it?
- How will you layer vocal dynamics (pitch, tone, pace, projection) with physical expressiveness?
- Which subtext or emotional beats in the text will you highlight, and why?

**During**

- Are your vocal and physical choices supporting the emotional arc of your performance?
- How are you using breath control, diction, and emphasis to convey meaning?
- What adjustments can you make in real time to maintain authenticity and audience engagement?

**Post**

- Which artistic choice most effectively conveyed your character's motivation?
- How did your interpretation change the audience's experience of the text?
- What technical or creative change would most improve the piece in the future?

# 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:

- **Voice:** Using speaking or singing to show feelings or ideas.
- **Body:** How you move, stand, or use gestures to tell a story.
- **Mind:** The thoughts and emotions you express through acting.
- **Drama Games:** Fun activities that explore acting, movement, and storytelling.
- **Vocal Techniques:** Ways to use your voice, such as volume, pace, and tone.
- **Physical Techniques:** Using movement, posture, or gestures to show character or emotion.
- **Scenario:** A scene or situation to act out.
- **Empathy:** Understanding and showing how someone else feels.
- **Expression:** Using voice and movement to show emotions or ideas.
- **Imagination:** Creating characters, stories, or ideas in your mind.
- **Confidence:** Being brave and sure of yourself when performing.

# 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