

STUDY GUIDE

DISCIPLINE:
DRAMA

ARTIST:
OTTAWA CHILDREN'S THEATRE

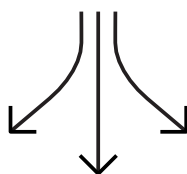


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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

MUSICAL THEATRE

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: Musical theatre is a "triple threat" of fun, where stories are told through dance and song. In our workshops, students learn specific skills as they sing and dance their way into big emotions and big ideas. Students learn a group song and dance number to perform at the end of the day. A great introduction to Musical Theatre! Requirements: Large space in which to move. Access to a keyboard or piano is desirable.

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](#)



MUSICAL THEATRE

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Use verbal and physical techniques – including voice, movement, singing, and dance to interpret scenarios and convey stories.
 - Develop confidence in performance, blending dramatic skills with expressive art forms.
 - Learn to tell a story through a combined performing medium.
- Strand B – Reflecting, Responding and Analyzing
 - Interpret meaning through integrated artistic choices – understanding how song and movement add emotional depth,
 - Respond to peers’ performances and learn from feedback, honing awareness or expressive impact.
 - Reflect on how voice, movement, and staging work together to communicate ideas and evoke feelings.

MUSICAL THEATRE

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

1-3

Pre

- What story are we telling in our performance?
- How will you use your voice and body to show your character?
- Which part (acting, singing, dancing) do you feel most confident in?

During

- Are you showing the emotion of the song with your face and movements?
- Are you keeping in time with the group?
- How can you make sure your part fits with everyone else's?

Post

- What part of the performance do you think went best?
- How did using acting, singing, and dancing help tell the story?
- What would you change or add for next time?

GRADES
4-6

Pre

- What message or feeling do you want the audience to leave with?
- How can acting, singing, and dancing work together to tell this story?
- Which element (acting, singing, dancing) will challenge you the most?

During

- Are your expressions, movements, and voice consistent with your character?
- Are you maintaining rhythm and timing with the ensemble?
- What adjustments can you make in the moment to improve the performance?

Post

- Which specific moment in the performance was most powerful, and why?
- How did blending the three performance skills change the audience's experience?
- What is one thing you will keep and one thing you will improve for next time?

GRADES
7-8

Pre

- What message or feeling do you want the audience to leave with?
- How can acting, singing, and dancing work together to tell this story?
- Which element (acting, singing, dancing) will challenge you the most?

During

- Are your expressions, movements, and voice consistent with your character?
- Are you maintaining rhythm and timing with the ensemble?
- What adjustments can you make in the moment to improve the performance?

Post

- Which specific moment in the performance was most powerful, and why?
- How did blending the three performance skills change the audience's experience?
- What is one thing you will keep and one thing you will improve for next time?

GRADES
9-12

Pre

- What message or feeling do you want the audience to leave with?
- How can acting, singing, and dancing work together to tell this story?
- Which element (acting, singing, dancing) will challenge you the most?

During

- Are your expressions, movements, and voice consistent with your character?
- Are you maintaining rhythm and timing with the ensemble?
- What adjustments can you make in the moment to improve the performance?

Post

- Which specific moment in the performance was most powerful, and why?
- How did blending the three performance skills change the audience's experience?
- What is one thing you will keep and one thing you will improve for 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:

- **Ensemble:** the group of performers working together as a team.
- **Blocking:** planned stage movements and positioning of actors.
- **Choreography:** planned dance or movement sequences.
- **Vocal projection:** speaking or singing so the audience can hear clearly.
- **Articulation:** clear pronunciation of words when speaking or singing.
- **Phrasing:** how a performer groups words or musical notes to create meaning.
- **Dynamics:** variations in volume, speed, and intensity.
- **Tempo:** the speed of the music or performance.
- **Harmony:** different notes sung or played together to create a pleasing sound.
- **Cue:** a signal that tells a performer to speak, sing, or move.
- **Stage presence:** the performer's energy and connection with the audience.
- **Characterization:** creating and developing a believable character through voice, movement, and emotion.
- **Theme:** the main idea or message of the performance.
- **Interpretation:** the performer's personal approach to a role or song.
- **Subtext:** the meaning behind the words that isn't directly stated.

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