

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

PLAY! SING!

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 active workshop, young children will use their voices, bodies and imaginations to explore how to tell stories through drama. We'll sing, read, move and imagine together. It's a supportive environment with lots of empathy and fun!

Artistic Discipline: Drama

Recommended Grade Levels: JK - SK

Session Logistics: In person or online

Cultural Context: Culturally Diverse, Men+, Women+

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



PLAY! SING!

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Use voice, body, and imagination to explore roles and tell simple stories.
 - Sing songs and use rhythm to help tell a story or show a feeling.
 - Participate in roleplay and movement activities to express ideas.
- Strand B – Reflecting, Responding and Analyzing
 - Share feelings and thoughts about own and others' performances.
 - Listen respectfully to peers and respond with simple comments.
 - Identify feelings in characters and connect them to personal experiences.
 - Notice how changes in voice, movements, and expression change the story.

PLAY! SING!

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.

JK-SK

Pre

- What do you think our story or song will be about today?
- How can you use your body to show a feeling in the story?
- What sound or voice could your character make?

During

- Can you move like your character is feeling?
- How can your face match the feeling of the song or scene?
- What could you do to help your friends tell the story?

Post

- What was your favourite part of the story or song?
- How did your character feel during the scene?
- What is something your friend did that you really liked?

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:** the sounds we make when we speak or sing.
- **Body:** our movement, gestures, and posture used to tell a story.
- **Imagination:** using ideas and creativity to build characters or scenes.
- **Roleplay:** pretending to be someone else to act out a situation.
- **Storytelling:** using words, actions, or songs to share a story.
- **Sing:** using your voice to make a tune or melody.
- **Move / Movement:** using your body to show ideas or feelings.
- **Drama:** acting out scenes that use voice, body, and imagination.
- **Scenario:** a situation or scene we pretend or act out.
- **Feelings:** what happens inside you, like happy, sad, excited.
- **Share:** telling your ideas or what you liked about others' acting.
- **Listen:** paying attention to what your friends say, sing, or do.
- **Response:** how you react or what you do after seeing something.
- **Confidence:** feeling brave and ready to try something new in performance.

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