

STUDY GUIDE

DISCIPLINE:
LITERARY ARTS

ARTIST:
JACQUI DU TOIT

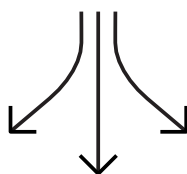


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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: LITERARY ARTS

RESIDENCY: YOUR ROOTS, YOUR STORY

Program Overview

Artist Name: Jacqui Du Toit

Artist Bio: Born and raised in South Africa, Jacqui Du Toit is known for her animated stories from the motherland. By combining gestures, movement, singing, facial expressions, and dramatic impersonations that spark the audience, Jacqui knows how to captivate the audience with more than just words. She is the co-owner of The Origin Arts and Community Centre.

Program Description: In this residency, students will explore their cultural heritage through the art of storytelling. Jacqui will guide them through this ancient artistic and cultural practice, exploring various skills and techniques including story structure and plot, character building, vocal techniques and body expressions. This residency ends with a performance where students share their stories with their classmates.

Artistic Discipline: Literary Arts

Recommended Grade Levels: 3 - 8

Session Logistics: In person and online, over the course of 5 days

Cultural Context: Black, Culturally Diverse, Person of Colour, Women+



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



RESIDENCY: YOUR ROOTS, YOUR STORY

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories. (Grades 3-8)
- Strand B – Reflecting, Responding and Analyzing
 - Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences. (Grades 3-8)
- Strand C: Exploring Forms and Cultural Contexts
 - Demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts. (Grades 3-8)

RESIDENCY: YOUR ROOTS, YOUR STORY

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
3-6

Pre

- What stories have been passed down in your family or culture?
- How do you think people told stories before books or TV existed?
- What makes a story exciting or memorable?

During

- What kind of character are you creating? How do they act, speak, or move?
- How do your voice and face help tell your story?

Post

- What did you learn about your culture or yourself through your story?
- What was the most fun or challenging part of telling your story?
- How did it feel to perform your story in front of others?

Pre

- Why do you think storytelling is an important part of culture and history?
- What kinds of stories help us understand our identities and where we come from?
- How do body language and voice affect how we experience a story?

During

- What storytelling technique are you using that's new to you?
- How does your personal or cultural background influence the story you're creating?
- In what ways are you developing your characters or setting to make your story come alive?

Post

- How did performing your story impact the way you see yourself or others?
- What did you learn from hearing your classmates' stories?
- How might storytelling help create community or foster empathy?

LITERARY ARTS OVERVIEW

Literary Arts education consists of storytelling, poetry, and creative writing and is foundational to developing literate, reflective, and critically engaged members of society. By engaging with diverse stories, students gain insight into complex perspectives and histories, fostering inclusion and emotional resilience. Writing and sharing stories also supports mental health and builds a sense of community and belonging.

The creative and critical analysis process guide students in imagining, crafting, and reflecting on literary work. These frameworks align with MASC's core values and, when paired with artist-led sessions, empower students to become thoughtful creators and engaged learners.

Literary arts naturally support cross-curricular learning. In social studies, students explore historical context through narrative; in science they use writing to explain concepts. These interdisciplinary links help students see knowledge as interconnected and relevant to real-world applications.



APPENDIX

Vocabulary bank/glossary:

- **Storytelling:** The act of sharing stories, often aloud, to entertain, teach, or preserve culture.
- **Plot:** The sequence of events that make up a story.
- **Character:** A person, animal, or figure in a story.
- **Vocal Techniques:** Ways to use your voice to express different emotions, tones, or characters.
- **Body Expression:** Using movement, gestures, and posture to communicate during storytelling.
- **Cultural Heritage:** Traditions, customs, and stories passed down from generation to generation.
- **Performance:** A presentation in front of an audience, especially to showcase a skill or art.
- **Impersonation:** Acting or speaking like someone else to bring a character to life.
- **Narrative Structure:** The framework that shapes a story (beginning, middle, end).

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