

STUDY GUIDE

DISCIPLINE:
DRAMA

ARTIST:
SYLVIE GAUTHIER

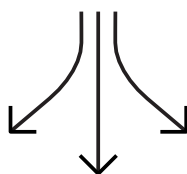


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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

CIRCOFOLIES (EN)

Program Overview

Artist Name: Sylvie Gauthier

Artist Bio: Sylvie Gauthier has been dazzling audiences for over 40 years with her unique blend of dance, music, and juggling. A self-taught artist, she designs her own acts, costumes, and props. A member of the International Jugglers Association and Jongleurs associés du Québec, Sylvie's passion extends to teaching juggling, music, and performing arts in schools, inspired by her interest in child psychology and creativity following the birth of her daughter.

Program Description: In this dynamic workshop, participants will have the chance to personally explore an array of circus accessories, delving into the secrets of juggling with guidance from the seasoned expertise of Sylvie Gauthier. Discover the rhythmic poetry of juggling as it unfolds through dance, choreography, and musicality, unlocking a harmonious fusion of skill and artistic expression.

Artistic Discipline: Dance, Drama, Music

Recommended Grade Levels: 1 - 12

Session Logistics: In person only



Cultural Context: Circus Arts

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



CIRCOFOLIES (EN)

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Developing movement and performance skills through circus arts (juggling, balancing, clowning, acrobatics)
 - Exploring body awareness, coordination, and control as tools for artistic expression
 - Expressing personal ideas, humour, and stories through non-verbal performance
- Strand B – Reflecting, Responding and Analysing
 - Observing and discussing the expressive qualities of circus performance
 - Identifying how movement, facial expression, and props convey mood or meaning
- Strand C: Exploring Forms and Cultural Contexts
 - Learning about the global history of circus arts and their cultural influences (European, Asian, Indigenous, African, and contemporary forms)
 - Understanding circus as a cross-cultural performance language that communicates beyond words
 - Exploring the ethical shift from traditional animal acts to modern human-focused performances

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 kinds of circus acts have you seen before?
- How do you think performers learn to do tricks like juggling or balancing?
- What feelings do you get when you watch a circus show?

During

- Which activity makes you feel excited to try?
- What do you notice about how your partner moves or balances?
- How can we keep each other safe when practicing?

Post

- What was the most fun or surprising part of the workshop?
- What did you learn about working together?
- If you could make your own circus act, what would it look like?

GRADES
4-6

Pre

- What skills do you think circus performers need to have?
- How do you think circus acts have changed over time?
- Why do you think teamwork is important in the circus?

During

- How are you using balance, timing, or rhythm in your act?
- What challenges are you facing, and how are you overcoming them?
- How do you and your group decide on your performance ideas?

Post

- How did you feel performing or practicing in front of others?
- What did you notice about the way your body moves when you focus on a skill?
- How could circus arts be used to tell a story?

GRADES
7-8

Pre

- What skills do you think circus performers need to have?
- How do you think circus acts have changed over time?
- Why do you think teamwork is important in the circus?

During

- How are you using balance, timing, or rhythm in your act?
- What challenges are you facing, and how are you overcoming them?
- How do you and your group decide on your performance ideas?

Post

- How did you feel performing or practicing in front of others?
- What did you notice about the way your body moves when you focus on a skill?
- How could circus arts be used to tell a story?

GRADES
9-12

Pre

- What skills do you think circus performers need to have?
- How do you think circus acts have changed over time?
- Why do you think teamwork is important in the circus?

During

- How are you using balance, timing, or rhythm in your act?
- What challenges are you facing, and how are you overcoming them?
- How do you and your group decide on your performance ideas?

Post

- How did you feel performing or practicing in front of others?
- What did you notice about the way your body moves when you focus on a skill?
- How could circus arts be used to tell a story?

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 inter-disciplinary 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:

- **Artist:** A person who makes art.
- **Create:** To make something new.
- **Perform:** To show something you practiced.
- **Costume:** Clothes worn for a show.
- **Coordination:** Using your hands and body together smoothly.
- **Rhythm:** A pattern of sounds or movements.
- **Balance:** Staying steady without falling.
- **Prop:** An object used in a show or art.
- **Routine:** A planned set of moves or actions.
- **Teamwork:** Working well with others.
- **Expression:** Showing feelings through face or body.
- **Focus:** Paying close attention.
- **Choreography:** Planning movements for a performance.
- **Spotter:** Someone who helps keep a performer safe.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a color 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 drama 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