



HCA Dance + Theatre


CHILDREN'S


ARTS EXPLORATION

FIELD TRIPS

2024 Information Package

To learn more and book
your full-day arts
experience, get in touch!

 cristina@hcartts.ca

 905-528-4020

HCA Dance + Theatre invites your class for a full day of arts exploration!



Let HCADT help you make arts education an immersive adventure! Our innovative approach to observational and hands-on learning ensures that students are not just participants but active explorers of their curriculum. Dive into the magic of our full-day arts field trips, igniting students' imaginations and breathing life into the curriculum.

Through the power of full arts immersion, under the guidance of experienced artist educators, history, geography, community dynamics, and climate come alive through captivating hands-on arts experiences. Every field trip is thoughtfully crafted to seamlessly weave story themes into the The Ontario Curriculum: The Arts and Social Studies.

Tailored for students in grades K-6, these trips leave a lasting impact. Students emerge from the experience feeling empowered and brimming with confidence!

If all children in every school are given the opportunity to experience any creative art while keeping pace with their developing physical, mental and spiritual needs, the enrichment of their lives is immeasurable.

Vitek Wincza

HCA Dance + Theatre Artistic Director

WHAT YOUR DAY WILL LOOK LIKE

ARRIVAL AND MORNING MEETING

Students begin their field trip experience with their arrival at the historic Hamilton Conservatory for the Arts. After making their way up the grand staircase to the Black Box Theatre on the second floor, students are greeted by the four artist educators who will guide them through their day. Our Black Box Theatre is fully equipped with a stage, lighting and sound equipment, sets and costumes, immersing students into the theme they will spend the day exploring. After brief introductions, the reading of a land acknowledgement, and a warm welcome, students will break up into two groups and embark on their creative journeys.

PERFORMING ARTS

In the Black Box Theatre, students will learn about storytelling through dance, drama, and music. They will have the opportunity to work with different musical instruments, dress up in costumes, play larger-than-life characters, and dance onstage as they rehearse a full-scale performance, to be performed for their classmates.

VISUAL ARTS

In the Children's Art Studio, students will engage in thematic discussion and apply their ideas to a guided art project. Students will stretch their imaginations and create unique art pieces to bring back to their classroom for exhibiting. Students then have the opportunity to witness their peers in performance in the Black Box Theatre.

LUNCH TIME

Students will come together for a lunch break in the Black Box Theatre, supervised by their teachers. Students should bring their own nut-free lunches and water bottles.

AFTERNOON

After a brief warm up, groups will trade activities, giving every student the chance to create, perform, and ignite their passions!

Thank you for the amazing day today! As always, the kids enjoyed their full-day arts experience. Your amazing staff is always appreciated.



Note on accessibility: The limitations imposed upon us by budget constraints and historic building design mean we cannot provide the accessibility we would like at this time; however we are working on methods to better serve patrons with all manner of disabilities and special needs. Please note that the activities in our field trips currently require travel between different floors of our building, with stairs as the only access point to these studios. If you'd like to discuss accommodation for students with different needs, please contact us at 905-528-4020.

Your full day of arts exploration begins at 9:30 am and finishes at 2:00 pm.

We ask students to please refrain from bringing any valuables such as electronic devices, cell phones, etc.

We kindly ask the students to bring indoor shoes with non-marking soles to protect our dance flooring.

Documenting and filming the field trip experience and performance is welcome, however, filming the performance in its entirety is not permitted.


Payment: The flat rate for a full-day field trip is \$1,100 for up to 50 students. A \$22 charge will be applied for each additional student above the 50 mark to a maximum of 70 students.

Your school is responsible for transportation to and from HCA.

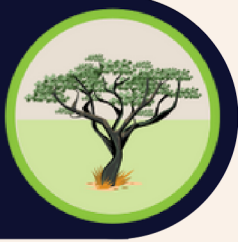
A deposit of \$300 is required one month prior to the Field Trip. The school will receive a deposit invoice and confirmation form to make sure all information is accurate, this confirmation form must be signed and sent back to us via fax or email. Field trips will not be booked unless we receive the confirmation form.

The balance of the payment is due on the day of your trip. All receipts will be issued on the day of the Field Trip.

Cancellation Policy: Your initial deposit is non-refundable. In case of inclement weather, Covid-19, civil tumult, strike, epidemic, interruption or delay of transportation services, fire and or any other cause beyond the control of the parties, we will rebook for a later date acceptable to all parties.



I enjoy watching kids discover that the only limit in the arts is their imagination. Seeing them have fun, experiment, and take pride in their work is extremely rewarding to watch!



RAINFOREST: THE GREAT KAPOK TREE

Recommended Grade Level: **Kindergarten, Grade 1**

The rainforest is being threatened and the animals must find a way to protect their home!

Sing the song of celebration and dance the dance of the animals as they join in the celebration of life. Create unique artwork and learn how we can help support and protect the rainforest.

Suggested companion reading: *The Great Kapok Tree* by Lynne Cherry

THEMES

Community
The Environment
Courage
Hope
Respect for Nature
Biodiversity
Responsibility
The Interconnectedness
of the Ecosystem

CURRICULUM CONNECTIONS

Global Competencies:

Collaboration, Communication, Critical Thinking, Creativity, Metacognition,
Self-Awareness

Kindergarten:

Belonging and Contributing
Problem Solving and Innovating

Grade 1:

The Arts (Dance, Drama, Music, Visual Arts)
Social Studies (People and their Environments: Global Communities)

OCEAN: LULIE THE ICEBERG

Recommended Grade Level: **Kindergarten, Grade 1**



Travel with Lulie the Iceberg as they make their way from the North Pole, and learn about the currents and creatures that they will encounter! After many exciting experiences, Lulie finds what they have been searching for: penguins! Mimic the sounds of the animals using a variety of rhythm instruments. Dance as the frozen world awakes and join the penguins to welcome Lulie to the Antarctic. Experiment with visual arts using a variety of water-inspired materials.

Suggested companion reading: *Lulie the Iceberg* by Hisako Takamado

THEMES

Community
The environment
Animals
Adventure
Nature's wonders
Exploration
Courage
Change and growth
Conservation of the earth

CURRICULUM CONNECTIONS

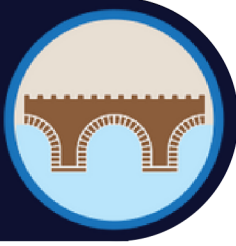
Global Competencies:

Collaboration, Communication, Critical Thinking, Creativity, Metacognition,
Self-Awareness

Kindergarten:

Grade 1:

The Arts (Dance, Drama, Music, Visual Arts)
Social Studies (People and their Environments: Global Communities)



LAND USE AND STRUCTURES: YOU CAN BUILD A BRIDGE!

Recommended Grade Level: **Grades 1 and 2**

Three isolated communities, each with their own skills, resources, and the belief that they are better than any other, exist totally independently. Together, they learn that by building bridges physically and socially, everyone benefits.

THEMES

Community
Collaboration
Friendship and unity
Resource sharing
Cultural exchange
Environmental awareness
Generosity and kindness
Strength of diversity
Creativity and innovation

CURRICULUM CONNECTIONS

Global Competencies:

Collaboration, Communication, Critical Thinking, Creativity, Metacognition, Self-Awareness

Grade 1:

The Arts (Dance, Drama, Music, Visual Arts)
Social Studies (People and their Environments: Global Communities)

COMMUNITY: PARKS IN OUR NEIGHBOURHOOD

Recommended Grade Level: **Grades 1, 2 and 3**



What happens to the neighbourhood park when the owner of the land decides to build a parking lot on the site? Can it be saved?

Children learn the valuable lessons of being involved in their community, and how to achieve a common goal. Create sound effects, and choral chants in music, learn the celebration dance and work with visual arts materials in the children's art studio!

THEMES

Community
Activism
Neighbourhoods
Working together
Leadership and advocacy
Local communities
Empowerment
Social responsibility
Civic engagement
Hope and optimism

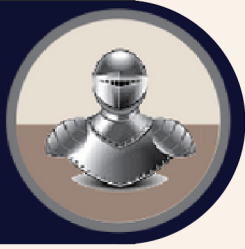
CURRICULUM CONNECTIONS

Global Competencies:

Collaboration, Communication, Critical Thinking, Creativity, Metacognition, Self-Awareness

Grades 1-3:

The Arts (Dance, Drama, Music, Visual Arts)
Social Studies (People and their Environments: Global Communities and People and their Environments: Local Communities)



MEDIEVAL TIMES: TO MAKE A KNIGHT

Recommended Grade Level: **Grades 4, 5 and 6**

Travel to a time in history when honour, justice, and courage were highly valued!

Travel with the brave young ones as they courageously battle their way to knighthood. Sing a song of bravery with tambourines and drums, dance a courtly dance, experience the magic of the woods, and explore the values from an era gone by, learning medieval vocabulary along the way.

THEMES

Community
Coming of Age
Values
Integrity
Growing Up
Bravery

CURRICULUM CONNECTIONS

Global Competencies:

Collaboration, Communication, Critical Thinking, Creativity, Metacognition,
Self-Awareness

Grade 4-6:

The Arts (Dance, Drama, Music, Visual Arts)

Social Studies (Strand A: Heritage and Identity: Our Changing Roles and Responsibilities)

“My favourite thing about teaching field trips is that students routinely leave the studio laughing, cheering, and sharing their accomplishments with friends. It is a true testament to the power of the arts!”



CURRICULUM LINKS: GRADES 1-3

The Arts

DANCE

- A1.1 Use movements that are part of their daily experience in a variety of ways in dance phrases
- A1.2 Use dance as a language to express feelings and ideas suggested by songs, stories, and poems, with a focus on the element of body, particularly body shapes
- A1.3 Create dance phrases using a variety of ways to connect movements
- A1.4 Use varied and/or contrasting body shapes to communicate different types of messages

DRAMA

- B1.1 Engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places
- B1.2 Demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played
- B1.3 Plan and shape dramatic play by building on the ideas of others, both in and out of role
- B1.4 Communicate feelings and ideas to a familiar audience (e.g., classmates) using a few simple visual or technological aids to support and enhance their drama work

MUSIC

- C1.1 Sing songs in unison and play simple accompaniments for music from a wide variety of diverse cultures, styles, and historical periods
- C1.2 Apply the elements of music when singing, playing, and moving
- C1.3 Create compositions for a specific purpose and a familiar audience
- C1.4 Use the tools and techniques of musicianship in musical performances

VISUAL ARTS

- D1.1 Create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences
- D1.2 Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic
- D1.3 Use elements of design in art works to communicate ideas, messages, and personal understandings
- D1.4 Use a variety of materials, tools, and techniques to respond to design challenges

CROSS-CURRICULAR INFORMATION:

People and their Environments: Global Communities

Strand A. Heritage and Identity: Our Changing Roles and Responsibilities

- A1. Describe some of the ways in which people's roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people's roles, relationships, and responsibilities as well as their sense of self
- A3. Demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities

Children demonstrate an understanding of the importance of sustainability with people's relationship with their environment and the consequences of sustainable and non-sustainable actions.

Social Studies: People and Their Environments: The Local Community

- B3.1 Identify some of the natural and built features of their community
- B3.2 Identify some distinct areas in the local community
- B3.6 Demonstrate the ability to construct simple maps of places they have visited using symbols and non-standard units
- B3.7 Identify some of the services in the community for which the government is responsible

CURRICULUM LINKS: GRADES 4-6

The Arts

DANCE

A1.1 Use movements that are part of their daily experience in a variety of ways in dance phrases

A1.2 Use dance as a language to express feelings and ideas suggested by songs, stories, and poems, with a focus on the element of body, particularly body shapes

A1.3 Create dance phrases using a variety of ways to connect movements

A1.4 Use varied and/or contrasting body shapes to communicate different types of messages

DRAMA

B1.1 Engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places

B1.2 Demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played

B1.3 Plan and shape dramatic play by building on the ideas of others, both in and out of role

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C1.2 Apply the elements of music when singing, playing, and moving

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D1.4 Use a variety of materials, tools, and techniques to respond to design challenges

CROSS-CURRICULAR INFORMATION:

Strand A. Heritage and Identity:

Our Changing Roles and Responsibilities

A1. Describe some of the ways in which people's roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people's roles, relationships, and responsibilities as well as their sense of self

A3. Demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities

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cristina@hcarts.ca



905-528-4020



ARTIST EDUCATOR TEAM 2024

Visual Arts:

Koi Baswick
Kayla Bowland
Charlotte Wilson

Performing Arts:

Caitlin Collingwood
Eric Dahlinger
Raymond Louter
Rachel More
Oban Neufeld
Skye Rogers
Nicole Christian Smith
Sihaam Veldman
Lena Wiklund
Daniel Yeh

HCA DANCE + THEATRE TEAM

Vitek Wincza

Executive & Artistic Director

Stephanie Hope Lawlor

Associate Artistic Director
and Field Trips Manager

Cristina Fede

Field Trips Registrar

Bryn Cowan

Artistic Producer



126 James Street S.
Hamilton, ON
905-528-4020

www.HCADanceTheatre.com
stephanie@hcartts.ca
[@HCADanceTheatre](https://www.instagram.com/HCADanceTheatre)

The contents of this information package and the Children's Arts Exploration Field Trips are property of HCA Dance + Theatre. For more information, please contact HCADT directly.

DANCE  THEATRE
A MOVING EXPERIENCE