



HCA Society

CHILDREN'S ARTS EXPLORATION FIELD TRIPS

Information Package

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

 cristina@hcarts.ca

 905-528-4020

HCA Society invites your class for a full day of arts exploration!



Let HCA Society 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 Society Founder and 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.

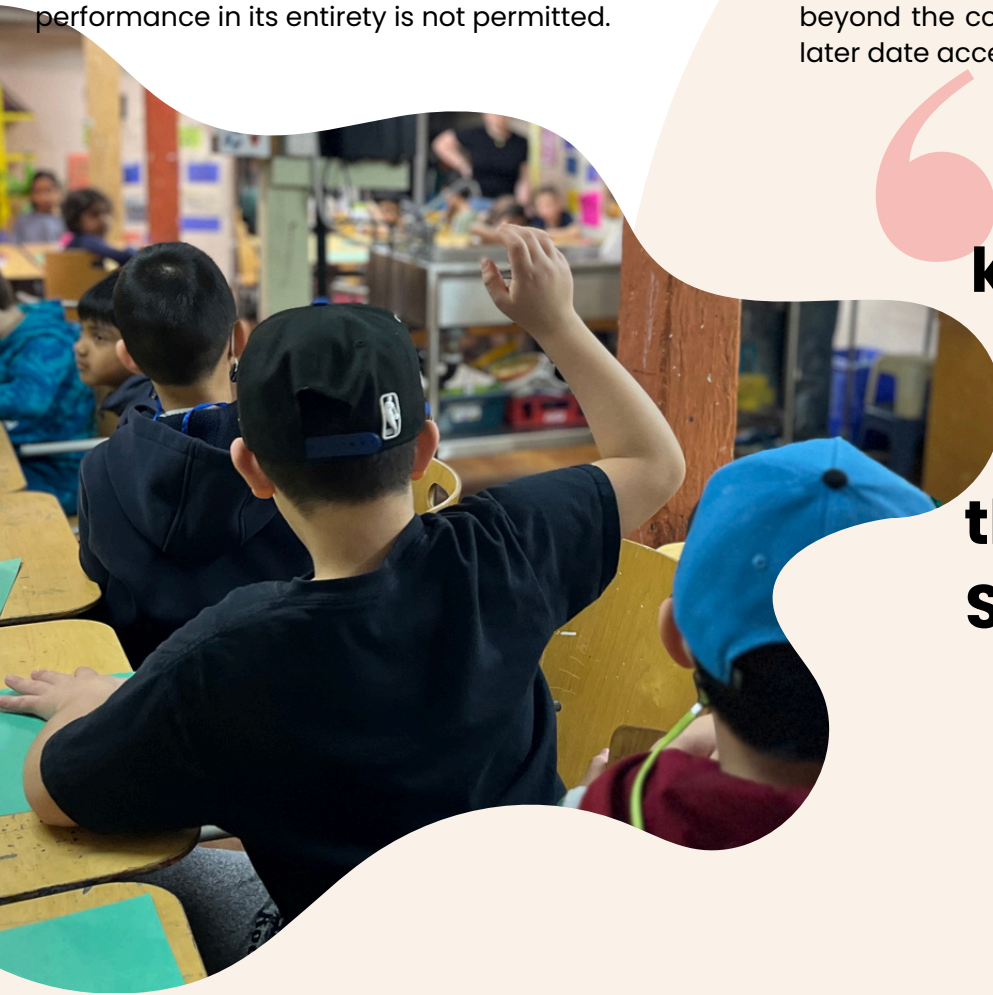
Your school is responsible for transportation to and from HCA.

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

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A. DANCE

OVERALL EXPECTATIONS

A1. Creating and Presenting: apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas

A2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences

Elements of Dance: body, space, time, energy, relationship

SPECIFIC EXPECTATIONS

A1. Creating and Presenting

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

A2. Reflecting, Responding, and Analysing

A2.1. Describe differences they observe when various movements from daily life are used as the basis or stimulus for movements in a dance phrase

A2.2. Identify and describe how the element of body is used in contrasting ways to communicate ideas in their own and others' dance phrases, with teacher support

B. DRAMA

OVERALL EXPECTATIONS

B1. 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

B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences

Elements of Drama: role/character, relationship, time and place, tension, focus and emphasis

SPECIFIC EXPECTATIONS

B1. Creating and Presenting

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

B2. Reflecting, Responding, and Analysing

B2.1. Express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes of the story

B2.2. Demonstrate an understanding of how the element of character/role is used in shared classroom drama experiences and theatre to communicate meaning

CURRICULUM LINKS: GRADES 1-3, CONTINUED

C. MUSIC

OVERALL EXPECTATIONS

C1. Creating and Presenting: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music

C2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences

Elements of Music: duration, pitch, dynamics and other expressive controls, timbre, texture/harmony, form

SPECIFIC EXPECTATIONS

C1. Creating and Presenting

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

C1.5. Demonstrate understanding that sounds can be represented by symbols

B2. Reflecting, Responding, and Analysing

C2.1. Express initial reactions and personal responses to musical performances in a variety of ways

C2.2. Describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create

C2.3. Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members

D. VISUAL ARTS

OVERALL EXPECTATIONS

D1. Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

D2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms and styles from the past and present, and their social and/or community contexts

Elements of Design: line, shape and form, space, colour, texture, value

Principles of Design: contrast

SPECIFIC EXPECTATIONS

D1. Creating and Presenting

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 (eg., drawing, mixed media, painting, printmaking, sculpture)

CURRICULUM LINKS: GRADES 1-3, CONTINUED

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D2. Reflecting, Responding, and Analysing

D2.1. Express their feelings and ideas about art works and art experiences

D2.2. Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work

D2.3. Demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art

D2.4. Identify and document their strengths, their interests, and areas for improvement as creators of art

D3. Exploring Forms and Cultural Contexts

D3.1. Identify and describe visual art forms that they see in their home, at school, in their community, and in visual art experiences

D3.2. Demonstrate an awareness of a variety of works of art from diverse communities, times, and places

CURRICULUM LINKS: GRADES 4-6

A. DANCE

OVERALL EXPECTATIONS

A1. Creating and Presenting: Apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas.

A2. Reflecting, Responding, and Analyzing: Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences.

A3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social, historical and/or community contexts.

Elements of Dance: body, space, time, energy, relationship

SPECIFIC EXPECTATIONS

A1. Creating and Presenting

A1.1. translate into dance a variety of movement sequences observed in nature

A1.3. use narrative form to create short dance pieces on a variety of themes

A1.4. use the elements of energy and time in a dance piece to communicate an idea

A2. Reflecting, Responding, and Analysing

A2.1. demonstrate an understanding of how the language of dance can clarify and highlight ideas, images, and characters from familiar stories

A2.2. identify, using dance vocabulary, the elements of dance used in their own and others' dance pieces and explain how each helps communicate ideas and feelings

A3. Exploring Forms and Cultural Contexts

A3.1. describe, with teacher guidance, how forms and styles of dance reflect people's different social and political roles in various communities, times, and places

A3.2. identify and describe the different roles of dance in their lives and in communities around the world

CURRICULUM LINKS: GRADES 4–6, CONTINUED

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B. DRAMA

OVERALL EXPECTATIONS

B1. 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

B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences

B3. 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, historical and/or community contexts

Elements of Drama: role/character, relationship, time and place, tension, focus and emphasis

SPECIFIC EXPECTATIONS

B1. Creating and Presenting

B1.1. engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places

B1.2. demonstrate an understanding of the element of role by selectively using a few other elements of drama to build belief in a role and establish its dramatic context

B1.3. plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role

B2. Reflecting, Responding, and Analysing

B2.1. express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works

B2.2. explain, using drama terminology, how elements and drama conventions are used to produce specific effects and/or audience responses in their own and others' drama works

B2.3. identify and give examples of their strengths, interests, and areas for growth as drama participants and audience members

B3. Exploring Forms and Cultural Contexts

B3.1. identify and describe some similarities in the purposes of process drama and more formal, traditional theatre productions

B3.2. demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts

C. MUSIC

OVERALL EXPECTATIONS

C1. Creating and Presenting: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music

C2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences

C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social, historical and/or community contexts

Elements of Music: duration, pitch, dynamics and other expressive controls, timbre, texture/harmony, form

CURRICULUM LINKS: GRADES 4–6, CONTINUED

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SPECIFIC EXPECTATIONS

C1. Creating and Presenting

- C1.1. sing and/or play, in tune, from musical notation, unison and two-part music with simple accompaniments from a wide variety of cultures, styles, and historical periods
- C1.2. apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect
- C1.3. create musical compositions for specific purposes and audiences
- C1.4. use the tools and techniques of musicianship in musical performances
- C1.5. demonstrate an understanding of musical signs and standard notation on the five-line staff, and use devised notation to record the sequence of sounds in a composition of their own

B2. Reflecting, Responding, and Analysing

- C2.1. express detailed personal responses to musical performances in a variety of ways
- C2.2. identify the elements used in the music they perform, listen to, and create, and describe how they are used
- C2.3. identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members

B3. Exploring Forms and Cultural Contexts

- C3.1. identify the role of music in a community today and compare it to its role in a community of the past
- C3.2. demonstrate an awareness, through listening, of the characteristics of musical forms and traditions of diverse times, places, and communities

D. VISUAL ARTS

OVERALL EXPECTATIONS

- D1. Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings
- D2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences
- D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms and styles from the past and present, and their social, historical and/or community contexts

Elements of Design: line, shape and form, space, colour, texture, value

Principles of Design: emphasis

SPECIFIC EXPECTATIONS

D1. Creating and Presenting

- D1.1. create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences
- D1.2. demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on used to create the composition, and embellish a theme or topic
- D1.3. use elements of design in art works to communicate ideas, messages, and understandings
- D1.4. use a variety of materials, tools, and techniques to determine solutions to design challenges ex:
 - drawing
 - mixed media
 - painting
 - printmaking
 - sculpture

CURRICULUM LINKS: GRADES 4–6, CONTINUED

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D2. Reflecting, Responding, and Analysing

D2.1. interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey

D2.2. analyse the use of elements and principles of design in a variety of art works, and explain how they are used to communicate meaning or understanding

D2.3. demonstrate awareness of the meaning of signs, symbols, and styles in works of art

D2.4. identify and document their strengths, their interests, and areas for improvement as creators and viewers of art

D3. Exploring Forms and Cultural Contexts

D3.1. describe how visual art forms and styles represent various messages and contexts in the past and present

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

 cristina@hcartarts.ca

 905-528-4020



ARTIST EDUCATOR TEAM 2027

Visual Arts:

Koi Baswick
Emma Enright
Katie Favell

Performing Arts:

Caitlin Collingwood
Eric Dahlinger
Raymond Louter
Megan Millar
Rachel More
Ivanna Monnar
Skye Rogers
Nicole Christian Smith
Sihaam Veldman
Kathleen Welch

HCA SOCIETY TEAM

Vitek Wincza

Executive & Artistic Director

Stephanie Hope Lawlor

Associate Artistic Director

Cristina Fede

Field Trips Registrar

Bryn Cowan

Artistic Producer



HCA Society
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ARTS EXPLORATION
FIELD TRIPS**

HCA Society

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