

STUDY GUIDE

DISCIPLINE:
MUSIC

ARTIST:
JUNKYARD SYMPHONY



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:

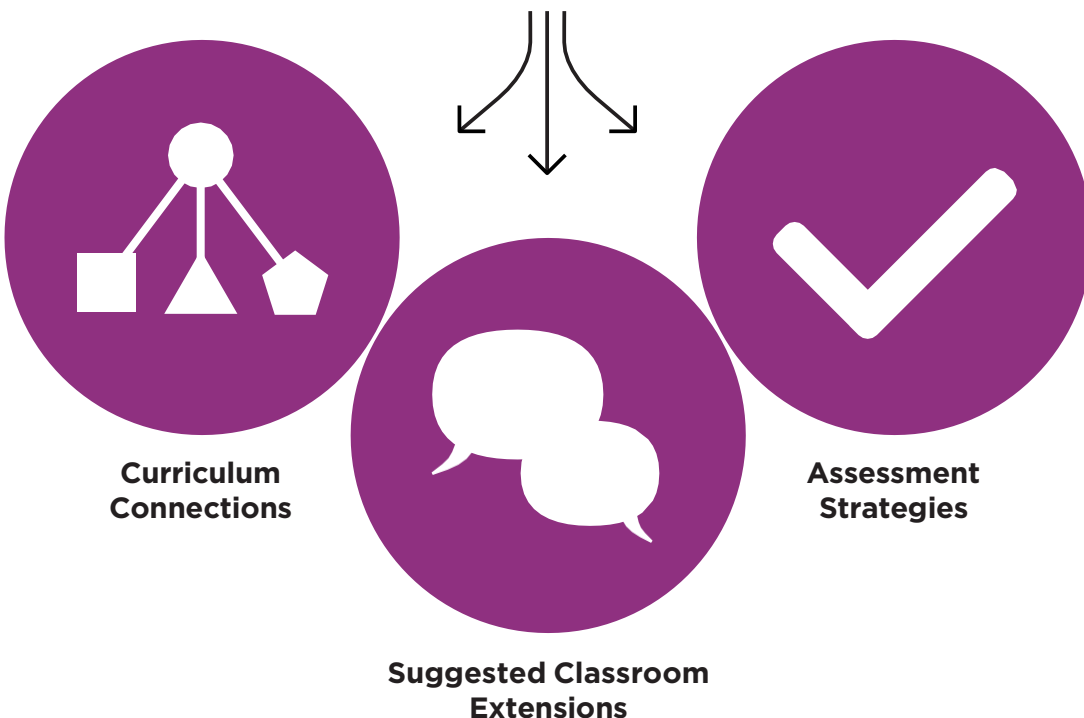


TABLE OF CONTENTS

STUDY GUIDE: MUSIC..... 4

 Program Overview..... 4

 Curriculum Connections.....5

 Extend the Learning (Discussion Prompts).....6

MUSIC OVERVIEW..... 9

APPENDIX..... 10

 Vocabulary bank/glossary:.....10

 Student Health and Well-Being 11

 Additional Resources..... **Error! Bookmark not defined.**

STUDY GUIDE: MUSIC

RHYTHM WORKSHOPS

Program Overview

Artist Name: Junkyard Symphony

Artist Bio: Junkyard Symphony is an eco-entertainment company (eco standing for ecological and economical), that reuses junk to service all kinds of events for all ages. What do they do with all this junk? They do many things with junk but are best known for their amazing junk/percussion/comedy/circus shows and workshops.

Program Description: Through demonstration, discussions and rhythm exercises, Junkyard Jonny teaches the basics of rhythm, beat, tempo, note values, dynamics and cooperation, using paint buckets and other recycled instruments.

Artistic Discipline: Music

Recommended Grade Levels: 1 – 12

Session Logistics: In person only

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



RHYTHM WORKSHOPS

Curriculum Connections

Learning Themes:

- Demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts. (K)
- Strand A – Creating and Presenting
 - Apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music. (Grades 1-8)
 - Use a variety of techniques and technological tools when performing music and composing and/or arranging music. (Grades 9-12)
- Strand B – Reflecting, Responding and Analysing
 - Identify and describe various opportunities for continued engagement in music. (Grades 9-12)
- Strand C: Exploring Forms and Cultural Contexts
 - Demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts. (Grades 1-8)
 - Demonstrate an understanding of responsible practices and performance conventions relating to music. (Grades 9-12)

RHYTHM WORKSHOPS

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 is rhythm? Can you clap a rhythm right now?
- Have you ever used something from the recycling bin to make music?
- What's one thing you know about helping the planet?

During

- What objects are being used as instruments?
- Can you hear when the rhythm gets faster or slower?

Post

- What's something new you learned about music or rhythm?
- What was your favorite recycled instrument? Why?
- How can you reuse something at home to make music?

GRADES**4-6****Pre**

- Why might it be a good idea to use recycled items as instruments?
- What do you think “cooperation” means in a music group?

During

- How did Junkyard Jonny show the difference between fast and slow rhythms?
- What’s the role of dynamics in the rhythm exercises?

Post

- How did using recycled items help you understand rhythm?
- What’s one thing this workshop taught you about working in a team?

GRADES**7-8****Pre**

- How does rhythm influence the way we feel or move?
- What are some challenges of creating music with non-traditional instruments?
- How can music education connect to environmental awareness?

During

- How were note values and beat patterns demonstrated using junk instruments?
- What did you notice about leadership and cooperation in the group rhythm tasks?

Post

- How might your view of “junk” change after this experience?
- What connections can you make between teamwork in music and teamwork in other areas?

GRADES
9-12

Pre

- How do tempo, beat, and dynamics work together in music composition?
- What are the benefits (and limits) of using recycled materials in performing arts?

During

- How did the exercises demonstrate rhythm literacy (note values, counting, etc.)?
- How was the workshop both a musical and ecological learning experience?

Post

- What skills were most important to succeed in the exercises?
- How can performances like this one inspire more sustainable or innovative artistic practices?

MUSIC OVERVIEW

Music is a universal form of expression that transcends language and culture, offering a deeply personal and collective means of connection, communication, and healing. It reflects cultural identity and promotes equity, diversity, inclusion, and reconciliation by uplifting diverse musical traditions and community voices.

Music education builds skills in listening, creativity, collaboration, and self-expression. It supports students' health and well-being by offering a safe and accessible space to express emotions and ideas, while nurturing confidence and a sense of belonging. Whether composing, performing, or simply engaging in musical play, students develop confidence, perseverance, and a sense of belonging.

Through the creative and critical analysis processes, students explore, refine, and reflect on musical ideas, depending on their understanding of music's emotional and cultural impact. These frameworks align with MASC's values and empower students to become thoughtful learners through the lens of music. Music serves as both medium and method: a form of communication, identity exploration, and social connection.



APPENDIX

Vocabulary bank/glossary:

- **Rhythm:** A pattern of beats or sounds in music that repeat.
- **Beat:** The steady pulse you can tap your foot to in music.
- **Tempo:** How fast or slow the music is played.
- **Note Values:** Symbols in music that show how long or short a sound lasts (like quarter notes or half notes).
- **Dynamics:** How loud or soft the music is.
- **Percussion:** Instruments you play by hitting or shaking them (like drums or buckets).
- **Ensemble:** A group of people who perform music together.
- **Cooperation:** Working together to achieve a common goal.
- **Recycled Instrument:** An object reused to make music, like a bucket, can, or bottle.
- **Creativity:** Using your imagination to make something new.
- **Eco-conscious:** Being aware of how your actions affect the environment.
- **Sustainability:** Taking care of resources so they last a long time.

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