

# STUDY GUIDE

DISCIPLINE:  
**MUSIC**

ARTIST:  
**KATHRYN PATRICIA COBBLER**

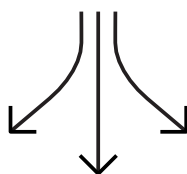


**The following package is provided as a supplemental resource to enhance and support the artist’s visit.**

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: MUSIC

## SOUNDS IN LIVING COLOUR

### Program Overview

**Artist Name:** Kathryn Patricia Cobbler

**Artist Bio:** Kathryn Patricia Cobbler is a loop pedal violist, composer, and educator from Canada's Capital region. A CBC Trailblazer and Ottawa Arts Council Emerging Artist, she performs and composes innovative soundscapes worldwide. Kathryn teaches at Carleton University, is on the MASC roster, and is a PhD student in Critical Studies in Improvisation at the University of Guelph.

**Program Description:** Kathryn will guide students through this multidisciplinary workshop, drawing correlations between music and painting. While listening to different atmospheric pieces played by Kathryn with her viola, students will paint landscapes and reflect on people, places and images that inspire them to tell their life stories. Participants will learn painting techniques and reflect on the music and type of imagery they experience.

**Artistic Discipline:** Music, Visual Arts

**Recommended Grade Levels:** K - 8

**Session Logistics:** In person only



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

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



# SOUNDS IN LIVING COLOUR

## 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 produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings. (Grades 1-8)
  - Explore and create soundscapes using instruments, voice, and body.
  - Demonstrate rhythm, dynamics, and expressive interpretation in performances.
- Strand B – Reflecting, Responding and Analyzing
  - Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences. (Grades 1-8)
  - Observe and analyze sound layers, dynamics, and performance quality.
  - Reflect on personal growth, listening skills, and creative experimentation.

# SOUNDS IN LIVING COLOUR

## 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.

**K**

### Pre

- What do you think music can make us feel?
- Have you ever painted something while listening to music?

### During

- What shapes or colours are you using while you paint?
- How does the music make your hands want to move with your paintbrush?

### Post

- How did the music help you imagine something new?
- Would you like to paint with music again? Why or why not?

**GRADES****1-3****Pre**

- What kinds of pictures come into your mind when you listen to music?
- How do you think music and art can work together?
- What places or memories do you think you might paint?

**During**

- What kind of story do you think the music is telling?
- How are the colours and brushstrokes you're using connected to the sound?

**Post**

- What feelings did your artwork show?
- What did you learn about connecting sound and picture?

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

- How do different types of music make you feel, and how might that affect your artwork?
- Have you ever used music to help you focus or be creative?
- What kind of landscape or memory might be inspired by sound?

**During**

- How do the tempo or volume of the music influence your painting?
- Are you choosing colours based on emotion, memory, or rhythm?
- What is your artwork saying about you or your experience?

**Post**

- What did you discover about yourself by combining music and painting?
- How can painting to music be a way to tell a personal story?



**GRADES**

**7-8**

**Pre**

- What are some landscapes, real or imagined, that inspire you?
- What do you think you'll discover by painting while listening to live music?

**During**

- How are you translating musical elements like tone into visual forms?
- Does this process feel more personal, imaginative, or abstract to you?

**Post**

- In what ways did the music influence your visual storytelling?
- What themes emerged in your art that surprised you?

# 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:

- **Soundscape:** A layered combination of sounds that create an environment or mood.
- **Improvisation:** Creating sounds or music spontaneously, without pre-planning.
- **Percussion:** Producing sound by striking, shaking, or scraping instruments or objects.
- **Rhythm:** Pattern of beats or timing in music.
- **Dynamics:** Variations in loudness or intensity of sound.
- **Texture:** How different sounds or layers interact in a piece of music.
- **Expressive Interpretation:** Using sound to convey emotion, ideas, or imagery.
- **Collaboration:** Working together with others to create a combined sound or performance.
- **Creative Exploration:** Experimenting with sounds, instruments, and voices to discover new possibilities.
- **Brushstroke:** The mark made by a paintbrush, thick, thin, smooth, or messy depending on how it's used.
- **Mood (Art/Music):** The feeling a piece of art or music gives you — like happy, peaceful, sad, or excited.
- **Composition (Art):** How things are arranged in a picture such as what's in the background, middle, or front.

# 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