

# STUDY GUIDE

DISCIPLINE:  
**MUSIC**

ARTIST:  
**KATHRYN PATRICIA**



**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

## CATCH THE RISING SUN

### Program Overview

**Artist Name:** Kathryn Patricia

**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:** Catch the Rising Sun, presents a poetic retelling of the Greek Mythology story of the Fall of Icarus intertwined with music from Kathryn Patricia's EP, Catch The Rising Sun. Both through the music and the story text, this program will explore the protagonist, Icarus, and his relationship to the sun — its light, wonder, and shadow side. This program will share this timeless story along with invite listeners on a journey to explore the sights and sounds of the story landscape through music.

**Artistic Discipline:** Music

**Recommended Grade Levels:** K - 12

**Session Logistics:** In person and online

**Cultural Context:** Black, Culturally Diverse, Person



of Colour, Women+

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



# CATCH THE RISING SUN

## Curriculum Connections

### Learning Themes:

- Strand A – Creating and Presenting
  - Explore and experiment with sounds to create original compositions and soundscapes
  - Use body, voice, found objects, or instruments to represent moods and imagery (e.g., sunrise)
  - Organize and perform musical ideas collaboratively, showing changes in dynamics, tempo, and texture
- Strand B – Reflecting, Responding and Analyzing
  - Interpret how musical elements can evoke feelings, images, or stories
  - Discuss and evaluate how creative choices (dynamics, tone colour, texture) support the theme of “rising sun”
  - Reflect on the collaborative process and the effectiveness of the final composition in conveying mood or imagery

# CATCH THE RISING SUN

## 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 happens in stories about flying?
- Have you ever looked at the sun? What does it make you feel?
- What kinds of sounds do you think belong in a flying adventure?

### During

- What do you see in your mind when you hear the music?
- How do you think Icarus feels when he's flying?
- Is the music fast, slow, happy, or sad? What pictures or colours come to mind?

### Post

- What happened to Icarus?
- What did the music help you imagine?
- If you could fly, where would you go?

**GRADES**

**1-3**

**Pre**

- Have you heard a story about someone who wanted to fly?
- What do you think the sun means in stories or poems?
- What kind of music do you think could tell a story without words?

**During**

- What does Icarus feel when he goes higher and higher?
- How does the music change when something exciting or sad happens?
- What colours would you use to draw Icarus flying close to the sun?

**Post**

- Why do you think Icarus flew too close to the sun?
- What lesson do you think this story is trying to teach us?
- How did the music help you feel what the character was going through?



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

**Pre**

- What do you already know about the myth of Icarus?
- Why might someone be tempted to ignore a warning?
- How can music be used to show a feeling or a turning point in a story?

**During**

- What is the “light” and “shadow” side of Icarus’s dream?
- How do the musical shifts reflect Icarus’s rise and fall?
- What would you have done differently if you were Icarus?

**Post**

- How is Kathryn Patricia’s version of Icarus different from what you expected?
- What parts of the performance made you feel excited, nervous, or sad?
- What does the myth of Icarus say about courage vs. caution?

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

**Pre**

- What symbolic meanings are often associated with the sun in literature?
- What do you think Icarus represents in human nature?
- How do you expect music and poetry to deepen the impact of a myth?

**During**

- What role does ambition play in Icarus’s fate? Is it heroic or tragic?
- How is sound used as a form of storytelling here?

**Post**

- Did the retelling change your view of Icarus as a character? How?
- How might this story relate to modern ideas of success, risk, or burnout?
- How could you tell your own myth using sound or music?

**GRADES**  
**9-12**

**Pre**

- How might music shift the tone of a story that is otherwise familiar?
- What might it mean to “catch the rising sun”?

**During**

- What commentary might this retelling make on ambition, identity, or self-destruction?
- How is sound functioning as a narrative structure in this performance?

**Post**

- Did this piece portray Icarus as a victim of hubris, a dreamer, or something else?
- In what ways did the music and poetry reshape or humanize the myth?
- How can the myth of Icarus still speak to our world today, especially in the age of social media, technology, or personal achievement?

# 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:

- **Myth:** A traditional story that explains nature, people, or the world, often using gods or heroes.
- **Soundscape:** A mix of sounds that create a mood or setting.
- **Loop Pedal:** A tool that lets musicians record and layer sounds live to create music.
- **Ambition:** A strong desire to do something great or difficult.
- **Hubris:** When someone is too proud or confident, and it leads to their downfall.
- **Symbolism:** Using objects, characters, or actions to represent deeper meanings.
- **Tone (Music):** The mood or emotion a piece of music gives — happy, sad, tense, etc.
- **Imagery:** Words or sounds that help you picture things in your mind.
- **Metaphor:** A figure of speech where something is described as something else (e.g., “He flew too high”).
- **Fall of Icarus:** A myth about a boy who flies too close to the sun with wings made of feathers and wax.
- **Courage:** Being brave even when something is hard or scary.
- **Tragedy:** A story where a character faces downfall, often because of a personal flaw or decision.

# 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