



# STUDY GUIDE

**DISCIPLINE:**  
**MUSIC**

**ARTIST:**  
**KATHRYN PATRICIA**

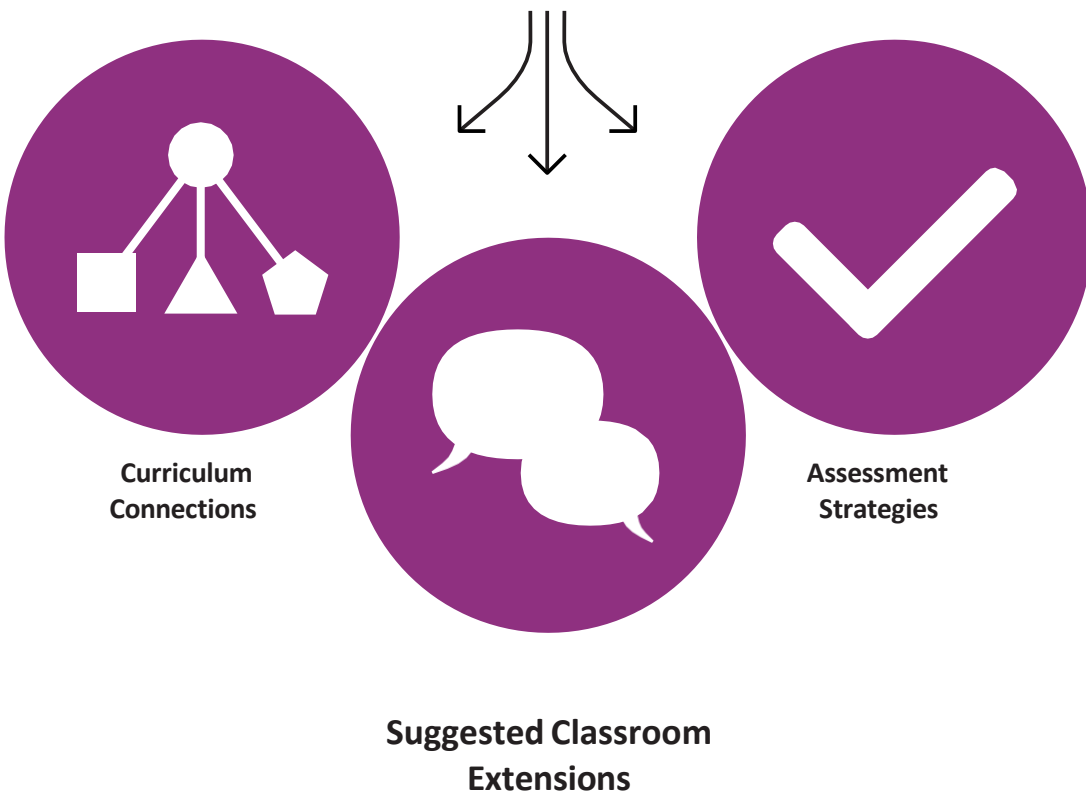


**The following package is provided as a supplemental resource to enhance and support the artist’s visit.**

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:**



# TABLE OF CONTENTS

**STUDY GUIDE: MUSIC ..... 4**

    Program Overview ..... 4

    Curriculum Connections ..... 5

    Extend the Learning (Discussion Prompts)..... 7

**MUSIC OVERVIEW ..... 10**

**APPENDIX ..... 11**

    Vocabulary bank/glossary:..... 11

    Student Health and Well-Being ..... 12

    Additional Resources ..... 12

# STUDY GUIDE: MUSIC

## FROM THE GROUND UP

### 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:** From the Ground Up is a music-inspired workshop that guides students through exploring and taking stock of their community roots. During this session participants will create a visual community map. Infused with music-inspired reflection and communication, this workshop guides students in expressing thoughts, feelings, messages, and ideas through the arts. As participants take stock of the people and places they call home, they will answer the question "What keeps us grounded?" As students Learn about and reflect on the Cycle of plant life, growth and sustainability, we will take this



model and apply it to the growth and sustainability of our communities. Within this workshop, students will map out their community roots. From listening to the music and responding with creation, students will develop their creativity and aesthetic awareness. Students will walk away from this workshop with a visual map of their communities, filled with stories, poems, and visual images that map out the people and places that hold meaning to them.

**Artistic Discipline:** Music

**Recommended Grade Levels:**

K - 12

**Session Logistics:** In person only

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

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

## FROM THE GROUND UP

### Curriculum Connections

#### Learning Themes:

- Demonstrate knowledge and skills gained through exposure to and engagement in 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)
  - Use a variety of tools, techniques, and technologies to create integrated art works/productions that communicate specific messages and demonstrate creativity. (Grades 9-12)
  - Use sound and movement to represent ideas from nature or the environment.
  - Experiment with rhythm, dynamics, and texture to create original soundscapes.
- Strand B – Reflecting, Responding and Analyzing
  - Analyze how sound can represent environmental elements or emotions.
  - Discuss the impact of creative choices in building atmosphere and storytelling.

# FROM THE GROUND UP

## 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 makes you feel at home?
- What sounds remind you of your family or neighbourhood?
- Who are some important people in your life?

### During

- What do you hear in the music? Is it soft, loud, fast, or slow?
- What colours or pictures come to mind when you listen to the music?
- What shapes or lines do you want to draw when the music plays?

### Post

- What did your community map show?
- How does music help you remember special people or places?
- What's one thing you'd like to add to your community?

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

**Pre**

- What does “community” mean to you?
- Can music help us remember or imagine places we care about? How?
- What makes a place or person feel important or special?

**During**

- How does the music change the way you think or feel?
- What are you drawing or writing while you listen? Why?
- Can you connect the sounds you hear with a memory or feeling?

**Post**

- What stories did your community map tell?
- Why is it important to think about our roots or where we come from?

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

**Pre**

- What do “roots” mean in the context of people and communities?
- How can music help us reflect on personal experiences or emotions?
- What people or places would you include in your community map, and why?

**During**

- How do different parts of the music inspire different creative ideas?
- What symbols, words, or images are you using in your map?
- How does reflecting through art make your connections to others feel stronger?

**Post**

- How does your community map tell the story of who you are?
- What parts of your community do you think are growing or need care?
- How did this workshop change how you think about your neighbourhood or family?



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

**Pre**

- What are the emotional or cultural “roots” of your identity?
- How does your environment shape who you are?
- How do art and music help us express abstract ideas like belonging or change?

**During**

- How does the music reflect themes of growth, change, or grounding?
- What emotions or memories surface as you create your map?
- What patterns or symbols emerge in your artwork or writing?

**Post**

- In what ways can community be “sustainable”? What role do you play in that?
- How might the arts help a community heal, grow, or stay connected?

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

**Pre**

- How might music act as a tool for social reflection or community storytelling?
- In what ways are communities ecosystems, and what sustains them?

**During**

- What metaphors or images does the music inspire in your visual or written work?
- What themes are you exploring in your community map?

**Post**

- What messages or questions does your final map communicate?
- How has this workshop deepened your understanding of place, memory, and culture?

# 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:

- **Community:** A group of people who live in the same area or share something in common.
- **Roots:** The people, places, and experiences that shape who we are.
- **Soundscape:** A combination of sounds that create an atmosphere or feeling.
- **Improvisation:** Creating or performing something without preparation, often in the moment.
- **Loop Pedal:** A device that records and repeats music live, allowing layers of sound.
- **Sustainability:** The ability to keep something going over time without harming future needs.
- **Identity:** The qualities and experiences that make a person or group unique.
- **Mapping:** The process of visually representing ideas, places, or concepts.
- **Resilience:** The ability to recover from difficulties or change.
- **Metaphor:** A figure of speech that compares two unlike things symbolically.
- **Belonging:** Feeling accepted and connected to a place or group.
- **Reflection:** Thinking deeply about experiences, emotions, or ideas.

## 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