

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:

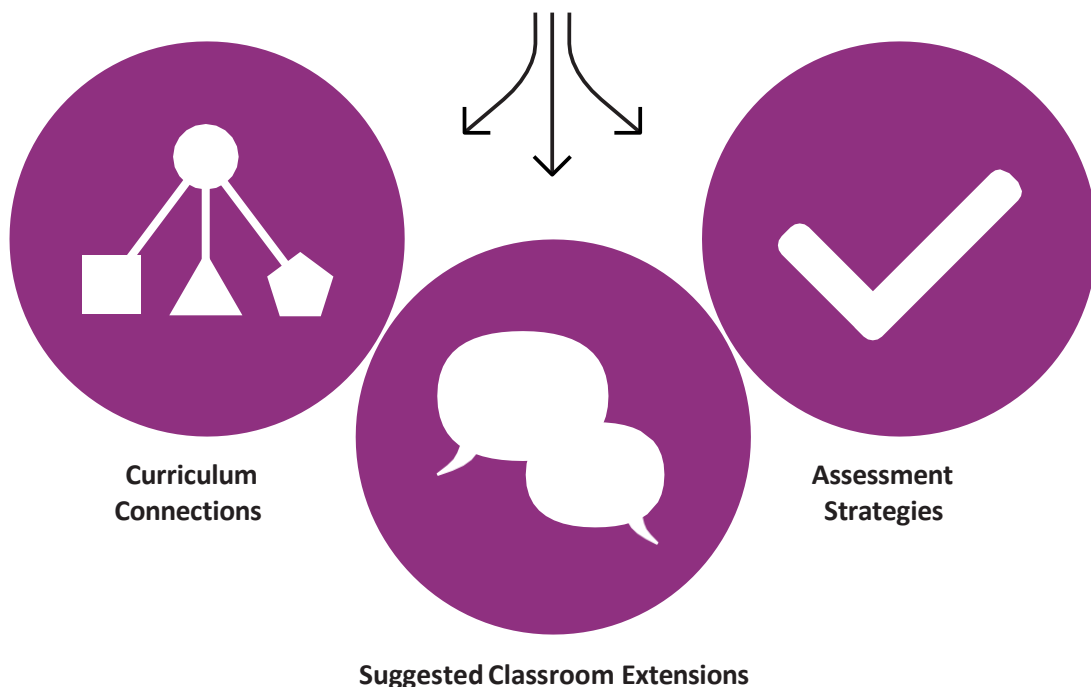


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STUDY GUIDE: MUSIC

RE:IMAGINE

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: Re:Imagine extends across artforms, space and time, reuniting violist/composer Kathryn Patricia Cobbler and dancer/choreographer Elizabeth Emond-Stevenson in a live dance-music collaboration. With the goal of reanimating still and silent public spaces, Emond-Stevenson and Cobbler explore classical and improvised forms, sharing impulses, reacting and responding to their surroundings through a multidisciplinary performance of the solo repertoire of J.S. Bach. This dance and viola duo captures the traditional beauty of the music and its integrity, while interpreting the score with a modern lens through the intersectional voices of two contemporary female artists and their use of fragmentation, improvisation and



responsiveness. Through this project, we 'reimagine' the solo works of Bach through a movement lens, and through the interpretation of two women artists. Re:Imagine brings the experience of art and beauty into the everyday lives of our community. Re:Imagine explores the concept of what it looks like to bring all parts of ourselves to our art-making– to breathe and listen and move together to create a new future of engagement within the arts. This work invites viewers to rethink old ways and ultimately to reimagine our present as a collective. Re:Imagine is reinterpreting classical forms, promoting arts accessibility and welcoming joy into our personal and public spaces.

Artistic Discipline: Music, Dance

Recommended Grade Levels: K - 12

Session Logistics: In person only

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

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



RE:IMAGINE

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Explore and create soundscapes using instruments, voice, and objects.
 - Demonstrate rhythm, dynamics, and expressive interpretation in performances.
 - Apply creative choices to communicate emotion, ideas, or narratives through sound.
 - Apply the creative process to create integrated art works/productions, individually and/or collaboratively. (Grades 9-12)
- Strand B – Reflecting, Responding and Analyzing
 - Observe and analyze sound layers, dynamics, and performance quality.
 - Reflect on personal growth, creative experimentation, and listening skills.
 - Discuss how collaboration, innovation, and sound design affect audience perception.
 - Describe the types of skills developed through creating, presenting, and analysing art works, including integrated art works/productions, and identify various opportunities to pursue artistic endeavours outside the classroom. (Grades 9-12)

RE:IMAGINE

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 know about music and dancing?
- How do sounds and movements make you feel?
- What do you think artists need to do when they work together?

During

- What kinds of movements do you see? Are they fast, slow, or smooth?
- What instruments or sounds do you hear?
- How does the music make you want to move?

Post

- What was your favorite part of the music or dancing?
- Did the performance remind you of anything in your life?
- If you could dance or play an instrument in a show, what would you do?

GRADES
1-3

Pre

- How do music and dance tell stories without words?
- What do you know about classical music or string instruments?
- Why do you think artists might change or remix old music in new ways?

During

- What patterns do you notice in the music or dance?
- How do the dancer and musician work together?
- What emotions do the performers seem to express?

Post

- What story do you think the music and dance told?
- What did you notice about how the performance changed over time?
- How did the music and dance make you feel?

GRADES
4-6

Pre

- How can movement or music help us understand emotions or experiences?
- What do you think it means to “reimagine” something?
- How do artists express identity through their work?

During

- What changes in tempo or rhythm can you hear?
- How do the performers use space and silence?
- What classical and modern elements do you see or hear?

Post

- How was this performance different from other concerts or shows you’ve seen?
- What messages or themes do you think the artists were sharing?

GRADES

7-8

Pre

- How do collaboration and improvisation influence the creative process?
- What do you expect from a multidisciplinary performance?

During

- What artistic choices stand out as original or unconventional?
- How does the performance encourage reflection or emotional response?

Post

- In what ways did this change how you think about classical music or performance art?
- What elements of the performance could inspire your creative work?

GRADES

9-12

Pre

- What does it mean to “reimagine” classical work through a modern lens?
- How might gender, identity, or culture influence how we reinterpret art?

During

- How are fragmentation and spontaneity used as artistic tools?
- How does this performance challenge your expectations of classical music or dance?

Post

- What role does vulnerability and authenticity play in this performance?
- How can this type of interdisciplinary work influence future arts engagement or careers?

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:

- **Improvisation:** Creating or performing something without preparation, often spontaneously.
- **Loop Pedal:** A device used by musicians to record and repeat music live.
- **Choreography:** Planned dance movements arranged into a sequence.
- **Soundscape:** A layer of sounds used to create atmosphere or tell a story.
- **Tempo:** The speed or pace of a piece of music.
- **Collaboration:** Working together to create something.
- **Interpretation:** An artist's unique way of expressing or representing an idea.
- **Contemporary:** Modern or current, often describing new styles in art or dance.
- **Expression:** Showing emotions, ideas, or identity through movement, sound, or visuals.
- **Fragmentation:** Breaking up a form into parts to create a new version or perspective.
- **Reimagine:** To think about something in a new or creative way.
- **Movement:** Physical motion, especially in dance or choreography.
- **Identity:** The qualities, beliefs, or characteristics that define a person or group.

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