

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

REMEMBERING TOGETHER

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: This musical performance gives students an opportunity to reflect on the importance and significance of Remembrance Day through music and visual arts. 40 minutes in length, students will grow in their social and emotional learning, putting themselves in the shoes of loved ones waiting for a soldier to return home from war. This chamber concert for viola and loop pedal highlights both folk, Canadiana-inspired compositions and original music by loop pedal violist, composer and arranger Kathryn Patricia.

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](#)



REMEMBERING TOGETHER

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Explore and create soundscapes that evoke memory and shared experiences.
 - Demonstrate rhythm, dynamics, and expressive interpretation in performances.
 - Apply creative choices to communicate emotion, memory, or story through sound.
- Strand B – Reflecting, Responding and Analyzing
 - Observe and analyze sound layers, dynamics, and performance quality.
 - Reflect on personal growth, listening skills, and creative experimentation.
 - Discuss how collaboration and sound design affect audience perception and emotional response.
- Cross Curricular Connections
 - History
 - Heritage and Identity, Canadian and World Studies

REMEMBERING TOGETHER

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 is a memory? Can music help us remember something?
- What does “peace” mean to you?
- Have you ever waited for someone to come home? How did that feel?

During

- What colours or shapes do you think of while listening to this music?
- Does the music sound happy, sad, or something else?
- Can you imagine a story that fits with this music?

Post

- How did the music make you feel?
- Why do we take time to remember people on Remembrance Day?
- What picture would you draw to show what you heard in the music?

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

- What is Remembrance Day, and why is it important?
- How can music tell a story without using words?
- What might it feel like to wait for someone you love to come home?

During

- What parts of the music sound hopeful? Which sound more serious?
- What kind of pictures come to mind when you listen?

Post

- What emotions did you feel while listening to the music?
- How do you think people felt during times of war?
- Can you describe or draw a moment from the performance that stood out?

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

- What does it mean to “remember” people who lived through war?
- How can music and art help us understand history or emotions?
- What role do sound and silence play in remembering?

During

- How do you think the loop pedal affects the storytelling in the music?
- What imagery does the music bring to your mind (e.g., places, faces, weather)?
- What might this music be saying without using any words?

Post

- Why is it important to remember even if we didn’t live through war ourselves?
- If you could write or draw a message of peace, what would it be?

GRADES

7-8

Pre

- What stories or images do you associate with Remembrance Day?
- How do you think music can express both grief and hope?
- What makes music powerful during remembrance ceremonies?

During

- How does Kathryn's use of the loop pedal create emotional layering?
- What techniques (tempo, dynamics, repetition) stood out to you?

Post

- How did this performance deepen your understanding of remembrance?
- What does it mean to "stand in someone else's shoes" through art or music?

GRADES

9-12

Pre

- How do artistic interpretations of war differ from historical accounts?
- Why might music be used to convey remembrance instead of just facts?
- What expectations do you have about a concert meant for reflection?

During

- How did the structure and pacing of the performance reflect the emotional arc of remembrance?
- Can you connect any musical moments to historical events or personal narratives?

Post

- How does this program challenge traditional narratives of war and remembrance?
- What emotions were evoked, and how did they influence your thinking about war and sacrifice?

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:

- **Remembrance Day:** A day to remember and honour people who served or died in wars.
- **Viola:** A string instrument like a violin, but a bit larger with a deeper sound.
- **Loop Pedal:** A tool that lets a musician record and repeat sounds to build layers of music.
- **Soundscape:** A mix of sounds used to create a setting or feeling, like a musical painting.
- **Reflection:** Thinking deeply about something, like feelings or memories.
- **Chamber Music:** A small group of musicians performing together.
- **Empathy:** Understanding how someone else feels, even if you haven't had the same experience.
- **Dynamics (Music):** How loud or soft music is played — it helps express emotion.
- **Tone (Music):** The mood or feeling of the music (e.g., sad, peaceful, tense).
- **Emotional Response:** How music or art makes you feel inside.

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