

STUDY GUIDE

DISCIPLINE:
MUSIC

ARTIST:
KELLYLEE EVANS

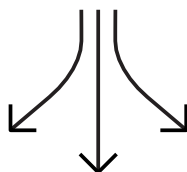


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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

KELLYLEE EVANS' JUMPING JAZZ JOURNEY

Program Overview

Artist Name: Kellylee Evans

Artist Bio: Juno award-winning singer-songwriter Kellylee Evans is known for her energetic performances and six albums. After a lightning strike in 2013 and a concussion in 2015, she paused her career to focus on recovery. Now, alongside performing, Kellylee teaches and shares her inspiring journey of resilience and healing as a mother of three.

Program Description: Join Juno Award winner Kellylee Evans in an energetic, joy-filled performance that leaves students of all ages inspired. Students will be introduced to improvisation, timing, breath control, and other vocal techniques, while exploring the history of some iconic jazz instrumentalists and vocalists.

Artistic Discipline: Music

Recommended Grade Levels: K - 12

Session Logistics: In person or online

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

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



KELLYLEE EVANS' JUMPING JAZZ JOURNEY

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Explore and perform jazz movements and sequences.
 - Demonstrate rhythm, musicality, and expression in solo or group performance.
 - Apply creative choices to communicate character or emotion through dance.
- Strand B – Reflecting, Responding and Analyzing
 - Observe and analyze technique, rhythm, and performance quality.
 - Reflect on personal progress and expression.
 - Discuss how style, musicality, and choreographic choices affect the audience experience.

KELLYLEE EVANS' JUMPING JAZZ JOURNEY

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

- Have you ever heard someone sing really high or really low?
- What do you think jazz music sounds like?
- How does music make you feel?

During

- Can you clap or move along with the rhythm?
- What instruments or sounds do you hear?
- What do you notice about the way Kellylee sings?

Post

- What part of the performance did you like best?
- How did Kellylee use her voice to tell a story or express a feeling?
- What new sound or word did you try today?

GRADES
1-3

Pre

- What do you know about jazz music?
- How can music tell a story or show emotion?
- What do singers do with their breath when they sing?

During

- What vocal techniques is Kellylee using (e.g., soft/loud, fast/slow, scatting)?
- Can you try repeating a rhythm or melody with your voice?
- What's one new instrument or sound you noticed?

Post

- How did Kellylee show confidence on stage?
- What is one thing you learned about singing or jazz?
- How can music help us express who we are?

GRADES
4-6

Pre

- What does it mean to improvise in music?
- What do you already know about jazz singers or instrumentalists?
- Why might breath control be important for vocalists?

During

- How does Kellylee interact with the audience and the music?
- What vocal techniques stand out to you?
- How do the lyrics and rhythm connect with the emotions being shared?

Post

- What challenges has Kellylee faced, and how does she show resilience?
- What surprised you about the performance or history of jazz?
- How can you apply creativity or confidence like Kellylee does?

GRADES
7-8

Pre

- What role has jazz played in music history and cultural identity?
- How does improvisation relate to problem-solving or creativity in other areas?
- What do you hope to learn from a performer's personal story?

During

- How does Kellylee blend storytelling with technical musical skills?
- What historical jazz influences can you identify in the performance?

Post

- How did Kellylee's story affect how you heard her music?
- What did you learn about resilience from her journey?

GRADES
9-12

Pre

- What is the relationship between personal narrative and performance?
- In what ways does jazz represent freedom of expression?
- How can vocal technique and breath support enhance a performance?

During

- How do you integrate advanced techniques with musicality and What vocal and improvisational skills do you notice Kellylee using?
- How does she balance vulnerability and power in her storytelling?

Post

- How does Kellylee use her platform to empower and educate?
- What new insights do you have about jazz, resilience, or the artist's journey?

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:

- **Jazz:** A style of music with roots in African American culture, known for rhythm, swing, and improvisation.
- **Improvisation:** Making up music or words in the moment without planning.
- **Breath Control:** The ability to manage breathing while singing or speaking.
- **Scat Singing:** A jazz vocal technique using nonsense syllables instead of words.
- **Vocal Technique:** The skills and methods used to sing clearly, strongly, and with control.
- **Resilience:** The ability to recover from difficulties or challenges.
- **Timing:** Singing or playing at just the right moment in a rhythm or beat.
- **Instrumentalist:** A person who plays a musical instrument.
- **Performance:** A presentation of music, drama, or another art in front of an audience.
- **Empowerment:** Gaining confidence and strength to speak or act in your own life.

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