

STUDY GUIDE

DISCIPLINE:
MUSIC

ARTIST:
JUNKYARD SYMPHONY



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:

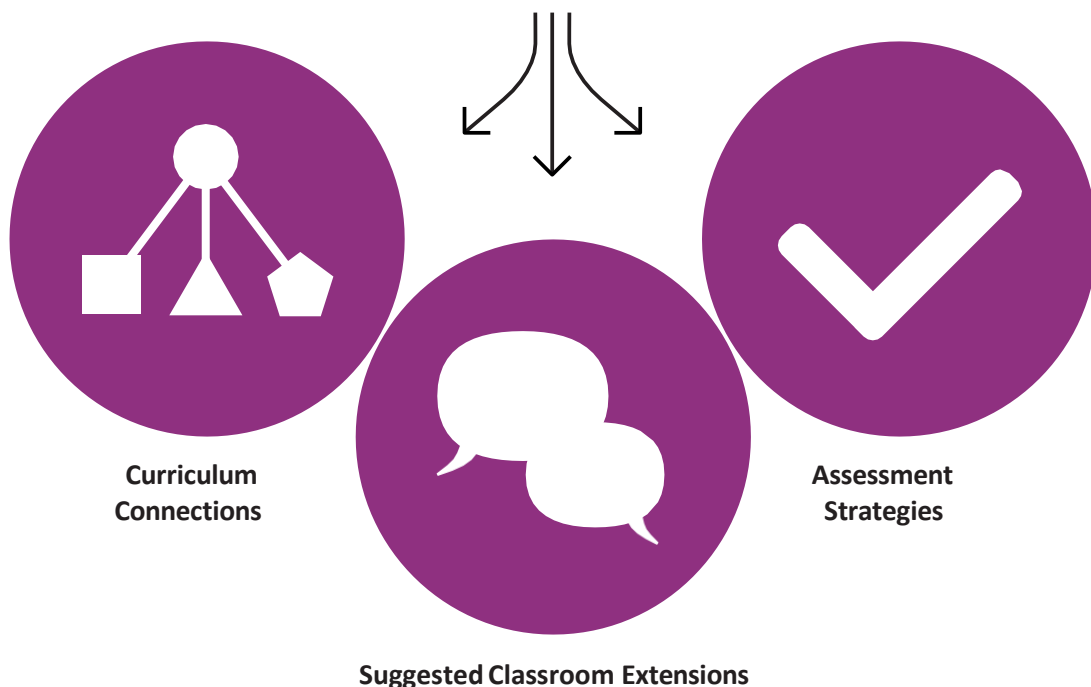


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STUDY GUIDE: MUSIC

CIRCO-ECO

Program Overview

Artist Name: Junkyard Symphony

Artist Bio: Junkyard Symphony is an eco-entertainment company (eco standing for ecological and economical), that reuses junk to service all kinds of events for all ages. What do they do with all this junk? They do many things with junk but are best known for their amazing junk/percussion/comedy/circus shows and workshops.

Program Description: 3 artists - Start with a jovial juggler, a dashing drummer, throw in a bodacious bass player playing a home-made bass and what you get is a whole lot of fantastic fun! Students will learn about pressing environmental issues such as climate change and water mismanagement.

Artistic Discipline: Music, Circus

Recommended Grade Levels: K - 12

Session Logistics: In person only

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



Curriculum Connections

Learning Themes:

- Demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts. (K)
- Strand A – Creating and Presenting
 - Apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music. (Grades 1-8)
 - Use a variety of techniques and technological tools when performing music and composing and/or arranging music. (Grades 9-12)
- Strand B – Reflecting, Responding and Analysing
 - Identify and describe various opportunities for continued engagement in music. (Grades 9-12)
- Strand C: Exploring Forms and Cultural Contexts
 - Demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts. (Grades 1-8)
 - Demonstrate an understanding of responsible practices and performance conventions relating to music. (Grades 9-12)

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 when we throw something away?
- What's something you like to do with water?
- Can you make music with things around your house?

During

- What was your favorite sound or instrument?
- What did the juggler do that made you laugh?
- Did you see anything that looked like it came from the garbage?

Post

- What did you learn about water or the Earth?
- What was the most fun part of the show?
- How can you help take care of the Earth?

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

- What does it mean to reuse or recycle something?
- Why do we need clean water?
- What do you think “climate change” means?

During

- What was the homemade bass made from?
- What problems about water or the Earth did they talk about?
- What made the show fun and educational?

Post

- What is one way you can save water at home?
- What did the show teach you about trash and recycling?
- If you were to make an instrument out of junk, what would it be?

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

- What is climate change and why is it a problem?
- What do you already know about water pollution or waste?
- How do you think or comedy can help us learn about serious topics?
What

During

- What messages were shared about climate or water issues?
- What materials were used to build the homemade instruments?
- How did the performers use humor or rhythm to grab your attention?

Post

- What did this performance teach you about taking care of our environment?
- How can creativity help spread messages about the planet?
- What’s one way you could reduce your waste or save water?

GRADES
7-8

Pre

- What are the main causes of climate change?
- Why is access to clean water still a global issue?
- How could the arts (like music or circus) be used in environmental activism?

During

- What creative techniques were used to repurpose junk into performance tools?
- How were music and comedy used to enhance the message?

Post

- What specific environmental problem stuck with you from the show?
- Did the homemade instruments or performance change how you think about waste?
- How would you design a performance to educate others about an issue you care about?

GRADES
9-12

Pre

- What are some intersections between environmental science and performing arts?
- How do humor and creativity influence how people engage with global issues?
- In your view, is eco-entertainment an effective form of education?

During

- How were climate change and water mismanagement represented artistically?
- How did the performers balance entertainment with meaningful content?
- What roles did sound, visuals, and audience participation play in their message delivery?

Post

- How did the show challenge or support your understanding of climate action?
- In what ways can art inspire behavior change in individuals or communities?
- Could you create a message-driven artistic piece using recycled materials? What would it look or sound like?

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:

- **Recycle:** To turn old or used items into something new instead of throwing them away.
- **Reuse:** To use something again, often in a new way.
- **Sustainability:** Taking care of the Earth so that it stays healthy for future generations.
- **Climate Change:** A long-term change in Earth's weather, mostly caused by pollution from human activity.
- **Water Mismanagement:** Using water wastefully or not protecting clean water sources properly.
- **Pollution:** Harmful things (like trash or chemicals) that make the air, water, or land dirty.
- **Percussion:** Instruments that make sound when you hit, shake, or tap them.
- **Bass (Instrument):** A low-sounding musical instrument—this show features a homemade version!
- **Compost:** Food and plant waste that breaks down into healthy soil instead of going in the trash.
- **Eco-entertainment:** Fun performances that also teach us about taking care of the environment.
- **Innovation:** A new idea or way of doing something.

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