

STUDY GUIDE

DISCIPLINE:
MUSIC

ARTIST:
JUNKYARD SYMPHONY

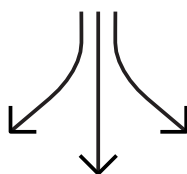


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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:



**Curriculum
Connections**



Suggested Classroom Extensions



**Assessment
Strategies**

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STUDY GUIDE: MUSIC

GIANTS OF JUNK

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: 4 artists - Take a humongous junk robot, super cool bucket stilts, and an intricately large junk drum set and mix them into a performance to learn about the BIG benefits of recycling. The robot is a marionette, which the volunteers can easily control, and that is a lot of BIG fun!

Artistic Discipline: Music

Recommended Grade Levels: K - 12

Session Logistics: In person only

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



GIANTS OF JUNK

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)

GIANTS OF JUNK

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 does "junk" mean to you?
- What sounds do you think you can make with buckets or cans?

During

- What interesting things do the performers use to make music?
- Can you hear a beat or rhythm? Can you clap along?
- What did the robot do that made you laugh?

Post

- What was your favorite instrument made from junk?
- How did the show help you learn about recycling?
- Can you think of something at home you could reuse instead of throwing away?

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

- What are some things we usually throw away? Could we reuse any of them?
- What do you think a “junk instrument” might look or sound like?
- Why is it important to take care of the Earth?

During

- What types of materials were used to make the robot and instruments?
- What were the funniest or most surprising parts of the show?

Post

- What message do you think the performers were trying to share?
- How does this performance change the way you think about trash?

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

- What are the environmental benefits of reusing and recycling?
- How might music or art help spread important messages?
- What do you imagine a junkyard performance might involve?

During

- What materials were reused, and how were they transformed?
- How was the robot controlled, and what role did it play?

Post

- How does this performance connect with what you’ve learned about sustainability?
- What was one creative reuse idea you want to try at home or school?
- How can being creative with waste change our attitude toward the environment?

GRADES
7-8

Pre

- In what ways can art be a tool for environmental education?
- How does the concept of “eco-entertainment” support sustainability?
- What do you think are the challenges and benefits of making instruments from junk?

During

- How did the artists use rhythm and comedy to support their environmental message?
- What theatrical elements made the robot engaging or meaningful?

Post

- In what ways did the performance raise awareness about recycling?
- How could your school take inspiration from this to reduce waste creatively?

GRADES

9-12

Pre

- What role can unconventional art forms (like junk performances) play in social change?
- How does “eco-entertainment” differ from traditional performance art?
- What do you expect to learn about environmentalism through performance?

During

- How did the robot function as a visual or metaphorical element in the show?
- In what ways did the performers use humor or rhythm to convey their values?

Post

- Reflect on how sustainability and performance intersected in this show. Was it effective?
- How could performances like this influence public perception of recycling and waste?
- If you were to create an art piece focused on the environment, what medium would you use and why?

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:

- **Recycling:** Turning old things into new things instead of throwing them away.
- **Reuse:** Using something again in a different way instead of throwing it out.
- **Sustainability:** Making choices that help the Earth stay healthy for the future.
- **Percussion:** Instruments you hit or shake to make sound (like drums, buckets, or shakers).
- **Eco-entertainment:** Fun shows or activities that teach about helping the environment.
- **Junk:** Stuff people don't want anymore, often thrown away, like old cans or boxes.
- **Instrument:** Something you use to make music.
- **Circus:** A type of performance with acrobatics, juggling, comedy, and other fun tricks.
- **Creative Reuse:** Using old items in new and interesting ways to make something useful or artistic.
- **Compost:** Rotting food or plants that turn into healthy soil instead of being wasted.

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