

STUDY GUIDE

DISCIPLINE:
MUSIC

ARTIST:
JUNKYARD SYMPHONY

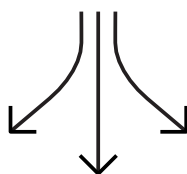


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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

JUNK PACK

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: Enjoy any performance in the morning and follow up with two one-hour Rhythm workshops that afternoon.

Artistic Discipline: Music

Recommended Grade Levels: 1 – 12

Session Logistics: In person only

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



Curriculum Connections

Learning Themes:

- Strand B – Reflecting, Responding and Analysing
 - Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences. (Grades 1-8)
 - Demonstrate an understanding of how traditional, commercial, and art music reflect the society in which they were created and how they have affected communities or cultures. (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)

JUNK PACK

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.

GRADES
1-3

Pre

- What do you think you'll see and hear in the show?
- Have you ever made music with something that isn't a real instrument?
- Why do you think recycling is important?

During

- What did you notice about the instruments they used?
- What was the funniest or coolest part of the performance?

Post

- What instrument did you like using the most?
- How did you and your group work together to keep the beat?

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

- What do you expect to learn about music or the environment from this performance?
- What does “eco-entertainment” mean to you?
- What kind of junk do you think could become an instrument?

During

- What message was shared about reusing and recycling?
- How did they keep the audience engaged during the show?

Post

- What rhythm techniques did you learn (tempo, beat, dynamics)?
- What’s one environmental or musical idea you’ll take away from today?

GRADES**7-8****Pre**

- How can performance be used to teach about environmental responsibility?
- What role does rhythm play in everyday music and culture?
- Why might using recycled instruments be powerful or symbolic?

During

- What stood out to you most about how they delivered their message?
- How were humor, rhythm, and audience participation used together?

Post

- What was the biggest challenge when playing as a group?
- How might this experience change how you view "junk" or waste?

GRADES
9-12

Pre

- Can recycled art or music influence attitudes toward sustainability? Why or why not?
- What musical concepts are you hoping to apply or explore today?

During

- How did the performers balance entertainment and messaging?
- What surprised you about the instruments or performance style?

Post

- What insights did you gain about rhythm or ensemble performance?
- How could eco-conscious art be used in campaigns or public education?

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:

- **Rhythm:** A repeating pattern of sounds or beats in music.
- **Beat:** The steady pulse you hear or feel in music.
- **Tempo:** How fast or slow the music is played.
- **Dynamics:** How loud or soft the music is.
- **Improvisation:** Making up music or rhythms as you go along.
- **Ensemble:** A group of people working together to make music.
- **Percussion:** Instruments you hit, tap, or shake (like drums, shakers, or buckets).
- **Eco-entertainment:** A fun show that also teaches how to take care of the planet.
- **Recycling:** Turning used things into something new instead of throwing them away.
- **Sustainability:** Taking care of resources so we don't run out in the future.

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 drama 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