

# STUDY GUIDE

DISCIPLINE:  
**MUSIC**

ARTIST:  
**JUNKYARD SYMPHONY**

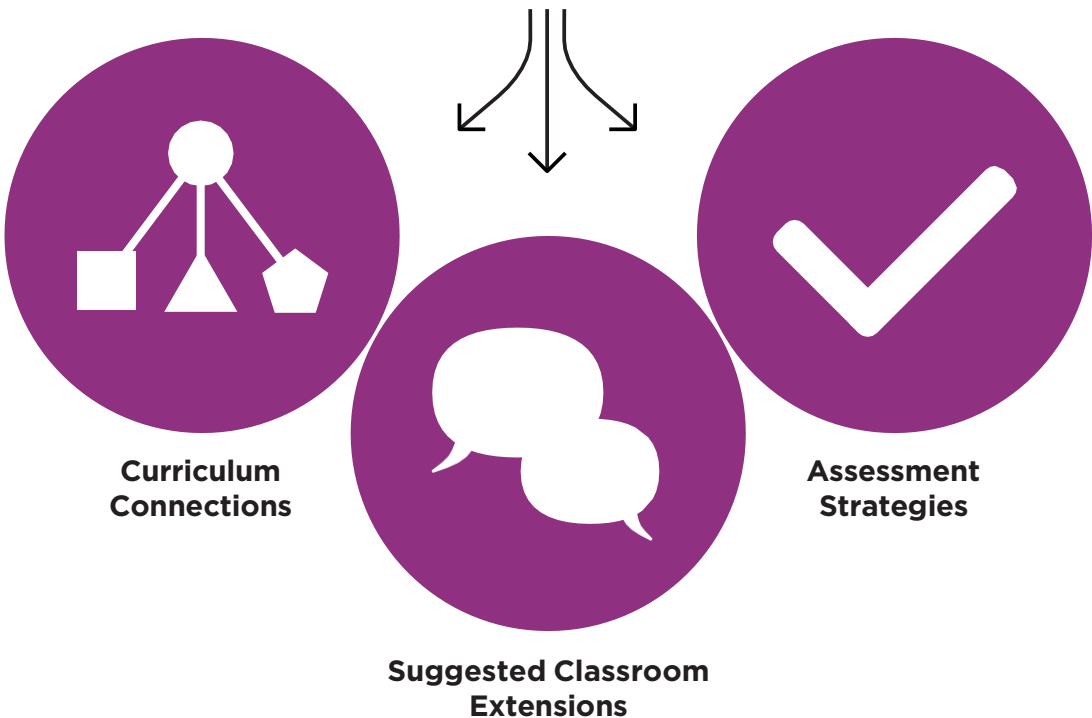


**The following package is provided as a supplemental resource to enhance and support the artist's visit.**

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

## RECYCLE ROCK

### 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:** 2 artists - Junkyard Symphony's flagship show, the Recycle Rock is a fun hour of edutainment, involving plenty of audience participation, radical rhythms, terrific tricks, and discussions about recycling.

**Artistic Discipline:** Music

**Recommended Grade Levels:** K - 12

**Session Logistics:** In person only

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



# RECYCLE ROCK

## 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)

# RECYCLE ROCK

## 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 “recycle” mean?
- Have you ever used a bucket or box to make music?
- What do you think the show will sound like?

### During

- What did the instruments look like? Were they made from junk?
- What was your favorite sound or trick?
- Did you get to clap or play along?

### Post

- What did the show teach you about recycling?
- What was the most fun part of the performance?
- Can you show or tell someone one thing you learned?

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

- What are some things you throw away that could be recycled?
- Why do you think it's important to reuse things?
- What kind of music do you think can be made with junk?

**During**

- What everyday items did they use as instruments?
- What did you notice about the rhythms or sounds?
- What were some fun tricks or jokes in the show?

**Post**

- What message did the performers give about recycling?
- Could you make your own recycled instrument at home?
- How did the show make learning about recycling fun?

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

- Why is reducing waste important for our environment?
- What creative ways can we reuse materials instead of throwing them away?
- What do you expect from a performance about recycling?

**During**

- How did the artists mix music and education?
- What materials were used for instruments and props?
- How did the performers involve the audience?

**Post**

- What part of the show helped you understand recycling better?
- How could you apply some of their creative reuse ideas at school?
- What's one thing you'll remember most from this performance?

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

**Pre**

- How much of what we throw away could be reused or recycled?
- Why is public education about recycling important?
- Do you think art or music is a good way to teach environmental messages? Why or why not?

**During**

- How were humor, rhythm, and visuals used to support the message?
- How did they make “junk” seem valuable?

**Post**

- What do you think is the strongest message the show delivered?
- How could your school do more to promote recycling and creative reuse?
- If you were to design a performance like this, what theme or material would you use?



### Pre

- How do the arts influence public opinion about environmental issues?
- What barriers keep people from recycling more regularly?
- In what ways can performance art serve as activism?

### During

- How effectively did the performance balance entertainment and education?
- How were nontraditional materials used to challenge conventional ideas of instruments?
- What audience engagement strategies stood out to you?

### Post

- Reflect on the overall impact of the show; did it make you think differently about waste?
- What social or environmental issue would you choose to highlight through a creative performance?
- How could recycled art or music be used in public campaigns for sustainability?

# 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 things into something new instead of throwing them away.
- **Reuse:** To use something again in a new or different way.
- **Reduce:** To make or use less of something to help the Earth.
- **Sustainability:** Taking care of the environment so it can stay healthy for the future.
- **Percussion:** Instruments or objects that make sounds when you hit or shake them.
- **Rhythm:** A repeating pattern of sounds or beats in music.
- **Beat:** The steady pulse in music that you can tap or dance to.
- **Junk:** Old stuff that people usually throw away—but can sometimes be reused creatively.
- **Compost:** Food or plant scraps that break down into healthy soil instead of going in the trash.
- **Eco-entertainment:** Fun performances that teach us how to protect the planet.

# 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