

# STUDY GUIDE

DISCIPLINE:  
**MUSIC**

ARTIST:  
**JUNKYARD SYMPHONY**

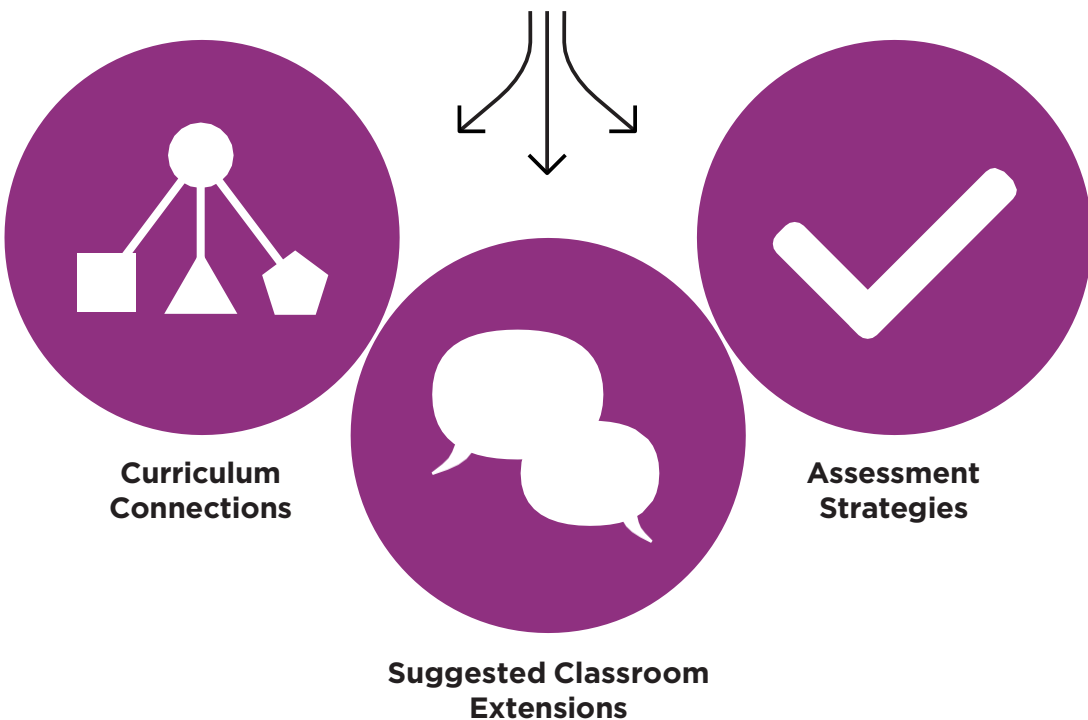


**The following package is provided as a supplemental resource to enhance and support the artist's visit.**

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

## RHYTHM EXPLOSION

### 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 - A fusion of Junk percussion and traditional drums, Junkyard Symphony's Rhythm explosion is an awesome adventure into beat, tempo, timing and the various rhythmical styles of music. Add in some talented drumming and plenty of audience participation and what you get is a fantastic percussive performance!

**Artistic Discipline:** Music

**Recommended Grade Levels:** K - 12

**Session Logistics:** In person only

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



# RHYTHM EXPLOSION

## 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)

# RHYTHM EXPLOSION

## 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 is a drum? Have you ever played one?
- What kinds of things around your house make fun sounds?
- What do you think “rhythm” means?

### During

- Can you hear the beat? Can you tap along?
- What did the artists use to make drums?
- What was your favorite silly or surprising sound?

### Post

- What did you like most about the show?
- How did the music make you feel?
- Can you make a beat using things in your classroom or home?

**GRADES**

**1-3**

**Pre**

- What do you think “junk percussion” means?
- Can you make music with things that aren’t real instruments?
- Why is rhythm important in music?

**During**

- What different materials did the performers use for percussion?
- What made the rhythms fun or exciting?

**Post**

- What was your favorite rhythm or sound in the show?
- How did the performers use everyday objects in a creative way?
- Could you make your own instrument out of recycled things?

**GRADES**

**4-6**

**Pre**

- How are traditional drums different from junk percussion?
- What is tempo, and how does it change the feeling of music?
- Why do you think rhythm is important in cultures around the world?

**During**

- How did the artists mix different styles of rhythm and drumming?
- What were some unusual objects used as instruments?
- How did audience participation add to the performance?

**Post**

- What rhythm or pattern stood out to you and why?
- How did the show make music fun and interactive?
- How could rhythm and recycling be combined in your own project?

### **Pre**

- How do you think different tempos affect the mood of music?
- How could artists use recycled materials to challenge traditional ideas of music?

### **During**

- What techniques did the artists use to create dynamic and layered rhythms?
- How did the performers encourage the audience to engage with the beat?

### **Post**

- How did this performance show that rhythm can come from anywhere?
- What did the use of junk instruments say about creativity or sustainability?
- How could rhythm be used as a tool in storytelling, protest, or celebration?



### Pre

- How can rhythm act as a form of communication or activism?
- What do you think of the term “eco-entertainment”? Is it effective?

### During

- What contrasts did you notice between junk percussion and traditional drums?
- How did the artists vary tempo, volume, and style to keep the performance engaging?
- In what ways did this challenge your expectations of a musical performance?

### Post

- How did this performance blur the line between music, theatre, and education?
- What role does innovation play in both environmental and artistic practices?
- Could rhythm-based art like this influence how people think about waste or consumption?

# 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 pattern of beats or sounds in music that repeats.
- **Tempo:** How fast or slow the beat or music is.
- **Percussion:** Instruments that make sound when you hit, shake, or tap them (like drums or cymbals).
- **Beat:** The steady pulse in music you can clap or tap to.
- **Timing:** Playing or moving to the beat at just the right moment.
- **Improvisation:** Making up music or moves as you go along.
- **Eco-entertainment:** Fun shows that also teach about taking care of the environment.
- **Recycling:** Turning used things into something new instead of throwing them away.
- **Junk Percussion:** Making music using recycled or everyday objects like buckets or cans.
- **Creativity:** Using your imagination to make something new or different.
- **Fusion:** Combining two or more things to create something new (e.g., traditional + junk percussion).

# 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