

STUDY GUIDE

DISCIPLINE:
MUSIC

ARTIST:
KATHRYN PATRICIA



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:

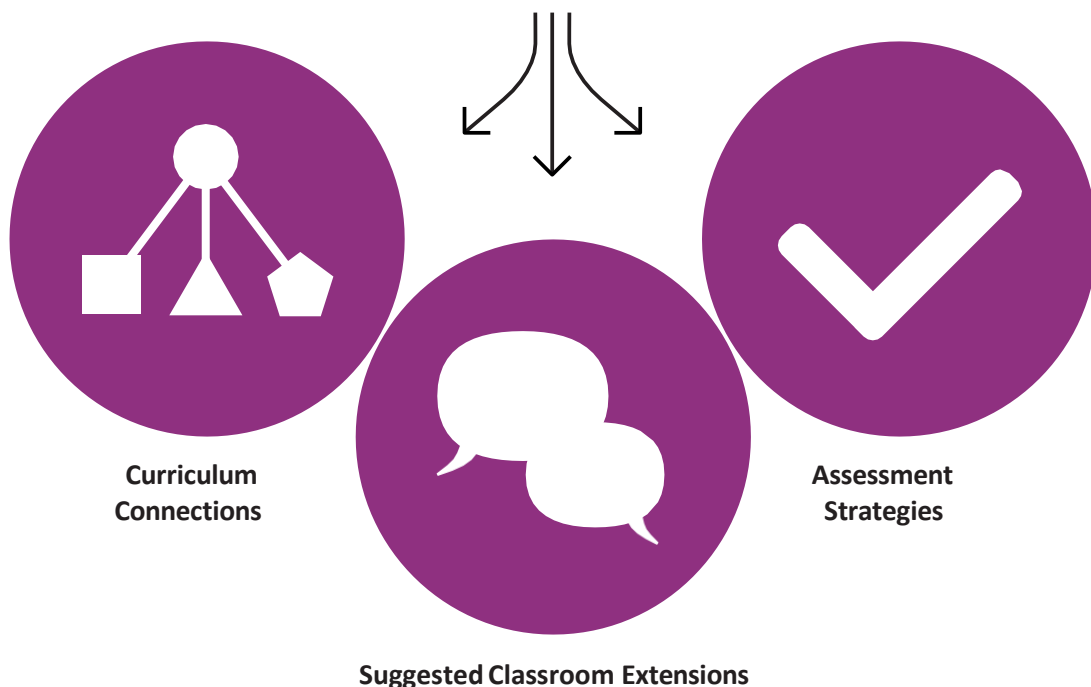


TABLE OF CONTENTS

STUDY GUIDE: MUSIC 4

 Program Overview 4

 Curriculum Connections 6

 Extend the Learning (Discussion Prompts)..... 7

MUSIC OVERVIEW 10

APPENDIX 11

 Vocabulary bank/glossary:..... 11

 Student Health and Well-Being 12

 Additional Resources 12

STUDY GUIDE: MUSIC

BRAVE IS OUR ANTHEM

Program Overview

Artist Name: Kathryn Patricia

Artist Bio: Kathryn Patricia Cobbler is a loop pedal violist, composer, and educator from Canada's Capital region. A CBC Trailblazer and Ottawa Arts Council Emerging Artist, she performs and composes innovative soundscapes worldwide. Kathryn teaches at Carleton University, is on the MASC roster, and is a PhD student in Critical Studies in Improvisation at the University of Guelph.

Program Description: Courageous, fearless and valiant are all words to describe the “choose your own adventure” interactive concert that Kathryn Patricia guides her audiences on. With an upbeat soundscape musical score, participants will use music to explore the storytelling medium. Through this concert experience, students have the opportunity to create their own storyline fueled by music inspiration. Featuring both dance-like melodies and creative sounds, participants will draw, and/or write their own story, featuring characters that reflect the bravest versions of themselves.

Artistic Discipline: Music, Visual Arts, Literary Arts

Recommended Grade Levels: K - 12

Session Logistics: In person only



Cultural Context: Black, Culturally Diverse, Person of Colour, Women+

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



BRAVE IS OUR ANTHEM

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
 - Create musical and movement-based pieces that express courage and collective identity
 - Use voice, instruments, or objects to develop dynamic and textured soundscapes
 - Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings. (Grades 1-8)
 - Apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages. (Grades 9-12)
- Strand B – Reflecting, Responding and Analyzing
 - Observe and discuss how musical choices convey meaning and emotion
 - Reflect on personal and group creative processes
 - Analyze how performance communicates courage, teamwork, and audience engagement

BRAVE IS OUR ANTHEM

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 it mean to be brave?
- What kind of story do you think music can tell?
- What colours or shapes might you use to show your feelings in music?

During

- What kind of adventure do you think the music is taking us on?
- How does this music make you feel inside?
- Can you draw what you hear?

Post

- What did your picture or story show about your brave self?
- What part of the music helped you make your story?
- Would you like to tell more stories with music?

GRADES
1-3

Pre

- What kinds of adventures make a great story?
- How do different sounds or instruments help you imagine scenes or characters?

During

- What kind of story is the music helping you tell?
- What colours and shapes are showing up in your drawing or writing?
- Is your character facing a challenge or going on a journey?

Post

- How did the music help you create your story?
- What brave thing did your character do?
- Would you want to share your story or drawing with others?

GRADES
4-6

Pre

- What does courage mean to you?
- How can music inspire storytelling without using words?
- How do you know when a story has a hero?

During

- What kind of atmosphere is the music creating for your story?
- How are you showing bravery through your character's actions or choices?
- Are you expressing your story better through writing or drawing — or both?

Post

- What choices did you make to show personal strength or courage in your story?
- Did the music change the direction of your story? How?
- What did you learn about yourself through this process?

GRADES
7-8

Pre

- How can music help us process emotions and express identity?
- What makes a character feel authentic or believable?

During

- What layers of sound are inspiring your scene, tone, or theme?
- Are you using metaphor or imagery in your written or visual story?

Post

- How did this experience help you reflect on your own bravery?
- In what ways did visual art or written word help enhance your storytelling?
- How might you combine music, image, and words in other creative work?

GRADES
9-12

Pre

- What artistic tools help you express your own voice and inner narrative?
- How do music and visual elements influence how stories are interpreted?

During

- How are you layering narrative elements with the sonic cues created?
- What artistic choices show vulnerability and strength?

Post

- How did this session stretch your understanding of what storytelling is?
- What themes about courage/self-identity came through in your work?
- How could you take this multimodal approach into your own creative or academic work?

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:

- **Anthem:** A song that expresses shared values, courage, or unity.
- **Improvisation:** Creating music, stories, or movement spontaneously.
- **Soundscape:** Layered sounds that create an atmosphere or mood.
- **Rhythm:** Pattern of beats or timing in music or movement.
- **Dynamics:** Variations in loudness, intensity, or energy of sound.
- **Timbre / Tone Colour:** The unique quality or character of a sound.
- **Storytelling:** Using sound, voice, or movement to tell a story.
- **Collaboration:** Working together to create music, sound, or narrative.
- **Courage / Bravery:** Expressing confidence, risk-taking, or boldness through music and performance.
- **Expressive Interpretation:** Using sound, movement, or story to convey emotion or meaning.
- **Creative Exploration:** Experimenting with sounds, instruments, or characters to discover new possibilities.
- **Artistic Expression:** Sharing your thoughts or emotions using sound, words, or images.
- **Texture (Art):** The way something feels or looks like it would feel in art — rough, smooth, sharp, etc.

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