

STUDY GUIDE

DISCIPLINE:
MUSIC

ARTIST:
KATHRYN PATRICIA

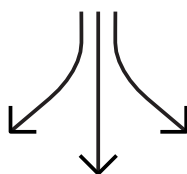


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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:



**Curriculum
Connections**



Suggested Classroom Extensions



**Assessment
Strategies**

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STUDY GUIDE: MUSIC

CREATIVE COMPOSITION: EXPLORING MUSIC AND GRAPHIC SCORES

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: The Creative Composition workshop is a program fueled by artistic expression and exploration. Responding to music through different arts mediums, participants have the opportunity to create their own compositional language. Engaging, creative skills, participants receive a multi-faceted experience as a composer. The students will receive: Introductory knowledge of musical notation skills and creating graphic scores, an artistic representation of their compositions.

Artistic Discipline: Music

Recommended Grade Levels: K - 12

Session Logistics: In person only



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

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



CREATIVE COMPOSITION: EXPLORING MUSIC AND GRAPHIC SCORES

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Generate and develop ideas for compositions using both sound and visual symbols.
 - Organize musical ideas through the use of graphic scores and/or traditional notation.
 - Present and perform compositions, interpreting graphic notation creatively.
- Strand B – Reflecting, Responding and Analyzing
 - Identify and describe how visual symbols can represent musical elements.
 - Analyze how graphic scores communicate musical intention and performance choices.
 - Reflect on personal and group creative processes, noting challenges and successes.

CREATIVE COMPOSITION: EXPLORING MUSIC AND GRAPHIC SCORES

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
K-3

Pre

- Can you draw a picture of a sound?
- What shapes could show loud or quiet sounds?

During

- How does your drawing change when the sound gets faster or slower?
- Which sounds do you like making the most?
- Can you follow your friend's picture and make their sound?

Post

- Which picture-sound was the funniest or most exciting?
- How did it feel to play your own sound picture?

GRADES
4-6

Pre

- What shapes, colours, or lines could show rhythm or pitch?
- Have you ever seen a drawing that reminded you of music?

During

- How do you decide which symbols match which sounds?
- Which part of the score is easiest to play?
- What happens when we interpret someone else's score?

Post

- Which part of the process was most creative for you?
- How did your group's score sound compared to what you imagined?

GRADES
7-8

Pre

- What visual patterns might represent texture in music?
- How can symbols show changes in energy or dynamics?

During

- How do you layer multiple sounds in a graphic score?
- How do you balance freedom and structure in a performance?
- What was challenging about interpreting someone else's notation?

Post

- Did the audience understand the mood you were trying to create?
- What musical choices worked best in your composition?

GRADES
9-12

Pre

- How might abstract art influence music composition?
- What challenges do you expect when performing from a graphic score?

During

- How do you make your graphic score clear without losing creativity?
- How can you blend traditional and graphic notation effectively?
- What performance choices did you make that were not in the score?

Post

- How did the performance compare to your vision when creating the score?
- Did your interpretation change after hearing others' performances?

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:

- **Graphic Score:** A visual representation of music using symbols, shapes, or images instead of traditional notation.
- **Soundscape:** Layered sounds that create an atmosphere or environment.
- **Improvisation:** Creating sounds spontaneously without pre-planning.
- **Composition:** Planning and arranging sounds, music, or sequences to create a piece.
- **Percussion:** Producing sound by striking, tapping, or shaking instruments or objects.
- **Rhythm:** Pattern of beats or timing in music.
- **Dynamics:** Variations in loudness, intensity, or energy of sound.
- **Timbre / Tone Colour:** The unique quality or character of a sound.
- **Texture:** How multiple layers of sound interact in a composition.
- **Notation:** Visual symbols or instructions used to represent musical ideas.
- **Expressive Interpretation:** Conveying emotion, ideas, or imagery through sound and performance.
- **Collaboration:** Working with others to create a combined sound or composition.
- **Creative Exploration:** Experimenting with sounds, instruments, and graphic symbols to discover new possibilities.
- **Audience Engagement:** Techniques used to involve listeners and communicate meaning.

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