

STUDY GUIDE

DISCIPLINE:
MUSIC

ARTIST:
KATHRYN PATRICIA

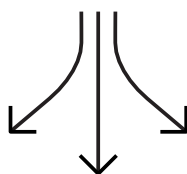


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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

SOUNDING LIGHT: WELCOMING THE WINTER SEASON

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: With the coming of the winter solstice, we welcome in a new season that is filled with many magical moments, some of which come in the form of stars... With shorter days and longer nights, the stars have a longer time to shine! Sounding Light gives participants an opportunity to engage in activities that welcome the season, no matter the cultural and religious holidays they celebrate. These activities highlight the beauty of the night sky and illustrate the practice of gift-giving. Participants will grow in their awareness of elements of design and express initial reactions and personal responses to music.

Artistic Discipline: Music

Recommended Grade Levels: 3 - 6



Session Logistics: In person only

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

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



SOUNDING LIGHT: WELCOMING THE WINTER SEASON

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Explore and create soundscapes representing winter and seasonal themes.
 - Demonstrate rhythm, dynamics, and expressive interpretation in performances.
 - Apply creative choices to communicate emotion, imagery, or stories through sound.
- Strand B – Reflecting, Responding and Analyzing
 - Observe and analyze sound layers, dynamics, and performance quality.
 - Reflect on personal growth, listening skills, and creative experimentation.
 - Discuss how collaboration and sound design affect audience experience and interpretation.

SOUNDING LIGHT: WELCOMING THE WINTER SEASON

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
3-4

Pre

- How can you make music using your body or objects?
- How do loud and soft sounds feel different?

During

- Which sounds are your favorite to create?
- How does it feel to work together to make a winter soundscape?
- Can you follow changes in rhythm or volume?

Post

- What new sound or technique did you enjoy most?
- How did you help create music with others?

GRADES

5-6

Pre

- What is rhythm, and why is it important in sound-making?
- How can improvisation make a soundscape interesting?

During

- How do percussion and body sounds work together?
- How can dynamics and tone colour affect mood?
- How does collaboration improve the soundscape?

Post

- Which technique was most challenging or fun?
- How did your group work affect the music?

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:

- **Soundscape:** Layered sounds that create an atmosphere or depict a scene.
- **Percussion:** Creating sounds by striking, shaking, or tapping instruments or objects.
- **Rhythm:** Patterned beats or timing in music.
- **Dynamics:** Variations in loudness, intensity, or energy of sound.
- **Improvisation:** Making sounds spontaneously without pre-planning.
- **Timbre / Tone Colour:** The unique quality or character of a sound.
- **Texture:** How multiple sounds interact or combine in a piece of music.
- **Atmosphere / Mood:** The feeling or environment created through sound.
- **Expressive Interpretation:** Using sound to convey emotion, imagery, or seasonal themes.
- **Collaboration:** Working with others to create a combined sound experience.
- **Audience Engagement:** Techniques to involve and connect listeners with the performance.
- **Creative Exploration:** Experimenting with instruments, voice, and objects to discover new sounds.

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