

# STUDY GUIDE

DISCIPLINE:  
**MUSIC**

ARTIST:  
**LOUIS MERCIER**

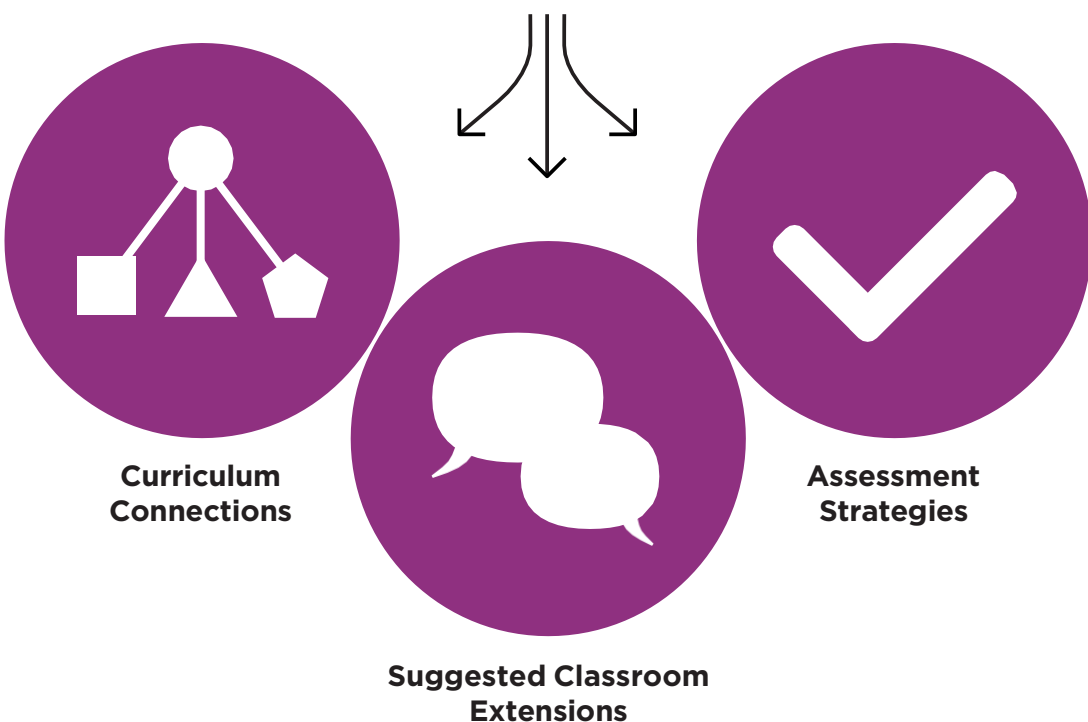


**The following package is provided as a supplemental resource to enhance and support the artist's visit.**

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

## MAKE AND PLAY THE WOODEN SPOONS!

### Program Overview

**Artist Name:** Louis Mercier

**Artist Bio:** Louis Mercier, known as L'habitant Voyageur, is a passionate ambassador of traditional French-Canadian music from Maniwaki, Quebec. Since 1984, he has performed over 3000 times across Canada, sharing his family's folkloric traditions including square dance, percussion, and toe-tapping rhythms. A high school math teacher by profession, Louis is driven to connect audiences with the past, present, and future of French-Canadian culture through music and storytelling.

**Program Description:** Students will sand and finish a set of their own wooden spoons and then learn to play some simple tunes with their instrument. Made from sustainable reclaimed wood.

**Artistic Discipline:** Music

**Recommended Grade Levels:** K - 12

**Session Logistics:** In person or online



**Cultural Contexts:** French-Canadian  
Culture

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



# MAKE AND PLAY THE WOODEN SPOONS!

## Curriculum Connections

### Learning Themes:

- Strand A – Creating and Presenting
  - Experiment with rhythms, accents, and patterns using wooden spoons.
  - Create short percussion sequences or compositions individually or in a group.
- Strand B – Reflecting, Responding and Analyzing
  - Observe and describe how rhythms, tempo, and accents affect a performance.
  - Evaluate the coordination, timing, and expression of oneself and peers.
- Strand C: Exploring Forms and Cultural Contexts
  - Explore the historical and cultural significance of wooden spoons as instruments.
  - Compare traditional percussion with other cultural music practices.

# MAKE AND PLAY THE WOODEN SPOONS!

## 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

- What do you think a wooden spoon can do besides cooking?
- Have you ever made music with objects at home?
- What is rhythm? Can you clap a simple beat?

### During

- How do you make a sound with the wooden spoons?
- Can you follow the beat or pattern the teacher shows?
- How do your hands and arms work together to make rhythm?

### Post

- What new rhythm or beat did you learn today?
- Which part was the most fun or tricky?
- How could you make your own music at home with spoons or other objects?

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

**Pre**

- What is percussion and why is it important in music?
- How can rhythm tell a story or set a mood?
- What do you know about folk music or cultural traditions?

**During**

- How can you create accents or syncopation in your spoon playing?
- How do patterns repeat or change in a musical piece?
- How does playing together as a group (ensemble) affect the rhythm?

**Post**

- What new skills did you learn in coordination and timing?
- How does improvisation help make music interesting?
- What did you notice about how music connects to French-Canadian culture?

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

**Pre**

- How does tempo affect the energy of a musical piece?
- How can percussion instruments be used to create complex rhythms?
- Why are traditional instruments like wooden spoons still important today?

**During**

- How can you combine accents, syncopation, and patterns to make a dynamic performance?
- How do you listen and adjust to stay in rhythm with others in an ensemble?
- How does improvisation influence group coordination and creativity?

**Post**

- How could you use wooden spoons or simple instruments to create your own composition?
- What challenges did you face in timing, coordination, or pattern creation?
- How does learning this instrument help you understand cultural traditions and folk music?



**GRADES**  
**9-12**

**Pre**

- How do percussion instruments shape musical storytelling?
- What is the relationship between rhythm, beat, and syncopation in folk music?
- How can traditional instruments be adapted for modern performance?

**During**

- How does ensemble playing change when you add improvisation or complex rhythms?
- How do dynamics, tempo, and accents influence audience perception?
- How do performers communicate and coordinate nonverbally in a group?

**Post**

- How could you adapt wooden spoons or other simple instruments for a contemporary composition?
- How did improvisation and coordination challenge your musical skills?
- What did this activity teach you about the connection between music, culture, and performance?

# 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:

- **Percussion** – Creating sound by striking objects together or on a surface.
- **Rhythm** – The pattern of beats or sounds in music.
- **Tempo** – The speed of the music or beat.
- **Beat** – A single pulse in a musical rhythm.
- **Accent** – Emphasizing a particular beat or note.
- **Syncopation** – A rhythm that emphasizes unexpected beats.
- **Pattern** – A repeated sequence of sounds or movements.
- **Coordination** – Using hands, arms, and body together to produce rhythm.
- **Wooden spoons** – Simple percussion instruments made from wood.
- **Sound production** – How a musical instrument produces sound.
- **Ensemble** – A group of people performing together.
- **Improvisation** – Creating rhythms spontaneously rather than following a set pattern.
- **Cultural tradition** – Practices or arts passed down through generations, such as French-Canadian folk music.
- **Folk music** – Traditional music often associated with a particular culture or community.
- **Performance** – Playing music or rhythms for an audience.

# Student Health and Well-Being

## How did today's activity make you feel (body and mind)?

- Choose a color 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