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Grand
OnSTAGE

Music Education Video Series

Learning Guide

A Message from Grand OnStage

Thank you for choosing to incorporate the Grand OnStage Music Education Video Series into your curriculum.

This special Series has been produced to deliver a unique Grand OnStage performing arts program directly into the classroom. The Series was recorded live at the Kingston Grand Theatre and includes three (3) 30-minute video episodes, featuring performances by six (6) local musicians.

The Learning Guide was written by Dr. Trevor Strong to enhance the Video Series. We hope that by utilizing this Learning Guide in conjunction with the videos, your students will be able to extend and enrich their learning experience.

About Grand OnStage:

Grand OnStage is a City of Kingston multi-disciplinary presenting arts program that is produced by the Arts and Culture Services department. Grand OnStage presents over 50 unique national and international presentations annually at the Kingston Grand Theatre along with a variety of engagement and learning programs. In addition, Grand OnStage offers a series of education performances for Kingston students, welcoming over 4,500 pupils to the theatre every year, many for the first time.



Why Bring Music into the Classroom?

Music has been a part of the curriculum since the start of public schooling in Ontario. But what does it do? Well, almost everything. It is a worthwhile subject on its own, but it also helps develop skills such as listening and co-operation. Music lets students explore, express themselves, and connect with other people and cultures. You can combine music with any subject to create more engaging learning experiences. Music can also be a fulfilling profession as all the artists in this video series demonstrate.

When you bring a musician into your class, or attend a live music performance, you give students exposure and insight to music and how it is created. By watching professional musicians perform their songs and talk about their experiences, music becomes more than something studied, it becomes something students can visualize themselves doing. Exposing students to musicians from different styles and traditions expands their knowledge of music and becomes a great jumping-off point for other learning adventures.

The three videos in the series feature performances and conversations, that provide unique insight into the world of music, explore what music means to each artist, how they got to where they are today and what recommendations they have for young aspiring Kingston musicians, singers, and songwriters.

How to Use this Learning Guide

This Guide contains three sections that support all the videos in the Grand OnStage Music Education Video Series. Videos can be viewed in any order.

Section I: "Artist Videos" provides a biography of each artist, a brief description of the musical genre, and some discussion prompts to help engage students in conversation.

Section II: "Turn the Videos into Curriculum" invites you to extend learning by offering lessons and activities in conjunction with the videos based on the three overall expectations from The Arts (2009): C.1. Creating and Performing; C.2. Reflecting, Responding, and Analysing; and C.3. Exploring Forms and Cultural Contexts.

Section III: "How to Make Your Class Musical" describes how to make music a part of almost anything you do, with an emphasis on using music across the curriculum.

The Learning Guide ends with a list of music resources and a few rare Kingston musical facts.



1

SECTION I: Artist Videos

Episode 1: Country and Celtic Abby Stewart and Chris Murphy



Abby Stewart
Country

Biography:

Abby Stewart is a 20-year-old singer/songwriter, born and raised in Kingston, who has been playing gigs since she was eight. A true Canadian girl, she fishes, plays hockey and softball, but feels most at home on the music stage. In 2014, she opened for Hunter Hayes on his Tattoo Your Name Canadian Tour dates and has had the privilege of singing duets with Dean Brody, Dallas Smith, and Aaron Pritchett. Abby has opened for many Canadian talents—such as Cold Creek County, Brett Kissel, Michelle Wright, and Emerson Drive—and performed at the Boots and Hearts Music Festival, Havelock Country Jamboree, and Ottawa Bluesfest. Abby released her EP, *Firsts*, in 2015, and the video for her single, “I’m Still Faster,” has over half a million views on YouTube. In 2017 she released the duet, “What If They’re Wrong?” which was featured on radio stations from coast to coast.

Country Music:

Country music is a term used to describe several genres of music, which have their roots in the Southern United States and have since spread around the world. The development of country music was influenced by American Folk music, which was itself influenced by other traditions such as Celtic, African-American, and folk music traditions. Country music includes such styles as bluegrass, barn dance, country jazz, and outlaw country. It has a long history of influencing, and being influenced by, rock n’ roll music, from the rockabilly of the 1950s and 1960s to the country-rock of today. Country has become an internationally successful style of music that continues to evolve.

**Discussion Prompts:**

Abby wrote the song “Stuck” with another writer. **Why do you think she worked with someone else? What do you gain when you create with other people?**

The second song Abby performs is titled “My Church” which was not written by Abby. In the music business, when an artist plays another person’s song it is sometimes called “playing a cover song.” **Why do you think Abby plays songs written by others and not just songs she has written herself?**

Abby mentions that her two dream gigs (shows) would be to perform at the Grand Ole Opry, a legendary music stage in Nashville, Tennessee, and on the TV show Saturday Night Live. **If you were a musician, what would your dream gig be?**



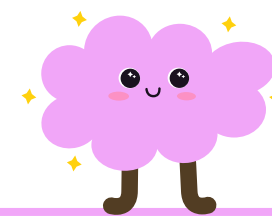
Chris Murphy
Celtic

Biography:

With a voice that has been compared as often to Stan Rogers as it has to Steven Page, Chris Murphy has all the tools to tell stories expressively and emotively through the songs he sings. Many of those songs are his own creation, but he also relies heavily on the brilliant songs written by his friend, brother-in-law, and songwriter Jon McLurg. At 20 years old Chris won the Country Singing Showdown in Kingston. Since then, he has played on his own, in the band Turpin’s Trail, and supporting Sean McCann (of Great Big Sea). Since 2000, Chris has been travelling to the East Coast, playing stages in Cape Breton, and Newfoundland. In 2011, Chris recorded the album, *Coming Home* featuring songs written by Chris and by Jon McLurg, and produced by J.P. Cormier in D’Escousse, Cape Breton.

Celtic Music:

The term Celtic music describes music from (or strongly influenced by) the musical traditions of the Celtic people (which include, amongst others, the Irish, Scottish, and Welsh). Celtic music, however, is popular not only in the countries of the Celtic people, but also in Canada and the United States. The Atlantic provinces are particularly known for Celtic music in Canada, although there are musicians who play this style across the country. Celtic music is often considered a sub-genre of folk music, a term that encompasses traditional music from around the world. Folk music is music that was often transmitted orally and passed from one person to another. Although now it can also mean music that is written by one person, but in the style of traditional folk songs.

**Discussion Prompts:**

What does Celtic music mean? Why do we have Celtic music in Canada?

Chris says that he was attracted to folk music because it can be performed as just a singer with an acoustic instrument. **Why would that be appealing?**

Chris says that music is not a competition it is a collaborative art. **What does this mean? Do you agree?**

Episode 2 : Blues and Jazz featuring Miss Emily and Room Tone



Miss Emily
Blues

Biography:

Full-time musician Miss Emily has called Kingston home now for 17 years. Her 2017 album, *In Between*, featuring Gord Sinclair & Rob Baker from The Tragically Hip, garnered much interest from the blues community. Miss Emily has been nominated for a 2022 Juno award for her blues album *Live at The Isabel*. She has also won Canadian Maple Blues awards for New Artist of the Year, and Female Vocalist of the Year, as well as being nominated for Entertainer of the Year. Miss Emily has appeared at the Ottawa Blues Fest five times and has also performed at the Montreal Jazz Fest, Harvest Jazz & Blues Fest, and Summertime Blues Fest in Nanaimo. In 2021, Miss Emily took part in the inaugural Kingston Grand Theatre Local Arts Residency.

Blues Music:

Blues music has its roots in the African American music traditions of the late 1800s and became part of popular music culture in the early 1900s. Blues music often focusses on real life problems and uses plain, grounded lyrics. Even though the subjects are often sad or down, the music can be uplifting. Blues music is a major influence in the development of Rock n Roll. There are many styles of Blues music, from the sparse sound of the early Delta Blues to the electrified sound of modern Urban Blues.



Discussion Prompts:

Miss Emily talks about keeping a diary and using what she writes in it to create songs. **What are some ways you could write a song?**

On describing what it takes to make a living from music, Miss Emily says, "you create the opportunities for yourself." **What does she mean by this?**

Miss Emily says, "Do what you love to do every day." **What are some things you love to do? Do you do them every day?**

Miss Emily talks about wanting to meet famous singer Carole King. **If you could meet any musician, who would it be? What questions about music would you ask?**



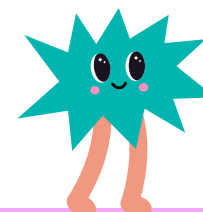
Room Tone
Jazz

Biography:

Room Tone was born as a small busking project during the summer of 2020 and has since developed its minimalist approach to jazz expression. Room Tone premiered their debut album live from the Isabel Digital Concert Hall on October 1st, 2021. The album features the group's latest original compositions which blend traditional jazz and modern influences to create a fresh sound of its own. Room Tone features Helena Hannibal on alto and tenor saxophone and Eric Liu on guitar. Eric and Helena are each multi-instrumentalists with a wealth of experience creating and growing together in the Kingston music scene.

Jazz Music:

Jazz music developed in the late 1800s and has its roots in ragtime and blues. It is characterized by syncopated rhythms, complex chords, and improvisation. There are many styles of jazz, from its beginnings in New Orleans Jazz, to bee-bop, to modal jazz, to jazz-rock, to free jazz, and more. Jazz has spread across the world and influenced, and combined with, many other styles of music.



Discussion Prompts:

What instrument does Helena play? What instrument does Eric play? What is similar between these instruments? What is different?

Helena and Eric talk about composing a song without writing it down. **How do you think they did that?**

Helena and Eric mention that they often play "standards" which are songs that lots of jazz bands play. **Why do you think that it is important to research who wrote the songs and where the songs came from?**

Episode 3 : Global Beats and Electro-Funk

featuring Sadaf Amini and Ricky Brant.



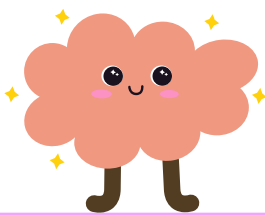
Sadaf Amini
Global Beats

Biography:

Sadaf Amini started learning the Santur at age 12, and later attended Tehran Music High School in the country of Iran. In 2012 she received a bachelor's degree in Iranian Music Performance at Tehran University. During her studies, Sadaf trained with several Masters of the Santur including Said Sabet, Mina Oftadeh, Siamak Aghaei, Ardavan Kamkar, Majid Kiani, and Daryush Talaei. After immigrating to Canada, she received her master's degree in Music Technology at the University of Toronto in 2018. Sadaf has appeared at the Fajr Music Festival for Ensembles in Iran, the Colour of Music Festival in Vancouver, the YGK emerging musician competition, and the Kingston Film Festival in Kingston. She has collaborated with ensembles at concerts in Iran, Turkey, China, and Canada, and has recorded on six albums with other artists, and has also released her own albums which include 12 Pishdaramad and Reng, 33 Pieces for the Santur, and Flow. She is currently expanding her repertoire from traditional Iranian music to a more personal style that expresses her feelings.

Santur Music:

The santur is a traditional Iranian stringed musical instrument played using two lightweight, wooden hammers. The santur's 72 strings are hooked to hitch pins, mounted to the left side, and to tuning pins, mounted to the right side. Since the strings are not dampened, a combination of sounds emanating from different strings remains in the soundbox for several seconds, giving the santur its characteristic sound. The santur is central to Iranian classical and traditional music.



Discussion Prompts:

The first song Sadaf plays contains quarter tones. Most popular music in North America is based on semi tones. **What effect does this have on how the music sounds?**

Sadaf talks about how she enjoys collaborating with other musicians, even though the style of music typically performed on the santur might be different than theirs. **How do you think musicians are able to work together with different styles and instruments?**

The santur is a string instrument just like a guitar. **How is it the same? How is it different?**



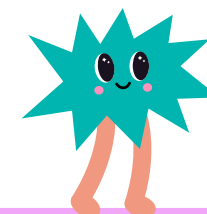
Ricky Brant
Electro-Funk

Biography:

Ricky Brant is an Indigenous electronic music artist based in Kingston who performs on guitar and keyboard as the one-man funk band KaKaow. Ricky is a self-taught musician who started playing music in grade 8. He is a funky soul dedicated to grooving, moving, and connecting people through the love of funky music. His shows are highly energetic with bumpin' bass, kicking drums, and infectious grooves which build a funky world of colour, sound, love, and vibration! Ricky participated in the first-ever Kingston Grand Theatre Local Arts Residency program in 2021 with fellow Kingston musician Spencer Evans.

Electronic Music / Electro Funk Music:

Electronic music is a broad genre that includes music made through instruments and sounds based on electronic and digital sources or processes. There are pure electronic instruments that are entirely circuit-based such as the synthesizer, and there are also acoustic-based instruments that go through an electronic process such as the electric guitar. Electronic music has developed in tandem with advances in technology. The theremin was developed in the 1930s (you might know it from the "spooky music" of old horror films), the synthesizer in the 1950s, and pure computer music also first generated in the 1950s and becoming more complex since. Electronic and digital instruments and processes have revolutionized how music is played, recorded, and shared.



Discussion Prompts:

Ricky plays electric guitar. **What do you think making the guitar "electric" does to how it sounds?**

Ricky says he is inspired from everywhere. **What inspires you? What kind of things would you write a song about?**

Ricky calls his third song, "That Funk," a mash-up. **What does this mean? Are there are ways of making "mash-ups" in other arts like visual arts, drama, and media?**

Watching the videos in the Grand OnStage Music Education Video Series is a wonderful way to engage your students with music. This section will provide you with ideas about how to use these videos to fulfill curriculum expectations. Because these videos are intended for a wide range of grade levels, the suggestions presented are broad and adaptable and are arranged under the “overall expectations” found in *The Arts (2009)* instead of specific expectations by grade level.

Reflecting, Responding and Analysing



The Elements of Music and Feeling

Return to a video you watched and pick a song to play for the students again. This time ask the students to pay attention to how the song makes them feel. You can then discuss how the elements of music effect the way a song “feels.” You can ask them how changing these elements might change the “feeling” of the song. For example, “How would the song feel if it was played at a faster tempo?” “How would the song feel if the musician played an electric guitar instead of an acoustic guitar?”



Compare and Contrast

Watch any two musical acts and compare them. What is the same? What is different? Why are these considered different styles of music? Some guiding questions could be:

- What are the lyrics about?
- How does it sound?
- What are the instruments being played? If the instrument is the same, how is it being played?
- How do the acts sound similar to each other?
- What is the feeling you get from each of the acts?
- What technology do the musicians use? (Just a reminder, all instruments are a form of technology.)
- How do the musicians look while they are performing?

Exploring Forms and Cultural Contexts



Discovering Musical Traditions

Every musician in the Grand OnStage Music Education Series plays a unique style (or genre) of music. This brings up the question, “Just how many different styles of music are there?” **Find out how many styles your students are aware of.** You can ask them through a guided discussion with the whole class or break them into groups to see which group can come up with the most different styles—you can even give them a time limit to make it a game. (Wikipedia lists many hundreds of genres and styles.)

Once you have talked about all the styles of music, the students can then take a deeper look into one specific style. Once again, you decide how to best do this as a class, whether individually, in groups, or in guided lessons and discussion. Encourage the students to not only focus on the how the music sounds, but also other aspects of the music. And, of course, students can present what they find by pretending to be a musician playing a particular style. **You can use the worksheet on page 13 as a guide.**





Music in My Community

All the musicians in the Grand OnStage Music Education Video Series are part of the Kingston community. **How do your students interact with music in their lives and in their community?**

Ask your students where they hear music. You can do this as a class discussion or with them in groups. The list might include some of the following: streaming, radio, ringtones, television shows, movies, video games, street musicians, someone humming to themselves, the little jingles some appliances make, bird songs, etc.

Then ask your students where music is made in Kingston. Choirs, recording studios, street corners, music lessons, bands, musicals, on computers. Then you can have them research and present on some aspect of community music-making in Kingston.



Creating and Performing

One way to create music is simply to clap or sing along to one of the songs in the video. This can lead to a discussion about music making. “We all hear music, but who here makes music?” Remind them that making music can be as simple clapping, tapping, or humming along to a song.

You can also ask the students how the musicians make music. Who writes the songs? Who plays the instruments? Do different genres create music differently? What are ways your students would like to create?

Other possibilities for creating and performing are:

- Listen to a song. Have the students write their own lyrics for a song in that style.
- Have the students form bands and create a name for their own “style” of music from whatever instruments they choose.
- Write a song with the class.
- Have students write songs, either inspired by the videos, or by a genre of their choice. More details on song writing can be found in [A Creative Process: Using Songwriting to Develop Creativity](#).

I Play Insert Music Genre Here

What instruments could I play?

How large is the band I’m in?

How do I know what notes to play?

Where do I perform?

What training do I have?

What are some well-known composers song writers?

Who are some well-known musicians?

What might I wear on stage?

How would I describe what this music sounds like?

What is the History of this music?

3

SECTION III: How to Make Your Class Musical

This section is designed to give you some quick ideas about how to make your class more musical.

1

What is Music?

Music does not need to be only about learning scales and reading sheet music. Music is something students are already aware and capable of. **The Ontario Curriculum states:**

“The music curriculum is intended to help students develop an understanding and appreciation of music, as well as the ability to create and perform it, so that they will be able to find in music a lifelong source of enjoyment and personal satisfaction. Emphasis should be placed on encouraging students to become active participants in composing music, exploring ideas through music, responding to music, and performing (The Arts, 2009, p. 16).

Music is something we naturally learn in a way that has been described as similar to learning a language. For a good description of this, see the TEDx talk, [“Music as a Language,”](#) by bass player, Victor Wooten. From a technical standpoint, music can be conceived as wave frequency over time in some form of repetitive pattern. This is represented visually in sheet music. For a quick review of musical notation see, [How to Read Sheet Music.](#)

There are many teaching goals that can be achieved through music. It can be

- a way of understanding and participating in musical cultural heritage
- a method of discovery and self-expression
- a form of understanding and relating to the world
- a technique of developing transferable skills and abilities

When you are using music with your students it's good to think about what the main purpose or purposes are for any activity. But the most important thing about teaching music is to remember that the students pick up your attitude toward music, not your ability. If you are excited by music, and willing to use it, the students will be too.



2

Music Without Instruments

Music comes before instruments. There are lots of ways to make music with just your body. **Some simple exercises:**

- How many sounds can you make with your body?
- Body sound loop (have students make short phrases such as “stomp, stomp, clap”). They can then share these, and others can repeat them.
- Body sound band. One student starts their body sound to a beat, then someone else joins in, then another, then another. You can either end the body sounds all at once or stop one at a time.
- A good song for younger students is “If You’re Happy and You Know It” where you can insert all the body sounds, they have found in the song into the lyrics.

Some videos:

[Hambone video](#)

[How to Hambone video \(Uncle Devin\)](#)

[Human Beatbox](#)

3

Rhythm

Drums are great way to introduce students to rhythm (although body sounds and dancing are also effective ways to do this). With a set of bucket drums, you can get the students to cover many parts of the music curriculum. Classroom management is of vital importance because hitting drums is incredibly fun. You can set up some simple system where students know when they need to be quiet.

Here are some simple things you can do with drums.

- Have students play to a simple beat. (You can then show them what this looks like in music notation.)
- Ask student to find how many different sounds they can make with a drum.
- Introduce different time signatures.
- Call and response using drums.
- Introduce tempo, dynamics, and tone, using drums.
- Have students create drum pieces. You can tell them to include various elements of music depending on their grade level. You can also use themes to encourage their creation (such as weather, or feelings).

Some videos:

[We Will Rock You \(bucket drums\)](#)

[The Exam \(percussion on desks\)](#)

4

Ukulele

Most students, even in the earlier grades, can learn ukulele. You can teach ukulele either by notes (such as scales) or by chords. Teaching chords first allows students to play entire songs quickly and lets them write their own songs. Once students have learned four chords (C, F, A, and G—and that is a good order to teach them in) they can play almost any popular song, and this gives them a great feeling of accomplishment. If you do not know how to play ukulele you can simply learn with them. If you are willing to give it a try, they will, too.

It is easy to find chord charts on the internet. One good site is: knowyourinstrument.com. You can even play songs with one chord! This means you can play a song with just one finger!

One chord songs (any major chord):

- Row, Row, Row Your Boat
- Are You Sleeping? (Also known as Frère Jacques)
- The Farmer in the Dell

Two chord songs (C and F):

- The Wheels on the Bus
- The More we Get Together
- Three Blind Mice
- Mary Had a Little Lamb

Three chord songs (C, F, G)

- The Lion Sleeps Tonight
- You Are my Sunshine
- La Bamba

Four chord songs (C, F, Am, G)

- Auld Lang Syne
- Octopus' Garden
- You're Welcome (from Moana)
- Somewhere Over the Rainbow (Israel Kamakawiwo'ole version)

A couple of sites to help learn ukulele are:

- [Cynthia Lin Music](#)
- [Ukulaliens](#)

5

Music Across the Curriculum

Music can be incorporated into any subject area. This not only gives students more experience with music but can also make any subject more engaging. Music naturally aligns with the other arts, especially Drama and Dance, but because the arts are given limited class time, it can be practical to focus on combining music with subject areas outside the arts because they are allotted more learning time.

Health and Phys. Ed.

- Anatomy songs.
- Songs that encourage health concepts.
- Discussing how music relates to mood and feelings and helps to understand emotions.

Using music for body breaks.

Songs about health subjects, students can make these songs.

Impact of music on the body.

Science

How does sound work? Frequency, looking at sound waves in water.

Songs about science. Students can make their own.

The mechanics of instruments. Sstudents can build their own.

Music and the environment. Go outside, find sounds. Students can record them or recall them. They can make their own compositions using these sounds.

Hitting different materials, why do they sound different?

Use technology to create music (recording/ editing apps).

Demonstrate how technology has changed music (for example, the difference between an acoustic and an electric guitar).

Language

Use song writing instead of essay writing or narrative to write about a topic.

Have students express their thoughts/feelings through lyrics.

Put poetry to music how does that change it?

Rap songs/rhyming songs. Demonstrate how language has rhythm.

Write musicals/operas.

Help ELL learners with language.

Teach the alphabet and word sounds.

Develop Listening skills.

Examining song lyrics.

French

Use songs to remember words and verb tenses.

Classroom management songs in French.

Use French songs to introduce French culture.

Dance to French songs.

Use any of the ideas from Language.

Social Studies

Songs from around the world—understanding culture.

Music in Canada.

Using songs for change, writing about environmental or social issues.

Make recycled instruments.

Songs about community. Songs written as a community.

Use songs to celebrate events.

Math

Create songs to remember math steps/ processes.

Relate music notation to math: fractions (quarter note, etc.).

Use beat for counting.

Examine the shapes of instruments.

Demonstrate musical patterns.

Examine length of boom whackers, how does that relate to sound?

Drama, Dance, Visual Arts

Put on a musical. (It can be one that already exists, or they can create it, or it can be the topic of another curricular area. For example: Fractions, the Musical! Students can write, make sets, make props, come up with dance moves.

Dance is almost always done to music. Have them come up with a song and then make a dance.

Students can make their own visual interpretations of a piece of music. This could be drawing, collage, etc.

For media studies students can add "soundtracks" to videos. Either ones they are given, or ones they find themselves.

Radio play! Students make an audio only play and add sound effects and music.

Have students turn a scene or piece of art into music.

Activities with a Purpose

Whenever possible, have music activities that lead to some tangible thing at the end. This could be a song, or an instrument, or a performance, or anything else where the students are able to feel a sense of accomplishment and finality. This encourages them to work toward something instead of simply learning music because they've been told to. If you teach them ukulele, for example, have the class write a song together and then put this song to the first two chords you teach them. That way, if they want to share the song, they need to play those chords.

Some examples for other subject areas:

- In Health and Phys Ed students can research one aspect of health and turn it into a song they perform (hopefully with vigorous actions).
- In Science they could make their own instruments out of recycled materials and perform a concert in a group.
- In French they could have a culture day which includes playing French songs they have learned or recorded.
- In Language they could learn about story structure, write a story, then turn their stories into songs.
- In Social Science they can learn about the environment, present an action plan on a particular issue, and include a song to inspire others.
- In Math they can learn about simple patterns, relate that to rhyming, and then come up with a song based upon a certain number of syllables in each line as well as a rhyming pattern (and this also includes language!).

6

Creative Processes

Engaging students in a creative process can make them more motivated and have them learn music skills without even being aware of it. Although creative process is described in the Arts (2009), the description there is a little complicated. Here is a simpler description which describes the stations often involved in creative processes:

A Creative Process (order may vary)

1. Get an idea
2. Gather material
3. Organize/put in place
4. Present
5. Make it better

Some points about the creative process

- Not all steps need to be used.
- Order can change.
- Creation is the result of process, skills, and materials.
- Motivation is important. Make what you feel more than what you know.
- "Gather materials" is different than the other steps. When you do this, you want to be open, accepting, and seeking. The other steps involve more judging and evaluating. If you don't gather enough materials, the rest of the process might grind to a halt.
- Asking questions is a great way to get more material.
- Children have much better song writing and music composition skills than you might think.
- It is important to establish parameters for group work.
- The best ideas are often things that you notice, not things you invent.

For a more in-depth description, please see, [A Creative Process: Using Songwriting to Develop Creativity](#)

Achievable Goals and Enabling Constraints

Sometimes when people think about creative process, they think it means letting students do whatever they want, however they want to do it. Although some students can create like this, most students benefit from structure in creative activities. It is important for students to be able to succeed at each step, and for the next step to follow naturally from the first. You don't want students to get stuck. To help avoid getting stuck, make sure students have material and ideas they can use. It can be helpful to brainstorm a list of ideas with the class that everyone can incorporate in their works if they want.

Also, students often create more quickly if they are given some guidelines. For example, if you ask students to "Come up with a soundscape about a storm," they will get to work more quickly than if you say, "Come up with a soundscape." Also, simply by getting students to rhyme, they will form lyrical ideas more quickly than writing without a structure. It is also easier for students to be successful if the activity is made as a series of steps that lead naturally to the next step. For younger grades you might want to have them use songs which they already know and simply replace some of the lyrics with things they like, or to play along to them with instruments.

Resources

Note: Most descriptions have been taken from the linked website.

Kingston Community Resources

Joe's M.I.L.L.: A non-profit musical instrument library located in Kingston, Ontario. It was inspired by the late Joe Chithalen, a talented bass player who wanted everyone to experience the joy of playing an instrument.

Kingston Musicians Union: Local 518 has been serving Kingston Ontario and area musicians since 1920 and continues to be an effective advocate for musicians' rights.

Queen's University Music Library: Comprehensive holdings of books, scores, journals, and audio-visual recordings.

Sistema Kingston: An intensive after-school music program that focuses on positive social change through the pursuit of musical excellence.

Bringing Artists into the Classroom

Ontario Arts Council, Artists in Communities and Schools Projects: The program supports the research, development, and realization of community-engaged arts projects in Ontario.

Canadian Network for Arts and Learning: Born out of a shared belief that arts and learning, formally, informally and non-formally "enrich, empower and sustain the lives of individuals and communities.

MASC: Offers schools and communities arts experiences led by professional artists that awaken the creative process, deepen cultural awareness, encourage engagement, and give vivid demonstration of Canada's diversity.

Prologue Performing Arts: A not-for-profit charitable organization that facilitates access to performing arts experiences in schools and communities across Ontario.

Online Interactive Music Activities, Games, and Mixers

Blob Opera: Opera singers use their voices as expressive and beautiful musical instruments. This experiment pays tribute to those voices, as musical instruments anyone can learn how to play. Play four opera voices in real time. No singing skills required!

Chrome Music Lab: A website that makes learning music more accessible through fun, hands-on experiments.

Incredibox: A music app that lets you create your own music with the help of a merry crew of beatboxers.

Noteflight: Online notation editor.

Bandlab: Make music anytime, anywhere. Connect with millions.

Canadian Music Resource Sites

Musicplay Online: Musicplay Online is a versatile teaching tool that encourages active music making in and out of the classroom. Whether you are at school or at home, our resources are designed to fit your teaching needs!

Canadian Music Centre: Offers innovative resources for discovering, exploring, listening to, and playing Canadian music online and in five regional hubs.

Canadian Music Educators Association (CMEA): Serves and connects those interested in music education including current and future educators, students, parents, and members of the community.

Canadian Music Hall of Fame: Recognizes Canadian artists that have attained commercial success while having an artistic impact on the Canadian music scene here at home and/or around the world.

Canadian League of Composers: Speaks for the interests of Canadian composers

Coalition for Music Education: Aspiring youth leaders are empowered to collaborate in the development of projects that raise the awareness of the benefits of music in our lives.

Juno Awards: Yearly awards for excellence in Canadian music.

MusiCounts: Canada's music education charity believes music can transform the lives of young people.

NAC Arts Alive: Free performing arts resources for teachers, students, families, and the public, including curriculum guides, podcasts, videos, articles and more.

Indigenous Music Resources

All My Relations: Celebrating Canada's Indigenous Peoples (National Arts Centre): Teacher's guide.

Kanata: Contemporary Indigenous Artists and Their Music: A learning resource that will support teachers in bringing Indigenous voices, perspectives, and music into classrooms.

Iroquoian languages and songs: Based in the Six Nations of the Grand River community in Ontario Canada. Was established in 1997 to help nurture Iroquoian languages and songs.

Indigenous Drums: Search through our topics to the left to discover the many meanings of the drum in Indigenous culture.

A Tribe Called Red, Electric Pow Wow Drum and The Creation of Electric Pow Wow Drum: Watch A Tribe Called Red breakdown the evolution of their song "Electric Pow Wow Drum" describing how the different samples came together to build the song.

International Music Resource Sites

Dalcroze Society of America: Learn what Dalcroze Education is and what makes it an essential part of the musical awakening of students around the world.

International Association for the Study of Popular Music: An international organization established to promote inquiry, scholarship, and analysis of popular music.

Kindermusik: bringing the unparalleled benefits of music education to children and families around the world—and now it's available for the classroom!

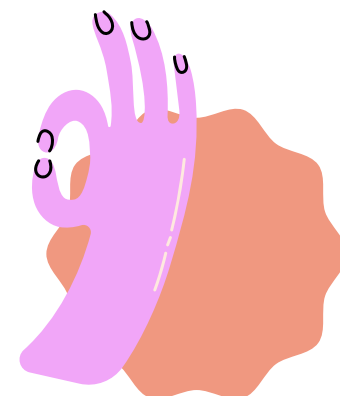
Music for Youth: A national youth arts charity working to provide young people aged 21 and under across the UK with free, life-changing performance and progression opportunities.

National Association for Music Education (U.S.): Among the world's largest arts education organizations, is the only association that addresses all aspects of music education.

Society for American Music: The Society for American Music is dedicated to the study, teaching, creation, and dissemination of all music in the Americas

Society for Ethnomusicology: A global, interdisciplinary network of individuals and institutions engaged in the study of music across all cultural contexts and historical periods.

Save the Music Foundation: Has curated the best online music education resources and experiences for students, teachers, and parents.



About the Author

Dr. Trevor Strong is a musician, writer, educator, and one third of the music-comedy group, The Arrogant Worms.

He is also an adjunct professor at Queen's University Faculty of Education teaching primary/junior music at Queen's Faculty of Education. A song he co-wrote was once played on the space shuttle Endeavour.

Interested in connecting with the musicians featured in this series or wish to learn more?

Please contact us at GOSchoolShows@CityofKingston.ca.



A few amazing Kingston Music Facts.

Did you know...?

Kingston's own The Tragically Hip originally formed when musicians Gord Sinclair and Rob Baker were students at Kingston Collegiate Vocational Institute in 1984. They even performed together at KCVI's variety show as The Rodents.

Born in Kingston in 1959, Canadian rock musician Bryan Adams would go on to win 20 Juno Awards.

Chez Piggy restaurant founder, Zal Yanovsky, played lead guitar and sang for the band, The Lovin' Spoonful. In 2000, the band was inducted into the Rock N' Roll Hall of Fame.

Kingston area resident and celebrated singer-songwriter Sarah Harmer's title track on her "You Were Here" album was written in honour of her friend and former bandmate, Joe Chithalen (Joe's M.I.L.L.).

Hugh Dillon, lead vocalist of Kingston punk-rock band Headstones, is also a film and television actor who co-created; executive produces, and stars in the TV series Mayor of Kingstown which was filmed in Kingston.

When Kingston's The Glorious Sons decided on a band name, they chose one that reflected their bond as friends. They sold out Richardson Memorial Stadium at Queen's University in 2019 and have opened for The Rolling Stones.

Kris Abbott of local philoso-folk duo Kris+Dee, was also a guitarist and back-up vocalist for Canadian power-pop band The Pursuit of Happiness.

Irish-Canadian punk band The Mahones formed on St. Patrick's Day in 1990 in Kingston.

CBC Music's online show "The Intro," which features up-and-coming Canadian musicians, is hosted by Kingstonian and KCVI graduate Jess Huddleston.

Area musician Cliff Edwards was the lead singer of The Bells, a group that toured North America and sold over 4 million copies in 1971 of their #1 hit, Stay Awhile. He also worked at the Kingston Grand Theatre.

The Arrogant Worms first came together in 1991 at Queen's University when they appeared on campus radio station CFRC. They would later tour Canada, the US, UK, and Australia with their unique parodies of folk, ballads, country, and children's music. One of the members, Trevor Strong, authored this study guide!

The City of Kingston acknowledges that we are on the traditional homeland of the Anishinaabe, Haudenosaunee and the Huron-Wendat, and thanks these nations for their care and stewardship over this shared land.



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Learn more about Grand OnStage at
[KingstonGrand.ca.](https://KingstonGrand.ca)

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