



Strand:	MUSIC
Grades:	1 - 2
Content:	45 minute broadcast + hands-on activity

Soundtracks for Adventurous Kids with Felipe Gomez

Overview

Felipe Gomez is an educator, award winning musician and adventurer. His interactive music program explores the importance of music in daily life. He will share his multi-media performance "The adventures of the Cycling Fox", a fusion of live music, spoken word, and projections of video animations. During on-air activities, students will learn to observe sound waves, patterns in music, rhythm and pitch. Felipe will also demonstrate body percussion. Students will use what they have learned to create their own musical scenes, giving sound to their thoughts and feelings.

Artist Bio

Felipe Gomez is an award winning musician, adventurer and public speaker. Felipe has taken the "touring musician" or "troubadour" concept to a whole new level by cycling across Canada with his 6 string bass and amp. With His project "The Bike and Bass tour", Felipe hopes to inspire people to explore Canada, experience the outdoors, and embrace the wide diversity of art, cultures, landscapes, and wildlife that Canada has to offer. His last album Dance of the Fox won a national award for BEST INTERNATIONAL RELEASE at The Indigenous Music Awards in Winnipeg, MB, in 2015. Felipe has performed at hundreds of venues, schools, and festivals across Canada, and internationally on three continents.

Curriculum Aims & Goals

Creative/Productive:

Students will collectively explore music and utilize the techniques practiced with the artist.

Critical/Responsive:

Felipe will demonstrate musical techniques. Students will respond by exploring their own sounds and translate them into compositions.

Cultural/Historical:

Felipe will perform and share original and recorded media with the students.

Pre-Broadcast Preparation

Students can stay at their desks for the broadcast but will need to stand up and move at some points.

You will need:

1. *Smart Board or projector*
2. *Speakers (good sound level is important for this lesson)*
3. *Paper*
4. *Colouring utensils*

Post-Broadcast Resources

Go to:

<http://www.liveartsaskatchewan.com/felipe-gomez>.

Download links to the songs and support docs.

Curriculum outcomes reached:

CP1.6 Demonstrate understanding of patterns and the elements of music including:

- same and different patterns
- rhythm (e.g., difference between beat and rhythm, sounds and silence, long and short sounds)
- dynamics (loud and soft)
- pitch (high and low sounds)
- texture (sounds heard alone or together)
- tone colours (distinguish between).

CP1.7 Investigate a variety of formal and informal patterns in art works and the environment, and apply observations to own work.

CP1.8 Create art works that express own ideas and explore different forms (e.g., painting, drawing, printmaking) and media (e.g., paint, found objects).

CR1.1 Demonstrate understanding that the arts are a way of expressing ideas

CR1.2 Investigate and describe various reasons for creating arts expressions.

CP2.6. Create and perform music that demonstrates knowledge of:

- form (repetition and contrast)
- beat (strong and weak beats/accents) and meter (2/4 and 4/4)
- rhythm (create ostinati)
- tempo (fast/slow paces)
- dynamics (loud/soft)
- pitch (high/low sounds) and pitch direction (moving up/down/staying the same)
- texture (layers of sounds)
- tone colour (variety).

CR2.2 Use inquiry and technology to investigate a variety of arts expressions.

ACTIVITY #1 - Introduction (5 minutes)

1. Talk about the LIVE Arts, LIVE Stream presentation of “Soundtracks for Adventurous Kids” (please watch it if you haven’t, if you missed the LIVE broadcast, please email liveartsaskatchewan@gmail.com to access the archived broadcasts)
2. What were the steps to become an Adventurer kid?
3. Which was your favourite part of becoming an adventurer kid?
4. What scenes of the adventure do you remember?
5. Using your own words how do you describe your musical adventure?

ACTIVITY #2 - – Instruction (5 minutes)

Tell your students that you are going to play two songs from “Soundtrack for adventurous kids ”.

Listen to track 1, “Call for adventure”

- Ask students, if they remember what part of the show was this song part of?
- Instruct them to close their eyes, and imagine themselves on an adventure.
- Tell them to imagine friends or family members who are coming with them.

ACTIVITY #3 - Modeling - Guided Practice/Interactive (15 minutes)

Direct your students to pick up their colouring utensils with their hands and close their eyes.

- Listen to track 1, “Call for adventure ”
- Tell students to draw what they imagine when they listen to this song.
- Repeat on the opposite side of the paper, now with track 2” Magic song”

ACTIVITY #4 - Independent Working Time (10 minutes)

Instruct your students to draw about how they felt.

- Potential guiding questions include: How did “Call for adventure” make you feel vs. the “Magic song ”?
- Why do you think one song makes you feel one way? And the other song makes you feel different?
- Encourage them to use comparison.

ACTIVITY #5 - Enrichment: (5 minutes)

Body movement exercises:

1. Play any song. (not too slow)
2. Invite the students to stand up and find a partner.
3. Ask the students to perform the magical dance from “Soundtrack for Adventurous kids”.
4. You can repeat this dance with different songs of your preference.

Review and Closing (5 minutes)

Ask students how the music makes them feel? Talk to the students how they can use music to evoke their feelings.

1. What kind of adventure would you like to do? And what music would do you use for your adventure?
2. How can you use music and sound as an arts expression?
3. What kind of music would do you use if you use for a quiet moment during your adventure?
4. You can follow this lesson plan inviting the students to bring their favourite adventures books. And find a soundtrack for them.