



Strand:	MUSIC
Grades:	5 - 6
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:

CP5.5 Demonstrate increased skills and abilities in use of the voice and one or more instruments.

CP5.6 Create sound compositions (vocal and instrumental) that draw inspiration from pop culture and demonstrate knowledge of:

- form (binary – AB, ternary – ABA, rondo – ABACADA)
- metre as an organizational technique
- tempo as an organizational technique
- rhythm including beat, tempo, patterns of duration, and metre
- melodies
- harmony as a fundamental component in creating texture (e.g., choral accompaniment)
- scales that differ in structure and tonality (pentatonic, major, minor)
- tone colour as an organizational technique
- expressive use of silence.

CR5.2 Respond critically and creatively to a variety of pop culture expressions.

CP6.7 Demonstrate increased skills and abilities in the use of the voice and instruments.

CP6.8 Investigate and manipulate elements of music and principles of composition including repetition and variety.

CP6.9 Create sound compositions that explore relationships between music and identity (e.g., influencing factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

CR6.1 Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music).

CH6.1 Investigate how personal, cultural, or regional identity may be reflected in 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 ”.

1. Listen to track 1, “Call for adventure ”.
 - Ask students if they remember what part of the show that 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.
 - Ask them what kind of landscapes and animals are on this adventure?
 - Ask them to think about what tools and supplies they need for their adventure?
 - Where in the world is this adventure?

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

Direct your students to pick up their colouring utensils in 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.
- Invite them to draw an obstacle to overcome on their adventure.
- Repeat on the opposite side of the paper, tell them to draw a map to show the location of their adventure.

ACTIVITY #4 - Independent Working Time (15 minutes)

Direct your students to get together in groups of three

- Play track “ magic song”.
- Tell them to create their own movement choreography for it as expressive movement.
- Invite them to share their creations with the rest of the class.

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 for next class. You could ask students to recreate some of the scenes by adding some music of their choice.