

ArtsSmart 2011

"Fantastical Music Machines & the Art of Building with Junk"

Part 1: Applicant Information

Applicant Legal Name: Bready Elementary School & Living Sky School Division

Name for Cheque Issue: Living Sky School Division No. 202

Applicant Mailing Address: 509 Pioneer Avenue, North Battleford, SK S9A 4A5

Phone:(306) 937-7702 **Email:** sherron.burns@lskysd.ca

Fax: (306) 445-4332 **Website:** www.lskysd.ca <http://www.artsalive.lskysd.ca/>

Contact Person: Sherron Burns

Contact Position: Arts Education Consultant

Phone: (306) 937-7914 **Email:** sherron.burns@lskysd.ca

Contact Person: Jackie Kroczyński

Contact Position: Arts Education teacher, band director

Phone: (306) 445-4954 **Email:** Jackie.kroczyński@lskysd.ca

Principal Name: Ms. Amy Williams

Part 2: Grant Information

Artistic Discipline: Music and visual (and science)

Grant Request: \$ 7,500 project plus \$500 planning grant

Part 3: Project Information

Project Dates: April 16th, 2012 – May 4, 2012

Project Location: North Battleford

Short Summary of Project: 25 words max (**put on application form**)

"Fantastical Music Machines & the Art of Building with Junk" is a problem solving inquiry into thinking, the brain, music improvisation and building instruments from junk.

Detailed Description of Project:

School Profile

Jackie Kroczyński is the Arts Ed/Band teacher at Bready and will be the main facilitator of the project in the school. She is a full time, experienced Band/Arts Ed teacher who runs an innovative and dynamic program. Band is offered (at no cost to students) to grades 5 – 8. Students receive approximately 180 min/week in Arts Ed/Band. Tom Kroczyński, also an Arts Educator and musician, is the grade 7 teacher and will collaborate with Jackie on the project.

Bready Elementary School has an enrolment of 270 students in Kindergarten through Grade 8. There are 35 grade 7 students and 34 Kindergarten students. The opportunity to pair these students and encourage a mentorship approach while building leadership skills and communication as they collaborate on the problem, also offers teachers an opportunity to see how each grade responds and learns in a differentiated setting.

The school has a life skills program, core French, an active music and band program and an afterschool program in partnership with the Battlefords Boys and Girls Club. It is the 50th anniversary for Bready Elementary school this year. The school motto is Living and Learning in a Safe and Caring Environment.

The staff exhibits an open attitude to learning and educational reform. They are interested in improving their practice through reflection and sharing as a staff.

Project Goals

Having recently attended the ArtsSmart Exchange, in Toronto, Jackie Kroczyński and Sherron Burns are interested in what they learned about the brain, learning and music from the keynote address by Dr. Levitan (This is Your Brain on Music), and other panel presenters. Specifically, using a **science method** of inquiry to explore,

improvise, and to learn **habits of innovation** from failure will provide teachers with **insights** into learning in a hands on, **constructivist** approach.

Jackie Kroczyński, music educator, will continue to work with Sherron Burns, Arts Education consultant, to further understand the connection between the brain and music. This will be the focus for professional development. Dr. Daniel Levitan offers support through various websites: <http://daniellevitin.com/publicpage/>

The artists involved with the project are known for their innovation and open creative process and will also engage in this research question into the brain, learning and music.

Goals for this project include:

- listen to music, how we perceive sound, respond to music and learn ways to improvise when creating music;
- think on our thinking, reflect on the many ways we create;
- use technology and music apps to experiment with and compose music;
- expand thinking through visual interpretation of music and make connections between sight, sound, emotion, and symbol;
- experiment with innovative approaches to building instruments from recycled materials and apply scientific process, understand how sound is created, what is music;
- appreciate why we need to fail and persist in order to learn;
- work in teams to collaborate and learn from one another (of different age groups) through a constructivist approach;
- experience performing.

Description of the Project Activity

April 16, 2012:

Setting the Context:

Students will be learning about music (voice, rhythm, instrument) throughout the year. What is music? What is sound? Grade 7 students are in band and play

instruments under the direction of Jackie Kroczyński. To introduce the project, teachers will give students a learning profile test and help them discuss their strengths as learners and identify their preferred learning style. Students will be asked to reflect upon a **learning process** that involves experimentation, failure, persistence, rebuild, mash, improvisation and rebuilding.

The project will unfold with a series of **artist workshops** designed specifically for Kindergarten students and grade 7 students (separately) and will culminate with a huge **collaborative workshop** that brings together all of the artists, students and teachers from both grades, into the gym. Students from grade 7 and Kindergarten will be put into teams to represent various learning styles, various ages and experience with music. Older students will mentor and help the younger students. An interesting question is how will Kindergarten students help the process of imagining fantastical instruments?

The Process:

Workshop “Singing and Composing through Play”

- Eileen Lavery, guest musician
- Teaching songs, use of voice as an instrument
- What is improvisation?

Workshop “Playing Around with the Beat”

- Roy Sydiaha, guest musician, percussionist
- Listening to music, identifying rhythms, playing the beat
- Drumming circles on found objects
- What is improvisation?

Workshop “Hearing Pictures, Drawing Music”

- Greg Hargarten – guest graphic artist, painter, musician
- Colours, textures and shapes in sound

- How can we interpret music visually?
- Drawing to music and designing shapes

Workshop “Art of Building Instruments”

- Byron Olsen – guest musician, engineer, craftsman, designer
- Building instruments by hand
- How can we build something with sound qualities? What makes musical sound?
- Experiment, problem solve, create prototypes

Collaborative Workshop “Lollapalooza”

Guest artists: Eileen Laverty, Roy Sydiaha, Greg Hargarten, Byron Olsen

Teachers: Jackie Kroczyński, Tom Kroczyński, Lorna Reimer, Leanne Weran

- Students from grade 7 and Kindergarten will be put into teams, each team will include people with different learning styles (music, visual, linguistic, kinesthetic)
- Teams will be given a problem to solve regarding ways to make instruments with both pitch and non-pitched characteristics
- They will use a scientific process, including reflection, that will lead them to fantastical machines that can be used for improvisational compositions
- The workshop will culminate in performance

Curriculum Connections

Kindergarten and Grade 7

- Cultural/Historical (CH) –Children will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and human experience.

- Critical/Responsive - Children will respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, research, creativity, and collaborative inquiry.
- Creative/Productive - Children will inquire, create, and communicate through dance, drama, music, and visual art.

Kindergarten Indicators:

- a. Use sources such as stories, poems, observations, visual images, music, sounds, or objects to inspire music making.
- b. Observe sounds in a variety of settings, both natural (e.g., birds, animals, insects, wind, trees, water) and constructed (e.g., machinery, human-made objects in rural, urban, and reserve environments), and apply listening skills to own work.
- c. Use own words to describe elemental characteristics of sounds (e.g., high/low and soft/loud) from a variety of settings and from own compositions.
- d. Discuss how musicians and scientists use their senses to observe the world (e.g., listening to sound characteristics and patterns) and apply this understanding to own work.
- e. Create and imitate sounds by experimenting with the voice and instruments.
- f. Experiment with a variety of simple found objects and selected instruments, both pitched and unpitched.
- g. Describe basic decisions made in creating music expressions (e.g., sounds to be used in the piece, loud parts, soft parts, order of sounds).
- h. Contribute to inquiry about elements of music (e.g., What sounds can we combine to make different patterns/rhythms?).
- i. Identify and use sounds and instruments with distinctly different tone colours/timbres (e.g., triangle versus tambourine).

Grade 7 Indicators

Outcome CP7.7

- a. Investigate improvisation using the voice, instruments, and a wide variety of sound sources from the natural and constructed environment.
- b. Sing and play accurately and expressively, and improvise individually and in groups, with voice and instruments.

- c. Experiment with the voice and instruments by creating and imitating sounds and apply these discoveries in own work.
- d. Experiment with ways that a single musical idea can be developed or evolve in many ways and directions.
- e. Explore and determine appropriate sound sources, forms, and processes for creating music expressions.
- f. Pose questions about sound to guide inquiry into the expressive and symbolic use of sound and silence.
- g. Demonstrate appreciation for the acquisition of instrumental/vocal technical and improvisational skills and set goals to improve own skills.

Project Impact

Teachers: The project will have an impact on teachers as they see the benefits of hands-on, problem based learning in differentiated settings. Teachers are experimenting with many ways to engage students, and to deliver curriculum in authentic projects. The more teachers see student success, and experience confidence in innovative groupings, the more they are willing to make important changes to practice. Teachers will be able to share their experiences with other arts educators in future professional development sessions.

Students: The project allows students to see themselves as leaders and creative/critical thinkers as they explore the creation of music through innovative ways. Grade 7 students are familiar with music through the band program, but will benefit from an expanded view of what constitutes music and the mind of the musician as they experiment, fail, and create some more. Kindergarten students feel connected to music in a way that enforces their ability to play and explore the world through experimentation. Young students gain confidence in their abilities as they pair up with older students. Lasting relationships are formed through experiential learning and collaboration.

Community: This project will draw attention to innovation in music and the musical brain. It will also be used to make connections to the usefulness of junk, the practical necessity of recycling materials and the aesthetic nature of building and reusing found objects in new and interesting ways.

Project Documentation and Evaluation Plan

Student: pre-assessment, post assessment regarding memory, attention, engagement and focus.

Photo Journaling: pictures of the process with attention giving to scientific process of creating, celebrating innovation, welcoming failure and noting the persistence to try and try again. Students will be given cameras and asked to document their thinking as they experiment, build and improvise.

Teachers: formative assessment tools will include assessing prior knowledge and learning styles for grouping, co-constructed criteria for collaborative workshop and observations of process. Teachers will be looking to understand how music engages our brain in different ways – specifically with memory, attention, engagement and focus. This is a short project and will not provided conclusive evidence, however it will inform teacher practice in effective teaching methods.

Community: As we are using recycled and found objects, we believe the connection with the Mennonite Close Closet and Battlefords Publishing will allow us to share innovative student projects with an interested community.

Division: The Publicity and Promotions Coordinator and the Arts Education consultant will ensure the project is shared with the division through media releases, their websites and posters to schools.

Part 4: Research and Inquiry Questions

Essential question: How do we create music? What sound is musical?

Teacher Research Questions:

How will a greater understanding of brain development and learning at different developmental stages impact my teaching?

What will I learn about language use, memory, attention, focus, visualization, problem solve, persistence through this project?

How effective are different learning styles in specific groupings in collaborative settings?

Is language development connected to hands on learning? Do students learn more efficiently?

How can I encourage student ability to conceptualize/visualize and problem solve?

What can we learn as we take things apart, adjust, experiment, rebuild, mash, and collaborate through situated learning?

Student Inquiry:

How do I make music? How can I compose music and write it for others to play? How can I remember the composition? How do I teach it to others? (self awareness of the process for Kindergarten and grade 7 students, discuss and compare together)

How do we use structure as a way to improvise in a group? Example: using a visual stimulus, a painting, a story, a poem, etc.

How can we use science and engineering to create our own musical machine?
How do I design through problem solving and collaboration? (Inquiry, constructivist approach: brainstorm, ideas, build prototypes, build fast, fail fast, fail often, observe, rebuild and iterate)

Part 5: Partner Information (each partner's name and role in the project)

Education Partners

Jackie Kroczyński – Arts Education, Band – K – Grade 8

Tom Kroczyński – Arts Education, Band, Grade 7

Leanne Weran – Kindergarten

Lorna Reimer – Kindergarten

Sherron Burns – Arts Education consultant

Artist Partners

Byron Olsen – musician, innovator, designer, manufacturer, engineer

Eileen Laverty – singer, song writer, composer

Greg Hargarten – graphic artist, painter, musician

Roy Sydiah – musician, percussion, keyboard, composer

Community Partners

School Community Council – to help us gather material and draw upon community resource people and parents with engineering skills.

Community Resources – We will work with local businesses, such as Sarcas, Loraas, Mennonite Community Closet to collect our materials for the instruments. We will also work with Battlefords Publishing – *Battlefords News Optimist* and *Battlefords Regional Optimist* to reuse paper forms for instruments.

Extension Idea – following the ArtsSmart Exchange, in Toronto, we made a request to partner with PlayLab as a distance mentor with students. “PlayLab offers a fun and supportive educational environment dedicated to building confidence through success and accomplishment. With programming designed by educators, children are challenged to apply knowledge from the core school curriculum. Children must work together to brainstorm, prototype, test and build creative solutions to complex problems.” (description from their website)

Hamilton, ON

Phone:(416) 840-3935 **E-mail:**info@playlab.ca

Part 6: Budget

Expenses

Artist Fees (12 days, \$400/day)	\$4,800
Artist Travel	\$2,200
Supplies	\$ 500
Planning Meeting (artists fees \$200 x 4, travel, lunch)	\$1,200
Sub teachers (2)	\$ 600
Project Coordinator (in-kind from Living Sky School Division)	\$2,000

Total: \$11,300

Income

Living Sky School Division (in-kind project coordinator)	\$ 2,000
Living Sky School Division expenses	\$ 700
Bready School – in-kind sub teachers	\$ 600
ArtsSmarts grant	\$ 7,500
ArtsSmarts Planning Subsidy	\$ 500
Total:	\$11,300

Part 7: Artist Support Material

1) Byron Olsen - musician, composer, producer, designer
<http://www.byronolsen.ca/>

Bio

I grew up in Prince Albert Saskatchewan. I got interested in electronics in grade three. My uncle was a TV repairman and I watched him work. I built a tube guitar amp that worked when I was 11. I got obsessed with playing guitar when I was 16 when I heard Jimi Hendrix. My first experience in a recording studio was with Ian Thomas in a Winnipeg Recording studio in 1972. In that 16 track studio I gained a love for multi-track recording and producing. I built a house and an eight track home studio in 1980 and recorded six songs for Crooked Creeks first album. I produced a demo recording for Collin James in my St Louis Saskatchewan studio. I got interested in guitar building at this time and built an eight string guitar. I did a self study of violin acoustics and sound system engineering . Since that time I have produced albums for Crooked Creek, Wilma Groenen, Jayne Graham, Farideh, The Diva Hags, Sean Maher, The Ness Creek Music Society, Grassland Boys, Susan Bond, Jack Millikin, Frank Materi, Gild The Lily. I have home studio with a Protools computer recording system. I live in Ruddell Saskatchewan and have a shop that I manufacture and repair instruments. I enjoy the creative process. For me designing and building a guitar, playing on stage, manufacturing parts, producing an album is all fun! I enjoy working with people and the modern day design tools.

Bands

Rockford, Fragile, Crooked Creek, 100 mile band, Lost in the Colonies, The Spiffs, Susan Bond, Gild the Lily

Live Sound

Have worked for many years as a sound engineer.

John Hammond, Kelly Lee Evans, Robin Nolan, Elizabeth Shepard, Michael Rault,

Little Miss Higgins and many more, including Ness Creek Music Festival and for the Battlefords Jazz Society events.

Fabrication and Design

Computer drafting

prepared files for laser cutting

Manufacture components for the music industry.

Manufacture Guitar parts for Saskatoon Companies,

Fury Guitar Manufacturing and Dingwall Designer Guitars.

Manufacture guitar and violin holders.

Custom design machines for manufacturing guitar components for my company and others.

Recording

Aid in the design the layout for recording studios and build specialized structures.

Audio Art, Glennross, Right Tracks, Reeltime.

Musical Instruments

Design and custom build guitars

Custom built a 7 string guitar for Clinton Pelletier.

Fan frets, Midi interface

Repair and restoration of guitars

Gibson L1 for Blues artist Ken Hamm

Miscellaneous

I've designed specialized holders for the Red Cross, manufactured parts for a boat company called Shuttle Craft, machined parts for agricultural industry. Worked with inventors and aided in the design and patenting of their products. Made custom metal signs for the Village of Maymont, Sonningdale. Made jewelry out of sterling silver.

2) Eileen Laverty - singer, song writer, composer

<http://www.eileenlaverty.com/>

Bio

Known for delivering heart-rending ballads and her comfortable repartee, Eileen Laverty has performed across Canada and Ireland entertaining all ages with her upbeat messages, strong vocals, and heartfelt lyrics. She has toured with internationally renowned artists Mary Black, John McDermott, and Kenny Rogers. Her track record also includes a Prairie Music Award for Outstanding Roots Recording, several songwriting accolades, and numerous radio and television appearances. CBC has written, "Laverty's charismatic attitude combined with her soulful sound has her ranked among the elite of Canadian Folk singers." To date, Eileen has released two independent CDs which continue to draw praise at home and abroad. Her music is featured in film and television programs, and appears on several compilation CDs celebrating Canadian Folk Music.

Toured with:

- Kenny Rogers, MTS Centre, Winnipeg; Casino Regina (2006)
- Mary Black, Irish Tour (2002)
- John McDermott, Canadian Tour (2001, 2002)
- SK Centennial Tour with Tom Cochrane (2005)

Festivals

- Ottawa Folk Festival, ON
- The Dawson City Music Festival, YK
- London Home County Festival, ON
- Salmon Arm Roots and Blues Festival, BC
- Canmore Folk Festival, AB
- Vancouver Island MusicFest, BC
- The Islands Folk Festival, BC
- Octoberfolk, ON
- Ness Creek Music Festival, SK
- Regina Folk Festival. SK
- Regina Mid-Winter Celtic Festival, SK
- Saskatchewan Festival of Words, SK
- Saskatoon Fringe Festival, SK
- Taste of Saskatchewan Festival, SK
- Flatland Music Festival, SK

Radio & Television

- *"Green Life: Learning to Live with the World"* (six part documentary series, produced for SK broadcaster, SCN, "Green Life: Learning to Live with the World" is a six part documentary series) (theme music) (2009)
- *Stirred, Not Shaken • Saskatchewan Songwriters in Concert • CBC (2008)*
- *Art InClined*, with Heather Cline (Episode 11, 2007)(featured artist)
- *The Middle of Somewhere*, with Sean Virgo (Episode 2, "Call of the Wild" 2007)(music featured)
- *Renegade Press*, 2006 (music featured)
- *Madly Off in All Directions*, with Lorne Elliot (2005)(featured performer)
- *Saskatchewan Centennial Canoe Quest* (Documentary, 2005) (music featured)
- *@Wood River Hall*, with Connie Kaldor (2003)(featured performer)
- *CBC's Sounds Like Canada* with Shelagh Rogers (2002) (featured songwriter)
- *Prairie Music Awards*, televised on CBC Television and Much Music (2000)(featured performer and presenter)

Special Events

- Writing workshop with reknown poet, Glenn Sorestad, U of S Kenderdine Campus at Emma Lake
- SOCAN's Songwriter Circle, WCMAs
- *Royal Canadian Legion 80th Anniversary Gala* featuring Pamela Wallin and John McDermott (Emceed/performed)
- Guest performer, The Premier's Dinner
- Featured performer, Saskatoon Symphony's *Festival of New Music*, under the direction of Mr. Earl Stafford
- Co-hosted SOCAN Songwriting sessions at *Prairie Music Week*
- Guest performer, *Bluebird North Series*, Songwriters' Association of Canada

3) Greg Hargarten – graphic artist, painter, musician

<http://www.akalik.com/Akalik As We See It/Gregs Paintings.html>

<http://www.ricasso.ca/>

Bio

Greg is a musician and graphic designer living in Saskatoon. He has recorded four original music CDs under the pseudonym Ricasso and designs for an extensive list of corporate clients through his communication company Ricasso Ink. In 2004, Greg rediscovered his love of painting after a stay the U of S Kenderdine Campus at Emma Lake. Focusing on plein air painting, he likes to work at a quick, energetic pace and tries to complete all of his works in the field. His goal is to be the medium for creativity, allowing the paint to be applied to the canvas directly from experience without stopping too long in conscious thought.

4) Roy Sydiah – musician, percussion, keyboard, composer

<http://www.saskatoonbrassband.org/bridgecity.php?article=members>

Roy Sydiaha holds a B.Mus. degree in percussion performance from the University of Saskatchewan, and is currently working on the M.Mus. degree in conducting. He has played percussion and drums professionally in Saskatoon since 1977, most notably with the Saskatoon Symphony Orchestra. Roy teaches music lessons on percussion in his home, and conducts clinics and master classes in schools. His professional focus of late has turned to conducting, and is the choir director at Mayfair United Church, leader of the Saskatoon Jazz Society's Bassment Big Band, and co-director of The Bridge City Brass Band.