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## Fusion Lesson Plans

Developed and Compiled by Erika Folnović & Jennifer Taylor



**This is a music and visual art lesson.**

**Can you guess the country by learning about the musical instrument? You may know all about tubas, flutes, saxophones, trumpet, and other wind/brass instruments in your school band but take this quiz to learn more about instruments from different parts of the world.**

Take the Quiz:

<https://www.cbc.ca/kidscbc2/the-feed/can-you-guess-the-country-from-the-musical-instrument>

Guided Learning:

- What was your score?
- Choose one instrument that you got wrong and continue doing some more research: sheng, didgeridoo, balafon, steel pan drum, fujara, kamancheh, vuvuzelas, bandura, gadulka, tambura
- Search for musicians that play that instrument and listen to how this instrument sounds.
- Create a word web that describes how the instrument sounds. Use describing words like sharp, loud, low, deep, screeching, airy, light, soft, and others.
- Draw a picture of the instrument to help you remember how the instrument looks.



**This is a music, theatre, dance, and visual art lesson.**

**Listen and learn about Russian composer Sergei Prokofiev and “Peter and the Wolf,” an orchestral storytelling journey.**

Watch a Full Performance by the Vancouver Symphony Orchestra (30-min):

<https://www.youtube.com/watch?v=MfM7Y9Pcdzw>

Guided Learning:

- On the Orchestra Symphonique de Montréal website, follow interactive sound clips, learn more about Prokofiev, and wolves: [https://www.osm.ca/en/peter-and-the-wolf\\_page/](https://www.osm.ca/en/peter-and-the-wolf_page/)
- Can you name all the instruments that are featured and what animal they represent?
- While you are listening try to envision the story. Can you draw a picture of a part of the story you remember?
- Extensions: choose a piece of orchestral or instrumental music. Can you come up with a story to act out or dance out to accompany the music? What parts of the music give you hints about what should be happening? To start, you can use a piece of music from a movie score. Can your child act out or retell the movie story using the instrumental music?





**This is a music, dance, theatre, and visual art lesson.**

**Learn more about Igor Stravinsky's ballet "The Rite of Spring" by learning more about how it caused a riot the first time it was performed.**

Watch the TED-Ed Video & View Learning Resources:

<https://ed.ted.com/lessons/the-ballet-that-incited-a-riot-iseult-gillespie>

Guided Learning:

- First watch the TED-Ed video entitled "The Ballet that Incited a Riot":  
[https://www.youtube.com/watch?v=8FXA\\_8LR2IM](https://www.youtube.com/watch?v=8FXA_8LR2IM)
- After watching this first video, what do you think a modern performance would look like? What costumes would they wear? How many dancers would there be? Why do you think an artist would write a piece of music like this?
- Watch the opening of Stravinsky's "The Rite of Spring" as interpreted by Pina Bausch (German dancer and choreographer):  
<https://www.youtube.com/watch?v=NOTjyCM3Ou4>
- After watching both videos, design the costumes and stage design for the ballet knowing both the reason why Stravinsky wrote the piece of music and seeing an example of how the dancers were dressed and how one set design looked. How would the dancers look and what space would they dance on?
- While working on your interpretations listen or watch to an animated version of the score to get some inspiration: <https://www.youtube.com/watch?v=5IXMpUhuBMs>.





**This is a dance, music, theatre, and visual art lesson.**

**Hear more from the composer and playwright of “Hamilton: The Musical” through a conversation with Lin-Manuel Miranda.**

Watch the Interview (starts at 5:30):

[https://www.youtube.com/watch?v=aJ\\_hAuv0aM8](https://www.youtube.com/watch?v=aJ_hAuv0aM8)

Listen to the Album of “Hamilton” (note: there are some explicit lyrics):

<https://open.spotify.com/album/1kCHru7uhxBUdzkm4gzRQc>

Guided Learning:

- Miranda focused his attention in "Hamilton" on making the story of American founding father Alexander Hamilton relevant in a contemporary context.
- Take a Canadian historical figure or famous person and create a piece of art based on that history. Before trying out the different art form examples, first ask yourself a few questions about that person:
  - What part of their history do you want to tell?
  - Why do you think their story is important to tell?
  - What does their history mean to Canadians?
  - What research do I need to do to be able to create a work of art based on their story?
- For theatre, write a short play based on the historical figure. Choose an important moment in their life. What characters would you need in your play? What type of dialogue would they speak?
- For visual art, draw a short paneled story or graphic novel that chronicles this figure's life. Look up historical photographs or paintings of the person. Try to create a caricature of the historical figure, so, they are in simpler forms and lines, so, they are easily recognizable in your story.
- For dance, use a moment in their history as inspiration to tell a story with dance. How many dancers would you need? How would the dancers need to be dressed? What type of stage would you use? How would the dance need to feel or what mood should it have?
- For music, write a song using the historical figure's story as inspiration. You can either use a song and rewrite the lyrics or compose an instrumental track on your instrument that you study. What aspects of song writing do you need to focus on to portray the action and story through sound?





**This is a music and visual art lesson.**

**Create sidewalk chalk art using lyrics from your favourite songs.**

Watch a Video on Chalkboard Lettering:

<https://www.youtube.com/watch?v=nIUQP1GWJ1g>

Guided Learning:

- Create a playlist of your family's favourite songs.
- Listen carefully to the song lyrics from the music you chose.
- Do some questioning: What do you think the lyricist wanted to express with these words? Who wrote the lyrics you like? Why do you like the lyrics? Why do you want to use these lyrics for your sidewalk chalk art?
- Write down on a piece of paper the lyrics you love or that have special meaning for you.
- Doodle out some different ways to write the lyrics. Should you make some words bigger? Should you look for different types of typography? How thick or thin should your letters be? Are there little images or designs you can add to accent the text?
- Once you have a finalized design. Head to a sidewalk near your house and write out the lyrics. Don't forget to credit the artist or musician in your designs!
- Extension: for those without sidewalks near their home or chalk at home, do the same exercise but on a piece of paper and post them up on the windows of your home.



**This is a visual art and theatre lesson.**

**Design a rug for a fictional character.**

View the Textile Museum of Canada's Hooked Rug Collection:

<https://collections.textilemuseum.ca/filter/category/1637/2>

Guided Learning:

- Look around your house for rugs or small carpets. Do any have special designs or patterns? Do they have multiple colours on them? Close your eyes, and imagine that room with a plain rug. What changes about the room? Does it make you feel different?
- Take out some colouring supplies. Draw a rug of your own design. Remember, not all rugs are squares or rectangles. Have fun with the shapes and colours!
- Think about your favourite character from a book, play, or movie. Look through the rugs from the Textile Museum of Canada's collection. Which rug from the collection would the character use in their home? If there was no rug in the collection that you think would fit, how do you think they would design their rug? What texture would the rug have? Would it be soft and squishy, or thin and hard? Would there be any special patterns or designs.
- Draw your chosen fictional character in a room with the rug design you chose for them.





**This is a visual art and music lesson.**

**Learn about different abstract artists, like Piet Mondrian and Wassily Kandinsky, and the methods they used to create their art. Then try making your own abstract art while listening to different music.**

Watch the Video:

<https://www.youtube.com/watch?v=PQH5HggtiAw&t=183s>

Guided Learning:

- The activity focuses on artists Wassily Kandinsky and Piet Mondrian. Learn more about Kandinsky: <https://www.tate.org.uk/art/artists/wassily-kandinsky-1382>. Learn more about Mondrian: <https://www.tate.org.uk/kids/explore/who-is/who-piet-mondrian>.
- Watch the video and follow along with the tutorial. You can substitute the oil pastels and paint for simply markers or crayons.
- Notice that the narrator used terms like “angry line” and “happy line.” What were the differences between the lines she drew?
- Now, we will create our own art. Choose your favourite song and listen to it once. If you were trying to express the song with lines, shapes, and colours, what would you use? For example: maybe you feel the song is angry. You might use “angry lines” or lines that have points and are jagged. You may use triangle shapes because they are pointy. Maybe you use red or bright colours to express the anger.
- Listen to the song and think about how the music makes you feel, then choose the lines, shapes, and colours that fit that emotion.
- Create your abstract art.
- Extension: Pay attention to the different instruments in the song. Maybe it’s drums, guitar, piano, or a voice. Try the drawing twice while focusing on the different parts or instruments. Are your drawings different because you were listening to a different instrument?
- Extension: follow along with this tutorial from artist Sui Kim entitled “How to Paint Like Kandinsky” posted on the Tate website: <https://www.tate.org.uk/art/artworks/kandinsky-cossacks-n04948/how-paint-kandinsky>.







**This is a visual art and dance lesson**

**Make a sculpture using objects from around your home, and try to move like your sculpture! A sculpture does not have to be something glued together; you can stack objects any way, and try stacking the same objects different ways to see how you shape your body to mimic your sculpture.**

<https://www.tate.org.uk/kids/make/performance/strike-pose>

Using objects you would find in your home, create a sculpture, and follow the steps in the posted links to blend the worlds of visual art and movement!

Guided Learning:

- Try the same activity, but with the movement of the trees, or leaves blowing in the wind.
  - How do you move your body to look like a moving tree?
  - Now, feel the wind that is moving the tree, and move your body like the wind. Do you move your feet more when you dance like wind, rather than like a tree?
- Look at the scenery in your home, or out in your yard.
  - What objects or shapes do you see? Ex. Maybe you have a table. Can you make yourself look like a table? How did you do it?
  - How can you move your body to become that object? Ex. Maybe you are a cooking pot! How would you bend your body to become the pot? Don't forget the handle!



**This is a music and dance lesson.**

**Make your own Flamenco Castanets! Castanets are a fun way to make your own dance beat, or add new rhythms to a song.**

<https://www.youtube.com/watch?v=A30MVEYqDbI>

\*Disclaimer: This craft uses metal bottle caps. Other substitutes can be: Plastic bottle caps or buttons.

Also, watch this video that showcases a traditional castanet craftsman:

<https://www.youtube.com/watch?v=XxTmv7EAtgU>

Guided Learning:

- In video #2, pay close attention to how the dancer moves and makes sound.
  - Did you notice how the Flamenco dancer used different parts of her body to produce sound?
  - What did she use, and what kind of sound did you hear?
- Castanets add a rhythm to complement the Flamenco guitar being played in the background. Try to make your own beat and dance to it.
- Watch this video to learn some basic Flamenco arm and footwork. Note: Try this in socks or bare feet. <https://www.youtube.com/watch?v=W35i3qZ7NZ0>
- Pay attention to how the dancer moves different parts of her body.
  - Did the dancer use her whole foot, or just part of her foot to make a sound?
  - Were her movements really smooth and fluid, or very sudden?





**This is a visual art and theatre lesson.**

**What goes into making a character? Make a pop bottle person, and then give it a story!**

Read the article about how to make a pop bottle person:

[https://www.ehow.com/how\\_5972569\\_make-figures-plastic-pop-bottles.html](https://www.ehow.com/how_5972569_make-figures-plastic-pop-bottles.html)

\*Disclaimer: the supply list for this project is quite lengthy, but not necessary. If all you have is a pop bottle and a marker, you can make your pop bottle person!

Guided Learning:

- Think about different parts of a character. Here is a link to get you going:  
[www.mrafisher.weebly.com/uploads/1/5/7/7/15778366/8\\_elements\\_of\\_character.pdf](http://www.mrafisher.weebly.com/uploads/1/5/7/7/15778366/8_elements_of_character.pdf)  
\*Disclaimer: This is a PDF file. If it will not work on your computer/smart device, here are some quick prompts, as well as other ideas for your pop bottle person.
  - Who is your pop bottle person? Think about:
    - Their name, the way they dress, their favourite activity/hobby, their best friend, their favourite food, their favourite toy, and their favourite music.
  - Is your pop bottle person an adult? If so:
    - Where do they work?
    - Do they have pop bottle kids?
    - Where did your adult pop bottle go to school, and what were his schoolmates like?
    - Does your pop bottle have a childhood friends that they are still friends with? What games did they play together?
- Do you have multiple pop bottles? Use the guidelines above, but expand on them using these prompts:
  - Make a pop bottle family, with background stories for everyone.
    - How is everyone related? Do they do group activities? What do they like to do together?
  - Make a pop bottle band.
    - What type of music do they sing? Do they dance to the music they make?
    - Maybe they each play an instrument. Are they self-taught, or did they take lessons?
  - Make a pop bottle person play. Write down:
    - Your cast of characters\*Make sure each character is important. Ex. Maybe you have a serious play, and one person provides comic relief!
    - Identify the problem they will encounter and how they will fix the problem.
    - Write your script for your pop bottle person play, and act it out, either by yourself or with a family member!



**This is a visual art and dance lesson.**

**Maybe you've seen colourful sidewalk drawings when you've been out for a walk. But some of this sidewalk art has a fun spin to it! Create a dance based sidewalk chalk sensory path!**

Watch the Video:

<https://www.youtube.com/watch?v=N1E8-NtxpUE>

Guided Learning:

- Make your own sensory path, but add some dance moves! Some ideas are:
  - Spin twice on one foot
  - Disco dance for 10 seconds
  - Ballerina leaps
  - Draw circles for people to step in, and write for them to step and clap in each circle
  - Moonwalk
  - Side steps
  - Jumps
  - Floss
- After you have made your sensory path, use it yourself, or get a member of your household to join you
  - What inspired you to pick the dance moves for your sensory walk? Ex. Is this your favourite dance move? Did you find this dance funny?
  - Watch to see if anyone uses your sensory path. Did they get the dance moves right?
  - What colours did you choose for your sensory path?
  - Do you think the colours that you chose match the dance moves? Ex. Would you pick green, or white for the moonwalk, and why?





**This is a theatre and visual art lesson.**

**Pick a movie or theatre performance of your choice, and make a Playbill for it.**

What is a Playbill, and how do you make one?

<https://www.wikihow.com/Design-a-Playbill>

Guided Learning:

- Creating your Playbill
  - This craft can be as complex, or as simple as you would like. To keep it simple, start with the cover art, and a list of characters
  - Start with the title of the movie or theatre performance that you chose and pick a font. Follow this link to see some examples of different fonts:  
<http://wavian.com/font-list.html>
  - Think about what the production is about, and what kind of cover art you would use. Ex. If it is a happy performance, you may want to use bright colours. If the main character is a mouse, you could have a mouse on the cover. If the production is in the city, you could have tall buildings on the cover.
  - If you don't know the names of the cast of the production that you chose, don't worry! Think of some actors that you know who could play a role.
- Create your own cast! As an example, James Earl Jones is the voice actor for Mufasa in *The Lion King* movie. But maybe you think a relative you have would do a better job of being Mufasa. Make your Playbill, but give your family members roles!
  - When you do this, think about why you gave certain roles to certain people. Do they have a voice that suits the character, or a personality that suits the character?





**This is a dance and visual art lesson.**

**Performance art can be almost anything that you want it to be. Today, you will learn how to create a unique performance art piece.**

- Read the Article: <https://www.tate.org.uk/art/art-terms/p/performance-art>
- Performance Art for Younger Audiences: <https://www.tate.org.uk/kids/explore/kids-view/meet-performance-artist>
- Performance Art for Teen Audiences: <https://www.youtube.com/watch?v=BluWOjovJHk&t=189s>
- Learn more about the performance artists mentioned above:
  - <https://www.guggenheim.org/artwork/artist/bruce-nauman>
  - <https://www.britannica.com/biography/Merce-Cunningham>
  - <https://www.guggenheim.org/artwork/artist/tania-bruguera>

Guided Learning:

- Try this activity: <https://www.tate.org.uk/kids/make/performance/make-artwork-out-yourself>. If you cannot use tape on your floor, try using chalk outside.
- You can do this activity by yourself, or with a member of your household.
- Don't stay in one spot while you are using the space in your square. Move your body around to explore the available space.
- Did you make a large square, or a small square?
  - Were you able to move easily in the space that you made?
  - Did you make big, sweeping motions, or small motions during your actions?
  - Try different actions in your square, like stretching, or dancing. How did it feel to move in the space that you made?
  - Create another square that is a different size than the first one that you made, and try doing some similar movements inside of the square. Did it feel different to move in this one when compared to the last one?
  - Get creative! Art does not stop at movement. Put on a fun costume, and try moving in the costume. Does dressing up make you feel differently as you move through your space?
- After reading about the performance artists listed above, whose art did you like the most, and why?
  - Come up with an idea for your own performance art.
  - Would you make art that you can interact with? Why, or why not?
  - Write down your performance art idea. Or, if it involves movement, try out your own performance art.





**This is a visual art and theatre lesson.**

**It can be hard to re-enact scenes from your favourite movie if you're by yourself. Try this everlasting picture activity to recreate a scene from a movie that you enjoy and get your imagination busy!**

Watch the Video:

<https://www.youtube.com/watch?v=SuAdQmmFM0Y>

Activity description for guided learning below begins at 15:56 in the video.

Guided Learning:

- Pick a scene from a movie, or a play that you enjoy
  - Use a pencil to sketch out your everlasting picture before you colour it in.
  - You don't have to recreate the scene exactly, because things cannot overlap in the everlasting picture. Add in all of the details that you would like to have in your picture
  - When you're finished your everlasting picture, rearrange the scene that you created.
  - When you rearrange the scene, does it change how the characters in your scene would interact with each other? For example, if people were standing right next to each other and you moved them apart, would they have to shout at each other?
  - Rather than draw characters on to your everlasting picture, draw them on separate pieces of paper and cut them out. That way, you can have them move freely around your scene!
- Take a look at the door knocker craft at the beginning of the same Art Attack video.
  - Neil used gargoyles, but in the end, showed some different kinds of faces. Try this version of the craft.
  - Create theatre masks using the same technique as Neil in Art Attack!

**\*\*Note: This craft may require assistance, as it can be quite messy!**

For information about theatre masks, read the article:

<https://symbolsproject.eu/explore/human/profession/civil/mask-sock-and-buskin/-comedy-and-tragedy.aspx>

If you would like creative inspiration for your theatre mask craft, ask a guardians permission to look up "sock and buskin" or "theatre mask." For further reading about why the sock and buskin are used to represent theatre, read the article below:

<https://www.kingsnews.org/articles/ancient-greece-and-the-origins-of-theatre>





**This is a music and visual art lesson.**

**Some instruments look very special because they have designs etched into them, or they are different colours than what you expect. Today, we will be designing our own guitars!**

This page features printable guitar colouring sheets, as well as a colour online option. If you're not feeling like using one of these pages, you could draw your own guitar outline to colour in.

<http://www.supercoloring.com/coloring-pages/guitar>

Guided Learning:

- Think about what kind of music that you would play on your one of a kind guitar
  - What kind of guitar will suit the music that you made? If you aren't sure what type of guitar would fit the music you want to play, here's a guide for what different guitars are made for: <https://guitargearfinder.com/guides/types-of-guitars/>
  - For example, it might be a little weird to play a rock song on a classical acoustic guitar. But, maybe that's what you'd like to try!
  - Are you going to sing happy songs, silly songs, or sad songs? How could this affect your colour choice?
  - Would you put any special designs on your guitar? Maybe a picture, or a pattern like polka dots. Check out this artist who paints guitars: <https://www.juleez.com/Guitar.html>
- Guitars come in all sorts of unexpected shapes!
  - Here's a list that shows some really unique guitar shapes: <https://reverb.com/ca/news/20-guitars-with-totally-unprecedented-body-shapes?locale=en-CA>
  - Create your own guitar shape! Either print out one of the guitar templates, or try drawing a basic guitar outline. You can build off of the shape of the body of the guitar, or you can try to make yours smaller than an average guitar. There is no limit to what you can do with your guitar!







**This is a music and visual art lesson.**

**Some classical instruments are very versatile; they can make sounds that almost paint a picture in your mind. Today's lesson will show how music can be visual art.**

Music is a Visual Art: <https://www.youtube.com/watch?v=k7ngnWJ6Hks>

Guided Learning:

- Listen to this fun recording of Peter and the Wolf (28 minute video):  
<https://www.youtube.com/watch?v=9ueGfjBKbiE>
  - When you see the lines of music pop up on the screen, think about the first video, and how the composer used pictures to get his point across (using the wolf in his score).
  - Listen to the music for Peter. What picture would you include in your score for Peter? Would it be a picture of a boy just standing, or would he be skipping, or even running?
  - For each character in Peter and the Wolf, draw a picture that you would put in your score to show the musician how the music sounds.
  - Each orchestra instrument has a purpose in this piece of music. Do you think each instrument suited the role that they were given? If not, what would you change?
- Learn more about Graphic Scores, and how they allow musicians to be even more creative! Graphic Scores: Beyond the Written Note:  
<https://www.youtube.com/watch?v=hy9I-IC93gE&t=209s> \*\*Note: The music terminology and speed of this video make it more suitable for older audiences. Check with family before clicking on the description links. For more information on the composers mentioned in the video:
  - Karlheinz Stockhausen: <https://kids.britannica.com/students/article/Karlheinz-Stockhausen/277900>
  - Cornelius Cardew: <https://www.allmusic.com/artist/cornelius-cardew-mn0000799035/biography>
  - John Cage: <https://www.britannica.com/biography/John-Cage>
- Can you draw your own graphic score? Here is a picture of a blank piece of sheet music. You can either print it off, or copy it on a blank sheet of paper:  
<https://www.blanksheetmusic.net/> Think about the kind of song you want to make. Draw unique lines, symbols, or pictures that will go with your song. If you can't think of a song that you want to create, try doing the same thing with a song that you know. Teach someone in your family about graphic scores, using your own score as an example!

