Child/Parent Strings In-School Workshops
Half Day Workshops in Violin and Cello for Kindergarten to Grade 1/2 splits.

**When:** Afternoons on April 5 or 12, 2019. Mornings on April 1, 4, 9, or 11, 2019. Only four sessions available.

**Who:** Kindergarten – Grade 1/2 classrooms in any school division. 20-30 students per session (if over 20, students will be sharing instruments).

**What:** A violinist and cellist will teach your students about string instruments. Students will learn music basics and explore what it means to be a string musician. By the end of the session students will know string instrument terminology and a short song on violin or cello.

**How:** $75 + taxes. Some funding provided by the Saskatchewan Orchestral Association, Saskatchewan Lotteries Trust Fund for Sport, Culture and Recreation, and SaskCulture, Inc. To book one of these limited sessions, contact the Conservatory Program Coordinator, Erika Follnović at 306-585-5833 or erika.follnovic@uregina.ca.

**Requirements from schools:**
- Two rooms that are clear of tables and chairs with a large floor space for some activities for the whole class and for break-out sessions.
- Six small chairs for cellists on a carpeted area or carpet pieces on the floor for the cellos.

**Session Break Down:**
The half day will be split into 5 sections ranging from 10-30 minutes each.

- **Section 1** includes an introduction to the violin and cello, a comparison of the instruments, a short performance by the violinist and cellist, lessons about how we talk about music, and how to use a bow. 30 minutes.
- **Section 2** includes rules for handling the instruments and naming the parts of the instrument. 10 minutes.
- **Section 3** includes rhythm games and singing. 20 minutes.
- **Section 4** includes trying out the instruments and learning to play pizzicato (pluck the strings). 30 minutes.
- **Section 5** includes learning a song and putting on a short performance. 60 minutes.

Pre- and post- workshop activity suggestions will be sent no later than 1 week before the workshop date.
Musician Biographies

Karley Parovsky is a violin/fiddle teacher and performer located out of Regina Saskatchewan. Growing up, Karley studied violin through the Conservatory of Performing Arts which set her roots in the realm of Classical music. She has been performing with the Regina Symphony Orchestra for the past 14 years. The Conservatory is now her home base where she has been teaching private lessons. Karley is the head of the Conservatory based Child/Parent string program. In this position Karley is able to mix her passion of music with community building. Over the past few years Karley has expanded into other genres of music, incorporating them into her own style of playing and teaching. Karley has travelled abroad and studied with great violin/fiddle masters such as Marc O’Connor, Matt Glaser and Alasdair Fraser, to list a few. These influences have led to many ventures in both performing and teaching. Karley is involved in pioneering the Regina Symphony Orchestra’s Outreach program ‘Strings for Change’. Karley is also a co-creator of Viva Violins, an organization which provides musical education during the summer months. Viva Violins gives young violinists a chance to explore various styles of music including classical, celtic, bluegrass and pop. Karley’s newest venture has been her Jam Class which is held at the Artful Dodger. This weekly drop in class teaches improvisation and chording techniques while building a repertoire in many diverse styles of fiddle and folk genres. As well as teaching Karley has performed with many local groups such as The Dead South, Scott Richmond, DownBeat, 2beats and a hat, Rebecca Lascue, Julia McDougall, the Down Home Boys and Class Act Theatre Company. She has for the past two years also been one of four fiddlers in the Brady Academy of Dance show ‘Celtic Ireland’, at Folklorama in Winnipeg, Manitoba. Most recently Karley has recorded violin tracks for the Andino Suns newest album which was released on September 17, 2016.

Joel MacDonald, a native of Saskatoon, completed Suzuki teacher training in Illinois and California with Dr. Tanya Carey, an internationally recognized Suzuki cello pedagogue. He began cello lessons with John Payzant and later continued his studies with Lahni Russell, Mark Rudoff, and Simon Fryer. Currently a cello instructor at the Conservatory of Performing Arts at the University of Regina, Joel was previously a cello Teaching Artist with Sistema New Brunswick and a classroom music teacher in London, UK. Also an avid performer, Joel has been a member of the Saskatoon and Regina symphonies and is an alumnus of the National Youth Orchestra, the National Academy Orchestra, and the YOA Orchestra of the Americas. He has participated in musical outreach projects through YOA’s Global Leaders Program in Canada, the USA, Puerto Rico, and Haiti. BMusEd, University of Regina. BA, University of Saskatchewan.

The Child/Parent String program runs as a supplement to private lessons in violin and cello at the Conservatory of Performing Arts in Regina, SK. Students are given the opportunity to learn and grow together with the guided assistance of their parents/guardians and experienced string musicians like Karley and Joel. This group meets on Tuesday early evening. Find more information about private lessons and C/P Strings here: www.uregina.ca/cce/conservatory
Supported By:

Curricular Connections

Kindergarten Curriculum

Outcome CPK.3
Create sound compositions exploring the elements of music including: repeating patterns, beat (e.g., clapping and stepping, and counting), response to fast/slow paces, high/low sounds, loud/soft sounds, and sounds with distinct tone colours/timbres. Indicators:

- Use own words to describe elemental characteristics of sounds (e.g., high/low and soft/loud) using the violin and cello
- Discuss how musicians use their senses to observe the world (e.g., listening to sound characteristics and patterns) and apply this understanding to own work.
- Create and imitate sounds by experimenting with the instruments.
- Describe basic decisions made in creating music expressions (e.g., sounds to be used in the piece, loud parts, soft parts, order of sounds).
- Clap, play, and move to beats and rhythmic patterns (e.g., in nursery rhymes, music, teaching stories, and legends).
- Identify and use sounds and instruments with distinctly different tone colours/timbres (e.g., triangle versus tambourine).

Grade 1 Curriculum

Outcome: CP1.5
Create music expressions and contribute to decisions about ideas, sounds, instruments, and order (e.g., loud/soft, fast/slow, high/low). Indicators:

- Experiment with the voice and instruments by creating and imitating sounds.
- Create a variety of different sounds from one sound source (pizzicato vs. bowed).
Discuss individual and group problem-solving and decision-making processes (e.g., How did you know when to play your part loud and when to play it soft? Tell me how you worked together to change the B part to make it sound different from the A part?).

Identify own contributions to collaborative processes.

Outcome: 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), and tone colours (distinguish between).

Indicators:
- Use movement and body percussion to investigate and represent music patterns and concepts.
- Recognize and perform a steady beat and various grade-appropriate rhythmic patterns (e.g., clapping, stepping, and counting).
- Imitate, create, and respond to simple rhythmic and melodic patterns (i.e., ostinato).
- Investigate contrasts between sounds (e.g., fast/slow, long/short).
- Identify high/low sounds (pitch) in speech, music, and the environment.
- Sing a variety of grade-appropriate music, matching pitch with some accuracy (e.g., so, mi, la)
- Distinguish between sounds heard alone and sounds heard together (texture of one instrument vs. several).
- Distinguish differences of sound qualities (tone colour/timbre) between one sound object/instrument and another (e.g., violin vs. trumpet).
- Use grade-appropriate music terminology to describe the elemental characteristics of sounds (e.g., screechy, rumbling, high/low, and soft/loud).

Grade 2 Curriculum
Outcome: CP2.6
Create and perform music that demonstrates understanding of: form (repetition and contrast), beat (strong and weak beats/accents) and meter (2/4 and 4/4), rhythm (create ostinato), tempo (fast/slow paces), dynamics (loud/soft), pitch (high/low sounds) and pitch direction (moving up/down/staying the same), texture (layers of sounds), and tone colour (variety).

- Explore contrasts between sounds with instruments.
- Incorporate different sounds from a single sound source in music compositions.
- Maintain a steady beat (pulse) and identify accents with a strong movement.
- Perform and create various grade-appropriate melodic and rhythmic ostinato (patterns) using repetition and contrast.
- Compare and use different tempos (fast/slow, faster/slower paces) and dynamics (loud/soft, louder/softer sounds) in speech and music.
- Compare and use different pitches (high/low sounds) and pitch direction (moving up/down, staying the same) in speech and music.
- Investigate various ways of creating harmony (combining pitch and rhythm) and texture, and recognize differences in sounds heard alone and sounds heard together.
- Use own words, and music terminology, to develop common understanding and use of the language (e.g., introduce terminology such as rhythm, dynamics, pitch as required in grade-appropriate repertoire).