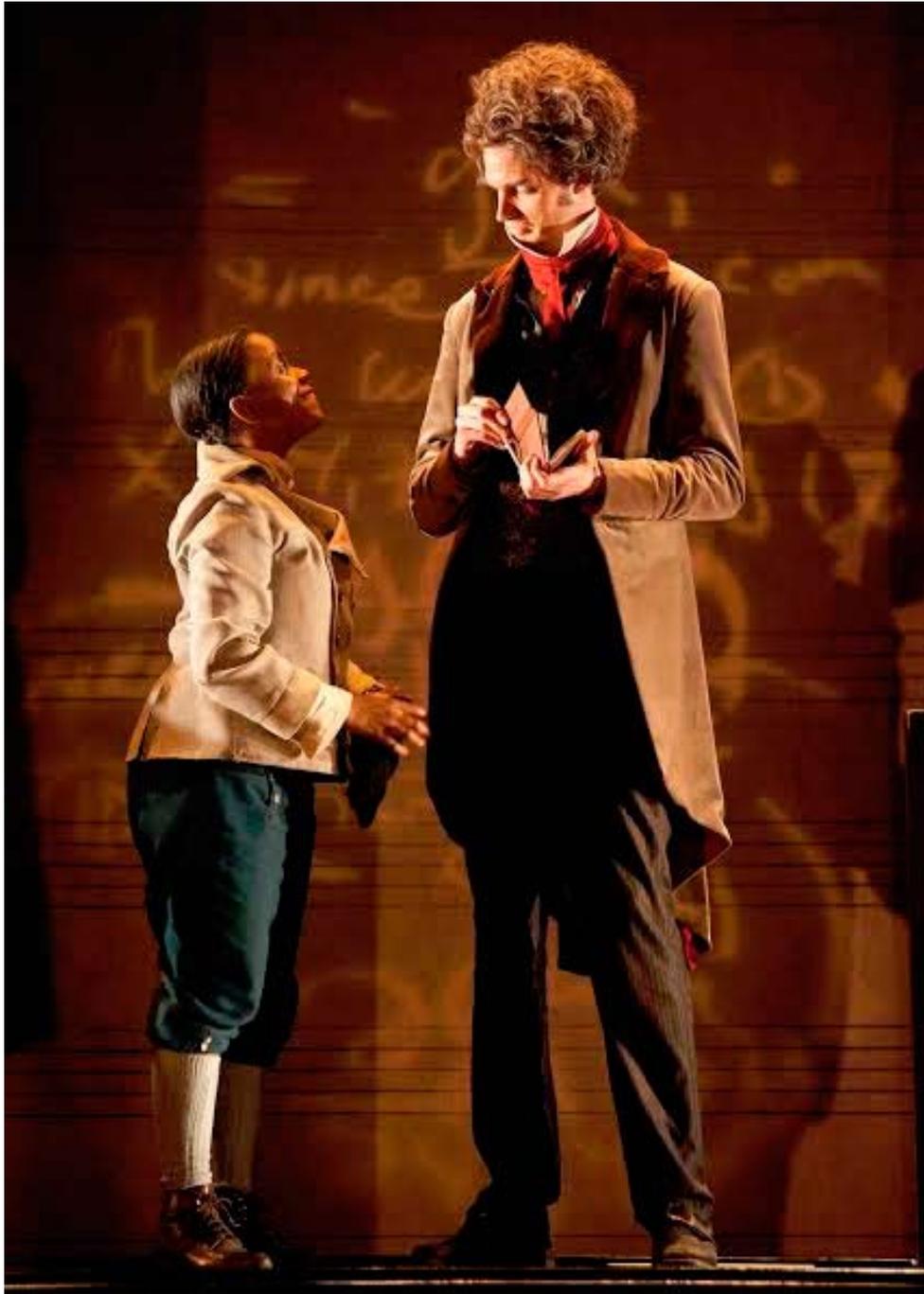


Beethoven Lives Upstairs



**Written By
Douglas Cowling**

**Directed by
Dean Patrick Fleming**

**Teacher's Guide by
Toni Hakem**

Cast and Crew

CAST

Quincy Armorer

Lucinda Davis

Eric Hausknost

Alex McCooeye

Leni Parker

CREW

Director - Dean Patrick Fleming

Stage Manager - Melanie St. Jacques

Set design - James Lavoie

Costume design - Amy Keith

Lighting design - Thomas Godefroid

Sound design - Peter Cerone

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What is Classical Music?

Core Competencies

Cross-Curricular

- To use creativity
- To communicate appropriately
- To construct his/her identity

Language

- To use language to communicate and learn

Visual Arts

- To produce individual works in the visual arts

Music

- To interpret musical pieces
- To appreciate musical works, personal productions and those of classmates

Before attending Geordie Productions' play *Beethoven Lives Upstairs*, introduce classical music to your students. There are many ways to do this including (but not limited to), playing classical music while students are working on an art project or while reading them a story.

After your students have been exposed to classical music, have a discussion with them about it. To begin you may wish to ask students:

- Do they know what classical music is? (As a class research its definition)
- Do they know any classical music composers or musicians?
- Ask them which piece of music that you played for them that they enjoyed the most? Why?
- What piece did they enjoy the least? Why?
- Do they know the differences between classical music and pop music? Rock music?

Activity: When I listen to classical music...

Play some classical music for your students. While they listen to the music ask them to create art pieces that reflect how the music makes them feel.

Once complete, as a class discuss the activity:

- Were different colours used based on emotions?
- Different types of lines?
- Different shapes?
- Can they share their art piece(s) and its description with the class?

Who was Beethoven?

Core Competencies

Cross-Curricular

- To use information
- To adopt effective work methods
- To use information and communication technologies
- To cooperate with others
- To communicate appropriately

Language

- To write self-expressive, narrative and information-based texts
- To use language to communicate and learn

Before researching Beethoven's life, discuss biographies (the tale of someone's life as told by another) with your students.

- Do they know what a biography is?
- Have they ever read one or seen one on television?
- What aspects are important in a biography?
- What is the difference between a biography and an autobiography?
- Do they accurately reflect someone's life or are they just another's perspective on it?

Class Project – Beethoven's Biography

As a class, students will conduct research on Beethoven's life. Brainstorm areas to focus on (his early life, personal life, education, music, influences, famous performances etc...). You may wish to divide up the class by who is responsible for a certain aspect of his life or you may choose to divide the research based on books and other sources of information. Below is a list of suggested biographies to help get students started, it is important to encourage students to also conduct their own research.

Pancella, P. (2005) **Ludwig van Beethoven**

Suchet, J. (2014) **Beethoven: The Man Revealed**

Swafford, J. (2014) **Beethoven: Anguish and Triumph**

Viegas, J. (2007) **Beethoven's World**

Winter, J. (2006) **The 39 Apartments of Ludwig Van Beethoven**

Wyn Jones, D. (1998) **The Life of Beethoven**

How was the Play?

Core Competencies

Cross-Curricular

- To use information
- To exercise critical judgment
- To use creativity
- To communicate appropriately

Language

- To write self-expressive, narrative and information-based texts
- To represent his/her literacy in different media
- To use language to communicate and learn

Visual Arts

- To produce individual works in the visual arts
- To produce media works in the visual arts

Upon returning from *Beethoven Lives Upstairs*, ask students what their opinions were of the play. ([Appendix A](#) has play related word activities for students).

- Did they enjoy the play? What did they enjoy?
- Was it useful to know about Beethoven before attending the play?
- Did they have a favourite or least favourite scene? Why?
- Did they enjoy the music?

Writing Assignment – Play Review

Ask students to write a review or summary of the play *Beethoven Lives Upstairs*. Instead of writing a standard review, ask them to be creative in how they approach this.

Some ideas:

- Choose a character from the play and write a journal entry from their perspective
- Create a promotional campaign for the play (including posters/pamphlets, press release etc...)
- Write a letter to Douglas Cowling (playwright) or Geordie Productions
- Write a newspaper human interest story about one of the characters in the play
- Write a song that describes your thoughts on the play
- Write a pitch for the play to be turned into a movie including casting information
- Create a comic book

When they're done, ask students to share their creative reviews with the class.

Art Project –Theatre Posters

In this activity students will create their own play title about Beethoven and will create a poster for it advertising its performance.

Discuss the various elements that should be included on their poster:

- Name of Play
- Type of Artwork
- Director, Production Company etc...
- Location, dates and time of play
- Quotes from reviewers
- Anything else?

Having seen the play *Beethoven Lives Upstairs* and having researched his life in the biography activity, ask students to dream up a title for a play about Beethoven. Once they have decided on a title, they can now begin designing their poster for their imaginary play. Their final posters should include all of the elements listed above and any others that were discussed in class.

Alternately you may wish to have students create a Playbill for their play; you can find information about that here: http://www.ehow.com/way_5291593_examples-playbill.html

Letter Writing

Core Competencies

Cross-Curricular

- To use information
- To use creativity
- To use information and communications technologies
- To construct his/her identity
- To communicate appropriately
- To cooperate with others

Language

- To read and listen to literary, popular and information-based texts
- To write self-expressive, narrative and information-based texts
- To represent his/her literacy in different media
- To use language to communicate and learn

In *Beethoven Lives Upstairs*, Christoph and his Uncle exchanged letters describing Beethoven and his effect on Christoph. Writing letters may have lost most of its popularity and appeal with the advent of e-mail and the internet, but that doesn't mean it is not exciting to receive letters in the mail. As a class discuss letter writing and the various components of a letter.

- Have they written or received a letter recently?
- What do they enjoy about receiving or writing letters versus e-mail?
- What are the differences between the two?
- Can they name various parts of a letter?

As a class, go over the various parts of a letter (please refer to [Appendix B](#) for a handout). Discuss the elements of a letter to make sure that your students understand them. For instance, make sure they understand the difference between an introductory paragraph and the body of the letter. Once students understand the various elements, write a sample letter as a class. Also, brainstorm who the letter should be addressed to.

For more information please refer to: http://www.educationworld.com/a_lesson/03/lp326-05.shtml

Writing Activity - To Whom It May Concern

With students now understanding the various parts of a letter, you can now move on to other letter writing activities. The following are suggested activities:

1. Have each student write a letter to a character of their choosing from *Beethoven Lives Upstairs*. In their letter, they should address why they chose to write that character a letter - was it because it was their favourite character? A character who did or said something they did not like?
2. Have students randomly choose a fellow student's name from a bag or hat. Tell them (Student A) to keep the name (Student B) they pulled secret. They will then write anonymous letters to Student B, to see if they can guess who is writing them a letter. The body of Student A's letters should include information about themselves that would help Student B guess who is writing to them. Student B can write letters back asking questions to Student A. See how long it takes for them to guess who is writing to them!
3. Have students write a letter to a historical figure detailing why they chose to write to them.
4. Have students write letters to pen pals. See if you are able to get in contact with a school in an other city or country for students to become pen pals with.

Beethoven Word Activities

Core Competencies

Cross-Curricular

To use information

To adopt effective work methods

To use creativity

To use information and communications technologies

To communicate appropriately

Language

To represent his/her literacy in different media

To use language to communicate and learn

You may wish to go over *Beethoven Live Upstairs* vocabulary with your students.

Ask students to find definitions for the following words:

01. Sopranos

02. Symphony

03. Conductor

04. Metronome

05. Composer

06. Sheet Music

07. Orchestra

08. Music

09. Concert

10. Sonata

Once students have found all of the definitions, discuss them as a class. Make sure they understand all of the words because they will then write a short story (a few paragraphs) using 4-6 words of their choosing from the list.

[Appendix A](#) has more *Beethoven Lives Upstairs* related word activities for students to complete.

Hearing Impaired

Core Competencies

Cross-Curricular

To use information

To adopt effective work methods

To use creativity

To use information and communications technologies

To communicate appropriately

To cooperate with others

Language

To use language to communicate and learn

Drama

To invent short scenes

To interpret short scenes

"It makes me wonder who is really the more fortunate: we who can hear, but so imperfectly, or Beethoven who cannot hear, but can imagine such perfect music in his head. "

- Christoph's Uncle -

Introduction Activity 1: Sound Walk

To introduce hearing impairment to your students, begin by having a sound walk. As a class go on a walk and ask students to pay extra attention to all of the sounds they hear. Once complete have students share their experiences with each other. Now move on to something a bit more challenging. With students in pairs, one student will be blindfolded and will describe all the sounds they hear to their partner, who will then write them down. Let each student have a chance to be blindfolded. After every student has had a chance to be blindfolded, ask them to write short stories inspired by — and including — at least five of the different sounds they experienced.

Taken from: <http://www2.scholastic.com/browse/article.jsp?id=3896>

Introduction Activity 2: Sound Vibrations

Before moving on to teaching your students about sign language, continue teaching them about sound and vibrations. For some sound and vibration experiments, please refer to: http://www.kids-science-experiments.com/cat_senses.html

An easy experiment called Sound Catcher requires the following materials: a newspaper, tape and an empty cardboard paper towel tube. Each student will tape newspaper (tightly) over one end of their tube. With their fingers placed over the newspaper, ask them to sing into the other end of the tube. As they sing (or make noises) they should be able to feel the vibrations they have created.

<http://www.kids-science-experiments.com/soundcatcher.html>

Class Activity: Learning Sign Language

Using Beethoven's challenges with hearing loss and the previous sound/hearing related activities as a foundation, discuss the following with your students:

- Do they know what hearing impairment is?
- Do they know anyone who is hearing impaired?
- What challenges do they think someone who is hearing impaired faces?
- How do you communicate with someone who is hearing impaired?
- Have they heard of sign language? If so, do they know any signs that they can share with the class?

To begin teaching your students American Sign Language (ASL), here are some resources:

<http://www.handspeak.com/word/>

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

You may choose to do this as a class, or with students in pairs at a computer. Begin with students learning the alphabet and number signings. Once students have a grasp on that, you can begin to move on to short words. Both websites listed above provide detailed descriptions on how to sign and have various levels.

After students have become acquainted with signing, ask students if anyone will have a short

conversation with you in front of the class. Once complete, ask the rest of the class what the conversation was about. From there, if you think your students are able to, pair them up to have a short conversation using ASL.

Acting Activity: Using Sign Language

With students in small groups, ask them to come up with a short skit (original topic) that incorporates sign language into it. Each group will present their scene to the class and will ask students if they understood what was being communicated in sign language.

Classical Music and Composers

Core Competencies

Cross-Curricular

- To use information
- To adopt effective work methods
- To use creativity
- To communicate appropriately
- To cooperate with others

Language

- To represent his/her literacy in different media
- To use language to communicate and learn

Social Sciences

- To understand the organization of society in its territory

Introduce your students to the concept of musical periods (how music has evolved over time according to the times and trends).

As a class research and analyze the 21st century Classical Music Period. Areas to focus on:

- Defining the 21st century Classical Music Period
- How and when it began (including dates)
- Musicians and composers involved
- Distinguishing characteristics of music from this period
- Playing music from the period for students

Research Project 1: Musical Periods

Students will now complete the same project but in small groups. Assign each group one of the following classical music periods:

- Baroque
- Classical Period
- Serialism
- Contemporary Classical Music
- Modernism
- 20th century Classical

Remind students of the criteria they are researching:

- Defining the classical music period
- How and when it began (including dates)
- Musicians and composers involved
- Distinguishing characteristics of music from this period
- Examples of music from the period

Each group will present their findings to the class and play some music from the period for fellow classmates. They should include visual aids if possible.

Once all groups have presented, discuss with the class the differences between the classical music periods. Questions to ask:

- Can they name any differences between the music periods?
- Can they name any composers from the different music periods?
- Having heard music from each period, did they notice any differences? If so, what were they?
- Do they have any favourite music periods? Which one? Why?

Research Project 2: Classical Composers

Now that students have an understanding of the different classical music periods, they will begin focusing on famous classical music composers. Younger students can complete this project in small groups, but for older students ask them to complete it individually. Each group (or student) can choose their own composer to research.

Some suggested composers are:

- Wolfgang Amadeus Mozart
- Johann Sebastian Bach
- Robert Schumann
- Antonio Vivaldi
- Jean-Baptiste Lully
- Heinrich Schütz

Students should focus their research (and ensuing paper and/or presentation) on the following areas:

- Background/Early Life
- Music
- Personal Life
- Inspirations (either who inspired the musician, and/or who the musician has inspired)
- Examples of the musician's works in contemporary culture (ex. Beethoven Lives Upstairs)
- What made the musician famous/what was special and interesting about the artist
- What musical period they were apart of

For younger students: Ask them to present their findings to the class, including playing examples of the composers' music and also visual aids.

For older students: Students should write a short biography or research paper (their choice) based on their research. While they do not need to play music for the class (unless you would like them to); they should include a list of some of the composer's famous compositions in their final paper. They should include proper citations and a bibliography with their final paper.

Extension Activity: Famous Female Composers

When people discuss or think about famous classical composers, they generally assume that it's a male, but what about women? In this assignment, students will each choose a female composer to research.

The following website has a list of female composers for students to choose from:

http://www.classical-composers.org/page/female_composers

Their final paper will be a biography about the composer and should include the following topics:

- Background/Early Life
- Music
- Personal Life
- Inspirations (either who inspired the musician, and/or who the musician has inspired)
- Examples of musician's works in contemporary culture (ex. *Beethoven Lives Upstairs*)
- What made the musician famous/ what was special and interesting about the artist
- What musical period they were apart of

19th Century Project

Core Competencies

Cross-Curricular

- To use information
- To exercise critical judgment
- To adopt effective work methods
- To use creativity
- To use information and communications technologies
- To communicate appropriately
- To cooperate with others

Language

- To write self-expressive, narrative and information-based texts
- To represent his/her literacy in different media
- To use language to communicate and learn

Social Sciences

- To understand the organization of society in its territory

The 19th century was a pivotal point in time and has been an influence on the world as we know it. Not only was Beethoven alive and producing music during this century, but other notable events included; the invention of the steam locomotive, first photographic picture taken, the invention of the typewriter and Alexander Graham Bell's patent for the telephone. As such, the following research project is divided into two distinct parts; the first focusing on cultural themes and the second on specific eras and empires during this time.

You may wish to discuss the 19th century with your students before beginning the research projects. Some questions and topics to cover:

- What do they know about the 19th century?
- Can they name an invention or person from that century?
- Do they know what an era is?
- Do they know what an empire is?

Research Project Part 1: 19th Century Culture

As a class discuss the following cultural themes as they relate to the 19th century:

- Food
- Music
- Literature
- Theatre
- Visual Arts
- Clothing
- Athletics
- Inventions (medicine, railroads etc...)
- Travel/Geography

After your discussion, ask each student to choose 1 topic to research (you may decide that older students should choose more than one topic). With their topic chosen, they should focus their research on the following areas:

- Description of how this effected life in the 19th century
- Any inventions that relate to it (ex. steam locomotive for travel/geography)
- Famous events that relate to the topic
- Famous people that relate to the topic
- Its influence on today's world (ex. a topic of clothing coming back into style, or a piece of literature being adapted into a modern movie etc...)
- Visual aids if possible

Their final paper should include a bibliography and proper citations.

Research Project Part 2: 19th Century Eras and Empires

With students in small groups, assign each one an era or empire to research from the following list:

- Industrial Revolution
- Belle Époque
- Victorian Era
- Ottoman Empire
- Russian Empire
- Gilded Age (American History)

Their research will focus on the following:

- Detailed explanation of the era or empire and how long it lasted
- How it began and ended
- Milestones during the era
- Major people involved with it

Each group will present their findings to the class and if possible should use visual aids to enhance their presentation.

Music in Our Lives

Core Competencies

Cross-Curricular

- To use information
- To construct his/her identity
- To use creativity

Music Arts

- To interpret musical pieces
- To appreciate musical works, personal productions and those of classmates

Language

- To write self-expressive, narrative and information-based texts
- To represent his/her literacy in different media
- To use language to communicate and learn

"Mr. Beethoven works so hard... because he believes - that music - can change the world."

- Christoph -

As a class discuss music and how it plays a role in our lives. Begin by discussing the quote above from *Beethoven Lives Upstairs*.

- Do students understand the quote?
- Do they agree or disagree with the concept that music can change the world?

When appropriate, move on to discussing music on a more personal note and how it affects us individually.

- Do they believe that music can have an affect on our lives? Provide examples.
- Ask students to describe how a piece of music has affected them.
- Why do they think that music can play such a vital role in our lives?
- Do they associate any memories with a piece of music? Ask for examples.

Creative Project: Music's Influence

Play a piece of Beethoven's music for your students. Ask students to listen to the music and to pay attention to how it makes them feel. Once the piece is done, explain to your students that they will describe how the piece made them feel through the use of any art form they like, including the written word. While they work on their project, you can continue to play the same piece of music for the class.

Creativity Your Way: Music has affected me...

Ask students to choose one of the following topics :

Option A: A creative writing piece, play, or art piece on how music (or a specific piece of music) has affected them. They should focus on describing the piece of music and why it has had an affect them.

- OR -

Option B: A descriptive writing piece, dance or art piece about a song and its associated memory. They should focus on describing their memory and how this particular song has influenced it.

Biography: Your Favourite Musician

Remind students about biographies and the activities they have completed on them. With students' memories refreshed, ask them to now write a biography on their favourite musician. Topics they should address include:

- Early life
- Personal life
- Music
- Influences
- Famous performances
- Notable Events

Remind students that even though this biography is about their favourite musician, they should keep their personal opinions and views out of the final paper and that they must have some objectivity.

Musical Activities

Core Competencies

Cross-Curricular

- To use creativity
- To cooperate with others
- To communicate appropriately

Music Arts

- To invent vocal and instrumental pieces
- To interpret musical pieces
- To appreciate musical works, personal productions and those of classmates

The following activities are being included in this guide as a way for students to have fun while learning about music.

Music and Weather

Each student will be given a percussion instrument. To begin ask students how they would play music for:

- A sunny day
- A thunderstorm
- A rainy day
- A snowstorm

Now call out one of the weather types discussed and ask students to play music for it. Do this for each of the 4 types of weather listed.

Once students have a grasp of each type, divide the class into 4 groups with each group being assigned a type of weather. Ask each group to compose a 30 second piece of music based on their weather type. Listen and discuss.

Explain that composers use structure to make their work more interesting. One of the structures is a Rondo ABACADA.

Give each group a letter (A, B, C, or D). Perform the piece as a Rondo.

Taken from: <http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Arts/Music/MUS0012.html>

Rhythm Telephone

For younger students have the class sit in a circle, for older students you may wish to divide the class up into 2 or 3 groups and have a relay game from the back of a line to the front.

To begin tap a rhythm silently on the back(s) of the first student who taps the same rhythm on the back of the next student etc. The last student (or students in a relay) must clap the rhythm out loud.

You then clap the rhythm back and show the written form of the pattern to see if you students passed the rhythm down the telephone line accurately

Taken from: <http://www.play-script-and-song.com/music-activities-for-children.html>

Match the Sounds

In this activity, you'll place students in groups of seven, and quietly give each student one of the following to sing: do re me fa so la ti do. When you tell the kids to sing, each one will sing the note assigned to them. Have them continue to sing it, until they locate the other kids who were assigned the same note. The first group to have all of its members together wins!

For a full description of this activity please refer to:

<http://lessonplanspage.com/musicmatchthesoundgameideak4-htm/>

Keep the Beat

Provide children with rhythm instruments and explain that they will use their instruments to tap out the beats of words and names. Using one of the instruments, demonstrate how to tap out the beats to "Hel-lo Chil-dren!" Now invite them to do the same. Ask them to use their instruments while saying hello to each member of the class. Which child has the most beats in his first name? Which child has the most beats in her entire name?

Taken from and for more activities: <http://www.scholastic.com/teachers/lesson-plan/activity-plan-3-4-keep-beat>

Students can also play musical games online at: <http://pbskids.org/games/music/>

Music and You

Core Competencies

Cross-Curricular

- To solve problems
- To exercise critical judgment
- To use information
- To use creativity
- To use information and communications technologies
- To construct his/her identity
- To cooperate with others
- To communicate appropriately

Music Arts

- To invent vocal and instrumental pieces
- To interpret musical pieces
- To appreciate musical works, personal productions and those of classmates

After completing the various music related activities found on pages 26-28, debrief with your students. Ask them:

- What activities they enjoyed or did not enjoy
- What they have learnt from these activities
- If there is anything else music related that they would like do

As a class brainstorm ideas for more music related activities and vote on which ones the class should complete. If 2 or more activities have garnered a lot of votes, split the students up so that they can complete the activity that is most exciting to them. Once everyone has finished, have each group share with the class what they learnt while completing the activity and also what (if) they created.

Art Project: Music Instruments

Before students can create their own musical instruments, introduce them to the various instruments.

Questions to ask:

- Can they name an instrument?
- Do they play any instruments?
- Do they know what an orchestra is?
- What instruments are involved in orchestras?
- What other elements are there to an orchestra?
- Have they ever seen one live?

Have students use the following websites to learn about musical instruments and orchestras:

<http://www.makingmusicfun.net/htm/mmf-music-library-meet-the-orchestra-index.htm>

<http://www.artsalive.ca/en/mus/instrumentlab/>

<http://www.sphinxkids.org/>

<http://www.sfskids.org/templates/instorchframe.asp?pageid=3>

Now have each student choose their favourite instrument (preferably one found in an orchestra) and with art supplies they will make their own instrument. For instance if someone chooses drums, they can use coffee cans to create their own drum set, or using an empty paper towel roll to make a flute or clarinet. Once students have the basics of their instrument made, they can decorate it as they see fit.

With their instruments now complete, arrange students and their instruments into an orchestra seating arrangement. Now take a picture of your orchestra! If you're feeling up to it, ask students to play their instruments to see if they actually work.

Team Activity: Scavenger Hunt!

To further your students' musical appreciation and knowledge, we have included a scavenger hunt based on previous activities. Before beginning, discuss what a scavenger hunt is with your students. Explain to them that it is a game where individuals or teams search for specific items or answers on a list that is given to them.

- Ask them if they know what it is?
- Have they ever participated in one?
- What do they like about them?

Arrange your students into teams and have them come up with a music inspired name and create a team flag. Provide each team with copies of the scavenger hunt found in [Appendix C](#). Now let them begin! You can set a time limit to see who can complete the most, or choose to let the first team who completes the hunt correctly be the winning team. You do not have to provide students with prizes for the hunt but something to recognize their efforts at the end would be appreciated.

When they have completed their scavenger hunts have a debriefing with the class.

- Ask them to discuss what they learnt today.
- Did they learn anything new about music?
- Did they work well as a team?
- What was their favourite part of the scavenger hunt?

Appendix A

Find the words in the list below. Unscramble all remaining letters to solve a mystery sentence.

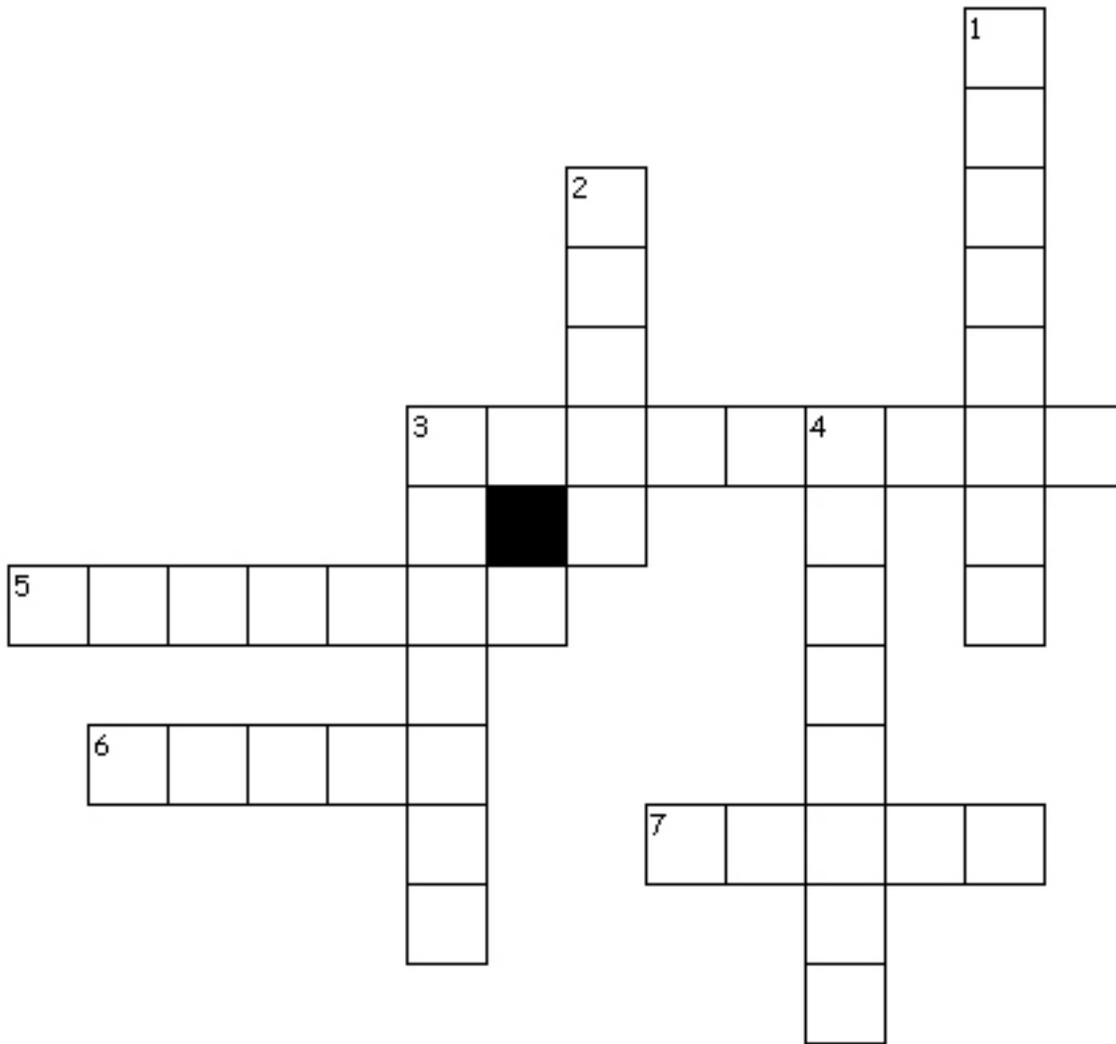
B P B E T V I S C S
V I O L I N Y H O I
B A N E E M R V N N
E N N E P I I C C G
L O O H S E I L E E
L H O T N S V N R R
S N O N U S R U T S
Y P A M M O Z A R T
H R E H T O M I E S
U N C L E A R P T S

BELLS
CONCERT
MOZART
SINGERS
VIENNA

BONN
EARS
MUSIC
SYMPHONY
VIOLIN

CHRISTOPH
MOTHER
PIANO
UNCLE

Use the clues below to fill in the puzzle.



Across

- 3. One who directs an orchestra or other such group
- 5. The highest singing voice of a woman or young boy
- 6. A high-pitched woodwind instrument consisting of a slender tube closed at one end with keys and finger holes on the side and an opening near the closed end across which the breath is blown.
- 7. Vocal or instrumental sounds possessing a degree of melody, harmony, or rhythm

Down

- 1. An orchestral concert
- 2. A musical instrument with a manual keyboard actuating hammers that strike wire strings, producing sounds that may be softened or sustained by means of pedals.
- 3. A performance given by one or more singers or instrumentalists or both
- 4. One that composes, especially a person who composes music

Appendix B

Friendly Letter Format

	Today's date
	Your street address (on 2 lines)
Dear: (Put person's name),	
First paragraph - Introductory paragraph	
Second paragraph - Main body of the letter	
Third paragraph - Conclusion	
	Closing (Sincerely, Thank you etc...)
	Your Name
	Your signature (if you like)

Appendix C

Scavenger Hunt Clues

Please hand out a copy of the following to your students so that they can complete the scavenger hunt!

01. How many **white keys and black keys** are there on a piano?
02. How many **strings** are on a guitar?
03. Find a **book about Beethoven** – take a picture of the cover or bring the book class
04. Find a piece of **sheet music** and bring it to class
05. Find **5** fellow students who can play an instrument – provide their names and what instrument they play
06. Gather **5** facts on various classical music composers – provide the source, the fact and the composer’s name
07. As a team choose a musician and gather **5** music related facts about the musician. Provide the facts and source.
08. Gather a CD **for each of the following styles** of music: Kids’ music, Classical, music from a Canadian artist and music from another country. Take a picture of each CD cover or bring them to class.
09. Using the **materials provided**, make a musical instrument*
10. Using a pop song, **re-write the lyrics** so that the song is about something that you are currently learning in school (i.e. A song about history to a Taylor Swift song)

* (Note to educator: provide students with enough materials to make a musical instrument and yet make it challenging by not making it obvious as to how to use them)