

The Travelling Troubadours

Music & Storytelling

205 Wilson St., Peterborough ON | 705.957.8499 | info@ToriOwen.com

January 1, 2018

School Principal
Anywhere School
123 Somewhere St.
Your Town, ON FOR YOU

Dear Educator:

Make the world of story and magic come alive for your students!

A visit from The Travelling Troubadours will let your Junior Kindergarten to Gr. 3 students experience the music and stories of long ago through modern day troubadours. These master storytellers, musicians and teachers will guide them on their journey as the sounds of ancient instruments, music and story transport them to another place in time.

This 50 minute Program will:

Present a musical folk tale

- in Period costumes
- With themes relating to the power of music, courage and friendship

Foster an understanding and appreciation of

- The music and folklore of Scotland
- The value of storytelling in our world

Use the harp and other instruments to demonstrate

- the distinguishing sounds of stringed instruments and wind instruments
- How music can add drama to the spoken word

Be highly interactive through

- audience participation during the story through singing, with puppets/masks of sea creatures & the main character "asking for help" as well as a Q & A period

Cover numerous strands of the J.K.- Gr. 3 curriculum including:

- The Four Frames as outlined in the new *2016 Kindergarten Program* (attached)

The Program is most successful when

- Held in a space where movement is possible (i.e. a gym, auditorium or library)
- Limited to small groups (20 to 60 students)
- Students can make some paper plate puppets in advance of our visit
- we can access **equipment** such as an LCD projector, speakers, the internet

Dates, times and fees for performances have some flexibility. We look forward to enriching your students learning experience with our unique presentations!

Tori Owen & Angelica Ottewill
The Travelling Troubadours

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Angelica Ottewill, Harp & Vocalist and Tori Owen, Woodwinds

Music and Story Workshop For JK to Gr. 3 students (approx.50')

Summary

Using the Scottish folk tale of "The Lonely Giant," presenters weave the elements of story-telling, song, movement and interactive dialogue with students prompting to problem-solve and guess "what happens next." This presentation includes instrument demonstrations of the harp, ukulele, recorder with a Q & A section afterword; and prompting them to participate in the story with optional puppets. See also references to the overall expectations and related specific expectations for the **Four Frames** as outlined in the Appendix of the 2016 Kindergarten Program. A *Teacher's Package* can be made available in advance.

Program Content:

Introduction and instrument demonstration: 7 minutes

Angelica will demonstrate range of the harp, give a short history and play briefly. Tori will demonstrate the ukulele, recorders and make a Scottish bagpipe out of an oboe with audience participation.

Preparing for the Story: 13 minutes

Prepare students for the story they will hear and how to participate. Discuss Scottish fairy tale characters and play some music about them. Give a movement exercise so students can move like sea creature characters.

Listening to the story: 25 minutes

Students will listen to "The Lonely Giant," a Scottish folk tale about a giant who is lonely and with the help of his friends and his love of music, discovers more about the world and his own courage on a quest. His discoveries lead him back home a "changed" giant. Student interaction includes song, movement and even "helping" the giant!

After the Story: 5 minutes

Ask students questions about the story they heard, engage problem-solving and imagination: "What would happen if..." and discussing the challenges of loneliness and belonging.

Optional: Students create their own "Sea Creature" character using paper plate puppets (created in advance) or by moving their bodies

Workshop Fee: \$250 or \$450 for both a morning and afternoon session.

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Curriculum Strands Addressed

2016 Kindergarten Program

In this chart, the four “frames” in the Kindergarten program are represented by the four columns on the right, as follows: BC – Belonging and Contributing SRWB – Self-Regulation and Well-Being DLMB – Demonstrating Literacy and Mathematics Behaviours PSI – Problem Solving and Innovating An x in a column indicates that the expectation is associated with that frame. An expectation may be associated with more than one frame.

Overall Expectations and Related Specific Expectations	BC	SRWB	DLMB	PSI
1. Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts	X	X	X	X
1.1 explore sounds, rhythms, and language structures, with guidance and on their own			X	
1.2 listen and respond to others, both verbally and non-verbally (e.g., using the arts)	X		X	X
1.3 use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal cues from the educator; vary tone of voice when dramatizing; name feelings and recognize how someone else might be feeling)		X	X	
1.4 sustain interactions in different contexts (e.g., with materials, with other children, with adults)			X	X
1.6 use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems		X	X	X
2. demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other endeavours		X		
2.2 demonstrate a willingness to try new experiences (e.g., experiment with new materials/tools; try out activities in a different learning area; select and persist with things that are challenging; experiment with writing) and to adapt to new situations (e.g., having visitors in the classroom, having a different educator occasionally)		X		
2.5 develop empathy for others, and acknowledge and respond to each other's feelings		X		
3. identify and use social skills in play and other contexts	X	X		

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<i>3.3 demonstrate an awareness of ways of making and keeping friends</i>		X		
5. demonstrate an understanding of the diversity among individuals and families and within schools and the wider community	X			
<i>5.2 talk about events and retell, dramatize, or represent stories or experiences that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others (e.g., traditions, cultural events, myths)</i>	X			
7. participate actively and regularly in a variety of activities that require the application of movement concepts		X		
<i>7.1 participate actively in creative movement and other daily physical activities (e.g., dance, games, outdoor play, fitness breaks)</i>		X		
21. express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures and communities			X	
<i>21.1 express their responses to drama and dance (e.g., by moving, by making connections to their experiences with drama and dance, by talking about drama and dance)</i>			X	
<i>21.2 dramatize rhymes, stories, legends, and folk tales from various cultures and communities (e.g., use actions, pictures, words, or puppets to tell a story in the dramatic play area or in the blocks area)</i>			X	
<i>21.3 express their responses to music by moving, by making connections to their own experiences, or by talking about the musical form</i>			X	
<i>21.4 respond to music from various cultures and communities (e.g., folk songs, Indigenous chants, songs in different languages, Inuit throat singing)</i>			X	
22. communicate their thoughts and feelings, and their theories and ideas, through various art forms	X	X	X	X
<i>22.1 communicate their ideas about something (e.g., a book, the meaning of a word, an event or an experience, a mathematical pattern, a motion or movement) through music, drama, dance, and/or the visual arts</i>	X	X	X	X
23. use problem-solving strategies, on their own and with others, when experimenting with the skills, materials, processes, and techniques used in drama, dance, music, and visual arts				X

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<i>23.1 use problem-solving skills and their imagination to create drama and dance (e.g., try out different voices for parts of a story or chant; find different ways to move to music, trying to connect the movement with the mood and speed of the music; create a sequence of movements)</i>				X
<i>23.4 communicate their understanding of something (e.g., a familiar story, an experience, a song, a play) by representing their ideas and feelings through the arts</i>				X
26. develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups and to group well-being	X			
<i>26.1 understand that everyone belongs to a group/community (e.g., a family, a class, a religious community), and that people can belong to more than one group/community at a time</i>	X			
<i>26.2 understand that different groups/communities may have different ways of being and working together</i>	X			
30. demonstrate an awareness of themselves as dramatists, actors, dancers, artists, and musicians through engagement in the arts	X			
<i>30.1 demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance (e.g., contribute their own ideas to role playing; create their own actions to accompany a song or chant and/or follow actions created by a classmate)</i>	X			
<i>30.2 explore a variety of tools, materials, and processes of their own choice (e.g., blocks, puppets, flashlights, streamers, castanets, rhythm sticks, natural and recycled materials) to create drama, dance, music, and visual art forms in familiar and new ways</i>	X			

The Ontario Curriculum Gr. 1-8

Gr. 1: The Arts

DRAMA	
A. 1	engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places
A. 2.	Demonstrate an understanding of the element of character by adopting thoughts,

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	feelings, and gestures relevant to the role being played
B. 1	express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes in the story
C. 1	identify and describe drama and theatre forms, events, and activities that they experience in their home, school, and community
MUSIC	
A.1	Sing songs in unison and play simple accompaniments for music from a wide variety of diverse cultures, styles, and historical periods
A.2	Apply the elements of music when singing, playing, and moving
B.1	Express initial reactions and personal responses to musical performances in a variety of ways (e.g., move like an animal of which the music reminds them)
B. 2	Describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create (e.g., the tempo and dynamics of a lullaby, the beat and rhythm of a march, the sound quality of a trumpet in a fanfare)
C. 1	Identify and describe musical experiences in their own lives (e.g., list the places and times within a day when they hear or perform music; describe various times when they sing, play, and move to music in school, at home, and in the Community)
C. 2	Identify a variety of musical pieces from different cultures through performing and/or listening to them (e.g., folk songs, songs for celebrations, ceremonial music from Canadian and world sources)

Gr. 1: SOCIAL STUDIES

A.2	Evaluate evidence and draw conclusions about some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self
A.3.4	Identify some elements of respectful behaviour that they can practise in their everyday life (e.g., sharing, cooperating, being courteous, not damaging the natural or built environment) and/or that other people practise
A.3.5	Demonstrate an understanding that it is important to treat other people and the environment with respect regardless of their roles, relationships, and responsibilities

Gr. 2 & 3 Curriculum Cont'd...

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Gr. 2: SOCIAL STUDIES

A.2	use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong.
A3.3	identify countries of personal or familial significance, and locate them on a globe and/or print, digital, or interactive map
A3.7	identify some ways in which heritage is passed on through various family celebrations and practices

Gr. 2: The Arts

DANCE	
A1.2	use dance as a language to represent the main ideas in poems and stories, with a focus on body and space
A1.4	use a variety of locomotor and non-locomotor movements to depict creatures and objects in the world around them
DRAMA	
B3.1	identify and describe a variety of drama and theatre forms they experience in their home, school, and community, and in the media
B3.1	demonstrate an awareness of some drama and theatre traditions of communities around the world
MUSIC	
C1.1	sing unison songs in tune and/or play simple melodies and accompaniments for music from a wide variety of cultures, styles, and historical periods
C1.2	apply the elements of music when singing, playing an instrument, and moving
C3.2	identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places

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Gr. 3: SOCIAL STUDIES

A.1.1	Describe some of the similarities and differences in various aspects of everyday life
A.3.3	identify various settler communities in Canada during this period

Gr. 3: THE ARTS

DANCE	
A1.1	imitate movements found in their natural environment in a variety of ways and incorporate them into a dance phrase
A1.2	use dance as a language to represent ideas from diverse literature sources, with a focus on time and energy
DRAMA	
B2.1	express thoughts, feelings, and ideas about a variety of drama experiences and performances
B3.1	identify some distinct stylistic features of a few drama and theatre forms they experience in their home, school, and community, and in the media
B3.2	demonstrate an awareness of ideas and emotions expressed in drama works from communities around the world
MUSIC	
C1.1	sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods
C1.2	apply the elements of music when singing, playing an instrument, and moving
C3.2	identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places

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Angelica Ottewill is a trained singer, harpist and storyteller who performs music and stories for all ages. She is a unique performer who combines the art of storytelling with music and weaves the two seamlessly together. Her musical repertoire includes folk, classical, Celtic and original material and she is equally at home on the concert stage as she is in the storyteller's chair.

A graduate of the University of Toronto, Angelica holds a Bachelor of music in Education and a Bachelor of Education. She also holds an A.R.C.T. in vocal performance from the Royal Conservatory of Toronto.

As a retired elementary music and French teacher, Angelica brings a wealth of experience to her Children's performances. Her passion for storytelling led her to create a music and drama program that incorporated folklore and traditional stories. As a result, her children's performances are interactive, educational, and curriculum based. Learn more about her work as a *Trobairitz* on her website: www.trobairitz.ca.



A native of Peterborough, Tori moved back to her home town in 2002 where she lives currently and is the Group Agent for The Travelling Troubadours, and Proprietor of [Tori Owen Performing Arts Management](http://www.toriowen.com); offering an array of musical services including Music Instruction, live Classical and Celtic music groups for hire, and Cultural Management.

Formally trained in Classical music, Tori has performed as a freelance orchestral musician since the late 80's and has held the distinguished position of Principal oboe for the International Symphony, the Pembroke Symphony and currently the Peterborough Symphony Orchestra. She has also performed with a number of orchestras and chamber ensembles throughout Ontario and beyond. She holds degrees in performance from The University of Western Ontario, Wilfrid Laurier University and a certificate Arts Administration and Cultural Management from Humber College. Tori grew up in a house full of Celtic music-lovers and players; her celtic 'hobby' continues, performing and teaching Bodhrán, Bowed Psaltery, Recorders, & Whistle.

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Tori grew up in a house full of Celtic music-lovers and players; her 'Celtic hobby' developed into a sideline of performance and teaching for Recorders and Tin Whistle.