

"Rhythm in Your Rubbish"

A Theatrical Symphony Concert

Study Guide



**NATIONAL ARTS CENTRE
CENTRE NATIONAL DES ARTS**



Welcome

Welcome to the study guide for “Rhythm in Your Rubbish”. We are looking forward to presenting this theatrical symphony concert to you. Notice that we didn’t call it just a “concert”. That’s because “Rhythm in Your Rubbish” is a unique event combining the musicians of the orchestra, the theatre artists of Platypus Theatre, one of Canada’s leading composers and... you! That’s right. You will play an important role in the performance of “Rhythm in Your Rubbish”.

In this study guide you will find not only information relating to the themes of this concert but also things for you to think about and two songs which we will sing together with the orchestra when you come to the performance.

We hope the study guide is helpful in preparing you for your trip to the concert hall and that it enhances your enjoyment of the event. We always like to hear from both teachers and students. If you have any comments about the study guide or the performance of “Rhythm in Your Rubbish” please write to us or fill out the questionnaire at the end of the guide. You can reach Platypus Theatre through the Internet at www.platypustheatre.com or write to us at:

36 Julian Avenue, Ottawa, ON, K1Y 0S5, Canada

We’re looking forward to seeing you at the performance.

Sincerely,

A handwritten signature in black ink, appearing to read "Peter Duschenes". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Peter Duschenes
Artistic Director
Platypus Theatre

A Note to Teachers

In this study guide you will find a variety of exercises that are designed to assist you and your students in preparing for the upcoming performance. **Don't be overwhelmed!** Select from these exercises those that best suit the learning needs of the students in your class. If nothing else, simply learning the song on the following page will greatly enhance your students' enjoyment of the program. Each exercise has a symbol placed beside it correlating the exercise with an area of study to help you in meeting curriculum

Exercise Symbol Key



Music



Visual Arts



Language Arts



Geography/History/Social Sciences



Drama



Science/Math/Design & Technology

expectations.

A Note to Students

You will notice that certain words are written in *italics* followed by an asterisk (*). These are words used in the guide that you may not be familiar with. An exercise to assist you in learning the meaning of these words is suggested below.



Exercise #1: Puzzling Words

Using the italicized words found in the study guide create a crossword or wordsearch puzzle. If there are any other words you have difficulty with, you may want to add these to your puzzle as well.

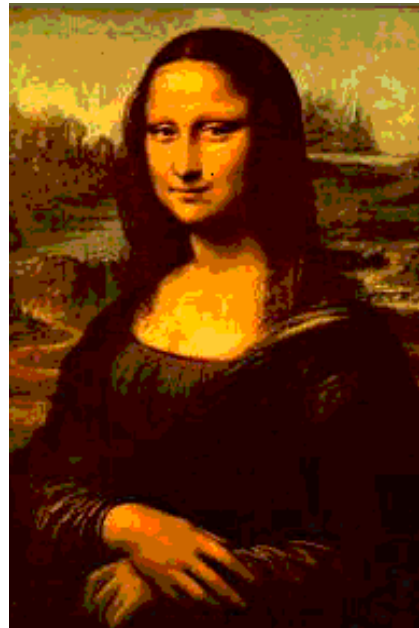
You can access programs that make crosswords on a computer at the following websites:

<http://puzzlemaker.school.discovery.com/>

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

Introduction

Where does music come from? What is the source of creativity? Of beauty? What makes us find one piece of music, or one work of art, or one landscape, more beautiful than another? Everyday, from the moment we open our eyes in the morning until we go to bed at night we are surrounded by sights and sounds. Some of these, such as a song we particularly like or the family pet, we find pleasing and attractive. Others disturb us or are unattractive. We have lots of ready-made ideas about what is beautiful and what is not. Parents, teachers, friends,



Mona Lisa - Leonardo Da Vinci



Butterfly

television, magazines, movies and the media all influence us in deciding what we

find beautiful. We are told that a certain painting or a certain piece of music is beautiful. We are told that certain artists were the best in the world. But where does the feeling that something is beautiful to us come from? What is it that makes us look at something and decide we would like to stay close to it or that it is something we want to get away from? Why do some sights and sounds bore us or interest us?

Exploring the idea of beauty in music and in all aspects of our lives is what “Rhythm in your Rubbish” is all about.

Exercise #2: Sing Along with the Orchestra!



Learn the song on this page. We will sing it together with the orchestra during the performance of "Rhythm in Your Rubbish".

Lullaby

Johannes Brahms

Adagio

A musical score for a lullaby in G major, 3/4 time, marked Adagio. The score consists of three staves of music, numbered 1 through 18. The first staff contains measures 1-6, the second staff contains measures 7-12, and the third staff contains measures 13-18. The melody is simple and gentle, with a final measure ending in a fermata.

N.B. To be sung without words on "La - la - la..."

Beauty in Music

What kind of music do you listen to? Is it different from what your parents listen to? What about your grandparents? Chances are what you like in music is not the same as what your parents or grandparents do. For that matter you may have very different tastes from your friends. Why is this? What makes something sound beautiful to you and not to someone else?

Exercise #3: Articulation Through Listening



Present a piece of classical and pop music of your choice to the rest of the class. Explain why you like it. Help the class fill in a "Listening Sheet" on which everyone answers the following questions. "What do you like or dislike about each piece of music? Are there specific elements of the music you can pinpoint that you like or dislike? Is it the rhythms; the instruments; the sound of someone's voice; the words? How does each piece of music make you feel?"

Exercise #4: Reporting the News



Become a "reporter" for a class newspaper. Design a questionnaire to explore the music tastes of three people you know of diverse ages. (*peer**, parent, grandparent) Write a newspaper article reporting your findings. Results for the whole class can be displayed as a wall chart or in a graph form.

Like all forms of art, music has changed dramatically over the centuries but one thing that seems certain is that all societies, all through time, have always had music of some kind. As far as we know the earliest musical instruments created were made to imitate the sounds of nature. They were made out of sea shells and the horns and bones of animals. People played them to lead hunting expeditions, to sound the cry of battle or to call to

each other across the vast expanses of wilderness that separated them. Whistles made of reindeer bones have been found that are around 42,000 years old!

Music evolved in cultures all around the world as a way to celebrate special occasions and as an expression of religious belief. In *Medieval** times *monks** developed a form of praying called *Gregorian chant**. Five times a day the monks would gather in the chapel of their *monastery** and sing out their prayers.



Benedictine Monk

Exercise #5: Music in Your Life



How do we use music today? On what occasions do we hear music? What purpose does music serve in your life? Make a list of five occasions on which you hear music.

Following Gregorian chant music became more complicated with composers developing more intricate rhythms and joining together different voices to create beautiful *harmony**. Musical instruments also became more complex as early *string** instruments were developed followed by *woodwinds** and *brass**.

Composers through the ages continued to develop musical styles, being inspired by the music that came before them and then changing it to suit their tastes and imaginations and to reflect the times in which they lived.

Sometimes the changes that happened weren't popular at first as people found the new sounds strange, unpleasant and even



Igor Stravinsky
1882 - 1971

threatening. When the "Rite of Spring" by Russian composer Igor Stravinsky was first performed in Paris in 1913 there was a riot in the concert hall as people were outraged by the new sounds they heard. Now that same piece of music is considered to be one of the great masterpieces of the 20th century.



Snoop Dogg

Changes in music have always affected people deeply. In more recent times when rock 'n roll was first being played many parents thought it was evil music and forbade their children to listen to it. This is still happening today. Think about the controversy that surrounds certain kinds of rap music.

Some of the classical music you will hear during "Rhythm in Your Rubbish" was written many centuries ago. Do you think popular music of today such as rap music, will still be played hundreds of years from now? Will there come a time when people will think that rap music is very old-fashioned? What kind of music do you think your children will listen to?



Exercise #6: Music in the Future

- 1) Write a short scene depicting a teenager 200 years in the future who uncovers a "Rap" song (pre-approved by the teacher), and either loves it or hates it!
- 2) Prepare for a debate on the following statement: "Pop music today will be played 200 year from now."

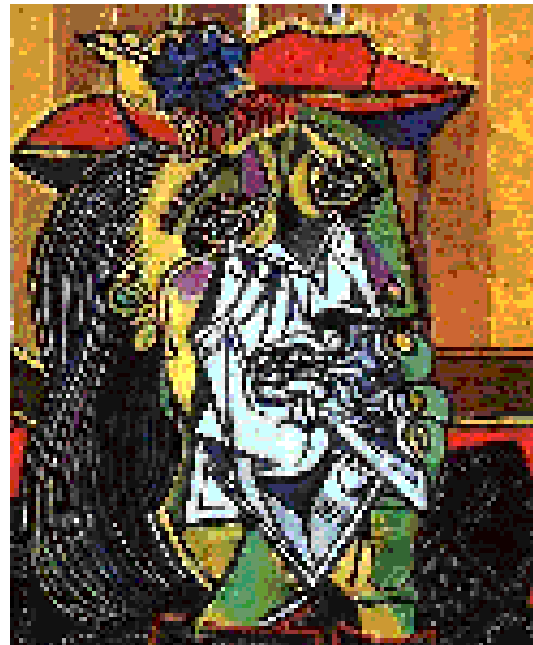
Beauty in Visual Art

The idea of what is beautiful has changed over the centuries in other forms of art too. Look at these paintings from different eras and how the perception of what is beautiful is different to each artist.

Portraits



Mme Fourment - P. Paul Rubens
1577 - 1640



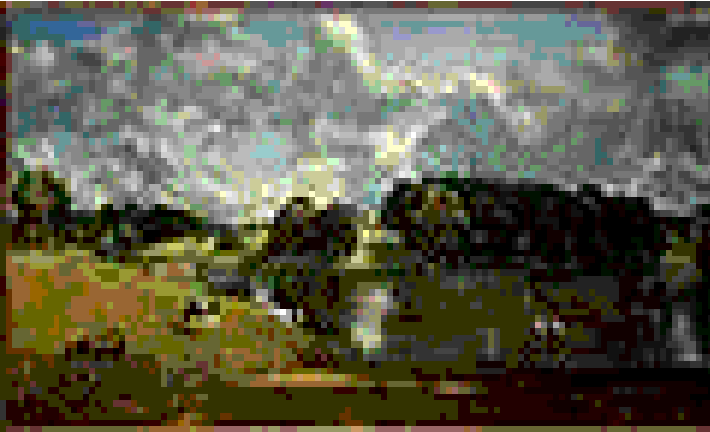
Weeping Woman - Pablo Picasso
1881-1973

Exercise #7: Different Tastes

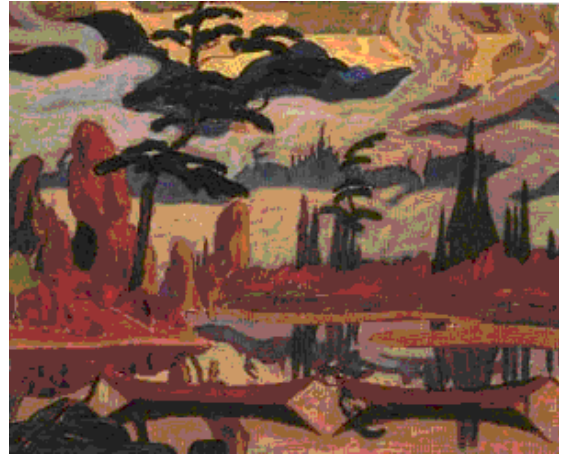


Look at these pairs of pictures and the ones on the following two pages. Which one do you find the most beautiful of each pair? What is it about the image that is beautiful to you? The colors; the expression on the subjects' faces; the way they look; the feeling of the picture? Now look at one of the pictures you like less. What don't you like about it? What do you think might have made it beautiful to the person who created it and to the society they lived in? Are there some of the pictures that you like to look at even though you don't find them beautiful? Why? How do they make you feel?

Landscapes



Wivenhoe Park, Essex - John Turner
1776-1837



Mist Fantasy - J.E.H. Macdonald
1873-1932

Photographs



Georgia O'keefe - Alfred Stieglitz
1864 - 1946



Isabelle Adjani - Richard Avedon
1923 -

Architecture

A changing perception of beauty has also been true in architecture not only because of the materials that have been available for building at different times but because of the changing tastes and social values of a particular society. Look at these two photographs. Both of them are considered masterpieces of architecture but they couldn't be more different.



Chartres Cathedral

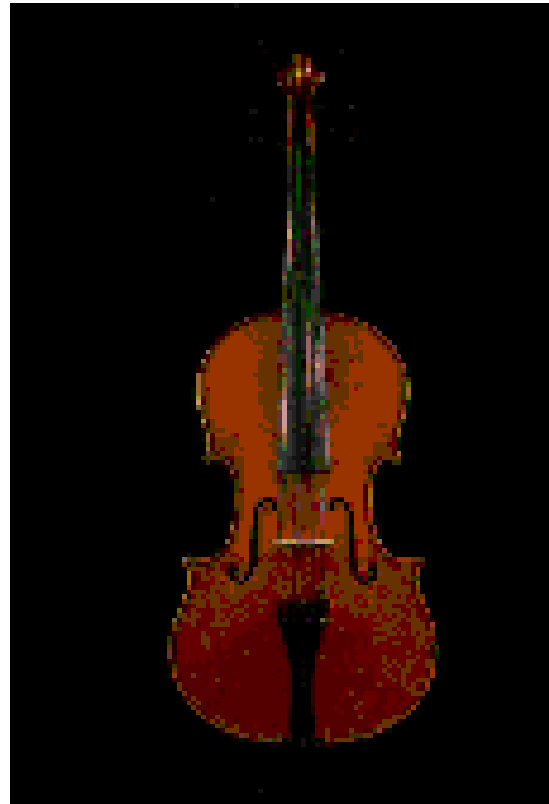


Falling Water - Frank Lloyd Wright
1867-1959

Beauty in junk

Musical Instruments

When you come to the concert hall to see and hear "Rhythm in Your Rubbish" you will see musicians playing on very finely crafted instruments made with techniques developed over many centuries. Some of the violins you will hear played are several hundred years



Making a Violin

old, built in some of the finest instrument-making shops in the world. The instruments in the orchestra are made mostly of wood and metal but in other cultures instruments are also made out of animal skins, bones, tusks, beaks, claws, shells, hair and even stones. Modern instruments like *synthesizers** also use plastics and computer chips to produce new and original sounds. All through history and all over the world people have used the

materials at their disposal to make musical instruments. Look around you. What objects are there in your world that can make music?

Exercise #8: Make and Play an Instrument



Find objects in your house that make interesting sounds and make your own "junk" instrument. Here are some things you might use:

- Empty tin cans and plastic containers. (Excellent drums!)
- Pop bottles. (Fill them to varying levels with water, blow across the top and hear the different notes you can produce.)
- Hard pieces of wood. (Try out different kinds of wood and see which make the nicest sounds.)
- Plastic pipes. (Fill them with rice or dried peas and block off the ends with tape or paper to make a simple shaker.)

Remember that in many cultures instruments are crafted by such skilled artisans that they are considered to be works of art. Take the time to decorate your instrument and make it look as well as sound beautiful.

Reference material:

The following books and websites can help you in knowing more about the development of instruments and in creating your own:

Books:

<u>Name</u>	<u>Publisher</u>
Music	Eyewitness Books
Beating The Drum	Millbrook arts Library
Music From Strings	Millbrook arts Library
Making Musical Things	Scribners

Websites:

http://azaz.essortment.com/musicalinstrume_rhvf.htm

<http://www.rhythmweb.com/homemade/index.htm>

Visual art

What is art? What makes something a piece of art? Who decides? Does something have to be beautiful to be a work of art?



The Fountain - Marcel Duchamp

In 1917 French artist Marcel Duchamp put a urinal in an art exhibit and called it "The Fountain". Some people were outraged by this but whether they liked it or not it changed the way the world thought about art. Artists began using all kinds of interesting objects in their artwork including things they found around their houses, things one might consider to be garbage.



What is art? What makes something a piece of art? Who decides? Does something have to be beautiful to be a work of art? What do you think of "The Fountain"? Students prepare arguments to debate whether "The Fountain" (or any other *controversial** artwork) is a piece of art.

Exercise #9: Beauty "In Whose Eyes?"



You can make all sorts of things out of junk. Not only is this a good and cheap way to make art but it also gives us a chance to recycle things that would otherwise land in the garbage dump. It also allows us to think about the way we use things, what we throw out and what does it really mean for something to be junk.



Exercise #10: Something from Nothing



Create a three-dimensional artwork from recycled materials.

Reference material:

1) The following Websites can help you with ideas about creating recycled art:

<http://www.zen.co.uk/nchadd/gallery/page3.htm>

<http://www.kinderart.com/recycle/>

<http://www.idegolibido.com/contest/99art/>

http://id.essortment.com/recycledartpro_rses.htm

2) Find out more about recycling and what we do with all the waste we produce by going to this "Environment Canada" website:

<http://www.ns.ec.gc.ca/epb/factsheets/recyclin.html>

Beauty in Story-telling

In "Rhythm in Your Rubbish" we will play music on lots of strange instruments that will then be reflected in the music played by the orchestra. For instance, when the two characters discover that interesting and beautiful rhythmic sounds can be created by knocking together various metal objects, this leads into a piece that prominently features *intricate** rhythmic patters played by the *percussion** section and the rest of the orchestra: Aaron Copland's "Buckaroo Holiday" from the "Rodeo Suite".

Not including the specially commissioned music by Patrick Cardy and Mario Duschenes, here is a list of the repertoire that will be featured in the program.:

Aaron Copland	"Buckaroo Holiday" from "Rodeo Suite"
Julius Fucik	"Entrance of the Gladiators"
Johann Strauss	"Vienna Blood"
Leroy Anderson	"Sandpaper Ballet"
Amilcare Ponchielli	"Dance of the Hours"
Harry Freedman	Samba 2 from "Oiseaux Exotiques"
Traditional Song	"I Went to the Market" (See music at start of guide)
Johannes Brahms	"Lullaby" (See music at start of guide)

Exercise #11: Music and Mood



Close your eyes and listen to some of the music that will be featured in "Rhythm in Your Rubbish". What image or story does the music *conjure up**. If the music were the sound track to a scene from a movie, what would be going on in the scene? Write a short story based on the music.



Exercise #12: Silent Picture Show

Music can tell us a lot about a story. It can effect the mood, create tension and make us scared, sad or happy. When watching a movie, we often don't realize just how important a role the music is playing. Watch a scene from a movie you don't know with the sound off. Try to guess what is going on in the scene, what the mood is. How would you write the music if you were the film's composer? In small groups, using the instruments you have created, compose the music or "soundscape"* for the scene. Present your music to the rest of the class. Now listen to the music from the movie. How does it contribute to the movie? What does it tell you about the story? How is it different from the music you composed?



Exercise #13: Music in Story-telling

In small groups use the instruments you have created to tell a story using sound. This can be either a story you invent or a story from book. One student reads the story while the others create the sound effects or "soundscape" to enhance the mood of the story. Alternatively, some of the students can act out the story while the others create the music and sounds.

Beauty in Strange Places

"I live on the street, I have no money, no job and nowhere permanent to sleep. My clothes are ripped and dirty and they don't fit properly. I haven't had a bath in a long time and I rarely get enough to eat."

Exercise #14: Who Am I?



Make a drawing of a character based on the above description.

Did you draw a homeless person like you might see on the street downtown? The above description certainly would fit a lot of people in Canada and even in your own city, who don't have a place to live. That description also fits the characters you will meet in "Rhythm in your Rubbish".

Homelessness in Canada is a big problem. Experts calculate that there are over 200,000 men and women in Canada who don't have a permanent place to live. What do you think about homeless people? What are they like? What do you think it feels like to be homeless? What do you do when you walk by a homeless person on the street? Do you think homeless people are bad? Dangerous? Do you think it is their own fault that they are homeless? Could they stop being homeless if they just "pulled up their socks"? What do you think needs to be done to help homeless people? Have you ever talked to a homeless person? Do you know anyone who is homeless or who has been homeless at some time? What kind of person were they? How did they come to be homeless? What were they like? Do you think all homeless people are unhappy? What things can the government do and what things must organizations and individuals do to help the problem of homelessness? Is it a good idea to give homeless people money?

Reference material:

To learn more about homelessness in Canada take a look at this website:

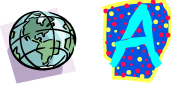
<http://cbc.ca/insidcbc/newsinreview/dec98/homeless/discuss.htm>

Exercise #15: Homeless and Hungry



Invite a director of a shelter and/or someone who uses a shelter into the classroom. Prepare questions to explore the issues/*misconceptions** concerning homelessness and homeless people.

Exercise #16: Helping Out



Organize an activity to help the homeless in your town. This could be something like a food drive or a car-wash to raise money in support of a shelter or you could think about ways to bring beauty into the lives of the homeless. Create art to decorate a shelter.

Exercise #17: Taking Action



Write a letter to your *member of parliament** about homelessness.

Now close your eyes and clear your mind of the image of the homeless person you might see on the street downtown and then read the description at the top of the last page again. What other image can you have of a person who fits that description? I'll give you a hint: He might make you laugh rather than feel sorry for him. Turn the page.

Charlie Chaplin

Charlie Chaplin was an American actor who made many movies always playing the same character: a tramp. And he's not the only one. Tramps (*Hobos**, *Gypsies**, *Vagabonds**, *Beggars**, *Vagrants**) have appeared as characters in plays, songs, movies and books for many years. Just recently there was a Hollywood movie with a tramp in it: "Down and out in Beverly Hills". For some reason tramps hold a special place in our minds and although seeing a homeless person on the street downtown may disturb us, we like to see them in movies or read about them in books. Why do you think we are fascinated by the idea of tramps? Why do we like to see them in movies but not in real life? Do we like them because they are funny? Are screen tramps just romantic visions of homelessness? Are they at all the same as real homeless people?



Charlie Chaplin

Reference material:

Here are some films by Charlie Chaplin and by another great "vagabond", Buster Keaton. You can probably find some of them at your local library:

Charlie Chaplin Films

The Great Dictator

Modern Times City Lights

The Gold Rush

Limelight The Circus

Buster Keaton Films

The General

The Railrodder *

* This film may be of particular interest as it was made by the National Film Board of Canada and tells the story of Buster Keaton crossing Canada on the rail system.

The Artistic Team

Platypus Theatre

On January 28 1990 a 40 foot monster interrupted a concert of the Kitchener-Waterloo Symphony in Kitchener, Ontario.

In a battle that involved puppets, masks, actor, 45 musicians and some of the world's most beautiful symphonic music, the Monster and the audience "duked" it out to see who would triumph - noise or music. Of course music won and the evil monster Cacopholous was destroyed. That was the beginning



Emily saves the orchestra - Platypus Theatre

of Platypus Theatre, a company that has dedicated itself to presenting classical music to young audiences with theatrical performances in an intelligent, entertaining and participatory way. Since that first performance Platypus Theatre has been receiving rave reviews from orchestra managers, critics, educators, musicians, parents and children from coast to coast. The company has performed more than 250 times with over 50 orchestras in Canada, the United States and Asia including some of the world's finest like the National Arts Centre Orchestra, Montreal Symphony, Toronto Symphony and Vancouver Symphony. In the United States the company has performed with such notable orchestras as the Houston Symphony, the Minnesota Orchestra, the Seattle Symphony and the Atlanta Symphony and in Asia with the philharmonic orchestras in Hong Kong and Malaysia.

The name Platypus came about because like the animal that lives partly on land and partly in the water, Platypus Theatre lives partly in the world of music and partly in the world of theatre. Platypus has seven theatrical symphony concerts to its credit: ", "Rhythm in Your Rubbish", "How the Gimquat Found Her Song", "Emily Saves the Orchestra", "Bach to

the Future”, “Song of the Forest”, “Charlotte and the Music-Maker” and “A Flicker of Light on a Christmas Night.”

Patrick Cardy - Composer

One of the exciting aspects of the theatrical symphony concert you will attend at the NAC is that nearly half the music has been composed specially for this program by Canadian



Patrick Cardy

where he has been teaching since 1977.

composer Patrick Cardy. Working with Platypus Theatre Patrick has composed music to create and enhance the action of “Rhythm in your Rubbish”.

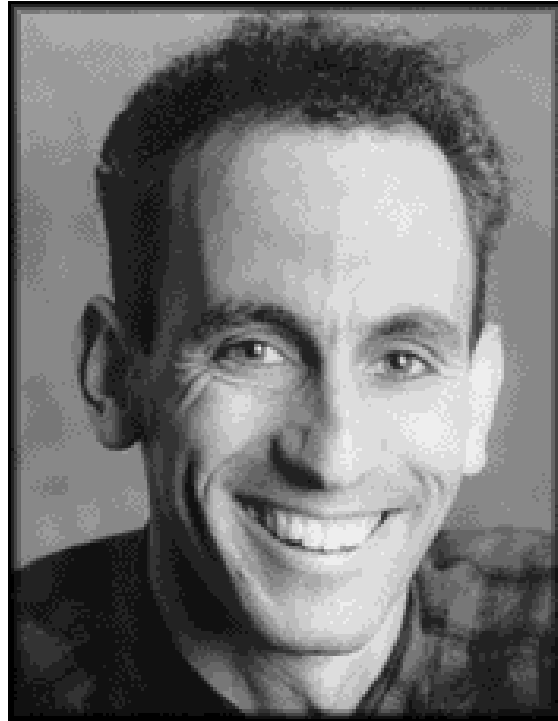
Born in Toronto in 1953, and raised in Kitchener, Patrick Cardy has three music degrees: a Bachelor degree from the University of Western Ontario and a Masters degree and Doctorate from McGill University. He is a Full Professor at Carleton University

Patrick has received over 40 commissions from numerous performers and institutions, including the National Arts Centre Orchestra, the Edmonton Symphony, the St. Lawrence String Quartet, the Newfoundland Symphony and the CBC Vancouver Orchestra. His works have been performed and broadcast frequently in Canada, in the United States, in Europe and in the Middle East.

“Rhythm in Your Rubbish” is not the first time Patrick has written music for a dramatic story. He composed music for performances of “The Little Mermaid” and “The Snow Queen” both done with a narrator and string instruments. His music is characterized by colorful, evocative sounds, a strong dramatic sense, an elegant lyricism and an accessible directness of expression, traits that have captivated both listeners and performers.

Peter Duschenes - Writer and Actor

When Peter Duschenes was 13 his brothers were putting on a marionette production of Igor Stravinsky's "The Soldier's Tale". They didn't really want their little brother involved but at the last minute they needed someone to do the voice of the Soldier: Peter to the rescue! That was his first taste of doing theatre and also of combining theatre with music. 16 years later, after earning a Masters degree in Theatre from the California Institute of the Arts, Peter and his brother, Michael, founded Platypus theatre to once again combine theatre with classical music. As the Artistic Director of Platypus, Peter has been widely praised for his innovation in presenting symphonic music to young audiences. His ability to bring the concert stage to life by



Peter Duschenes

combining theatre and music has led to numerous commissions with orchestras from coast to coast. An award winning playwright, Peter's writing credits include all seven of Platypus' symphony plays as well as the one-act play, "Lost River", which was the 1991 winner of the Theatre BC's Canadian National Playwriting competition. As an actor Peter has performed with companies across Canada and the United States appearing most recently as Shylock in "The Merchant Of Venice" at Quantum Theatre in Pittsburgh, PA and as Louis Ironson in "Angels In America" at the Centaur in Montreal.

Post-concert Exercises

Exercise #18: Response to the Concert



Write a letter or draw a picture in response to "Rhythm in Your Rubbish". What did you like or dislike about the concert? What music did you like best? What questions do you have about the music or the production?

An interesting twist on this exercise is to write a story or draw a picture about something that *didn't* happen on stage. What happened to the characters before or after the story?

(We are always happy to receive your feedback whether written or drawn. You can send your responses to Platypus Theatre or respond to the show directly through the "Talk Back" page on the Platypus website at www.platypustheatre.com. We will respond to any letters sent to us and post selected letters and drawings on the site.)

Exercise #19: Your turn Now



Create the story of "Rhythm in your Rubbish" to be presented to the smaller children in the school – the kindergarten or grade one class. This can be done as a story-book with pictures or presented as a story-telling with sound effects using your home-made instruments.