



Strand: MUSIC  
Grades: 7 - 8  
Content: 45 minute broadcast + hands-on activity

## ***Adventures of the Cycling Fox with Felipe Gomez***

### **Overview**

Felipe Gomez is an educator, award winning musician and adventurer. His interactive music program explores the importance of music in daily life. He will share his multi-media performance “The adventures of the Cycling Fox”, a fusion of live music, spoken word, and projections of video animations. During on-air activities, students will learn to observe sound waves, patterns in music, rhythm and pitch. Felipe will also demonstrate body percussion. Students will use what they have learned to create their own musical scenes, giving sound to their thoughts and feelings.

### **Artist Bio**

**Felipe Gomez** is an award winning musician, adventurer and public speaker. Felipe has taken the “touring musician” or “troubadour” concept to a whole new level by cycling across Canada with his 6 string bass and amp. With His project “The Bike and Bass tour”, Felipe hopes to inspire people to explore Canada, experience the outdoors, and embrace the wide diversity of art, cultures, landscapes, and wildlife that Canada has to offer. His last album Dance of the Fox won a national award for BEST INTERNATIONAL RELEASE at The Indigenous Music Awards in Winnipeg, MB, in 2015. Felipe has performed at hundreds of venues, schools, and festivals across Canada, and internationally on three continents.

### **Curriculum Aims & Goals**

#### **Creative/Productive:**

Students will collectively explore music and utilize the techniques practiced with the artist.

#### **Critical/Responsive:**

Felipe will demonstrate musical techniques. Students will respond by exploring their own sounds and translate them into compositions.

#### **Cultural/Historical:**

Felipe will perform “Adventures of the Cycling fox” and share original and recorded media with the students.

### **Pre-Broadcast Preparation**

Students can stay at their desks for the broadcast but will need to stand up and move at some points.

You will need:

1. *Smart Board or projector*
2. *Speakers (good sound level is important for this lesson )*
3. *Paper*
4. *Colouring utensils*

### **Post-Broadcast Resources**

Download links from the LIVE Arts website as instructed below.

## **Adventures of the Cycling Fox**

### Synopsis

This story begins in a remote little village in the boreal forest where all the animals of the community are busily preparing for The Annual Celebration of Solstice, the most important night of the year, when the Spirits of Music must be brought together to initiate the End of Winter and the Beginning of Spring. It is believed that if the Spirits of Music are not united on the night of Solstice, then Spring will not arrive, and a long, cold, and bitter Winter will remain.

The villagers of Music Grove are the official guardians of The Spirits of Music, which are four ancient musical artifacts believed to have been created to maintain the balance of the seasons. Such important talismans are closely guarded in separate compartments of the Original Tree, the oldest and largest tree in the forest. Legend says that the Original Tree and its ancient mystical powers created the forest that the villagers rely on for survival.

Two weeks before Solstice, while happily exploring in the woods and daydreaming about adventures, 12-year-old Cycling Fox inadvertently discovers a mysterious old and weathered wooden key with the symbol of the Spirits of Music engraved on it. He immediately knew that this must be the key to the Original Tree, but also knew that it was forbidden to open the door before Solstice. On his way to returning the key to the Guardians, against his own common sense, he was overcome with the irresistible temptation to have just one quick look inside...After all, what could possibly go wrong? He is about to find out...

Before he realizes it, Cycling Fox finds himself looking up at the Original Tree, while clutching the key in his paws. With shaking arms, he slowly brings the key towards the keyhole, but changes his mind, and starts to walk away in relief. Suddenly, the key forcefully shoots out of his hands and flies straight into the keyhole! To his surprise, horror, and amazement, the door of the Original Tree creaks open, and beckons him inside...

Suddenly, with no warning whatsoever, the winds build up and an unnaturally powerful blizzard sweeps around the Original Tree, and blasts through the open door. Cycling Fox is thrown to the ground inside the Tree, and quickly buried in a mountain of snow...but not before he saw the Spirits of Music being carried away by the wind into the river...floating away downstream in the icy water...

The unthinkable has happened. If these Spirits of Music are lost forever, then Spring will never come, and the Cycle of Life will be interrupted forever.

Cycling Fox is in a panic and laden with guilt. It is now up to him to save the day and rescue the Spirits of Music before the longest night of the year...Otherwise...

This story will follow Cycling Fox as he faces his fears and embarks on a daring journey in search of the Spirits of Music. Along the way, he learns as much about himself as he does about nature's diverse landscapes, while facing challenges, braving the elements, and encountering new friends. Will Cycling Fox find all the Spirits in time for Solstice?

# Teacher Guide

## Curriculum outcomes reached:

CP7.7 Investigate improvisation using the voice, instruments, and a wide variety of sound sources from the natural and constructed environment.

CP7.8 Investigate and manipulate elements of music and principles of composition including tension and resolution.

CR7.1 Respond to professional dance, drama, music, and visual art works using analysis, personal interpretation, and research.

CH7.1 Investigate how artists' relationship to place may be reflected in their work.

CP8.7 Improvise, compose, and perform (e.g., with voice, instruments, and technologies) a selection of pieces in contrasting styles.

CP8.8 Investigate and make choices about musical structures in sound composition.

CP8.9 Compose sound compositions in response to social issues (e.g., poverty, racism, homophobia, sustainability, gangs).

CR8.1 Respond to professional dance, drama, music, and visual art works through the creation of own arts expressions.

CR8.3 Investigate and identify how arts expressions can reflect diverse worldviews.

CH8.3 Demonstrate understanding of how contemporary artists use and incorporate new technology into their work.

CH8.4 Examine and respond to the work of artists who incorporate more than one art form in their work (e.g., combining poetry and music).

### **ACTIVITY #1 - Introduction all grades (5 minutes)**

1. Talk about the LIVE Arts-LIVE Stream presentation of “Adventures of the Cycling Fox” (watch it if you haven’t, if you missed the LIVE broadcast, please email [liveartsaskatchewan@gmail.com](mailto:liveartsaskatchewan@gmail.com) to access the archived broadcasts)
2. What is the Cycling Fox’s mission?
3. Which was your favourite character and why?
4. What elements of music do you remember?
5. Using your own words how do you describe the elements of music?

### **ACTIVITY #2 - Rhythm, Tempo and Beat Exercise – Instruction (5 minutes)**

Tell your students that you are going to play two songs from “Adventures of the Cycling Fox”.

1. Listen to track 1, “Solstice”.
  - Ask students, if they remember what part of the show was this song for?
    - Instruct them to close their eyes, listen to the music playing again.
    - Clap with one finger to the beat of the music as they listen.
    - Ask students to try to identify the Elements of music (spirits of music ), while they start appearing on the song.
2. Listen to track 2, “Hurry up”
  - Ask students, if they remember what part of the show was this song for?
    - Instruct them to close their eyes, listen to the music playing.
    - Clap with one finger to the beat of the music as they listen.
    - Ask students to try to identify the Elements of music (spirits of music), while they start appearing on the song.

*Note: It’s important to mention that the following the beat should be done just with one finger for now. When students are feeling more confident following the rhythm, you can invite them to clap with two fingers all the way till five.*

### **ACTIVITY #3 - Modeling - Guided Practice/Interactive (20 minutes)**

Direct your students to stand up, and divide the class in three groups.  
Assign the groups names: Rhythm, Harmony and Melody.

1. Play **video 1** and let the character direct the students.
2. Each group will be directed to perform each element. (rhythm, harmony, melody)
3. Play **video 2** and switch the groups, repeat.
4. Play **video 3** and let the character tell the students how dynamics are expressed with the hands of the director.
5. Ask one of the students to be the director, pointing at which group should be performing.

### **ACTIVITY #4 - Independent Working Time (10 minutes)**

Encourage your students to write a few sentences about how they felt and answer these questions.

1. How did the playing the rhythm make you feel compared to singing the melody or harmony?
2. Which instruments best express rhythm?
3. Which instruments best accomplish melody?
4. Which instruments create harmony well?
5. Which one would do you like to learn to play?

### **Review and Closing (5 minutes)**

Ask students how the music makes them feel? Ask students how the music makes them feel? Does it remind them of anything or anywhere? Talk to the students how a happy and upbeat song can help you if you are feeling sad or low in energy, and how a calm song can help you calm if you are feeling anxious.

Ask students to bring an example of a song that makes them happy and one that makes them feel calm for the next class. Listen to some of all the tracks and try this exercise with their music. Discuss: Where is the song from; Why did that artist make it; Are they related; What were they feeling/expressing?