

Fred Penner: Songs and Stories **Study Guide**

Introduction

This guide was written by YPT's Education & Participation Programs Coordinator, Jenni Saslove. As you scroll through the guide, you will find curriculum connections, discussion questions, classroom activities, and more. If you wish to create your own lesson plan from the study guide copy, we have created a [lesson plan template](#) for your use. We hope you will find this guide to be a useful resource. Should you have any questions or feedback, or have inquiries about the use of this guide (which is copyright protected), please feel free to contact Karen Gilodo, Associate Artistic Director, Education at kgilodo@youngpeoplestheatre.org.

Themes

Celebration Through Song
Joy of Togetherness

Curriculum Connections

The Arts - Music
The Kindergarten Program

Ancestral Teachings

Humility
Love

Curriculum Expectations

The Arts - Music

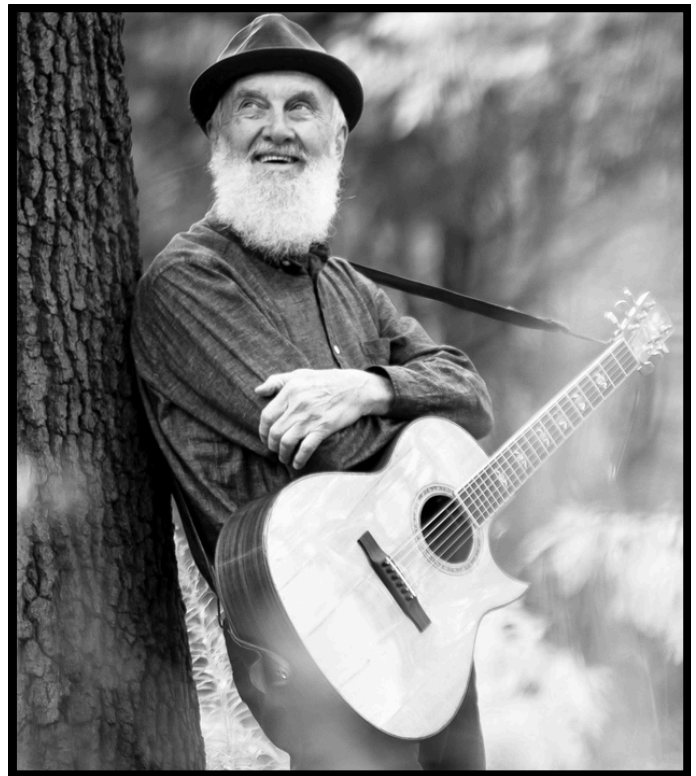
- Sing songs in unison and play simple accompaniments for music from a wide variety of diverse cultures, styles, and historical periods
- Apply the elements of music when singing, playing, and moving
- Express initial reactions and personal responses to musical performances in a variety of ways
- Identify and describe musical experiences in their own lives

The Kindergarten Program

- Express responses to a variety of forms of drama, dance, music, and visual arts from various cultures and communities
- Communicate thoughts and feelings, and theories and ideas, through various art forms
- Demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts

About Fred

Fred Penner is an acclaimed family entertainer, singer/songwriter, composer, actor, writer, author, TV host, and keynote speaker. He has said, “Never underestimate your ability to make a difference in the life of a child.” Fred has 45 years of experience and a diverse repertoire including 12 children’s albums and numerous live shows across North America. He is a two-time Juno winner for Best Children’s Album (“Fred Penner’s Place” in 1985 and “Sing with Fred” in 2004) and eight-time nominee. Fred also had a hit CBC TV show called “Fred Penner’s Place” which ran for 12 seasons and more than 900 episodes. He is always building on a common theme rooted in integrity and a “belief in what I can do”, creating a lasting impact that crosses generations and continues to grow.



Discussion Questions

Pre-Show Discussion Questions:

- Do you like music? Why?
- What do you do when you hear a song that you like? Do you dance, sing along, smile?
- Some people say that music can be very powerful. What do you think that means?

Post-Show Discussion Questions:

- What was your favourite song that Fred Penner sang? Why?
- Fred Penner aims to make a difference in the lives of children. How do you feel that you can make a difference in the world?
- If you had to go onstage and share a special talent with an audience, what would you do?

Classroom Activity

Objective:

Students will work on their musicality, teamwork, and problem solving skills.

Materials:

Space to sit in a circle

Instructions:

- Students sit in a circle. The teacher chooses one student to be the “guesser” and step out of the circle (either just outside the door or in a corner of the room covering their ears – as long as they can’t see or hear what is going on in the circle).
- The teacher then chooses a student in the circle to be the “leader”. This leader must lead the class in various body percussion patterns, like clapping, slapping your knees, tapping your head, etc.
- The rest of the class must follow the leader and change patterns when the leader does.
- The first student comes back to the circle and stands in the middle. They have three guesses to see who the leader is.
- The person in the middle is encouraged to walk around the inside of the circle, trying to see who might be leading the pattern. The leader should try to change the pattern when the guesser isn’t looking.
- After the guesser guesses correctly or they have made their three guesses, they join the circle again and the teacher chooses a new guesser.

Debrief:

Ask your students:

-What was something that you liked about that activity? What was something that you found challenging?

Tell the students:

-By creating these patterns, you were using your body as a percussion instrument! Percussion instruments make a sound when they are struck (hit), shaken, scraped, or rubbed. They often help create rhythm. Rhythm is a regular pattern of beats, sounds or movements. It is one of the basic elements of music!

Extension:

In groups, students can create their own songs with percussion. Students can use their bodies, the floor, tables, pencils, etc. Students can then share their songs with the class! Encourage students to ensure there is a steady rhythm and everyone in the group is included.

Sources

<https://fredpenner.com>

<https://kids.britannica.com/kids/article/percussion-instrument/600419>

<https://www.twinkl.ca/teaching-wiki/rhythm-in-music>