

Tara *the* Tugboat



A Note From the Authors

These activities have been developed in partnership with RSNO and Starcatchers, Scotland's arts and early years organisation.

Every activity has been designed to ensure it complies with, and supports, the best practice laid out in *Realising the Ambition: Being Me*.

“A balance of responsive planning and intentional planning is essential in providing suitable experiences that connect with and extend children's interests and motivations.” (page 63, RtA)

Each activity is structured to include lots of opportunities for young children to explore materials and develop their own creative responses, and includes pointers for practitioners to be able to support and extend that process.

“Quality settings [...] understand the learning possibilities afforded by the interactions, experiences and spaces we facilitate for the children so that their learning can be both responsively and intentionally planned for, supported and extended.” (page 83, RtA)

By exploring expressive arts activities in this way, these activities are also taking a rights-based approach, supporting the realisation of the United Nations Convention on the Rights of the Child, in particular Article 31 (the right to play, rest, and access arts and a cultural life) and Articles 12 and 13 (the right to be heard and the right to freedom of expression).



Activity 1 – Make an Instrument

Loose parts play

RSNO Music: Hornpipe

The aims of this activity are:

- to allow me to explore how to make different sounds from different instruments
- to allow me to create my own instrument choosing from a range of different materials
- to let me use my instrument to play along with the RSNO!
- to allow me to tell you about / show you what I've done and how I'm feeling about it

You will need:

- Some basic nursery instruments such as, but not limited to:
Drums
Shakers
Scrapers
- Some loose parts to make instruments (see list on page 5 for some ideas)
- Music from Tara the Tugboat



The Activity:

This activity can be done indoors or outdoors (the loose parts used can be appropriate to either environment).

To begin with:

- Show me some musical instruments we might have in the nursery such as a drum, a shaker, a cymbal, a scraper.
- Help me to explore them and work out the different sounds that can be made from tapping them, shaking them, or scraping them.
- Ask me what they sound like (make me laugh - use them for sound effects like tapping / scratching your head; let me come up with some silly things too).

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Then:

- Tell me that we're going to create our own musical instruments (yay)!
- Show me / let me collect the loose parts I can use.
- Let me explore how to use a combination of these to make a musical instrument and let me decide what I want to do – I'd like you to sit with us and make your own instrument too so that I have a model to work from if I need it.
- Help me explore different ways of creating by using questions like "I wonder what would happen if ... (we filled this with peas!)"
- Help me with any bits I'm finding tricky (securing tops/bottoms to things etc.).

Once I've finished:

- Ask me what instrument I've made – ask me if it has a name!
- Ask me what my instrument sounds like and how it's played (by tapping / shaking / scraping – showing you might be easier for me than telling you).
- Ask me what I like about my instrument.
- Ask me what I like about the instruments my friends have made (encourage me to look for things that are the same and things that are different).
- Tell me what you like about my instrument.

Finally:

- Play me some music from the RSNO so that I can play along with my new creation! It would go particularly well with the Pirates' Sea Shanty music!
- Ask me to watch out for any musicians in the RSNO who are playing an instrument similar to mine!

Develop it:

- Ask me to explore the sounds of objects in the room in the same way (i.e. tapping a table leg / shaking a jigsaw box / scraping the chair seat).
- Ask me to explore the sounds of things outside.
- Play a game with us – when music is playing, we can play our instruments, when the music stops, we have to stop too. A bit like musical statues but with instruments!

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Suggested materials (please ensure the choice you provide me with is age-appropriate)

dried peas
dried lentils
dried pasta
rice
counters
dice
lego bricks
beads

pebbles
gravel
twigs and sticks
soil
sand
plastic bottles
paper or plastic cups
kitchen/toilet roll tubes

yoghurt pots
tin cans (careful of any
sharp edges!)
parchment paper
corrugated cardboard
rubber bands



Activity 2 - Thunder and Lightning (very, very frightening!)

Messy play

RSNO Music: Unter Donner und Blitz

The aims of the activity are:

- to allow me to tell you about the music and how it makes me feel in my own words; and/or ...
- to allow me to respond to the music in a physical way
- to allow me to create a piece of art through my physical response to the music
- to allow me to tell you about / show you what I've done and how I'm feeling about it

You will need:

- A large tarpaulin
- A large roll of paper (the bigger, the better!)
- Paint and paint trays (big enough for my hands and feet)
- Old clothes / overalls / old shoes if you want to avoid using bare feet
- Warm water, soap and a towel to get me clean at the end of it!
- An A4 'frame' for each of us which can be made out of paper or card with the centre cut out
- Music from Tara the Tugboat

The Activity:

This activity can be done indoors or outdoors

To begin with:

- Let me listen to the first bit of *Unter Donner und Blitz* played by the RSNO.
- Ask me what I think the music is about (remember that there are no wrong answers to this question!) and how it makes me feel.
- Tell me this piece is a dance called *Thunder and Lightning* and ask me to close my eyes and listen to it again to see if I can hear the thunder.
- As this music is a dance, ask me to move to the music in any way I want to.

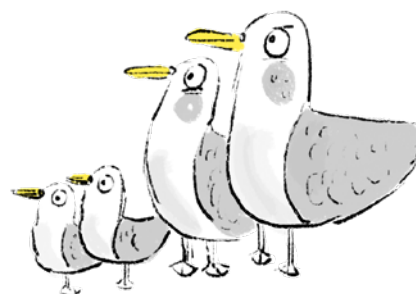
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Then:

- Take (or indeed dance) me over to where the paint and large piece of paper (which is hopefully big enough to have a number of us 'dancing' on it at the same time) is lying on the tarpaulin.
- Explain that I'm going to 'dance' on the paper with my friends to create a piece of art using my feet.
- Help me to get ready for this! (We can either use bare feet or old shoes.)
- Let me step in the paint and then dance across the paper whilst listening to the RSNO!

Once I've finished:

- Help me to clean all the paint off me!
- Ask me how that activity made me feel.
- Ask what I think of the piece of art that me and my friends have created.
- Tell me what you like about my art.
- Ask me about what I was thinking about as I was dancing.
- Ask me what I liked about the music we danced to when we created our art.



Finally, once the paint has dried:

- If the artwork is small enough to hang, ask me where I think it should go.
- If it's too big, ask me to use my 'frame' and place it over my favourite part of the artwork.
- Cut this part of the artwork out and let me 'sign it' (I can use whatever mark I like) and then display it with my friends' choices.

If I use a wheelchair, you can include me by:

- half-filling a disposable glove with paint and tying it shut at the wrist end
- attaching it to the bottom on my wheelchair
- making a small hole in one or all of the fingers of the glove
- let me dance my way over the paper in my chair and create some art!

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If you are not able to do this activity on a big scale, you can:

- use individual pieces of paper for each of us
- get us to cover our hands or even just fingers in paint and use them to drum on / dance over the paper

Develop it:

If you don't want to use paint, you can use water so we can make hand / footprints (with shoes on) by hand-drumming / stamping outside on flagstones / other suitable surface. This works best on a dry day so we can see our art before it dries!



Activity 3 - The Calm Before the Storm

Parachute game

RSNO Music: Tíre and William Tell Overture (Storm)

The aims of the activity are:

- to allow me to tell you about the music and how it makes me feel in my own words; and/or to show you how it makes me feel
- to work with my friends in creating a visual and physical response to the music using a parachute
- to allow me to tell you about / show you what I did and how I'm feeling about it

You will need:

- Aluminium foil
- Coloured cellophane
- Paper
- Tissue paper
- Dry leaves (collected from outside)
- Coloured pens / pencils
- Scissors (someone might need to help me with these)
- A parachute or large piece of lycra (big enough to allow everyone to stand round and hold it when it's stretched out)
- Music from Tara the Tugboat

The Activity:

This activity can be done indoors or outdoors (you can make sure the materials used are appropriate to either environment).

To begin with:

- Let me listen to an extract from *Tíre* played by the RSNO.
- Ask me what I think the music is about (remember that there are no wrong answers to this question!) and how it makes me feel.
- Tell me this piece is all about a Scottish island where the sand is white and the sea is clear blue and calm; ask me what kind of things I might find in the sea.

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- Ask me to close my eyes and listen to it again to see if I can picture it.
- Let me listen to 'Storm' from *William Tell Overture* played by the RSNO.
- Ask me what I think the music is about and how it makes me feel.
- Ask me to tell you / show you how it's different from *Tiree*.
- Tell me this piece is all about a storm; ask me what kind of weather happens in a storm.
- Let me listen to the music again with my eyes closed to see if I can imagine it happening.

Then:

- Tell me I'm going to draw / make some of the things I've come up with that might be in the sea at *Tiree* or that I might see in a storm (rain etc.).
- Let me collect / show me the materials and let me make my own versions – I'd like you to sit with us and make your own fish / rain drops etc. too so that I have a model to work from if I need it.
- Help me explore different ways of creating by using questions like "I wonder what would happen if ... (we scrunched up some bits of foil etc.)."
- Help me with any bits I'm finding tricky (cutting things out etc.).

Once I've finished:

- Take me over to the parachute and explain that we're going to recreate the calm seas at *Tiree*.
- Ask me and my friends to stand around the sides of the parachute and to place whatever I have made on top of it.
- Play *Tiree* and ask me to show you how we can move the parachute to the music to show a calm sea; let me watch my creations gently move (or indeed swim) around the parachute.
- Then, play 'Storm' from *William Tell Overture* and ask me to show you how we can move the parachute to the music to show a choppy sea in a storm; let me watch my creations bounce around (and probably off) the parachute as the storm blows in.

Finally:

- Ask me how our creations moved around on the parachute when we listened to the different music; what were the differences?
- Ask me what I enjoyed about the parachute activity.

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- Ask me how it made me feel.
- Ask me what I liked about the things I created to go on top of the parachute.
- Tell me what you liked about them.

Develop it:

You can create a game. Choose four different creations we have made (for example, fish, crab, rain, wind) and use these as categories. Whilst we're standing round the parachute, label us in turn (first child is 'fish', second is 'crab', third is 'rain', fourth is 'wind', fifth is 'fish' etc.). Play one of the tracks used for this activity and tell us when you shout 'STORM' we need to lift the parachute as high as we can and then listen for the category; you shout out a category and those of us in that category need to run under the parachute and change places with each other. Once we get the hang of this, you might shout out two or more categories at the same time!

As a cool down activity: use safety pins to attach stars to one side of the parachute; have this side facing towards the ground. Ask some of us to lie under the parachute whilst you gently move the parachute up and down above our heads. We'll be lying underneath looking up at the stars. We can either sing *Twinkle, Twinkle* to this, or you can use the track *Tiree* to help us to relax.



Activity 4 - Tell Me a Story

Storytelling

RSNO Music: All of the tracks

The aims of the activity are:

- to allow us to recreate the story of Tara the Tugboat in our own words
- to allow us to use prompts to make up our own stories

You will need:

- cut outs of the 8 'story prompts' (included in this pack)
- a sheet of paper
- a pen

The Activity:

- This activity can be done indoors or outdoors.

To begin with:

- Show me the story prompt cards which should be jumbled up but so I can see the images.
- Tell me that all of these cards tell a different part of the Tara the Tugboat story and that you need some help in getting them all in the right order.
- Ask me and my friends to help you remember the story and put the cards in the right order.
- Ask me about different parts of the story; let me tell you / show you what I remember.
- Ask me about the different bits of music for each part; let me hear bits of them again if I want to.
- Ask me what my favourite bit of the story was; tell me what your favourite bit was too!

Then:

- Tell me that we're going to create our own story and it's going to be one sheet of paper long.
- Jumble the cards up again and place them face down in front of me (or you can put them in a bag for me to reach into).

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- Say “Once upon a time there was ...” then ask me to choose the first card and tell you what’s on it (for example, the mermaid); ask me about it (for example, I might say that the mermaid has got long hair).
- Write down this part of the story on the sheet of paper (for example, “Once upon a time there was a mermaid with long hair”).
- Ask my friends, one at a time, to choose a card and add to the next bit of the story - make sure you write it down as we’ve said it, it’s our story and it doesn’t always have to make sense! (You might want to limit the amount of cards used - we don’t need to use all of them for one story.)
- Once you’ve reached the bottom of the sheet of paper, our story has ended.

Once we’ve finished:

- Read our story back to us.

Finally:

- Ask me what I like about it.
- Tell me what you like about it.
- Ask me what music we might use for it.
- Tell us we can make up a new story in the same way (there should be lots of different variations to be had from this activity).

Develop it:

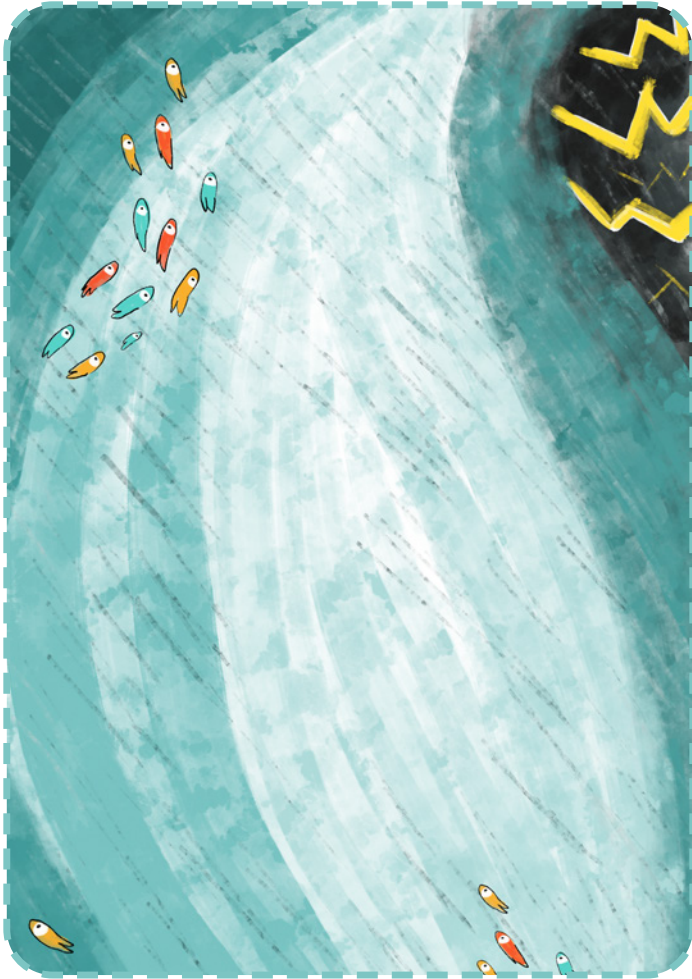
- Once we have created a story, ask us to act it out; assign each of us a character or object and ask us to create a short play. Ask us if we want to use any of the music from the RSNO as a soundtrack to our play! We can act out the story as you read it.
- We can also use props and even make puppets to tell the stories we make up.
- We can make a story board by you asking us to draw the part of the story that we each made up when we chose our card; all of these can be put together to tell the whole story.

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Cut-out Flash Cards



Cut-out Flash Cards





RSNO

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