

RSNO

SCOTLAND'S NATIONAL
ORCHESTRA



Flight of the Bumblebee

Resources for Experiential Learning and ASN

*Resources created by A.Simpson & J.Henderson in partnership with
the Royal Scottish National Orchestra*

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Introduction and guidance for delivering experiential and ASN resources

Welcome to these resources which have been designed to help teachers engage their Experiential Learners with the Royal Scottish National Orchestra's Schools Concert Programme 2023, *Once Upon A Tune*.

Education Scotland Foundation Milestones

Each unit will show the key pre-early level foundation milestones for learners with Additional Support Needs that relate to the activity.

How to use the resources

The resources are designed with the understanding that you know the individual pupils best. Each child will have their own preferred means of Augmentative and Alternative Communication (AAC) which will include gesture, signing, symbols, objects of reference, signifiers, word boards as well as communication aids. Some suggestions are included in the units but the resources are best used when they are adapted to the individual needs of the pupils. For example, when signing is suggested, please use the system you and your pupil are familiar with (e.g. Makaton or Signalong). Similarly, to activate pre-recorded sound and music, any communication switch you use on a day-to-day basis is ideal.

At all times, be observant of the pupils' responses to the music as they occur naturally. Build in key words and signs to build meaning and understanding into the experience. For example, if a pupil listens to music which is getting faster and responds with smiles, laughter and more animated physical movement the musical concepts of 'fast' and 'getting faster' could be used, accompanied by the appropriate word and sign. Emotional response could also be referred to, using words and signs such as 'happy', 'excited', 'more' or 'again'. In this way meaningful communication and literacy skills can be developed within the context of experiential learning.



Glossary

Experiential Learners These learners will have profound and multiple learning difficulties and will require a high level of adult support to access their learning. They will benefit from a multi-sensory based curriculum.

Augmentative and Alternative Communication (AAC) all ways that someone communicates besides talking.

Object of reference tactile object through consistent use becomes a relevant point of reference for a specific activity, place or person.

Signifier something (smell, taste, colour etc) which represents an idea such as a day of the week.

Sensory Story concise narratives in which each section of the text is partnered with a rich sensory experience that also conveys some of the meaning of the story.

Education Scotland Foundation Milestones:

<https://education.gov.scot/media/entpriih/milestones-supporting-learners-with-complex-asn.pdf>



Flight of the Bumblebee: Learning Resource

Foundation Milestones <https://education.gov.scot/media/entpriih/milestones-supportinglearners-with-complex-asn.pdf>

Communication-preference and choice

Shows pleasure/displeasure through:

- non-verbal or physical response
- verbal response

Indicates preferences in response to sensory stimuli, objects, people and/or activities

Makes a choice using:

- real objects
- photos
- symbols

Communication-making connections (cognitive)

Explores toys (instruments) and objects with a wide range of senses

Responds differently to familiar and unfamiliar sensory stimuli, objects, people and/or activities

Self and emotional-awareness

Shows basic emotions (happy, sad, angry, scared, surprised, disgust) through behavioural, physical, facial and vocal expression

Functional movement

Gross Motor skills

- demonstrates control of a body part (e.g. turns head towards a stimulus)
- Moves in a range of directions (e.g. reaches or moves forward, backwards or sideways)

Fine Motor Skills

- Uses hands, fingers or feet to explore objects (including musical instruments)

In this piece by Rimsky-Korsakov, the main character is turned into a bumblebee!

It is an excellent piece of music to introduce and develop the musical concept of FAST!
Also to learn about the bee, its movements, sounds, environment and HONEY!



Here are some ideas which are accessible to the Experiential Learner.

Music Resource: Flight of the Bumblebee

Available to listen to on:

Spotify: <http://bit.ly/3GDy5B2>

Apple Music: <http://bit.ly/3KxkcWr>

Movement

Listen to the music and closely observe the learners' responses. If they respond with more animated gestures or facial expressions, give meaning to that response by verbalising or signing key words e.g. 'fast', 'exciting'. Enrich the response by encouraging fast gestures or movements which are appropriate for each learner. If they are ambulant or a wheelchair user you could move quickly together around the space. If the learner has more restricted movement, perhaps make quick finger movements on the learner's body to give equivalent experience of fast. Very often 'less is more' when the learner has multiple sensory and cognitive impairments – focused concentration via one sensory channel can be far more effective than too many which can be confusing or overwhelming.

Sensory Wands

Explore a variety of textures to create 'bee wands' to wave to the music e.g. strips of orange and black fabrics, ribbons, orange, black and gold cellophane attached to a stick, ruler or wand.

Bee sounds – vocal

Explore vocal sounds using your mouth. Move your lips and mouth to create multiple humming and buzzing sounds. Move around the room making these sounds, observing the learners' responses to establish their interest and preference to bee sounds which are louder, quieter, near to their heads and faces or further away. Encourage learners to make their own bee sounds with their mouths. Record the bee sounds and encourage the learners to activate the bee sounds independently.

Bee sounds – instrumental

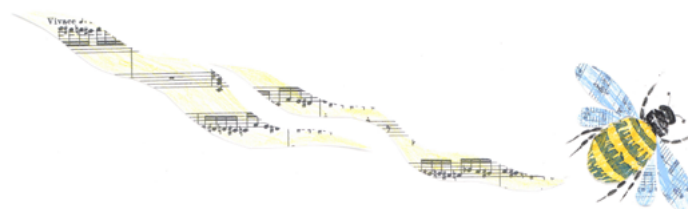
Explore bee sounds using a kazoo or comb and waxed paper. Make fast sounds on other instruments, e.g. skim beaters across a xylophone quickly. Encourage learners to develop these skills or record them to play.

Musical flowers – game

In an art activity, create brightly coloured flowers of differing textures and smells for the bee to visit. Each learner and staff member pretends to be a bee and flies/buzzes to the music for a few seconds. When the music stops everyone 'flies' to a flower to explore. Repeat to the end of the piece.

Honey – taste

Explore different varieties of honey to establish individual choice and preference: real honeycomb, 'runny' honey, different flower honeys, honey on crackers/bread/crumpet/toast, honey cake, crunchie bar, honey yoghurt etc.



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