

# RSNO

SCOTLAND'S NATIONAL  
ORCHESTRA



## The Snow Maiden

### 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>



# The Snow Maiden: Learning Resources

**Foundation Milestones** <https://education.gov.scot/media/entpriih/milestones-supporting-learners-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*

- Starts to control speed of movement
- Starts to control force of movement

*Fine Motor Skills*

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

*Coordination*

- Starts to coordinate actions (for example holding an object)

**The Snow Maiden** is a very well-known fairy tale in Russia.

The main characters are Father Frost, Mother Spring and their child, the Snow Maiden. The story can be understood on many levels but in this concert, we are focusing on the links to climate change. We are reminded that changes to climate can cause strange things to happen, like the ice at the North Pole to melt, which is why we must all try to protect our world.



Rimsky-Korsakov set the story to music in an opera but in this recording there won't be any singing. We can split up the music in four different sections.

## 1. SNOW MAIDEN-PRELUDE

### Music Resource:

Available to listen to on:

Spotify: <http://bit.ly/3mBJ3jH>

Apple Music: <http://bit.ly/413x918>

This music describes the Snow Maiden. She was made of ice and snow but Mother Spring breathed life into her and she was so happy to be alive. She didn't mind the cold at all, in fact she loved to eat snowflakes!

### Here are some ideas to make the story of The Snow Maiden and the theme of climate change accessible to the Experiential Learner:

- **Explore cold objects:** Make a collection of the coldest objects you can find to touch and taste e.g. ice (freezer blocks, ice packs, ice cubes), snow (if available!), bags of frozen peas, ice cream, ice lollies, slush puppies etc. Sensitively prepare the learner for the sensory experience using their preferred means of communication. Carefully observe their response. Do they like the cold and icy sensation or if not, can repetition of the activity develop an increased tolerance or even enjoyment of a new experience?
- **Explore melting objects:** Experience the physical change of ice/snow to water in various ways e.g. melting in your warm hand, on a warm tray or a hot water bottle.
- **'Cold' instruments and sounds:** Listen to the Prelude and observe the learners' responses to the high pitched 'icy' sounds. Some learners show discomfort with high pitched sounds whilst others may respond with big smiles. Develop understanding and skills by exploring high pitched sounds such as the triangle, wind chimes, a cymbal played with a wire brush, rustling of a foil blanket. Encourage the Experiential Learner to create these sounds as independently as possible. Use music technology instruments such as Soundbeam or Skoog as well as software Apps on a tablet (Thumbjam or Garageband have high quality instrumental sounds).  
Extension Activity: create, record and listen to your own Winter soundscape.
- **Dress up as the Snow Maiden:** Explore objects to represent, make or dress up as a Snow Maiden. Use white or silver fabric, tinsel, foil blankets, silver crown etc.



## 2. DANCE OF THE BIRDS

### Music Resource:

Available to listen to on:

Spotify: <http://bit.ly/41pMXeb>

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

The Snow Maiden loved to sing and dance with the birds!

- **Bird whistles and sounds:** The music depicts bird calls (the cuckoo is immediately heard), whistles, trills and songs. Try to find sounds or instruments which imitate bird song and create your own auditory aviary. Carefully observe the learners' responses to establish preference and choice so each learner and their carer can take turns to play their sound to the group. Many experiential learners find blowing difficult but switches such as a BIGmack can be used to record the sound and learners encouraged to play them independently.
- **Birds:** Explore the concept through other sensory channels e.g. tactile and visual (feathers, feather boas, feather fans) and proprioception (swinging, moving like a bird).  
Extension art activity: Make a bird of own colour choice and size using feathers and wintery art materials (glitter, sequins, cotton wool etc.)
- **Dance:** Have fun 'being' birds and singing and dancing to the Dance of the Birds music.

## 3. MARCH OF TSAR BERENDAY

### Music Resource:

Available to listen to on:

Spotify: <http://bit.ly/43q6sFw>

Apple Music: <http://bit.ly/3nYI25C>

The Tsar (King) said there should be a Summer festival to make the Sun God happy.

Listen for the trumpet fanfares and imagine the marching procession led by the Tsar!

- **Numeracy activity:** Marches are always in 4/4 time. Encourage learners to march around the room in time to the music, counting to 4 as they go.

Try using other well-known marches (Scotland the Brave/Oh when the Saints) to reinforce understanding of this style of music.

- **Brass instruments:** If possible, locate a brass instrument for the learners to experience the sight, sound, touch and vibrations. Don't worry if no-one can actually play the instrument, even blowing air through it can give a strong sensory experience. Learners may want to put their head or arms inside the bell.... If you want to create an actual note, try pinching your lips tightly together, place lips inside the mouthpiece to create a seal – then blow!



#### 4. THE DANCE OF THE TUMBLERS

##### Music Resource:

Available to listen to on:

Spotify: <http://bit.ly/3zU9nZx>

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

This music describes the happy Summer festival demanded by the Tsar.

- **Body percussion play-along:** This music is high energy, exciting and fast paced. As the music plays, observe the learners' responses which may reflect this mood; more alert posture, animated body movements and facial expressions. Encourage and support a physical response using 'body percussion', for example clapping or tapping along on body or on chairs. Extension instrumental activity: Simple classroom percussion can be introduced to mirror the instruments in the music, e.g. drums and tambourines. First of all explore the instruments to focus on their characteristic timbres. Find all the ways to make a sound on the tambourine – rub surface, finger jingle bells, tap, flick, shake etc. Do the same for the drums. When all learners are familiar with the instruments, use key words and preferred means of communication to establish their choice of instrument to play and technique to use. If appropriate, use music technology instruments so all learners can participate as independently as possible. Play along to the music to experience being part of a large group performance.
- **Dance:** This music makes you feel like dancing! Perhaps play it in a dance or PE lesson when there could be space and equipment to respond with maximum physical energy. Make up a simple dance to the music in which ambulant and wheelchair learners can all participate. Use gymnastic ribbons, pom-poms or other dance equipment to enhance the energy of the music. Take turns to demonstrate a preferred action – waving, clapping, kicking, or even rolling or tumbling – each one celebrated in this inclusive dance.
- **Summer festival parachute activity:** To emphasise the significance of summer and the sun, learners may enjoy this multi-sensory activity. Collect a variety of sun-coloured fabrics, materials, scarves, pom-poms, cellophane etc. and explore their tactile and visual experiences creating learning opportunities for preference and choice. Take turns to place chosen items on the parachute. As the music plays, shake and toss them into the air to give the impression of a dazzling sun and its rays shining onto the earth.





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