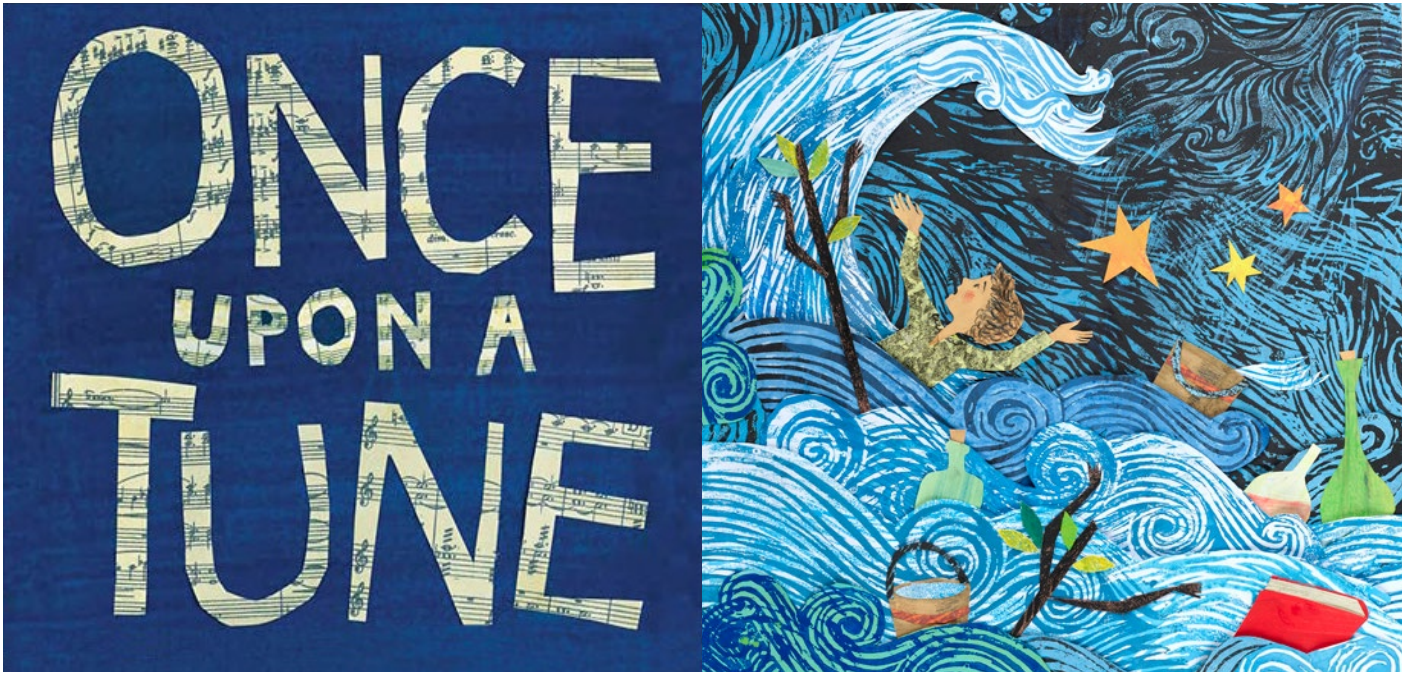


RSNO

SCOTLAND'S NATIONAL
ORCHESTRA



The Sorcerer's Apprentice

Learning Resources for Primary 5-7 pupils

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

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Create Your Own Spell

The spell in the story was:

*“Fetch me water from the river,
Little broom of wood and stick,
Pour it in the castle cauldron,
Broom be living, broom be quick!”*

Lines 2 and 4 end in rhyming words **‘stick’** and **‘quick’**. They have an **‘ick’** sound at the end. Another example of rhyming words are **‘fast’** and **‘last’** as they both have the **‘ast’** sound at the end. Can you think of rhyming words for the words below?

cat, tree, school, frog, book, strong, rocket, wizard

If you are struggling, think about what the word ends with. The word cat ends in the sound ‘at’. Now try thinking of every letter in the alphabet and add ‘at’ to it... ‘bat, cat, dat, fat, gat’ etc. Not all of these are words but some of them are, ‘bat’ and ‘fat’. These are rhymes we can use on lines 2 and 4 of our spell!

Our spell should have 4 lines and lines 2 and 4 should rhyme. That means you can put any tricky words to find rhymes for at the ends of lines 1 and 3!

1. _____
2. _____ (rhyme)
3. _____
4. _____ (rhyme)

Extension:

Try to keep the lines of the poem a similar length, so you can say your spell along with a musical pulse/beat.

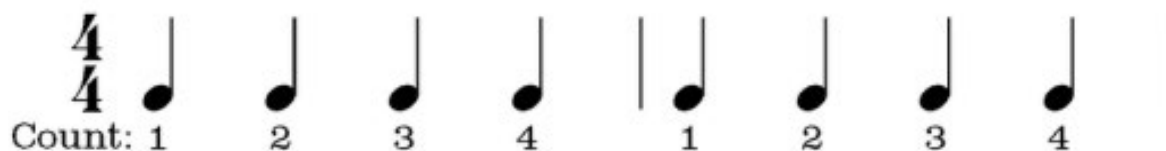


The Sorcerer's Rap

Rapping is a style of music that involves speaking or chanting in a rhythmic way. The words often rhyme and can fit together with a beat.

As musicians we need to listen to each other when we play to keep ourselves in time. This is especially important in rap as the words need to fit on the beat.

Let's try clapping on the beat together:



Can you try to perform the words of the spell on top of the beat?

*Fetch me water from the river,
Little broom of wood and stick,
Pour it in the castle cauldron,
Broom be living, broom be quick!"*

(red words show where a clap should be)

Extension:

Can you try saying your own poem as a rap along with the beat?

Adding Body Percussion

In the music for The Sorcerer's Apprentice there are lots of different rhythms throughout the piece.

We are going to use our bodies to create some additional sounds that would fit with our clapping beat.

Ways you can make sound include clicking your fingers, stamping your feet and tapping your knees/chest. Can you think of any other ways?

We are going to come up with a rhythm worth 4 beats. That means it needs to fit into the space of four claps. It could be something like these examples:

	Clap	Clap	Clap	Clap
1	Stamp	Click click	Stamp	Click
2	Click click	Click click	Click click	Stamp
3	Tap tap tap	Stamp	Tap tap tap	Stamp

Experiment until you find one you like.

As a class you could layer a few of these over the top of one another and perform them with 3-4 people on each part. Make sure there is a group who will keep the clap on the beat going nice and steady without getting faster.

Now see if you can chant a few spells over the top while staying in time!

Extension:

Add some untuned percussion instruments.



Understanding Climate Change

In *The Sorcerer's Apprentice* the boy nearly flooded the world. This is relevant to the world we live in today as we are all more aware of climate change and the effect it has on natural disasters like flooding.

Starter Activity

Set up a sign on one wall of the classroom with the word 'Agree'. On the opposite wall, set up the sign 'Disagree'.

Read the following statements and ask students to choose a place to stand in relation to the signs. The nearer they stand to one of the signs, the stronger the opinion they are expressing. Those who don't know, or don't want to say can stay in the middle.

Once pupils have chosen a position you can ask individuals why they chose to stand in a particular place. After a few views have been gathered, give pupils the opportunity to change their position now that they've heard differing points of view.

Statements

- Weather is the same as climate
- Climate change is caused by chopping trees down
- Using electric vehicles could help reduce climate change
- Going vegan helps to reduce your carbon footprint
- Riding a bike to school would help the environment
- I understand how recycling helps combat climate change
- The gas that comes from animals contributes to climate change
- I recycle things every day
- Flying in aeroplanes doesn't affect climate change
- Climate change is everyone's responsibility
- *Any other comments you would like to assess learners' understanding*

Discussion Task

Gather back as a class and discuss the meanings of 'weather' and 'climate'. What is the difference?

- Weather describes day-to-day conditions. One day it might be cold and rainy and the next it might be dry and sunny. It can change a lot.
- Climate describes the average weather conditions over a very long time period e.g. 100 years.

How is our climate changing?

- Our world is heating up. It has warmed by an average of 1 degree since the 1880s. Although that doesn't sound a lot, it already means our weather is becoming more erratic and extreme which has big repercussions for people and animals on our planet.
- It has led to more frequent and more powerful storms and floods, melting ice caps, a rise in sea levels and in other areas, drought.
- This leaves animals without habitats and people without food and homes.

What is causing the earth to heat up?

- The evidence shows it is human activities – mostly the burning of fossil fuels, but also deforestation, and dairy farming (cows' farts do have an impact!). By burning fossil fuels, humans are increasing the amount of greenhouse gases in the Earth's atmosphere and causing it to heat up. Fossil fuels generate about 50% of the UK's electricity.

Think about your day from the minute you woke up this morning...

- How much electricity did you use before school?
- Did you turn any lights on? Use Alexa to play music?
- Did you have a shower? Dry your hair?
- Does your family have toast or a cup of tea for breakfast?
- Did you watch TV before leaving for school?
- How much electricity is being used in your classroom right now? See if you can count all the things that are plugged in.
- How many classrooms are there in the school?
- How much do we rely on electricity? Do you think you could manage a whole day without any?

What will happen if the earth continues to get hotter?

- Scientists warned us in the past that our activities would cause global warming but not enough people were willing to listen or change their lifestyle. Scientists are now saying by the end of this century our planet could be 3-6 degrees hotter.
- If we do not halve our emissions in the next 10 years there will be impacts on our food supply and access to clean drinking water.
- Sea levels will also continue to rise so large areas of land might be underwater.
- The future is worrying but it's not too late to do something about it. It is everyone's responsibility to fix it.

What can we do?

- Raise awareness
- Reduce our energy use
- Change how you travel
- Reduce, re-use, recycle
- Think about food miles, and food waste
- Support renewable energies – wind, solar etc.



The Class Awareness Wall

We are going to raise awareness of what we can do by creating a large mural for a wall in your primary school.

Choose one or two of the things we can do to combat climate change from the list below:

- Raise awareness
- Reduce our energy use
- Change how you travel
- Reduce, re-use, recycle
- Think about food miles, and food waste
- Support renewable energies – wind, solar etc.

Spend some time planning a design. This can be a whole class activity, or it can be a competition (individual/group). You can come up with a slogan or use visuals to get your points across.

Once you have agreed on a design use frieze paper or wallpaper lining and draw your design so it will work as a large eye-catching image on the wall.

Bring in “junk” and see if you can create your mural solely out of items you already have, extra points if you can’t reuse or recycle them usually! This is a great way to model reusing and recycling against climate change.



Make Your Own Sorcerer's Hat

1. Choose a colour that you want the hat to be and draw a semi-circle on a piece of card or sugar paper to start the cone section of the hat.



Don't worry if you don't have access to the colour you want. As you can see from the finished project in the RSNO's example, we painted ours black! You can always colour in/paint the hat a different colour later!

- a. Press the point of a compass on the long side of your paper so it's right in the middle. Then, pull the compass pencil out so it's 20/30cm from the point (21cm is the largest size possible on A3). Swing the pencil to draw a curve from one side of the paper to the other.
- b. If you don't have a compass, tie a string to a pencil. Use a string that's the same size as the width of the semi-circle. Then, hold the string at the edge and pull it taut before you draw the curve with the pencil.
- c. Make the semi-circle 25cm wide if the hat is for a small child or draw a 30cm wide semi-circle if the hat is for an older learner or adult.



2. Cut out the semi-circle and overlap the pointed ends to form the cone.

- a. Use scissors to carefully cut the curved line you drew on the material. Then, hold a pointed end with each hand and bring them together so the paper curves. Keep pulling the ends together and overlap them by at least 2.5cm.

It's important to overlap the pointed ends so there isn't a gap along the long side of the cone.



3. Staple the bottom of the cone where the points overlap.

If you let go of the points, the cone comes undone. To keep its shape, staple the bottom of the cone where the edges overlap.

If you don't have a stapler, you can use double-sided tape or glue to keep the edges in place. Keep in mind that these aren't as sturdy and if you're rough with the hat, the paper may come undone.



4. Create a fringe along the base of the hat.

- a. Cut 2cm slits 3cm apart around the bottom of the cone, making a fringe along the base.
- b. Then, bend each slit so it points away from the cone

This is important so you can attach it to the brim of the hat.



5. Draw a circle on your material to start the brim of the hat.

- a. Lay a ruler across the bottom of the cone and write down the measurement of the diameter (distance from side to side of the hat – not slits)
- b. Adjust your compass so the circle has the same diameter as the cone measurement.
- c. Draw a straight line of the same size on your material.
- d. Put your compass point on the middle of the line and swing the pencil around to draw a circle.



6. Make another circle that's 10cm larger than the one you have already drawn.

This larger circle is the outer brim for the hat.

- a. Put the point of the compass in the middle of the line you drew for your first circle and pull the pencil out by 10cm.
- b. Use the pencil to draw a larger circle around your first one.

7. Cut out the circles for the brim and discard the small one.

- a. Use scissors to cut out the big circle and discard the scrap paper.
- b. Carefully poke a hole in the centre of the small circle so you can stick your scissors into the paper. Cut out the small circle and get rid of it.



8. Glue the top of the cone's fringe and slide the brim onto the cone.

- a. Glue onto the tops of the slits that you folded away from the cone.
- b. Before the glue has a chance to dry, push the large circle you just cut out onto the cone. Press along the base to stick the fringe to the brim piece.

If you don't have glue, you can turn the hat over and tape the fringe to the brim.



9. Decorate your hat with drawings, stickers, or glitter glue.

Ideas can include: Painting the hat, glitter glue, Halloween stickers, stars and moon shapes cut out of different coloured materials.



Benchmarking, experiences and outcomes from tasks

Task	Level	Literacy & English E+Os	Expressive Arts E+Os
The Pupil As The Apprentice	1	<ul style="list-style-type: none"> - LIT 1-01a / LIT 2-01a - LIT 2-02a - ENG 2-03a - LIT 2-04a - LIT 2-06a - LIT 2-09a - LIT 2-10a / LIT 3-10a - LIT 2-15a - ENG 2-17a - LIT 2-21a - LIT 2-22a - LIT 2-23a - ENG 2-27a - LIT 2-28a - ENG 2-30a 	
Create Your Own Spell	1	<ul style="list-style-type: none"> - LIT 2-06a - ENG 2-17a - ENG 2-19a - LIT 1-20a / LIT 2-20a - LIT 2-21a - LIT 2-22a - LIT 2-23a - LIT 2-24a - LIT 2-26a - ENG 2-27a - ENG 2-31a 	
The Sorcerer's Rap	1	<ul style="list-style-type: none"> - ENG 2-03a - LIT 2-04a - LIT 1-11a / LIT 2-11a - ENG 2-12a/ENG 3-12a/ENG 4-12a - LIT 2-13a - LIT 2-24a 	<ul style="list-style-type: none"> - EXA 2-17a - EXA 2-18a - EXA 2-19a

Task	Level	Literacy & English E+Os	Expressive Arts E+Os
Understanding Climate Change	1	<ul style="list-style-type: none"> - LIT 1-01a / LIT 2-01a - LIT 2-02a - ENG 2-03a - LIT 2-04a - LIT 2-06a - LIT 2-05a - LIT 2-07a - LIT 2-08a - LIT 2-09a - LIT 2-10a / LIT 3-10a 	
The Class Awareness Wall	1	<ul style="list-style-type: none"> - LIT 2-09a - LIT 2-10a / LIT 3-10a - LIT 2-14a - LIT 2-15a - LIT 2-16a - LIT 2-21a - LIT 2-22a - LIT 2-24a - LIT 2-23a - LIT 2-25a - LIT 2-26a - ENG 2-27a - LIT 2-29a - ENG 2-31a 	<ul style="list-style-type: none"> - EXA 2-02a - EXA 2-03a - EXA 2-04a - EXA 2-05a - EXA 2-06a
Make Your Own Sorcerer's Hat	1		<ul style="list-style-type: none"> - EXA 2-02a - EXA 2-03a - EXA 2-04a - EXA 2-07a

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