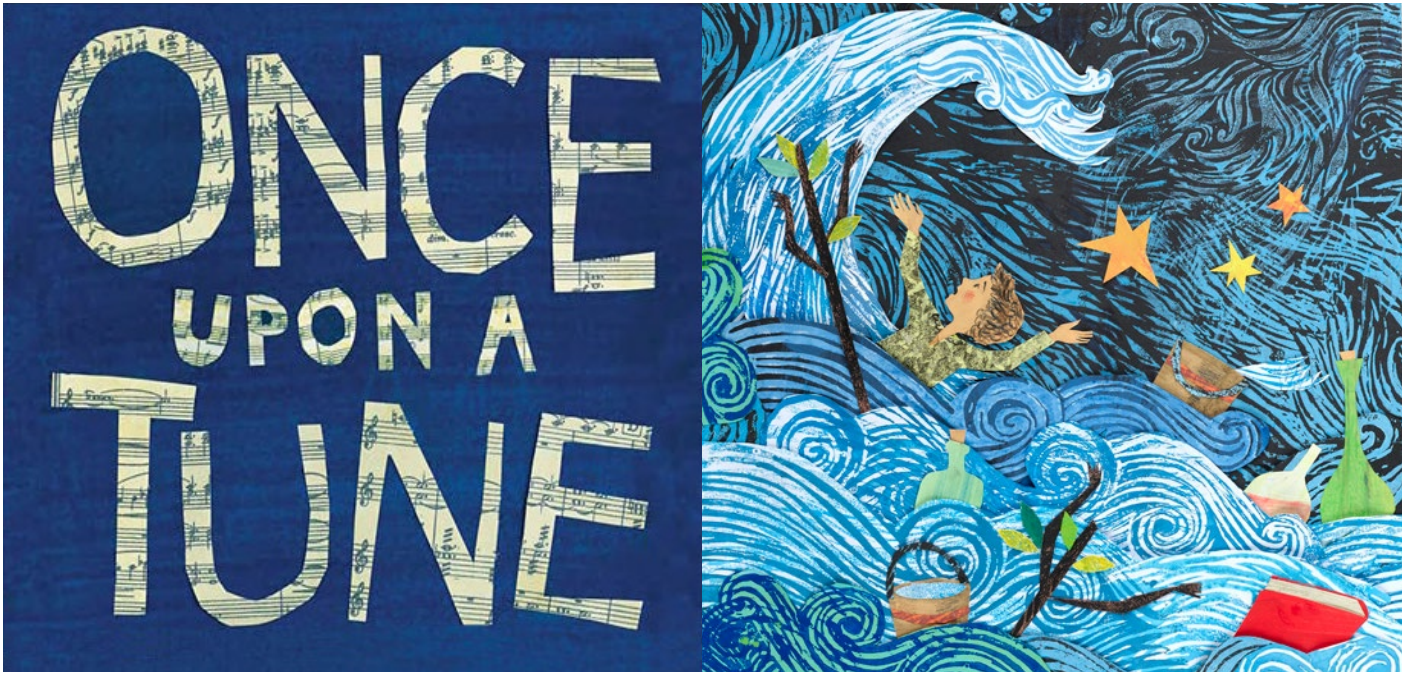


# RSNO

SCOTLAND'S NATIONAL  
ORCHESTRA



## The Sorcerer's Apprentice

### Resources for Experiential Learning and ASN

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

## Contents

- 3 Introduction and guidance for delivering experiential and ASN resources**
- 4 Glossary**
- 5 Create Your Own Spell: Learning Resource**



# 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>



# Create Your Own Spell: Learning Resource

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

## **Communication-attention skills**

*Gives shared attention to a range of sensory stimuli, objects, people and/or activities*

## **Communication-preference and choice**

*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*

*Recognises that repeated actions lead to particular effects (cause and effect)*

## **Self and emotions-awareness**

*Demonstrates a consistent emotional response to indicate pleasure/displeasure to a range of sensory stimuli, objects, peoples and/or activities*

## **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*



## Make A Sound Spell Activity

Work as a group. Sit in a circle around a large 'cauldron'.

### Music Resource: The Sorcerer's Apprentice

Available to listen to on:

Spotify: <https://spoti.fi/3QV46su>

Apple Music: <https://apple.co/3Hhtk0X>

Amazon Music: <https://amzn.to/3QQp3EI>

### Starters - Building performing skills

1. Whilst listening to the opening minute of mysterious music, pass around and explore the various 'magical objects' – these can be anything that makes an interesting sound, looks unusual or feels strange.
2. Repeat experience using vocals and musical instruments to create a magical sound scape. Perhaps use magical words to enhance meaning of activity such as 'hocus pocus', 'abracadabra', 'alakazam' etc. Encourage learners to change the pitch of their voice (high and low) or say the words slowly, fast or in funny voices – all of this allows the opportunity for aural reflection.
3. When learners are familiar with music and objects, use individual's preferred means of communication to establish their preference of object/sound for contributing to the performance with.

### Extension – Playing a solo

Introduce the sorcerer's hat and allow learners to perform a solo if they are confident enough to do so. Sign word 'hat' and allow each learner to experience wearing the hat and holding their preferred object/sound as the music plays.

### Focused Support Examples

There are some key sensory events in the music that can be very effective in scaffolding students' learning:

1. When the music changes mood and becomes playful and lively (1 minute in), encourage the learners to respond in their own way with their chosen object/sound.

*For example, if they move their body more actively or their facial expression changes, reflect this with the sensory objects and sounds to create a contrasting segment of sound and movement.*

2. **1.56-2.05:** Listen to the trembling music and demonstrate and encourage a responsive shaking action with fingers and hands as if casting a spell.
3. **2.06:** Music stops dramatically! This creates a sense of anticipation and excitement. What has happened? Create a surprising and 'magical' outcome to the spell. This could be an exciting sound (e.g. a crash on a cymbal), a wave of a dance ribbon or similar.

## Bringing It All Together

Using the skills, objects and techniques recently developed, repeat the activity in different ways, sometimes making an individual spell or collectively as a group. This can be as free form or structured as you see fit.

Using the original music as a backing track is also a great technique in empowering learners' participation and can be communicated as being part of the Orchestra. This makes coming to a live concert even more exciting for your young people!

## Possible Resources

- Cauldron – a large container, bowl, space in the middle of the circle
- Sensory objects for creating spell e.g. feathers, foam, gloop etc.
- Musical instruments to create magical sounds
- Large 'cauldron' to collect chosen objects
- Sorcerer's hat to wear – this can be made from paper like a party hat





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