

RSNO

SCOTLAND'S NATIONAL
ORCHESTRA



The Sunken Cathedral

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 Sunken Cathedral: Learning Resource

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

Demonstrates an interest in environment

Self and emotional-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

- Travels in different ways (in water)

Fine Motor Skills

- Uses hands, fingers or feet to explore objects

This Debussy piece is a wonderful example of Impressionist music and easily lends itself to a sensory interpretation very accessible to the Experiential Learner.

Music Resource: The Sunken Cathedral

Available to listen to on:

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

Apple Music: <http://bit.ly/41kUifa>



Preparatory Learning Experiences:

Listen to the music, linking the aural experience with water: For example, if you have a transparent water tray, learners can engage by lying underneath or experience the water with their fingers, hands or other parts of their bodies.

Explore a range of sound making objects and instruments under water: Which make louder sounds through water, which quieter? Especially try metal objects/instruments which can sound like the submerged church bells ringing e.g. finger cymbals, gongs, steel pans, chime bars, bells etc.

Sensory props in water: Seaweed, toy fish, sand, shells etc. can be explored to enrich the experience of 'underwater'.

Explore musical concepts: Give learners the experience of feeling vibrations and making sounds instrumentally or vocally (use key words/signs/symbols to communicate and enhance understanding of each concept):

- **Low and high:**

Experience/create sounds getting higher or lower (e.g. tuned percussion such as xylophone/glockenspiel/chime bars, piano, keyboard).

- **Quiet and loud:** Create instrumental or vocal sounds as quietly/loudly as possible.

- **Getting louder/softer:** Experience the excitement of sounds getting louder, then decreasing to silence.

- **Slow:** Move and/or play as slowly as possible.

- **Timbre (quality of sound):** Explore metal bell-like sounds. Try striking them like a clock and ask 'what time is it?' and count together. If you have access to a piano, take off the front panel and watch the strings inside, using a beater or fingers on the keys to create powerful resonating sounds. Learners could also feel the strong vibrations by leaning against or touching the casing of the piano. Use sustaining pedal to produce long sounds. Use organ tone on electronic keyboard to create sound of cathedral organ.

- **Pitch:** Use C and G chime bars. Strike both together to produce the interval of a 5th which helps to create the Impressionist sound typical of Debussy's music.

Music technology: Create 'underwater' music using music technology instruments such as Skoog or Soundbeam if available. Apps such as Thumbjam or Garageband on a tablet can allow learners accessible means to create their own underwater Impressionist music. Record and play back learners' music, layering with real or synthetic musical sounds as desired.

Multi-sensory experience: Learners lie on floor, beds, reclining chairs as if underwater. Staff waft sea-coloured gauzy fabrics above learners to create impression of the sea and experience the sense of being 'underwater' or submerged. As the music climaxes and the cathedral emerges from the sea, staff remove the material and interact with the learners face-to-face. As the music quietens and depicts the cathedral submerging into the sea once more, use the material to experience the music disappearing into complete silence. Try to experience this final 'sound of silence' – it can be very powerful after such an intense sensory experience!

Create a Watery Sensory Story

Building on the above learning experiences, create your own watery sensory story using sensory props, sounds and instruments.

And/or

Play along to Debussy's music with a variety of learners' favourite experiences.

In either activity, sound or video record and play back, carefully observing learners' responses.

Possible Resources

Water: hydro pool/water tray/water sprays

Metal instruments or objects: bells, gongs, pans, pipes, chime bars (C and G), glockenspiels

Other sounds/instruments: low sounds e.g. bass xylophone, large tubes, piano without front panel to expose strings, keyboard (organ tone)

Music technology instruments/software: Skoog, Soundbeam, tablet apps such as Thumbjam and Garageband, microphone, recording equipment, BIGmack switches

Sensory props: 'water' fabrics, scarves, curtains, gauze, dance ribbons, toy fish, seaweed, sand, shells



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