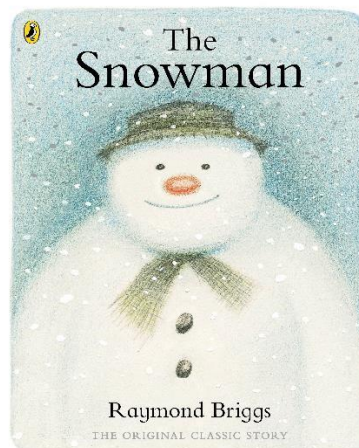




## Welcome to our new programme for schools!

Orpheus Sinfonia's dynamic programme of cross-curricular activity to support teaching and learning  
inspired by *The Snowman* ©



**Project 1: What is in Your Air? (Science focus) p3**

**Project 2: A Birds Eye View (Geography focus) p6**

**Project 3: I'm walking in the Air (Music focus) p11**

**Project 4: Make a Snowman (Art and Design focus) competition\* p16**

**Project 5: The First Time I Flew (Literacy focus) exhibition\* p20**

## BACKGROUND

Originally published in 1978, *The Snowman*, created and illustrated by Raymond Briggs has become one of the world's most popular children's books, selling in excess of 8.5 million copies worldwide and being translated into over 15 languages.

In 1982, Raymond Briggs' classic picture book *The Snowman* was adapted as a 26-minute animated film by TVC (at the time the UK's longest established animation studio), under the direction of Dianne Jackson. Having spotted the potential for creating a unique and ground-breaking animation, John Coates, instructed two trusted assistant animators, Hilary Audus and Joanna Harrison, to go and buy a dozen copies of the book for the purpose of dissecting it and storyboarding the very first animatic.

This quickly turned into a hand-drawn animation bible, which became the template for the final film. John Coates' passion for bringing the book to the screen quickly caught the attention of Sir Jeremy Issacs, former Chief Executive of Channel 4 who believed that it would be a fantastic piece for the channel and stand out from the rest of its schedule. *The Snowman* was first shown in the UK on 26 December 1982 and has since been shown every year and delighted audiences across the world.

In keeping with the book, the film of *The Snowman* is wordless and free of dialogue, except for the now iconic, "Walking in the Air" which features as part of a now timeless musical score. Both song and score were written and composed by Howard Blake, who had in fact written the melody some years before having been inspired by a walk on a Cornish beach.

## HISTORY

Born in 1934 in Wimbledon, South London, Raymond Briggs studied at the Wimbledon School of Art, and the Slade School of Fine Art. When he graduated in 1957, he immediately started writing and illustrating. That Raymond both writes and illustrates is evident in his work. As he himself said, "The whole point of illustration is that it is literary. If it is not, it remains a drawing only."

"The main inspiration behind *The Snowman* was one of my other characters, Fungus the Bogeyman. After two years of being immersed in much, slime and words, I needed some light relief: something clean, pleasant, fresh and wordless.

The idea had been around for seven years. It had been filed away until there was time to work on it. I think it originally came from seeing an old black and white strip cartoon in a children's comic when I was evacuated in the war. I vaguely remember two snowmen coming to live and one of them clambering over a window sill into a house. Where the flying came from I cannot remember, but the idea seemed perfectly natural. Perhaps it is because snow lightly floats down out of the sky, so it seems reasonable that a snowman can lightly float up again.

Most of my ideas seem to be based on a simple premise: let's assume that something imaginary – a snowman or a bogeyman – is wholly real, and then proceed logically from there. If a snowman came to live and was invited into a house, he would never have seen electric light, television or washing-up liquid. He would learn to avoid the fire and the radiators, but would love the refrigerator and freezer. It is just common sense and that is all there is to it."

Raymond Briggs

## LESSON PROJECT 1: WHAT IS IN OUR AIR?

**Key Learning Area: Science**

**Level: KS1 and 2**

**AIM:** Students will develop their understanding of the processes and methods of science through science enquiries that help them answer scientific questions about the world around them.

**Skills and Knowledge outcomes:**

**Students will:**

- Observe closely using simple equipment
- Perform simple tests to observe pollution
- Use their observations and ideas to suggest answers to questions
- Identify and name common plants found locally to detect evidence of air pollution, with older children drawing conclusions about the impact of air pollution on them
- Record their findings in an age-appropriate method

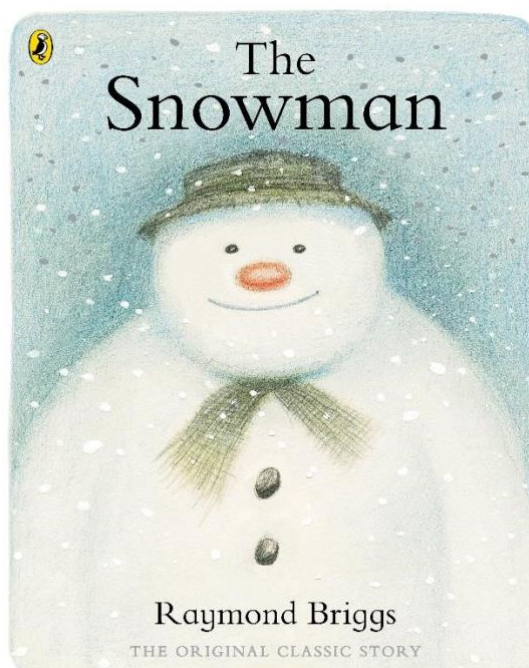


Image © Snowman Enterprises Limited "The Snowman" by Raymond Briggs is published by Puffin

### Suggested Lesson Plan:

The Snowman film has a famous song *We're Walking in the Air*. We know in real life we cannot walk on air, but do we know what is in our air?

Class discussion: What is air? What is it made of? Where does it come from? Watch a short video about air.

KS1: <https://m.youtube.com/watch?v=DcJHVL5SBc>

KS2: <https://m.youtube.com/watch?v=h7rhOM2dXte>

Air is a mixture of gases and most of the gases are in the air because of natural things. However people make a difference to the air houses, cars, aeroplanes, factories all create waste that goes into air pollution. Air pollution has a negative effect on plants and buildings, as well as people. Today we are going to investigate the impact of air pollution on plants and buildings.

### Project 1:

This section contains 3 experiments. Teachers should use those which are most appropriate for their class. Yr5/6 teachers may divide students into 3 groups and do all the experiments.

#### Experiment 1. Can I see and smell pollution?

Materials: candles, white plate or piece of wood, matches.

Teacher ask children to sniff the air in the classroom. What they you smell?

- Teacher lights some candles class gather around candles. When things burn they sometimes smoke, so you can see the pollution
- When anything burns it sends chemicals into the air (usually water vapour and carbon dioxide). You cannot always see these like you can with smoke.
- Teacher blows candles out – can you see the pollution? Can you smell the pollution? Clean air has no smell – pollution that makes a smell
- Show this by relighting candle and place above the flame a white plate for a few seconds. Then extinguish candle and show the plate. What do you see? What is this residue? This is the pollution that was in the air that you could smell.

#### Experiment 2. Pollution and Plants

Materials: Collected leaves from plants (not dead leaves) near a busy roadside; and some further away from traffic; cotton wool, water. NB: the teacher may need to pre-gather the roadside ones then have students source other leaves for comparison for safety reasons.

Discuss: What do you think the biggest contribution of pollution is in our air here in Windsor/Maidenhead/Slough? About 70% of air pollution is caused by cars and traffic. Ask the children what other factors may contribute to air pollution.

To investigate roadside pollution, ask students to observe first how dirty the roads leaves are. Can they be cleaned with water and cotton wool? Repeat this activity using leaves sources from areas much further away from busy traffic.

- What conclusions can they draw?
- How does pollution then impact on living plants? ☒ How could they show their results?

### **Experiment 3 (Older students)**

Materials: a copied page from a local street map, notepad for recording observations.

Use a street map of the local area and identify three places where there is a) high levels of traffic; b) low levels of traffic; c) no traffic. Go examine the buildings near a busy road, the windows and sills in particular. Make note of:

- Stains and dirt levels – which are caused by air pollution?
- What other causes of staining and dirt are there? E.g. birds, graffiti, aircraft.
- Crumbling stone or corroded metal ☒ Discolouration, blackened buildings ☒ Is there any smell?

Repeat the activity at the other two locations. Return to the classroom and consider the findings. Then devise a way for showing air pollution evidence on the map.

**Conclusion:** Create a display of your findings or write a brief report about the activity for your school's blog or newsletter.

**Developed from the resource:** <https://www.healthyair.org.uk/documents/2013/02/healthy-air-education-pack-2012.pdf/>

## LESSON PROJECT 2: A BIRD'S EYE VIEW

**Key Learning Area: Geography**

**Level: KS1 & KS2**

**AIM:** Students will use aerial maps to identify features of their local area and create a map of a familiar environment using mapping skills.

**Skills and Knowledge outcomes:**

**Students will:**

- Develop skills needed to compare, analyse, collect and communicate data gathered through practical map making activity.
- Interpret and compare two aerial maps of Windsor Castle
- Plan and create their own map demonstrating an understanding of directional language to describe the features and routes on a map of an environment familiar to them.
- Use aerial photographs to plan perspectives and recognise landmarks
- Record their findings in an stage appropriate method

**This lesson is inspired by the song from *The Snowman I'm Walking in the Air***

**Resources:** Teacher needs to have created a footprint of the school (KS2) or of the Classroom (KS1) for the children to use when creating their own maps.

Sourcing an aerial photograph which features the school that would be useful too..

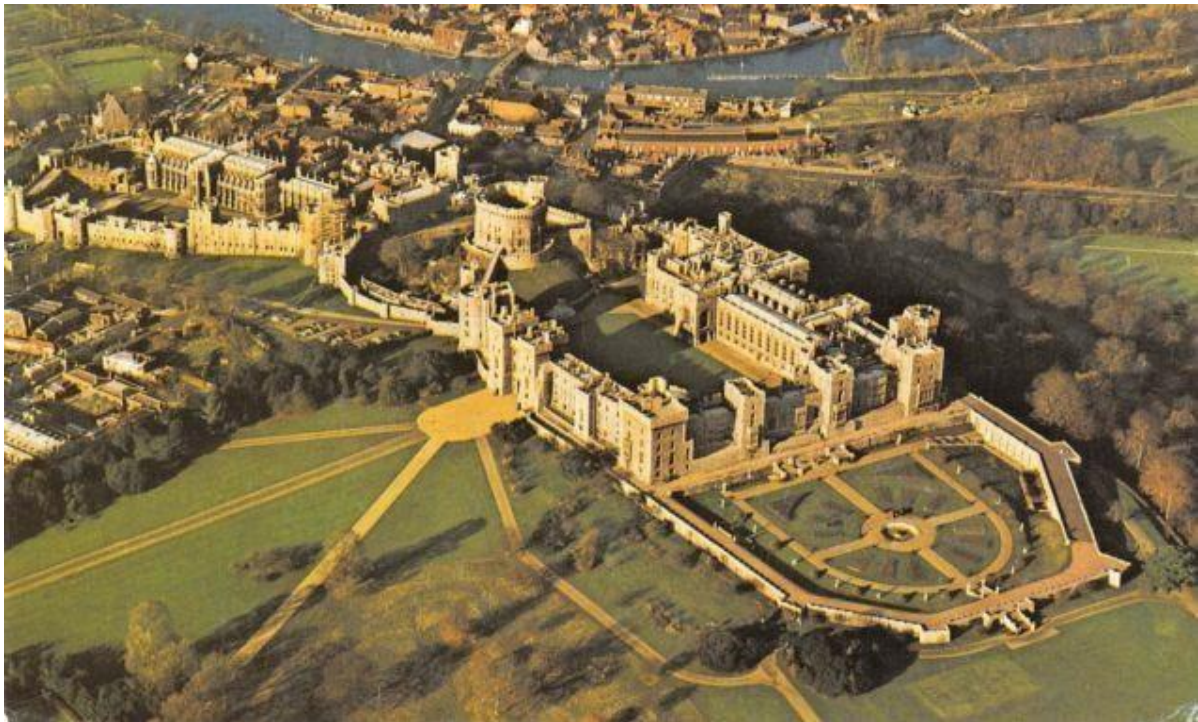
**Suggested Lesson Plan:**

Introductory questions:

1. What do you think the world looked like from a birds eye view?
2. What do you think a bird's eye view map is?

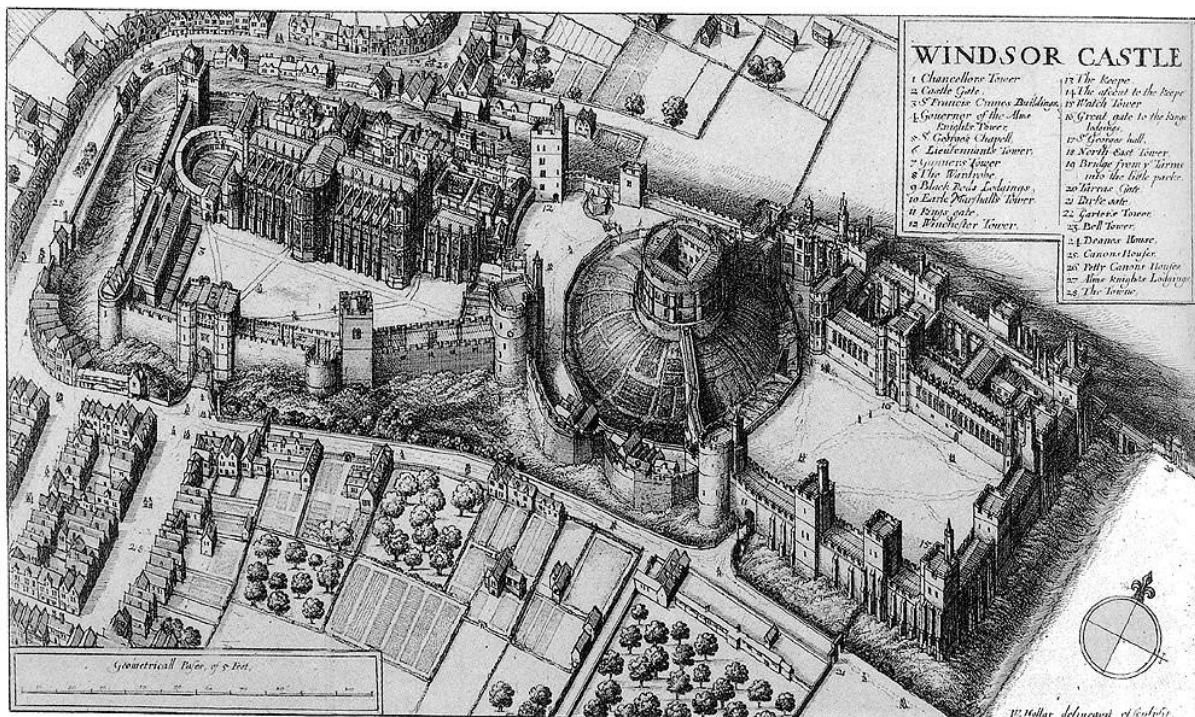
Teacher Note: A bird's eye view of an object is an elevated view from above, in the same way that a bird would have if it looked down. It is a technique often used in the making of blueprints, floorplans and maps. It can be presented as an aerial photograph or a drawing.

3. Examine this bird's eye view map of Windsor Castle.



4. Compare it with this old map of Windsor Castle drawn nearly 500 years ago.

Can you spot any similarities or differences?



Source: [http://www.berkshirehistory.com/maps/windsor cast.html](http://www.berkshirehistory.com/maps/windsor_cast.html)

## Lesson Body

1. Class discussion: If you were a bird flying above our school what would you see?
2. Make a list on one side of the board. The on the other side draw an outline of the school property and think about where each of these are positioned.
3. Create a rough plan.

[NB: KS1 teachers may wish to do the following activity by confining it to the classroom area depending upon the time available and age of their students]

Divide the map into 5 or 6 groups then allocate each group a section of the school to investigate:

KS1	KS2
<p>In each section:</p> <ul style="list-style-type: none"> <li>☐ Identify the buildings or areas such as playground spaces</li> </ul>	<p>In each section</p> <ul style="list-style-type: none"> <li>• Identify the buildings/areas</li> <li>• Use pacing measurement to make a round estimate of the size of each area.</li> </ul>
<ul style="list-style-type: none"> <li>• Decide on a sketch that would show that building on a map</li> <li>• Decide if each building is large, medium, small tiny etc.</li> <li>• Decide which buildings are near and far away from each building</li> </ul> <p>Report back to the class and check the classroom map</p>	<ul style="list-style-type: none"> <li>☐ Use pacing technique to identify how far a building is from the boundary Decide on a sketch that would show that building on a map, remembering you are thinking about what it might look like from above</li> <li>☐ Make notes about the positioning of the building</li> </ul>

Once the data is collected, return to the classroom and report back. Use this information to identify any changes needed to the original rough map

KS2 Teachers may also want to talk about the following 5 key features of a map:

1. A Title: the heading of a map.
2. Compass: a part of a map that shows the cardinal directions/other directions.



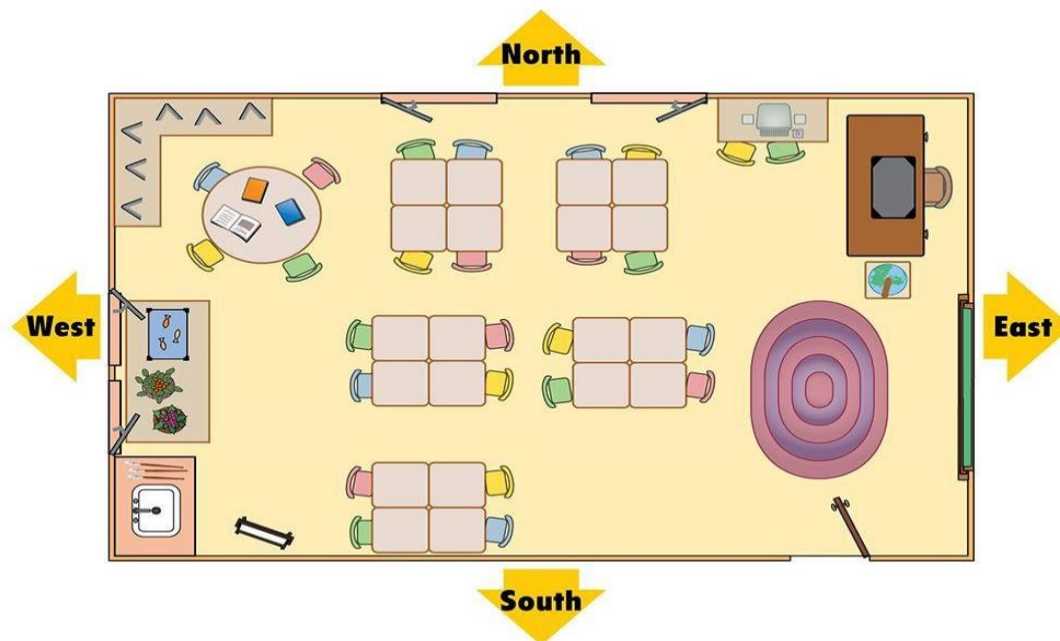
3. Key: a part of a map used to define symbols on the map.
4. Grid: the set of lines that show coordinates on a map. (or in this case could help with positioning of items in a room or area of the school)
5. Scale: the part of the map used to show how big it is in actual size.

Once the data is collected have the groups create a more accurate map of their area on some A3 paper. Then join together to make an aerial map of the school.

If you are able to source an aerial photo of the school compare the class map to it.

What land marks can you spot? What changes do you notice?.

**If confining this project to the classroom** show this example of a classroom map:



Complete the above steps, considering all the items that would need to be included in a drawing. Explain to the children how pacing can be used to make a rough measurement of distance.

Then have students create their own bird's eye view of their classroom.

**Conclusion:** In groups compare and evaluate the maps in groups. Identify the best one and what makes it so.



Image © The Snowman Enterprises Ltd

## LESSON PROJECT 3: *We're Walking in the Air*

**Key Learning Area: Music**

**Level KS1 & KS2**

**AIM:** Students will learn the song *I'm walking in the Air* from the film *The Snowman* and develop their own arrangement of it for performance.

### **Skills and Knowledge outcomes:**

#### **Students will:**

- Sing and use their bodies and percussion instruments to perform music
- Understand and explore how music is created and structured
- Plan and create their own arrangement of *I'm waking in the Air* with consideration of dynamics, tempo timbre, texture, structure and appropriate musical notations.
- Listen to and compare music using stage appropriate musical language ☑ Perform expressively as part of an ensemble

#### **Resources:**

- Word sheet
- Classroom instruments

If you have a musician who can lead from the piano, here is a simple arrangement:

<https://sheetmusic.pianoshelf.com/piano/pianoshelf-672722e2-800e-11e6-bdfdhttps://sheetmusic.pianoshelf.com/piano/pianoshelf-672722e2-800e-11e6-bdfd-0242ac120005.pdf0242ac120005.pdf>

If no pianist is available then use the backing track link provided in the lesson material.

**Suggested Lesson Plan Introduction:**

Watch the film clip of the song from The Snowman film:

<https://m.youtube.com/watch?v=xb-pX7sljFY>

Use the word sheet provided to learn the tune singing with the film clip.

Once students are fairly familiar with the music change to this version which is a piano

accompaniment without any other singing: <https://m.youtube.com/watch?v=MbhvXKLmJJs>



Image © The Snowman Enterprises Ltd

We're walking in the air  
We're floating in the moonlit sky  
The people far below are sleeping as we fly

I'm holding very tight  
I'm riding in the midnight blue  
I'm finding I can fly so high above with you

Far across the world  
The villages go by like dreams  
The rivers and the hills, the forests and the streams

Children gaze open mouthed taken by surprise  
Nobody down below believes their eyes

We're surfing in the air  
We're swimming in the frozen sky  
We're drifting over icy mountains floating by

Suddenly swooping low      On an ocean deep  
Rousing up a mighty monster from his sleep

And walking in the air  
We're dancing in the midnight sky  
And everyone who sees us greets us as we fly

We're walking in the air. We're walking in the air.

## Lesson Body

The song has three distinct sections which occur after a short introduction:

- Section A: We're walking in the air tune
- Section B: The joining bridge section based upon a pattern of 5 notes which slowly repeats and descends
- Section C: Far across the world tune

Identify the plan of the snowman song by listening to it one last time and writing down when you hear each section in the order it is heard. Note there is 4 bars introduction before the first section is heard.

Your answer is: Introduction, A, A, B, A, C, A, B, C, A, A

### Creating the accompaniment.

Use the table below as a percussion score to accompany the A section of this song. Use the count to now which beat to make the sounds

#### Section A

Sounds	1	2	3	4	5	6	7	8
Stamp	•							•
Chest slap		• •				• •		
Ssss			•				•	
Mouth pop					•			

This can be performed either by having children divided into the 4 different body percussion sounds making their sound at the appropriate number or by having the children play all the sounds while you count aloud in a constant beat.

#### Section B

Sound	1	2	3	4
Triangle				•
Sleigh bells	•	•	•	•
Egg shaker	• •	• •	• •	• •

Section C – this time choose your body percussion sounds/instruments.

Note that some counts have two sounds or a sound that starts half way through on the and between counts (shown X ●):

Sound	1 and	2 and	3 and	4 and
?	● ●	● ●	● ●	● ●
?		●	X ●	●
?	●	X ●	●	

Now that you have learnt the three sections of accompaniment perform with the piano accompaniment track. Divide the class into halves and have one group sing whilst the other performs the accompaniment. Then swap roles.

KS2 Extension: Make your own arrangement choosing your own sounds and rhythm patterns to each of the sections based upon the models above.

### Putting together your performance

Now you have all the parts of a performance you need to make some additional musical decisions:

1. Use the word sheet and as a class decide which parts of your song will be performed at what volume. Choose between soft, medium loud, loud. You may even decide to gradually change from soft to loud or visa versa in some sections.
2. Who will do what in each section of the music? Will everyone sing all the time? Will some verses be sung by a smaller group?
3. Decide when you will use the accompaniment patterns. Will it start part way through the song or all the way through, or for only some sections?

Once these decisions have been made rehearse the piece.

Then record the class performance in a tablet/phone so they can see how they look and sound. What sections worked well? What sections need to be improved? Are some sections not working? How can they be fixed? The point here is that learning to perform is a constant process of evaluation and refinement. Can you find a more interesting way to arrange yourself to sing? Could you add movement? The creative options are endless.

### Conclusion

Share your performance. You could film it and put it on the school website for the school community to watch. Perform it in assembly or for some other classes.

## LESSON PROJECT 4: Create your own Snowman

**Key Learning Area: Art and Design**

**Level: KS1 & 2**

**AIM:** Students will design and make their own Snowman by repurposing everyday objects.

**Skills and Knowledge outcomes:**

**Students will:**

- Produce their own creative work using craft and design techniques
- Use a range of materials creatively to make products
- Design their own snowman using colour, shape, texture, form and space.
- Develop their technique and their control of the materials they work with

**Resources:**

- Pick-n-mix, savouries or craft materials depending upon which method you choose. Encourage older children to bring in their own materials.

### Suggested Lesson Plan

Christmas is coming and these activities are craft based creative explorations to try on a Friday afternoon.

**KS1** Design and make your own snowman snack.

Select one of the methods below and encourage your student to use that model as inspiration for creating their own similar snowman.

Marshmallow:

<http://www.thesnowman.com/wp-content/uploads/2017/08/MarshmallowTutorialA4.pdf>

Snowman snack cup:

<https://www.youtube.com/watch?v=k3rjFGTjgEM>

Very simple: <https://fun-a-day.com/5-snowman-snack-ideas-kids/>



## KS2

The challenge is to design a unique snowman by repurposing everyday objects. Here are some examples to inspire your class and get them thinking about their own design.

### 1. Snowman Puppet



Cardboard from an empty cracker or cereal box (you will want to use thin cardboard), white craft paint, glue, cotton balls, coloured beads (sequins, buttons or googly eyes also work) and scraps of yarn

Start by drawing a snowman shape on your cardboard and cutting it out. Don't worry about pencil marks. They will soon get covered up.

While you're cutting, you'll also need an additional strip of cardboard (about 4 – 5 inches long). Paint your snowman shape white. While your paint is drying a bit, take your cotton balls and start separating them. Stretch them, unroll them, and get rid of that ball shape.

Next, add glue. Add a lot of glue outlining the shape of the snowman on the cardboard. Take all that cotton and press into the glue, being sure to cover the entire snowman

Now that your snowman is nice and fuzzy, it's time to embellish with sequins, googly eyes, or small bits of paper. Anything would work here. If you're working with small children and don't really want to use all the small bits to embellish, you can always use dots of paint for your snowman's face. Make sure to use a lot of glue and to really press down so it would adhere to the cardboard and not just the cotton.

When you're satisfied with your embellishing, take 3 strips of yarn and tie it around each snowman's neck.

To turn them into finger puppets use the extra strip of cardboard and roll it into a ring. Tape it to the bottom of the backside of your snowman Helpful tip: I found that little fingers have an easier time using these as finger puppets if the ring is close to the bottom

## 2. Clothes Peg Snowmen

Wooden pegs, yarn in various colours, glue, orange mini pom poms, white paint, paint brush, black marker, scissors



## 3. Snowman Place Setting

White paper/plastic plates in 2 sizes, buttons, orange paper, black serviette, party popper, disposable gold utensils: fork, spoon, and knife.



#### 4. Tin Can Snowman

(Tin Can, white paint, candy canes, coloured markers)



More ideas and some of the above sourced from:

<https://www.countryliving.com/diyhttps://www.countryliving.com/diy-crafts/g22825300/snowman-craftscrafts/g22825300/snowman-crafts>

*This activity can be done as a competition. Students are invited to take their projects to the theatre for display and judging. Details on the website.*

## LESSON PROJECT 5: The first time I flew

**Key Learning Area: English**

**Level: KS1 and 2**

**AIM:** A creative writing activity where student imagine that they can fly and write about the experience in some form of written response.

*Students who complete this task are invited to submit their creative response to the venue for exhibition.*

### Skills and Knowledge outcomes:

Students will:

- Write clearly and accurately reflecting a range of contexts, purposes and audiences
- Demonstrate a growing vocabulary
- Articulate ideas through a creative writing task
- Give well-structured descriptions and narratives for different purposes including expressing feelings
- Consider and plan by writing down ideas and key words

### Suggested Lesson Plan:

From the earliest days man has wanted to fly. There have been many archaeological discoveries of drawing of human creatures with wings. The tale of Icarus one of the most famous mythical tales of early flight. According to legend he made wings from wood, wax, twine and bird feathers. Unfortunately Icarus flew too close to the sun and the wax melted and he flew to his death.

There are records of people trying to fly using fake wings dating back to 850BC. The Chinese invented the kite and many stories of flying on kites exist from the past 1000 years. The first real flight was probably via a hot air balloon. Now there are many ways for a person to fly from inside an aeroplane to a hang glider or parachute.

**Task:** Imagine you are the about to fly for the first time. You have to write an account of the experience, how it happened, what it was like to fly and how it made you feel.

Write your response as a short story, a poem, a news report, a blog, a play or even a comic strip.

### **Thinking**

Ask children to find a quiet place in the room where they can close their eyes and imagine their situation as you ask a series of questions.

- a) Where are you? How come you are there?
- b) How old are you?
- c) What has happened to mean that you will fly?
- d) What challenges are there?
- e) How do you fly?
- f) How do feel?
- g) What sounds can you hear?
- h) What can you see?

### **Brainstorm**

KS2 students use the planning worksheet (over) to brainstorm your key words for your piece.

KS1 classes might brainstorm words which the teacher writes on the board words that express the sounds they hear, what they might see and the feelings they have.

### **Write**

Once the children have spent time brainstorming the words and ideas they would use in their writing project give them time to write.

This may become a homework task or take a few lessons to refine and complete.

### **Evaluate**

Once the work is completed create an opportunity for the children to share their work.

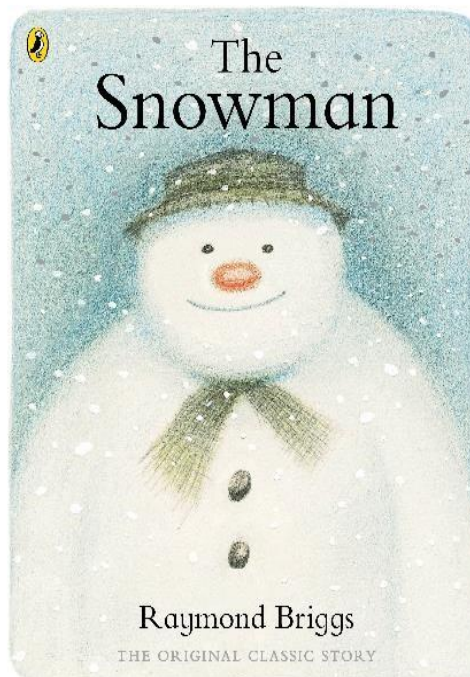
Consider:

- a) Presenting individually to the class
- b) Reading to each other in groups for peer evaluation
- c) Asking them to share with a buddy in the playground

Encourage children to revise and refine their work using the evaluation and reaction of their peers.

**Extension:**

All students are invited to submit their creative responses to the exhibition at the venue. To do this they may wish to think about the best way to present their work for display.



*Film Images ©Snowman Enterprises Limited*

*"The Snowman" by Raymond Briggs is published by Puffin*

## ***The first time I flew worksheet***

Fill in the think bubble with words you might use to describe your flight.

The worksheet features four large, cloud-shaped think bubbles arranged vertically. Each bubble contains a text box for writing. The top bubble is yellow and labeled 'I saw'. The second bubble is orange and labeled 'How it happened'. The third bubble is green and labeled 'I felt'. The bottom bubble is light blue and labeled 'Sounds I heard'.

I saw

How it happened

I felt

Sounds I heard