THE SNOWMAN
WITH FILM
## Table of Contents

Welcome Letter, Teachers’ Guide Information.................................................................1

*The Snowman* Concert Program..................................................................................3

*The Snowman* Snapshot for Teachers and Students....................................................4

Snow Print One: Composing Winter Music.....................................................................5  
Music, Creating, Performing, Responding, Connecting, English Language Arts

Snow Print Two: Your Snowman Friend..........................................................................8  
Fine Arts, Creating, Connecting, Social Studies, English Language Arts

Snow Print Three: Cloud in a Jar.....................................................................................13  
Connecting, English Language Arts, Mathematics, Science

Snow Print Four: Living Ice Sculptures...........................................................................16  
Fine Arts, Creating, Performing, Responding, Connecting, English Language Arts, Drama

Snow Print Five: Life of a Snowman...............................................................................19  
Connecting, Social Studies, English Language Arts, Mathematics, Science

Snow Print Six: Walking in the Air..................................................................................22  
Fine Arts, Creating, Performing, Connecting, English Language Arts, Mathematics, Drama, Science

Snow Print Seven: Winter Dance.....................................................................................25  
Music, Dance, Performing

Snow Print Eight: Let’s Take a Sleigh Ride....................................................................26  
Music, Drama, Responding, Connecting

Special Thanks..................................................................................................................28
Welcome to the BSO Midweeks!

On behalf of the Associate Conductor, Nicholas Hersh, the members of the Baltimore Symphony Orchestra, and the BSO Education Department, we are delighted to welcome you to our 2019-2020 Midweek Concert Series. With the BSO’s Midweek Concert series as the longest running education initiative at the BSO (running since February 16, 1924), and the first regular educational concert series of any orchestra in the country, we are thrilled to have you join us here at the Joseph Meyerhoff Symphony Hall.

This Midweek Concert Season, we present four concerts Lemony Snicket’s *The Composer is Dead*, *The Snowman*, *Classical Mash-Up!*, and *Through the Telescope*. Each concert incorporates an Arts-Integrated, STEAM-Activated approach to create a relevant, interactive, and interdisciplinary experience.

About This Guide

On the next pages you will find the Teachers’ Guide for *The Snowman* written by a highly skilled group of Maryland educators with specialism in Music, Drama, Science, English/Language Arts, and Visual Arts, led by award-winning curriculum writer and editor, Richard McCready.

At the start of the guide is a “Snapshot” of your concert experience. This will give you a sense of what to expect in the concert, along with some thoughts about the various curricular connections, and music we suggest you listen to in the classroom before the performance.

Beyond the Snapshot pages you will find a variety of activities, called “Snow Prints,” to signify the various directions that you can explore in order to prepare for this concert. Each Snow Print may be used in any order you wish. We have also highlighted the various cross-curricular links that align with each Snow Print so that you may jump to areas that are of particular interest to you and your students. We hope that your students try at least one activity prior to coming to the concert so they can make the most of their live experience at the Meyerhoff.

Each activity is written to encourage students’ natural sense of creativity and exploration. They will be able to read the activity pages or you can read the activities with them. Some of the activities are scientific, some are movement games, some employ and encourage art skills, and some involve storytelling and role-play. You best know your students, their capabilities, and their interests. You should encourage students to try the activities that you feel most appropriate for them and for your
These guides are designed and intended as a mere starting point for exploration, with the essential piece being the work that is created by the student, for the student. Our ultimate goal is to facilitate a strong connection between the music performed by the BSO and the everyday lives of your students, so that they may continue to take music with them wherever they go.

Please feel free to share your students’ work with us at the BSO—we love to see where the ideas from these activities might take your students and all the inspired, arts-integrated work they will produce in the classroom. If you wish to share any materials with us at the BSO, please send them to education@bsomusic.org.

We hope you enjoy this guide, your explorations that are yet to come, the concert experience, and sharing your creative work with us.

Warmly,

Carole Wysocki
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Education Programs Coordinator
Baltimore Symphony Orchestra

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Baltimore Symphony Orchestra
Below is the list of pieces that will be performed on the Midweek Concert presentations of *The Snowman*. Please take a moment to listen to these pieces in advance of the concert on Youtube, Spotify, or iTunes.

- GRIEG: Prelude from *Holberg Suite*
- VIVALDI: “Winter” from *The Four Seasons*, I. Allegro
- BLAKE: *The Snowman*, with animated film
- ANDERSON: *Sleigh Ride*
The Story

*The Snowman* was first published as a book by Raymond Briggs in 1978. The book consists of a series of pictures without words, illustrating the story of a young boy who builds a snowman and wakes up that night to find that the snowman has come to life. They take turns sharing different aspects of their environment with each other: first, the boy shows the snowman around his house, and they do a variety of activities together, such as eating a candlelit meal and playing with the headlights on his family’s car. The snowman in turn takes the boy for a flight across the sky, all the way to a local pier. When they see the sun rising, they hurry back to the boy’s house, and the boy rushes inside to his bed. He goes outside the next morning and discovers that the snowman melted.

In 1982, *The Snowman* was adapted into an animated film with soundtrack music by Howard Blake, a British composer and conductor. The film contains no speaking, though there is singing in the song “Walking in the Air”. You will see this film adaptation when you attend the BSO’s Midweek Concert.

The Concert

The overall format of this Midweek Concert is structured much the same way as a storyline in literature. The Prelude to Grieg’s *Holberg Suite* opens the program to create a festive atmosphere, introducing the theme for the entire concert like a story introduces main characters, plot, and setting in a book’s first chapter.

The program then moves into Antonio Vivaldi’s “Winter” from *The Four Seasons*. Inspired by Italian artist Marco Ricci’s landscape paintings, *The Four Seasons* is one of the Vivaldi’s most well-known pieces. You will hear a kind of dialogue or interplay between the solo violin and the rest of the orchestra, a distinct feature of this type of piece, which is called a concerto. This particular violin concerto uses fast-paced notes to illustrate teeth chattering as the wind blows in the freezing snow. The soloist will be a young musician from the Baltimore Symphony Youth Orchestra.

Following the Vivaldi, the concert reaches its “climactic moment” at the presentation of the 1982 film adaptation of *The Snowman*. The storyline, rich with ideas of friendship, intercultural exchange, and the life cycle, also provides a glimpse into the water cycle and the change in seasons. While the story itself has a sad ending, we can take comfort in the possibility that the snowman could reappear when winter returns.

The concert concludes on a festive note with Leroy Anderson’s *Sleigh Ride*.

We hope that students and teachers are inspired by *The Snowman* to foster an environment in their community in which people from diverse backgrounds can share their stories with one another. Take the opportunity this winter to build a snowman with a friend!
Snow Print One: Composing Winter

When you come to *The Snowman* at the Meyerhoff, you will hear the orchestra play music that sounds like winter. As you listen to the music, the sounds that the orchestra makes will remind you of cold, ice, and snow. Here are some activities for you to try composing your own winter music.

### Activity Ideas

**A Winter Poem**

In the concert you will hear “Winter” by Antonio Vivaldi. Vivaldi wrote music to illustrate all Four Seasons: Winter, Spring, Summer, and Fall. He based the music for each season on short poems that he wrote himself. Here is Vivaldi’s poem for “Winter” (translated from Italian).

*Shivering, frozen in the frosty snow  
In biting, stinging winds;  
Running here and there, stamping icy feet,  
Teeth chattering in the bitter chill.*

Which words in this poem suggest the cold of winter? Can you make sounds with your voice, or with classroom percussion instruments, that show these words in sound?

Get together with some friends and create a short piece of music, or a sound picture, that illustrates the poem. Maybe one person in your group could read the poem as others play instruments or sing, or maybe you could take it in turns reading the lines.

Rehearse your music and then perform it for the class.
A Musical Snowman

Draw a snowman on the chalkboard or whiteboard. Draw two big circles of snow for the head and tummy. Draw some sticks for arms, and some carrots and coal for his eyes, nose, and buttons. Make sure you draw the snowman low enough on the board that even the shortest person in the room can reach to point at different parts of the snowman.

Now choose four different types of classroom instruments and make four groups of students in the class. Each person in a group should have the same instrument. Assign one instrument type for snow (maybe bells or metallophones), one instrument type for sticks (maybe woodblocks or rhythm sticks), one instrument type for coal (maybe guiros or shakers), and one instrument type for carrots (maybe whistles or recorders).

One student should be the conductor. As she points to different parts of the snowman, the group with that sound can play their instruments. For example, if she points at the snowman’s belly, all the bells and metallophones can play.
Curriculum Connections

Fine Arts Standards

- Creating
  - 1: Generate and conceptualize artistic ideas and work.
  - 2: Organize and develop artistic ideas and work.
- Performing
  - 6: Convey meaning through the presentation of artistic work.
- Responding
  - 8: Interpret intent and meaning in artistic work.
- Connecting
  - 10: Synthesize and relate knowledge and personal experiences to make art.

English Language Arts Practices

- E3: They respond to the varying demands of audience, task, purpose, and discipline.
- E5: They value evidence.
Snow Print Two: Your Snowman Friend

For one day only, your snowman friend comes to life. What would you do with your snowman friend?

Activity Ideas

Tell the story of your perfect day with your new friend. What would you show or teach the snowman? What could the snowman show or teach you? At the concert, the orchestra will play the music to a movie called *The Snowman*. You can plan activities for the scenes from the movie, or take the snowman on a completely new journey of your own. You can use the comic strip templates included in this guide, create a movie or skit, or any other way you can think of to tell your story!
<table>
<thead>
<tr>
<th>In the family room</th>
<th>In the kitchen</th>
</tr>
</thead>
<tbody>
<tr>
<td>In your bedroom</td>
<td>In your basement</td>
</tr>
</tbody>
</table>
In your front yard

Flying above the town

Flying over the ocean

Celebrating with the other snowmen
Curriculum Connections

Fine Arts Standards

- Creating
  - 1: Generate and conceptualize artistic ideas and work.
  - 2: Organize and develop artistic ideas and work.
  - 3: Refine and complete artistic work.

- Connecting
  - 10: Synthesize and relate knowledge and personal experiences to make art.

English Language Arts Practices

- E1: They demonstrate independence.
- E6: They use technology and digital media strategically and capably.
- E7: They come to understanding other perspectives and cultures.

Social Studies Practices

- SS6: Taking informed action.
The water cycle is the process by which water can become a solid, liquid, and gas. Water endlessly moves through these different phases over time. Let's think about a single drop of water. It was likely suspended in a cloud before it fell to the Earth as precipitation (rain, snow, etc.). After falling to the ground, the water flowed into rivers, lakes, and streams. Heat from the Sun then caused that water to evaporate back into the air to form a cloud and start the process all over again.

Is it possible to make the water cycle happen right in front of your eyes? What would you need to form a cloud in your own home or school?

Activity Ideas

- Begin by thinking about clouds. What are they made of? Why do they usually form high up in the sky?
- Gather a few common materials: Glass container (jar, beaker, vase, etc.), warm water, ice cubes, small dish or plate, matches.
- Place several ice cubes on the small plate or dish and allow it to get as cold as possible.
- Pour an inch or two of warm tap water in the glass container.
- Light a match and drop it in the glass to create some smoke (make sure your parents or teacher help you!).
- Quickly place the cold dish and ice on top of the glass container (as pictured).
- Watch as a cloud forms in the container.
Consider the following:

- What is the cloud made of?
- What was the role of the ice in the formation of the cloud?
- Why was smoke necessary to form the cloud?

In the box below, draw a diagram of the water cycle. Include all of the “Key Terms” from the next page.
Key Terms

- **Condensation**: The process by which water vapor (gas) becomes a liquid.
- **Condensation Nuclei**: Small dust particles that rain droplets cling to in order to form clouds.
- **Evaporation**: The process by which liquid water becomes water vapor (gas).
- **Precipitation**: Water that falls from a cloud (rain, snow, sleet, hail, freezing rain).

Resources

- [http://water.usgs.gov/edu/watercyclesummary.html](http://water.usgs.gov/edu/watercyclesummary.html)

Curriculum Connections

**Fine Arts Standards**

- **Connecting**
  - 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**English Language Arts Practices**

- E5: They value evidence.

**Math Practices**

- M6: Attend to precision.

**Science Practices**

- S1: Asking questions (for science) and defining problems (for engineering).
- S2: Developing and using models.
- S3: Planning and carrying out investigations.
- S6: Constructing explanations (for science) and designing solutions (for engineering).
Building a snowman is just like being a sculptor: you’re sculpting and shaping snow into a snowman. This movement activity lets you be a sculptor using people. And just like the snowman, they can melt away.

Activity Ideas

Choose someone who will play the role of the sculptor (leader) in the room. At first the leader can be the teacher or another adult, but it is also fun to have someone else be the leader once everyone knows how to play the game. When the leader says, “Fly, snow, fly!” everyone else in the room should dance quickly around the room like snowflakes floating through the air in a snowstorm. How lightly and quickly can you move around the space? How much of the floor can your feet touch?

When the leader says “Run and Freeze!” everyone should run into the center of the room and take a position where you are lightly touching any part of another person, but there is still space between you. Be very still and very quiet. You are a giant frozen blob of ice!

Now the leader will sculpt the ice into a statue. He or she will touch anyone that he wants to move out of the ice blob and say “Melt Away!” Instantly that person should melt SLOWLY to the ground and then pull themselves out of the ice blob and go to the edges of the room. What is left in the center of the room is the ice sculpture.

Whenever the leader is done making the ice sculpture, he says, “Circle!” Everyone should walk around the room in a big wide circle and look at the sculpture in the center from all angles. Think about what this sculpture looks like. Is there a story here? How does it make me feel? If this was a sculpture in a museum, what title would I give it?
Now the leader asks everyone to share their title ideas with the whole room while the people in the ice sculpture STILL REMAIN FROZEN. Then the leader says, “Melt Away!” again and the center sculpture SLOWLY melts together into a giant puddle in the middle of the room.

Shake it off and do it again! This time, have the leader call out a word—an emotion, color, place name, etc.—before saying “Run and Freeze!” Everyone then should try to freeze in a position that gives the same feeling of that word, and the leader tries to sculpt a giant statue that that might have that title. Have the giant finished statue transform or change whenever the leader calls out, “Transform to _______________!” For instance, the leader could construct a “Sad” sculpture and then call out “Transform to Happy!”

**The Water Cycle:** Have the full class melt together into a giant puddle of water, and then have the water turn into gas by becoming hotter and hotter until it is boiling. Now let the water molecules dance around the air, come together to form clouds, and then rain back down to the ground.

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**Key Terms**

- **Sculpture:** An artistic creation made in (usually) three dimensions, out of a substance such as clay, marble, wood, ice.
- **Sculptor:** An artist who creates sculpture.

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**Resources**

- *Ice, Ice Maybe*, a Baltimore company that makes ice sculptures: [http://www.iceicemaybe.com/3dimension/](http://www.iceicemaybe.com/3dimension/)
Curriculum Connections

Fine Arts Standards

- **Creating**
  - 1: Generate and conceptualize artistic ideas and work.

- **Performing**
  - 6: Convey meaning through the presentation of artistic work.

- **Responding**
  - 8: Interpret intent and meaning in artistic work.
  - 9: Apply criteria to evaluate artistic work.

- **Connecting**
  - 10: Synthesize and relate knowledge and personal experiences to make art.

**English Language Arts Practices**

- E3: They respond to the varying demands of audience, task, purpose, and discipline.
The life of a snowman occurs in a pattern called the water cycle. A snowman starts as raindrops in a cloud. The drops fall to the Earth as flakes of ice called snow. Then you build the snowman out of the fresh snow. Eventually, the snowman will melt and turn back into water to start the process all over again. What makes a snowman form? What will make it melt back into snow? This experiment will show you how temperature can influence the life cycle of a snowman.

Activity Ideas

Start by gathering a tray of ice cubes and two equally sized glass or plastic containers.

- Fill each cup with equal amounts of ice.
- Place one cup outside in the sun and one in the shade.
- Predict: Which cup of ice will melt faster? Why?
- Check your cups every 2 minutes and write down your observations on the sheet on the next page.

Discussion questions:

- What factors determine how fast a snowman will melt?
- What will happen to your ice/water after several days?

Extension: Try the same experiment, but this time, put the ice in glasses with black paper underneath. How will this change the experiment?
### Observations of Ice in the Sun vs. Shade

<table>
<thead>
<tr>
<th>Time</th>
<th>Ice in the Sun</th>
<th>Ice in the Shade</th>
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<tbody>
<tr>
<td>Start</td>
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<tr>
<td>10 min</td>
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</tbody>
</table>

### Resources
- How is Snow Formed? Video: [https://www.youtube.com/watch?v=Fe4-crzqCvg](https://www.youtube.com/watch?v=Fe4-crzqCvg)
Key Terms

- **Snow**: Precipitation that starts as frozen water in the clouds and falls to Earth in the form of flakes.
- **Melting**: The process of a solid becoming a liquid.
- **Ice**: Water in its solid form.

Curriculum Connections

**Fine Arts Standards**

- **Connecting**
  - 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**English Language Arts Practices**

- E2: They build strong content knowledge.

**Math Practices**

- M3: Construct viable arguments and critique the reasoning of others.
- M6: Attend to precision.
- M8: Look for and express regularity in repeated reasoning.

**Science Practices**

- S1: Asking questions (for science) and defining problems (for engineering).
- S2: Developing and using models.
- S3: Planning and carrying out investigations.
- S7: Engaging in argument from evidence.
- S8: Obtaining, evaluating, and communicating information.

**Social Studies Practices**

- SS3: Gathering and evaluating evidence.
How many different ways can you walk? In *The Snowman* you will hear a song about walking in the air. Have you ever tried to tell a story just by walking? Try some of these fun exercises with your friends.

### Activity Ideas

#### Transformation Walks

Begin walking around the room as if you have red paint on the bottom of your feet and you are trying to paint the entire floor. Keep your head up, don’t look at your feet, and keep moving!

Now imagine there is a helium balloon attached to your right hand. Let it float right up to the sky with no effort. Let it just float around up there. Now try and pull that hand back down, imagining that you need to really pull it back down a little bit harder because it wants to float right up. Try it with both hands now. Now add a foot. Now use both feet and both hands. Now add another helium balloon to the top of your head. You are walking through the air!

Now imagine you are walking on ice. It is very, very slippery – don't fall down! Now walk through water that is just at your ankles. Now it is at your knees. Now it is at your waist! What if the water now becomes honey?

Now walk through mud. Then try Jell-O; then ice cream; and then imagine the air is filled with snow. Now invisible kisses!

What if the floor is covered with puppies playing everywhere? How about a floor covered in spinach?

Try adding voices and then some classroom instruments. Begin walking around the room as if you have red paint on the bottom of your feet and you are trying to paint the entire floor. Keep your head up, don’t look at your feet, and keep moving!
Walking Through the Seasons
A tableau is a picture made with human bodies that tells a story. How can you tell the story of winter through a tableau? What do the trees look like in winter? What animals would you see outside in winter?

Divide the class in two groups and have each half of the class perform a tableau of “winter” for the other.

Now try playing a game. Choose a different scene in your group, create a tableau, perform it for the other group, and see if they can guess what season you are performing.

Now try the whole exercise all over again except that after one group has frozen in their picture tableau for their audience, anyone in the other group can come up and add to the tableau. How would you add to the picture you see? Would you become a different kind of object, plant, or animal? Can you get everyone in the same room into the tableau?

What happens if the Tableau comes to life? What movements would you use? What sounds? What kinds of instrumental sounds or music would you play behind your moving tableau?

Walking through the Life Cycle
Find a space in the room where you can safely move around. Now become a baby and move around and make noises that babies might make. Now become a teenager. Now become a middle-aged person. Now become someone very, very old. What kind of movement and voice choices did you make for each age?

How can you make a piece of music that shows life from birth all the way through death? Did you ever think that maybe a piece of music starts with just one note? Try creating a piece of music using voices or classroom instruments starting with just one note or sound, then add another different one, how about adding 2 more or 3? Do you want to repeat any of them? And just like a life, it has to come to an end. How would you like to bring it to an end? Play it for your friends.
Curriculum Connections
Fine Arts Standards

- Creating
  - 1: Generate and conceptualize artistic ideas and work.
  - 2: Organize and develop artistic ideas and work.
  - 3: Refine and complete artistic work.
- Performing
  - 6: Convey meaning through the presentation of artistic work.
- Connecting
  - 10: Synthesize and relate knowledge and personal experiences to make art.

English Language Arts Practices

- E3: They respond to the varying demands of audience, task, purpose, and discipline.
- E4: They comprehend as well as critique.

Math Practices

- M2: Reason abstractly and quantitatively.

Science Practices

- S2: Developing and using models.
Snow Print Seven: Winter Dance

Winter can be dark and dreary. It is so much more fun to dance and find the fun in Winter.

Activity Ideas
You will need scarves to do this activity.

Listen to the music. What kinds of sounds do you hear? Pretend you are a tree, how would you move in the wind? How about if your branches were covered with ice? Would it be really cold? Listen to the music and picture what the tree is like in the winter.

https://www.youtube.com/watch?v=rQOmnhBDzpx0

So now you are the branches on the trees and it is cold and windy. Let’s take our scarves and dance to the music!

Resources
- Music for “Winter” by Antonio Vivaldi: https://www.youtube.com/watch?v=rQOmnhBDzpx0

Curriculum Connections
Fine Arts Standards

- Performing
  - 4: Analyze, interpret, and select artistic work for presentation.

English Language Arts Practices
Snow Print Eight: Let’s Take a Sleigh Ride

Wouldn’t it be fun to take a sleigh ride on a sleigh with horses pulling your sleigh? We can become that wonderful sleigh. Let’s go!

Activity Ideas

You will need some wrist bells, rhythm sticks, and shakers.

Sleigh ride played by the US Army Band

https://www.youtube.com/watch?v=xTMc-WAjL-I

Do you hear the sleigh bells? Can you hear the horse trotting through the snow? What other sounds do you hear? Let’s use our bells, shakers, rhythm sticks, etc and dance to the music. Can we move together with the music? Remember to stop when the horses stop!
Resources

✓ Music for Sleigh Ride: https://www.youtube.com/watch?v=xTMc-WAjL-I

Curriculum Connections

Fine Arts Standards

✓ Creating
  o 1: Generate and conceptualize artistic ideas and work.

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