



Winter *Wonderland*



Table of Contents

Welcome Letter, Guide Information.....	3
Winter Wonderland Concert Snapshot.....	5
Concert Program.....	6
About the Conductor.....	7
About the Soloist.....	8
About the Dancers.....	9
Lyrics to ‘Winter Wonderland’.....	10
About the Composers.....	11
Snowflake One: Indoor Snow Day.....	15
Snowflake Two: Gift Giving—From Me to We.....	18
Snowflake Three: Frozen Magic Castles.....	24
Snowflake Four: Snowflakes from Me to Thee.....	30
Snowflake Five: Sounds of Winter.....	33
Snowflake Six: Japanese Kirigami Snowflakes.....	36
Snowflake Seven: Movement & Rhythm Games.....	40
Special Thanks.....	44



Welcome to the 2021-2022 Midweek Concerts!

On behalf of the BSO Assistant Conductor Jonathan Rush, the members of the Baltimore Symphony Orchestra, and the BSO Education Department, we are delighted to welcome you to our 2021-2022 Midweek Concerts. 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 for these concerts online and in-person!

About This Guide

On the next pages you will find the Young Listener's Guide for the Winter Wonderland Concert Program, 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, or at home.

Beyond the Snapshot pages you will find a variety of activities, called "Snowflakes" to signify the various directions that you can explore in conjunction with this concert. Each Snowflake may be used in any order you wish. We have also highlighted the various cross-curricular links that align with each Snowflake 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 viewing the concert so they can make the most of their viewing experience.

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.



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,

A handwritten signature in blue ink that reads "Carole Wysocki".

Carole Wysocki
Director of Education & Lifelong Learning
Baltimore Symphony Orchestra

A handwritten signature in black ink that reads "Micca Page".

Micca Page
Education Programs Coordinator
Baltimore Symphony Orchestra



Winter Wonderland Snapshot for Teachers and Students

This Winter Wonderland Midweek Concert showcases the many sounds of winter and the Holiday season, with familiar classical pieces as well as popular works. First, to get us in the Holiday mood of excitement and anticipation, we hear ‘*Sleigh Ride*’, from vaudeville composer **Leroy Anderson**, a jolly and exciting favorite that transports us to a winter landscape. The second work, **Claude Debussy’s** “**The Snow is Dancing**,” from *Children’s Corner*, is a meditative piece with fluttering rhythms (accompanied by dancers!) that remind us of the excitement and swirling motion of a December snowfall. We stay in our magical winter scene as the third piece “**Winter Wonderland**” begins with a melody that will have adults and children alike remembering and singing along. Please practice singing this song with your children (lyrics on page 10). Next, come along with your favorite characters in their winter kingdom for a medley orchestral version of music from the movie, *Frozen*, written by **Robert Lopez**. **Ralph Vaughan Williams’** work, *Fantasia on Greensleeves* features lush and warm string melodies based on the English folk song and captures the nostalgia and comfort of the season. Then, a favorite of the violin repertoire (featuring Baltimore Symphony Youth Orchestra violinist Julia Li), we hear **Antonio Vivaldi’s** ‘**Winter**’ from *The Four Seasons*. The energetic and virtuosic work evokes the harshness of the winter landscape, and the virtuosic majesty of the violin, with a repeated rhythmic structure that builds anticipation in fantastic crescendoes. Finally, perhaps the most celebrated work of the winter season, we end with Selections from *The Nutcracker*, the ballet by **Piotr Ilych Tchaikovsky**, welcoming back dancers from The Ballet Theatre of Maryland. Reminding us of the excitement of toys come to life, winter mornings, and ballerinas this classic work will be sure to leave you smiling and dancing whether at home or in the hall!



Winter Wonderland Concert Program

Below is the list of pieces that will be performed. Please take some time to listen to these pieces.

- ❖ LEROY ANDERSON: *Sleigh Ride*
- ❖ CLAUDE DEBUSSY: “The Snow is Dancing” from *Children’s Corner Suite*
Dancers from The Ballet Theatre of Maryland
- ❖ FELIX BERNARD: *Winter Wonderland*
- ❖ ROBERT LOPEZ: Music from *Frozen*
- ❖ RALPH VAUGHAN WILLIAMS: *Fantasia on Greensleeves*
- ❖ ANTONIO VIVALDI: “Winter” from *The Four Seasons*
Julia Li, Violin Soloist
 - I. Allegro con molto
- ❖ PIOTR ILYCH TCHAIKOVSKY: Selections from *The Nutcracker*
Dancers from The Ballet Theatre of Maryland
 - I. Overture
 - II. March
 - III. Trepak



About the Conductor



Assistant Conductor of the BSO, and winner of the Respighi Prize in Conducting, **Jonathan Taylor Rush** brings passion, unique interpretation, and refreshing energy to the orchestral experience. Mr. Rush is known for bringing the music he conducts to life, as he spends time with every detail in the score and clearly communicates these details to those under his baton. As a conductor, he has served as Music Director of the Buckeye Philharmonic Orchestra, an orchestra on the campus of The Ohio State University. In 2017, he became the conducting fellow for the Baltimore Symphony Youth Orchestra and in 2018, Rush was also named a Project Inclusion Conducting Fellow with the Chicago Sinfonietta, which was followed by an appointment to Assistant Conductor in 2019. As Assistant Conductor of the Chicago Sinfonietta, he worked alongside music professionals and fellow conductors to help, “redefine classical music,” by changing its face, and encouraging diversity in orchestras across the United States. You can read more about Mr. Rush at his website, www.jonathanrush.com.



About the Soloist



Julia Li, a freshman at Dulaney High School began playing violin at the age of five. She is currently studying under Swiatoslaw Kuznik and Amy Beth Horman. This is her 6th year as a member of the Baltimore Symphony Youth Orchestra, and she was the winner of 2017 and 2020 BSYO Concerto Competition. Julia has also won first place in the MSMTA/ASTA Solo Strings Festival, Asian American Music Society Competition and third place in the 47th Joseph & Goldie Feder Memorial String Competition. Most recently, she was the winner of National Philharmonic 2020 Virtual Solo Bach Competition in the Junior Category. When she is not playing violin, Julia likes to read, travel and eat ramen, and ice cream.



About the Dancers



Ballet Theatre of Maryland

Nicole Kelsch, Artistic Director

Victoria Siracusa and Ryan Massey, dancers

Founded in 1978, Ballet Theatre of Maryland is Maryland's premier professional ballet company. The professional company offers a four-series season of performances in its home theatre and tours throughout the state performing 40-60 performances annually for 25,000 people. Ballet Theatre of Maryland houses a school of dance with approximately 300 students. The faculty consists of top professionals from the field of dance and has a comprehensive training program. Ballet Theatre of Maryland serves the community through a number of Arts Integration residencies, workshops, mini-performances, master classes, and behind the scenes activities that engage others in the creative process. Ballet Theatre of Maryland blends mainstream American Culture with classical and contemporary dance forms to create works that uplift, transform, entertain and inspire.



Sing-Along
Winter Wonderland Lyrics
by Bing Crosby

Sleigh bells ring
Are you listenin'?
In the lane
Snow is glistenin'.
A beautiful sight
We're happy tonight
Walkin' in a winter wonderland.

Gone away is the bluebird
Here to stay is a new bird.
He sings a love song
As we go along.
Walkin' in a winter wonderland.

In the meadow we can build a snowman
And pretend that he's a circus clown.
(We'll have lots of fun with Mr. Snowman)
Until the other kiddies knock him down.

Later on, we'll conspire
As we dream by the fire
To face unafraid
The plans that we've made,
Walkin' in a winter wonderland
Walkin' in a winter wonderland.



About the Composers



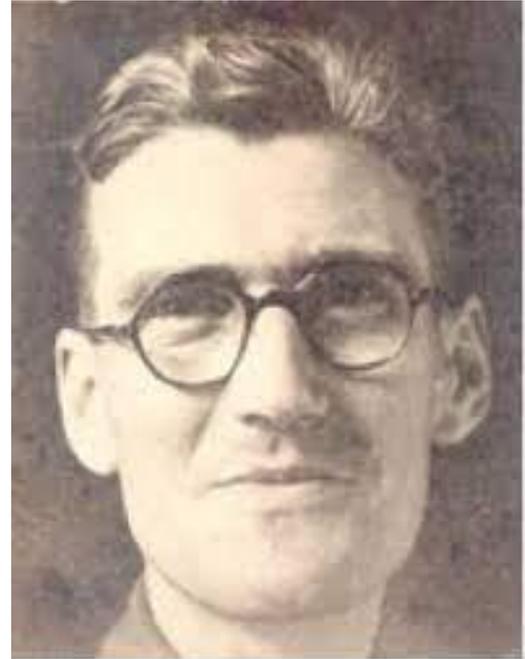
Leroy Anderson (1908-1975) was an American composer of orchestral music, described as “one of the great masters of light orchestral music” by fellow composer John Williams. Many of his pieces were premiered by the Boston Pops Orchestra. He was first taught piano by his mother, a church organist, and then studied piano at New England Conservatory before attending Harvard to study composition. Though he joined the army as an intelligence officer in 1942, and worked also as a choir director, he continued to compose, recording “Sleigh Ride” with a studio orchestra in 1950. His piece “The Syncopated Clock” became the theme song for the Late Show in 1951.



Claude Debussy (1862-1918) was a French composer, considered to be the first ‘impressionist’ composer, though he disliked the term. He attended the Conservatoire de Paris at the age of 10, studying the piano, and quickly began composing innovative pieces that irked his more traditional professors. He was 40 years old when his first and only opera, *Pelléas et Mélisande*, achieved renown. His music, considered to be a reaction to the German style of Wagner, consists of musical sketches or tableaux that reject the symphonic structure, and often feature surprising dissonances and complex rhythms.

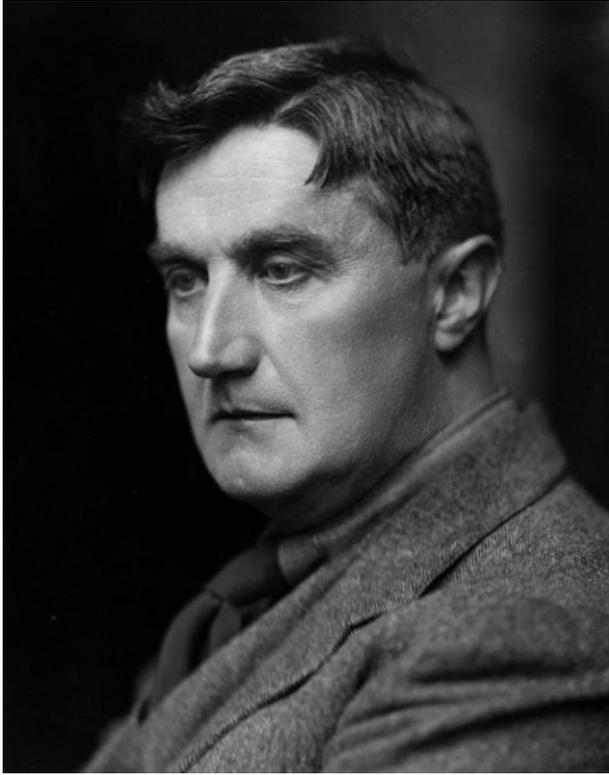


Felix Bernard (1897-1944) was an American popular music composer and pianist. He wrote 'Winter Wonderland' with the lyricist Richard B. Smith. Born to a Jewish family in New York City, he wrote musicals for the Keith Vaudeville Circuit. Vaudeville is a theatrical and musical genre of entertainment, featuring comedies and storylines with a humorous feel, sometimes with the addition of a ballet, poetry readings, or even circus acts. Bernard wrote music for and collaborated with Vaudeville artists in the 20s such as Al Jolson, Nora Bayes, and Marilyn Miller. He additionally worked as a pianist for dance orchestras, eventually forming his own band and beginning a radio show.



Robert Lopez (1975-present) is a songwriter for musicals, most notably *The Book of Mormon* and *Avenue Q*. He wrote the song "Let it Go" from *Frozen*, which went on to win an Academy Award for Best Original Song in 2013. He wrote the music for *Frozen* with his wife Kristen Anderson-Lopez. Robert Lopez is one of only sixteen people to have won an Emmy, a Grammy, and Oscar, AND a Tony, and is the youngest ever to win all four! Born in Manhattan, his parents purchased a piano for him after he saw his first Broadway show. He attended Yale University and began writing plays, before working on his first musical, *Avenue Q*, in 1999.





Ralph Vaughan Williams (1872-1958) was an English composer who was influenced by English folk music. One of the most renowned English composers, he wrote expansive symphonic works as well as pieces for student performance, operas, chamber music, and religious vocal works. Born to a prominent family in Gloucestershire, the son of a vicar, he began piano lessons with his aunt at the age of five, soon switching to the violin. Vaughan Williams attended the Royal College of Music and Trinity College, studying music and history. His best-known pieces are *Fantasia on a Theme by Thomas Tallis*, and *The Lark Ascending*, a virtuosic and lyrical violin piece. His time in the Army during the First World War affected him deeply, and he stopped composing until his sixties, when he completed his final symphony.



Antonio Vivaldi (1678-1741) was an Italian virtuoso violinist as well as a composer, teacher, and Catholic priest. Considered to be one of the greatest composers of the Baroque era, his most celebrated work is *The Four Seasons*. A large number of his works for voice were written for the Ospedale della Pieta, an all-female orphanage for abandoned children that had a choir. In the early 1900's his music was further researched and experienced a revival. Vivaldi was born in Venice to a barber who then became a professional violinist. After entering the priesthood at 15, he was given the nickname 'The Red Priest' for his distinctive red hair.



Piotr Ilych Tchaikovsky (1840-1896) was a Russian Romantic composer. Trained initially to have a career as a civil servant, he entered Saint Petersburg Conservatory attending classes in music theory, and studying theory and counterpoint. Upon graduating, he became a Professor of Music Theory at the newly opened Moscow Conservatory. He first achieved success with his operas, then expanding to large symphonic works. His work was influenced by Robert Schumann and Franz Liszt, and he is known for triumphant symphonic works as much as for romantic orchestral suites and operas, experimenting and bending the rules of Sonata form. His works are among the most performed in the symphonic canon today.



Snowflake One: Indoor Snow Day



"inside snow - can you handle it?" by paul+photos=moody is licensed under CC BY-NC

INTRODUCTION

Are you stuck inside during a snowstorm? Are you wishing for a snow day? The music from the BSO's Winter Wonderland concert will serve as a soundtrack to accompany some fun "indoor snow day" activities!



ACTIVITY

1. How are snowflakes formed? Study the science behind the beauty of snowflakes by watching the video link below from SciShow Kids - Where Do Snowflakes Come From?
2. SNOWBALL FIGHT! Ok, well really it is a *fake* snowball fight! With permission from a grown-up, use cotton balls or rolled up [clean] tissue balls to have an indoor snowball battle. Level up - play music in the background and everyone must “flash freeze” when the music is paused!
3. With permission and/or supervision of a grown-up, grab some baking soda, shaving cream, and a dish to mix it all together! Click on the link to read the blog from Make Life Lovely - How to Make Fake Snow (below).
4. Put your pajamas on and cuddle up with a snowy picture book.
 1. *Snow* by Uri Shulevitz - (Read aloud video - <https://youtu.be/6bcB0sC34Uc>) This book can also be read with Debussy’s “The Snow is Dancing” to match the mood of the story! (Orchestral video - <https://youtu.be/NTreLEocPBE>)
 2. *The Snowy Day* by Ezra Jack Keats (Read aloud video - <https://youtu.be/FmZCQfeWjeQ>)
 3. *Owl Moon* by Jane Yolen (Read aloud video - <https://youtu.be/OoCxKP7oCgw>)
 4. *Over and Under the Snow* by Kate Messner (Read aloud video - <https://youtu.be/c9UHjs63qAw>)
5. Create a SNOW DAY Bingo Card with some of your favorite indoor activities. Think about all of YOUR personal hobbies that make you feel relaxed or try something new to broaden your horizons on new hobbies!
6. Many artists have recorded “Walking In A Winter Wonderland”. See if you can find a recording by Bing Crosby, Ella Fitzgerald, or Annie Lennox on youtube.com. Maybe you could make up your own lyrics and sing along.



RESOURCES

[Make Life Lovely - How to Make Fake Snow](#)

[SciShow Kids - Where Do Snowflakes Come From?](#)



NATIONAL CORE ARTS STANDARDS

❖ **Responding**

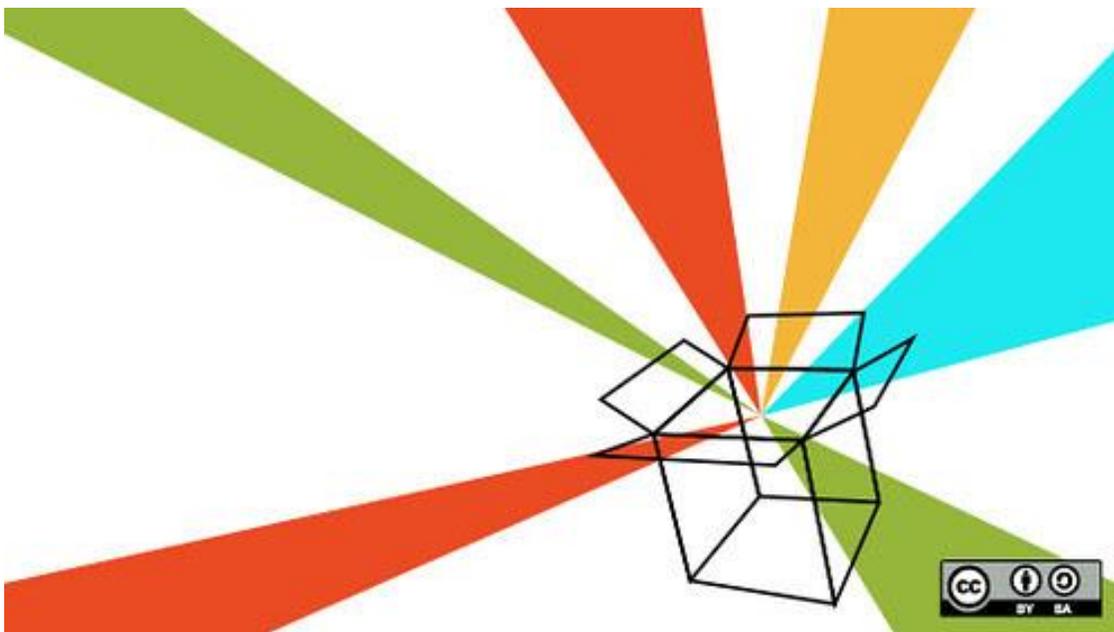
- 7: Perceive and analyze artistic

❖ **Connecting**

- 10: Synthesize and relate knowledge and personal experiences to make art
- 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding



Snowflake Two: Gift Giving—From Me to We



INTRODUCTION

Play a fun drama game about gift giving and receiving and then use that positive energy to help you imagine the perfect gift for everyone in your life and world!

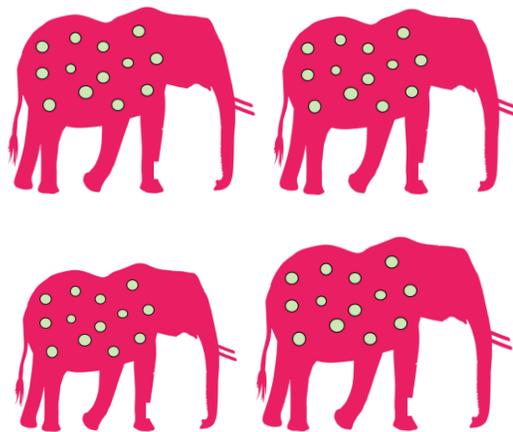


ACTIVITY

December is a month that contains a number of gift-giving holidays in different cultures. As a class, discuss the different gift-giving traditions which you enjoy in your own homes.

While receiving gifts is always fun, finding a good way to say thank you for something you've received can be even more fulfilling! And **GIVING** a gift to someone you care about is often the **BEST** feeling of all, especially when that gift really reflects your thought and love.

But you don't have to wait for a holiday, or even to **HAVE** something real to give another person to enjoy the act of gift giving. Simply imagining a gift can be just as much fun, as you will see below in this drama game.





“The Gift” Improv Game

PART ONE - Sit next to someone and hand them an imaginary gift -- have some fun **SHOWING** something about the gift by the way in which you hand it to them. Is it big or small? Heavy or light? Maybe it is very delicate, or even something that moves! How can you show this with your body? Once your partner has received your gift you can tell them what it is.

Then it's your partner's turn to react! The only rule is that they **HAVE** to say the word “**YES!**” and then thank you and tell you **WHY** they love the gift! (“Thank you so much! I love polka-dotted elephants! I can use them to help me clean up after dinner! They can spray the water!”)

Then reverse it and have your partner give you something, while you thank them for the gift and tell them why you love it. You can go back and forth like this, giving and receiving imaginary gifts with your partner for as long as you want.

PART TWO - Now **DON'T** tell your recipient what the gift is, let them decide after you hand it to them by saying “Oh! Thank you so much for the _____! I love it!” Then **YOU** must instantly make up a good reason why you gave that gift to them. (“I knew you'd like it! I know how much you love polka-dots and so I thought polka-dotted elephants would be just the thing to blend into your room decorations -- **AND** they can help you stay cool in the summer by spraying you with water!”)

Then reverse the game! (You decide what the gift is they give you and your partner must make up the best reason in the world for giving it to you!)



Gifts Galore!



Now it's time to consider gifts for more people in your life.

Begin with yourself. Why? Because when you give more to yourself and treat yourself kindly, you have more to offer others. Think, "What is one kind thing I can give myself if I could?" Maybe that's more time with a family, or more patience with yourself when you are frustrated, or a half hour to do nothing but play with a pet or go for a walk, draw, or play or listen to music. Write it down!

Keep that paper with you or post it somewhere you will see it every day, like a locker or your bedroom, as a reminder to give yourself some kindness every day.

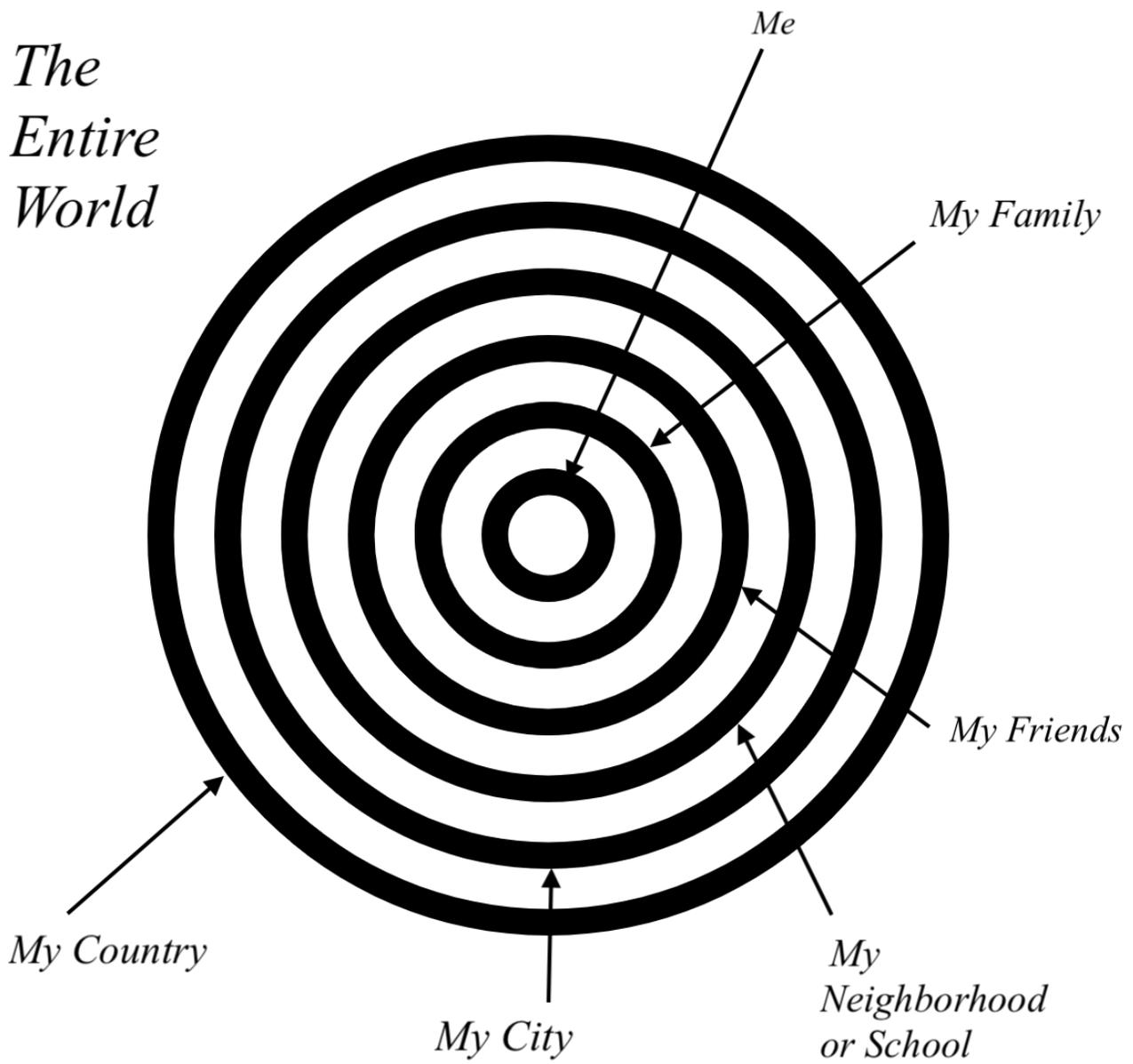
Now you are ready to spend a moment and write a list of the ideal gift you'd like to give to the people and things in the diagram below. Notice how the groups get bigger and bigger until you are thinking about the entire World!

You can also use this diagram to ask others about the gifts they would like to give. Is there some action you can take now, or this week, or even this year that will help make these gift-giving dreams come true? Write that down, too!

Post the reminder where you will see it so you can **enjoy giving the gift of yourself every day!**



*The
Entire
World*





NATIONAL CORE ARTS STANDARDS

❖ Presenting

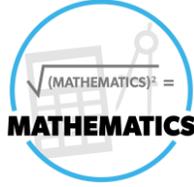
- 6: Convey meaning through the presentation of artistic work

❖ Responding

- 8: Interpret intent and meaning in an artistic work

❖ Connecting

- 10: Synthesize and relate knowledge and personal experiences to make art
- 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding



Snowflake Three: Frozen Magic Castles



"Magic Kingdom - Fireworks and Ice (Castle)" by Jeff Krause Photography is licensed under CC BY-NC-ND 2.0

INTRODUCTION

Do you want to build a castle? In the movie “Frozen” Elsa has a hard time when she freezes everyone and escapes to build her own ice castle leaving Anna alone in the castle they grew up in. The Disney artists that designed Elsa’s castle looked at many real castles from around the world. One of the habits of artists is that they study objects and combine parts to make new images. One such artist is Paul Klee. Paul Klee combined simple shapes to make a painting called Castle and Sun. Take a look at it below and see what shapes you can find.



"Paul Klee, Castle and Sun, 1928" by bianca.maggio is marked with CC
PDM 1.0



Now look at the ice castle below. What shapes do you see?



"St Paul Winter Carnival Ice Castle" by the queen of subtle is licensed under CC BY-NC 2.0

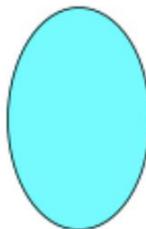
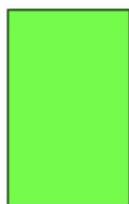
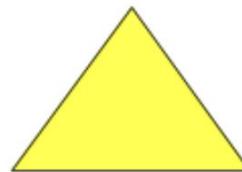
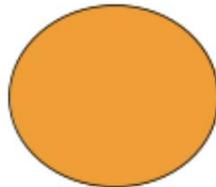


ACTIVITY

Let's make a painting of a castle. Your castle can be a cold winter wonderland ice castle or a warm Castle and Sun. You get to pick what represents what you like better.

Tips

- Start by drawing your castle with a pencil.
- Use a pencil so you can erase if you do not like a line.
- Use geometric shapes.
- Geometric shapes are shapes with names. They are man made.





Let's Begin

1. Draw your castle using geometric shapes.
 - You can make it look like a traditional castle.
 - It can look abstract. Watch this video if you want to see how you can draw your own castle in the style of Paul Klee [Klee Castles](#). Remember you are going to use a pencil not a black marker to start.
2. Select your color scheme. Do you want it to be cool colors like Elsa's castle or warm colors like Paul Klee's Castle and Sun?
 - Warm colors are **Red, Orange** and **Yellow**.
 - Cool colors are **Green, Blue** and **Purple**.
3. Select crayons that are in your color scheme of warm or cool.
4. Outline your castle with one of the crayons in your color scheme. Push hard to make a solid line. This will make a watercolor resist.

Now it's time for watercolor!

Let's learn about a painting technique called **watercolor resist**. This is what makes the magic for our magic castles. Watch here: [Crayon Resist with Watercolor Art Lesson](#)

5. Paint each space carefully. If you use lots of paint it will cross the crayon line.
6. After you paint your castle be sure to paint the background.



RESOURCES

How to draw a geometric castle: [Klee Castles](#)

A short video featuring Castle and Sun: [ExplorArt Klee - Build a Castle!](#)

How to make a watercolor resist: [Crayon Resist with Watercolor Art Lesson](#)

A short story study on Paul Klee:

[Art with Mati and Dada – Paul Klee | Kids Animated Short Stories in English](#)



NATIONAL CORE ARTS STANDARDS

❖ **Creating**

- 1: Generate and conceptualize artistic ideas and work
- 2: Organize and develop artistic ideas and work

❖ **Presenting**

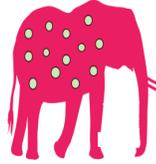
- 5: Develop and refine artistic techniques and work for presentation

❖ **Responding**

- 7: Perceive and analyze artistic work

❖ **Connecting**

- 10: Synthesize and relate knowledge and personal experiences to make art
- 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding



Snowflake Four: Snowflakes from Me to Thee

INTRODUCTION

Every snowflake is different. Every person is different. This activity will give you the opportunity to answer questions about yourself (anonymously) and to send an affirmation/ a word of encouragement to someone else.



"winter wonderland" by ohotosteve101 is licensed under CC by 2.0



ACTIVITY

Materials: piece of white or light color paper, scissors, pen/pencil/marker

Cut out a snowflake. [Here](#) is a link to a snowflake tutorial, and [here](#) is a link to a printable snowflake to print and cut out. Feel free to create more or less detailed snowflakes. This will have information about you, as well as a positive message or affirmation for a classmate, friend, or family member.

SIDE ONE: DO NOT INCLUDE YOUR NAME. Write the answers any of the following questions on one side of the snowflake (feel free to add to this list):

1. What is your favorite color?
2. What city, state or country would you like to visit?
3. What is your favorite food?
4. Coolest gift you ever received?
5. What pet(s) do you have?
6. Favorite footwear? (Boots/slippers/sandals/sneakers...)
7. Favorite song or performing artist?
8. What well-known person would you like to meet?
9. What is your best attribute? Great listener/funny/kind/helpful/team-worker?

SIDE TWO: Write a positive message that anyone could appreciate. Examples are:

- You have a great/warm smile
- I like your style
- Your eyes are a cool color
- You are a great friend
- You light up a room

Place the snowflake in a basket or on a box. Choose a snowflake, read both sides, and enjoy the warmth! Have your classmates, friends, or family read them as well. This is also a great way to lift your own spirits!



RESOURCES

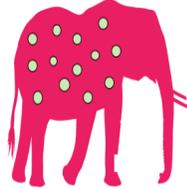
[Paper Snowflake](#) | [Kids' Crafts](#) | [Fun Craft Ideas](#)



NATIONAL CORE ARTS STANDARDS

- ❖ **Creating**
 - 2: Organize and develop artistic ideas and work

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



Snowflake Five: Sounds of Winter



"Snow and Ice" by Marcy Leigh is licensed under [CC BY-NC-ND 2.0](https://creativecommons.org/licenses/by-nc-nd/2.0/)

INTRODUCTION

What sounds do you think about when you think about winter? What does snow sound like when it falls? How does rain sound when it turns to hail? Snow and ice have a special sound when they begin to melt? Let's explore those sounds and create a winterscape as it goes through its many changes.



ACTIVITY

What do you think a winter song without words would sound like? What sound do you think of for snow? (Is it loud? Soft?) How about sledding? How about ice? How does it sound when it cracks? How about when you slide on it? What happens when the snowstorm is over? How does the sound change?

1. What sound can you make that represents the start of a winter storm? Did you need something to make that sound? Or can you use your body?
2. What comes next? Wind? Branches bending? Snow falling off the roof? Cars slushing through the snow? How could you make that sound?
3. Now the storm has stopped. Sledding? Snowplows? Sound of your feet stomping through the snow? Ice skating? Do you have an idea for what you can do to make those sounds? Remember that you are allowed to move!
4. It is getting warmer. What are the sounds you hear when the ice and snow melts?

Are you ready to create your winter song? Let's put those sounds together in a story without words and record it when you are ready.

Extension:

Have groups create a poster to represent each part of their winter song. They can cut out pictures and make a collage, draw their own, etc.

Can you find classroom instruments that you can add to the song? Do they make it better or not?



RESOURCES

[Winter sounds:](#)

https://youtu.be/N2lb_Yv6S_s

Winter snow scene from inside:

[Kids catching air sledding on Mt. Tabor hill](#)



NATIONAL CORE ARTS STANDARDS

❖ **Creating**

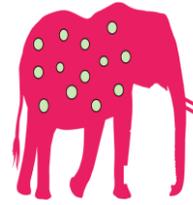
- 1: Generate and conceptualize artistic ideas and work
- 3: Refine and complete artistic work

❖ **Performing**

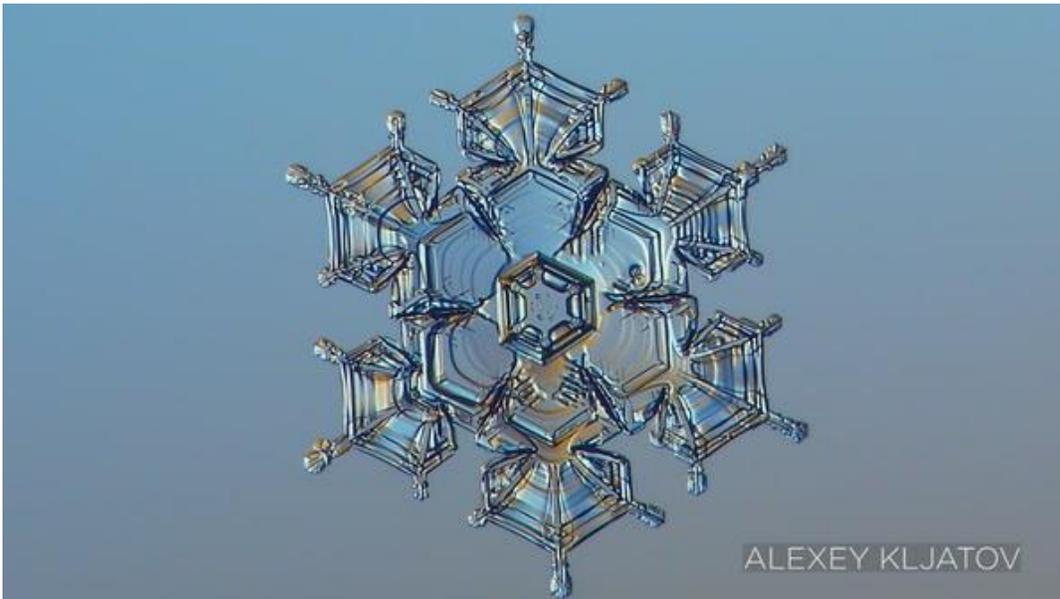
- 6: Convey meaning through the presentation of artistic work

❖ **Connecting**

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



Snowflake Six: Japanese Kirigami Snowflakes



"Macro Snowflake" by NASA Goddard Photo and Video is licensed under CC BY-ND

INTRODUCTION

Kirigami sounds a lot like Origami. You probably know about Origami. Let's find out about Kirigami. The difference between the two, is that origami solely involves folding and nothing else – no cutting, glueing or marking. Kirigami, on the other hand, involves folding and cutting, glue is allowed too. Like origami, kirigami has strong roots in Japanese culture. You can find the works of kirigami artists in the resources below. So how do you make a kirigami snowflake?



ACTIVITY

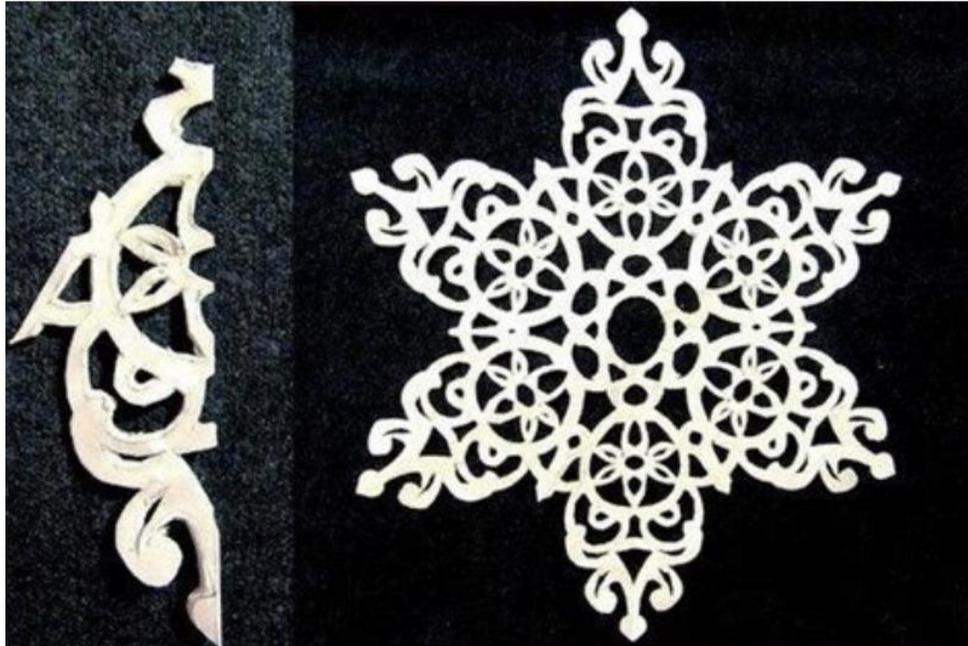
Did you know that snowflakes have branches? They do! They have 6! The arms that stick out of a snowflake are called branches. In order for a cut snowflake to be a kirigami snowflake it must have 6 branches.

The big difference between a traditional snowflake that we usually make and a kirigami snowflake is how we fold the paper. If your folds don't work out, that's okay! You will still end up with a beautiful snowflake.

Real snowflakes have 6 branches. How do we know this? Artist and scientist Wilson "Snowflake" Bentley is the man who figured out how to photograph images of real snowflakes so he could share their beauty with people around the world. Learn more about him [here](#). Spend some time thinking about all the beauty that you have seen in snowflakes before you begin working. Let that shine through when you make your own personal snowflake.

Here's how to make a kirigami snowflake:

1. Start with a square piece of paper not a rectangle.
2. Fold the paper in half from top to bottom. Now it looks like a hot dog.
3. Fold the paper in half hamburger style.
4. Open it back to hotdog style.
5. Fold the right edge to the center crease.
6. Unfold.
7. Fold the top left corner to the center fold. It will be at an angle.
8. Now fold the other corner down to meet the new angle you created.
9. Fold the paper in half, down the middle.
10. Cut off the bottom of the paper. You can cut it at any angle.
11. Cut shapes out from each side.
12. Open your snowflake and see what you have created.



RESOURCES

[Learn about Wilson “Snowflake” Bentley and his snowflake photographs](#)

Watch [here](#) and [here](#) to view kirigami artists at work:

Click here to view pages of various kirigami artists:

<http://www.nahokokojima.com/>

<https://kiriken.thebecos.com/>

<http://www.akira-nagaya.com/>

<http://www.shu-kubo.com/en/>



NATIONAL CORE ARTS STANDARDS

❖ Creating

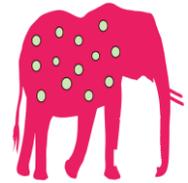
- 1: Generate and conceptualize artistic ideas and work
- 3: Refine and complete artistic work

❖ Presenting

- 5: Develop and refine artistic techniques and work for presentation

❖ Connecting

- 10: Synthesize and relate knowledge and personal experiences to make art
- 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding



Snowflake Seven: Movement & Rhythm Games



"Winter Wonder" by MCS@flickr is licensed under CC BY 2.0

INTRODUCTION

Whether you're riding in the car listening to the radio, walking into a grocery store or mall, the sounds of winter surround you. Naturally, many of us move, tap, dance, and shake along with our favorite tunes. These rhythmic movements bring us together and spread joy! In this activity, you will explore and create your own movements and rhythms to match the music that you hear and feel.



ACTIVITY

When a rhythm is repeated over and over in music, we call this an “ostinato.” Think of the jingle of sleigh bells on a horse in a snowy sleigh ride. The horse can go slow, medium, or fast, but those same sounds are repeated for those horses to be heard both near and far.



1. Listen to *Sleigh Ride* and use your body to create your own unique rhythm for everyone else to follow. Repeat that rhythm 8 times and allow the person to your left to perform theirs.
2. Imagine that you are a horse galloping, leading the way in a snowy sleigh ride. As the music in *Sleigh Ride* changes, you change direction along with it.

How many times did you change direction?

Did you change speed?

"Borges Sleigh Ride" by Reno Tahoe Territory is licensed under CC BY 2.0



1. The Nutcracker is one of the staples of the holiday season. In this story, the toy soldiers dance around a young Clara's room and feature a battle with an army of mice! First, listen to *March of the Toy Soldiers* and brainstorm movements that would match each different sound.

What instruments can you hear?

Is one section louder or softer than the other?

Is one section faster or slower than the other?

Will you use big movements or small movements?

Once you have listened to the song, share your brainstorm with your peers and choose what movements you will assign to each part of the song. You will need to pick a leader to signal when the movement changes. This person will be the General, leading by example.



RESOURCES

[The Nutcracker Suite, Op. 71a: No. 2a, March of the Toy Soldiers](#)

[Sleigh Ride - U.S. Navy Band](#)



NATIONAL CORE ARTS STANDARDS

❖ **Creating**

- 1: Generate and conceptualize artistic ideas and work
- 2: Organize and develop artistic ideas and work

❖ **Performing**

- 4: Select, analyze and interpret artistic work for presentation

❖ **Responding**

- 7: Perceive and analyze artistic work
- 8: Interpret intent and meaning in artistic work

❖ **Connecting**

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

For additional educational materials and opportunities, subscribe to the [BSO Families Facebook Page!](#)
All graphics except where otherwise noted were obtained from [creativecommons.org](#) or [wikimediacommons.com](#).



SPECIAL THANKS

The Baltimore Symphony Orchestra acknowledges with gratitude the work of the following individuals who contributed to the development of these materials.

Richard McCready, Lesson Plan Writing
Workshop Facilitator; Lead Writer, Editor
River Hill High School, Howard County

Gina Braden, Writer
The Park School of Baltimore

Nellie Hill, Writer
Retired, Howard County

Theresa Iacarino, Writer
Cromwell Valley Elementary School
Baltimore County

Rebecca Ludwig, Writer
Roland Park Elementary/Middle School
Baltimore City

Alisa Wasilewski, Writer
Fulton Elementary School
Howard County

Tiffany Walker, Writer
Wilde Lake Middle School
Howard County

Carole Wysocki,
Director of Education & Lifelong Learning
Baltimore Symphony Orchestra

Micca Page, Education Programs Coordinator
Baltimore Symphony Orchestra

The Baltimore Symphony Orchestra gratefully acknowledges the following donors and partners whose annual support makes our education programs possible:

Major support provided by the **Zanvyl and Isabelle Krieger Endowed Fund for Education** and the **Patricia and Mark K. Joseph Music Education Fund for City Schools Students**.

Midweeks in-person attendance is free for all students in the 2021-2022 season, thanks to a generous sponsorship by the Baltimore Symphony Associates.

OFFICIAL EDUCATION PARTNER OF THE BSO:



GOVERNMENT SPONSORS:

