

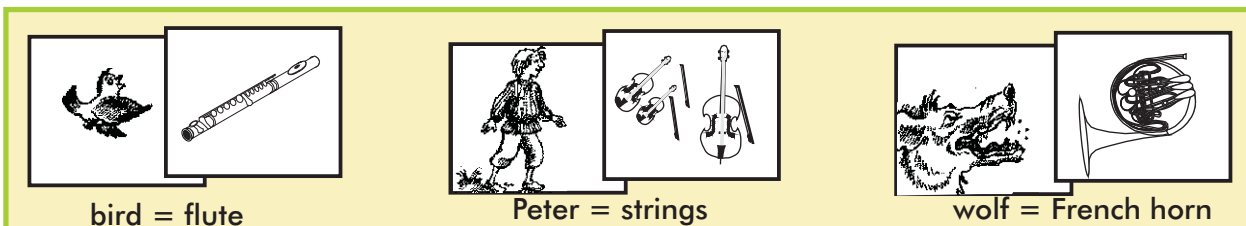
Background Information: Peter and the Wolf

Something a little different for this week's lessons which are based on a story. In 1936, the Children's Theatre in Moscow commissioned Sergei Prokofiev to create a symphony that would encourage children to enjoy orchestral music. The idea must have caught fire in Sergei's imagination because he completed "Peter and the Wolf" in only four days. Although well known now, the debut of "Peter and the Wolf" was disappointing for its composer who wrote: "attendance was poor and failed to attract much attention ..." Prokofiev would be surprised to learn how popular his symphony is today.

The storyline of the original Peter and the Wolf is simple:

- 1 Peter lives with his grandfather on a small farm near a forest. His playmates are the animals (bird, duck, cat). It's Spring, and their favourite place is the green meadow just outside the farm's gate. One day the grandfather leaves to do errands. He warns Peter to stay inside the farm gate because a wolf has been seen nearby.
- 2 From inside the farm gate, Peter watches the wolf come and swallow the duck. The wolf then tries to catch the bird and the cat. Peter makes a plan to capture the wolf.
- 3 Peter and the bird trap the wolf using a rope. When the grandfather and the hunters arrive, Peter enlists them to take the wolf to the zoo. As they parade through the village, everyone can hear the duck, still alive and quacking from inside the wolf.

In the story, each of the characters is identified with a short theme on a musical instrument.



Peter and the Wolf lives on, not only in symphony, but also in cartoons and parodies. Many of the newer versions change the story line. The Disney cartoon changes the season to winter, has Peter going out on a wolf hunt with the help of the bird, cat and duck and no one gets swallowed. There's another cartoon version done in the USSR that has the cat going to ask the wolf for help to capture the bird --the wolf, not being particular, eats the cat!

I like the original. The hunt for the wolf takes on an urgency after the duck is swallowed and, at the end of the music, the sound of the duck coming from the wolf's belly leaves to the imagination another story of how the duck gets out of the wolf again. You'll need to decide which version you like best.

The ways in which a study of Peter and the Wolf may reflect the curriculum are as wide as one's imagination. In these lessons, the focus is a musical one.

- A identification of orchestral instruments
- B analysing how instrument sounds may represent things/people
- and C personal reflections on the efficaciousness of Sergei's choices

Underlying all these curriculum expectations is, as always in music, the basic goal of encouraging students to explore making life richer through music.

Sergei Prokofiev (23 April 1891 - 5 March 1953) was born in the Ukraine. He was a musical child prodigy, touring widely to perform. After the revolution, with the permission of the new government, he spent a number of years in the United States, returning to Russia in the late 30s. He continued to compose music throughout his life.

Dance(A) & Drama(B)



Music(C)



B1.2 demonstrate understanding characters by adopting mannerisms to fit a role

B1.1 engage in dramatic play

B2.1 express feelings re drama experience (enrichment section)

C3.2 identify music by listening

Peter and the Wolf by Sergei Prokofiev

element: timbre

--explore different instruments

Prokofiev's "Peter and the Wolf" was written to involve children in enjoying orchestral music. Lessons this week focus on the story characters, their mannerisms, and the instruments that represent them. It is possible to squeeze everything into one lesson, BUT, if at all possible, schedule an extra music time this week (or include some of the enrichment ideas from this week in February lessons). Some weeks, warm-up can spread into lesson time. This week be sure to keep warm-up limited to 3-4 minutes.

Warm-Ups (3 minutes)

1 Rhythm: Echo Rhythm Flashcards

Choose 8 flashcards from the Grade One set. Show the side with the symbols to students. One hand holds the flashcard, the other hand is used to pat one knee (instead of clapping). Say the rhythm names, students echo and clap. Or --put one rhythm flashcard on the pocket chart. Use one hand to point to each symbol as you say its name. Students echo and clap the rhythm names.

students see



teacher sees

ti-ti ta ti-ti ta

Clapping, or some other movement, while saying rhythm names is important. Physical activity moves this activity into a whole brain development activity. Music involves kinesthetic learning. Students may "drop" the clapping when saying rhythm names as it is "easier," however not as effective for learning.

2 Pitch: Echo Solfa "so-mi" with Handsigns

The first song today is in the Key of C. Use this Key to pitch match and it tunes the voice

so	mi	so	mi
so	so	mi	mi
so	mi	mi	so
so	so	so	mi
so	mi	mi	mi

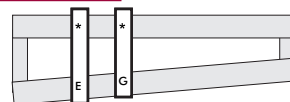


Key C

G

E

Using the glockenspiel helps to keep everyone in tune. Remove bars that aren't needed to simplify playing.



Practice and Review

Song: "C-c-c-c C-c Cold"

Key C, first note "so"(G)

a cappella count-in: 1 2 3 4 1 2 3 It's

Try having student stand and stamp out the "chattering" notes e.g. C-c-c-c-c and T-t-t-t etc.

Music & Story: Peter and the Wolf by Sergei Prokofiev





1 "I like stories. Sometimes I read stories from books. Sometimes I watch stories on tv. Sometimes I listen to someone tell a story. Most stories are told by using words. But there are other ways to tell stories. What other ways to tell stories can you think of? (miming, photographs, puppets, and maybe music, but if not continue) Sometimes music can tell stories, even music without words."

"Listen to this and imagine what the story might be about." (scary music)

"Listen to this and imagine what is happening." (bumblebee music)

As students give ideas, explore what in the music lends itself to that interpretation,

2 "Sergei Prokofiev wrote a story about a boy named Peter. (Put Peter's name flashcard on the pocket chart.) Every time you hear the violin and cello played, it means Peter is doing something. (Put the string instrument flashcards (picture and name) beside Peter's name.) Listen to the music for Peter. (Play "Peter.") An artist who listened to Prokofiev's music, drew a picture of what she thought Peter would look like." (Put Peter's picture flashcard beside the others.) "What does the music say about Peter?" (happy, playful ...)

			A violin is made out of wood, but its strings are metal. The bow is rubbed/scraped along the metal to make sound.		fun playful
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3 "These are the other characters in Prokofiev's story." (Say and place each of the name cards on the pocket chart. The picture cards will be used AFTER students have an opportunity to use their imaginations with the music.)

Peter
Grandfather
Bird
Cat
Duck
Wolf
Hunters

"I wonder what these characters are like. Maybe the bird is a big eagle that swoops down on cats? Maybe the wolf is afraid of his shadow! Prokofiev, remember he wrote the story, also composed some music to tell us about the characters."

Imagine/Guess

4 Listen to the music Prokofiev composed for the flute. Show the flute flashcard. Play the bird's theme, as it's the easiest to identify. Does it sound like a wolf? Why? Who do you think it sounds like? Be ready to give a reason for your guess. When the correct answer is given, put the flute flashcard beside the word "bird". What kind of bird is it? (large, small ...) Eventually add the bird picture card reminding students that it is an artist's interpretation of what the bird looks like.



flute

			A flute is made out of silver --a metal, and played by blowing air across the mouth hole.	???
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pocket chart diagram















As the lesson continues, the pocket chart will be built up until it finally appears as seen to the right. Building the pocket chart piece by piece engages students in thinking about the instruments.

As each of the instruments is introduced, explore its sounds by listening to the way Prokofiev uses them in his story. After the music has been heard and discussed, then the character picture cards may be added.

It's possible to teach the lesson without using the picture cards. In activity time, students could "interpret" the music in drawing the characters the way their imaginations see them.

Thanks to Classics for Kids from 90.9 WGUC in Cincinnati for permission to use their drawings in this curriculum. Check their site for other kid-friendly ideas.

www.classicsforkids.com

Peter		strings violin viola cello	
Grandfather		bassoon	
bird		flute	
cat		clarinet	
duck		oboe	
wolf		french horn	
hunters		timpani	

5 This is an clarinet. (Show the flashcard.) **Prokofiev picked it to represent the cat.** (Put the flashcard beside the cat.) **Listen and see if you can imagine just what this cat was like in the story.** (Play the cat's theme, then take several ideas describing the cat. Add the word cards describing the cat/oboe to the pocket chart.)



clarinet

cat		clarinet
-----	---	----------

Clarinets are made out of metal. Inside the mouthpiece is a thin strip of reed (like a heavy grass). When air is blown into the mouthpiece, the reed shakes/vibrates and makes sound.

???
???

6 Can you guess what instrument is playing in this music? (Play the hunter's theme. Take a few guesses. If "drum" isn't offered: "Good guessing, but this is the instrument." If "drum" is offered, simply show the flashcard of timpani -- sometimes called kettle drums.) **Who do you think the timpani are for and why?** (Take a few guesses. If no one guesses correctly, place the timpani flashcard beside the hunters and ask, "What do you think the hunters are doing in the music?")



timpani

hunters		timpani
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Drums are made from many different materials around the world. Timpani are just one kind of drum. The outside is made from metal. The head (place that is played) is made from leather that is stretched very tight. Timpani are played using mallets.

Intermission with Drama/Miming

Before continuing with the rest of the characters, take a little break to do some miming.

"Miming is a special kind of acting. Mimes, just like music, don't use words. Mimes use their hands and faces and bodies to tell stories. I'll play one of the themes. When you know which character it is, use your hands and your face and your arms to act like the character. Here's the first one."

(Play 2 or 3 of the themes. Enjoy the miming.)

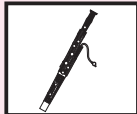
7 "Good listening and miming! This is a bassoon. (Show the flashcard.) Bassoons are played like the clarinet. Who can tell me how it is played? (inside mouthpiece is thin reed, air blown makes it vibrate) The bassoon is for the Grandfather. Listen and try to imagine how Grandfather is feeling from his music." (Play Grandfather's theme. Take several ideas in response to question. Hints might help, e.g. Is Grandfather happy?)

Imagine/Guess Remember



bassoon

Grandfather



bassoon

Bassoons are made out of metal. Inside the mouthpiece is a thin strip of reed (like a heavy grass). When air is blown into the mouthpiece, the reed shakes/vibrates and makes noise.

???
???

8 "There are only two characters left --the duck and the wolf. One of their instruments is the oboe --which is played like a clarinet or bassoon. The other instrument is the French horn. It's played by buzzing into the mouthpiece. I'm going to play both pieces of music. Listen to them and then try to figure out which music goes with the duck and which goes with the wolf." (Play the themes for the duck and the wolf. Encourage students to give reasons why they think an instrument belongs with one of the animals.)



oboe



french horn

duck



oboe

Played like a clarinet or bassoon.

???
???

wolf



french horn

Played by buzzing into the mouthpiece.

???
???

Consolidating the Learning

Are you ready to show what good listeners you are? I'll play a theme. You mime which character it's for. (When I play short excerpts of music for identification, I often repeat one or two rather than running through the whole list. This gives students who are having difficulty hearing the instruments an immediate second opportunity to identify it.)

French Horn Wolf	Grandfather Bassoon	Strings Peter
Duck Oboe	Bird Flute	Cat Clarinet
		Timpani Hunters


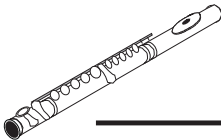
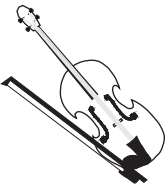
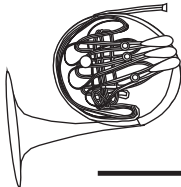
Work Pages

Choose a work page for your students to complete. While they are working, play the music from Peter and the Wolf. (Music for the whole symphony is on the DVD Shadow Play version of Peter and the Wolf --use it with no video showing.)

I can do music in Lesson 19. My name is _____

Peter and The Wolf by Sergei Prokofiev

Print the name of the instrument on the line and then draw the character from the story.






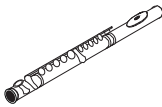

	
_____	_____
	
_____	_____

oboe clarinet timpani strings bassoon french horn flute

Ask me to describe one of the characters in this story.

I can do music in Lesson 19. My name is _____

Peter and The Wolf by Sergei Prokofiev

		
_____	_____	_____
	grandfather	
_____	cat	_____
	Peter	
	hunters	
	bird	
	wolf	
	duck	
		
_____	_____	

oboe clarinet timpani strings bassoon french horn flute

Ask me to describe one of the characters in this story.

Note:

"Second lesson" Ideas for this week include an opportunity for students to see a production of Peter and the Wolf provided on the DVD or chosen from various versions available on the internet. If your class has only one music period a week --you may want to either use the resources during an indoor recess or as a treat at another time. If you are a traveling music teacher, you could make the resources available to classroom teachers for their use.

Dance(A) & Drama(B) 
Music(C) 

Peter and the Wolf is the theme for second lesson ideas this week.

Warm-Ups(3 minutes)

Rhythm: Echo Rhythm Flashcards
Pitch: Echo Solfa "so-mi"/handsigns

Practice and Review

Song: I Like to Eat

Music & Movement/Dance

Frère Jacques

Optional Ideas

A Listen/Watch the Story

B Visualize the Story

C Listen for a Role in the Story

Peter and the Wolf

A Listen/Watch the Story

The mp4s included in CanDo Music have a short version(approx 13 minutes) of Peter and the Wolf. Le Théâtre des Ombres (a shadow-box theatre) from France kindly gave permission for parts of it to be included. Check out their website for other information www.theatredesombres.com. This production gives lots of space for imaginations to soar with the music and images. It's also a theatre form seldom seen these days and easily tried in classrooms.

B Visualize the Story

After listening/watching the story, ask students to draw their favourite part of the story while they listen to it again.

C Listen for a Role in the Story

Match the musical themes with their instruments and characters using the ideas from this week's main lesson.

Play the symphony using the mp4s, but without visuals. Assign groups of students a "part" in the story and give them the character's flashcard. When they hear their part playing, they are to stand up, and then sit down when it stops.

Sergei Prokofiev's original "Peter and the Wolf" runs about 25 minutes long. It can be found in numerous places on **youtube**. Please check the version you find as some are inappropriate for classroom viewing.

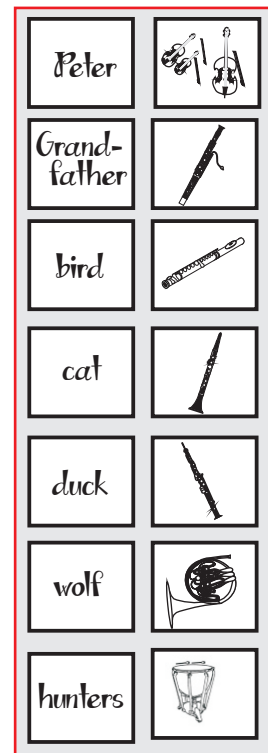
Boris Karloff narrates Peter and the Wolf at <http://www.youtube.com/watch?v=PHUryiwQIUI&feature=relmfu>. The story is accompanied by the full orchestral music. As the visual is simply an album cover, it leaves lots of room for student imaginations to work. Note that even though Karloff narrates a story about a big green meadow, the album cover shows a winter scene as in the Disney version.

And, of course, there is the Disney version --google to find it in English, French, Italian, German and Spanish. Refer to the notes on "background information" that detail changes Disney made to the original story.

Practice and Review

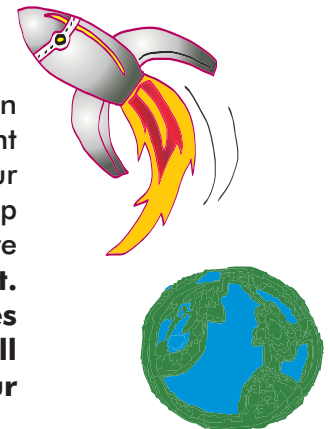
- 1 Sergei Prokofiev wrote music to tell a story. Who was the story about? (Peter, cat, duck ...) As the characters are named, put their flashcards on the pocket chart. Then play each theme and ask students to identify which character it belongs to, and hopefully, the instrument playing. Put the instrument flashcards beside the characters.
- 2 Which piece of music (theme) did you like the best? Why? Why do you think Prokofiev chose timpani for the hunters? Why do you think Prokofiev chose flute for the bird?
- 3 Imagine that you are Prokofiev. You have decided to add another character to your story ---a cow. What instrument will you choose to play the cow? (Remind students that there is no right or wrong answer to this kind of question.) What could the cow do in the story?
- 4 What other character would you like to add to the story, and what instrument is going to play for it? What is your new character going to do in the story?

Note: If there is time at the end of music today, it would be fun to have students draw their new character, match an instrument with it (see resources) by cut/paste, and write a few lines about what the character (personality) and what the character does in the story.



New Song: Zoom Zoom Zoom

- 1 (Without any explanation, simply pat your knees lightly 4 times, then continue patting your knees at the same tempo/speed as you count backwards from 10 i.e. 10, 9, 8, 7, 6. Stop at 6. By this time, your students will probably be counting backwards with you. If they don't stop when you stop, use the conductor's sign to stop them. When they are quiet say:) **"We were counting backwards to a steady beat. Sometimes the beat is fast (pat your knees in a fast beat), and sometimes it's slow (pat your knees to a slow beat), but it is always steady. You all have something that keeps a beat, what is it? (heart) Our classroom has something that keeps a beat, what is it?" (clock)**



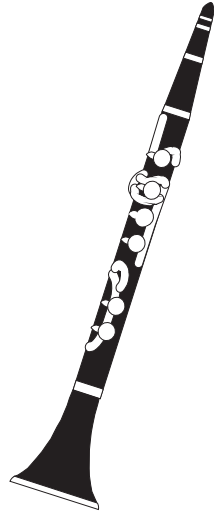
- 2 **"The next song starts with counting backwards to a steady beat.** (If your class is sitting where they can watch the second hand on the classroom clock, then try counting backwards to the clock's beat.) **It's harder than it sounds. What do you think usually goes wrong when people try to count backwards keeping a steady beat?** (Since there's no one correct answer, I try to encourage ideas with a "Maybe ..." response.)

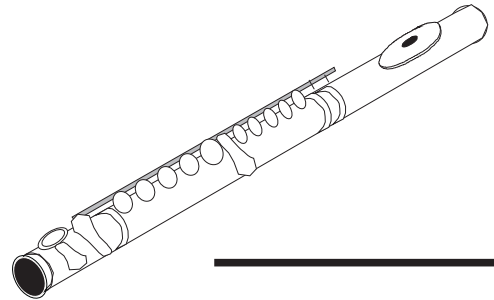
"Let's try it and see what happens. I'll give four beats before we start counting backwards from 10. One, two, ready, count, 10, 9, 8, 7 3, 2, 1. (If it got faster -- ask: Why do you think we go faster?) **What do you think the song might be about? 10, 9, ... hmmm. Hands up if you have an idea about the song --be ready to give a reason for your idea.**" (Explore a few ideas ---praising ones that have a reasonable reason.)

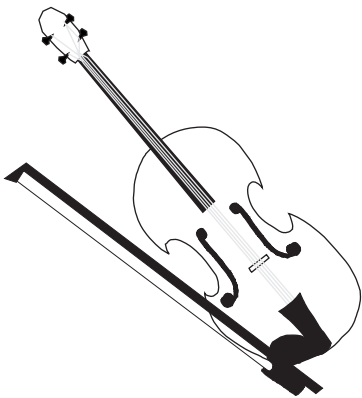
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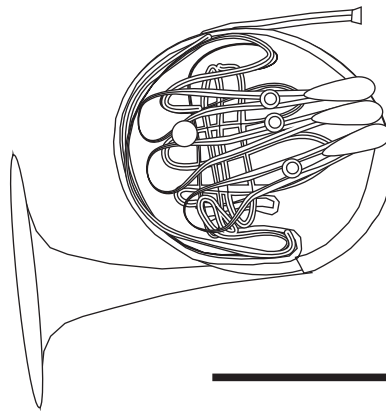
Peter and The Wolf by Sergei Prokofiev

Print the name of the instrument on the line and then draw the character from the story.







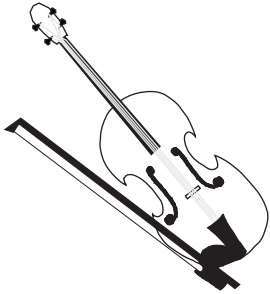
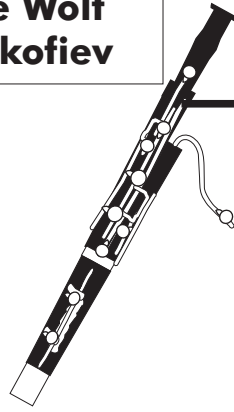


oboe clarinet timpani strings bassoon french horn flute

Ask me to describe one of the characters in this story.

I can do music in Lesson 19 . My name is _____

**Peter and The Wolf
by Sergei Prokofiev**



grandfather

cat

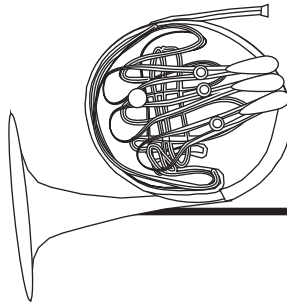
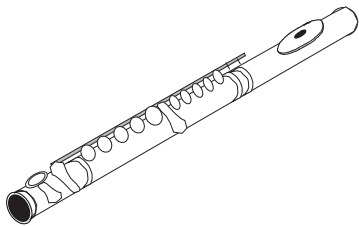
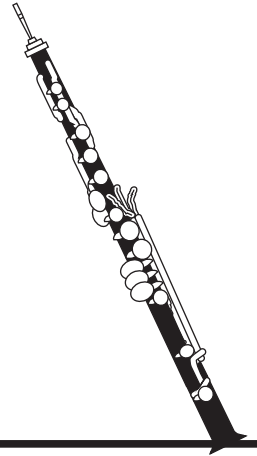
Peter

hunters

bird

wolf

duck



oboe

clarinet

timpani

strings

bassoon

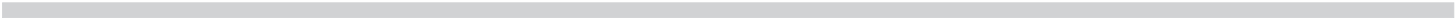
french horn

flute

Ask me to describe one of the characters in this story.

I can do music in Lesson 19 . My name is _____

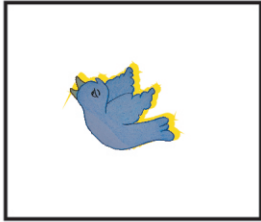
**Peter and The Wolf
by Sergei Prokofiev**



My favourite part of the story is _____



Tell me what you like about my picture!



bird

flute



duck

oboe



Peter

strings
violin viola
cello



Grand-
father

bassoon



wolf

french
horn



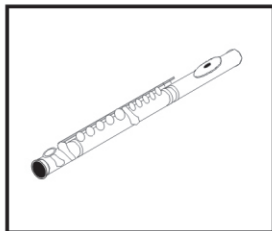
cat

clarinet



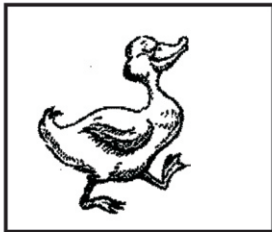
hunters

timpani



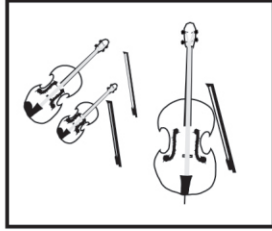
bird

flute



duck

oboe



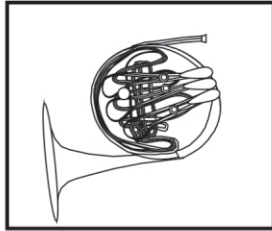
Peter

strings
violin viola
cello



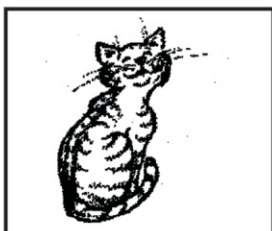
Grand-
father

bassoon



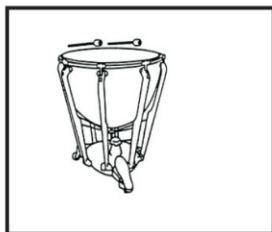
wolf

french
horn



cat

clarinet



hunters

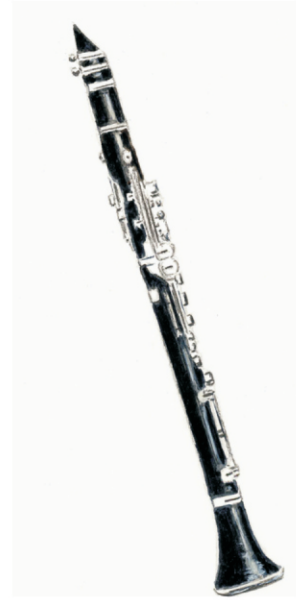
timpani



hunters

timpani





Peter

duck

bird

wolf

cat

*Grand-
father*

flute

oboe

french
horn

clarinet

strings
violin viola
cello

bassoon

