Adventures in Music

Peter and the Wolf
Dear Teachers,

We are very excited to have the opportunity to bring the music of the Fort Worth Symphony Orchestra into your school! Prokofiev’s *Peter and the Wolf* is a program designed to bring the music of one of the greatest twentieth century composers to your students.

Sergei Prokofiev’s *Peter and the Wolf* is written for symphony and spoken word. Created in 1936 for Prokofiev’s own son, the work has become a classic. The charming tale of a young boy’s adventures in the meadow behind his grandfather’s house tells a story while teaching children about recognizing musical themes.

The materials in the study guide bring together many disciplines such as reading, history, fine arts and cultural studies. The materials meet many TEKS objectives, which are listed on the next page.

Please feel free to contact me with any questions – we look forward to seeing you!

Sincerely,

Holly Klindt
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These materials are for educational use only in connection with the Adventures in Music Program of the Fort Worth Symphony Orchestra.
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TEKS Objectives for Dvořák’s *New World Symphony*

**Language Arts and Reading – Chapter 110:**

11.4, 12.4, 13.3, 14.2, 15.1, 16.1 – Reading. Student reads for different purposes from various sources.

11.5, 12.6, 13.5, 14.4, 15.2, 16.2 – Vocabulary. Student develops and uses new reading/writing vocabulary.

11.10, 12.14, 13.14, 14.13, 15.11, 16.11 – Expository Text. Student analyzes, makes inferences and draws conclusions about expository text and provides evidence from the text to support understanding.

11.21, 12.27, 13.28, 14.29, 15.27, 16.27 – Listening. Student listens attentively to others in formal and informal settings. Students will listen to a speaker and follow oral directions.

**Social Studies – Chapter 113:**

2.2, 3.1, 4.4, 5.1 – History. Student is introduced to historical figures who helped shape the world. Student understands how individuals, events and ideas have influenced the history of various communities.

2.3, 3.2, 4.2, 5.3 – History. Student understands the concepts of time and chronology.

2.4, 3.4, 4.6, 5.5, 6.5, 7.6 – Geography. Student understands the concept of location. Student uses Geographic tools to collect, analyze and interpret data.

4.15, 5.14 – Culture. Student understands importance of artists and works of art to the cultural heritage of communities.

7.22 – Culture. Student understands relationship between arts and the times during which they were created.

**Music - Chapter 117:**

3.1, 6.1, 9.1, 12.1, 15.1, 18.1 – Perception. Student describes and analyzes musical sound. Student identifies instruments and instrument groups visually and aurally. Student uses musical terminology.

3.3, 6.5, 9.5, 12.5, 15.5, 18.5 – Historical/Cultural Heritage. Student relates music to history, society and culture.

3.4, 6.6, 9.6, 12.6, 15.6, 18.6 – Response/Evaluation. Student responds to and evaluates music and musical performance.
The Story

Early one morning, Peter opened the gate and walked out into the big green meadow. On a branch of a big tree sat a little bird, Peter’s friend. “All is quiet”, chirped the bird happily.

Just then a duck came waddling round. She was glad that Peter had not closed the gate and decided to take a nice swim in the deep pond in the meadow.

Seeing the duck, the little bird flew down upon on the grass, settled next to her and shrugged his shoulders: “What kind of bird are you if you can’t fly?” said he. To this the duck replied: “What kind of bird are you if you can’t swim?” and dived into the pond.

They argued and argued, the duck swimming in the pond and the little bird hopping along the shore. Suddenly, something caught Peter’s attention. He noticed a cat crawling through the grass. The cat thought: “That little bird is busy arguing, I’ll just grab him. Stealthily, the cat crept towards him on her velvet paws.

“Look out!” shouted Peter and the bird immediately flew up into the tree, while the duck quacked angrily at the cat, from the middle of the pond. The cat walked around the tree and thought, “Is it worth climbing up so high? By the time I get there the bird will have flown away.”

Just then grandfather came out. He was upset because Peter had gone in the meadow. “It’s a dangerous place. If a wolf should come out of the forest, then what would you do?” But Peter paid no attention to his grandfather’s words. Boys like him are not afraid of wolves.

But grandfather took Peter by the hand, led him home and locked the gate.

No sooner had Peter gone, than a big grey wolf came out of the forest.

In a twinkling the cat climbed up the tree. The duck quacked, and in her excitement jumped out of the pond. But no matter how hard the duck tried to run, she couldn’t escape the wolf. He was getting nearer, nearer, catching up with her. Then he got her, and with one gulp, swallowed her.

And now, this is how things stood: the cat was sitting on one branch, the bird on another ... not too close to the cat. And the wolf walked around and around the tree, looking at them with greedy eyes.

In the meantime, Peter, without the slightest fear, stood behind the closed gate watching all that was going on. He ran home, got a strong rope, and climbed up the high stone wall.
One of the branches of the tree, around which the wolf was walking, stretched out over the wall.

Grabbing hold of the branch, Peter lightly climbed over on to the tree. Peter said to the bird: “Fly down and circle over the wolf’s head. Only take care that he doesn’t catch you.” The bird almost touched the wolf’s head with his wings while the wolf snapped angrily at him, from this side and that.

How the bird worried the wolf! How he wanted to catch him! But the bird was clever, and the wolf simply couldn’t do anything about it.

Meanwhile, Peter made a lasso and, carefully letting it down, caught the wolf by the tail and pulled with all his might.

Feeling himself caught, the wolf began to jump wildly trying to get loose.

But Peter tied the other end of rope to the tree, and the wolf’s jumping only made the rope around his tail tighter.

Just then, the hunters came out of the woods, following the wolf’s trail and shooting as they went.

But Peter, sitting in the tree, said: “Don’t shoot! Birdie and I have already caught the wolf. Now help us take him to the zoo.”

And now, imagine the triumphant procession: Peter at the head; after him the hunters leading the wolf; and winding up the procession, grandfather and the cat.

Grandfather shook his head discontentedly: “Well, and if Peter hadn’t caught the wolf? What then?”

Above them flew Birdie chirping merrily. “My, what brave fellows we are, Peter and I! Look what we have caught!”

And if you listen very carefully, you can still hear the duck quacking inside the wolf’s belly, because in all his excitement, he had swallowed her alive!
Try saying the following animals in American Sign Language (ASL), following the sign pictures below!

**Bird**
Place the right “G” hand at the right side of the mouth with fingers pointing forward, as if to create a bird’s beak. Open and close the finger and thumb once or twice to emulate the movement of a bird’s beak.

**Duck**
Create the “duck” sign by adding one finger to the “bird” sign. This emphasizes the flat beak of the duck.

**Wolf**
Hold a right curved hand in front of the nose as if you are about to grab it. Then move the hand outward and forward, closing the fingers into an “and” sign. The sign should move forward about the length of a wolf’s nose.

**Cat**
Index finger and thumb trace a cat’s whiskers from the cheek outwards.
Topics and Themes

Animals:

The animals in the story are: the cat, the bird, the duck and the wolf. Which of these animals are friendly? Which of these animals live in Texas? Have the students ever seen these animals in real life? What are some other stories about these animals?

The Country:

In the story, Peter lives in the country. What would it be like to live in the country? Have any of the students ever lived in the country?

Family:

Peter lives with his grandfather. Ask the students to talk about their grandparents. What names do they call them? Do they live far away or nearby?

Nature:

Hunting is common in nature. In the story, animals hunt. What are the different reasons they hunt (Cat — fun, wolf — food, hunters — the wolf is dangerous)? Have students create a food chain, collecting or drawing pictures.
Representing characters through sound

Adapted from http://www.lessonplanspage.com/musiclapeterandthewolfinstruments13-h.htm/

**Lesson 1:**

Before the lesson, set up several classroom instruments — xylophone, maracas, jingle bell, drums, etc.

Read the story of *Peter and the Wolf*. List the main characters of the story — Peter, the bird, the duck, the cat, the wolf, the hunters, grandfather. Have the students decide which classroom instrument should represent each character. Re-read the story and have students play the instruments at appropriate times.

**Lesson 2:**

For this lesson each student will need a set of Peter and the Wolf Cards provided in this packet.

Explain that, just as the students used classroom instruments to represent characters, a composer named Sergei Prokofiev used instruments in the orchestra.

List the main characters again and talk about the instruments assigned to each, using the cards as a visual aid.

Assign students to each character. Play the recording again and have students act out the story as they hear their characters played. For younger students, it may be helpful to hold the appropriate card up as a prompt. As an alternate activity, students can hold up their cards as they hear the instruments represented.
Peter and the Wolf

The Hunters are played by the Timpani

Timpani Drums look like big shiny bowls, or kettles.

They are sometimes called kettle drums.

Timpani are often used for sound effects—they can sound like thunder or gunfire.

Most orchestras have 4 timpani drums, usually played by one person.

List two words that describe the hunters
1. 
2. 

Timpani Drums

Peter and the Wolf

WILD CARD

The Composer Sergei Prokofiev was born in the Ukraine in 1891.

Prokofiev’s mother was a very good pianist—she taught him to play when he was very young.

Prokofiev started composing when he was 5 years old!

Prokofiev wrote Ballets, Operas and music for films.

Violin

Peter is played by the Violins

The violin is the smallest and highest pitched member of the string family. String instruments are played by drawing a bow across the strings of the instrument.

There are more violins in the orchestra than any other instrument.

Many orchestras have 30 or more violins!
List two words that describe Peter
1. 
2. 

Peter and the Wolf

Composer

WILD CARD

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Bassoon

The Grandfather is played by the Bassoon

The bassoon is a large wooden tube, folded in half.

If the tube were straight the bassoon would be 8 feet long!

The bassoon is a double reed instrument, like the oboe.

List two words that describe the Grandfather
1. 
2. 
Peter and the Wolf

Duck and Oboe

Bird and Flute

Wolf and French Horn

Cat and Clarinet
Peter and the Wolf

The Bird is played by the Flute

The flute is usually made of silver or gold.

The flute can sound soft and mellow or high and piercing.

The flute is played by blowing through a small hole in the mouthpiece.

List two words that describe the bird
1. 
2. 

Flute

Oboe

The Duck is played by the Oboe

The oboe is made of wood.

The oboe is a double reed instrument.

A double reed is two reeds tied together to make a tube.

Because the oboe has a clear, piercing sound, the oboist tunes the orchestra.

List two words that describe the Duck
1. 
2. 

Peter and the Wolf

The Cat is played by the Clarinet

The clarinet is made of wood.

The clarinet is played by blowing air against a single reed attached to a mouthpiece.

The clarinet comes in many sizes.

The largest clarinet, the contrabass clarinet, is almost 9 feet long!

List two words that describe the Cat
1. 
2. 

Clarinet

Peter and the Wolf

The Wolf is played by the French Horn

The French Horn is a member of the brass family.

Brass instruments are played by blowing air while buzzing your lips against a mouthpiece.

The first French Horns were used for hunting—before cell phones hunters needed a way to communicate with each other!

List two words that describe the wolf
1. 
2. 

French Horn
What should we do with the wolf?

Adapted from http://www.bitesizetheatre.co.uk/resources/Teach Packs/PeterTPK.pdf

In this exercise, students will debate whether or not the wolf should be released from the zoo.

• Tell students to imagine that the Peter and the Wolf story really happened and they live in the community where the wolf is being kept in the zoo.
• Tell them that some local residents think the wolf should be released from the zoo, and they are being asked to take a stand on the issue.
• Ask students to decide if they think the wolf should be kept at, or released from the zoo.
• The students will create the following items to help convince people to either free the wolf or keep it in the zoo:
  A poster
  A slogan
  A statement that explains their point-of-view on the wolf situation.
• Display the finished posters and slogans around the room.
• Create a panel to hear the students’ arguments and make a decision on the wolf controversy. You may wish to extend this exercise beyond the classroom to include parents, school administrators or students from other classes on the panel.
• Have the students take turns reading their arguments to the panel.
• After hearing all of the arguments, ask the panel members to discuss the issue among themselves and draft a brief statement to read to the class.

As an extension to this exercise, you may wish to open out the discussion to general class debate on whether the wolf was actually acting badly, or perhaps there were reasons behind his actions, the need to eat for example.
The string family is the largest section of the orchestra. The four main stringed instruments look similar but are all different sizes. Each can be played by plucking the strings with the fingers or with a bow, which is pulled back and forth across the instrument’s four strings.

The **VIOLIN** is the smallest of the string instruments and can play the highest notes. The violin often plays the melody — this is the tune you will be humming after you leave a performance.

The **VIOLA** is slightly larger than the violin. Because it is bigger, it can play lower notes. Since the viola is only a little bit bigger than the violin it can be hard to tell them apart. The viola plays many beautiful melodies just like the violin.

The **CELLO** is much larger than the violin and the viola. It is so large that the cellist must sit on a chair holding the cello between his or her knees in order to play. The cello often plays accompaniment parts.

Because it is the largest of the stringed instruments, the **DOUBLE BASS** plays the lowest notes. This instrument is so large that the bass players have to stand up or sit on tall stools to play it. The bass often plays accompaniment parts with the cello.
WOODWINDS

Woodwind instruments produce sound when players blow air into them. All of these instruments were originally made out of wood, which is why they are called woodwinds!

The **FLUTE** is made of metals such as silver, gold or platinum. The player produces musical notes by blowing air into a hole in the side of the instrument. Flutists change notes by pressing down round, metal buttons called keys. The flute has a very high, light and beautiful sound much like that of a bird.

The **OBOE** makes its sound when the player blows air through a mouthpiece containing cut pieces of bamboo called a “reed.” In the case of the oboe, the player ties two reeds together to make a “double reed.” The oboe has a very clear, penetrating sound. It is a very important instrument, as the oboist is the player who tunes the whole orchestra before every concert.

The **CLARINET** looks much like the oboe, but is a little bit larger. The clarinetist makes a sound by blowing through a single reed attached to a mouthpiece. The clarinet can play very high and very low, very soft or very loud. They are used for many types of music, including classical, jazz and folk.

The **BASSOON** is the largest of the main woodwind instruments. It looks like three wooden poles attached together. In fact, the Italian word for bassoon means “bundle of sticks.” The bassoon has the lowest sound of the woodwind instruments.
The brass instruments are long brass tubes curled and bent into different shapes. They flare out at one end into what is called a bell. At the other end of the instrument is the mouthpiece. The sound of the brass instruments is produced by the vibration of the player’s lips as they blow through the mouthpiece. To change notes, brass instruments either have buttons, called “valves,” or a slide.

The French Horn is a very long tube that is twisted and curled into an instrument about one foot wide. If you untwisted the tube, it would be 12 feet long! French horns can have a very mellow sound, but they are also often used for hunting calls.

The Trumpet is the smallest brass instrument. It can play the highest notes of all the brass instruments and often plays in marches or fanfares.

The Trombone is the only brass instrument that does not use valves. Instead, the player moves a curved tube, called a “slide,” back and forth in order to change notes.

The Tuba is the largest and lowest sounding instrument in the brass section. If you uncoiled the tuba it would be 35 feet long!
Percussion instruments make sound when players strike, shake or scrape them. This section contains many different instruments.

One of the most commonly used percussion instruments is the **Timpani**. Timpans are drums that look like huge copper bowls with a special covering stretched over the top. The timpani are played by striking the covering with padded sticks, called “mallets.” Timpans are one of the only percussion instruments that produce a definite pitch. They come in many different sizes.

Other common percussion instruments are the **Snare Drum**, **Bass Drum**, **Triangle** and **Cymbals**. The snare drum, bass drum and triangle all make sounds when they are struck by a mallet or stick. Cymbals make sounds when they are clashed together.
The Conductor

Who is that person in front of the Orchestra waving their arms around? That person is called the conductor, and he or she has a very important job. The conductor is the person who shows the orchestra when to start playing. The conductor also tells the orchestra many other things about how to play a piece of music — all without saying a word!

Pick a song the whole class knows and sing it together. Easy, right? Now, as a class, try to sing the song again with nobody telling you when to start. This makes things more difficult! Imagine what an orchestra would sound like if every person just started whenever they wanted. This is one reason the conductor is so important — they make sure that everyone starts, stops and stays together.

The Basics

The conductor stands in front of the orchestra, on a podium, and conducts by using hand and body motions. Sometimes he/she uses a baton as well.

The conductor controls how fast/slow and how soft/loud the orchestra plays.

The conductor uses his/her right hand to control tempo (speed).

The conductor uses his/her left hand to control dynamics (volume).

The conductor’s facial expressions — happy, angry, sad, etc.— can tell the orchestra how to play.
With his/her right hand or baton the conductor controls tempo (speed). Conductors use patterns to show the orchestra where they are in the music. Some commonly used patterns are seen below—let’s practice them!

Two Beat Pattern

Three Beat Pattern

Four Beat Pattern

Conductors use their left hand to show the orchestra how loud or soft to play.

To make the orchestra play softer, drop your left hand to the floor, palm down.

To make the orchestra play louder, raise your left hand towards the ceiling with your palm up.

Practice raising and lowering your left hand to change the dynamics.

Next, practice conducting with both hands. Choose volunteers to conduct the class singing a song that everyone knows.

It’s not as easy as it looks! The best conductors have practiced for many years.
Audience Etiquette

There are many places to go where you will be a member of an audience. However, audiences do not act the same at every type of event. Brainstorm different places where they might be part of an audience.

Audiences are expected to act differently at different types of events. Something that is ok at a football game may not be appropriate for a symphony concert.

<table>
<thead>
<tr>
<th></th>
<th>Cheer</th>
<th>Clap Politely</th>
<th>Talk to those around you</th>
<th>Eat</th>
<th>Stand up and walk around</th>
<th>Clap in time to music</th>
</tr>
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<tbody>
<tr>
<td>Football Game</td>
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<td>Symphony Concert</td>
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The chart above shows places that you might go and types of behavior. In each box, write the appropriate response (always, sometimes, never), explaining how often you would exhibit this behavior at each place.

Why is audience etiquette important to the performers?

Why is audience etiquette important to those around you?
Student Reviews

Teaching Objective — Students will practice critical thinking and descriptive writing.

For this activity you will need:

- Paper and Writing Utensils
- A review of a concert from the Fort Worth Star Telegram or other source
- A recording of a piece of classical music

Have your students imagine that they are putting on a performance. How will they know what the audience thinks about their performance? Brainstorm different ways that they might find out what the audience thinks.

Discuss with the class the role of a professional critic, a person whose job is to publish reviews of the performances that they go to see. Pass out copies of one or more reviews to read as a class.

Have students listen attentively to a recording of a piece of classical music. Then, using the published review as a model, have the students write a review of the recording.

After the Fort Worth Symphony Orchestra concert, repeat the activity, having the students write a review of the performance. Remind them to use as much detail as they can — the goal is to give the reader a full picture of the performance.

Have the students share their reviews with each other. This is a good time to discuss why people have different opinions about the same performance.

We would love to read some of your reviews! Please send them to our education department and we will post selected reviews on our website and/or Facebook page!