

CINCINNATI SYMPHONY ORCHESTRA SOUND DISCOVERIES

SOUNDS & STORIES: PETER AND THE WOLF MUSIC/LANGUAGE ARTS

Instructional Objectives:

Students will become familiar with Peter and the Wolf by using a listening map.

Students will understand why certain instruments represent characters in the story by discussing characteristics of the characters and how they could be represented by musical sound.

Grades: 1-3

Standards:

Ohio

Music

Grade Band	Standard
K-4	Analyzing and Responding <ul style="list-style-type: none"> • Benchmark B: Identify the sounds of a variety of orchestral instruments
K-4	Valuing Music/Aesthetic Reflection <ul style="list-style-type: none"> • Benchmark C: Demonstrate how music communicates meaning of text, feelings, moods or images and influences personal preference

Language Arts

Grade Band	Standard
K-3	Reading Applications: Literary Text <ul style="list-style-type: none"> • Benchmark B: Use supporting details to identify and describe main ideas, characters and setting.

Kentucky

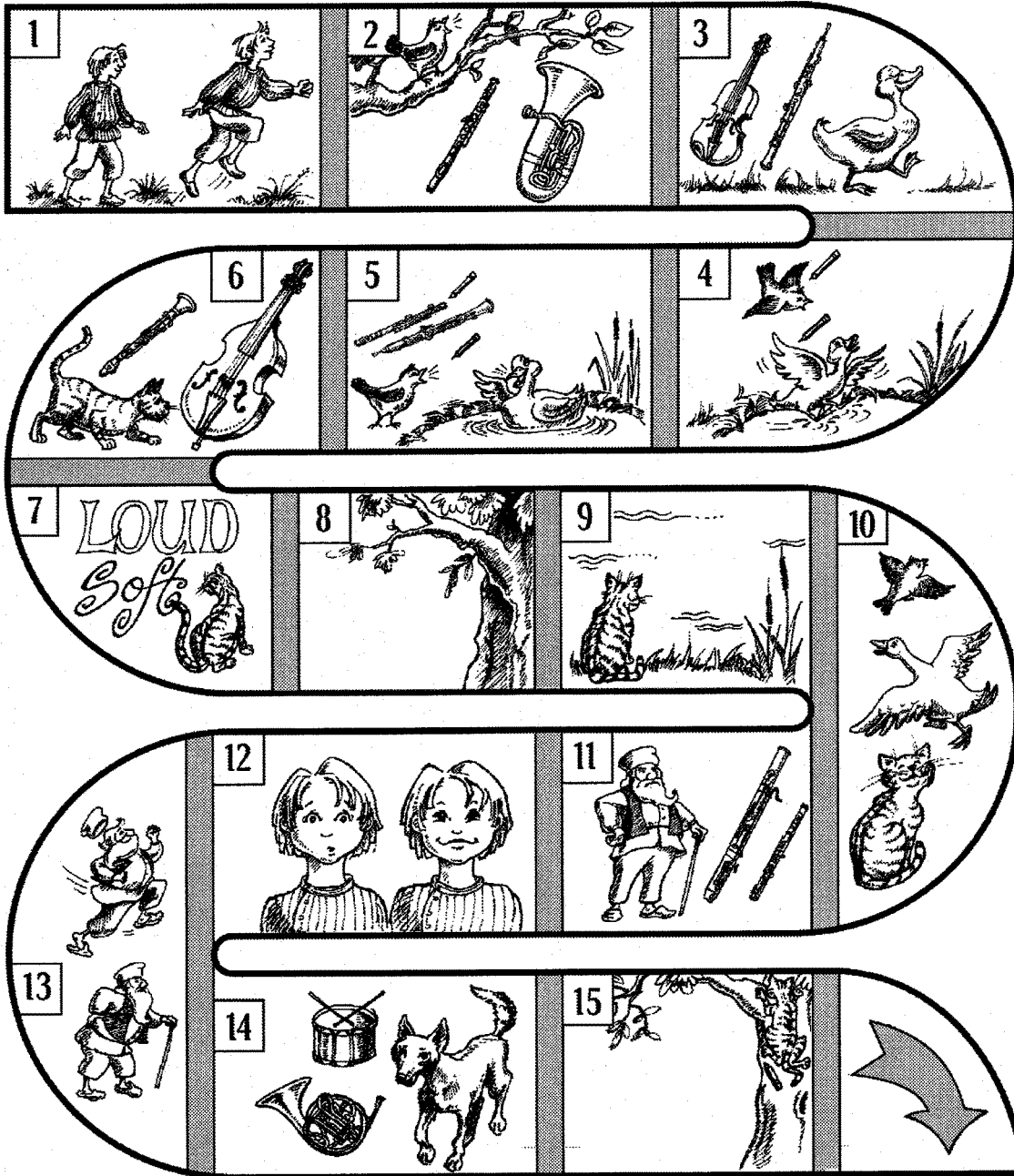
AH-EP-1.1.1	Students will begin to recognize and identify elements of music using musical terminology. <ol style="list-style-type: none"> timbre (tone color) – recognize different qualities of musical sounds, instruments by family – brass, woodwind, string, percussion (aurally and visually) and human voices (aurally)
AH-EP-1.3.1	Students will observe dramatic productions and describe literary elements, technical elements and/or performance elements using drama/theater terminology.
AH-EP-3.1.1	Students will experience music created for a variety of purposes (ceremonial, recreational and artistic expression.)
Reading 1.2	Identify story elements in a passage, including characters, setting, problem/solution and plot.

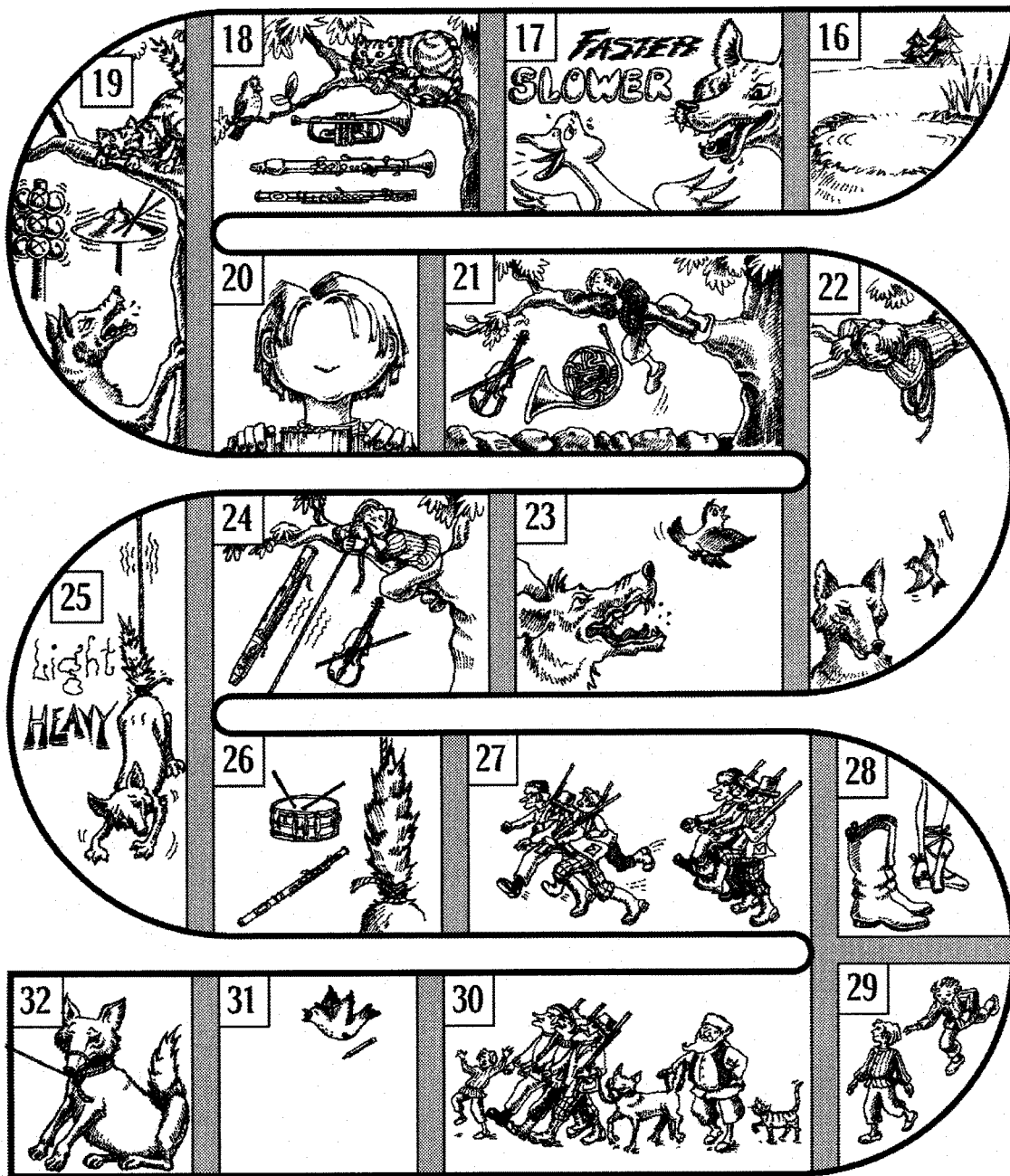
Materials: A Recording of *Peter and the Wolf*, *Peter and the Wolf* listening map

1. In preparation for this lesson, make sure that your students are familiar with the different instruments used in *Peter and the Wolf* by using sound examples from textbooks or other sources. You can also use excerpts from the recording of *Peter and the Wolf* to aurally identify the different instruments.
2. Use the listening map for *Peter and the Wolf* and listen to the recording. Have students follow the story/music using the map.
3. In your classroom, discuss with the students the characters of the story and their qualities. How are these characters similar to the instruments that are used to represent them in the music?
 - Peter, represented by the violin
 - Carefree, playful
 - Wolf, represented by the french horn
 - Sneaky, slow
 - Bird, represented by the flute
 - Fast, high
 - Grandfather, represented by the bassoon
 - Strict, heavy
 - Cat, represented by the clarinet
 - Smooth, steady, pausing to stretch
 - Duck, represented by the oboe
 - Waddling, slow
 - Hunters, represented by the timpani
 - Brave, alert, determined

Assessment:

Students are able to follow the Listening Map and identify the instruments that represent the characters in *Peter and the Wolf*.





Illustrations © Sara Kurtz/2002

Teacher Guide: Listening Map for *Peter and the Wolf*

The following is the story of *Peter and the Wolf*. As you listen to the musical composition, read the “teacher prompts” which correspond to the numbered panels on the Listening Map. Visual cues on the map relate to concepts found in the music and/or narration. Where there are two choices, students should be asked to choose one and circle the picture representing their choice. A “pencil” in the panel means students should draw a line representing the shape of the musical idea they hear, such as a bird’s flight. The teacher should help students at each panel by using the “teacher prompt” to elicit a response; you may even want to stop the CD occasionally as needed or even listen to sections more than once and discuss as a class what is heard. (answers may vary in some cases)

1. Early one morning, Peter opened the gate and went out into a big green meadow. (Peter’s theme) *Teacher Prompt:* The music sounds like Peter is: skipping standing (circle one)
2. On the branch of a big tree sat a little bird, Peter’s friend... “All is quiet” chirped the bird happily. (bird theme) *Teacher Prompt:* The bird sounds like the: flute tuba (circle one)
3. Soon a duck came waddling around. She was glad that Peter had not closed the gate. She decided to take a nice swim in the deep pond in the meadow. (duck theme) *Teacher Prompt:* The duck sounds like the: violin oboe (circle one)
4. Seeing the duck, the little bird flew down upon the grass, settled next to the duck and shrugged her shoulders. “What kind of bird are you if you can’t fly?” said she. To this, the duck replied “What kind of bird are you if you can’t swim?” and dived into the pond. *Teacher Prompt:* Draw a line showing the movement of the duck. Draw another line showing the movement of the bird.
5. They argued and argued – the duck swimming in the pond, the bird hopping on the shore. *Teacher Prompt:* Draw lines showing the duck (oboe) and the bird (flute) having an argument.
6. Suddenly, something caught Peter’s attention. He noticed a cat crawling through the grass. *Teacher Prompt:* The cat sounds like the: string bass clarinet (circle one)
7. The cat thought, “The bird is busy arguing...I’ll just grab her.” Stealthily, she crept toward the bird on her velvet paws. *Teacher Prompt:* The sound of the creeping cat is: loud soft (circle one)
8. “Look out!” shouted Peter, and the bird immediately flew up into the tree. *Teacher Prompt:* Draw the bird flying up into the tree.
9. The duck quacked angrily from the middle of the pond. *Teacher Prompt:* Draw a quacking duck in the pond
10. The cat stalked around the tree and thought “Is it worth climbing up so high? By the time I get there, the bird will have flown away.” *Teacher Prompt:* I hear the: cat bird duck (circle two)
11. Grandpa came out. He was angry because Peter had gone to the meadow. “It is a dangerous place...If a wolf should come out of the forest, then what would you do?” *Teacher Prompt:* The Grandpa sounds like the: bassoon flute (circle one)
12. Peter paid no attention to Grandfather’s words. Boys like him are not afraid of wolves. *Teacher Prompt:* The music sounds like Peter is: afraid unafraid (circle one)
13. But Grandfather took Peter by the hand, led him home, and locked the gate. *Teacher Prompt:* Grandfather’s music sounds as if he is: walking running (circle one)
14. No sooner had Peter gone when a big, gray wolf came out of the forest. *Teacher Prompt:* The wolf sounds like a: French horn drum (circle one)
15. The cat climbed quickly up the tree. *Teacher Prompt:* Draw a line showing the cat climbing up the tree.
16. The duck quacked and in her excitement jumped out of the pond. *Teacher Prompt:* Draw the duck jumping out of the pond.

17. 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...and then...he got her. With one big gulp, he swallows her. *Teacher Prompt:* When the wolf chases the duck, the music gets: faster slower (circle one)
18. And this is how things stood: the cat was sitting on one branch, the bird on another, not too close to the cat. *Teacher Prompt:* I hear: trumpet clarinet flute (circle two)
19. The wolf walked around and around the tree looking at them with greedy eyes. *Teacher Prompt:* Listen carefully. I hear the wolf along with this percussion instrument: cymbal jingle bells (circle one)
20. In the meantime, Peter, without the slightest fear, stood behind the closed gate watching all that was going on. *Teacher Prompt:* Draw Peter's expression as he looks over the gate.
21. Peter ran home, took 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. *Teacher Prompt:* I can hear Peter's actions played by the: violins French horns (circle one)
22. Grabbing a hold of the branch, Peter lightly climbed over onto the tree. Peter said to the bird, "Fly down and circle around the wolf's head. Take care that he doesn't catch you." *Teacher Prompt:* Draw a line showing the bird's flight around the wolf's head.
23. The bird almost touched the wolf's head with her wings while the wolf snapped angrily at her from this side and that. Surprise! *Teacher Prompt:* Count the number of times the wolf snaps at the bird and write the number in panel 23. (any place is fine)
24. Gosh, the bird really worried the wolf. He wanted to catch her. The bird was clever and the wolf couldn't do anything about it. Meanwhile, Peter made a lasso and carefully lowered it down. He caught the wolf by its tail and pulled with all his might. *Teacher Prompt:* What sounds represent the lasso? violin (strings) bassoon (woodwinds) (circle one)
25. Feeling himself get caught, the wolf began to jump wildly trying to get loose. *Teacher Prompt:* The music sounds: heavy light (circle one)
26. Peter tied the other end of the rope to the tree. The wolf's jumping only made the rope around his tail tighter. *Teacher Prompt:* Listen carefully. When the wolf jumps around, I hear the: flute snare drum (circle one)
27. Just then, the hunters came out of the woods following the wolf's trail and shooting as they went. *Teacher prompt:* The music sounds like the hunters are: running marching (circle one)
28. 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." *Teacher Prompt:* The music makes me feel like: ballet dancing stomping boots (circle one)
29. Imagine the triumph and parade with Peter at the head. *Teacher Prompt:* The music sounds like Peter is: running walking (circle one)
30. After Peter, the hunters are leading the wolf and winding up the parade is Grandfather and the cat. The Grandfather shook his head and said, "Well! And if Peter hadn't caught the wolf, what then?" *Teacher Prompt:* Circle each character as you hear his music OR the instrument that that has played his theme during the story. (note: the actual character themes are not necessarily played at this point but the characters are represented by the various instruments.)
31. Above them, birdie flew chirping merrily "My, what fine ones, Peter and I! Look what we have caught!" *Teacher Prompt:* Draw a line showing the bird's movements.
32. And if one would listen very carefully, he could hear the duck quacking in the wolf's belly because in his hurry, he had swallowed her alive. *Teacher Prompt:* Draw the duck in the wolf's belly.