

VICTORIA SYMPHONY

Presents

**Sergei Prokofiev's  
Peter and the Wolf**

**Darryl One, Music Director**

**and the Victoria Ballet Theatre**

**Victoria Fine Arts Center**

# VICTORIA SYMPHONY

## As Our Guest . . . . Here's What to Expect!

Dear Students and Teachers,  
The **Victoria Symphony Orchestra** welcomes you to our performance of *Peter and the Wolf*. Joining the orchestra will be the dancers of the Victoria Ballet Theatre.

The performers need your cooperation. Here's how you can help:  
Before the performance begins, please **remain in your seats and talk quietly** with your neighbor. **Do not bring food or drink** of any kind into the auditorium. Teachers, please be aware and watchful when and if a student must leave his/her seat for any reason. When the performance begins, please **sit up straight in your chairs and watch the stage**. As an audience, you have a very important job. Your job is to **pay attention** and **be good listeners** by **not talking** during the performance. This is extremely important because the musicians and dancers must be able to hear what is going on. You will be introduced to the different **instruments of the orchestra**, one by one, by our conductor, Darryl One. You will also hear the musical themes of each character. Shortly after this, *Peter and the Wolf* will begin.

Enjoy the musical fairy tale of Sergei Prokofiev's *Peter and the Wolf*!

Debbie Durham  
Education Coordinator

### **Background...**

Many years ago there lived a Russian composer named **Sergei Prokofiev**. He wrote many pieces of music. One that is a favorite of both children and adults is ***Peter and the Wolf***. In this story, each character is represented by a tune and a musical instrument. The story tells of Peter and his adventures in the meadow near his home. Other characters in the story are the bird, the duck, Grandfather, the cat, a wolf and the hunters. The story will be told by a **narrator** from **Theatre Victoria** accompanied by the instruments in the orchestra. Dancers from the **Victoria Ballet Theatre** will dance the story as well.

### **About the Composer...**

**Sergei Prokofiev** was born in **Russia** in 1891. He showed a great talent for music as a child. When he was only six years old, he was able to play the piano well and compose his own music. When he was nine, he composed an opera, and by the time was a teenager, he had composed three more. He left Russia in 1918 and moved first to the United States and later to Paris, France. In 1936 he was homesick for his native Russia and moved back to Moscow. That year Prokofiev took his two sons to the Moscow Children's Music Theatre. After his experience with his sons, he decided to **write a symphonic fairy tale** to introduce children to the instruments and sounds of the orchestra. He wrote the story himself based on a **Russian folk tale**, and composed the music we now know as *Peter and the Wolf*. Sergei Prokofiev died in 1953. During his lifetime he had written many pieces of music for ballets, operas and symphony concerts which were well known and considered important by audiences. Today we still hear his music on recordings and in concert halls.

### **Characters**

In *Peter and the Wolf*, Prokofiev assigned each of the characters in the story a musical theme played by particular instruments in the orchestra. Here are the character and the instruments with which they are associated.

Peter - Strings (Violins, Violas, Cellos and Basses)

Wolf - 3 French Horns

Bird - Flute

Duck - Oboe

Cat - Clarinet

Grandfather - Bassoon

Hunters - Tympani (also called Kettle Drums)

## ***“Peter and the Wolf”* Resources**

### **Internet:**

#### **Animated Video Clips**

<http://www.youtube.com/watch?v=ILI3s7Wonvg>

Disney brings a magical, musical classic to life! Peter, a precocious young boy, goes hunting despite his grandfather’s warning. He joins forces with some new animal friends, who help him match wits against a hungry wolf!

#### **Available Books, Videos and Audios - Peter and the Wolf**

[http://www.amazon.com/s/ref=nb\\_sb\\_noss?url=search-alias%3Dstripbooks&field-keywords=Peter+and+the+Wolf](http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Dstripbooks&field-keywords=Peter+and+the+Wolf)

This website provides a price list of closely related books, coloring books, videos and audios available through Amazon.com - the list contains over 18 titles.

#### **David Bowie Narrates Prokofiev’s Peter and the Wolf**

<http://www.teenagewildlife.com/singles/PATW1978/title.html>

Full narration (story) as done on the recording (CD) is listed on this website.

Released by RCA Red Seal in the UK, May 1978 Catalogue number: RL-12743

#### **Children Create Music, Play Musical Games**

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

#### **Pop-Up Game**

<http://www.quia.com/pop/7486.html>

An interactive game from Quia, students pick the instrument that represents each character from the story Peter and the Wolf.

#### **Story, Quiz, for Peter and the Wolf**

<http://library.thinkquest.org/C005400/musi/prokofievpnw.html>

Read the version in text, view the descriptions of the characters and their corresponding instruments, hear samples of their corresponding music and take a short quiz to see if you know it all about *Peter and the Wolf*.

### **Recordings**

#### **Highly Recommended:**

Music and You Series Elementary Series

Grade 1 Book MacMillan Publishing Co.

CD — Track 7 - *Peter and the Wolf* introduction

Plays the theme of each character and asks students to identify the character then verbally confirms the answer.

Track 8 - Actual Music version of *Peter and the Wolf*

#### **Other recordings:**

There are many, many CDs and cassette tapes that are available. Many recordings of *Peter and the Wolf* are paired with Britten’s - *Young Persons Guide to the Orchestra* or Saint-Saens - *Carnival of the Animals*

# ***Darryl One,*** **Victoria Symphony** **Music Director**

Drum roll, please... Meet Victoria Symphony Music Director **Darryl One!** (Pronounced Oh-nay)

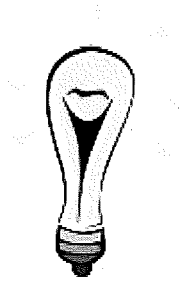
Mr. One has performed as a conductor all over the United States. This is his **16th** season with the **Victoria Symphony**. Born and raised in Chicago, Illinois, Mr. One became involved in music in middle school. *“I became interested in drums and quickly picked them up, took some lessons and joined a rock band!”* In High School, he was active in both band and choir. Mr. One began college studying mathematics then changed his major to music. He earned his degree in **Composition (the creation of a musical work)** then later received a Master’s degree also in Composition. Mr. One has performed as guest conductor, at many summer festivals and in the **operatic field (a dramatic story where all parts are sung with instruments playing along)**. Working with the Victoria Symphony, Mr. One created the Family Concert series and a special outdoor symphonic jazz concert. He likes to speak as an **advocate (one who publicly supports)** for symphonic music. **Recreating a great work of music with other musicians** is one of Mr. One’s favorite activities with the orchestra. When asked “What is the **most exciting** thing you have done as a conductor?” Mr. One answers, *“I conducted concerts at the very last minute as the associate conductor when the music director could not go on, with the Charlotte Symphony and the Denver Symphony.”* What advice would you give to elementary students interested in the music field as a career?



*“Look closely at all the different choices music offers – performance, writing music, music administration, music education, music therapy; then seek out others in that area for advice. Ask them how you can get started, where to be trained and how to break into the area you are interested? Whatever you choose, be the absolute BEST you can. Practice A LOT. Get guidance from older, established musicians who can mentor you.” (Someone who can teach, support and encourage another).*

# The Victoria Symphony wants to know what *you* think!

On this page, please tell us about *your* concert experience!



## Ideas for journal page:

Which piece did you enjoy the most and why?

Did anything at the concert inspire you?

If so, what inspired you and why?

## Concert Conduct Lesson

Lead a class discussion that touches on the following topics:

- Which rules of good citizenship apply to concert attendance?
- Why is **good citizenship** important? How can good conduct help others to enjoy the music?
- Should food, drink and chewing gum be brought to the concert hall?
- When does an audience **applaud** and when does it sit quietly during the concert?
- Should anyone in the audience be out of his chair during the music? Why?
- What vocal sounds, if any, are appropriate from the audience and when are they appropriate?
- To whom does the concert hall belong?
- Do future concert-goers deserve to see the beauty of the concert hall?

Review the following “**applause rules**”.

- Clap when the **concertmaster** enters at the beginning of the concert.
- Clap when the **conductor** enters at the beginning of the concert
- Clap to welcome any **guest artists** whenever they enter during the concert.
- During the performance, watch the **conductor**. Whenever the conductor puts his or her hands down **and turns to face the audience**, then the music is completed and the audience should applaud.

Have students take turns playing the “**concertmaster**” and “**conductor**”. The concertmaster and conductor should both stand on the side of the classroom. Then the concertmaster should walk to the front of the classroom and pretend to tune the orchestra. The class should applaud at his/her entrance onto the “stage”. The concertmaster should then sit and the class remains quiet. Then the conductor should walk to the front of the classroom, turn to the concertmaster and shake hands, turn to the audience and bow. As the conductor enters the “stage”, the class should applaud. As the conductor steps to the podium, the audience should be quiet and attentive.

Have students take turns playing “**conductor**”. The conductor should face away from the rest of the class, wave his or her arms, stop and start waving a few times, then stop waving and turn to face the class. At this time the class should applaud. The game should continue until everyone in the “audience” knows when to applaud.

Discuss how applause signals the audience’s appreciation and, with the class, make a list of other situations where applause is appropriate; for example, at sporting events, assemblies and award ceremonies.

Discuss which vocal sounds are appropriate for indoor performances as opposed to outdoor sporting events. Example: Yelling is an appropriate way to respond at a football game but is not appropriate at an indoor concert.

## DEFINITIONS

**Concertmaster** – the leader of the first violins in a symphony orchestra, usually assists the conductor by leading in the tuning of the orchestra before the conductor enters the stage.

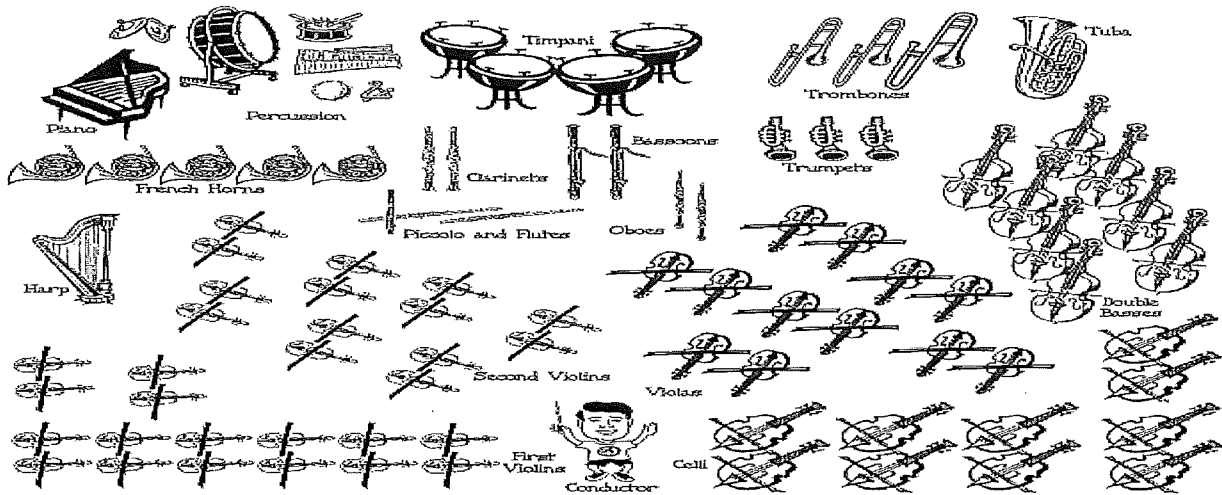
**Conductor** – the person who directs the orchestra using hands or a baton to interpret the music.

**Citizenship** - the character of an individual viewed as a member of society; behavior in terms of the duties, obligations, and functions of a citizen.

**Guest Artist** – a musician featured in a particular performance by the symphony orchestra.



# Families of the Orchestra



What is your family like? Maybe you have your Dad’s smile. Or, maybe you have your Mom’s laugh. One way or another, you probably have something in common with the people in your family. The **symphony orchestra**, a large group of musicians, has families, too. **Musical instruments make up the families of the orchestra.** Instruments that look and sound alike are grouped together into families.

**The Symphony orchestra has four families: string, woodwind, brass and percussion.** Instruments in the string family all have **strings**. The violin, the viola, the cello and the double bass make up the string family. Instruments in the woodwind family are made of **wood**. (Well, most are, anyway.) The four main instruments in the woodwind family are the flute, oboe, clarinet and bassoon. Instruments in the brass family are made of **brass**. The French horn, trumpet, trombone and tuba make up the brass family. The word “percussion” means “sharp hit” so a percussion instrument is something you hit. The most common instruments in the **percussion** family are the timpani, the snare drum and the bass drum.

Before the concert starts, each musician gets ready to perform. Then, the concertmaster walks on stage. **The concertmaster is the first chair, first violin.** She/he walks on stage to tune the orchestra before the conductor enters. Once the orchestra is ready, the **conductor (leader of the orchestra)** takes the stage. The conductor takes a bow, turns toward the orchestra and with a wave of the baton, the music begins.

**Extension Activity:** If you could group the orchestra into families in a different way, how would you group them and why? Create a diagram of your own that shows where the instruments would sit on stage.

Texas Essential Knowledge & Skills:	3 <sup>rd</sup> grade	117.11(b)(1)(A)	Art – visual symbols
	4 <sup>th</sup> grade	117.15(b)(2)	Music - analysis
	5 <sup>th</sup> grade	117.18(a)(2)	Music - analysis

# VICTORIA SYMPHONY

## 2<sup>nd</sup> grade Lesson Plans

### Language Arts

Objective: The student will spell proficiently and understand and use nouns in the context of speaking.

Directions: Play a spelling game with class broken into 2 groups. A student from group one will spell word correctly which teacher calls out while a student from other team will use the word in a sentence about the Peter & the Wolf storyline. Keep track of progress each team is making with a race track chart they can all see. Groups can watch where their “car” is on the track according to their correct spelling and sentence use. Every child on team must participate for the team to win.

Cat            duck            wolf            bird            Peter            gun            zoo

TEKS 110.13b21Aii & 23

Objective: Student will use comprehension skills to listen attentively in formal settings.

Directions: Have students complete **crossword puzzle** correctly using word bank and clues provided.

TEKS: 110.13b28

Objective: Student will follow, restate, and organize a short related sequence of actions.

Directions: Have students cut 8 individual story strips then work in small groups or as a whole class to demonstrate the proper sequence of events using the Peter & the Wolf **story strips**.

TEKS: 110.13b28B

## **Math**

Objective: Student will use concrete models to represent and name fractional parts of a set of objects.

Directions: Using the **group scene**, have students determine the number of living creatures in Peter & the Wolf. Then name the **fraction** of animals and fraction of humans in the story. Ask students to think of another way to determine fractions from Peter and the Wolf. Ex: 4 legged vs. 2 legged or short vs. tall.

TEKS 111.14b2B

## **Science**

Objective: Student will observe and record the functions of animal parts.

Directions: Show students how to fill in one blank of the **graphic organizer** to identify the function of body parts in animals of Peter & the Wolf. You may simplify the organizer by moving "Sound it makes" out of the word bank into the appropriate space for it. OR challenge the class by asking them to fill in "sound it makes" first, without your assistance.

TEKS 112.4b6D

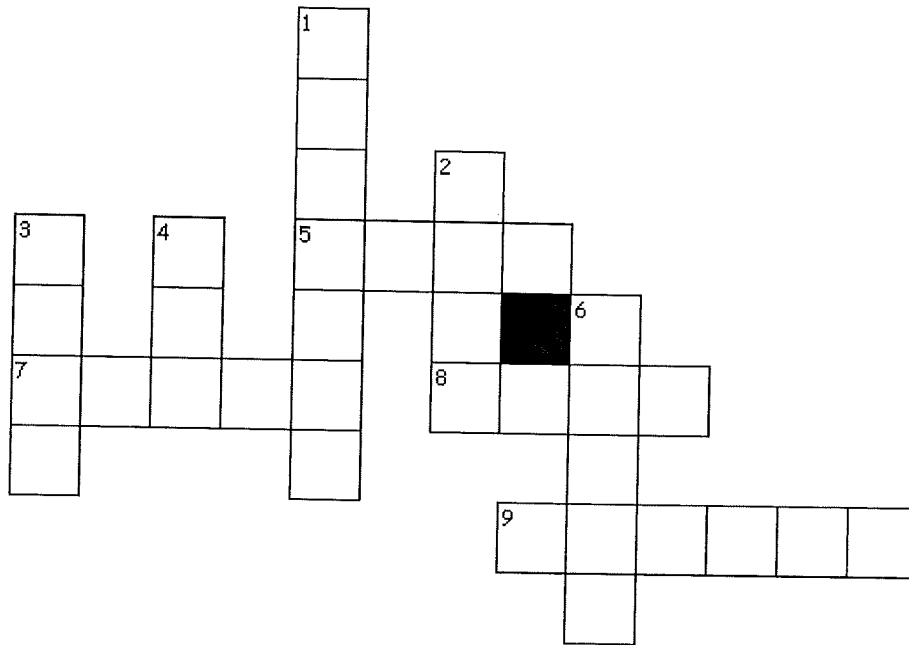
## **Music**

Objective: Student will identify music instruments visually and aurally.

Directions: Have students complete the **instrument matching sheet** correctly.

TEKS 117.9b1A

# Peter and the Wolf (2<sup>nd</sup> & 3<sup>rd</sup> gr)



Peter  
cat  
bird  
hunters  
rope

friend  
duck  
tail  
scary

## Across

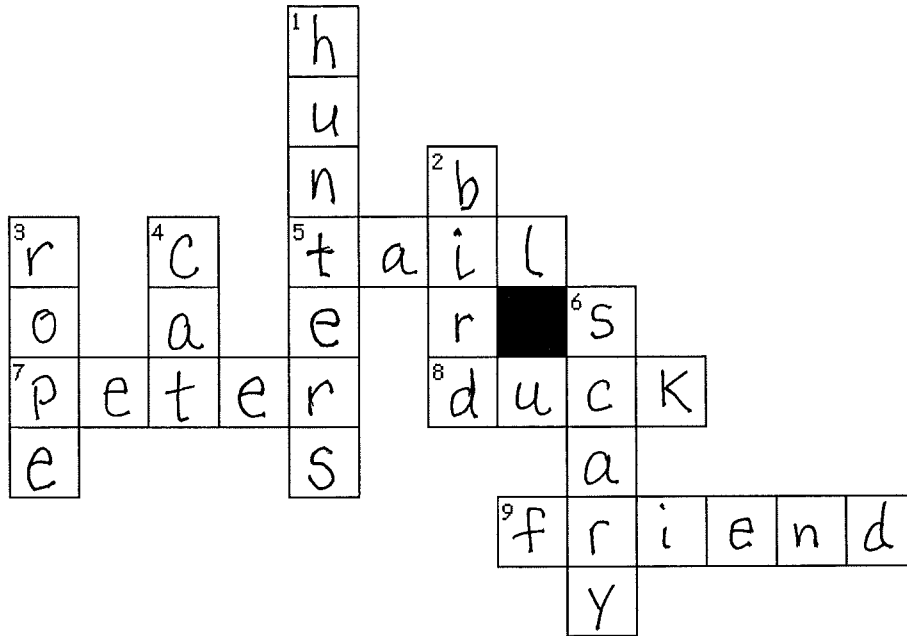
5. Peter tied the rope onto the wolf's \_\_\_\_\_
7. the main character
8. the animal the wolf swallowed
9. the bird was Peter's \_\_\_\_\_

## Down

1. the people that helped Peter take the wolf to the zoo
2. the animal that flew in the air
3. Peter used a \_\_\_\_\_ to catch the wolf
4. the animal that walked around the pond on velvet paws
6. How did the duck feel when she saw the wolf?

# Beginner

Key



Peter lived with his Grandfather.

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Peter went into the meadow and met a bird.

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Peter and the bird met a duck.

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A cat tried to eat the bird.

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The wolf came out of the woods and ate the duck.

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Peter's Grandfather got mad at Peter for going into the meadow.

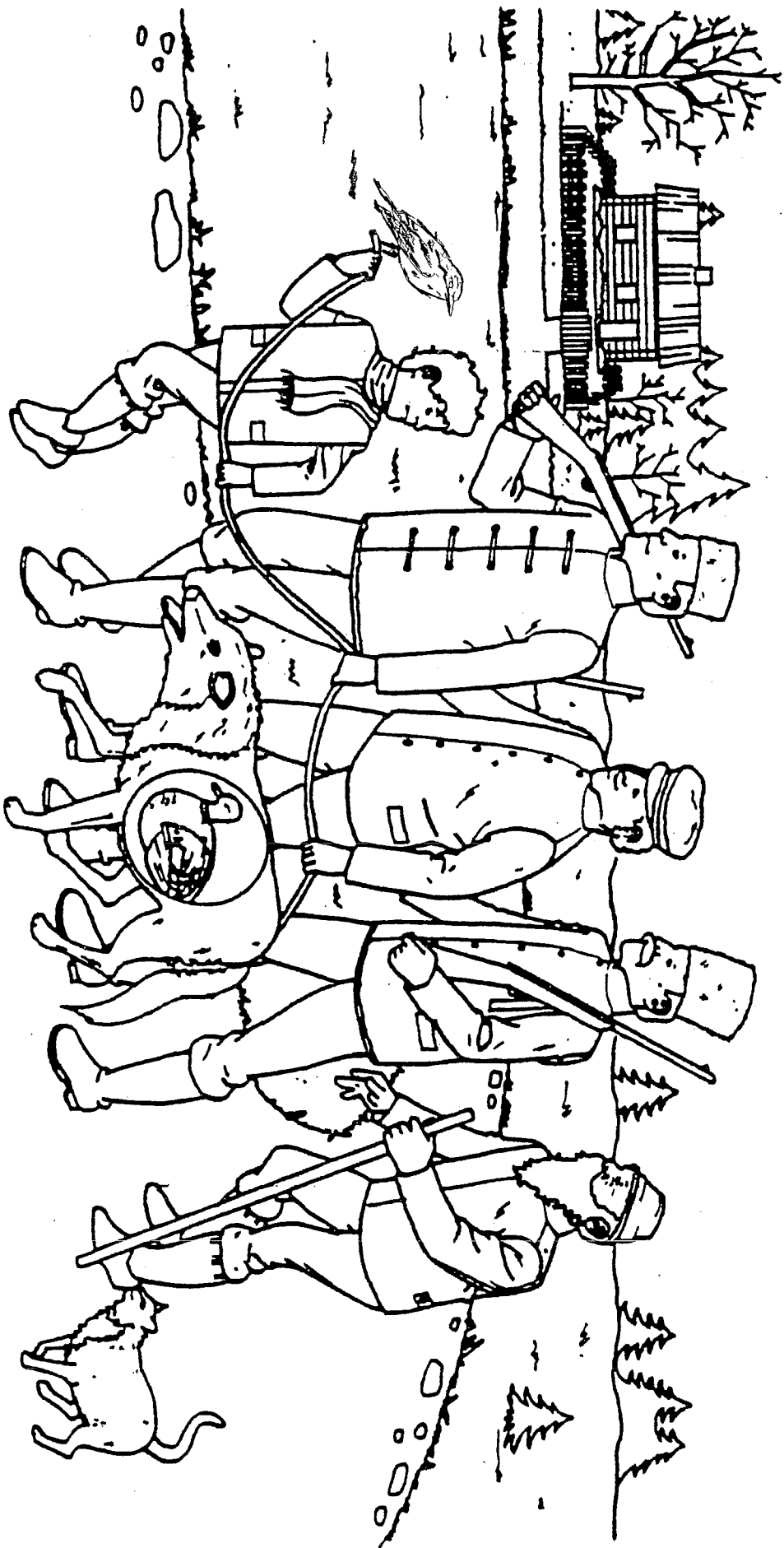
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Peter caught the wolf.

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Peter and the hunters brought the wolf to the zoo.

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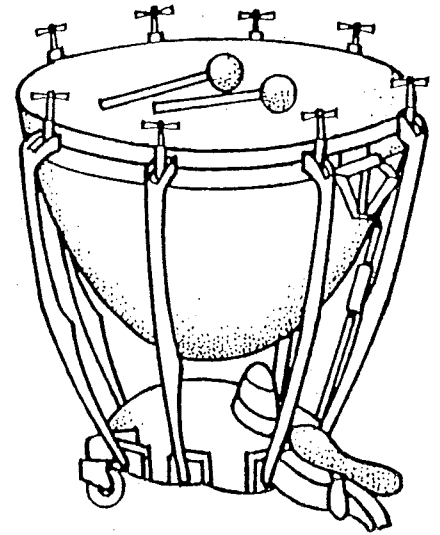
## Peter and the Wolf Science Graphic Organizer

	Body part used to move around	Body part used to communicate		Way it moves
Peter				walks
bird	wings			
duck				
			meows	
wolf		mouth		
		<u>WORD BANK</u>		
legs	cat	mouth	beak	bill
flies	walks	waddles	swims	hops
talks	chirps	quacks	Sound it makes	howls

## INSTRUMENT MATCHING

Here are the instruments from *Peter and the Wolf* and their names. Can you match the instruments with their correct names? Draw a line from the instrument to its name.

**Strings (violin, viola, cello)**



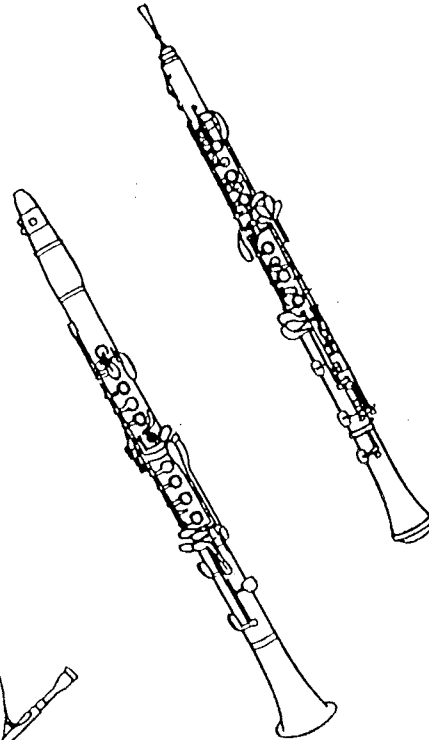
**Flute**



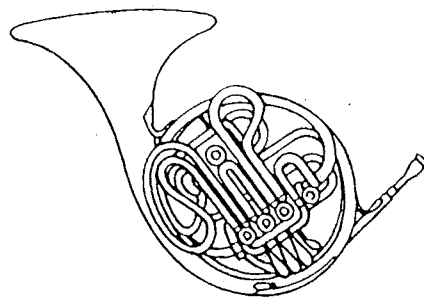
**French horn**



**Tympani**

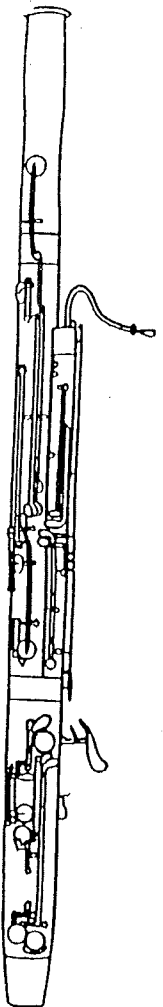
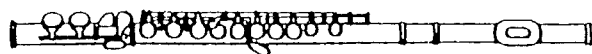


**Clarinet**



**Oboe**

**Bassoon**



# INSTRUMENT MATCHING KEY

Here are the instruments from *Peter and the Wolf* and their names. Can you match the instruments with their correct names? Draw a line from the instrument to its name.

Strings (violin, viola, cello)

Flute

French horn

Tympani

Clarinet

Oboe

Bassoon

