Peter and the Wolf
by
Sergei Prokofiev

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Peter and the Wolf

A Synopsis of the Story

Subtitled a "symphonic fairy tale" by the composer Sergei Prokofiev, Peter and The Wolf was written in 1936. Performed with a narrator, the musical work serves as an introduction to the instruments of the orchestra as well as the basis of a delightful ballet. Each character in the story is personified by its own instruments and melody.

The story is set in the European countryside in the 1900's. The main character is a young boy called Peter (about 8 years old) who lives with his Grandfather in a small country house surrounded by meadows, a pond and a woods. Peter's three best friends are a little Bird who has a nest near Peter's home, a Duck who likes to splash in the nearby pond at the edge of the woods, and a playful Cat who is forever chasing his own tail!

The story unfolds as Peter, the Cat and the little Bird and Duck are playing in the meadow and its pond on the edge of the woods. Enjoying the lovely day in the sun, the Cat eyes the little Bird. The Bird quickly flutters to the nearby tree and stays there safely as the Cat struts and circles below.

Grandfather warns Peter that wolves live in the woods and are dangerous, and may eat Peter and his friends. Peter is told to go back home where he will be safe. As he is walking back to his home, a lone Wolf runs from the woods and chases the Cat, the Bird and the Duck. The Cat escapes up the tree but the Wolf swallows the Duck.

The Wolf circles the tree eager to make the Bird and the Cat his next meal. Peter views this from a distance, fetches a rope from his country home and scrambles up the tree; he has a plan to catch the Wolf!

Encouraging the little bird to fly and distract the Wolf, he knots the rope into a lasso and the little Bird lures the Wolf to the tree where Peter has climbed. Using all of his strength, he hoists the Wolf up into the tree. Hunters arrive just as Peter has caught the Wolf.

Peter proudly tells them that he has the Wolf and is taking him to the zoo. A triumphant procession begins with Peter, the Bird, the Cat and the hunters as they make their way to the zoo. They are all happy because the Wolf has been caught, and they are safe. At the end of the ballet, the Duck comes back and waves to the audience.
Theatre Etiquette

When you enter the theatre, you are entering a very special place. In the theatre anything can be true. Your imagination is free to soar and magical things can happen.

Going to the theatre is different from going to a movie. The people performing for you have worked very hard to prepare the best possible performance. The costume and wardrobe people, the technical director, lighting designer and stage manager, the artistic director and choreographer, as well as the dancers, have all done their part to make a good performance for you. They are eagerly waiting to see whether you like and appreciate their work.

☐ Please laugh or clap with your hands to show your appreciation,

but . . .

☐ Please NEVER scream, whistle, boo, or stomp your feet.

☐ Please do no talk to your neighbor during the show. It is distracting to the dancers and you won't be able to hear the beautiful orchestral music.

☐ Please sit still and stay in your seat from the beginning of the performance until the intermission. It is not courteous to the dancers to get up and walk out during the performance.

☐ Do not eat during the performance. The sound of rustling wrappers and the smell of the food disturbs the dancers and others around you.

☐ Of course, cell phones and pagers must be turned off, and no electronic devices may be used during the performance.

The people who have worked so hard ask for your undivided attention while they present the performance for you.

Peter and the Wolf
Curriculum Connections

Language arts:

<table>
<thead>
<tr>
<th>Ohio Academic Content Standards</th>
<th>Activity</th>
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<tbody>
<tr>
<td>• Dance: Improvise dance movements to tell a simple story with a beginning, middle and end.</td>
<td>Dancing narrative</td>
</tr>
<tr>
<td>• Language Arts: Recall the important ideas in fictional and non-fictional texts.</td>
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Goals/Objectives: The learner will apply strategies and skills to create oral, written, and visual texts. The learner will understand that dance can create and communicate meaning.

Methods/Procedures:
- Review the story of Peter and the Wolf by reading the book to the children. See bibliography in appendix.
- After reading have students determine who, where & when, what happened, and how the story ended. Use four sheets of paper to list the student's ideas. (Who on one piece, what happened on the second, etc.)
- Ask students to show a slow movement that might look like the "who" from the book. Do the same for the when & where, what happened, and how the story ended.
- When students have figured out what movements they have chosen, tell them that they are now going to do them in order. Let them know that what they are creating is a dance sequence. Pull out the drum and tell them you are going to play the drum for 8 beats while they do the "who" part. Do the same for each part of the story.
- Practice putting all the parts together to tell the complete story of Peter and the Wolf.

Resources:
"A Color of His Own."  
<http://www.lessonplanspage.com/LAMusicAColorOfHisOwnBookDance1.htm>

Peter's Journal

Goals/Objectives: The student will write a journal entry from the viewpoint of Peter.

Methods/Procedures:
- Review the story of Peter and the Wolf by reading the book to the children. See bibliography in appendix.
- After reading talk with the students about the characteristics of a journal entry and what people include in a journal entries. Discuss some of the events Peter might have included in his journal entry and how he felt.
- Using the handout "Dear Journal" allow the students to write a journal entry from Peter's viewpoint, Grandfather's viewpoint, or the hunter's viewpoint.

Peter and the Wolf
Peter and the Wolf

Story Questions

1. With whom did Peter live?

2. Which animal did Peter encounter first?

3. Secondly he met the

4. What did these two animals teach each other?

5. What animal was watching the argument, waiting for an opportunity to pounce?

6. About what did Grandfather warn Peter?

7. What dangerous animal crept out of the tall grass?

8. What did the animal catch and eat?

9. How did Peter and his animal friend catch the predator?

10. Who else was trying to catch the predator?

11. What did the predator promise in exchange for his freedom?
Peter and the Wolf

Journal Writing

Write a journal entry from Peter’s point of view


Write a journal entry from Grandfather’s point of view


Write a journal entry from the wolf’s point of view


host to over 300 events per year with an attendance of over 100,000 per year.

Curriculum Connections

Dance/Movement:

Ohio Fine Arts Academic Standard for Dance
- Students can create movements that represent animal actions and behaviors
- Students can demonstrate and share dances from cultural events (e.g., dance company performances) in their schools and/or communities

Activity

ANIMAL DANCES

Goals/Objectives: Students can imitate the basic dance movements presented by the characters of Peter and the Wolf

Background Information: The story of Peter and the Wolf is told through characters that are human and animals. Each character is represented by an instrument of the orchestra. These characters in order of appearance are:
- Peter (VIOLIN)
- Bird (FLUTE)
- Duck (OBOE)
- Cat (CLARINET)
- Grandfather (BASSOON)
- Wolf (FRENCH HORN)
- Hunters (TIMPANI)

Methods/Procedures:
- Review the story of Peter and the Wolf by asking children to describe the narrative elements of the story:
  - Setting
  - Characters
  - Problem/Conflict
  - Solution
- Remind the students that each character was represented by a musical instrument (review list above)
- Divide the class into 7 groups and assign one character to each group.
- Play a recording of Peter and the Wolf. As the instruments play the leitmotif for each character, have each group perform the basic movements as performed by the ballet dancers.

Resources:

- Students can improvise short movement phrases that express emotion.
- Students can improvise movement phrases based on

Telling a Story through Dance/Pantomime

Goals/Objectives: Students will develop skills in communicating through physical movement

Background Information: Pantomime is a way to communicate without using words. Instead, you use your face and your body to

Peter and the Wolf
<table>
<thead>
<tr>
<th>Ohio Fine Arts Academic Standard for Dance</th>
<th>Activity</th>
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<tr>
<td>everyday gestures</td>
<td>help show actions, thoughts, or feelings.</td>
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**Methods/Procedures:**

- Arrange the classroom space so that students have space to move around. Stand in front of the class and tell them that you are going to “speak” to them without using any words. Tell them that you will point to someone who should tell the class what you are “saying” or feeling.

- Wave to the students with a smile on your face. Point to a student. (The student should say “Hello.”). Then, frown and pretend to cry. Point to a student. (The student should say “I’m sad.”) Finally, furrow your brow and fold your arms. Point to a student. (The student should say “I’m angry.”)

- Next, tell the class that you are going to pretend to do something. They must guess what you are trying to communicate. Pantomime the process of getting into a car, starting it, and driving it. When you have finished, ask the students what you were doing.

- Tell the students that they will now do a pantomime. Have them get up and start moving by walking around the room. Tell them to pretend that they are walking to school. Then, give the students the following prompts. (Give them about a minute to adjust to each new scenario):
  - You are walking to school in the pouring rain.
  - You are walking to school after a big snowstorm, and there is a foot of snow on the ground.
  - You stayed up late, so you are very tired when you are walking to school.
  - It is the last day of school, and you can’t wait to get there.

- When you have finished the exercise, ask the students to talk about what kinds of things they did to show the different situations. How did they change their body movements to show that they were walking through snow? To show that they were tired?

**Resources:**

"Telling a Story through Dance." [http://www.artsedge.kennedy-center.org/content/2347/].

- Actively participate in discussions about various reactions to and interpretations of dance performances.

**The Dance Critic**

**Goals/Objectives:** Students will respond to the presentation of "Peter and the Wolf" through discussions and describing their favorite dance through images and words.

**Background Information:** This activity gives students the opportunity to express their first reactions to the dance presentation. Provide a non-judgmental atmosphere where the students will feel confident to give their first reactions and where all

Peter and the Wolf
Activity

students' reactions will be accepted. First impressions can be used in two ways: students can see how they have grown through the process of viewing the dance; students can try to explain their first impressions through further investigation and discovery.

Methods/Procedures:
- Record the students' first impressions of *Peter and the Wolf* on chart paper by asking questions such as:
  - what moments in the dance they liked the most
  - how particular moments in the dance made them feel
  - whether they had a favorite dancer
  - which costumes or outfits they liked
  - how the music or sound-score made them feel
- Using the handout, "Canton Ballet Presents" (in appendix) ask students to design a program cover for *Peter and the Wolf* by drawing a picture of their favorite scene or dancer from the ballet. On the back of the "cover" students can respond in writing to any of the questions previously mentioned.

Resources:
*Canton Ballet Presents* (see Appendix)
*Responding to Dance Presentations.*
http://www.sasked.gov.sk.ca/docs/artsed/g6arts_ed/g6dresae.html

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Peter and the Wolf
Curriculum Connections

Music:

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<tr>
<td>Name that Instrument</td>
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**Goals/Objectives:** Children can identify instruments of the orchestra by sight and sound.

**Background Information:** The composer Sergei Prokofiev wrote the story of Peter and the Wolf to introduce the instruments of the orchestra. The characters "speak" through their instruments as Sergei Prokofiev composed a leitmotif, (pronounced light motef) a theme, for each animal. The violin leitmotif describes Peter, the French horn describes the Wolf, the bassoon depicts Grandfather and the oboe emulates the Duck. Also, the flute describes the Bird, the clarinet portrays the Cat, and the trumpet speaks for the Hunters.

**Methods/Procedures:**
- Introduce students to various instruments of the orchestra by using various symphony websites.
- Allow students to both see and hear the instruments.
- Use the worksheet "Name that Instrument" (see appendix) to identify the various instruments and write the proper names underneath the instruments.
- Variation: Play the leitmotif of one of the instruments (use "The Story of Peter and the Wolf" website), then ask students to locate the instrument and write its name under the picture.

**Resources:**
San Francisco Symphony. <www.sfkskids.org>
"Name that Instrument" handout. See appendix.
"The Story of Peter and the Wolf." <http://library.thinkquest.org/17321/data/pandw.html>

**Listen Up!**

**Methods/Procedures:** Listen to the score from Peter and the Wolf.

Listen for and identify the following:
- The flute and oboe themes when the Bird and Duck greet each other.
- The Cat's meow when it climbs to safety in a nearby tree.
- A chromatic scale indicating that Peter's lasso is being lowered.
- The horns and strings playing indicating that there is a struggle between Peter and the Wolf as the Wolf tries to break free from the rope around him.
- The violins playing a lighthearted melody for Peter.
- The flute playing a happy song for the Bird.
- The oboe playing a melancholy melody that is longer than the other leitmotifs representing the Duck.

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<table>
<thead>
<tr>
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<th>Activity</th>
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<tbody>
<tr>
<td>• Play alone, and with others, a variety of classroom instruments with proper technique.</td>
<td>• The clarinet playing in an angry manner depicting the Grandfather.</td>
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<tr>
<td>• Use music and/or found sounds together with dance, drama and visual art.</td>
<td>• The French horns performing a scary theme reminding you of the Wolves crouching down to look for food to eat.</td>
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<tr>
<td>• Recognize connections between music experiences and another curricular subject (e.g., science)</td>
<td>• The timpani beginning with a roll representing that the Hunters mean business and are looking for Wolves!</td>
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**Jungle Motifs**

**Goals/Objectives:** Children can create their own leitmotif and movements to represent animals.

**Background Information:** The composer Sergei Prokofiev wrote the story of Peter and the Wolf to introduce the instruments of the orchestra. The characters "speak" through their instruments as Sergei Prokofiev composed a leitmotif, (pronounced light motive) a theme, for each animal.

**Methods/Procedures:**
- Display and demonstrate how to play a variety of classroom instruments such as tambourines, maracas, rhythm sticks, triangles, wood blocks, finger cymbals, and drums.
- Using these instruments, discuss which instruments they could use to represent the characters of Peter and the Wolf: Peter, Grandfather, Bird, Cat, Duck, Hunters, Wolf. Discuss why they chose each particular instrument. Allow the students to demonstrate how they might play the instrument to represent the characters.
- Make a list of jungle animals.
- Ask the children to work as partners to select an animal from the list and choose an instrument to play their own leitmotif to represent the animal.
- Ask the students to create an accompanying dance/movement for the animal.
- Allow students to perform their leitmotifs and movements for the class. Allow the other students to guess what animal they are representing by their instruments and movements.

**The Science of Strings**

**Goals/Objectives:** Children can use the scientific method to explore the connection between size and materials used to create a musical instrument.

**Background Information:** This lesson introduces students to the instruments of the string family. Students learn the types and parts of string instruments, and then create their own "string" instrument. Students make predictions and explore how pitch is altered based on the width and length of the string.

**Methods/Procedures:**
- Review the members of the string instruments. If available show examples of a guitar, violin, etc. See resources for available websites to both view and hear various stringed instruments.
- Pose this question to the students, "How does string width determine pitch of the instrument?" Elicit various "hypotheses" from the students and write the following on the board: If our hypothesis is true then the pitch created should be:

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<td>—or—</td>
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<td>lower</td>
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<tr>
<td></td>
<td>when the rubber band is:</td>
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<td></td>
<td>wider</td>
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<td></td>
<td>—or—</td>
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<tr>
<td></td>
<td>thinner</td>
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<tr>
<td>• Distribute small boxes (cigar, checkbook, children's shoes, tissue...) and rubber bands of various widths to the students.</td>
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<td>• Have groups conduct an experiment in which they test the hypothesis, using three wide rubber bands and three thin rubber bands.</td>
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<td>• As a class, discuss findings and create a conclusion.</td>
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<td>• Repeat the activity using the following question, &quot;How does string length affect the pitch of the instrument?&quot;</td>
<td></td>
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<tr>
<td>• Distribute boxes of varying sizes along with rubber bands of the same size. Have students test their experiment by stretching the rubber bands to different lengths around the boxes and comparing the pitches. Discuss findings and create a conclusion.</td>
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**Resources:**

"The String Section."

"Families of the Orchestra."

"Acoustical Science."
<http://artsedge.kennedy-center.org/content/3344/>
Curriculum Connections

Visual Arts:

Ohio Fine Arts Academic Standard for Visual Arts
- Explore and use a range of subject matter (e.g., people, places, animals and nature) to create original works of art.

Activity
Dancing Animals

Goals/Objectives: Children research and examine the whimsical artwork of Keith Haring. Children recreate a scene from *Peter and the Wolf* by drawing their own imaginary animal cartoon in Haring's style.

Background Information: Keith Haring was a contemporary artist who was born on May 4, 1958, and grew up in Kutztown, Pennsylvania. Later, he moved to New York City. His artwork resembles cartoons, but is really much more. It is active and fanciful, and includes both people and animals in wonderful, fanciful activities. In addition to his interesting techniques, Haring often used his art to promote meaningful causes, and to comment on social problems. His work was truly intended to communicate with people. Haring's animal cartoons are some of his most interesting work. His dancing dogs and other animals are lighthearted and fun.

Methods/Procedures:
- Imagine your favorite animal in an upright, dancing position. You may have to combine human and animal features to do this, giving your animals arms and legs so they can move about.
- Use fine tip markers to draw your animals, enjoying themselves while dancing. Surround your dancing animals with bright borders in Haring's style.
- Cut out your animals and glue your dancing animals to another sheet of paper.
- As a group project, create a mural of dancing animals depicting a scene from *Peter and the Wolf*. Add the characters to a large sheet of paper, then draw Keith Haring-inspired designs in the spaces around them.
- Try this technique with human-subjects. Practice by watching yourself dance in front of a mirror, then draw yourself dancing. Add bold patterns and other imaginary characters to your drawings.

Resources:

- Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and

Peter & The Wolf dance sculptures

Goals/Objectives: Children sculpt characters from *Peter and the Wolf*, developing an awareness of motion, the human body, and dance as an art form.

Background Information: Locate pictures of works by artists such as Keith Haring, Alan C. Houser, George Segal, and Edward Degas.

Peter and the Wolf
### Activity

**Methods/Procedures:**
- Show the students various examples of artwork depicting movement of the human body, such as Keith Haring's dancing animals and Degas' dancers. Discuss how the artists showed movement.
- Allow students to select a favorite character from the ballet *Peter and the Wolf*. Have the students pose in a special position they remember that character making in the ballet. Provide a mirror to allow the students to see themselves make the pose. Remind the students to think about how the character's arms and legs are posed. How is their head positioned?
- Use a sculpturing medium to make a model of the character in that position.
- Paint the sculpture when dry.
- Try joining the figures together or make a shoebox diorama of the figures depicting a particular scene from *Peter and the Wolf*.

**Resources:**
*Dreams of Dancing.*
http://www.crayola.com/ideas/idea_display.cfm?id=493

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### coloring Peter & The Wolf

**Goals/Objectives:** Children will reflect and respond to the presentation of *Peter and the Wolf* through abstract visual imagery.

**Background Information:** There are three ways of responding to a dance presentation: emotionally, intellectually, and through association. In this activity the children will interpret the dance movements and music of *Peter and the Wolf* through a graphic arts representation.

**Methods/Procedures:**
- Listen to a portion of the score from *Peter and the Wolf*.
- Discuss with the students how they feel when they hear the different instruments play their melodies.
- Discuss what colors come to mind when they hear the different instruments play. (Usually bright colors represent upbeat, positive feelings, and dark colors typically represent quieter, more somber feelings.) Discuss what kind of marks would represent those sounds or the movements of the characters represented by the sounds.
- With a set of crayons and a white sheet of paper, allow the children to draw their reaction to the score of *Peter and the Wolf* by making abstract designs, reflecting on the use of color, strokes, thickness of marks, shadow, and line.
- Ask students to share their designs with the class.

**Resources:**
See the work of Wassily Kandinsky for inspiration.

"Cool Moves."

"Responding to Arts Expressions."
[http://www.sasked.gov.sk.ca/docs/artsed/g1arts_ed/responding.html](http://www.sasked.gov.sk.ca/docs/artsed/g1arts_ed/responding.html)

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### Dancing Knots

**Goals/Objectives:** Children move together to form a living knot. Children draw a colorful knot of their own and create a fan with which...

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### Activity

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<thead>
<tr>
<th>Ohio Fine Arts Academic Standard for Visual Arts</th>
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<tbody>
<tr>
<td>ideas, emotions and experiences.</td>
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</table>

- **Methods/Procedures:**
  - **Make a human knot:** Stand in a line with your friends and hold hands. Have the people at both ends of the line run in and out of the line, under people's arms. Hang on tight! You'll all soon be in a big knot! Try dancing this way several times. Add music if you like.
  - **Draw a colorful knot:** Use erasable markers to draw a big, swirling, curving knot on slick, nonporous white paper. While you draw, think about how it felt to make your hand-holding knot. Use all six colors. You will soon have a beautiful, colorful dancing knot! Notice how the erasable marker colors mix when they overlap.
  - **Create a dancing fan:** Draw a border around your design. Cut out around the border with scissors. Glue your decorated paper onto cardboard, then attach it to a recycled cardboard roll colored with erasable marker. When your dancing fan is dry, dance and swirl! Tie ribbons to your fan and dance to lively music. Watch the ribbons wave in the air.
  - **Make a Maypole and dance around it with wide ribbons.**

**Resources:**
- "Dancing Knot."

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**Peter and the Wolf**