

Battle Creek Symphony Orchestra Presents:

# Peter and the Wolf



**2021 Educational Guide**

## A Word from the Artistic Director

Dear Educators,

We are thrilled to be partnering the Battle Creek Symphony Orchestra with The Grand Rapids Ballet to bring you the classic, "Peter and the Wolf" by Sergei Prokofiev. We know this has been a challenging year for all and hope that we can provide an escape through performing arts and music. "Peter and the Wolf" is a classic story about a young boy and his animal friends who venture off into the meadow while the wolf is lurking near. Find out what happens to Peter as the Battle Creek Symphony Orchestra plays the music while the Grand Rapids Ballet tells the story. Sean Washington brings the story to life as he recounts Peter's bravery for kids young and old.

Although we are unable to perform live this year, we are excited to bring our performance right to your classroom! We have created an Educational Guide for young musicians to learn about this story and different instruments that make up our orchestra. To make this as easy as possible, we have created online video instruction in addition to our educational packet to meet the needs of your students. Whether your students are learning in person or virtually, they can participate in the activities which will prepare them for our performance of "Peter and the Wolf" which will be available on April 3<sup>rd</sup>. We encourage you to go at your own pace and use your imagination as you explore this classic.

Thank you for joining the Battle Creek Symphony Orchestra and we look forward to performing for you!

Sincerely,

**Anne Harrigan**  
Artistic Director

**Justin Jeon**  
Educational Outreach Coordinator



## About the Performance

“Peter and the Wolf” will be available to educators through the Battle Creek Symphony website right after spring break. Please check [Battle Creek Symphony School concerts \(yourmusiccenter.org\)](https://yourmusiccenter.org) for more details.

**Performance Narrated by:** Sean Washington

**Music Performed by:** Battle Creek Symphony Orchestra

- Visit: <https://yourmusiccenter.org/symphony/>



**Dancing Performed by:** Grand Rapids Ballet

- Visit: <https://grballet.com/>



# Peter and the Wolf

## Composer Information



**Sergei Prokofiev**

**Born:** April 23<sup>rd</sup>, 1891

**Birthplace:** Sontsovka, Ukraine

**Died:** March 5, 1953

### Fun Facts about Prokofiev

- Sergei Prokofiev had musical gifts at a young age. His mother played piano and saw his talent and encouraged him to play.
- Prokofiev composed his first piece at the age of 5 and wrote his first opera by the age of 9.
- When he was older, Prokofiev and his mother moved to St. Petersburg. Sergei loved to carry a notebook in case he needed to write down a melody that came to mind.
- World War I and the Russian Revolution made it difficult to live and work in Russia, so Prokofiev moved in 1918. He spent his time living and composing in Paris, the United States, and the Bavarian Alps.
- In 1936, Prokofiev returned to the Soviet Union and continued his compositions. This was the year he wrote *Peter and the Wolf*.
- Prokofiev wrote a lot of compositions and was very famous for his time. Alongside "Peter and the Wolf", he composed the ballets, "Romeo & Juliet", "Cinderella", and over 100 other compositions.
- Prokofiev died in 1953 and did not get much press for his death due to famous dictator, Josef Stalin dying on the same day.

## About Peter and the Wolf

Peter and the Wolf was a children's story written in 1936 after Prokofiev's return to the Soviet Union. The composer got the idea from Natalya Sats, who was the leader of the Moscow State Theatre for Children. The theatre commissioned Prokofiev to write the piece. The concept was to tell a story while introducing children to different instruments that make up an orchestra. Each character has an assigned instrument and musical theme:



Bird: Flute (Woodwind)



Duck: Oboe (Woodwind)



Cat: Clarinet (Woodwind)



Grandfather: Bassoon (Woodwind)



Wolf: French Horns (Brass)



Peter: Various String Instruments



Hunters: Timpani (Percussion)

Peter and the Wolf has picked up fame and interest. In 1946, Walt Disney produced an animated version of the piece and it was released on video tape in the 1990's. To this day, many theatres and orchestras still perform Peter and the Wolf. We are excited to see the Battle Creek Symphony Orchestra and Grand Rapids Ballet work together to bring this wonderful classic alive!

## Peter and the Wolf- Activity 1- Identifying Instrument/Families

**Lesson Time:** 30-40 Minutes

### Materials Needed:

- Orchestra Pictures (Optional)- Available in Additional Resources
- Computer/ Access to Website:  
<https://www.classicsforkids.com/music/instruments.php?family=All>

**Objective:** To identify Instruments and learn about Instrument families

**Note:** This Lesson also is available in video form to show to your students and can be accessed at [Battle Creek Symphony School concerts \(yourmusiccenter.org\)](http://Battle Creek Symphony School concerts (yourmusiccenter.org)).

### Activity/Assessment:

- Engage students by asking/saying:
  - “Raise your hand if you have seen someone play an instrument”
  - “Touch your nose if you know what an orchestra is”
  - “Did you know instruments have different families they belong in?”
  - “Today we will be exploring instruments and their families”
- In the next part of the lesson, you will be sharing four different instrument families; Brass, Percussion, Woodwinds, and Strings. All these instruments are represented in Peter and the Wolf. The idea of the lesson is to explain how each family produces sound and ways to identify the instrument. The website above in materials can show pictures of the instruments and sound samples. Use the guide below to educate students on each category:
  - **Woodwinds-** Woodwinds are often made of wood and metal, but have a small piece of wood that is known as a reed. Sound is created when the musician blows through the reed and vibrates through the instrument. Notes change when musicians press the different keys on the instrument. The only woodwind instrument that doesn't have a reed is the flute.
    - **Common Woodwind Instruments:** Flute, Oboe, Bassoon, Clarinet, and saxophone
  - **Percussion-** Percussion instruments create sound by striking, scraping, hitting, or shaking the instrument.
    - **Common Percussion Instruments:** Timpani, Tambourine, Drum, Xylophone.
  - **String-** String instruments are made with wood and have a hollowed center. String are stretched over the instrument and sound is produced by striking, plucking, bowing, or strumming the instrument.
    - **Common String Instruments include:** Cello, Violin, Bass, Viola, Harp.

- **Brass-** Brass instruments create sound by the musician buzzing and moving their lips through a cup shaped mouthpiece. Modern brass instruments have slides and tubing that also create different notes and sounds.
  - **Common Brass Instruments include:** French Horn, Trumpet, Tuba, and Trombone
- After introducing students to each Instrument, play an assessment game. The game can be played by placing Instrument family cards around the room, or assigning a number to each instrument family (available in additional resources)
- Tell students you will be holding up an instrument and they have to hold up a number or go to the assigned corner that the instrument belongs to.
- If you would like to challenge older students, play the sound without showing them the picture and see if they can identify the instrument.

## Peter and the Wolf- Activity 2- Who wrote Peter and the Wolf? What's it about?

**Lesson Time:** 20-30 Minutes

### Materials Needed:

- The story of Peter and the Wolf (Additional Resources)
- Composer Fact Page/About Peter and the Wolf Page
- Character Picture Cards (Additional Resources)
- Instrument Pictures (Additional Resources)

**Objective:** To review instrument families and introduce the characters/piece of Peter and the Wolf

### Activity/Assessment:

- If you participated in Activity One, ask students/review Instruments and their families
  - “Does anyone remember the four different instrument families we discussed?”
  - “What Instruments belong in those families?”
- Transition into the story of Peter and the Wolf and introduce Sergei Prokofiev and share the fact sheets and Information about the composer.
  - “Today we are going to be talking about the famous composition of Peter and the Wolf by Sergei Prokofiev.”
- Once you discuss the piece and facts about the composer, you will need access to YouTube: <https://www.youtube.com/playlist?list=PLuDmepj8uyhdOY-ehbhPL1UABHyVXfo-s>
  - The link above will give you a play list of each individual theme and character.
- Hold up a character card, play the theme, and talk about characteristic that the kids might hear and can assign to the characters. For younger students, the card give specific moves and instructions. Older students that might not be interested in moving around can talk about the movement or characteristics of the characters. Listen/talk about the themes first, then incorporate movement. Sample provided below:
  - Peter- Peter is represented by the strings. The music is light and bouncy, reflecting the innocence of a child and their eagerness to explore.
  - Grandfather- The Grandfather is represented by the bassoon (woodwind family). The grandfather would scold Peter for wandering off and not seeing the danger of going into the meadow alone. The bassoon is a low sound that simulates someone talking and shaking their head or sounding angry.
  - Wolf- The wolf is represented by the French horn (brass). Wolves are seen as big, scary animals that are often villains in classic children's stories. The music has a menacing sound that could tie into the wolf lurking or stalking.
  - Bird- The bird is represented by the flute (woodwind family). Birds are light and flutter, which is simulated by the flute's sound throughout the theme.
  - Cat- The cat is represented by the clarinet (woodwind family). Cats can be mischievous animals and like to slink around. The clarinet plays the theme as if the cat is exploring outside.
  - Duck- The duck is represented by the oboe (woodwind family). If you listen to the oboe, it is easy to imagine the duck waddling and swimming around.

- Hunters- The hunters are represented by the Timpani. Instead of focusing on the sounds of the guns, you can focus on the hunters stomping to be intimidating to the wolf.

## **ACTIVITY 2 Resource**

### **The Story of Peter and the Wolf**

Peter, a young boy, sits in the meadow outside his grandfather's house. It is the last day of his visit with his grandfather, and Peter is thinking how much he will miss all his animal friends that live nearby. He will especially miss the little bird and the duck. He spots his two friends, but they are having an argument, as friends sometimes do. The duck says he is the better fowl, because he can swim. The little bird says that he is better, because he can fly. While they are arguing, who should appear but the cat. The cat quietly sneaks up on the bird. Suddenly the cat springs from the tall grass, aiming right for the bird. "Watch out!" cries Peter. The bird barely escapes by flying into a tree.

Soon, Peter's grandfather comes out to the meadow. He warns Peter about wolves that might be around. "Stay inside the garden gate, and don't play in the meadow!" grandfather tells Peter. Peter goes with his grandfather into the safety of the garden. Grandfather locks the gate, and goes back into the house.

Peter soon gets bored. He misses his friends who are still playing in the meadow. "I'm not afraid of the big bad wolf!" says Peter. He hops over the gate, and joins the cat, bird, and duck in the meadow.

The friends are together for only a few minutes when who should appear? It is the wolf with his sharp teeth and burning red eyes. The cat and the bird manage to escape the wolf, but the poor duck is not so lucky. With one big gulp, the duck is gone!

Peter realizes that he must act to save his other friends. But what can he do? Peter then gets an idea. He grabs a rope and tells the bird to distract the wolf by flying over his head. Peter climbs the tree with his rope and makes a lasso. While the wolf is watching the bird, Peter swings the rope around the wolf's tail, and gives the rope a big tug. Up goes the wolf so that he is hanging by his tail from the tree. Peter did it! He captured the wolf.

Shortly after, some hunters come looking for the wolf. "Don't shoot," yells Peter, "I've already captured the wolf!" They soon agree that the zoo would be the best place for him. They have a wonderful little parade as they triumphantly march the wolf away. The duck can be heard quacking inside the wolf because he swallowed him whole. Meanwhile, Peter's grandfather doesn't know what to think because, after all, Peter did disobey him. On the other hand, he is proud of Peter for catching the wolf. "But what would have happened if he DIDN'T catch the wolf?" grandfather wonders. "What would have happened indeed?"

## Peter and the Wolf- Activity 3- Character Review

**Lesson Time:** 20-30 Minutes

### Materials Needed:

- Matching character/instrument cards (Additional Resources)
- Character/Instrument Pictures (Optional)

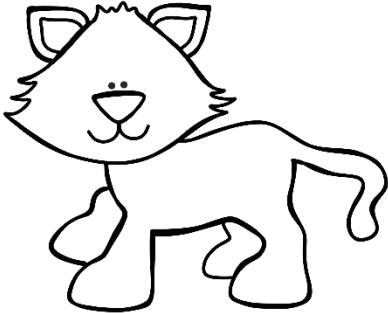
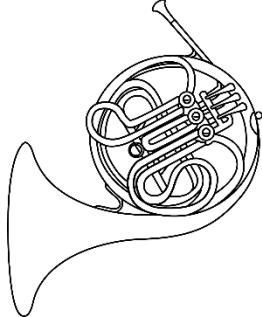
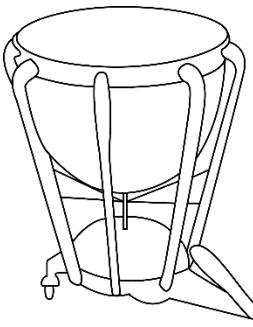
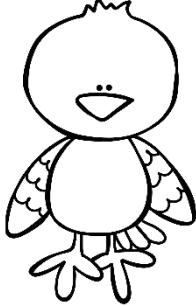
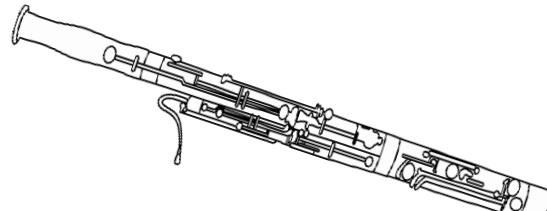
**Objective:** To continue identifying instruments/characters and recognizing themes in Peter and the Wolf

### Activity/Assessment:

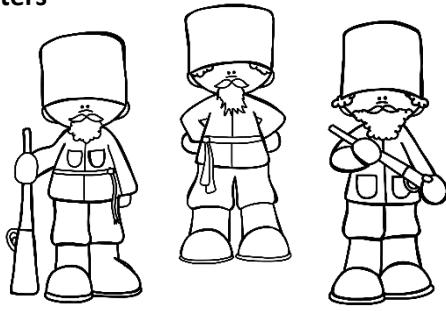
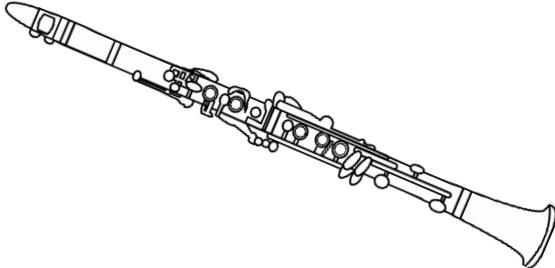
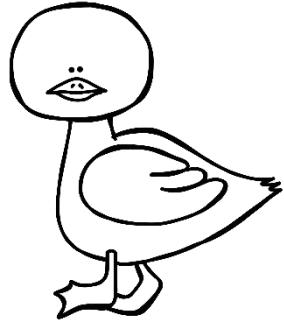
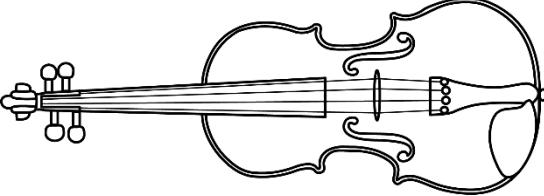
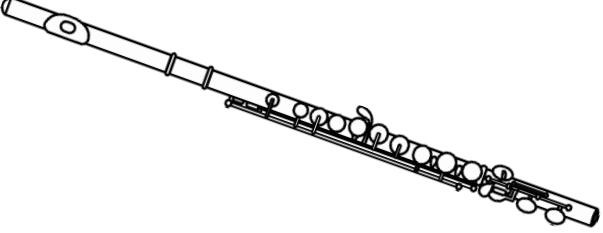
- In this lesson, we will be combining activities from Activity 1 & 2 to memorize and lock in the themes of the characters heard in Peter and the Wolf. Start session by asking/saying:
  - “Who remembers the characters from Peter and the Wolf?”
  - “Can you name the instruments that represent each character?”
  - “Today we are going to review the themes and characters from Peter and the Wolf”
- Return to the YouTube Link: <https://www.youtube.com/playlist?list=PLuDmepj8uyhdOY-ehbhPL1UABHyVXfo-s>
- Play all seven themes and see if the students can recognize the character/instrument without prompting. If they are struggling offer hints explaining the instruments. Review of the characters/instruments for reference:
  - Hunters- Timpani (Percussion)
  - Peter- Stings (violin)
  - Duck- Oboe (Woodwind)
  - Bird- Flute (Woodwind)
  - Grandfather- Bassoon (Woodwind)
  - Wolf- French Horn (Brass)
  - Cat- Clarinet (Woodwind)
- Extension- If your students have the desire or need to move around, place the four instrument family cards around the room. Play the theme and have students move to the appropriate instrument family as the character from the theme being played.
  - Example: Play the cat theme and see how many students move like a cat over to the woodwind family card.
- If students do not have the desire to move or you are learning virtually, students can use the matching activity page in additional resources and color/match the cards while listening to the themes. Here is a 20 minute piece featuring the music from Prokofiev's, Peter and the Wolf: <https://www.youtube.com/watch?v=Fmi5zHg4QSM&t=975s>

### ACTIVITY 3

Instructions: Cut out/Color and Match the Animal/Character to the proper instrument. Use your own creativity with games that can be played such as: Go Fish, I have who has..., Partner match up, etc.

Cat		French Horn	
Grandfather		Timpani	
Bird		Bassoon	

**Matching Game- Page 2**

<b>Hunters</b> 	<b>Clarinet</b> 
<b>Wolf</b> 	<b>Oboe</b> 
<b>Duck</b> 	<b>Violin (Strings)</b> 
<b>Peter</b> 	<b>Flute</b> 

## Peter and the Wolf- Activity 4- Create your own Character!

**Lesson Time:** 20-30 Minutes

### Materials Needed:

- Character Worksheet (Additional Resources)

### Objective:

- Students will be learning about music/art appreciation by creating their own characters.
- Students will be learning about audience etiquette and behavior

### Activity/Assessment:

- In this lesson, we will be letting students explore and use their imagination to create their own characters from Peter and the Wolf. We will also talk about performance etiquette and what to expect when watching our story of Peter and the Wolf.
- This lesson is the last lesson before students will watch and enjoy Peter and the Wolf. The music is performed by the Battle Creek Symphony Orchestra and the dancing/storytelling is performed by the Grand Rapids Ballet Company.
- Start session by engaging:
  - “We have been looking at Peter and the Wolf and today we are going to create our own characters.”
- Discuss and allow kids to use their imaginations. Ask them:
  - “If you were to have a character in a show like Peter and the Wolf, what character would you be?”
  - “What instrument would you have represent you?”
- Students answers DO NOT have to be characters/instruments from Peter and the Wolf. Feel free to give them other examples to engage them to think outside the box. (For Younger kids, it may be easier to have them pick from the piece/characters)
  - Maybe they want to sleep like a sloth and have an oboe play some slow music as they move through a tree.
  - Maybe they want to be a monkey and have a rock guitar play and they jump all around.
- Pass out the Peter and the Wolf Character sheet and allow students to draw their character and pick an instrument to represent them. If time, allow them to share their ideas.
- Transition into discussing that if they have an interest, they can play instruments or music in an orchestra with hard work and dedication.
- This is the last activity before watching the performance. When it comes time for your class to watch BCSO’s Peter and the Wolf remind your students how to participate as good audience members. Although they are not with us in the auditorium this year, it is great practice for the future!
  - Etiquette Reminders- A visual reminder is available on the next page. Discuss each point and remind students that they will practice this while watching the performance even though it looks different than what they may have experienced before.

## How should I act when I go to a performance?



**1.** Listen and watch the performers with your full attention:

**Don't talk or whisper.**

**2.** Show respect the performers:

**Stay in your seat.**

**Only get up if you have an emergency.**

**If you arrive after the concert begins, wait until a break  
in the performance before you sit down with your class.**

**3.** Help your classmates enjoy the performance:

**Keep your hands to yourself. Avoid any distracting  
behavior.**

**4.** Let the performers know that you appreciate their talent:

**Clap enthusiastically after every piece of music.**

**Activity 4 Resource**

**Name:** \_\_\_\_\_

**Create your own Character!**

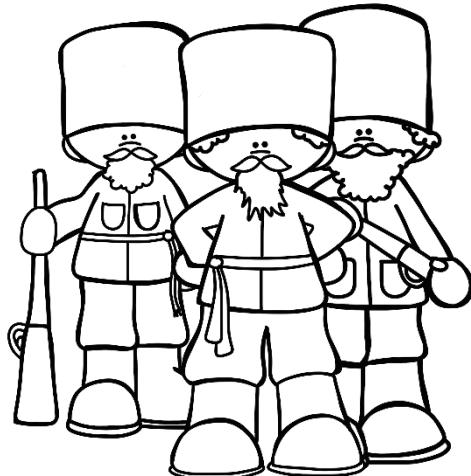
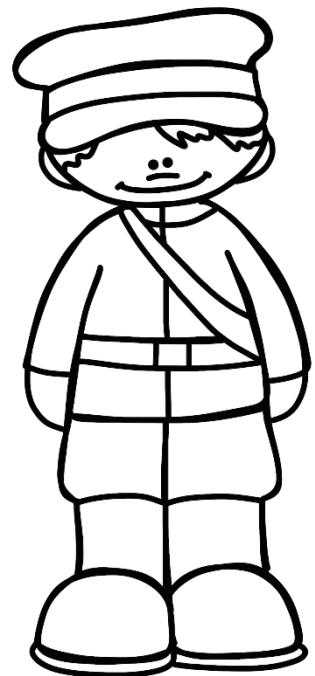
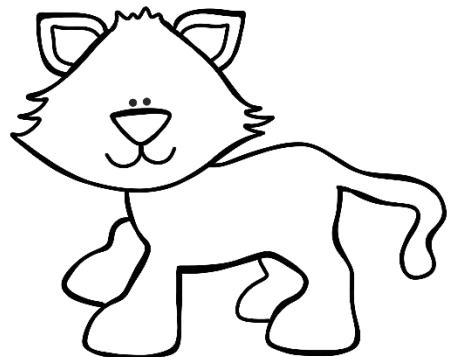
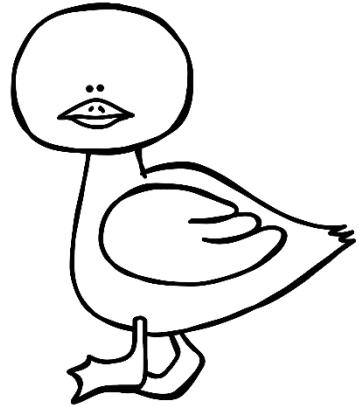
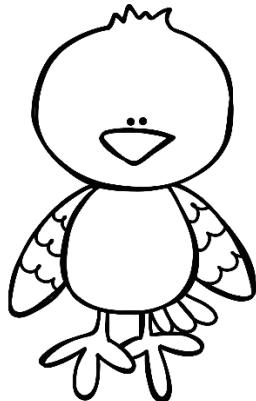


**INSTRUCTIONS:** In the box below, draw a character that you think you would like to play and draw the instrument that you would like to represent you. It can be any character or instrument you want and does not have to be from Peter!

A large, empty rectangular box with a thin black border, intended for the student to draw their own character and instrument.

Coloring Page

# Peter and the Wolf



## **Educational Resources**

Educational Guide Resources: [http://en.wikipedia.com/wiki/Sergei\\_Prokofiev](http://en.wikipedia.com/wiki/Sergei_Prokofiev) |  
<http://www.classicsforkids.com> | [https://makingmusicfun.net/htm/f\\_mmf\\_music\\_library/hey-kids-meet-sergi-prokofiev.php](https://makingmusicfun.net/htm/f_mmf_music_library/hey-kids-meet-sergi-prokofiev.php) | <http://kidsmusiccorner.co.uk/composers/classical/prokofiev/> |  
<https://ark.ie/content/files/the-story-of-peter-and-the-wolf.pdf>

# **Thank you to our Sponsors!**

**Eleanor & Robert DeVries**  
**Carole Sharp**



**Educational Curriculum Written by: Teri Noaeill (Christ)**

**Orchestra Staff:**

**Anne Harrigan, Artistic Director**

**Justin Jeon, Operations Manager**

**Sophie Petroski, Librarian**

**Music Center Administration:**

**Susan Balbaugh, Executive Director**

**Teri Noaeill (Christ), CMS Artistic Director**

**Eric Rice, Finance Manager**

**Brianna Baylis, Marketing Manager**

**Heather Cairns, Executive Assistant**