

CONCEPT

Peter & the Wolf Pre-Show Curricula - Exploring Musical Motifs

GRADE	SUBJECT	LENGTH
1	Music	40 minutes

PRIMARY STUDENT EXPECTATIONS (TEKS)

117.106 Music, Grade 1

- 1.1 (B): Students will identify visually and aurally the instrument families
- 1.3 (C): Students will move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement
- 1.5 (B): Students will identify steady beat in short musical excerpts from various periods or times in history and diverse cultures
- 1.6 (A): Students will identify and demonstrate appropriate audience behavior during live or recorded performances
- 1.6 (B): Students will recognize known rhythmic and melodic elements in simple aural examples using known terminology

*Additional Student Expectations on the next page

ACTIVITY GOAL

Students will learn how to identify characters using musical phrasing and instrumentation, and explore how musical motifs can help to communicate ideas.

MATERIALS

- A device to access audio links in this lesson
- A speaker for the device so that all of the students can hear the music
- Music
 - Peter and the Wolf (Decca, 1936, narrated by Sean Connery)_
<https://www.youtube.com/watch?v=7TDntA6hz70>
- Instrument Images (in Appendix)

PREPARATIONS

- Test your audio equipment
- Prepare a space in which students can move freely without making unintentional contact with other students or items in the room.

ADDITIONAL STUDENT EXPECTATIONS (TEKS/STANDARDS)

117.107 Theatre, Grade 1

- 1.1 (A): Students will develop confidence and self-awareness through dramatic play
- 1.1 (B): Students will develop spatial awareness in dramatic play using expressive and rhythmic movement
- 1.1 (C): Students will imitate actions and sounds
- 1.2 (A): Students will demonstrate safe use of movement and voice
- 1.2 (B): Students will create roles through imitation
- 1.2 (C): Students will dramatize simple stories
- 1.2 (D): Students will dramatize poems and songs
- 1.3 (C): Students will rehearse dramatic play
- 1.3 (D): Students will cooperate with others in dramatic play
- 1.5 (A): Students will discuss, practice, and display appropriate audience behavior
- 1.5 (B): Students will discuss dramatic activities
- 1.5 (C): Students will discuss the use of music, creative movement, and visual components in dramatic play.

110.3 English Language Arts and Reading, Grade 1

- 1.1 (A): Students will listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses
- 1.1 (B): Students will follow, restate, and give oral instructions that involve a short, related sequence of actions
- 1.1 (C): Students will share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
- 1.1 (D): Students will work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
- 1.3 (B): Students will use illustrations and texts the student is able to read or hear to learn or clarify word meanings

ADDITIONAL STUDENT EXPECTATIONS (TEKS/STANDARDS)

National Dance Standards, Grade 1

- DA:Cr1.1.1(a): Students will explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.
- DA:Cr1.1.1(b): Students will explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.
- DA:Cr2.1.1(b): Students will choose movements that express an idea or emotion, or follow a musical phrase.
- DA:Pr4.1.1(c): Students will demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).
- DA:Pr5.1.1(b): Students will move safely in general space through a range of activities and group formations while maintaining personal space.
- DA:Re.7.1.1 (b): Students will demonstrate and describe observed or performed dance movements from a specific genre or culture
- DA:Re8.1.1 (a): Students will select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.

116.3 Physical Education, Grade 1

- 1.1 (C): Students will demonstrate control in balancing and traveling activities
- 1.1 (F): Students will create and imitate movement in response to selected rhythms
- 1.5 (A): Students will use equipment and space safely and properly
- 1.7 (A): Students will follow directions and apply safe movement practices
- 1.7 (B): Students will interact, cooperate, and respect others

SEL Competencies

- Goal III, Objective D: Student can read social cues and respond appropriately
- Goal IV, Objective A: Student uses positive communication and social skills to interact effectively with others
- Goal V, Objective A: Student considers ethical, safety and societal factors in making decisions

ACTIVITY

SECTION GOAL:

Students will explore how the musical motifs from Peter & the Wolf help to communicate about specific characters in the story.

LENGTH:

35 minutes

INSTRUCTIONS:

1. Explain to the students that the composer of Peter & the Wolf, Sergei Prokofiev, wrote the music and the story for Peter & the Wolf at the same time, so he was able to make the music fit the story and the characters perfectly.
2. Explain to the students that in the music for Peter & the Wolf, Prokofiev decided to make specific instruments and musical motifs relate to specific animals. As you discuss each one, play the section of music from the first track of Peter & the Wolf that relates to the character. Explain that whenever that musical motif is played, it communicates something about that character, and in turn, that character becomes the focus of the ballet while that phrase of music is playing.
 - **The Bird is represented musically by the flute (show flute image on p. 8 of the Appendix)**
 - Describe the music and think about the way birds move in nature.
 - possible descriptors: quick, light, fluttery, airy, delicate
 - What types of movements could you imagine the Bird doing in the ballet?
 - Let's try some of those movements together, and make a short Bird dance!

[CLICK HERE FOR THE BIRD MUSIC](#)

(0:09-0:25 seconds)

- **The Duck is represented musically by the oboe (show oboe image on p. 9 of the Appendix)**
 - Describe the music and think about the way ducks move in nature
 - possible descriptors: slow, waddling, flat-footed
 - What types of movements could you imagine the Duck doing in the ballet?
 - Let's try some of those movements together, and make a short Duck dance!

[CLICK HERE FOR THE DUCK MUSIC](#)

(0:25-0:40 seconds)

ACTIVITY (CONTINUED)

- The Cat is represented musically by the clarinet (show clarinet image on p. 10 of the Appendix)
 - Describe the music and think about the way a pet cat might move.
 - possible descriptors: walking softly (padding), some light pouncing
 - What types of movements could you imagine the Cat doing in the ballet?
 - Let's try some of those movements together, and make a short Cat dance!

[CLICK HERE FOR THE CAT MUSIC](#)

(0:40-0:55 seconds)

- The Wolf is represented musically by the French horn (show French horn image on p. 11 of the Appendix)
 - Describe the music and think about the way a wolf at a zoo might move.
 - possible descriptors: scary, prowling, stalking
 - What types of movements could you imagine the Wolf doing in the ballet?
 - Let's try some of those movements together, and make a short Wolf dance!

[CLICK HERE FOR THE WOLF MUSIC](#)

(0:55-1:11 seconds)

- The Hunters are represented musically by the woodwinds and drums (show instrument images on p. 12 of the Appendix)
 - Describe the music and think about the way hunters might move as they hunt.
 - possible descriptors: drums sound like guns or marching
 - What types of movements could you imagine the Hunters doing in the ballet?
 - Let's try some of those movements together, and make a short Hunter dance!

[CLICK HERE FOR THE HUNTERS' MUSIC](#)

(1:11-1:22 seconds)

ACTIVITY (CONTINUED)

- Peter's Grandfather, who is much older than Peter, is represented musically by the bassoon (show bassoon image on p. 13 of the Appendix)
 - Describe the music and think about the way an older man might move.
 - possible descriptors: slow, low (as if they are a little bent over)
 - What types of movements could you imagine the Grandfather doing in the ballet?
 - Let's try some of those movements together, and make a short Grandfather dance!

[CLICK HERE FOR THE GRANDFATHER'S MUSIC](#)

(1:22-1:40 seconds)

- Peter, who is a boy, is represented musically by string instruments (violin, viola, string bass, and cello) - (show instrument image on p. 14 of the Appendix)
 - Describe the music and think about the way a boy might play outdoors.
 - possible descriptors: light, bright, cheerful
 - What types of movements could you imagine him doing in the ballet?
 - Let's try some of those movements together, and make a short Peter dance!

[CLICK HERE FOR PETER'S MUSIC](#)

(1:42-1:52 seconds)

SHARE AND REFLECT

SECTION GOAL:

Students will reflect upon their lesson, and share what they've learned about identifying characters through musical motifs.

LENGTH:

3 minutes

INSTRUCTIONS:

Have students share out loud, or share with a partner.

REFLECTION QUESTIONS:

- What was your favorite part of learning about the music from Peter & the Wolf today? Why was that your favorite?
- What was the most interesting musical motif you heard today? Why was it so interesting?
- What was the hardest part of today's lesson? Why was that the hardest?

APPENDIX



FLUTE

APPENDIX (CONTINUED)



OBOE

APPENDIX (CONTINUED)



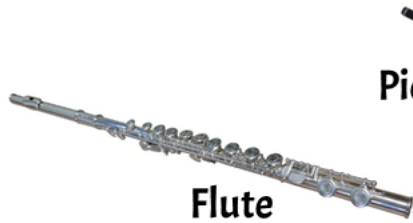
CLARINET

APPENDIX (CONTINUED)



FRENCH HORN

APPENDIX (CONTINUED)



Flute



Piccolo



Saxophone



Bassoon



Clarinet



Oboe

WOODWINDS



DRUMS

APPENDIX (CONTINUED)



BASSOON

APPENDIX (CONTINUED)

STRING BASS

CELLO

VIOLA

VIOLIN



STRING INSTRUMENTS