

## CONCEPT

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

GRADE	SUBJECT	LENGTH
2	Music	40 minutes

## PRIMARY STUDENT EXPECTATIONS (TEKS)

### 117.109 Music, Grade 2

- 2.1 (B): Students will identify instruments visually and aurally
- 2.3 (C): Students will move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement
- 2.5 (B): Students will examine short musical excerpts from various periods or times in history and diverse and local cultures
- 2.6 (A): Students will begin to practice appropriate audience behavior during live or recorded performances
- 2.6 (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)

### 117.110 Theatre, Grade 2

- 2.1 (A): Students will react to sensory experiences such as sight or sound through dramatic play
- 2.1 (B): Students will expand spatial awareness in dramatic play using expressive and rhythmic movement
- 2.1 (C): Students will participate in dramatic play using actions, sounds, and dialogue
- 2.2 (A): Students will demonstrate safe use of movement and voice
- 2.2 (B): Students will role play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization
- 2.2 (C): Students will create dramatizations of limited-action stories using simple pantomime or puppetry
- 2.2 (D): Students will dramatize poems and songs using simple pantomime or puppetry
- 2.3 (C): Students will plan dramatic play
- 2.3 (D): Students will cooperate and interact with others in dramatic play
- 2.5 (A): Students will discuss, practice, and display appropriate audience behavior
- 2.5 (B): Students will react to and discuss dramatic activities
- 2.5 (C): Students will integrate music, creative movement, and visual components in dramatic play

### 110.4 English Language Arts and Reading, Grade 2

- 2.1 (A): Students will listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses
- 2.1 (B): Students will follow, restate, and give oral instructions that involve a short, related sequence of actions
- 2.1 (C): Students will share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
- 2.1 (D): Students will work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others
- 2.3 (B): Students will use context within and beyond a sentence to determine the meaning of unfamiliar word
- 2.7 (D): Students will retell and paraphrase texts in ways that maintain meaning and logical order

## ADDITIONAL STUDENT EXPECTATIONS (TEKS/STANDARDS)

### National Dance Standards, Grade 2

- DA:Cr1.1.2(a): Students will explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.
- DA:Cr1.1.2(b): Students will combine a variety of movements while manipulating the elements of dance
- DA:Cr2.1.2(b): Students will choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.
- DA:Pr4.1.2(c): Students will select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics
- DA:Pr5.1.2(b): Students will move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.
- DA:Re.7.1.2(b): Students will demonstrate and describe movements in dances from different genres or cultures.
- DA:Re8.1.2(a): Students will use context cues from movement to identify meaning and intent in a dance using simple dance terminology.

### 116.4 Physical Education, Grade 2

- 2.1 (C): Students will combine shapes, levels, and pathways into simple sequences
- 2.1 (D): Students will demonstrate mature form in walking, hopping, and skipping
- 2.1 (E): Students will demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support
- 2.1 (F): Students will demonstrate a variety of relationships in dynamic movement situations such as under, over, behind, next to, through, right, left, up, or down
- 2.2 (A): Students will recognize that attention to the feeling of movement is important in motor skill development
- 2.5 (A): Students will use equipment and space safely and properly
- 2.7 (B): Students will treat others with respect during play

### 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)



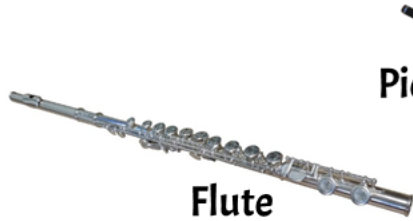
# CLARINET

**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**