



The Society of the Four Arts Children's Library  
Presents  
Sergei Prokofiev's  
Peter and the Wolf  
Presented by Palm Beach Symphony & Ballet Palm Beach



Friday, November 4, 2016  
10:15 a.m. & 11:45 a.m.

## A Teacher's Manual & Student Guide

Approved for Grade Levels K – 5

Children's Library  
Society of the Four Arts  
2 Four Arts Plaza, Palm Beach, FL 33480  
T – (561) 655-2776      F – (561) 655-7233

RESERVATIONS BEGIN: Wednesday, September 7, 2016

## TABLE OF CONTENTS

About Performances at The Society of the Four Arts	3
Programs Summary	5
Palm Beach Symphony	5
Ballet Palm Beach	6
Teacher Development	7
Adaptations of Peter and the Wolf	8
Vocabulary	9
Types of Instruments	10
Cast of Characters	10
More About Orchestras	10
Pre-Activities	11
Post-Activities	12
Lesson Plan	13
Lesson Plan Scale	17
Peter and the Wolf Character Traits Worksheet	19
Key Terms Match	21
Key Terms Teacher Sheet	23
Are You Ready to Visit The Four Arts?	25
Standards: Kindergarten through 5 <sup>th</sup> Grade	28
Evaluation	36

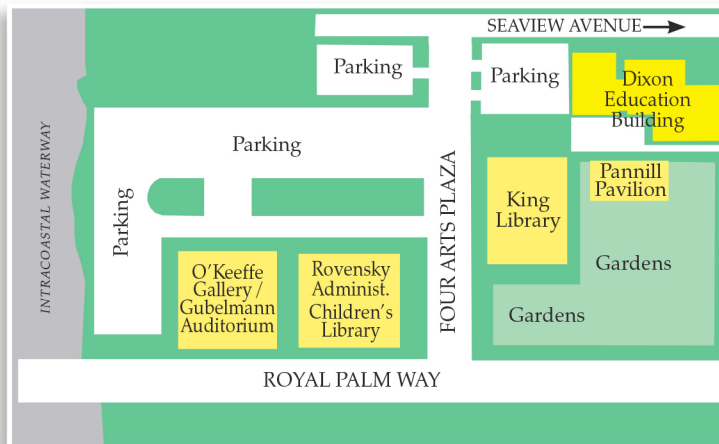
[See Part A for Pages 1-20; See Part B Pages 21-36]



## About Performances at the Society of the Four Arts

- ◇ We welcome the opportunity for you and your students to take part in one of our free presentations for school aged children. Performances take place in our 700 seat auditorium, which is equipped with state-of-the-art lighting and sound systems.
- ◇ On the day of your trip, please arrive 15 to 30 minutes before the performance time to give your students time to use the restrooms and find their seats. Good theater manners mean that all visitors remain seated during the entire performance to ensure that they do not distract performers or other patrons.
- ◇ When you arrive, you will be met by a Children's Library Staff Member. Please be prepared with the exact number of students and chaperones in your party. The Children's Library Staff Member will usher the entire group to their reserved sitting area.
- ◇ In addition to our auditorium, the Four Arts is also home to an art gallery. For the safety of the students and the protection of items on display, students should be supervised by an adult chaperone at all times.
- ◇ While there is no dress code necessary for school programs, teachers are encouraged to use this trip as an opportunity to discuss what is and is not appropriate to wear at the theater. If teachers feel that it is appropriate, consider asking students to dress up in slacks, collared shirts, skirts or dresses.
- ◇ Please leave any food or drink at school or on the bus.
- ◇ Once the performance begins, students have an important job; they should pay close attention to the stage and the performance. Remember to look, listen, laugh and enjoy!
- ◇ After each presentation there will be question and answer time. Please speak only when prompted by the performer.
- ◇ We have NO lunch facilities for school groups on this performance day.
- ◇ Departure times:           10:15 a.m. performance departure is 11:00 a.m.  
  11:45 a.m. performance departure is 12:30 p.m.

- ◇ Restroom are available in the Gubelmann auditorium.
- ◇ Our Campus is located in the heart of Palm Beach. Take I-95 to the Okeechobee Boulevard exit; proceed east for approximately two miles to the bridge over the Intracoastal Waterway. After crossing the bridge, turn left at the first street which is Four Arts Plaza (before the traffic lights). Here you will find the Children’s Library located in the John E. Rovensky Administration building and the Walter S. Gubelmann Auditorium where our school programs are held. Among these buildings you will also find the Gioconda and Joseph King Library, the newly enhanced Philip Hulitar Sculpture Garden and the Four Arts Horticulture Garden.



## Program Summary

For a fun learning experience, the Palm Beach Symphony performs one of the most internationally recognized pieces that introduces children to music, Sergei Prokofiev's "Peter and the Wolf." This tale depicts the story of a boy named Peter and his adventures with a loveable duck, an impatient bird, a fat cat, a grumpy grandfather and a scary wolf. Along with narration and dance choreographed by Ballet Palm Beach, the musicians bring these characters to life while students learn about the different instruments in an orchestra.



## About Palm Beach Symphony

The Palm Beach Symphony was founded in 1974 in recognition of the need for a professional orchestra in Palm Beach. The orchestra had a humble beginning, with only a few concerts a year, a part-time conductor and a volunteer staff. It was not until Mrs. Ethel S. Stone became Chair of the Symphony's Board of Directors, a position that she held for twenty three years, that the orchestra became a cultural force in the community. Mrs. Stone was a visionary leader with a love of music that she inherited from her family and a love of the Palm Beach Community with which she shared her musical interests. She died on August 6, 1996, leaving an undeniable legacy as one who played a key role in nurturing an interest in classical music in this community.

Under the leadership of John and Joan Tighe, there is now a stable board of directors; a dedicated administrative staff; a small endowment fund; and,

perhaps, best of all, an orchestra that is capable of performing the best symphonic music at the highest level.

The Palm Beach Symphony performs in a variety of historically important venues on the island of Palm Beach, including the Bethesda-By-The-Sea Episcopal Church, the Henry Morrison Flagler Museum, Mar-a-Lago, and The Society of the Four Arts.

A musical product of "el Sistema," Conductor Darwin Aquino has been hailed as the new star in orchestral conducting of the Dominican Republic. In 2004 he was appointed Principal Conductor of the National Youth Symphony Orchestra of the Dominican Republic, and was awarded in the USA the Hildegard Behrens Young Artist prize and the Arts Advocacy prize, for his outstanding musical leadership throughout the Americas.

Through Palm Beach Symphony Children's Concerts, students will develop an appreciation of live performances of classical music at the highest level by a professional symphony orchestra. When young people are exposed to the enchantment and rigor of classical music, critical thinking skills and individual work habits are established. They will learn concepts required for a better understanding of orchestral music while developing fundamental life skills such as self-expression, cooperative learning, discipline and creativity.

## About Ballet Palm Beach

Colleen Smith began Ballet Palm Beach in 2001 as a student company, under the name Florida Classical Ballet Theatre. Her aim was to give dance students in Palm Beach County the opportunity to perform in full-scale classical ballets through this new organization. In its first year, Florida Classical Ballet Theatre performed only one ballet, *The Nutcracker*, to enthusiastic audience response.

From 2001 to 2012 the company underwent incredible change. Professional dancers and trainees were given the opportunity to lead the ranks of students, as audience support continued to grow. Invaluable staff members were added one by one, first as volunteers and then as paid employees. These changes behind the scenes gave way to thrilling development on our stage, as our productions continued to see a rise in technique, expression, and popularity.

In 2013, Florida Classical Ballet Theatre became Ballet Palm Beach, and is now a company of fifteen dancers: six student trainees and nine professionals. The name change symbolizes, for us, a new era of productivity. It represents twelve years of finding our footing, and ties us closely to this community which has so wonderfully supported us.

## Teacher Development

### Get to know Sergei Prokofiev (1891-1953)

Born on April 23, 1891 in Sontsovka, Ukraine of the former Russian Empire, Sergei Sergeyevich Prokofiev is considered one of the greatest composers of the twentieth century. He was also an accomplished pianist and conductor. He attended the St. Petersburg Conservatory from 1904 to 1914, winning the Anton Rubinstein prize for best student pianist when he graduated. Like other great composers he mastered a wide range of musical genres, including symphonies, concerti, film music, operas, ballets, and program pieces. At the time, his works were considered both ultra-modern and innovative. He traveled widely, spending many years in Paris and Ettal in the Bavarian Alps, and toured the United States five times. He gained wide notoriety and his music was both reviled and triumphed by the musical press of the time. He returned to his homeland permanently in 1936. He died on March 5, 1953 in Moscow. -- <http://www.prokofiev.org>



In Winter 1935, in Moscow, composer Sergei Prokofiev took his wife, Lina and their two sons, Svyatoslav 11, and Oleg 7, to see the opera for children, *Fisherman and Goldfish*. After the show, the family spoke with Natalie Staz, an actress who helped run the company. She was grateful that Prokofiev was too polite to tell her what she already knew...that the show was not very good.

At later productions, Prokofiev spoke with Staz again telling her that he liked the idea of musical theater for children, but he didn't feel that her shows were the sort of thing children really like. He observed that the children in the audience

seemed more interested in the musical instruments than in the program being presented.

Ms. Staz asked Prokofiev to create a symphonic fairy tale introducing children to musical instruments. "Perhaps a bird could be represented as a flute," suggested Ms. Staz. Prokofiev agreed to use other instruments for more animals, but also thought people were needed as well.

A week later, Prokofiev, while his family was in Paris, finished his musical score. The first performance was on May 5, 1936. The children in the audience were first shown the instruments, then listened to their sounds. Then the piece was played and everyone loved it. After this success, it was repeated often. "Peter and the Wolf," said Mr. Prokofiev, "is a present not only to my own children, but to the children of Moscow...and also the entire world."

- Courtesy Jim Gamble Puppet Productions

## Adaptations of Peter and the Wolf

### Audio and Video:

There are many recordings of "Peter and the Wolf" available for listening and viewing. Since some may be frightening for your students, it is advised that you preview them prior to sharing in class. Some that are available through the Palm Beach County Library System are:

- Prokofiev, Sergey, 1891-1953. *Peter & the Wolf* [sound recording]. Cleveland: Telarc, p1986. (Andre Previn narrator)
- *Elmo's Musical Adventure [videorecording]: the Story of Peter and the Wolf*. New York : Sony Wonder, c2001.
- Prokofiev, Sergey, 1891-1953. *Peter and the Wolf* [sound recording] France: Erato, p1994. (Patrick Stewart narrator)

### Some suggested books for Read Aloud:

*Please explore your school or local library in the folktale section for more options. It is the illustrators who often set the tone for this sometimes dark and sometimes cheery tale.*

- Beck, Ian. *Peter & the Wolf*. New York: Atheneum Books For Young Readers, c1995.

- Lemieux, Michèle. *Peter and the Wolf*. New York: Morrow Junior Books, c1991.
- Prokofiev, Sergey. *Peter and the Wolf*. transl. Maria Carlson; ill. Charles Mikolaycak. New York: Puffin Books/Penguin, 1986, c1982.
- Raschka, Christopher. *Peter and the Wolf / retold by Chris Raschka*. 1st ed. New York: Atheneum Books for Young Readers, 2008.
- Vagin, Vladimir Vasil'evich. *Peter and the Wolf*. New York: Scholastic Press, c2000.
- *Alternative for familiarizing with the appearance of Soviet Russians:*  
Taback, Simms. *Joseph had a Little Overcoat*. New York: Viking, 1999.

### Online Resource:

- Peter and the Wolf  
<https://www.youtube.com/watch?v=9ueGfjBKbiE>

## Vocabulary

Backdrop

Ballet

Composer

Conductor

Opera

Orchestra

Play

Score

Stage

Symphony

Tempo: *lento*, *moderato*, *allegro* (additional tempos can be identified)

Theatre

## Types of Instruments

Strings:

Violin, viola, cello, bass

Percussion:

Drums, cymbals, bells, gongs, whistles

Brass:

Trumpets, trombones, French horns, tuba

Woodwinds:

Bassoon, flute, clarinet, oboe

## Cast of Characters

Peter (represented by the string section)

Duck (represented by the oboe)

Bird (represented by the flute)

Cat (represented by the clarinet)

Grandfather (represented by the bassoon)

Big Grey Wolf (represented by three horns)

Hunters (whose shots are represented by the kettle drum and big drum)

## More about Orchestras

Visit the following links:






Palm Beach Symphony: <http://palmbeachsymphony.org/>

Dallas Symphony Orchestra Kids: <http://www.dsokids.com/>







New York Philharmonic Kids: <http://www.nyphilkids.org/>

San Francisco Symphony Kids: <http://www.sfskids.org/>

## Pre-Activities

-  Familiarize your students with the vocabulary listed, including the instruments they should be able to identify. As you review each item on the list define it for the students and tell them to look for these during the “Peter and the Wolf” performance.
-  Complete the Key Terms Match included in your packet. This will allow the children to have a working knowledge of some vocabulary associated with the trip.
-  Play some of the music from Prokofiev’s *Peter and the Wolf* for your class. Familiarize your students with the sounds of the instruments they will hear during the performance. Help them to recognize the characters by their instruments.
-  Locate Russia on a world map or globe. Explain to the children that for most of the 20<sup>th</sup> century until 1991, Russia was part of the U.S.S.R and the people were called Soviets. Read a story version of *Peter and the Wolf* to your class to help familiarize them with the mode of dress of early 20<sup>th</sup> century Soviets. The puppets of the play are stylized for the time period and may be unfamiliar to the children. Caldecott winner *Joseph Had a Little Overcoat* is a favorite that would also be helpful in this manner.
-  Discuss audience etiquette as a group.

## Post-Activities

-  Compare the *Peter and the Wolf* show you have seen with the other versions you read, watched, or listened to prior to your trip. Use some leading questions such as:
  - How was this performance different? Similar?
  - Why do you think Prokofiev chose each instrument?
  
-  Make a compare and contrast chart for the different versions. A Venn diagram will work well.
-  Critique the performance. What did you students like about the performance? Dislikes? If they were writing this performance, what would they do differently?
  
-  Write a simple version of the story as a class. Include elements of the tale that you and/or your class have determined to be essential. Remind them that it is up to the storytellers to make the changes they think are necessary.
  
-  As a group or individuals, have the children choose a favorite story and its main characters to develop as Prokofiev did in *Peter and the Wolf*. For instance, Cinderella would be a flute, the Wicked Stepmother a bass drum, the Fairy Godmother a harp, the Prince a trumpet and so on.
  
-  Ask the children to write their own version of *Peter and the Wolf*. Using grade-appropriate guidelines, encourage them to include what they think are the essential elements of the tale. For example, a kindergarten assignment may be a three section picture reflecting beginning, middle, and end. The story should reflect the culture of each child. Perhaps the setting should be their home and include characters and places familiar to them. Assess the writing for key elements of the tale. They may include, but are not limited to:
  - Does it have a clear beginning, middle, and end?
  - Does it include a child who receives help from other characters as Peter did?
  - Was the child advised not to do something, but did so anyway?

<b><i>Society of the Four Arts Children's Library</i></b>	
<b>ARTS INTEGRATION LESSON PLAN</b> <b>For Sergei Prokofiev's Peter and the Wolf</b> <b>Presented by Palm Beach Symphony &amp; Ballet Palm Beach</b>	
<b>GRADE LEVEL:</b> 3 <sup>rd</sup> Grade <b>School Name:</b> [any visiting school] <span style="float: right;"><b>Date:</b> 2016-2017</span>	
<b>UNIT LESSON:</b> Peter and the Wolf: Music, Instruments, & Tempo	
<b>ESSENTIAL QUESTION:</b> Can you determine the main ideas and details of Peter and Wolf? Can you describe the character and their actions that contribute to the events in a story? Can you describe tempo of the music presented, as well as the instruments? Can you demonstrate appropriate audience etiquette and share constructive criticism?	
<b>ART STANDARD(S):</b> MU.3.O.3.1 Describe how tempo and dynamics can change the mood or emotion of a piece of music. MU.3.C.1.3 Identify families of orchestral and band instruments. TH.3.S.1.1. Demonstrate effective audience etiquette and constructive criticism for a live performance.	<b>FLORIDA STANDARD(S) &amp; NGSSS:</b> LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, or orally.
<b>ART CONTENT LEARNING GOAL:</b>  To appropriately view a performance, understand the dynamics of the performance (including the music, instruments used, and tempo changes), and constructively critique the performance.	<b>CORE CONTENT LEARNING GOAL:</b>  To understand the main idea and details of the performance/story. To describe the characters and how each character contributed to the events of the performance/story.
<b>I CAN:</b>  I can describe the story of Peter and Wolf. I can also describe the characters and how their actions contributed to events in the story.	

I can identify the instruments used in the music. I can also describe the tempo of the music and the effect the tempo has on the dynamics of the story.  
I can demonstrate appropriate audience etiquette and share constructive criticism.

**VOCABULARY:**

Backdrop, ballet, composer, conductor, opera, orchestra, play, score, stage, symphony, tempo, and theatre

**INSTRUMENTS:**

Bassoon, clarinet, drums (include timpani and kettle drum), horns (including French horn), flute, oboe, and strings section: viola, violin, cello, & bass

**TECHNOLOGY & MATERIALS:**

Peter and the Wolf (story book, audio/video recording and required classroom technology, or required technology to view the YouTube link provided as a class)

*Are You Ready to Visit The Society of the Four Arts?* Questionnaire

*Match Game* worksheet provided by Palm Beach Symphony

*Peter and the Wolf: Character Traits* worksheet

**LESSON :**

Two-part lesson – includes three activities to complete before performance and a follow-up discussion/written activity to check for understanding.

- Prior to arrival in the Gubelmann auditorium (at the Society of the Four Arts), students will review proper theatre etiquette. *Are You Ready to Visit The Society of the Four Arts?* Questionnaire is provided. This questionnaire can be completed orally as a group.
- Introduce the story of Peter and the Wolf to the students. A list of suggestions is provided.
- Review the cast characters and the instruments that represent them. Use the *Match Game* worksheet provided by Palm Beach Symphony.

*VIEW PERFORMANCE AT THE SOCIETY OF THE FOUR ARTS*

- After returning from performance, ask students questions as a group:

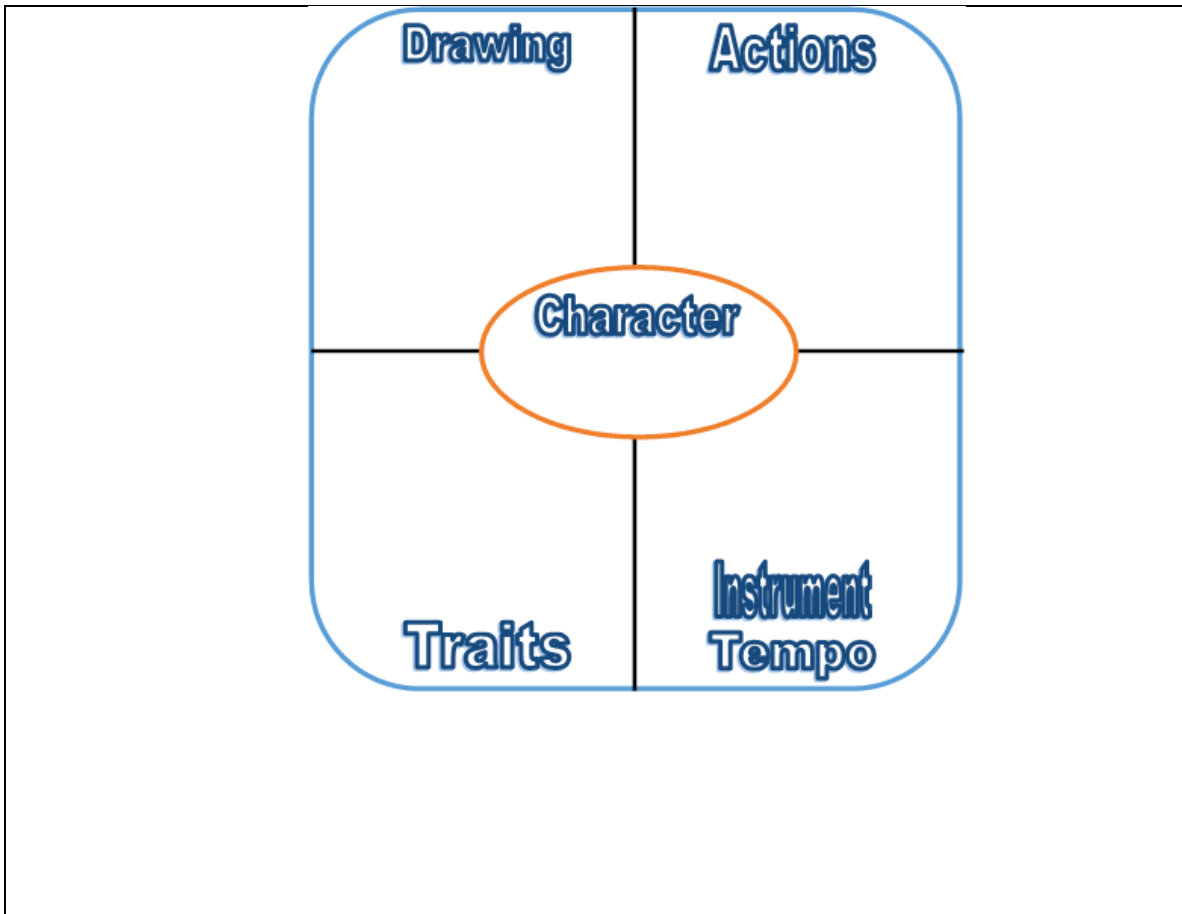
- How was the performance like the book/recording the class viewing/heard prior to the live performance?
- How was the performance different?
- What did you like about the live performance?
- Is there anything you did not like about the live performance?
- How did the music influence feeling during the performance?
- “Let’s talk about tempo: slow (lento), medium (moderato), and fast (allegro); there are other in-between tempos but we’ll focus on three general tempos.”

**Ask students the following questions to develop discussion:**

- How did tempo influence the performance?
- What about characters? “Let’s recall the music from the performance.” [A suggestion would be to play the beginning of The Peter and the Wolf YouTube video:  
<https://www.youtube.com/watch?v=9ueGfjBKbiE>  
The introduction of the video play excerpts of each character.
- Ask the following questions: Can you name the tempo of the music for the bird? Recall this music was from the flute. What about the cat? And, how about grandfather? Continue through the entire cast of characters from Peter and the Wolf.
- Create a chart on the board or other visual display, include the following (character, instrument, and tempo) as students answer prompted questions or offer information:

Character	Instrument	Tempo
BIRD	FLUTE	ALLEGRO (fast)
CAT	CLARINET	LENTO (slow)
DUCK	OBOE	MODERATO (medium)
GRANDFATHER	BASSOON	MODERATO (medium)
HUNTERS	DRUMS	ALLEGRO MODERATO
PETER	STRINGS SECTION	ALLEGRO (fast)
WOLF	HORNS	LENTO (slow)

- Students will continue to identify traits of each characters, along with their actions during the story or performance on individual character traits sheets. Students should copy the following chart off a visual display OR the provided character trait worksheet should be given to each student (or if preferred, something similar):



**ASSESSMENT:**

Match Game worksheet  
Discussion participation or follow-up writing activity to check understanding

**TEST TAKING STRATEGIES**

Flashcards: instrument on one side, corresponding character on the other side

**ESOL STRATEGIES:**

VISUALS

*Lesson Created by the Society of the Four Arts Children's Library*

<b>Arts Integration Scale</b>	
<b>Score 4.0</b>	<p>During performance I demonstrated excellent audience etiquette.</p> <p>After seeing Peter and Wolf (performed by Palm Beach Symphony and Ballet Palm Beach, I can, easily:</p> <p>Describe the story of Peter and Wolf, the characters, and each character's actions that contributed to events in the story.            Identify the instruments as they are played in the music.            Describe the tempo of the music and the effect the tempo has on the dynamics of the story (including elicit emotion/feeling, describe character personalities, timing)            Share constructive criticism.</p>
<b>Score 3.0 (GOAL)</b>	<p>During performance I demonstrated satisfactory audience etiquette.</p> <p>After seeing Peter and Wolf (performed by Palm Beach Symphony and Ballet Palm Beach), I can:</p> <p>Describe the story of Peter and Wolf, the characters, and each character's actions that contributed to events in the story.            Identify the instruments as they are played in the music.            Describe the tempo of the music and the effect the tempo has on the dynamics of the story (including two of the follow: elicit emotion/feeling, describe character personalities, timing)            Share constructive criticism.</p>
<b>Score 2.0</b>	<p>During performance, with a reminder, I demonstrated satisfactory audience etiquette.</p> <p>After seeing Peter and Wolf (performed by Palm Beach Symphony and Ballet Palm Beach), I can, with prompting:</p> <p>Describe the story of Peter and Wolf, some of the characters, and a few of the character's actions that contributed to events in the story.            Identify some of the instruments as they are played in the music.            Describe the tempo of the music and the effect the tempo has on the dynamics of the story (including one of the follow: elicit emotion/feeling, describe character personalities, timing)            Share constructive criticism.</p>

Score 1.0	<p>During performance, with a reminder, I demonstrated unsatisfactory audience etiquette.</p> <p>With help, partial success at a 2.0.</p>

Name \_\_\_\_\_

Date \_\_\_\_\_

# Peter and the Wolf

## Character Traits

Complete a character chart for each of the listed characters.  
Peter, Duck, Bird, Cat, Grandfather, Big Grey Wolf, & Hunters

Drawing	Actions	Drawing	Actions
Character		Character	
Traits	Instrument Tempo	Traits	Instrument Tempo

