

# Peter and the Wolf

Donna Wissinger, Flutist/Story-Teller



## An Educator's Guide for K-5

A Classic Tale using Language Arts, Musical Arts, Dramatic Arts  
And Expressive Movement

### Welcome to the show!

Donna Wissinger delights in creating a lasting memory of the dynamic language arts and musical lessons of Peter and the Wolf for students of all ages. Students build upon their knowledge of the instrument families by learning to compare and contrast the sizes, shapes, the science of instrument sounds, and to associate their timbres with the Prokofiev melodies.

Students become an orchestra by holding instrument signs and standing in correct orchestra seating. They warm-up as Donna plays the character's themes that each instrument with represent. Students learn to clap when the student concertmaster comes onstage and tunes winds, brass and then strings to the oboe 'a'. Students clap again to welcome the student conductor. In this way, students 'try on' being an orchestra member.

Donna then acts and plays the story with students, costuming them in puppet heads of Peter, the bird, duck, cat, grandfather, wolf and hunters, using all of the musical themes of the characters. Students will never forget the fun and musical imagery in Prokofiev's brilliant work and will be able to listen to the orchestral story with attentiveness to the brilliant musical descriptions and instrumental colors in this Prokofiev classic. **45 minutes**

# Before the show

Dear Teachers,

This program employs the magic of surprise and discovery; that said, students gain confidence and have greater retention with some preparation. It will also assist you in creating richer follow-up after the program. For **Grades 3-5** read the show synopsis and review musical instrument families, as well as the importance of using pictures in your imagination to enhance comprehension and retention when reading, writing, or listening to stories. For **K-2** students collaborate with the music or drama teacher to use games to practice moving to music and imitating various moods, animals, or various ages of adults through movement. Review the reasons for reading and learning in expanding our understanding of the world. The orchestral version can be used after the show if a live performance is unavailable.

**Review of Knowledge:** some general information for review

- **K-5** What are the families of instruments? In what family is the flute? (Strings, Brass, Woodwinds (flute), Percussion)
- **3-5** What is an adverb? What is an adjective? Review or learn the musical terms listed below.

**The artist uses the following definitions:**

**Symphony Orchestra:** a large classical orchestra, including string, wind, brass, and percussion instruments

**Composition:** a work of music, literature, or art

**Composer:** a person who writes music

**Conductor:** a person who directs an **orchestra** or chorus, communicating to the performers by motions of a baton or the hands his or her interpretation of the music.

**Concertmaster or Concertmistress** the leading first-violin player in an orchestra

**Commission:** a request for someone to do something for payment

**MU.K.C.1.In.b** Recognize selected sounds from various sound sources.

**MU.1.0.3.Su.a:** Respond to a variety of music

**MU.2.0.3.1:** Describe changes in tempo and dynamics within a musical work

**MU.3.C.1.3** Identify families of orchestral and band instruments

**LAFS.4.L.3.AP.4a** Use context to determine the meaning of unknown or multiple-meaning words, or words showing shades of meaning

**LAFS.5.W.1.AP.2f** Use precise language and domain-specific vocabulary to inform about or explain the topic.

## Topics for Reflection 3-5

- How does colorful language help a reader or listener to form vivid pictures and create an exciting, engaging story?
- What value do stories from long ago or from different cultures have for you? (Examples: Stories can give us ideas about how to best write our own life stories. We can see behaviors or character traits that we can use or reject. By learning about others we can learn compassion and have understanding of other's lives. We can affirm or develop our own dreams of great life adventures.)
- What kinds of books do you like to read? Why? (As a child I gravitated toward biographies and autobiographies. My siblings were inclined towards fairy tells and fiction. The stories we choose can give us insights into who we are and who we would like to be.)

**LAFS.3.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. **LAFS.4.L.2.AP.3a** Choose words and phrases for appropriate effect (e.g., to inform) within writing. **LAFS.5.SL.1.AP.1a** Make appropriate comments that contribute to a collaborative discussion.

### **Synopsis of Peter and the Wolf:**

The Central Children's theatre in Moscow, Russia, commissioned Sergei Prokofiev to compose a piece for their children's series in 1936. Prokofiev composed **Peter and the Wolf** in two weeks! He composed the music as an introduction to the orchestra with each character in the story being represented by an instrument or group of instruments. A narrator tells the story while the orchestra illustrates it.

The composition includes Prokofiev's narration about a boy and his animal friends who capture a wolf. In the story, Peter, against his grandfather's wishes, wanders out of the garden and into the big green meadow. Peter sees his little friend the bird. Soon the duck, who lives in the garden, also wanders into the meadow to take a swim in the pond. The fast action begins when a cat sneaks toward the bird and Peter's grandfather stomps into the meadow to take Peter back into the garden just as a hungry wolf appears in the meadow. The cat and bird are able to reach the safety of a tree. The duck, however, runs; she cannot escape the wolf and he catches her! Peter, with the help of the bird, is able to capture the wolf.

## Florida Standards that connect to the performance experience:

**LAFS.3.FL.1.2;** Understand fables, legends, myths from diverse cultures; determine central message, lesson or moral and explain.

**MU.3.C.1.3;** Identify families of the orchestra

**MU.3.H.1.1** Compare cultures through musical

**LAFS.4.RL.1.AP.1b;** Refer to details and examples in a text that are relevant to drawing basic inferences about a story, poem or drama.

**LAFS.5.SL.1.AP.1a** Make appropriate comments that contribute to a collaborative discussion.

## Theater Etiquette

Dear Teachers,

Your excitement is an essential part of excellent preparation for students. Your students can also understand their role in creating a fun and exciting experience. Please review or explain the following:

- There are many chances to answer questions and participate. If hands are raised then everyone will have a chance to share what they know; this feels good and teaches awareness and self-control.
- Sometimes everyone will be invited to answer together, sometimes the artist will ask for raising hands. Be courteous and alert!



## Performance Etiquette Reflection Activity

For reflection: In what ways does the audience have a role in the performance?

- How is a performance different than watching TV?  
Remember that the performers are in the room with you and can hear you and feel your interest and actions.
- How does being involved increase your own enjoyment?

## Information relating to performance genre and content

For teachers: The artist uses many dynamics, props, and tones in her voice to create interest and meaning. She also uses her body movements and the room to engage students. Every student will be honored for his or her answers and participation.

**Participation:** The artist asks questions that encourages thinking. Teachers can **practice skills in the classroom of speaking clearly and in a voice that can be heard by others.**





## After the Show



### Language Arts K-2

1. Ask students to form a circle and to tell which character they remembered and which one they liked the best.
2. Ask students to move like their favorite character.
3. Ask students to draw their favorite character.

**TH.K.C.2.1** Respond to a performance and share personal preferences about it

**TH.1.H.1.1** Identify characters in stories various cultures

**LAFS.2.RL.1.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral

**TH.2.S.1** The arts are inherently experiential and actively engage learners in the process of creating, interpreting, and responding to art

**TH.2.C.1.2** Respond to a story by drawing about a character or favorite aspect of it

## Language Arts 3-5:

1. Ask students to form a circle. Select one student to begin the story of Peter and the Wolf. Upon a cue from the teacher, another student continues the story. Retell the story with different and ever more descriptive adverbs and adjectives until all students have contributed. Teachers can ask students to determine the message, lesson, or if the story reflects a different culture.

**LAFS.3.RL.1.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

2. Ask students to reflect upon the character traits of the characters and discuss how those traits influenced the story.

**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.

3. Ask students to write a narrative about their favorite genre of stories. For example, some students prefer biographies, mysteries, sci-fi, myths, legends, etc. or how the music and various instruments enhance the enjoyment of the story.

### **LAFS.4.W.1.2**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

4. Ask students to research other stories from Russia. When appropriate, ask students to reflect upon various viewpoints in current affairs. **LAFS.5.RI.2.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

5. Ask students to complete the Inventory of Learning as teams or individually to further solidify knowledge.

6. Ask students to share their impressions of the program and what parts they enjoyed and why.

## **Inventory of Learning: Choose the best answer**

**1. The flute belongs to which family of instruments?**

- a. Brass
- b. Percussion
- c. Woodwind

**2. A commission is:**

- a. a request for someone to do something for payment
- b. a person who writes music

**3. A conductor is:**

- a. the leading first-violin player in an orchestra
- b. a person who directs an orchestra or chorus, communicating to the performers by motions of a baton or the hands his or her interpretation of the music.

**4. Peter is represented by**

- a. brass
- b. strings
- c. winds

**5. Peter and the Wolf was composed by**

- a. Mozart
- b. Prokofiev
- c. Beethoven

**6. The bird is represented by**

- a. the oboe
- b. the flute
- c. the clarinet

**7. Colorful language helps to engage the reader or**

- listener.**
- True
- False



## About the Artist

**Flutist Donna Wissinger** has been called a '*flutist of rare gifts*' by the New York Times. Her concerts include acclaimed solo recitals on the mainstages of **Carnegie Hall** and on the equally renowned **Glinka Capella** in St. Petersburg, Russia. Featured tours have included Europe, Asia, The Middle East, Australia, and New Zealand.

Donna's great passion is combining fun and real learning for unforgettable educational programs. Her programs, including *The Pied Piper and other Fantastic Tales*, *Peter and the Wolf*, *The World Turned Upside Down: Music of the American Revolution*, *Tales of Legendary Florida*, and *Preserving Our Coral Reefs: Teams of Success* and the accompanying programs with orchestra receive rave reviews.

Donna is the inaugural recipient of the prestigious **Doris Leeper Award for Excellence in Arts Education** and is a premier artist with Creative Leaps International; the Florida Touring Program; and The New York based Learning Arts. Donna enjoys being fit. She is a USPTA tennis professional, a long distance runner, and an internationally ranked USTA long distance triathlete. Her bicycle/flute performance tour of cycling 2000 miles and playing 82 concerts from NYC to Miami was featured on the National Geographic Channel. To learn more visit [www.donnawissinger.com](http://www.donnawissinger.com).

