

The Pied Piper and other Fantastic Tales

Donna Wissinger, Flutist/Story-Teller



An Educator's Guide

Welcome to the show!

Listen! Can you hear it? Can you feel it? Magic happens in the hearts and minds of teachers and students when learning is joyful, curiosity engaged and everyone is eager for more. In ***The Pied Piper and other Fantastic Tales***, Donna Wissinger draws young students into a musical magical world of active listening. Weaving a piper's spell with her golden flute she mesmerizes students while teaching musical rhythm and new vocabulary with her stories of galloping horses and legendary heroes of bow and arrow. Myths from far away lands and secret wardrobes expose students to culture and new instruments. The lively story bag engages students in deductive thinking and dramatic representation all while teaching science, mathematics, social studies and language arts. **16 State Standards plus the intangible of awe! 45 minutes**

Before the show

Dear Teachers,

This program employs the magic of surprise; that said, students may gain confidence and have greater retention with some preparation. It will also assist you in creating richer follow-up after the program. **A note: preparation is not required for a rich experience!**

If you choose: For **K-2** read the show synopsis and review musical instruments, especially the flute, as well as the importance of finding words to describe feelings and using pictures in your imagination when reading or listening to stories.

Review: some general information for review

- What are the families of instruments? In what family is the flute? (Strings, Brass, Woodwinds (flute), Percussion)
- How many states are in the United States? How many stars are on the American Flag? (50)

Synopsis of 2 stories used in the program.

The Pied Piper: A long time ago, in a town called Hamelin the peace was disturbed by rats. There were hundreds of rats in the beds, refrigerators, and closets. The mayors of the town did not know what to do. Suddenly they heard someone playing a flute! The flute-piping traveler promised to rid the town of the rats for a fee. After taking the rats to the river to drown, the Piper claimed his fee. The mayors refused. The piper took revenge by leading the children away. (Students act this story with the artist. The story in the program ends with the march of the rats to the river.)

Pan and Syrinx: Pan was the Greek lord of woods, fields and flocks. From the waist up he looked like a boy, from the waist down, he looked like a goat. In the story, Pan was asleep in the forest when suddenly, someone or something awakened him by singing. Standing in front of him was Syrinx, a beautiful wood nymph, or fairy. When Pan saw Syrinx, he tried to capture her. Syrinx ran and Pan ran after her. He thought he had caught her when she jumped into a lake and became reeds. Pan was startled and sat down. After a while, a breeze blew across the lake and Pan heard the same song he had heard Syrinx sing. He waded into the lake. He pulled out the reeds and cut some long, some short and tied them together. Pan had made the first flutes, which he called Pan Pipes.

Florida Standards that connect to the performance experience:

MU.K.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

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

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 everyone raises their hand then everyone will have a chance to share what they know. This feels good!
- Sometimes everyone will be invited to answer together, sometimes the artist will ask for raising hands. Be courteous and alert!

Performance Etiquette 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?

TH.K.S.1.1 Demonstrate appropriate behavior at a live performance

TH.1.S.1.1 Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism

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: About twelve students will participate in re-creating the story of the Pied Piper. Students do not need to be aware of this. Teachers can, however, **practice skills in the classroom of speaking clearly and in a voice that can be heard by others.**



After the Show

Theater, Language Arts and Science K-2:

For K-2: Inventory of Learning and Activities Theater

- Create a game with teams. Read the questions in the Inventory of Learning to encourage students to share and to be excited about what they learned.
- Ask students to draw what they liked in the program
- Ask students to demonstrate miming. This can be used to good effect in the classroom i.e. listening (hand to ear); thinking (tapping on head with finger); surprised or scared (mouth open wide) Ask students to mime characters, pets, or family members **TH.K.C.1; TH.1.S.3.1**
- Ask students how acting the story helped them remember details and new words **TH.2.O.1.1**

Standards met: **TH.K.C.1.Su.a:** Explore selected character sounds and then movements using mime; **TH.1.S.3.1** Use simple acting techniques to portray a person, place, action, or thing. **TH.2.O.1.1** Compare the differences between reading a story and seeing it as a play

For Grade 1 and 2: Inventory of Learning Language Arts

- Ask students to sequence the story of *Pan and Syrinx* or *The Pied Piper*. The artist provides a template for *Pan and Syrinx*.
- Use the Inventory of Learning as a game or competition to create excitement about sharing new knowledge.

Standards met: **LAFS.1.RI.1.1** Ask and answer questions about key details in a text **LAFS.2.W.1.3** Presentation of knowledge

Science of Sound grades 1-2:

What is sound? What makes a sound? How does a piano, flute, violin, drum, etc. make a sound? Collaborate with the Music Specialist to explore ways of discovery

Standards met: **SC.1.N.1** Scientific knowledge is based on observation and inference; **MU.2.C.1.3;** **MU.2.H.3;** **MU.2.F.1** Identify Musical Sounds, Instrument Families; Relationship to other subjects

Post Program Inventory of Learning Grades K-2

1. The flute is a _____ instrument.
 - a. woodwind
 - b. brass
 - c. percussion

2. Imagination is a place of wonder. My imagination allows me to _____.
 - a. go any place I would like to go
 - b. be anything I would like to be
 - c. break down the walls of my mind
 - d. all of the above

3. What in music helps us to see pictures in our imaginations?
 - a. rhythm
 - b. melody
 - c. a & b

4. In mime we shout out as loud as we can. True False

5. Pied in the story the *Pied Piper* means _____.
 - a. stripes
 - b. many colors
 - c. a flute

6. Props are items such as hats and masks that help tell a story. True False

7. The meaning of macaroni in the song Yankee Doodle is
 - a. it does not have a meaning
 - b. the decoration worn by a gentleman or officer

Draw a picture of something you remember from the program.

Language Arts Activities Grade 2: Story Sequence and Games

- Cut the sentences into strips. Select students to put the story of Pan and Syrinx into the correct order or number each sentence to tell the story. Another activity method is to form a circle. One child begins the story. Upon a cue from the teacher, another child continues the story until each child has had a turn. **LAFS.2.RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Pan was asleep in the forest.

Pan pulled out the reeds, cut some long, some short and tied them all together.

Pan made the first flutes which he called Pan Pipes.

Someone or something awakened Pan by singing.

Pan tried to capture Syrinx by chasing her.

Syrinx jumped into a lake and became reeds.

A wind blew across the lake and Pan heard the same song Syrinx had sung.

Additional Activities for the Classroom

Fun with Math Facts K: How many states are in the United States? In how many states has the artist played if she played in every state but one? The artist has played in 34 countries, she will play in 2 more in the coming year, in how many countries will she have played by the end of the year?

MAFS.K.OA.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

Vocabulary/Spelling words grades 1-2:

Flute Imagination Knowledge Artist Mime Sound Pied

Teachers can use selected words in a sentence to describe the program or ask students to do the same when possible.

LAFS.1.L.3 AP. 4b Use context within a sentence as a clue to determine the meaning of a word

LAFS.2.L.3.AP. 5b: Use newly acquired words in real-life context.

Visual Art/Drama grade 2:

Pied Piper/ Pan and Syrinx: Make paper plate masks or puppets of the characters in the stories. Let students re-create the story with their props. Collaborate with the Visual art or drama specialist as needed **VA.2.S.2** : Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. **TH.2.S.2.Pa.a:** Attend to skills necessary for cooperative interaction.

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.

