



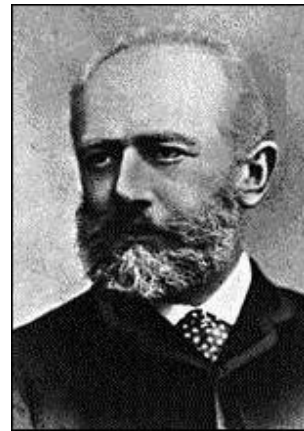
Peter
&
the Wolf



By Sergei Prokofiev

&

*The
Nutcracker
Sweets*



By P. I. Tchaikovsky

TEACHER'S GUIDE

Feel free to make as many copies as needed.

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PETER & THE WOLF

COMPOSER

SERGEI PROKOFIEV was born in 1891 in Russia and was 9 years old when he created his first opera! He entered the St. Petersburg Conservatory when he was only 13 and had already written a great deal of music. He composed for a wide range of musical genres, including symphonies, concerto, film music, operas, ballets, and program pieces.

In 1934, he wrote PETER AND THE WOLF as a way to introduce children to the joy of classical music -- not aware that it would become the most popular children's score of all time, being performed by symphonies all over the world nearly 300 times a year!

VOCABULARY

Opera - is a play where people sing the words.

Symphony - is a long piece of music in four parts played by 30 to 130 musicians.

Ballet - is a story where people dance the story to the music.

The story of Peter and the Wolf is told through the sounds from musical instruments. Each character is represented by a different musical instrument in the orchestra. But first, there is

CONDUCTOR

Conductor is responsible for instructing the musicians on what music to play, and how to play it.

Orchestras are generally divided into four sections:

STRINGS

Violins, violas, cellos, and any instrument whose sound is created by drawing a bow across strings.

BRASS

Tubas, trumpets, french horns, or any instrument that is generally made of brass. The main sound from these instruments come from the vibration of the musician's lips against a mouthpiece.

WOODWINDS

Flutes, clarinets, bassoons, or any instruments whose sound is generally created by the vibration of one or two reeds. They are called "Woodwinds" since most of these instruments were originally made of wood, although today flutes are made of metal!

PERCUSSION

Kettle drums, pianos, xylophones, or any instrument whose sound is created by striking two items together.

In the story of Peter & the Wolf

The Bird's musical theme is played by a flute.

The Duck's musical theme is played by an oboe.

The Cat's musical theme is played by a clarinet.

Peter's Grandfather's theme is played by a bassoon.

Peter's theme is played by the violins.

Wolf's musical theme is played by the horns.

And the shooting of the hunters is played by the kettle drums.

THE STORY

Early one beautiful sunny morning, Peter went out on a big green meadow to play. Everything is quiet, chirped the Bird merrily.

Soon the Duck came waddling out, he was glad that Peter has not closed the gate and decided to take a nice swim in a pond.

The Bird said to the Duck, "What kind of a bird are you if you cannot fly?" To this the Duck replied, "And what kind of a bird are you if you cannot swim?"

While they argued, the Cat came out. The Cat thought to herself, "The Bird is busy arguing, if I only could grab her!"

Then Grandfather came out. He was angry because Peter had gone to the meadow. He told Peter many times that the meadow was a dangerous place and what if the wolf came out of the forest, what would happen then?!

Peter only laughed. Boys like Peter are not afraid of wolves!

But Grandfather took Peter by the hand, took him home and closed the gate.

Soon after, from the forest, a big gray Wolf stepped out. He chased the Bird, he chased the Cat, and then he chased the Duck. The Duck ran and ran, but the Wolf was faster, he caught up with him and jumped into the bushes after him. Only feathers flew around.

And this is how things stood. The Cat was sitting on one branch of the tree, and the Bird on the other ... but not too close to the Cat! And the Wolf walked around the tree looking at them with his greedy eyes.

In the meanwhile, Peter, without a slightest fear, stood behind the wall and watched what was going on. He ran home, got a strong rope and climbed up the tree.

Peter told the Bird, "Fly down and circle around the Wolf's head ... but make sure he doesn't catch you!" The Bird flew down and teased the Wolf. Wolf kept jumping and jumping but could not catch the Bird.

In the meanwhile, Peter made a lasso and carefully let it down. He caught the Wolf by the tail and the Wolf's jumping only made the lasso tighter.

Just then, two hunters came out of the forest, following the Wolf's trail and shooting as they went. Peter called out, "Hey, you don't have to shoot - Peter and the Bird has already caught the Wolf! Just help us take him to the Zoo."

Now, imagine the triumphant procession with Peter at the head.

Closing the procession was the Grandfather and the Cat. Grandfather was still very angry. "This is all very well," said the Grandfather. "But what if Peter has not caught the Wolf, what would happen then?"

High above them flew the Bird chirping merrily, "Look at Peter and me. Look what we have caught!"

And that would be the happy end of our story, - except for the Duck. ... But look, he was hidden in the bushes and is still alive!

Play a recording of PETER & THE WOLF and talk about the story. Any recording with narration will keep children interested. During the music ask children their vision of what is happening.

This is a recordings of the story without the narration:
www.amazon.com/exec/obidos/ASIN/B00000298Z/104-3522930-5584731

PREPARING THE SHOW FOR YOU

Many people are involved in making Peter and the Wolf a successful stage production. When you are watching the performance see what each one contributed:

The Musicians are playing the music you hear.

The Actors/Puppeteers from Puppet Arts Theatre are performing the various parts in the story.

The Composer composed the music for the musicians to play.

The Conductor is setting the tone and tempo of the music.

The Director instructed the actors and puppeteers where to move.

The Writer created the lines for the characters to say.

The Choreographer created and taught the dances.

The Set Designer planned out what the stage should look like during the show.

The Puppet and Costume Designers designed the puppets and costumes.

The Lighting Designer set and focused lights to set the mood for the show.

The Puppet Makers build puppets, and

the Administrative Staff to sell tickets and organize the event all worked together to create "Peter and the Wolf" just for YOU!

MORE MUSICAL TERMS

In PETER AND THE WOLF, tunes have fast and slow tempos to help convey the emotions of the story. Have your class experiment with the tempo of a song. Start singing a familiar tune such as Ring Around the Rosy at a normal speed. Then try singing it LARGO or very slow. Then try singing

it PRESTO or very fast. How does the song change? Does it convey a different emotion or feeling? Why?

MUSICAL EXERCISE

When playing in an orchestra, a musician must know when to play and when to “rest” or stay silent. Using this exercise, lead your class through a song and see if they can develop a successful musical “inner-ear!” First, take a piece of poster board and draw an open mouth on one side, and a closed mouth on the other. Next, instruct your students that when the side with the open mouth is shown to the class, they are to sing with sound, but when the side with the closed mouth is shown, they are supposed to sing "inside" their heads. Try singing Jingle Bells; Row, Row, Row Your Boat; or any other tune that students are familiar with. See how well they can keep the song going and sing in the right place!

You may also want to add signs for different sections in your classroom. Then, you can “conduct” them with section one singing and section two quiet, both quiet, both singing, etc. If you really want to have fun, and don’t mind your classroom becoming TOO noisy, assign a section of students to keep rhythm by tapping pencils on their desks! Anything that makes sound can be called an instrument. Why not have your class make their own instruments and create a new symphony!

Here are a few examples of “home-made” instruments to get your students started!

Wrap some paper around a pocket comb and hum through your own harmonica!

Stretch three or four rubber bands across a shoe box and strum your very own guitar!

Place some peas in a cup, cover with a top, and shake your very own maracas!

Take two sticks and tap on a plastic barrel to become a one-man percussion section!

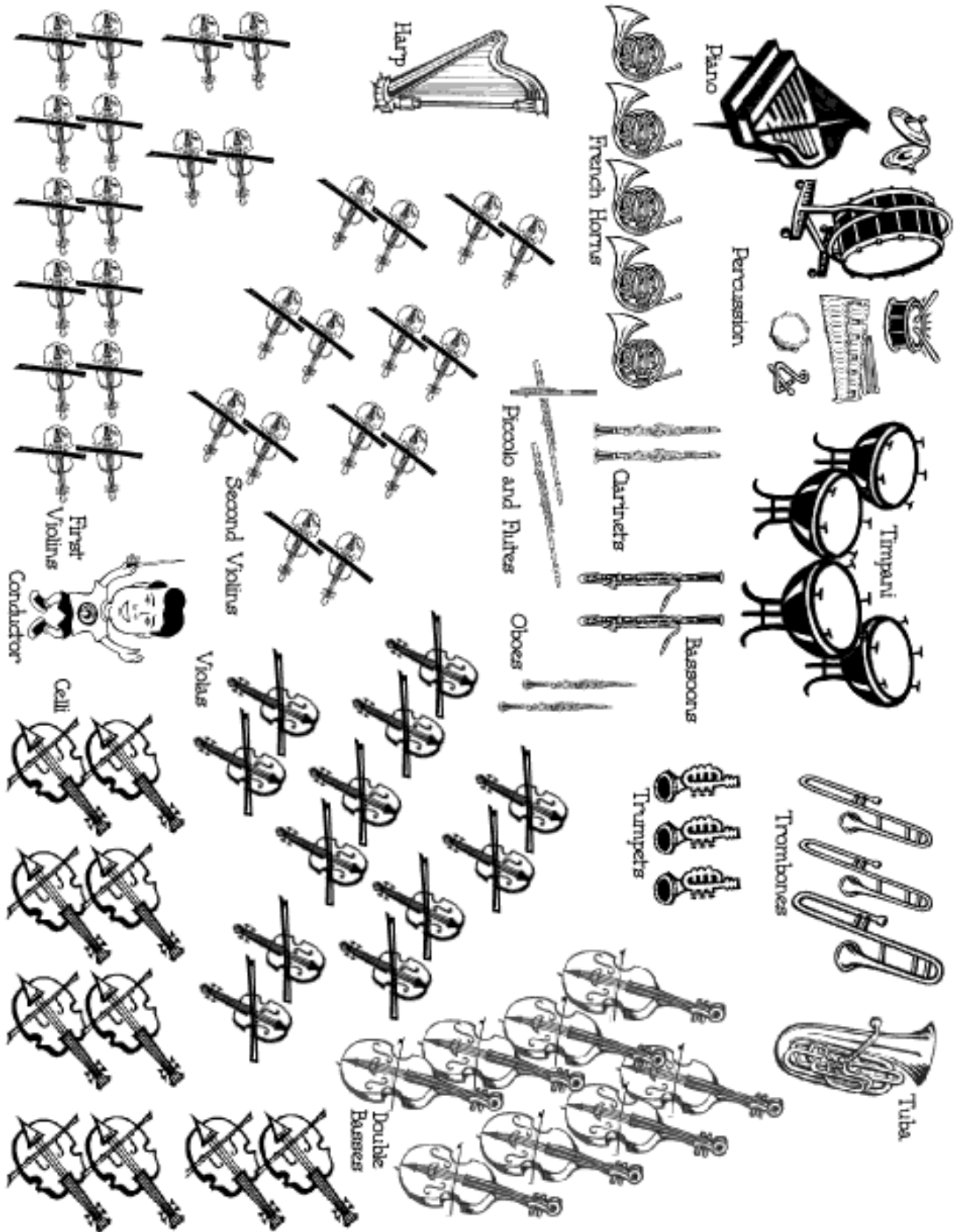
Cover one end of a straw and poke some holes in the top for your very own flute!

Fill glasses with water and tap with a stick to create your very own xylophone!

INTERNET PAGES TO VISIT FOR YOUR STUDENTS:

<http://www.nyphilkids.org/>

ORCHESTRA SEATING CHART



PETER AND THE WOLF is accompanied by a short variety show from the ballet THE NUTCRACKER we call it

The Nutcracker Sweets

COMPOSER

Peter (or Piotr) Ilyitch Tchaikovsky was born on May 7, 1840 in Votkinsk, Russia. When he was five years old, he began piano lessons. As eight-year-old he entered a boarding school in Saint Petersburg. Saint Petersburg was the capital city of Russia. That's where the Tsar resided. The Tsar was like a king who ruled the country.

The Nutcracker is a ballet. Ballet is like a theatre play, but instead of speaking the actors dance to the music. Actors in a ballet are called ballet dancers or ballerinas. Tchaikovsky is famous for his ballets Sleeping Beauty, Swan Lake, and most of all, The Nutcracker. Tchaikovsky and his music became so famous that he was invited to visit many other countries in Europe, and he also came to visit United States in 1891. A year later, he composed the ballet The Nutcracker.

ABOUT OUR PLAY

In our show, we use puppets and objects, toys and Christmas decorations. Because they are not real dancers, we try to develop appropriate movement for the toys and puppets. We try to give the life to these objects and have them behave in their own way. In your show, you should try the same.

SUGGESTED ACTIVITIES FOR YOUR STUDENTS

Let your students listen to the music from the ballet, especially the character dances: Chocolate or Spanish Dance; Tea or Chinese Dance; Trepak or Russian Dance; and the Dance of the Sugar Plum Fairy. These are included in most of the recordings of any Nutcracker Suite. Let the kids clap, move and dance to the music in order to become familiar with it. Children can do colorful drawings while listening to the music to express what they hear. Then tell them about proper behavior in the theatre: we do not talk to each other during the show, but we can clap and laugh and have fun watching the show.

After seeing our show repeat the above exercises with the children and see how the theatre performance affected their perceptions.

HOW TO MAKE YOUR OWN PUPPETS & A PUPPET SHOW

WAVY GARLAND

Material needed:

Two sticks, dowels or new pencils, Cellophane (clear) tape
Half a garland (or about two feet - depending on the child's reach)

- 1) Secure the ends of the garland with the clear tape.
- 2) Wrap the clear tape tightly in the center or where you plan to cut.
- 3) Cut the garland into a needed length. If needed, secure tightly the ends with the clear tape.
- 4) Attach the garland to the sticks, dowels or pencils with the clear tape. Tape the end of the garland to the sticks - make sure the tape overlaps the garland and the stick, so the garland doesn't slide up or down.
- 5) A child takes each stick into one hand and waves the garland with music. Two, three or four children can create waves, triangles, squares, or other cross each other and create stars accompanied by music.

WAVY GARLAND & STYROFOAM BALLS

Material needed:

Styrofoam ball 1 1/2" or 2" Stick, dowel or a pencil
Glitter For garlands see above
White glue

- 1) Stick a stick, dowel or a pencil into a styrofoam ball, pull it out. Drop a few drops of a white glue inside and stick the stick, dowel or a pencil back in. Let it dry.
- 2) Cover the styrofoam ball LIGHTLY with a white glue, or draw a pattern, like wavy lines or dots on the ball.
- 3) Sprinkle with glitter and let it dry. After drying, shake off the unglued glitter.
- 4) Play music. Let kids create formations, then add kids with garlands, have balls hop from one garland on another and back, create formations with garlands, etc.

CHRISTMAS ORNAMENTS

Material needed:

Styrofoam balls Pipe cleaners
White glue Stick, dowel or pencil
Glitter

- 1) Insert stick, dowel or pencil into a styrofoam ball. See instructions above.
- 2) Dip your finger in the glue and “draw” lines around the circumference of the ball. Draw two or three, depending on the size of the ball.
- 3) While wet, sprinkle with glitter and let it dry. When the glue dries, shake off the excess glitter.
- 4) Take the pipe cleaners and form it into a zig zag line. Form it around the ball, bend ends and push them into the styrofoam ball. Carefully remove it, and put some white glue on the bottom of the pipe cleaner. Put it back on the ball and let it dry.
- 5) Play music and have the children move the balls in different patterns - up and down, right/up, left/down, 1 - 3 up, 2 - 4 down, etc.

DANCING TEDDY BEARS or SNOWMAN

Materials needed:

Children can bring large stuffed teddy bears or snowman from their homes.

Team up two children per toy. One holds the toy under arms, the other holds the feet. Arms can clap and the legs can dance and kick with music. Toys can walk, jump on one foot at a time, or sit down. Arms can wave with one hand or both hands. Let the children move them to the music and work out simple choreography. Before you know it, they will produce their own show.

A SPECIAL REQUEST

If something is not clear in our instructions, please feel free to call for help:
(601) 977 9840.

We would like to hear about your experiences related to our production. Please let us know what you did with your children to enjoy the play and what kind of inspiration we provided. Send us some drawings done by your children so we can share them with the Mississippi Arts Commission. Let us know how helpful this guide was. It is work in progress and you can help us make it better. Your comments are greatly appreciated. Thank you.

PUPPET WONDERLAND was made possible in part by generous grants from the Greater Jackson Arts Council, Jackson Convention and Visitor’s Bureau, the Mississippi Arts Commission and the National Endowment for the Arts.

