

Unit/Lesson Instructional Plan

Unit/Lesson Title: “Peter & the Wolf” by Sergei Prokofiev

Grade Level: 2-3

Unit/Lesson Author: Sandra Bolster

School: Greenberg Elementary

District: Fresno Unified School District

Essential Understanding

What is the “Big Idea” of the unit or lesson?

Music and literature share much common ground in their ability to tell stories and develop characters. This unit will engage students in the art of story-telling in combination with music, and will explore the emotional development of characters through musical sounds and timbres. This is a beginning unit for young students to start developing a life-long journey of learning to listen deeply and to respond emotionally, with intellectual and emotional understanding, to music.

Students will understand that:

Music, like literature, can tell a story and describe characters. Composers can create music using various instruments, tones, compositional techniques, etc. to tell a story and to portray the character(s) and feelings of characters. By listening carefully, and with repetition, the characters take on powerful emotional qualities that can be felt and expressed by the listener. Students will learn that a story can be read, told by a storyteller or narrator, listened to through music, and dramatized through mime. There are many ways to tell stories and many ways to gain understanding of the feelings and emotions of characters.

Skills and Knowledge Students Need and/or Will Develop

- Students will be able to identify, by sight and by sound, instruments of the orchestra (flute, clarinet, oboe, bassoon, strings, french horn, drums)
- Students will be able to recognize various themes and describe the character the theme represents.
- Students will learn, through repetitive listening to the music and through understanding of the narrative, to identify the feelings and emotions of characters in “Peter and the Wolf.”
- Students will learn to describe the musical emotions in “Peter and the Wolf” through verbal discussions and through body movement and expression.
- Students will use body movement to express and communicate how characters look and feel through mime.
- Students will learn that communication and expression do not require written or spoken words.
- Students will learn that someone who creates music is a composer.

Standards Addressed

| Music Content Standards | Content Standards in Other Subject(s) |
|---|--|
| <p>1.3 Identify melody, rhythm, harmony, and/or timbre in selected pieces of music when presented aurally.</p> <p>1.5 Identify visually and aurally individual wind, string, brass, and percussion instruments. Describe the way in which sound is produced on various instruments.</p> <p>3.1 Identify the uses of specific music in daily or special events, and/or in different cultures</p> <p>3.3 Describe music from various cultures.</p> <p>4.1 Use the terminology of music in discussing individual preferences for specific music. Select and use specific criteria in making judgments about the quality of a musical performance.</p> <p>4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.</p> <p>4.3 Identify how musical elements communicate ideas or moods in music.</p> <p>5.1 Identify similar themes in stories, songs, and art forms. Identify the use of similar elements in music and other art forms.</p> <p>5.2 Identify and discuss who composes and performs music. Identify what musicians and composers do to create music.</p> <p>* Above includes both 2nd and 3rd grade music standards. Students may or may not have had music instruction in previous grades. Additional standards from Kindergarten and Grade 1 may also need to be included in instructional content.</p> | <p>Reading: 1.1, 2.2, 2.4, 2.6, 3.1, 3.3, 3.4</p> <p>Comprehension: 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8</p> <p>Theater: 1.1, 1.2, 2.1. 2.3</p> |

Objectives: (final performance or product)

In what way(s) will students demonstrate what they have learned?

Students will:

- participate in class discussions
- respond to teacher questions
- play a game, identifying themes of each character and identifying the instruments in “Peter and the Wolf”
- pantomime, while listening to “Peter and the Wolf,” demonstrating:
 - o recognition of each character by identification of theme or instrument.
 - o demonstrating understanding of emotions and action of story through appropriate body movements.

Student Pre-Assessment

How do you know what the students already know? What pre-assessment activities will help you determine what students already know?

Prior experience and knowledge with music is not required for this unit. However, it may be useful to assess the following in order to tailor the lessons to each group of students:

- Students will be asked if they have ever read, seen, or heard the story of “Peter and the Wolf.”
- Because of the age of students, and knowledge of music programs offered in the school in recent years, assessment of student educational, musical background is possible.

Teacher’s Needs Assessment

What content knowledge and resources will you need to implement this lesson?

Content knowledge needed:

- o Ability to teach young students to pantomime
- o Basic background and knowledge of Sergei Prokofiev and his music
- o Very basic knowledge and enjoyment of music

Resources needed:

- o One or two versions of “Peter and the Wolf” in book format. Many versions are available.
 - Disney’s Peter and the Wolf
 - Peter and the Wolf by Vladimir Vagin
 - Peter and the Wolf: A Musical Tale for Children by Anthony Marks and Peter Bailey.
- o CD of Peter and the Wolf by Sergei Prokofiev. Preferred CD is “Bernstein Favorites: Children’s Classics” with the New York Philharmonic. (Sony SFK 46712) Many versions, which alter the music and story, of Peter and the Wolf have been created and are not recommended.
- o Posters of each character and instrument (see copies of my handmade posters)
- o Poster of list of characters (see copy)
- o Poster of instruments (see copy)
- o Video. Suggested videos:
 - I highly recommend: Peter and the wolf: A Puppet Production of Prokofiev’s Classic Music Tale, by Jim Gamble Puppet Productions.
 - Peter and the Wolf: A Prokofiev Fantasy Video, Claudio Abbado and the Chamber Orchestra of Europe, narrated by Sting.
 - Disney’s Peter and the Wolf/Make Mine Music Video
- o Not necessary, but useful: Reproducible puzzles, songs, and activities with assessment worksheets, Peter and the Wolf, by Sergei Prokofiev, Set Two, by Debra Lindsay (www.pegsmusicworks.com)
- o CD Player
- o Not necessary, but useful: Make a cassette tape or CD of musical themes (in different order from introduction and using different portion of theme from music).

Final Student Assessment

How will you know that students have achieved the standard?

Ongoing assessments will be made through class participation and discussions and observation. The final assessment will be made through teacher observation. Students will pantomime, while listening to Peter and the Wolf, demonstrating knowledge of and understanding of skills and knowledge developed throughout the unit.

Learning Sequence

The Lesson Plan: What are the various steps in the unit/lesson implementation?

Unit: Peter and the Wolf by Sergei Prokofiev

Each lesson is designed for a 30-minute music class, once a week.

Lesson #1

Materials: Book version of Peter and the Wolf
Poster with list of characters in story

1. Introduce book that we'll be reading by:
 - a. Read poster with the list of characters in the story. "Does anyone know a famous story that includes these characters?" (Some students may be able to identify) Explain that there are many versions of this famous story.
 - b. Read the book, taking time to discuss and explain, as needed.
 - c. Discuss events of story. Be sure to discuss how Peter caught the wolf and whether or not the duck was eaten, as this varies greatly in different versions.
2. Discuss that we often tell stories in book-form.
 - a. "How else might a story be told?"
 - i. Brainstorm: word-of-mouth/storyteller, opera, ballet, video, play, movie, puppet show, etc.
 - b. Invite children to be sure to be at our next class, because we're going to have a very different version of P & W. (Since I'm a music teacher, I will ask them to imagine what the story might be like if music helped to tell the story.)

Lesson #2

Show video of Peter and the Wolf. (I highly recommend the 30 minute version by Jim Gamble Puppet Productions, Peter and the Wolf: A Puppet Production of Prokofiev's Classic Musical Tale. This version introduces the composer and the instruments, and presents the story appropriately and in an entertaining manner for 2nd and 3rd grade students.)

Lesson #3

Materials: CD of Peter and the Wolf

Poster of each instrument with picture of character

CD Player

If possible: Invite a music teacher to bring or bring one or more flute, violin, oboe, clarinet, french horn, drum, bassoon to play and show to students. I try to bring a different instrument each week and play a portion of the theme found in P & W.

1. Review and discuss the video from the last class.
 - a. Compare the book and the video.
 - i. Appearance of characters (puppets in my preferred version)
 - ii. Difference between events in each version of the story
 - iii. No music/music
 - iv. If video had a narrator, how was that different than the story?
 - b. Discuss the effect of music on the story
 - i. Like or dislike?
 - ii. Did it add to the story? Ruin the story?
 - iii. How does the music help tell the story?
 - iv. Discuss how each character had its own special melody (theme) with a certain instrument to play the theme.
 - c. Show students posters of each character and instrument
 - i. Listen to the introduction (beginning of CD) where the narrator introduces the instruments.
 1. Cover picture of the character. While listening and looking at the picture of the instrument, have students guess which character the music represents (pause the CD to allow time to answer).
 2. Repeat for each instrument/character.
 3. If brought one or more instruments, show and demo.
 - ii. Listen to introduction again, if needed and if time allows.
 - d. Tell students that in our next class, we're going to **listen** to the version of P & W that is on the CD. (no book or video!)

Lesson #4

Materials: CD of Peter and the Wolf
Posters of each instrument/character
CD Player

1. Review

- a. “Last week we learned about the themes of each character in P & W and what the instruments look and sound like that plays each theme.”
 - b. Review that we’ve read the story in a book and watched it in a video. “Today we’re going to listen to P & W, as it was originally created by Sergei Prokofiev. There will be no pictures because it has only a narrator and music.”
 - i. If using the Jim Gamble puppet show video, discuss and review how the narrator in the video is also the composer. If use a different video, discuss the composer.
 1. Composer, Sergei Prokofiev (1891-1953). Born in Russia.
 2. As a boy he was a very talented pianist and went on to attend the famous and prestigious Moscow Conservatory.
 3. Prokofiev wrote the story and the music of Peter and the Wolf in 1936 to introduce children to the instruments in an orchestra. He decided to identify each instrument of the orchestra by having a different instrument represent each character. Instruments were selected to represent characters and the music was written so that the characters of the story would “speak” through their instrument. (Sound of each instrument imitates or sounds like the character).
 - c. Play the introduction (same part as played in last class), showing posters of each instrument and character as a review of last week and to prepare them for listening to follow.
 - d. Remind students that there are different versions of this story and this is the original one, created by Mr. Prokofiev. “Listen carefully to decide if the story is the same as one we’ve already heard or if its different.”
2. Listen to Part I of CD. Part I is approx. 12 min., ending with “...and with one gulp, he swallowed her.” (Part II will be heard in Lesson #5)
- a. While listening, hold up card of each theme (character/instrument) as introduced. Display as story continues on chalk tray, or other place. Point or hold up each theme as it reoccurs in story.
 - b. Teacher may point out how the duck quacks (through musical sounds) and the cat’s meow when it climbs the tree to safety, as well as other musical aspects of interest, if familiar with the music. If not, listen carefully (have children help you listen for them) and you will hear the cat meow, the bird tweet, the duck quack, guns fire, grandfather grumble, etc.
3. If time, discuss how the story has different from previous stories, up to the point where it was stopped.

Lesson #5

Materials: CD of Peter and the Wolf
Posters of each instrument/character
CD Player

1. Review.
 - a. Summarize and review events of Part I from last week, showing posters of instruments/characters, up until the wolf swallows the duck.
 - b. Play Part II (about 11 min.)
 - i. Part II begins with: “. . . and now, this is how the situation was. . . “
 - ii. Hold up appropriate posters as students listen.
 - c. Discuss what students heard.
 - i. What effect does the music have on the story?
 - ii. Describe the emotions of the characters and how the music helped the listener feel what the character was feeling (i.e. the duck swam happily on the lake. Later, using the same theme, the duck sounded scared, and then sad at the very end.)
 - d. Tell students that next week we'll play a game and see how much they remember about the characters, instruments and the music.

Lesson #6

Materials: CD Player
CD of P & W
Posters of characters/instruments
Reward for winning team members (stickers, candy, first to recess, etc.)

1. Review and discuss P & W from last two classes. (plot, characters, etc. Whatever children are relating to and remember most) Get them thinking about P & W again and draw interest and excitement from whatever they are interested in from the experience.
2. Play game, informally assessing their knowledge of themes and musical instruments.
 - a. Game: Divide into two teams, in lines, facing one another. Play each of the themes, for a student to identify the character (can use theme from intro on CD or find portion of each theme from music, which will be a little more difficult to identify). Start at beginning of each line, giving first theme to first student, etc. If answer is correct, give team a point (keep score on board). If incorrect answer, other team, next person in line, gets a chance. Back and forth until it is correctly identified, with point to correct team. After all characters are identified, play each theme again (in different order) for students to identify the instrument. Follow same procedure for awarding points. Play as long as students are interested (can repeat themes, using different part in story where the theme is somewhat different) or until all answers are correct. Team with most points wins. (Award team with appropriate reward)
3. “Now that you're experts at identifying the characters and instruments, do you think you could become each character and portray it with your body?”
 - a. Play each theme again, one-at-a-time, having the class or an individual decide or demonstrate how that character should be portrayed.
 - b. Play theme again, everyone portray each character (you may choose to have all move the same or allow for individual interpretations)

Lesson #7

Note: This lesson may be skipped if students have had previous experience with pantomime. Because students have been bursting with desire to move like the characters, this lesson will provide safe and useful boundaries to allow them to become the characters while listening to the music. Pantomime effectively takes the need for using the voice away, giving students a legitimate and fun method of acting, allowing the music to be the focus and source of all sound. As a result, all movements are related to the musical sounds, without as many distractions!

Write on the Board: IMAGINATION
PANTOMIME

- Brainstorm the meaning of imagination (pretend, etc.)
- Pantomime is acting or telling a story without words. (Many students will know what a 'mime' is, but will need help knowing what it means to pantomime)
 - o Demo a pantomime (i.e. fishing, hitting a baseball)
 - Students guess what I did in the demo
 - "What are things I did to give you clues?"
 - "Did I use any words or my voice to tell you what I was doing?"
- Take an *Imagination Journey*:
 - o Explain the 3 things to make the journey fun and safe for everyone
 - Stay in your own space (even if walking, running, etc.)
 - Be careful as you move to avoid hurting yourself or others
 - No talking allowed! (occasional giggles, but no loud laughing!)
 - o "We are going to take a journey inside the mind and body."
 - Make an imaginary box
 - Decide what it is made of how it looks (wood, metal, color, covered in gems, color, etc.). Don't discuss your box, just imagine it!
 - Open the hinged lid
 - Take the words out of your mouth and put them in the box. Close the lid!
 - Pretend to open the box (can talk) and close the box (no talking!).
 - If students have difficult time being quiet, lock the box with an imaginary key!
 - Put the box in a safe place (Note that teacher doesn't put voice in box because teacher will have to be able to speak)
 - Tell students to close their eyes as they go on a journey! Teacher talks them through the journey:
 - Imagine being at the ocean. Feel the breeze, hear waves and birds, etc. Walk to the water, put toe in, pull away (it's cold!), etc.
 - Imagine being in a forest. Walk among trees, look up through trees, listen for forest sounds. Climb a tree, etc. Use your imagination!!!!
 - Finish by imagining your walking down your street and see your house. Walk up to it (wave to friends & neighbors), open door and go in.
 - Open eyes. Take out the magic box. Open the lid and get voices back!
 - Discuss what you saw and did on the imagination journey.
 - Review: what is pantomime? (acting without words)

- Practice pantomime
 - o Teacher demo loud (arms out & apart) and soft (*knees bent, arms & head inward*)
 - “If I do this, am I loud or soft?”
 - Demo other concepts through mime. (happy, angry, scared)
 - “What did I use to show you?” (body, face, eyes, etc.)
 - Discuss how to mime a bird (be small, wings, move head, etc.)
 - Play music of bird from P & W and everyone pretend to be a bird.
 - Play music of one or two other characters, after describing how to pretend to be that animal or character.
- Closing: Tell students that next week, they will pantomime all the characters, to P & W.

Lesson #8

Materials: CD of Peter and the Wolf
Posters of each character/instrument
CD Player

1. Pantomime to Peter and the Wolf, Part I
 - a. Review *pantomime* and *imagination*
 - i. Review 3 rules for run in pantomime
 1. stay in own space
 2. don't hurt self or others
 3. no talking! (its not pantomime if you talk!)
 - ii. Review characters and instruments by listening to each theme.
 1. Play each theme. Have students name the character, name the instrument. Show the poster and have students decide how they can pantomime each character (allow for different imaginations!)
 - b. Explain that we're going to listen to the first half of P & W. While listening, they will be in their own space and pantomime whenever they hear the music for a character.
 - i. Discuss what to do if there's music, but no character for theme (stand still, close eyes & listen)
 - ii. Discuss what to do if there are more than one character in the music at the same time (choose one of the two and pantomime it).
 - iii. Remind them that students that cannot follow the 3 rules, will be asked to return to their seats quickly & quietly. Review the 3 rules for fun in pantomime
2. Listen and pantomime to Part I (up to, “...and with one gulp, he swallowed her.”)
 - a. Put voices in imaginary boxes.
 - b. Listen and pantomime to Part I.

Lesson #9

Materials: CD of Peter and the Wolf
CD Player

1. Prepare to pantomime to Part II of Peter and the Wolf.
 - a. Review what pantomime is.
 - b. Review 3 rules to have fun with pantomime
 - i. Stay in your own space
 - ii. Don't hurt self or others
 - iii. No talking allowed!!!
 - c. Put voices in imaginary boxes.
2. Pantomime to Part II (begins with, "And now, this is how the situation is. . .")
3. Discuss our Peter and the Wolf journey
 - a. Review:
 - i. Different versions of the story we've read, watched & listened to.
 - ii. Learned about the composer, Sergei Prokofiev. ("What does a composer do?")
 - iii. Describe the different musical instruments we've studied and heard.
 - iv. How can music describe a character and how that character is feeling?
 - v. Learned how to pantomime
 - vi. What emotions did we hear in the music in P & W? (anger, sadness, happiness, fright, scary, etc.)
 - vii. What did you personally enjoy or like most?
 - viii. What did you not enjoy or disliked?
 - ix. Imagine what a movie would be like without music?
4. Closure
 - a. Discuss with students that we hear music all the time in our lives. Rarely do we stop and listen carefully. Invite them to take time to listen, because all music was written by a composer who had something he/she wanted to say through the music. It might be a story, or a description of a character, or it might just be a feeling he/she had and put it in music. Listen to the instruments or voices performing. They might recognize them or it might be a new sound never heard before. Music can be a life-long journey full of interesting sounds, stories, and ideas. There's always familiar and unfamiliar music to listen to with sounds and emotions that are familiar and unfamiliar. Perhaps they will find many songs that will help express what they are feeling throughout their lives.

Lesson #10 (Optional)

Attend a performance of Peter and the Wolf.

- The Fresno Philharmonic offers special youth concerts and occasionally performs Peter and the Wolf as one of the selections. Also in the Fresno area, the Fresno Youth Orchestra, Tulare Symphony, Kings Symphony, or other orchestras may schedule a performance of P & W. Check with these and other local musical arts organizations.
- The Fresno Philharmonic Woodwind Quintet often performs a special version of Peter and the Wolf for concerts in local schools. Contact the Fresno Philharmonic to see if a concert can be scheduled at your school (be sure to request the Woodwind Quintet and ask for P & W).

Vocabulary

What vocabulary will students need to know and learn, in order to achieve the standards addressed in the unit/lesson?

| | | | |
|---------------|------------------|-------------|--------|
| composer | Sergei Prokofiev | Grandfather | duck |
| Peter | wolf | bird | cat |
| hunters' guns | strings | violin | viola |
| cello | bass | flute | oboe |
| clarinet | bassoon | french horn | drums |
| imagination | journey | pantomime | Russia |
| theme | | | |

Equipment, Materials and Resources

What equipment, materials, and resources will you need to implement the unit/lesson and the student assessment?

See section on Teacher's Needs Assessment

Additional Notes

What adaptations might you make to the learning sequence, to meet the needs of different students? Any other notes or comments you would offer with regard to implementing this unit/lesson?

This lesson could readily be done by a classroom teacher. Lessons adapt easily to fit various time opportunities or limitations. Teacher will need to assess ability of students to concentrate and listen for long periods of time when deciding whether to break listening and pantomime into two parts, as done in these lessons. More ideal would be to listen to Part I and listen to Part II either at another time the same day or the next day, rather than a week late (as is necessary for an itinerant music teacher).

It would be preferable to teach students how to pantomime prior to this unit so that they have experience with pantomime and so that the flow of the unit is not interrupted by having to learn the nuts and bolts of pantomime.

There are lots and lots of resources for P & W on the internet. Check them out. I have included copies of some worksheets to more fully integrate the study of the music of Peter and the Wolf to classroom activities and curriculum. I have had teachers have their students draw pictures of the instruments and characters, use the vocabulary words as part of the spelling list for the week, or write about their experience or thoughts of P & W in their journal writing .

Some additional activities might include:

- Write a paragraph, after listening to one of the themes, about how it made him/her feel.
- Write a paragraph, after listening to one of the themes, about what they think made the music sound scary, happy, sad, etc.
- After discussing various ways different versions of the story have dealt with the wolf swallowing (or not swallowing) the duck, have students write their own version.
- Have students write an ending to the story. Prokofiev leaves the story with the duck crying, having been eaten alive, within the wolf's stomach. How does the duck get out? Does the duck get out? Etc.
- Write a story about "Mary and the Tiger." The class could select a title and each write their own story.
- Students could write a story, as a class, about "Mary and the Tiger" (or any other agreed upon person and animal). Taking familiar tunes, the class make up words to fit the story and the characters. The class could dramatize and sing or pantomime the story.
- The class could pantomime the story of Peter and the Wolf, selecting certain students for the various roles, to perform for parents or other classes.
- The class could write, produce, and perform their own play of Peter and the Wolf.
- Make puppets and perform Peter and the Wolf.
- Pantomime other stories the class is interested in.

The possibilities are endless!!!

Final Comments:

My students and I had a wonderful time with Peter and the Wolf. I don't believe they have any idea about how much they learned. I do know, however, that each and every student experienced great fun and came away with a deeper understanding and feeling for music. My primary hope was to not only teach something of substance, as a music teacher, but to encourage each child to take an active interest in music. Although music is everywhere in our world around us, students today must make an effort and a commitment in order to have the opportunity to study and participate in music classes. Those that experience the emotional impact of music will be more likely to choose to continue to study and participate in music education throughout their years in school. Not only will these students have a more complete education, but their lives will be greatly enriched through the skills music will have taught them and by that which enjoying music can bring to life. As a music teacher, I want to not only teach musical skills and knowledge, but to inspire students to make the enjoyment of music a rich part of their education and entire lives.