

Young Audiences of Massachusetts

Educational Materials

Please forward to teachers

Updated 02/05

ABOUT THE PERFORMANCE

Infinites: *Peter and the Wolf with the Woodwind Family*

Grade levels: Pre K-3

Infinites program introduces young students to the individual instruments of a woodwind quartet and to the music they make as an ensemble. Through active participation during the program, students learn about the basic elements of music and how they come together to make a song. The second half of the program is a music/storytelling performance of Prokofiev's *Peter and the Wolf* with each instrument portraying one of the characters from the story.

LEARNING GOALS:

1. To introduce young students to woodwind instruments.
2. To explore elements of classical music such as melody, counter melody, harmony and bass.
3. To demonstrate expression through music with the storytelling of *Peter and the Wolf*.

PRE-ACTIVITY SUMMARY: *Animal Characteristics*

Teach students about the musical concepts of tempo, rhythm and pitch by watching and imitating the animals portrayed in Prokofiev's *Peter and the Wolf*.

POST-ACTIVITY SUMMARY: *Listening Skills*

Help students develop active listening skills by asking questions about Prokofiev's *Peter & the Wolf*. Ask students to listen for and identify the characters in the music, as portrayed by the instruments, and to articulate what they like and feel about the music they're hearing.

CURRICULUM LINKS:

English Language Arts, Music, Theater, Visual Arts

PRE-ACTIVITY: ANIMAL CHARACTERISTICS

LEARNING GOAL: To learn about tempo, pitch, and rhythm through the study of the animals portrayed in *Peter and the Wolf*.

MATERIALS/PREPARATION:
Pictures and videos of the animals: bird, duck, cat and wolf and /or time to watch live animals

TIME:
45 min.- one hour

TIPS FOR THE TEACHER:

- * **tempo:** speed of the music, rate of speed
- * **pitch:** highness or lowness of sound
- * **rhythm:** flow and duration or length of tone

STEP 1: Look at pictures or videos of the four animal characters in *Peter and the Wolf*; the bird, duck, cat and wolf.

STEP 2: Ask students to think and talk about how the animals walk and move and what kinds of sounds they make.

- Are they big or small?
- Do they move slowly or quickly? (**Tempo**)
- Are the sounds they make high or low? (**Pitch**)
- Are they graceful or clumsy? Do the animals walk or flap their wings in a specific pattern? (**Rhythm**)
- Do the sounds they make resemble the way they move? (**Timbre**)

STEP 3: Write or act out descriptions of each animal and its speed (**tempo**), sounds (high or low, **pitch**) and movement patterns (**rhythm**).

EXTENSIONS:

1) Ask students to move like the animal characters in *Peter and the Wolf*, using their own descriptions as a guide. Give the students adequate space to move and verbally take them through all four animals. You may want to give them cues by asking the above questions again. Encourage them to move and act like the animal -- and have fun!

2) Listen to *Carnival of the Animals* by Camille Saint-Saens. Notice the tempo, pitch, and rhythms used in each movement to portray each type of animal. Does the music seem to fit the characteristics of that animal?



Infinities: *Peter and the Wolf with the Woodwind Family*

Grade levels: Pre K-3

POST-ACTIVITY: LISTENING SKILLS

LEARNING GOAL:

To reinforce concepts of tempo, rhythm, and pitch to help develop listening skills.

MATERIALS/PREPARATION:

Recording of Serge Prokofiev's *Peter & the Wolf* (for Narrator & Orchestra)

TIME:

45 minutes - one hour
Recording: 35 min.

STEP 1: Before you listen to *Peter & the Wolf* with your students, review the characters and the musical instruments played during the performance.

- * Peter: strings
- * Grandfather: bassoon
- * Bird: flute
- * Cat: clarinet
- * Duck: oboe

STEP 2: Listen to a recording of *Peter & the Wolf* with your students (35 min.)

STEP 3: Discuss the music with your students.

- Did you like it?
- What did / didn't you like about the music?
- How did it make you feel?
- Did you hear the characters in the music?
- Were you aware of the:
 - tempo, rhythm and pitch?
 - melody, counter melody, harmony and bass?
- Can you give an example of how one of these concepts was used in the music?

STEP 4: Ask students to write about and/or draw something that reflects the way the music made them feel.

EXTENSIONS:

1) Incorporate a listening period into your class. Continue challenging students to think about what they're hearing and what they like / don't like and how they feel about the music.

2) Discuss the qualities of different instruments. What are some other animals that could be portrayed through musical composition? What would the tempo be for that animal? What sorts of rhythms would it use? Would it be higher or lower pitched? What instrument would you pick for that animal? Why?

3) Choose two distinctly different sections of music to play for the class. Ask the students to move to the music, keeping in mind the questions discussed in class.



Young Audience of Massachusetts
255 Elm Street, Suite 302, Somerville, MA 02144
(617)629-YAMA (9262)
<http://www.yamass.org>



Infinities Chamber Ensemble: *Peter and the Wolf with the Woodwind Family*

Grade Level: Pre-K - 3

VOCABULARY

melody - succession of notes, making up the main tune of the song

composer - person who wrote the music

pitch - the highness or lowness of a specific tone

counter melody - a vocal part that contrasts with the original melody

rhythm - organization of sound and time patterns of notes

dynamics - loud/soft

woodwind instrument - flute, oboe, clarinet, bassoon

harmony - two tunes or melodies used simultaneously

tempo - rate of speed in a musical work - fast/slow

ABOUT THE PERFORMERS:

Margaret Herlehy, oboe, was trained at the University of Michigan and Sarah Lawrence College. Currently Margaret teaches oboe at the Manchester Community Music School and at the University of New Hampshire.

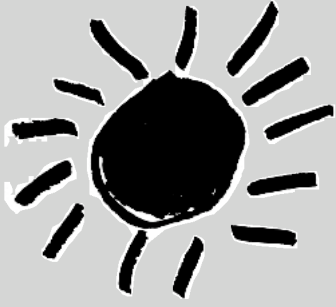
Stephanie Ratte, clarinet, received a Bachelor's Degree in Music Education from the Crane School of Music, Potsdam, NY and a Master's Degree in Clarinet Performance at Michigan State University under the direction of Elsa Verdehr. Currently, Stephanie is teaching clarinet at both the Concord and Manchester Community Music Schools.

Eleanor Taylor, bassoon, a native of Belmont, Massachusetts holds a Bachelor's degree from Eastman School of Music and a Master's Degree in performance from Indiana University. Currently, Eleanor teaches bassoon at Manchester Community School and Phillips Exeter Academy.

Judy Teehan, flute, received a Bachelor's Degree in Music Therapy and Master's in Music Education from Montclair State University, Montclair, NJ. Currently Judy teaches flute at Phillips Exeter Academy.

ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has distinguished itself as the vital link between Massachusetts schoolchildren (K-12) and more than 95 of the region's most accomplished actors, dancers, singers, musicians, and storytellers. Its 36 ensembles offer 57 interactive arts programs that represent a range of cultures, historical periods and artistic disciplines. YA is unique in its flexibility to offer interactive performances, tailor-made residencies, workshops, teacher-training, curriculum planning and multi-year projects. All programs include educational materials and satisfy local, state and/or federal arts education standards.



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MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

Infinites Chamber Ensemble:

Peter and the Wolf and the Woodwind Family

<i>Language Arts 9</i>	...identify the basic facts and essential ideas in what they have read, heard, or viewed.
<i>Arts-Music 3</i>	Playing Instruments...play instruments, alone and with others, to perform a varied repertoire of music.
<i>Arts-Music 4</i>	Improvisation and Composition...improvise, compose, and arrange music.
<i>Arts-Music 5</i>	Critical Response...describe and analyze their own music and the music of others using appropriate music vocabulary.
<i>Arts-Music 8</i>	Concepts of Style, Stylistic Influence, and Stylistic Change... demonstrate understanding of styles, influence, change.
<i>Arts-Music 9</i>	Inventions, Technologies, and the Arts...describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.
<i>Arts-Music 10</i>	Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering.
<i>Visual Arts 9</i>	Students will describe and analyze how performing and visual artists use and have used materials, inventions, technologies in their work.

