

TEACHER STUDY GUIDE

2017-2018 SEASON



- Curriculum Connections
- Learning Resources
- Performance Background
- Activities for the Classroom
- Theatre Etiquette

School Shows: April 16 - 20, 2018,
10:00 & 11:45 AM

Public Show: Saturday, April 21 at 2:00 PM

PETER AND THE WOLF



Signed Performance,
Friday, April 20, 2018
at 11:45 AM.

Additional support provided by Alaska State Council on the Arts, the Atwood Foundation,
the Municipality of Anchorage, National Endowment for the Arts and WESTAF.

Alaska Junior Theater ■ 430 W 7th Ave, Suite 30 ■ Anchorage, AK 99501
P 907-272-7546 ■ F 907-272-3035 ■ www.akjt.org

CURRICULUM STANDARDS

Alaska Junior Theater is a private, nonprofit organization that has been bringing the best in professional theatre from around the world to Alaska's young audiences since 1981. Each year, more than 40,000 students attend a variety of live performances at the Alaska Center for the Performing Arts. For many students, our school show presentations are their only exposure to live performing arts.

Each show we present has a strong educational component, and shows are linked to Alaska Content Standards. Alaska Junior Theater also offers teacher and student workshops, study guides and classroom transportation to our performances.

We are committed to keeping ticket prices low, allowing children of all financial levels to experience professional, live theatre. Our low educational ticket price of \$8 covers only half our costs of presenting shows. To subsidize the remaining \$8 of each ticket, we actively fundraise and rely on the support of corporations, foundations and individuals. In addition, we fundraise to offer full scholarships to students with financial need.

Alaska Junior Theater asked area teachers to review our upcoming 2017–2018 performances for direct connections to Alaska Content Standards. The direct connections for the **Step Afrika!** are listed to the right, which will assist in lesson planning and will assure teachers that Alaska Junior Theater programs help classes meet curriculum connections.

To get a complete copy of the Alaska Content Standards, visit the following web address: www.eed.state.ak.us/contentstandards. Additional information about these standards can be found at the National Association for Music Education via <http://www.menc.org/resources/view/national-standards-for-music-education>.

Special thanks to Deanna James for her help in this effort.



Discovery Theatre, ACPA

Alaska Standards

English/Language Arts: A, D
Math: A, B, C, D
Science: A, B
Geography: A, C, D
History: A, B, C
Art: B, C, D
Library: A, B, C, D

Common Core Standards K - 5

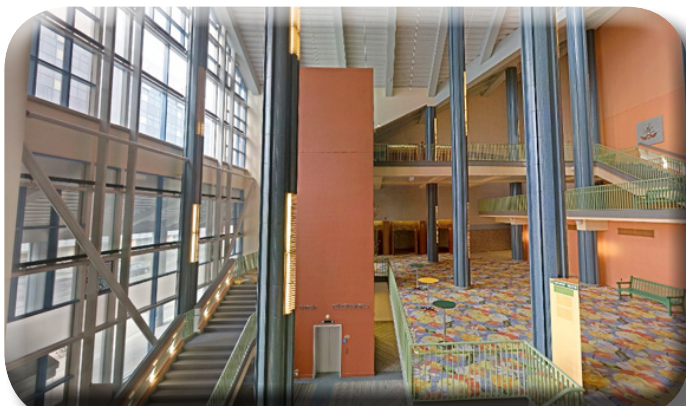
Writing Standards:
W 2, W 7

Math:
Geometry 1-8
Measurement & Data 1-8
Physical Science 4

National Music Standards

Creating: Imagine, Plan and make, Evaluate & Refine

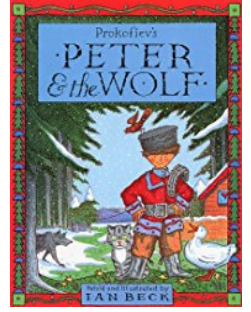
Responding: Analyze, Interpret, Evaluate



Carr Gottstein Lobby

Resources related to PETER AND THE WOLF

These materials for youth are available through:



Stories and Tales

<u>Wolfie the Bunny</u> by Ame Dyckman	E DYCKMAN
<u>Wolf Won't Bite</u> by Emily Gravett	E GRAVETT
<u>The Wolf Who Cried Boy</u> by Bob Hartman	E HARTMAN
<u>A Well-Mannered Young Wolf</u> by Jean Leroy	E LEROY
<u>The Love for Three Oranges</u> by Sergei Prokofiev	E PROKOFI
<u>Peter and the Wolf</u> by Chris Raschka	E RASCHKA
<u>Sergei Prokofiev's Peter and the Wolf</u> by Janet Schulman	E SCHULMA
<u>The Composer is Dead</u> by Lemony Snicket	E SNICKET
<u>Brave Charlotte and the Wolves</u> by Anu Stohner	E STOHNER
<u>Lost in the Backyard</u> by Alison Hughes	J HUGHES
<u>Red: The True Story of Red Riding Hood</u> by Liesl Shurtliff	J SHURTLI
<u>Little Wolf's Book of Badness</u> by Ian Whybrow	J WHYBROW

Music and Puppet Making

<u>Making Puppets</u> by Sally Henry	J 745.5922 HENRY
<u>Puppets</u> by Meryl Doney	J 745.59224 DONEY
<u>Those Amazing Musical Instruments!: Your Guide to the Orchestra</u>	
<u>Through Sounds and Stories</u> by Genevieve Helsby	J 784.19 HELSBY
<u>Making Music</u> by Ann Sayre Wiseman	J 784.1923 SAYRE
<u>The Story of the Orchestra: Listen While You Learn about the Instruments,</u>	
<u>the Music, and the Composers who Wrote the Music</u> by Robert Levin	J 784.2 LEVINE
<u>Saint-Saëns's Danse Macabre</u> by Anna Harwell Celenza	E or J 784.21843

Music, Movies and More

<i>A Child's Celebration of Classical Music</i>	CD ZM CHILDS
<i>Peter and the Wolf</i>	CD ZM PETER-A
<i>Peter and the Wolf</i>	DVD J PETER-A
<i>Rabbit Ears: The Three Billy Goats Gruff; and the Three Little Pig</i>	DVD J THREE-B
<i>Reading Rainbow: Abiyoyo</i>	DVD J READING
<i>Tell it With Puppets</i>	DVD 372.674 TELL-IT

**The Young Person's Guide to the Orchestra by Benjamin Britten available for download on Hoopla.
Check out ebooks and audio books at ListenAlaska and Hoopla and downloadable music at Freegal on the
Anchorage Public Library Website: www.anchoragelibrary.org**

Pushcart Players

HIGHLIGHTS

Pushcart Players developed hundreds of replicable arts residency and workshop programs as well as wrote and produced twenty-seven original musical plays that address culturally diverse issues, make history vivid and social studies relevant for students. The company has traveled more than two million miles to bring these programs to 10 million young people in 35 states across the nation.

In 1991, Pushcart brought word of the Arts in NJ to the former Soviet Union in a highly successful performance tour for which they commended and recorded in the Congressional Record for “. . . their contribution to a greater understanding between our two cultures.” U. S. Senator Frank Lautenberg stated, “Pushcart Players has proven how art can transcend cultural barriers.”

HISTORY

Founded in 1974 as a professional ensemble of artists & educators (teachers, writers, musicians, actors, designers & directors) whose primary goal was to increase the aesthetic world of children by introducing and involving them in the arts in schools.

Traveling to schools and theaters throughout the nation was and continues to be a high priority so that all children in a given community have the advantage of arts programming prepared, conducted and presented by outstanding professionals in this artistic field.

Because theatre is a synthesis of all the arts and provides an excellent vehicle for the introduction of music, dance, poetry, prose and other artistic expression, it became the centerpiece of many innovative residencies and workshops offered in Pushcart’s Arts In Education programming.

MISSION

Pushcart Players’ mission is to provide professionally produced theater, workshops and residencies for K – 12 students to foster in-depth understanding, discovery, participation and life long love for and support of the arts. The artistic philosophy of Pushcart Players is rooted in the belief that the arts – “an inseparable part of the human journey” – are an essential component of the educational process in that they help children grow intellectually, socially and emotionally and provide a powerful tool in reaching one’s unique potential.

ACHIEVEMENTS

- 1) The artistic impact and inspiration for more than 250,000 children each year across the nation – and the world.
- 2) New material and expanded roster generated by Pushcart’s artistic team including in-roads in Holocaust Education through the arts with gentle introductions to this difficult subject. Our current production, “The Last . . . Butterfly” is an innovative and artistically beautiful production, linked to an Artists Residency and features an exhibit of art work by the children of the Terezin Concentration Camp.
- 3) Peer recognition of outstanding work resulting in selection for numerous national showcases (including the prestigious PACT and ARTS PRESENTERS showcases in NYC) that have led to national tours.
- 4) Pushcart’s leadership role in collaborative efforts with other key arts in education organizations designed to maximize artistic strength and minimize duplication of effort. Over the past several years, Pushcart has collaborated with other art organizations on developing Sensory Friendly Performances for children on the Autism Spectrum and with other special needs.
- 5) International recognition and acclaim, including a highly successful tour of the Czech Republic in June, 2002 and arts education for teens in Ethiopia in 2006.

History of Peter and the Wolf

Peter and the Wolf was written in 1936 by a Russian composer, pianist and conductor named Sergei Prokofiev. Prokofiev was commissioned by the Central Children's Theatre in Moscow to create a symphony to cultivate musical tastes in children beginning with their first years of education. So interested in the request, Prokofiev finished the piece in four days and *Peter and the Wolf* was debuted on May 2, 1936.

Although unsuccessful at first, *Peter and the Wolf* became one of the most well-known musical pieces of its time. In 1946, Walt Disney produced an animated version of the symphony. You can find the cartoon Disney version at <http://www.youtube.com/watch?v=ILI3s7Wonvg>.



Vocabulary and Terms

***Brass** - a metal consisting mainly of copper.

***Classical** - pertaining to the formal and artistically more sophisticated and enduring types of music.

***Composer** - a person who writes music.

***Conductor** - a person who directs an orchestra, communicating to the performers by motions with their hand or baton.

***Horn** - a wind instrument originating from the horn of an animal.

***Instrument** - an apparatus for producing musical sounds.

***Jazz** - a type of music originating in New Orleans in the early 1900's. Marked by intricate and complex rhythms.

***Percussion** - the striking of a musical instrument to create tones.

***Orchestra** - a group of performers on various musical instruments.

***Reed** - a piece of cane or similar material inserted into tubes in wind instruments to create vibration.

***Rhythm** - the movement with uniform or patterned recurrence of a beat.

***String** - a tightly stretched wire, cord, etc, on stringed instruments.

***Baton** - a light metal wand used by a conductor.

***Wind** - a section of the orchestra comprised of musical instruments sounded by the breath or other air current.

Peter and the Wolf Listening

Listen to the music. Circle the *Peter and the Wolf* character that matches the instruments and theme you hear. (See p. 3 for music resources.)

1.



Peter



wolf



Grandpa



cat



duck



hunters



bird

2.



Peter



wolf



Grandpa



cat



duck



hunters



bird

3.



Peter



wolf



Grandpa



cat



duck



hunters



bird

4.



Peter



wolf



Grandpa



cat



duck



hunters



bird

Fill In The Story

Make sentences to describe the characters and events in the story *Peter and the Wolf*. Use one word in each box to complete the sentence.

Character/Noun Box

Enemy Grandpa Cat
Flute Sonya Hunters
Wolf Sasha Russia



Action/Verb Box

Attack Played Helped
Hunt Lived Avenge
Saw Search Told

1. Peter is a boy that _____ in _____.
2. Peter's _____ was the one who didn't want Peter to _____ for the wolf.
3. _____ fought the wolf to _____ her playmate Sonya.
4. Sasha the bird was _____ by the instrument the _____.
5. Ivan was the _____ that first _____ the wolf.
6. The wolf was the _____ to Peter that tried to _____ him.
7. Peter wanted to go _____ for the _____.
8. _____ the duck was one of Peter's friend that _____ him hunt for the wolf.
9. The _____ came to the rescue after Sasha _____ them about the wolf.

Meet the Characters and Instruments

***Peter** - played by string instruments.

Peter's tune is light and melodious, helping us imagine him as joyful and carefree.



***Sasha (Bird)** - played by the flute.

Sasha's song is filled with melodious chirping, providing a strong image of the little bird fluttering and chattering away.



***Ivan (Cat)** - played by the clarinet.

The cat's music has a quiet, sneaky quality and suggest swift movement of her paws in the meadow.



***Hunters** - played by the timpani.

Kettle drums can make explosive sounds like the "bang" of a gun. The melody of the hunters is joined by other instruments and suggests their humor and bungling as they march through the forest.



***Wolf** - played by the french horn.

The wolf's music has a rich and haunting quality. The music is bold and a bit foreboding.



***Grandpa** - played by the bassoon.

Grandfather's melody has a slow, blustering sound helping us picture the lumbering movement of the cranky old man. But the tone helps us understand the warmth and softness in Grandfather's heart.



***Sonya (Duck)** - played by the oboe.

The melody has a waddling feel to it and helps us imagine Clara's movements.

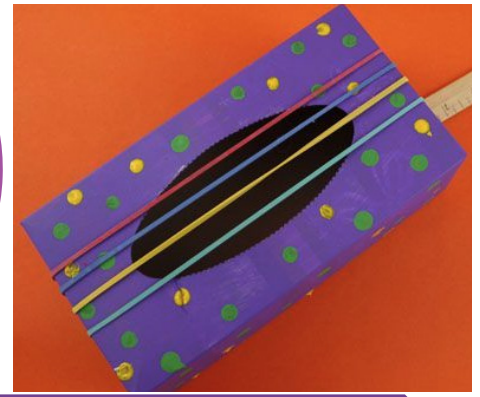


Shaking Drums



Create An Instrument

Rubber Band Banjo



Put rice, beans or pasta shells in a paper cup. Tape a second cup over the top (lip to lip). Shake in rhythm. Do this with different amounts of each item in different sets. Compare the sounds.

Stretch different size rubber bands around an empty tissue box. Pluck the bands and discover the different sounds based on thickness and tightness.

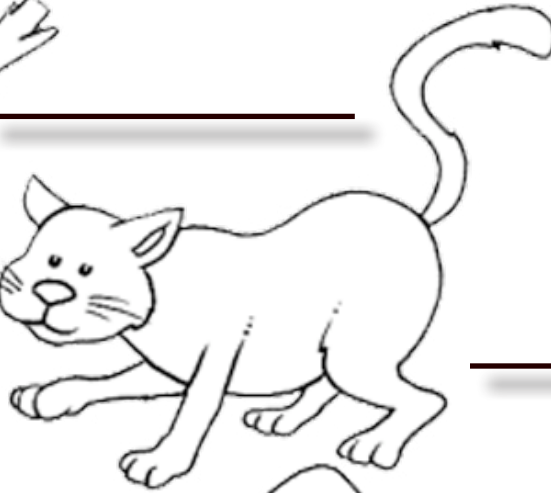


The personality and movement of each character in *Peter and the Wolf* is suggested by his or her music. Once again, play the score for students and invite them to move about as they hear the changes in the music.

For example:

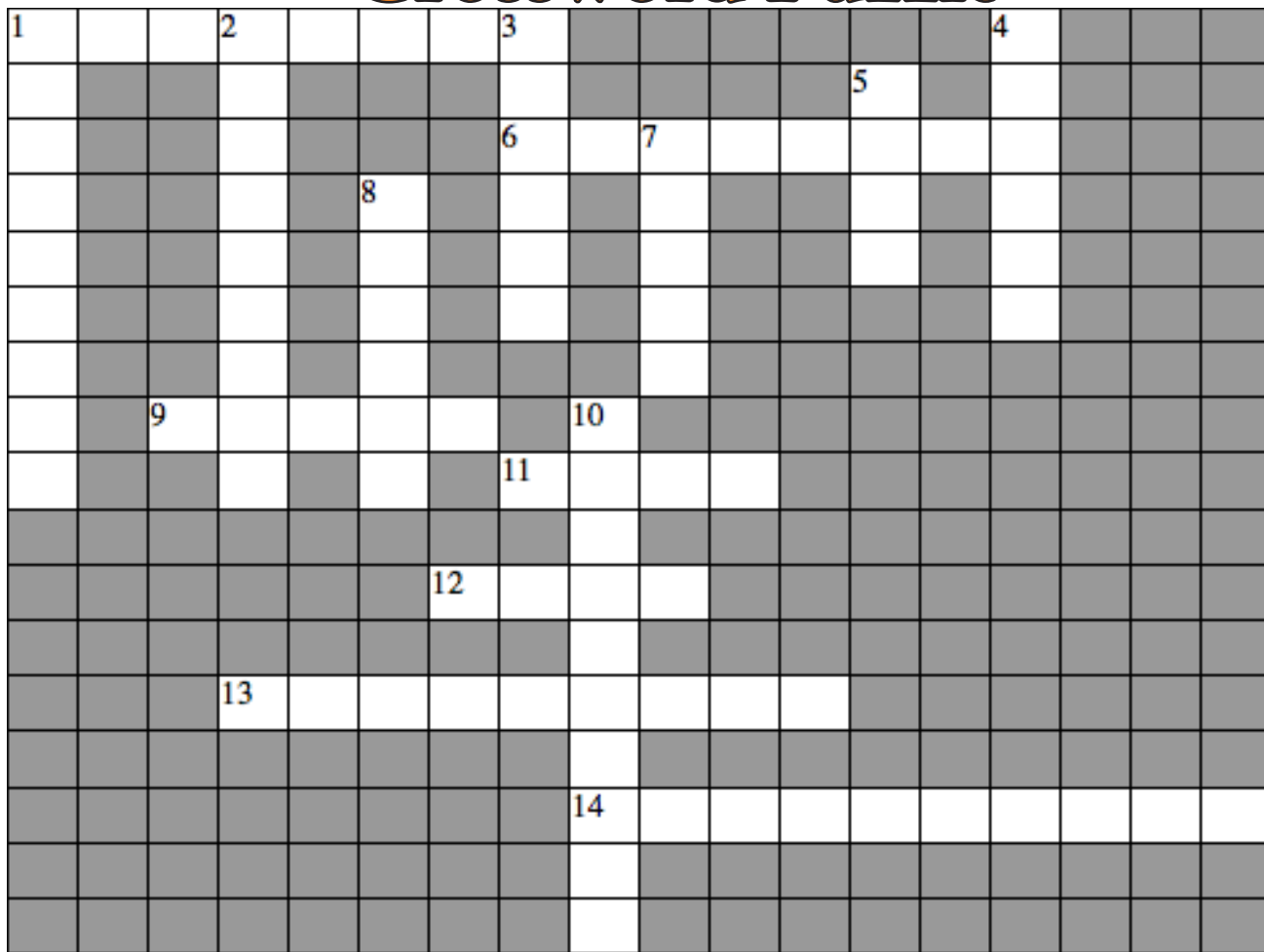
- Skip or run in patterns for Peter's music.
- Twirl, flutter, hop for the bird.
- Waddle, swim, flutter for the duck.
- Creep slowly, smoothly, low to the ground for the cat.

Color Sheet & Name the Characters



Peter and the Wolf

Crossword Puzzle



Across

1. A person that writes music.
6. An elaborate instrumental composition with three or more movements.
9. The main character in *Peter and the Wolf*.
11. A piece of cane or similar material insert into tubes in wind instruments to create vibrations.
12. One of Peter's animal friends that is represented by the oboe.
13. A group of performers on various musical instruments.
14. An apparatus that creates musical sounds.

Down

1. A person who directs an orchestra.
2. The man that wrote the original *Peter and the Wolf*.
3. The country that Prokofiev was from.
4. A uniform movement to a reoccurring beat.
5. The villian in *Peter and the Wolf*.
7. An art form consisting of sequences of sounds in time to create a tone.
8. A person who hunts game or other wild animals.
10. The striking of a musical instrument to create tones.

Peter and the Wolf Word Search



T K H R P T C Z B R Y H R L G
 E M R C O R C H E S T R A R S
 K J H H O U O V I W X I B Y Y
 P C B G H M G K G U C H M P I
 N E L R N D P N O L Q P K L B
 R X R A A I Y O Y F H K T P C
 W V B C S S R P S O I T C Y I
 I S O A U S S T N E D E E P S
 N U I B T S I Y S C R P V R U
 D Q U X R O S C L Z I K J E M
 D V M E Q D N I A U R E G T N
 B F T A B H S D O L Y F D N S
 R E Y H M O E J O N X U I U F
 P H O R N C G B I Q H F J H T
 R R U S S I A D B E D W V Y N

WORD BANK

BATON
BRASS
CLASSICAL
COMPOSER

HORN
HUNTER
MUSIC
ORCHESTRA

PERCUSSION
PETER
PROKOFIEV
RUSSIA

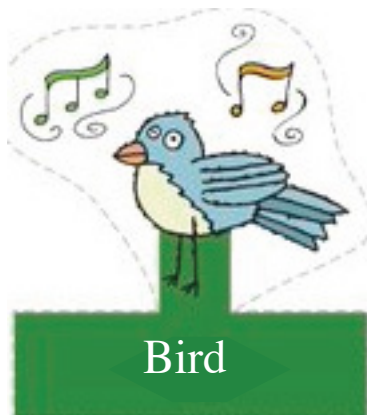
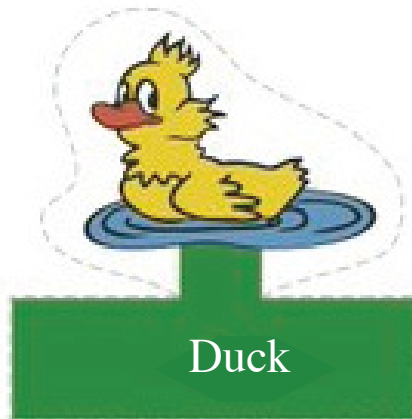
STRING
SYMPHONY
WIND



PETER AND THE WOLF

FINGER PUPPETS

- cut out the finger puppets
- tape the ends together to fit around your fingers
- use them to act out the story as you listen to the music

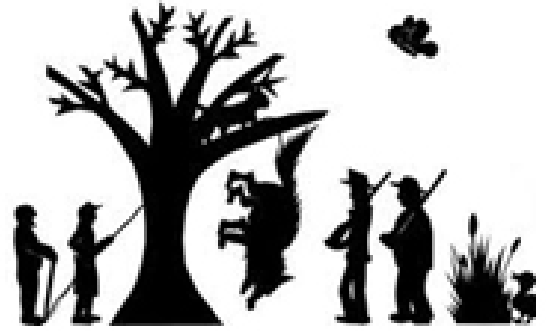


Peter and the Wolf

by Seigei Prokofiev

Music Comprehension Questions - (Grades K - 2) (Circle the correct answer.)

1. Who did Peter Live with? His Grandfatehr or His Parents
2. Which Animal did Peter meet first? Cat or Bird
3. The second animal he met was? Wolf or Duck
4. What animal was waiting to pounce? Cat or Wolf
5. What did Grandfather warn Peter about? A Snow Storm or A Wolf
6. What animal did the wolf catch and eat? Bird or Duck
7. How did Peter and the animals catch the wolf? Tied a rope aound his tail or He fell in the ice
8. Who else was trying to catch the wolf? Grandfather or Hunters
9. What did the wolf promise to gain his freedom? Leave Peter alone or Give the Duck back
10. Who was your favorite Character? Peter Grandfather Wolf Duck Cat Bird Hunters



Music Appreciation Questions. (Grades 2-8)

1. How would you describe Peter's mood and movement when you hear the strings?
2. Describe the pitch of the bird.
3. Is the flute a good choice for the bird? Why?
4. Describe the timbre of the oboe (duck).
5. Why do you think Prokofiev chose the oboe for the duck?
6. Describe the movement of the cat (clarinet).
7. Describe the pitch of the bassoon. Does this suit the grandfather? How?
8. What atmosphere do the horns (wolf) create when they first appear?
9. Why do you think Prokofiev chose timpani to represent the hunters?
10. Which orchestral instrument would you use to represent you and why?





Name: _____

Before Listening – Think Like a Composer

1. How might you use instruments to show an argument?
2. What kinds of sounds might show something flying?
3. How might you use instruments to show a predator on the hunt?
4. What are you most excited to hear?

Story Questions

1. With whom did Peter live? _____
2. Which animal did Peter encounter first? _____
3. Second, he met the _____.
4. About what did those two animals teach each other? _____
5. What animal was watching the argument, waiting for an opportunity to pounce? _____
6. About what did Grandfather warn Peter? _____
7. What dangerous animal crept out of the tall grass? _____
8. What did that animal catch and eat? _____
9. How did Peter and his animal friend catch that predator? _____
10. Who else was trying to catch that predator? _____
11. What did the predator promise in exchange for his freedom? _____

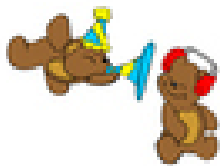
Noise!



There are some _____ that we do not want to hear. A sound may be too _____ like the sound made



by very loud machinery, or it may be annoying, like music that you do not like. Sounds like this are called _____.



Very loud sounds can _____ your ____.

You can _____ your ears by wearing special ear _____ made out of soft materials. The soft materials _____ the _____ and make them _____. You can make sounds quieter in a house by using soft _____ such as _____ and curtains.

⚠ SAFETY

Very loud sounds can damage your ears.



damage	noise	absorb	protectors
vibrations	ears	loud	quieter
materials	carpets	protect	sounds



Theatre Etiquette and Experiences

We have a wonderful opportunity at this performance to help youth learn about attending live performances. Please discuss the following with your students:

1. Sometimes young people do not realize how a live performance differs from watching a movie or television show. A live presentation has not been pre-recorded with the mistakes edited out. This makes it riskier for the performer and more exciting for the audience. It also means the audience has a real contribution to make to the overall event. Each audience member affects those around him/her as well as the performer. Concentrate to help the performers. The audience gives energy to the performer who uses that energy to give life to the performance.
2. An usher will show you where to sit. Walk slowly and talk quietly as you enter the theater.
3. For safety's sake, do not lean over or sit on the balcony railings or box ledges. Please be careful on the stairs. Avoid horseplay and running throughout the building.
4. If necessary, use the restroom before the performance begins. Adults need to accompany young students.
5. You may talk quietly to the people next to you until the performance begins.
6. When the lights in the theater begin to dim, it is the signal that the performance is about to begin. Stop talking and turn your attention to the stage.
7. Stay in your seat throughout the entire performance.
8. During the performance, listen quietly and watch closely. Talking during the performance will distract other audience members and performers. Try not to wiggle too much and don't kick the seat in front of you. These disruptions make it hard for others around you to concentrate on the show.
9. Sometimes during a performance you may respond by laughing, crying, or sighing. By all means feel free to do so! **LAUGHING IS APPROPRIATE.** (Teachers, please do not hush the students while they are laughing.) If something is funny, it's good to laugh. If you like something a lot, applaud. This will let the performers know that you are enjoying the show.
10. At the end of the show, applaud to say thank you to the performers. The performers will bow to acknowledge your appreciation and thank you for coming.
11. When the lights get brighter in the theater, the show is over. Stay in your seats until the OnStage Coordinator dismisses your school.
12. Please remember:
 - Taking photographs or using recording devices is strictly prohibited.
 - Beverages and food, including gum and candy, are not allowed in the theater.
 - You are only one person among several hundred in the audience.
 - Please respect the performers and your fellow audience members.



Please inform your chaperones that ushers will be available throughout the performance if there are any difficulties.

Answer Keys

Crossword Answers (page 11)

Across

1. Composer
6. Symphony
9. Peter
11. Reed
12. Duck
13. Orchestra
14. Instrument

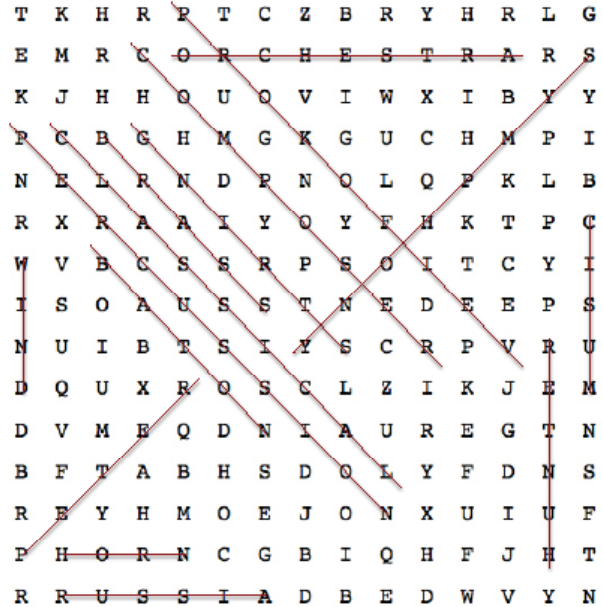
Down

1. Conductor
2. Prokofiev
3. Russia
4. Rhythm
5. Wolf
7. Music
8. Hunter
10. Percussion

Alaska Junior Theater and the cast of *Peter and the Wolf* would like to thank you for your time and support.



We hope you had as much fun as we did!
See you at the next show!



Word Search Answers for page 12

