

presents

**Prokofiev's
Peter and The Wolf**

Performed by

The Fort Worth Symphony Orchestra

and

Texas Ballet Theater

For Second Grade Students

Table of Contents

Introduction	3
Texas Essential Knowledge and Skills (TEKS)	4
The Story	6
The Composer	10
Characters = Instruments	12
Angels In The Wings	17



Introduction

Dear Teachers,

Second grade students are in for a wonderful treat when they attend the delightful presentation of Prokofiev's ***Peter and the Wolf*** performed by the Fort Worth Symphony Orchestra and the Texas Ballet Theater.

We are pleased to narrate this story in both Spanish and English. Providing a beautiful audible narration to the magic of the ballet and the symphony. Each character on stage is represented by a specific instrument, giving students the opportunity to learn a few of the instruments along with the engaging story.

We hope the information provided in this study guide will help prepare you and your students for your trip to Bass Performance Hall!

Children's Education Program

Performing Arts Fort Worth



Texas Essential Knowledge and Skills

English Language Arts and Reading

Students develop and sustain foundational language skills: listening, speaking, reading, writing and thinking.

2.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.

2.9(C) discuss elements of drama such as characters, dialogue, and setting.

2.10(A) discuss the author's purpose for writing text

2.9(D) recognize the central idea with supporting evidence with adult assistance.

2.9(E) stating what the author is trying to persuade the reader to think or do.

2.8(C) describe and understand plot elements, including the main events, the conflict and resolution

2.8(B) describe the main character's internal and external traits

2.8(D) describe the importance of the setting.

Social Studies

The student applies critical-thinking skills to organize and use information acquired from a varied of valid sources.

2.10(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life

2.2(B) describe how people and events have influences local community history.

2.12(A) identify the significance of various ethnic and/or cultural celebrations.

2.12(B) compare ethnic and/or cultural celebrations

2.17(A) use problem-solving and decision-making process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

Science

The student knows that living organisms have basic needs that must be met for them to survive within their environment.

2.9(C) compare the ways living organisms depend on each other and on their environment such as through food chains.

2.9(A) identify the basic needs of plants and animals

Art, Music and Theater

Students develop aesthetic and cultural awareness through exploration, leading to creative expression.

2.1(A) ART interpret stories, content and meaning in a variety of artworks

2.1(B) ART examine historical and cultural artworks, making connections to various cultures

2.5(B) MUSIC examine short musical excerpts from various periods or times in history and diverse and local cultures

2.6(A) MUSIC begin to practice appropriate audience behavior during live or recorded performances

2.4(B) THEATER explore diverse cultural and historical experiences through fables, myths or fairytales in dramatic play



The Story

The Story of Peter and The Wolf

Once upon a time there was a boy named Peter. He lived with his grandfather in a little wooden house surrounded by a high wall. Outside the wall lay a meadow with a pond and a tall tree. Beyond the meadow was a deep, dark forest. Early one morning, Peter opened the gate and went out into the big green meadow.

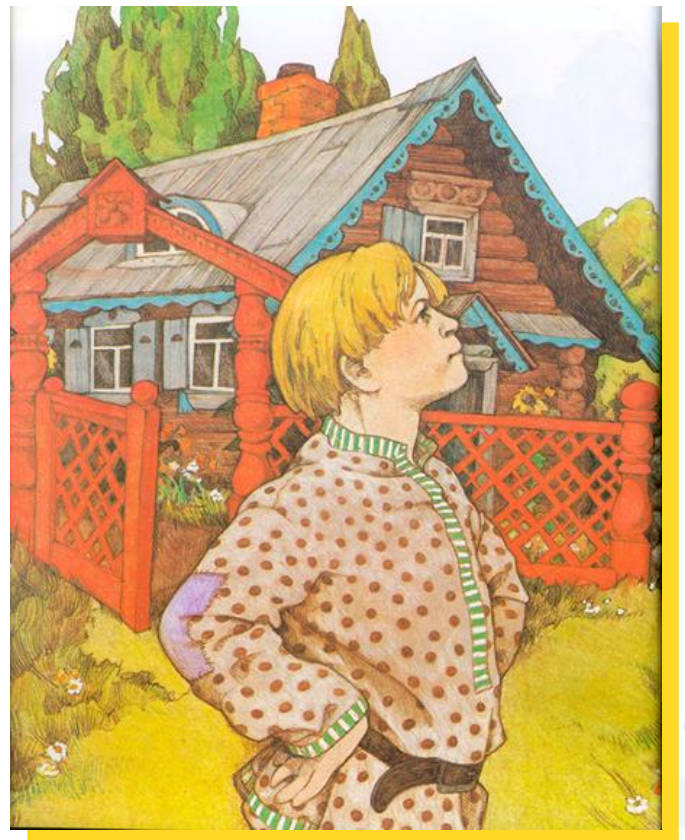
High up in a big tree in the meadow sat a little bird, who was Peter's friend. "All is quiet, all it quiet!" chirped the bird gaily.

A duck came waddling around. She was glad that Peter had not closed the gate and decided to take a nice swim in the deep pond in the meadow. The little bird saw the duck and flew down upon the grass, settled next to her and shrugged his shoulders. "What kind of bird are you if you can't fly?" said he. To this the duck replied, "What kind of bird are you if you can't swim?" and she dove into the pond.

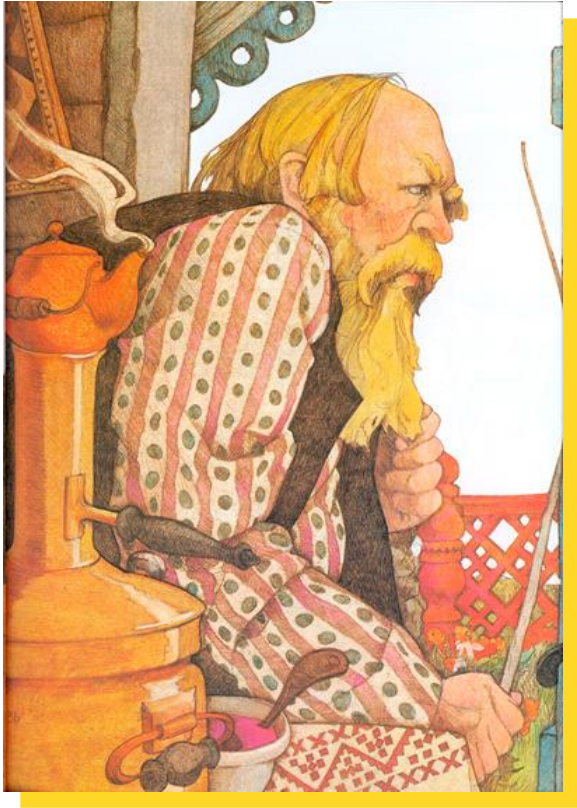
The bird and the duck argued and argued, the duck swimming in the pond and the little bird hopping along the bank. Suddenly something caught Peter's attention. He looked around and noticed a sly cat, creeping slowly through the high grass.

The cat thought, "While that little bird is busy arguing with the duck, I'll just grab him!" Stealthily, on her velvet paws, she crept towards him.

"Look out!" shouted Peter. And the bird immediately flew high into the tree, while the duck flapped and quacked at the cat from the middle of the pond. The cat paced around the tree and thought, "Is it worth climbing up so high? By the time I get there the bird will have flown away."



From *Peter and the Wolf*, published by Puffin Books, New York, 1982.



From Peter and the Wolf, published by Puffin Books, New York, 1982.

Just then Grandfather came out of the house. He was angry that Peter had gone out into the meadow. “The meadow is a dangerous place. Suppose a wolf were to come out of the great, dark forest. What would you do then, eh?”

But Peter paid no attention to his grandfather’s words. Boys like him are not afraid of wolves! Grandfather took Peter by the hand, led him home, and locked the garden gate.

No sooner had Peter gone than a big gray wolf did come slinking out of the forest! In a twinkling the cat climbed up into the tree. The duck quacked and flapped and, in her excitement, jumped out of the pond. But no matter how hard the duck tried to run, she just couldn’t outrun the wolf. With every step he was getting nearer and nearer...catching up with her...and with one huge gulp, swallowed her whole!

Now this is how things stood: the cat was sitting on one branch of the tree and the little bird on another (not too close to the cat), while the wolf walked round and round the tree, looking up at them with greedy eyes.

In the meantime, Peter, without the slightest fear, stood behind the closed gate, watching all that was going on. He ran quickly into the house, fetched a strong rope and climbed the high stone wall. One of the branches of the tree, around which the wolf was walking, stretched out over the wall. Grabbing hold of the branch, Peter lightly climbed over on to the tree.

“Fly down and circle round the wolf’s head,” he said to the little bird. “Only watch out that he doesn’t catch you!” The little bird flew as close as he could, almost touching the wolf’s head with his wings, while the wolf snapped angrily at him, from this side and that. How that bird teased the wolf; how that wolf wanted to catch him! But the little bird was too clever and the wolf simply couldn’t do anything about it.

Meanwhile, Peter made a lasso and carefully letting it down...down...down, caught the wolf by the tail and pulled with all his might. Feeling himself caught by the rope, the wolf began to jump wildly, trying to escape. But Peter tied the other end of the rope to the tree. And the wolf's jumping only made the rope round his tail tighter. Just then, the hunters came out of the woods, following the wolf's trail and shooting their guns as they went.

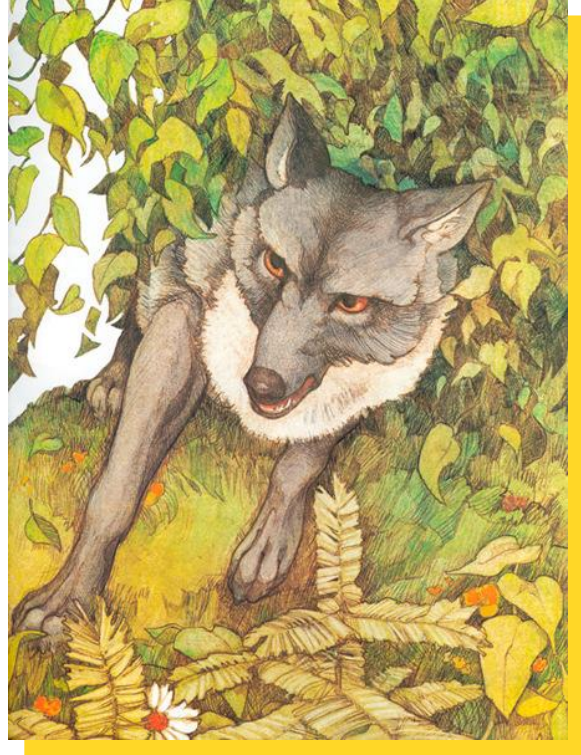
But Peter, sitting in the tree, said, "Don't shoot! We have caught the wolf, the little bird and I. Please help us take him to the zoo!"

Imagine the splendid procession, led by Peter. After him came the hunters, leading the wolf. Then Grandfather, followed by the cat. Grandfather shook his head discontentedly, "It's all very well...but what if Peter hadn't caught the wolf? What would have happened then, huh?"

The little bird flew above them, chirping his triumphant song, "My, what brave fellows we are, Peter and I! Look what we have caught!"

And, if you listen very carefully you might just hear the fat duck quacking inside the wolf because the wolf, in his hurry, had swallowed her...whole!

The End



From *Peter and the Wolf*, published by Puffin Books, New York, 1982.



The Composer

Sergei Prokofiev

Sergei Prokofiev [pruh-COFFEE-ehf] (1891-1953), was born in Sontsovka, Ukraine but spent most of his life in Russia. Sergei's mother loved music and while she was pregnant with him, she played the piano for hours each day. She was his first piano teacher. He never wanted to be anything other than a musician and composer. Prokofiev was what they call a child prodigy (a person with exceptional talents or powers); at the age of nine he wrote his first opera, called *The Giant*.

Prokofiev became a major composer of modern music, writing symphonies, ballets, operas, and works for children like *Peter and the Wolf*, which teaches children about the instruments of the orchestra while it tells a story.

As a boy, Prokofiev was not popular with other students as he was arrogant and rebellious. He entered the St. Petersburg Conservatory of Music (which is like a music college) when he was 13! He studied music with another famous composer, Rimsky-Korsakov. In the beginning most people did not like his music.

He had a wolf-like dog named Mendoza, and a cat who liked to sleep in his favorite armchair. And he loved the game of chess. Next to music, he loved best to play chess.

He wrote many well-known ballets such as *Peter and the Wolf*, and some from classic stories such as *Romeo and Juliet*, *Cinderella*.



Sergei Prokofiev Library of Congress
by Bain News Service, c. 1918-1920



Characters = Instruments

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The Characters of Peter and the Wolf

Each character in *Peter and the Wolf* is represented by a different instrument:

•Peter by the **Strings**

- Peter's character is played by the entire string section which includes violins, violas, cellos, and double basses. His melody is played by the violin.

•The **Bird** by the **Flute**

- Even though it is usually made of metal, the flute is a woodwind instrument. It is played horizontally, has lots of keys, and makes light and airy high notes

•The **Duck** by the **Oboe**

- The oboe is a type of double reed woodwind instrument. Oboes are usually made of wood, can play in a high or low range, and have a mellow or nasal-like sound.



•The **Cat** by the **Clarinet**

•A clarinet is a lively woodwind instrument that is usually made of African blackwood with a straight round body, a flared end, and played with a single reed mouthpiece.

•The **Grandfather** by the **Bassoon**

•The Bassoon is a woodwind family instrument that is played with a double reed. It's deep, rich sound is mostly in the lower ranges

•The **Wolf** by the **French Horns**

•The French horn is a brass instrument made of 16 feet of coiled tubing. It has a rich, mellow sound that blends well with both the woodwind and brass family

•The **Hunters** by the **Timpani**
(or **Kettle Drums**)

•Timpani (also called kettle drums) are in the percussion family. They are made of a hollow brass bowl with a calfskin head whose tension can be changed to vary the pitch. They make a low booming sound





Resources

Resources

Classics for Kids:

- Interactive Music composition and instrument study: <https://www.classicsforkids.com/music-games/>

Dallas Symphony Orchestra:

- Learn and Listen to different instruments: <https://www.dallassymphony.org/community-education/dso-kids/listen-watch/instruments/>

PBS Kids:

- Interactive Music Games: <https://pbskids.org/games/music>

National Geographic Kids:

- All About Wolves: <https://kids.nationalgeographic.com/animals/mammals/facts/gray-wolf>
- All About Ducks: <https://kids.nationalgeographic.com/animals/birds/facts/mallard-duck>

DK FindOut:

- General Info about Gray Wolves: <https://www.dkfindout.com/us/animals-and-nature/dogs/gray-wolf/>
- General Information about Ducks: <https://www.dkfindout.com/us/animals-and-nature/birds/waterfowl/>

Maestro Classics:

- Subject based activities: <https://www.maestroclassics.com/peter-and-the-wolf-curriculum-guide>

Art Sphere Inc.

- Concentration Card Game: <https://artsphere.org/blog/peter-and-the-wolf-lesson-and-activity/>



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Angels In The Wings

Angels in the Wings support the Children's Education Program of Performing Arts Fort Worth at the Nancy Lee and Perry R. Bass Performance Hall with gifts of \$1,000 and above. The Children's Education Program is an integral part of Bass Performance Hall but maintains its own support independent of Performing Arts Fort Worth. Each year, 70,000 students from Fort Worth ISD and North Texas experience high-quality curriculum-related performing arts programs at Bass Performance Hall that are free of charge to all participants because of the generosity of our Angels in the Wings. Visit www.basshall.com or call (817) 212-4311 for more information.

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*Deceased



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