



PETER AND THE WOLF

CLASSROOM GUIDE



Dear Teacher,

We are excited to have your class join the symphony for our upcoming concert! For many students, it will be their first time seeing a live orchestral concert. Included is information about the instruments students will see and hear. This concert is geared for elementary, but all ages are welcome to attend.

This guide has information regarding *Peter and the Wolf*, the featured piece in the program. We encourage you to explore these articles and activities with students prior to the concert.

Our study guide provides pre- and post-concert discussion topics and activities for a variety of age levels. Please feel free to be creative and explore these ideas in a way that is meaningful to your students. We hope you enjoy the concert!

Thursday, February 6, 2025 | Mount Baker Theatre



Our
2024 / 2025
Season



PRE-CONCERT MEET THE ORCHESTRA



The Orchestra has four families

- ☐ [Strings](#)
- ☐ [Woodwinds](#)
- ☐ [Brass](#)
- ☐ [Percussion](#)

The concert will feature instruments from each orchestral family. Each family of instruments produces sound in a different way, helping to define each group and bring beautiful and distinct sounds to the orchestra.

Science & Sound

For more information on the science of sound, check out [this video](#) from PBS.

PRE- OR POST- CONCERT MUSIC & NARRATION



The instruments in the orchestra are joined by narrated words that help the story come alive. In [*Peter and the Wolf*](#) a narrator perform alongside the orchestra. Some characters in the story are depicted by certain instruments. Each family from the orchestra is represented in the story.

- Peter - string section
- Bird - flute
- Duck - oboe
- Cat - clarinet
- Grandpa - bassoon
- Wolf - horns
- Hunters - timpani drums

Questions

- How does each instruments portray their character?
- What similarities do you notice between the instruments and their characters? What differences do you notice?
- How does the music show different moods and feelings such as happy, scared, grumpy, and sad?

PRE- OR POST- CONCERT STORYTELLING THROUGH MUSIC



There are many ways to tell a story with music. A composer is someone who writes music. Russian composer Sergei Prokofiev used instruments in the orchestra to personify characters in the story *Peter and the Wolf* to make them more vivid. Music can add a lot to a story. Think of the music in your favorite movies, television shows, and video games. Often times it can be songs, sound effects, or background music.

Before our concert, check out the some of these old Disney shorts. Each video tells a unique story with the help of the music. Disney's [Sorcerer's Apprentice](#) tells the story of a student who wields the power of his teacher, a master sorcerer, and loses control of his spells. Disney's [The Old Mill](#) depicts a scene of wildlife living in an old windmill and what happens when a storm moves in.

- How does the music help tell a story?
- Do you hear a difference between the music and a sound effect?
- What does the music do for setting the tone or mood of the story?
- Are there similarities you notice between the music and story line of each of the videos?

Try watching the videos with the sound on and then the sound off to see how it changes and affects the story.

POST-CONCERT

SOUNDSCAPES



STEP 1 - Go for a walk!

Take your students for a walk in an environment - it can be familiar or unfamiliar, indoors or outdoors having them listen for aural landmarks. Before embarking on your walk, take a few minutes to open their ears, and listen to the silence in your classroom. Is it really completely silent? Have your students identify some of the sounds that they hear. How is the sound landscape of the environment you've chosen for your walk different and the same from the classroom?

STEP 2 - Create your own soundscape

Brainstorm ecosystems that are relevant to the story of *Peter and the Wolf* to create short soundscapes in small groups (such as a pond, meadow, yard, forest). Students can use one, or a combination of, words, found sounds, and instruments. Have students think about the sounds that they encountered on your class walk, and brainstorm different aural cues they might hear in their new ecosystem. Consider nature, human and animal influence. Talk about different ways to represent or recreate these sounds. For example, climbing a mountain could be something as simple as getting higher in pitch. The soundscapes could have a narrative, or simply aim to evoke a mood or atmosphere.

STEP 3 - Share

Have your students perform their soundscapes for the rest of the class. For a twist, keep each group's ecosystem a secret over the course of the compositional period. This way, the students can guess what ecosystem each group is describing with their music. Have them remark on different features of the ecosystem in terms of aural landmarks.