

Leapfrog Program Week 3

Course Title: Peter and the Wolf: When Orchestras Tell Stories

Course Description

Prokofiev's Peter and the Wolf is just one orchestral work that tells an entertaining story. Young authors investigate the stories behind a number of famous orchestral pieces and write and illustrate the stories that they hear in a variety of well-loved works.

Essential Questions

- What happens when you add sounds or music to a story?
- Can music tell a story even if there are no words or lyrics?
- Why would a composer choose to tell a story with an orchestra?
- How do different instruments convey feelings, characters, and ideas?

Outcomes

Upon successful completion of this course, students will have:

- a. Listened to recordings of Prokofiev's Peter and the Wolf and discussed the story told through music
- b. Compared the orchestral piece to examples of the story told in books such as Chris Raschka's illustrated book
- c. Analyzed how different orchestral instruments create different moods or characterizations
- d. Written their own stories inspired by other examples of orchestral music, such as Moussorgsky's Night on Bald Mountain or Stravinsky's Rite of Spring
- e. Created and presented their stories as a final project that demonstrates their understanding of stories told through music

Instructional Strategies

The instructional strategies used throughout the course of the week will vary upon the activity being completed. Each morning the students will independently complete a journal entry based on a different piece of music. During the week, students will work in pairs and in small groups. For some activities, students with more advanced knowledge of areas will be matched while for other activities students of varying abilities will be matched. For example, when researching orchestral sections and instruments, students of varying abilities will be matched allowing for the student with more advanced knowledge to assist the other student if necessary. When comparing the orchestral version of Peter and the Wolf to a story book version, students with similar abilities will be paired. This will create a situation where students will have to compromise and truly work cooperatively.

Resources and Materials

- **Books**
 - a. Levine, Robert. The Story of the Orchestra. 2001/First Edition. ISBN#1-57912-148-9
 - b. Koscielniak, Bruce. The Story of the Incredible Orchestra. 2000/First Edition. ISBN#0-395-96052-5
 - c. Raschka, Chris. Peter and the Wolf. 2008. ISBN#978-0689856526
 - d. Schulman, Janet. Peter and the Wolf. 2004. ISBN#978-0375824302

- e. Vagin, Vladamir. Peter and the Wolf. 2000. ISBN#978-0590386085
- f. Wiencirz, Gerlinde. Peter and the Wolf. 1999. ISBN#978-0735811898

- **Web sites**

- a. Dallas Symphony Orchestra for Kids www.dsokids.com This interactive site provides children with a view of what an orchestra is and how it performs together.
- b. Peter and the Wolf: Music Through the Curriculum www.philtulga.com/Peter This site is designed for teachers with multiple lesson plan ideas. It also has a section of sound where each character in the story is introduced through their instrument sound.
- c. San Francisco Symphony Orchestra www.sfs.org Like the Dallas site, the San Francisco Symphony Orchestra provides children with an interactive way to become part of an orchestra from hearing each instrument to creating their own music.

- **Other Media**

- a. CD. Peter and the Wolf. London Philharmonic Orchestra. Magic Maestro Music.
- b. CD. Prokofiev, Peter and the Wolf, Richard Baker. EMI Records.
- c. CD. Walt Disney’s Fantasia Remastered Original Soundtrack. Buena Vista Records.
- d. DVD. Walt Disney’s Fantasia. The Walt Disney Company.

Student Assessment

- **Pre-Assessment**

Students will be asked to answer the question: Can music tell a story? After hearing student ideas and further brainstorming the topic, students will be asked to listen to Vivaldi’s *Four Seasons* and to describe what it is about.

- **Documentation of Learning**

Students will complete a journal entry daily. Students will create a poster teaching about the orchestra sections. Students will be provided with a menu of options as to how they can create the poster. Students will complete various story graphic organizers when working on *Peter and the Wolf*. Students will write a story of their own based on an orchestral work.

- **Post-Assessment**

Students will present their finished story based on an orchestral work to their classmates and parents.

Schedule

Date	Topic(s)	In-class Activities	How will you document learning for assessment?
July 25	Welcome to the Orchestra	<p>Students will define orchestra and label the sections of an orchestra seating.</p> <p>Students will research the sections of the orchestra, identify the instruments that make up each, and create teaching posters showing this information.</p> <p>Students will listen to examples of instruments found in each section using <u>Benjamin Britten’s Young Person’s Guide to the Orchestra</u> and will describe what type of emotions and characters they represent.</p> <p>Students will continue to become familiar with the instruments of the orchestra using www.sfs.com.</p>	<p>Journal Entry: Can music tell a story? Listen to Vivaldi’s <i>Four Seasons, Spring</i>. Describe what you think is happening in this piece.</p> <p>Orchestra Sections and Instruments Posters</p> <p>Emotion and Character Instrument Chart</p>

Date	Topic(s)	In-class Activities	How will you document learning for assessment?
July 26	<p>How an Orchestra Works and Why a Composer Would Write for One</p> <p>Meet Peter and the Wolf</p>	<p>Students will observe instrumentation using www.sfs.org.</p> <p>Students will define composer.</p> <p>Students will brainstorm reasons a composer would tell a story using an orchestra.</p> <p>Students will listen to Prokofiev's <i>Peter and the Wolf</i> (instrumental only) and will complete a parts of a story graphic organizer.</p> <p>Students will listen to each story character/instrument introduced separately and will then listen to a narrated and instrumental version of <i>Peter and the Wolf</i>.</p> <p>Students will revise their graphic organizer.</p> <p>Students will read a story book version of <i>Peter and the Wolf</i> either by: Raschka, Schulman, Wiencirz, or Vagin and will then complete a graphic organizer for the book. Students will compare their book organizer to the orchestral work organizer.</p> <p>Students will discuss how hearing the instrumental with the narrated story changed their "experience" of the story.</p>	<p>Journal Entry: Listen to Bach's <i>Well Tempered Clavier, The Prelude</i>. Describe what you think is happening in this piece.</p> <p>Instrumental - Story Graphic Organizer</p> <p>Revised Story Organizer</p> <p>Book - Story Graphic Organizer</p>
July 27	Turning an Orchestral Work into a Story	<p>Students will listen to 3 different orchestral works: Mussorgsky's <i>Night on Bald Mountain</i>, Paul Dukas' <i>The Sorcerer's Apprentice</i>, and Stravinsky's <i>The Rite of Spring</i>.</p> <p>Student will choose one work to base their own story on.</p> <p>Students will complete a story writing map and will begin work on a rough draft.</p>	<p>Journal Entry: Listen to Mozart's <i>Eine Kleine Nachtmusik</i>. Describe what you think is happening in this piece.</p> <p>Story Writing Map</p> <p>Rough Draft</p>
July 28	Completing an Original Story and Illustrations Based on an Orchestral Work	<p>Students will continue finishing rough drafts and will then edit using a writer's checklist.</p> <p>Students will conference with a teacher and then complete a final copy with all revisions.</p> <p>Students will create 2-3 illustrations to accompany their stories.</p>	<p>Journal Entry: Listen to Beethoven's <i>Fifth Symphony</i>. Describe what you think is happening in this piece.</p> <p>Rough Draft – Editing</p> <p>Final Draft</p> <p>Story Illustrations</p>

Date	Topic(s)	In-class Activities	How will you document learning for assessment?
July 29	Comparing our Story Ideas to Those Found in Disney's Fantasia	<p>Students will finish final copies of stories and 2-3 illustrations. Students will practice reading their stories to the class. Students will view the three sections from <i>Disney's Fantasia</i> that are set to the orchestral works of Dukas, Mussorgsky, and Stravinsky and will compare their stories to those presented in <i>Fantasia</i> using a Venn Diagram</p> <p><i>EXPO!</i> Students will present their stories to the class.</p>	<p>Journal Entry: Listen to Tchaikovsky's <i>Sleeping Beauty</i>. Describe what you think is happening in this piece.</p> <p>Final Copy with Illustrations</p> <p>Venn Diagram</p>

CTD Statement on Third-Party Web Sites

Instructors are required to thoroughly review any third-party web sites they intend to use in their courses for inappropriate content. However, because web content continuously changes, CTD disclaims any responsibility for any of the content contained on third-party web sites used in course materials. If you become aware of anything that may be inappropriate, please notify CTD staff immediately.

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