BOSTON PHILHARMONIC

Peter and the Wolf
at Fenway Park!

Teacher Resource Guide

Grades K-5
Peter and the Wolf CD
CD Tracks

The CD included with this resource guide:
Peter and the Wolf, Op. 67: Czechoslovak Radio Symphony Orchestra, Marian Lapsansky, Ondrej Lenard & Peter Toperczer. 1990 Naxos ©

1. Excerpt: Bird
2. Excerpt: Duck
3. Excerpt: Cat
4. Excerpt: Grandfather (Coach)
5. Excerpt: Peter
6. Excerpt: Wolf

7. Peter Does Not Listen
8. Grandfather Takes Peter Home
9. The Cat Climbs the Tree
10. The Duck Jumps Out of the Pond
11. The Wolf Swallows the Duck
12. The Cat and the Bird in the Tree
13. The Wolf Prowls in Wait
14. Peter Takes a Rope and Climbs the Tree
15. He Tells the Bird to Distract the Wolf
16. Peter Catches the Wolf with a Lasso
17. The Wolf Tries to Escape
18. The Hunters Approach with their Guns
19. Peter Suggestions They All Take the Wolf to the Zoo
20. They All March Together, Peter, then the Hunters with Wolf
21. And After Them Grandfather Complaining, and the Cat
How To Use This Guide

The Boston Philharmonic believes that classical music can be enjoyed at any age, and that it is never too early to begin learning. We are committed to providing opportunities and educational tools for your students that help create a personal connection to music.

This Resource Guide was created for the Boston Philharmonic Orchestra Crescendo! Community Engagement program. In this packet, teachers will find many fun activities which can be tailored to fit their schedule and the age of their students. These lessons will help prepare their class for the BPO Classroom Concert performance of Prokofiev’s “Peter and the Wolf,” adding value and a greater understanding to the concert experience.

Teachers should feel free to photocopy these work pages and adapt the lessons to best serve the needs of their students. Each of the activities lists an approximate time so that teachers may choose which activities, if not all, their class will have time to complete. These activities were designed to progress in the order in which they are listed here, but activities and lesson plans may be omitted if necessary. All 5 lessons may take place over the course of 5 days or several weeks. It is recommended that lessons be close together if possible, and to take place close to the Classroom Concert performance. This is to best benefit the student’s retention of the music and understanding of the BPO Classroom Concert.

If your class time is especially limited, it is recommended that Lessons 1, 3, and 5 be completed as much as possible. The main elements of these lessons will be incorporated into the interactive BPO Classroom Concert performance of Prokofiev’s “Peter and the Wolf.”

Included with this guide is a CD featuring recorded excerpts of “Peter and the Wolf.” This CD will be necessary in these lessons and activities.

Writer/Designer/Researcher:
Danielle Williams, BPO Fellow
Meet the Boston Philharmonic

The Boston Philharmonic Orchestra, founded by Benjamin Zander in 1979, joins together amateur, student and professional musicians. One of Boston’s premier orchestras, the Boston Philharmonic is not your average musical ensemble; on the contrary, the Boston Philharmonic follows a vision of "passionate music making without boundaries." To us, this means presenting top-notch music in a manner that both music aficionados and casual listeners can enjoy.

One way we achieve this is through our innovative pre-concert talks with our conductor, Benjamin Zander. Zander has a unique approach to explaining classical music, and his intense passion for the art form attracts hundreds of attendees for each talk. As a result, our audience describes the Boston Philharmonic as "passionate," "inspiring," "unique," and--perhaps our favorite description—"un-stuffy."

In September 2012, the Boston Philharmonic Youth Orchestra was formed under the auspices of the BPO. Conducted by Benjamin Zander, the BPYO’s motto is "Shaping Future Leaders Through Music." The 120 enthusiastic and talented young musicians of the Boston Philharmonic Youth Orchestra range in age from 12 to 21.

The BPYO offers a unique opportunity for young instrumentalists who want to study great orchestral repertoire in a musically dynamic and intellectually challenging community. BPYO members are asked not only to master their parts and to gain a deep understanding of the musical score, but also to engage in dialogue with Mr. Zander through weekly "white sheets," where they are invited to share their thoughts on all aspects of the music and the rehearsal process. These conversations often lead to stimulating discussions on personal leadership and effective contribution.

In the inaugural 2012-13 season, the BPYO performed two concerts to sold-out audiences in Boston’s Symphony Hall and undertook a wildly successful five-city tour of the Netherlands, culminating in a performance of Mahler’s Second Symphony in Amsterdam’s acclaimed Concertgebouw. Six months later, in December 2013, BPYO performed at Carnegie Hall, receiving high praise in the New York Times for their "brilliantly played, fervently felt account."
Lessons

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# Learning Goals

## Learning Goals in Lessons

### Lesson 1 Goals:
- Understand how characters in a story can be represented through musical themes
- Learn about the instruments in *Peter and the Wolf*
- Identify these instruments’ sounds and instrument family
- Draw conclusions about the personalities and behaviors of the *Peter and the Wolf* characters based on their musical themes

### Lesson 2 Goals:
- Understand what a composer does
- Learn about Prokofiev as a composer and person
- Make connections between the culture, music, and language of Russia
- Review instrument families and their role in the orchestra
- Learn basic musical notation

### Lesson 3 Goals:
- Listen to, or read the first half of the *Peter and the Wolf* story
- Draw connections between the musical theme of each character and their role in the story
- **Imagine, develop, and write an original ending to the story**
- Compare and discuss the unique ending to the story that each student created

### Activity 4 Goals:
- Learn about musical *dynamics*
- Learn about musical *tempo* =
- Gain a more thorough understanding and familiarity of Peter’s musical theme
- Learn to recognize Peter’s musical theme as it changes throughout Prokofiev’s *Peter and the Wolf*

### Activity 5 Goals:
- Create masks representing each of the characters in *Peter and the Wolf*
- Reinforce the understanding of the characters and how they relate to both the music and the story
- Prepare masks to be used by the students during the Classroom Concert Performance

### Post-concert Activity:
- As a class, reflect and discuss the following elements of the Classroom Concert: the musicians performing, instruments, and the *Peter and the Wolf* story
- Write a letter or draw a picture to send to the Boston Philharmonic Musicians

## Massachusetts Curriculum Standards

- **Music Standard #2A**: Explore wind and string instruments
- **Music Standard #6C**: Explore terminology in explaining music, instruments, and music performances
- **Music Standard #6D**: Respond through purposeful movement to prominent music characteristics
- **Music Standard #6D**: Identify and categorize instrument families by sight and sound
- **Theater Standard #2B-3**: Communicate simple ideas, situations, and feelings through pantomime
- **Music Standard #2C**: Accompany classroom music representing diverse cultures
- **Music Standard #5A**: Read whole, half, quarter, eighth notes with guided assistance
- **Music Standard #6C**: Explore appropriate terminology in explaining music, music notation, music instruments
- **Theater Standard #5B-2**: Understand the connection between artists and society through history
- **Music Standard #2C**: Accompany classroom music representing diverse cultures
- **Reading Standard**: Retell stories, including key details, and demonstrate an understanding of their central message
- **Writing Standard**: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure
- **Music Standard #5D**: Use a symbol system to notate meter, rhythm, pitch, and dynamics
- **Music Standard #6C**: Explore appropriate terminology in explaining music, music notation, music instruments
- **Music Standard #6F**: Describe and demonstrate audience skills of listening attentively and responding appropriately
- **Theater Standard #2B-3**: Communicate simple ideas, situations, and feelings through pantomime
- **Theater Standard #2D**: Assume roles that exhibit transformation of physical attributes
- **Theater Standard #2F**: Imagine and clearly describe characters, their relationships, and their environments
- **Theater Standard #6B-2**: Create puppets and masks for story presentation
- **Music Standard #6C**: Explore appropriate terminology in explaining music, music notation, music instruments and voices, music performance
- **Music Standard #6D**: Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom and performance settings
Lesson 1
Character Themes

[Aprox. Time: 35-40 minutes]

Read to the class: Just like other books or stories, there are many characters in Peter and the Wolf. Some of them are people, but a lot of them are mischievous animals! Because Peter and the Wolf is a piece of music played by the orchestra, each character is represented by a different instrument and tune. This tune is called a character’s theme and it helps to paint a picture in our minds of what’s happening in the story.

Activity A — Character Themes [8 minutes]
Read to the class: Let’s listen to the themes in this piece. Can you guess which character is represented by the theme being played? Is it a cat, bird, duck, wolf, Peter, or Peter’s grandfather? Use your worksheet to make your guesses.

Play tracks 1-6, first allowing the class to take a listening survey without writing anything down. The second time, have the class write or say their guess as to which character the theme might represent. On the third listen, give the class the correct answers.
Activity A answers:

Activity B — Video [3 minutes]
Read to the class: Now that we’ve heard all the different character themes, let’s watch a video of the orchestra instruments playing them.

Video Link: www.youtube.com/watch?v=MfM7Y9Pcdzw
Or Youtube: “Serge Prokofiev: Peter and the Wolf. Vancouver Symphony Orchestra”

Show only the first two minutes (2:00), the introduction of characters, on the video.

Activity C — Instruments [6 minutes]
Read to the class: Now that we’ve heard each theme, let’s see if you can remember which instrument is playing each theme. The composer of this piece carefully chose one instrument to represent each character. Use your worksheet to write your guesses.

Again play tracks 1-6, pausing the CD between each track to give the class time to guess the instrument.
Activity B answers:
Lesson 1 Continued

Activity D — Instrument Families [5 minutes]
Read to the class: Each of these instruments belong to a family in the orchestra. Can you identify which family each instrument is a part of? Draw a line from instrument in the left side list to its correct orchestra family in the right side list. Use the instrument pictures on your worksheet to help you!

Recommendation: Don’t play the audio track during this activity.
Activity B answers:
- Flute: Woodwind
- Oboe: Woodwind
- Clarinet: Woodwind
- Bassoon: Woodwind
- Strings: String
- French Horns: Brass

If a music teacher, use this opportunity to review with the class the characteristics of each instrument family.

Activity E — Act Out Each Character [15 minutes]
Read to the class: The musical themes help us to imagine the characters in our mind. How do you picture each of the characters moving and behaving? Do they flutter quickly, or march slowly? Do they seem happy or sad? Do they sound dangerous or playful? First, we’ll write down some descriptive words that we think of when we hear each character’s theme. Think about things like character’s speed, quickness, shape, size and weight, color, or personality. Then, we’ll take turns acting out the characters!

Play tracks 1-6 and pause between each track to let the class write down their descriptive words. After, have them act out the characters based on their descriptions.

Activity F — Color Page (for younger classes)
For younger students, have them color in the characters while listening to the CD. A Coloring page is included here.
Lesson 1
Character Themes

Activity A: As you hear each theme, guess which character it represents:

<table>
<thead>
<tr>
<th>DUCK</th>
<th>WOLF</th>
<th>PETER'S GRANDFATHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. __________________________  4. __________________________
2. __________________________  5. __________________________
3. __________________________  6. __________________________

Activity C: As you hear each theme, guess which instrument it represents:

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________

Activity D: Can you draw a line from the instrument to its correct orchestra family?

- **OBOE** → **STRING FAMILY**
- **STRINGS**
- **CLARINET** → **BRASS FAMILY**
- **FRENCH HORNS** → **WOODWIND FAMILY**
- **BASSOON** → **PERCUSSION FAMILY**
- **FLUTE**

Activity E: Write down descriptive words for each character

1. Bird: _________________________________________________________________________________
2. Duck: ________________________________________________________________________________
3. Cat: __________________________________________________________________________________
4. Grandfather/coach: _____________________________________________________________________
5. Peter: ________________________________________________________________________________
6. Wolf: ________________________________________________________________________________
Lesson 1
Peter and the Wolf Coloring Page

I am a: ____________________

I am a: ____________________

I am a: ____________________

I am a: ____________________

My name is: ____________________

My name is: ____________________
Lesson 2
Composer

[Aprox. Time: 20-30 minutes]

Ask the class if they know what someone who writes music is called. A Composer is a person who creates, or composes, their own music.

Activity A — Prokofiev [5 minutes]
Read to the class: Prokofiev (pronounced Pro-ko-fee-ev) was a Russian composer who started composing his first piece when he was 5! His mother, who was also a musician, had to write down the notes for him, as he hadn’t learned how yet. Prokofiev started studying music when he was 10 years old and wrote his first symphony, or a large piece for orchestra, when he was only 11! When his pieces were first heard, some people loved them and other people hated them because he sometimes wrote loud and crazy sounds! He was born in 1891— that’s more than 123 years ago! Prokofiev wrote many famous pieces for piano, orchestra, and ballet including the famous Peter and the Wolf and Romeo and Juliette.
Let’s listen to some of his most famous pieces by watching a video. As you listen to the music on the video, write down on your worksheet which one of the pieces is your favorite.

Use this video link to play a recording of Prokofiev’s pieces:

Video link http://www.youtube.com/watch?v=RctE1zKq7EE
Or Youtube Search: History of music - Part XVII (20th century)
Stop after the Prokofiev section (2:43) on the video.

Activity B — Russia [5 minutes]
Read to the class: Prokofiev was born in Russia and spent a lot of his life in the Russian capitol city, Moscow. Can you find Moscow on the map on your worksheet? Let’s then add another star to show where we are in the United States. Draw a line from our city to Prokofiev’s city.

Make other relevant curriculum connections with your class such as the differences between our continents, language, climate, etc. You can also point out that the Olympic games were held in Russia this year!

Read to the class: Prokofiev spoke both English and Russian. Did you know that the Russian language uses a different alphabet!? Let’s learn how to write and say a few words in the Russian. Use your worksheet to try some of these musical words.
Activity C — Orchestra Instrument Families [10 minutes]
Distribute 4 colors of crayons/markers to each student. Read to the class: Prokofiev composed for a many different instruments, from piano, to harp, to trumpet— he loved to use all kinds of musical colors! *Peter and the Wolf* is written for the whole orchestra which includes a ton of different instruments! Let’s look at the orchestra map on your worksheet while we listen to another part of *Peter and the Wolf*. The music we will hear is telling the very end of the story, when Peter, his grandpa, and the Cat are walking home together. Can you hear all of the character themes and how Prokofiev composed them to blend together? Can you hear all of the orchestra instruments? While you’re listening, color in the orchestra on your worksheet by instrument family. All of the woodwinds should be one color, the brass another color, the strings another, and percussion another color.

Play track 21— “And After Them Grandfather Complaining, and the Cat” and point out the different character themes as they appear: Grandfather with the Bassoon, the Cat with the Clarinet, then Peter’s theme entering with big brass instruments, the strings, and snare drum like a marching sound. You can hear some bird sounds in the flute after that. The duck appears with the oboe, and then all of the instruments come together at the end. Why do you think he chose each instrument?

Activity D — Compose your music [5-10 minutes]
Read to the class: Prokofiev, like all composers, wrote down his music using notes. Let’s learn about a few of the notes we can use to write our own music. Music notes are written on a staff, which is made up of 5 lines. Try composing your own music on the staff on your worksheet!

*If you’re a music teacher, you can use this as an opportunity to reinforce rhythm, note values, and note names on the staff. Feel free to adapt this activity to meet the level of your students.*
Lesson 2
Composer

Sergei Prokofiev
Born: 1891
Died: 1953

Activity A: Prokofiev
Which one of the pieces in the video is your favorite? ____________________________________________

Activity B: Russia
Can you draw where you are on the map? Then draw a line from your home to Prokofiev’s home, Moscow.

ENGLISH | RUSSIAN | TRY WRITING RUSSIAN | PRONOUNCED
---------|---------|---------------------|-------------
Music    | Музыка | (underline)        | Moo-suhz   |
Orchestra| Оркестр |                     | O-che-stra |
Wolf     | волк    |                     | Vul-fee    |
Lesson 2
Composer

Activity C: Orchestra Instrument Families

1—Stringed instruments
2—Woodwind instruments
3—Brass instruments
4—Percussion instruments

Activity D: Compose Your Music

Quarter Note = 1 beat
Half Note = 2 beats
Whole Note = 4 beats
Eighth Note = half a beat
Lesson 3
Story

[Aprox. Time: 20-30 minutes]

Activity A — The Story
You can use the *Peter and the Wolf at Fenway Park* story (found on the next 3 pages) to read to the class, or distribute the story to have each student take turns reading out loud. At the point in the story where you see “Pause—what do you think happens next?” have each student draw a picture or write a short essay of how they imagine the story could end. During our Classroom Concert, at this point in the piece we’ll ask the class to hear some of their own original story endings. The class may then finish reading the story and compare it with their own imagined ending.

Be sure to hold on to their story endings to share at the Classroom Concert.
Peter and the Wolf
at Fenway Park!

The Story
Early one bright Boston morning, a young ball boy named Peter opened the gate to Fenway Park and went out into the big green field. On top of one of the bright yellow poles sat a little bird, Peter’s friend. “All is quiet, all is quiet.” chirped the bird happily.

Just then a duck came around. She had waddled all the way from the Charles River and was glad that Peter had not closed the ballpark gate, and decided to take a nice stroll around the in bases on the field. Seeing the duck, the little bird 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 the bird. To this the duck replied, “What kind of bird are you if you can’t swim?!” and jumped into a big muddy puddle. They argued and argued, the duck floating in the puddle, the little bird fluttering around her in the air.

Suddenly something caught Peter’s attention: He noticed the local Fenway Park cat slinking down through the bleachers. The cat thought, “The bird is busy arguing. I’ll just grab him.” Stealthily she crept towards the bird on her velvet paws.

“Look out!” shouted Peter all the way from second base and the bird immediately flew way up into the seats. The duck quacked angrily at the cat and quickly waddled out of the puddle. The cat crawled around first base and thought, “Hmmm, is it worth climbing up all those stairs? By the time I get there, the bird will surely have flown away.”

Just then the grumpy old Coach came up from locker room. He was angry because Peter had gone out onto the field. “Haven’t you heard?!” he belted! “A huge grey wolf escaped from the Boston Zoo and was seen near Fenway just last night! We still haven’t caught him and this field is a dangerous place! If a wolf comes out, then what would you do?”

But Peter paid no attention to Coach’s words. Boys like Peter are not afraid of wolves. But Coach took Peter by the hand and led him back to the dugout and locked the field gate.

No sooner had Peter gone into the locker room, than the big grey wolf came out from the shadows. In a twinkling the cat scurried back up the bleachers. The duck quacked and in her excitement, jumped out onto the dusty field, causing a big billow of dust to rise. No matter how hard the duck tried to run, she couldn’t escape the wolf. He was getting nearer...nearer... catching up with her...and then he got her and in one gulp swallowed her! And
And now, this is how things stood: the cat was sitting way up in a box seat ...the bird in the box next to it...not too close to the cat... and the wolf walked round and round the field, looking at them with greedy eyes. In the meantime, Peter without the slightest fear, stood behind the closed locker room gate watching all that was going on.

He ran back into the closet, got a strong rope and snuck out onto the field, climbing up the Green Monster. One of the poles around which the wolf was walking, stretched up over the wall. Grabbing hold of it, Peter lightly climbed over the fence and up on top of the pole.

Peter called to the bird, “Fly over here and circle around the wolf’s head, take care they he doesn’t catch you!” The bird almost touched the wolf’s head with his wings, while the wolf snapped angrily at him from this side and that. How the bird teased the wolf! And how the wolf wanted to catch him!

But the bird was more clever, and the wolf simply could not do anything about it.

[Pause— what do you think happens next??]

Meanwhile with the rope and string, Peter made a net and carefully letting it down, down, and down caught the wolf and pulled with all his might. Feeling himself caught, the wolf began to jump wildly, trying to get loose.

But Peter jumped off the pole tied the other end of the rope to one of the park seats.

And the wolf’s jumping only made the rope around him tighter. Just then, the whole Red Sox team came rushing out of the locker room, their eyes on the Peter and wolf, their bats ready to protect Peter. But Peter, sitting in the bleachers, said, “Don’t hit him! The bird and I have already caught the wolf. Now help us take him back to the zoo.” The Red Sox couldn’t believe that he had caught the wolf and protected the stadium all by himself! Now imagine...just imagine the triumphant procession... Peter at the head.....and after him the whole Red Sox baseball team leading the wolf....and winding up the procession came Coach and the cat. Coach shook his head discontentedly, “Well,” he said, “If Peter hadn’t caught the wolf, then what?”

They paraded up to Symphony Hall, through the Boston Common, over to North End, and finally turned South to return the wolf back to his home at the Zoo. Above them flew Birdie chirping merrily: “My, what brave fellows we are, Peter and I! Look what we have caught. Boys like Peter are not afraid of wolves. But at the end of the day, Coach took Peter by the hand and led him back to Fenway and locked the gate behind them.
Lesson 4
Listening
[Aprox. Time: 25-30 minutes]

Activity A— Dynamics [5-7 minutes]

Read to the class: Because every composer wants their music to be exciting and interesting to the audience, they use all kinds of instruments and sounds. They also change the speed of the music during the piece, and use the whole range of volume levels. The word dynamic tells us the volume of the music. In dynamics we use the Italian words piano for soft, mezzo piano for medium soft, mezzo forte for medium loud, and forte loud.

Let's hear what different dynamics Prokofiev uses in Peter and the Wolf. While listening, use your worksheet to write down if you think the character theme is piano (p), mezzo piano (mp), mezzo forte (mf), or forte (f).

Make sure your volume level on computer or CD player is consistent throughout. Play tracks 1-6 as students write their dynamics. Their answers should be similar to:

1. Bird: mezzo piano (mp)
2. Duck: piano (p)
3. Cat: mezzo piano (mp)
4. Grandfather/coach: mezzo forte (mf)
5. Peter: mezzo forte (mf)
6. Wolf: piano (p)

Activity B— Tempo [5-7 minutes]

The word Tempo tells us the speed of the music. In tempo, we use a lot of Italian words to describe different speeds, but 3 basic ones are: lento for “slow,” moderato for “medium,” and allegro for “fast.” Let’s hear what different tempos Prokofiev used in Peter and the Wolf. While listening, use your worksheet to write down if you think the character theme is largo, moderato, or allegro.

Play tracks 1-6 as students write their tempos. Their answers should be similar to:

1. Bird: allegro
2. Duck: moderato
3. Cat: lento
4. Grandfather/coach: moderato
5. Peter: allegro
6. Wolf: lento
Lesson 4 Continued

**Activity C— Peter’s Theme** [15 minutes]

Read to the class: By using tempo and dynamics a composer can really change the personality and sound of the music. Prokofiev also changed *instruments* to make the music sound unique and different. Let’s listen to all the different ways Prokofiev used Peter’s Theme.

Play track 5 to review Peter’s theme. Have a discussion with the class on how the original theme sounds to them—Happy? Cheerful? At ease? Remind the class that Prokofiev used the string instruments to first introduce Peter’s theme.

Play track 7 “Peter Does Not Listen” and discuss how it’s different from the original Peter theme. Point out that in this track there are more instruments playing at the same time as the theme, it’s a little louder and has a faster tempo. How does this musical character reflect the moment in the story “Peter does not Listen”?

Play track 14 “Peter Takes a Rope and Climbs the Tree” and discuss how it’s different from the original theme. Point out that it’s closer to the original theme than “Peter Does not Listen” but soon starts to sound darker, more mysterious, and mischievous. How does this reflect the moment in the story “Peter Takes a Rope and Climbs the Tree”?

Play track 15 “He Tells the Bird to Distract the Wolf” until 0:20 in the track and discuss its differences from the original theme. Point out that it combines the bird sound of the flute with Peter’s theme. It’s more excited, in a flurry, and with a faster tempo.

Play track 20 “They All March Together, Peter, then the Hunters with the Wolf” and discuss its differences. Point out that it takes some time before we hear Peter’s theme and then it’s much slower with a marching feeling. Now the brass are playing Peter’s theme in stead of the strings which gives it a very formal, regal, and victorious feel. It’s like we’re hearing Peter marching as a proud hero for the town. Does the class also hear the Wolf’s theme appear again later in this track?

Play track 21 until 0:55 “And After them Grandfather, Complaining, and the Cat.” First we hear part of Grandpa’s theme mixed up with the Cat’s theme. Once Peter’s theme comes in, we hear loud brasses and a lot of percussion— a true victorious finish!
Lesson 4
Listening

Dynamics:

\[ p \quad mp \quad mf \quad f \]

\[ \text{SOFT} \quad \text{LOUD} \]

Activity A: Dynamics
Write each character theme’s **dynamic** (piano, mezzo piano, mezzo forte, or forte) as you listen.

2. Duck: ________________________  5. Peter: ___________________________

Tempo:

\[ \text{lento} \quad \text{moderato} \quad \text{allegro} \]

\[ \text{SLOW} \quad \text{FAST} \]

Activity B: Tempo
Write each character theme’s **tempo** (lento, moderato, or allegro) as you listen.

2. Duck: ________________________  5. Peter: ___________________________
Lesson 5
Masks
[Aprox. Time: Varies]

Activity A — Making Character Masks
Printable mask templates are included on the following pages. Have each student choose a character, or have the students make masks for all of characters. The eye circles can be cut out and string can be attached to the side flaps, or the students can simply hold the paper up to their face.

During the BPO Classroom Concert performance, we will ask to see the kid’s masks for each character as we introduce their musical themes. Make sure you hold on to the masks for this fun concert activity!
WOLF
BOSTON PHILHARMONIC

DUCK
CAT
**Post Concert Activity Reflection**

[Aprox. Time: 10-15 minutes]

**Activity A— Performers**
Facilitate a conversation with the class based on what they observed in the performance:

What did you see the performers do during the concert?
What did you see the conductor do during the concert?
What did the conductor do to lead the group?
What did the performers do at the end of the performance? (Every one took a bow)
What was your favorite part of the concert?

**Activity B— Instruments**
Facilitate a conversation with the class about the instruments in the concert:

What was your favorite instrument? Why?
What kind of sound did you hear the flute make? The clarinet, oboe, bassoon, French horns, violin, viola, cello, and bass?
Does any one in the class play those instruments?
If not, which of these instrument would you like to play?

**Activity C— Story**
Facilitate a conversation with the class about the story in *Peter and the Wolf*:

How did the music help tell the story?
How did the character’s musical themes represent their personalities?
What would you change about the characters if you were writing the story?
Was there someone in the class whose story ending you really enjoyed?

**Activity D— Optional Message to Musicians**
The following page can be photocopied if students wish to write messages, ask questions, or draw pictures to the musicians. They can tell us their favorite part of the concert, their favorite character in *Peter and the Wolf*, or their favorite instrument!

We will do our best to respond to these students’ messages if they are addressed to specific musicians who performed in the Classroom Concert.
Write to the Boston Philharmonic Orchestra Musicians!

Dear ____________________________,

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name: ____________________________
Age: ____________________________  School: ____________________________
Classroom Teacher Survey

Within a week from your Boston Philharmonic Classroom Concert, you will receive the following questions as an online survey. We greatly appreciate your feedback as it assists us in maintaining and improving our level of excellence in the BPO Classroom Concert program.

Sincerely,

Boston Philharmonic Orchestra
Crescendo! Community Engagement Team

On a scale of 1 to 5, with 1 being unsatisfied and 5 being very satisfied, please grade the following:

1. BPO Peter and the Wolf Resource Guide activities:
   1  2  3  4  5
2. BPO Peter and the Wolf Resource Guide activity explanations:
   1  2  3  4  5
3. BPO Peter and the Wolf Resource Guide materials and worksheets:
   1  2  3  4  5
4. Performance of Peter and the Wolf Classroom Concert:
   1  2  3  4  5
5. Communication from the BPO prior to the Classroom Concert:
   1  2  3  4  5
6. Preparedness of the BPO Musicians during the Classroom Concert:
   1  2  3  4  5
7. Level of engagement/interaction between the BPO and your students:
   1  2  3  4  5
8. Post-Concert Peter and the Wolf Resource Guide Activities:
   1  2  3  4  5
9. How likely would you be to host a future BPO Classroom Concert? (1 = very unlikely, 5 = very likely)
   1  2  3  4  5
10. How successful do you feel this guide was at preparing your students for the concert?
    1  2  3  4  5

Additional Comments: