PETER AND THE WOLF
by
Sergei Prokofiev

Pupil’s Workbook
for the musical story
Pupil’s Workbook
for the musical story

PETER AND THE WOLF
by
Sergei Prokofiev

Name of Student............................
Class...................................................
School...............................................
We are about to set out on a journey, during which we will develop the ability to listen, discover and recreate a famous musical story.

The music and the illustrations will provide the setting for you to sing, play, draw, move, and to tell the story.

We wish you an enjoyable creative experience!

The Music Team
“Peter and the Wolf” is a musical story.

1. How would you explain to friends what the term “musical story” means? You can use the words below to help you:
   - Scene
   - Melodies
   - Characters
   - Plot
   - Musical instruments
   - Imagination
   - Musical themes

2. Do you know any other musical stories?
   Description of Characters
   1. Each couple receives a card with the name of a character from a familiar story.
      - Describe the character through pantomime (actions without words).
      - Choose musical instruments and add voice and sounds to describe the character.
   2. The members of the class will try to identify the character you have described.

SERGEI PROKOFIEV 1891-1953

Sergei Prokofiev was a famous composer, born in Russia more than a hundred years ago. During his lifetime he composed music for piano and orchestra, operas, and many famous works.

When he was still a young boy, Prokofiev loved to invent stories and compose musical pieces. Already at the age of 9 he composed an opera by the name of The Giant - a musical story with a plot, which members of his family sang to the tunes he had composed.

When he completed his studies at the Music Academy, Prokofiev won a very special prize – a grand piano. Once he was asked to compose a work that would help children get to know different musical instruments. His response was the musical story Peter and the Wolf.

With the help of the recording and the booklet, we will get to know this world-famous composition.
Prokofiev composed special music for each of the characters in the story. Each melody is played by a different instrument.

1. Here are pictures of the musical instruments that we hear at the beginning of the composition.
   - Draw a line from the name of the instrument to its picture.

2. Describe the sounds of the instruments. Consult with a friend, and choose an instrument that you think is suitable for Peter, the hero of our story. Explain why you chose this instrument.

1. Listen to the music. Can you tell which instruments are playing Peter’s melody?
2. Walk around the room in time to the beat and sing the tune.
3. Listen to the music again and tap the rhythm of the melody.
4. Find a partner. Join in with the music, one tapping the beat and the other, the melody.
Peter’s Melody track 1

On these two pages you can see a graphic score showing Peter’s melody.
1. Sing the melody and follow the graphic score.

2. What do you notice about Peter’s melody?

3. Make your own graphic score of the ending. Does the music go up or down at the end?

4. Compare the first and second lines of the graphic score. Where do they differ?
Prokofiev chose two violins to describe Peter, and added other stringed instruments to play an accompaniment together with the melody.

1. Listen to the music and color the stringed instruments.
2. Describe them in your own words.
3. Mime the way they are played.

1. Listen to track 2.
   - What do you think the little bird is singing about?
2. Imagine how the bird hovers in the air with the help of its wings.
   - Are the sounds in this piece fast or slow?
1. Go out to the yard and listen to the chirping of different birds. Try to imitate their sounds.

- What kind of sounds did you make: high or low?

2. Listen to section 3, describing a “conversation” between Peter and the bird. What happens in the music to indicate that they are talking to each other?

2. As you can hear, it is possible to “converse” in music. Choose musical instruments and improvise a musical “conversation” with a partner.
MEET THE DUCK

1. Listen to section 4 and find the notation of the duck’s melody. Where does the tune lead?

2. Move like a duck and sing his tune.

IMITATE THE SOUNDS

1. Block your nose with two fingers and try to sing.
   - Does this make your voice sound like a duck? Try to make “duck sounds” in different ways.

2. Prokofiev chose the nasal sound of the oboe to describe the character of the duck.
   - Do you think he succeeded?

3. Listen to section 4 and follow the notation.

4. Listen again and continue the notation as the melody proceeds.
Here are pictures of three musical instruments that Prokofiev chose to describe Peter, the bird and the duck. Listen to sections 2, 1 and 4, and draw the character it describes next to each instrument.

Listen to section 5.
1. Does it sound as if the bird and the duck are teasing each other?
2. How can you disagree with a friend, without offending?

Choose musical instruments and improvise a musical disagreement, in pairs.
Imagine you are stroking a cat.

Try to imagine the stealthy approach of the cat as he plans to catch the bird.

1. “Walk” your hands on your partner’s back, with the music.

2. Listen again and imagine the cat’s approach. Make your own graphic score.

1. Describe the clarinet, chosen by Prokofiev to be the cat in this musical story.
   - Are the sounds of the clarinet lower or higher than the sounds of the oboe?
2. Listen to the beginning of section 6 and follow the notation of the cat’s melody.

- Circle the footprints in the notation where the cat seems to pause.
Look at the picture. What do you think is happening here?

Present your story in a group, and add sounds to suit what's going on.

Listen to section 7.

How can you hear that the bird has escaped from the cat?
IDENTIFY THE MUSICAL INSTRUMENTS

Here are pictures of other musical instruments that are heard in this musical story.
1. Draw a line from the name of the instrument to the matching picture.

   - Flute
   - Oboe
   - Clarinet
   - Basson

2. Listen to the beginning of section 8.
   • Explain which of the three instruments you think is suited to Grandfather. Why did you choose this instrument?

MEET GRANDFATHER

Listen to section 8 and try to walk like Peter’s grandfather.

Make your fingers walk over the notation symbols.

Why is Grandfather so worried about Peter?
1. Listen to the music and follow the graphic score. Point to the signs that describe grandfather’s heavy steps.

2. Sing the melodic motive that is repeated over and over. What do you think it describes?
1. Describe the bassoon.
2. Listen and try to imitate its sound.
   • What kind of sounds did you make – low or high?
3. Discuss: Why do you think Prokofiev chose the bassoon to represent Grandfather?

4. Listen again to section 8 and follow the notation.
   • Circle the sounds that describe Grandfather’s heavy steps.

1. Listen to the “conversation” between Grandfather and Peter in section 9.

How do you think Peter feels?
What has changed in the melody?
MEET THE WOLF

Listen to section 10 and follow the wolf.

What do you feel?

What kind of mood does Prokofiev create in this section?

SOUND IMITATION GAME

1. Describe the French horn.
2. Form groups of three and make wolf sounds.
3. Listen again to section 10 and notice when the cymbals and small drum join in with the wolf’s entrance.
4. Choose appropriate percussion instruments to accompany this section quietly.
1. Listen to the music and follow the graphic score, with three fingers moving along the parallel paths.
2. Listen again and join in with your own sounds.
3. Prepare a large piece of paper and draw your own description of the music. How can you describe the increasing tension that you hear? What makes the music sound tense?
WHAT IS THE CAT DOING? Track 11

Listen to section 11.

How does the cat react to the appearance of the wolf.

What changes in the cat’s melody?

WHAT’S HAPPENING HERE? track 12

Listen to section 12 and describe what’s happening in the story.

How has the duck’s melody changed? Why?
WHAT HAPPENED IN THE STORY? track 13

Listen to section 13.

Pay attention to the duck’s “voice” and describe how it changes in this section.

What do you think happens to the duck?

WHAT’S GOING TO HAPPEN NEXT? tracks 14-15

1. Listen to section 14.
   • Discuss: What happens in the music?
   • Show your interpretation by completing the drawing.

2. Listen to section 15. What character does this section describe?
1. Arrange yourselves in groups of three. Each child chooses a different color and one of the characters: the cat, the bird or the wolf. Listen to tracks 14 and 15 and draw the character that you have chosen.

2. Discuss: Do you think the music is scary?
   - Everyone is afraid of something. Tell the class what you are frightened of, and what you do to get over your fear.

3. Choose a musical instrument. Play your instrument and express the way you feel through your music.

1. Listen to the beginning of the section and point to the clarinet or to the flute when you hear them play. Whose melody are they playing?
“Fly carefully over the wolf’s head!”

1. Listen to section 16.
   • What happens to Peter’s melody? What happens to the bird’s melody?
2. Form pairs and express these melodies in movement.

Listen to section 17.

1. How does the music help us to follow the story?
2. Discuss, in a group, what happens in the music and present your story in movement.
1. Listen to the music.
   • How does a march usually sound?
   • How do these hunters sound?

2. Walk around the room and show what the hunters are doing.

1. Here are pictures of the woodwind instruments that play the hunters’ music.
   • Write the name of the instrument under each picture.

2. Which instrument describes the hunters’ shots?
   • Describe the kettledrums.

3. Listen to section 18 and make a notation showing the sounds of the drums that we hear at the end of the section.
Listen again. Choose musical instruments and join in with the music.

1. Listen to the music and tap along with the steps of the approaching hunters, at the beginning of this section.

2. Listen again and follow the graphic score.
1. Listen to track 19.
   What has changed in Peter’s music?

2. Here are two rhythmic motives. Tap each one a few times.

3. Choose the one that sounds right and tap it along with the music.

4. Move freely to the music.

What suits the music best - a march or a dance? Show how Peter is feeling.

2. Listen to section 20.

- The pictures of the instruments can help you to hear what has changed in Peter’s music.

Why do you think Prokofiev made this change?
ON THE WAY TO THE ZOO

1. Listen to the continuation of section 20 and point to each of the characters as you hear their melody.

2. March around the room on the way to the zoo.

Change your movements each time you hear a new character in the music.

ALL’S WELL THAT ENDS WELL

At the end of the composition, in section 21, we hear the sound of the oboe. Could this be the music of the duck?

Prokofiev doesn’t tell us what finally happened to the duck.

Make up your own ending to the story.
WHO GOES THERE?

Draw a line from the graphic scores to the characters in Prokofiev’s musical story.
CHARACTERS AND INSTRUMENTS

To whom do these instruments belong?

Draw a line from the pictures of the musical instruments to the characters in Prokofiev's musical story.
TELL US:

1. ....which character you liked best. Can you tell us why?
2. ....which melody you liked best. Can you tell us why?
3. ....which musical instrument you find the most pleasant to listen to.
4. ....which section in the story made a particular impression on you?

You can tell more and more about this musical story at home and in class.

Did you know?

1. The musicians of the orchestra tune their instruments according to the tone played by the OBOE.
2. The HORN reminds us of the shofar that was used to sound signals in ancient times.
3. The VIOLIN belongs to the string family. In Italy, famous violin makers pass on their skill from generation to generation.
4. The FLUTE is called a Woodwind, even though today it is made of metal.
5. TIMPANI can be tuned to produce different pitches.
6. The CLARINET is often heard in Klezmer music.
Present the musical story of Peter and the Wolf.

1. Imagine and plan how to present:

   • The characters
   • The story
   • The music
   • The scenery

2. Who can come to watch?

A NEW MUSICAL STORY

Make up your own musical story.

Good luck!