



Study Guide

Peter and the Wolf

Presented by the Palm Beach Symphony

Wednesday, November 8, 2017 at 6:00 PM

Dolly Hand Cultural Arts Center (Co-Sponsor)
Palm Beach State College
1977 SW College Drive, Belle Glade, FL 33430
561-993-1160

The Palm Beach Symphony will present a 60-minute presentation of Sergei Prokofiev's *Peter and the Wolf*. The performance will feature dancers from Ballet East.

This concert is made possible for the students and families at New Hope Charities through the generous support of Mr. James R. Borynack and Mr. Adolfo Zaralegui at the Findlay Galleries.

THE STORY/SHOW



In 1936, Sergei Prokofiev was commissioned by Natalya Sats and the Central Children's Theatre in Moscow to write a new musical symphony for children. The intent was to cultivate "musical tastes in children from the first years of school". Prokofiev completed ***Peter and the Wolf*** in just four days and the piece had its debut on May 2, 1936.

Peter (represented by the string section) lives at his grandfather's home in a forest clearing. One day, Peter goes out into the clearing, leaving the garden gate open, and the duck (represented by the oboe) that lives in the yard takes the opportunity to go swimming in a pond nearby. The duck starts arguing with a little bird (represented by the flute). Peter's pet cat (represented by the clarinet) stalks them quietly, and the bird—warned by Peter—flies to safety in a tall tree while the duck swims to safety in the middle of the pond.

Peter's grandfather (represented by the bassoon) scolds Peter for being outside in the meadow alone and, when Peter defies him, saying: "Boys like me are not afraid of wolves", his grandfather takes him back into the house and locks the gate. Soon afterwards "a big, grey wolf" (represented by 3 horns) does indeed come out of the forest. The cat quickly climbs into a tree, but the duck, who has jumped out of the pond, is chased, overtaken, and swallowed by the wolf.

Peter fetches a rope and climbs over the garden wall into the tree. He asks the bird to fly around the wolf's head to distract it, while he lowers a noose and catches the wolf by its tail. The wolf struggles to get free, but Peter ties the rope to the tree and the noose only gets tighter.

Some hunters (whose shots are represented by the kettle drum and big drum), who have been tracking the wolf, come out of the forest ready to shoot, but Peter gets them to help him take the wolf to a zoo in a victory parade that includes himself, the bird, the hunters leading the wolf, the cat, and grumpy grumbling Grandfather.

In the story's ending, the listener is told: "If you listen very carefully, you'll hear the duck quacking inside the wolf's belly, because the wolf in his hurry had swallowed her alive."

An **orchestra or symphony** is a large instrumental ensemble that contains sections of string, brass, woodwind, and percussion instruments. A full-size orchestra (about 100 players) may sometimes be called a "symphony orchestra" or "philharmonic orchestra". A symphony orchestra will usually have over eighty musicians on its roster, in some cases over a hundred, but the actual number of musicians employed in a particular performance may vary according to the work being played and the size of the venue. A leading chamber orchestra might employ as many as fifty musicians; some are much smaller than that. Orchestras can also be found in schools.

THE ARTISTS



Palm Beach Symphony was founded in 1974 to address the need for a professional orchestra in Palm Beach County. In its earliest years, the orchestra performed only a few concerts a year with a part-time conductor and a volunteer staff. It was not until Mrs. Ethel S. Stone became the Symphony's board chair, a position she held for 23 years, that the orchestra began establishing itself as a cultural force in the community.

A visionary leader, Mrs. Stone inherited her love of music from her family and generously shared it with the community she loved. During her tenure, a number of well-known musical figures served in leadership roles, including Karl Karapetian, John Iuele, Kenneth Schermerhorn, Stewart Kershaw, David Gray, Ulf Bjorlin, and John Covelli.

When Mrs. Stone died on August 6, 1996, John and Joan Tighe stepped in to continue her legacy. They established a stable board of directors, a dedicated administrative staff, and a small endowment fund to ensure the Symphony's continued growth. Musicians who led the orchestra during the Tighes' tenure were Alan Kogosowski, Vladimir Ponkin, Sergiu Schwartz, Ray Robinson and Donald Oglesby.

Today, under the leadership of David McClymont, Palm Beach Symphony has grown into a world-class orchestra with an expanded mission that includes carefully crafted education and community outreach programs that bring live classical music programs and concerts into schools, community centers, and public venues in and around the Palm Beaches. McClymont oversees a robust season of masterworks and chamber music concerts, produced under the artistic and music direction of internationally renowned conductor, Maestro Ramón Tebar.

The Palm Beach Symphony performs in modern venues, such as The Kravis Center and Benjamin Hall, and historically important landmarks, including the Henry Morrison Flagler Museum, The Breakers Palm Beach, The Mar-a-Lago Club, the Church of Bethesda-by-the-Sea, Benjamin Hall, and The Society of the Four Arts.



Johann-Sebastian Guzman, Assistant Conductor, recently completed his degree at the University of Miami for Piano Performance. As a young conductor, he has had the great privilege and honor of working with and shadowing conductors all over the world, including Maestro Ramon Tebar, Maestro Andrés Orozco-Estrada, and Maestro Franz Welser-Möst. His passion and talents have allowed him to work with some of the world's greatest orchestras including the Vienna Philharmonic, Frankfurt Radio Symphony, Cincinnati Symphony, Sinfónica de Galicia, Palm Beach Symphony, The Cleveland Orchestra, Naples Philharmonic, and the Houston Symphony and with

artists such as Hilary Hahn, Javier Perianes, and Leo Nucci. Palm Beach Symphony is pleased to welcome Johann as Assistant Conductor for the second consecutive season.



Ballet East

Ballet East's mission is to provide the highest quality of dance education through an accelerated training program. Ballet East seeks to produce students with superior artistic qualifications to enhance future employment and to enrich the cultural growth of our community. Alumni students of the current faculty have continued their training and/or careers with Alabama Ballet Company, Boston Ballet, Colombia City Ballet, Colorado Ballet, Cirque du Soleil, The Harid Conservatory, Houston Ballet, Hubbard Street Dance Chicago, Joffrey Ballet, The Juilliard School, Miami City Ballet, Nederlands Dans Theater, Pittsburgh Ballet Theatre, The School of American Ballet, SUNY Purchase and Washington Ballet.

Ballet East Youth Ensemble

The Ballet East Youth Ensemble is comprised of serious young dancers who wish to further their training and partake in additional performance opportunities. Students who exhibit both the technical talent and desire to become professionals are selected by audition to join. The members of this ensemble strive for excellence in both performance and technique under the direction of the highly accredited instructors throughout the United States. To book BEYE for an event please view contact Ballet East via phone or email at 561.683.0096 or balleteastfl@gmail.com.

PRE-PERFORMANCE DISCUSSIONS:

1. Prior to attending the performance, students should discuss audience etiquette. Common etiquette rules include:
 - a. Respect for performers
 - b. No food, drinks, or gum in the theatre
 - c. No talking, no cell phones and no cameras in the theatre
 - d. Clapping should be polite and appropriate

2. Through discussion or written response, reflect on the following:
 - a. What are some live music productions you have seen?
 - b. Have you seen a symphony orchestra before?
 - c. How is a story told through music?
 - d. What is a symphony? How is it different from other musical forms (musical theatre, jazz, country, folk, rock etc.)
 - e. Compare and Contrast: How is telling a story through music the same / different from a play with spoken word? A movie in a theatre? A television show at home? A book? Which do you prefer? Why?

POST-PERFORMANCE DISCUSSIONS:

1. Have a dialogue about the performance. What did the students like about the program? What didn't they like about it? What surprised them?
2. Discuss the story of the music. Identify themes and what instruments were used to play each theme. How did the instrumental music tell the story without the use of voice?
3. Discuss the musicians. To become an orchestral musician, what kind of background and experience do you think that person might need?

CLASSROOM ACTIVITIES:

1. Introduce class to DVD or audio of symphony orchestras to familiarize them with what they will be seeing and hearing in the theatre.
2. Compare stories told through spoken word vs. stories told through music. How are they the same? How are they different? What emotions do they evoke?
3. Composers often have a story in mind when they write their composition. Have the students write their own one act story and set it to music.
4. Choose a movement from a popular orchestra piece and have the students listen and identify the mood of the movement. What is the composer trying to communicate (sadness, happiness, love, anger, angst, pain, etc.)? What would happen if the music was louder? Slower? Softer? Faster? Would the mood still be the same?
5. Discuss the roles of the musician and the conductor. How do they work together to successfully perform the music?
6. Have students choose a familiar children's story and create a short tune to go along with the story.
7. Discuss other styles of music, such as jazz, musical theatre, country, rock, etc. What is their favorite kind of music and why?
8. Define and discuss vocabulary used in classical music.
 - a. Orchestra - a large group of musicians playing classical music, consisting of sections of string, woodwind, brass, and percussion players, and directed by a conductor
 - b. Symphony - A symphony is an extended musical composition in Western classical music, scored almost always for orchestra.

Many symphonies are tonal works in four movements with the first in sonata form, which is often described by music theorists as the structure of a "classical" symphony

- c. Composer - somebody who composes: a creator of something, especially of music
- d. Conductor – A conductor is a person who directs a musical performance by way of visible gestures. The primary duties of the conductor are to unify performers, set the tempo, execute clear preparations and beats, and to listen critically and shape the sound of the ensemble.
- e. Concert Master - the leader of the first violin section of a symphony orchestra, who plays the solo passages and often serves as assistant to the conductor
- f. Score - a written form of a musical composition; parts for different instruments appear on separate staves on large pages.
Movement - A movement is a self-contained work separated by silence within a larger work. Usually, each movement is distinguishable by its tempo, key, rhythmical patterns, and harmonization.
- g. Dynamics – the volume of a sound or note

9. Discuss the types of Instruments commonly found in an orchestra.

- a. Strings – The string section is made up of instruments that are bowed or plucked, such as a violin, viola, cello or bass.
- b. Percussion – Percussion instruments are shaken, rattled, or hit such as drums, cymbals, gongs, bells and whistles.
- c. Brass – Instruments in the brass section produce sound when the musician pushes air through, vibrating his or her lips to make the notes. Trumpets, trombones, French horns and tubas can be found in the brass section.
- d. Woodwinds – Woodwind instruments such as a bassoon, flute, clarinet and oboe use a reed mouthpiece and holes in the body of the instrument that the musician covers and uncovers to produce different notes.

FLORIDA STANDARDS:

MU.K.C.1.2, MU.K.C.2.1, MU.K.C.3.1, MU.1.C.1.1, MU.1.H.1.2, MU.1.O.1.1, MU.2.C.1.1, MU.2.C.1.2, MU.2.C.3.1, MU.3.C.1.1, MU.3.C.1.2, MU.3.C.1.3, MU.4.C.1.1, MU.4.C.1.2, MU.4.C.1.3, MU.4.C.3.1, MU.4.O.1.1, MU.5.C.1.1, MU.5.C.1.2, MU.5.C.1.3, MU.5.C.3.1, MU.5.O.1.1

INTERACTIVE LINKS:

Use these links in the classroom to explore the orchestra further with your students;

Peter and the Wolf

<https://youtu.be/9ueGfjBKbiE>

A puppet named Bleekie visits the Dallas Symphony Orchestra

<http://www.youtube.com/watch?v=12d1CiTRwJw>

How to Listen to Music 1: Orchestra Strings Instruments

<http://www.youtube.com/watch?v=wocq4to8o5M&feature=related>

How to Listen to Music 2: Orchestra Brass Instruments

<http://www.youtube.com/watch?v=jrvc7ZdLoYM&feature=relmfu>

How to Listen to Music 3: Orchestra Wind Instruments

<http://www.youtube.com/watch?v=grAXrq-mzuk&feature=fvwrel>

INTERNET LINKS:

To learn more about orchestras, visit these links;

Palm Beach Symphony - www.palmbeachsymphony.org

San Francisco Symphony Kids - www.sfkids.org

Baltimore Symphony Orchestra Kids - www.bsomusic.org/bsokids/

Dallas Symphony Orchestra Kids - www.dsokids.com

New York Philharmonic Kids - www.nyphilkids.org