



QUEENSLAND SYMPHONY
ORCHESTRA

PETER AND THE WOLF

Learning Resource

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the full resource, please
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The story of Peter and the Wolf

by Sergei Prokofiev

Early one morning, Peter opened the gate and walked out into the big green meadow.



Meet the Characters – Peter is portrayed by the String Family

Meet the Instruments – String Family

Peter is represented by the string family - the violin, viola, cello and double bass. The string family is the largest section of the orchestra and they sit at the front. All the instruments are made of wood and have four strings, but they are different sizes and have different ranges of sounds.

The violin is the smallest and highest sounding of the instruments. The viola is larger and, like the violin, is held under the chin. The cello is larger still and sits on the floor in front of the player. The double bass is the largest and makes the deepest sounds. The player stands or sits on a high stool to play.



Violin

Viola



Cello



Double
Bass

Meet the Musicians – String Family



Warwick Adeney
Violin
Concert master

Click the image below to hear
Warwick Adeney play Peter's theme



Yoko Okayasu
Viola



Hyung Suk-Bae
Cello



Phoebe Russell
Double Bass

Meet the Music - Peter's theme

A **bow**, made of horsehair stretched tightly on a wooden frame, is drawn across the strings to make the sound.

The strings can also be plucked with the fingers.

The vibration of the string makes the sound.

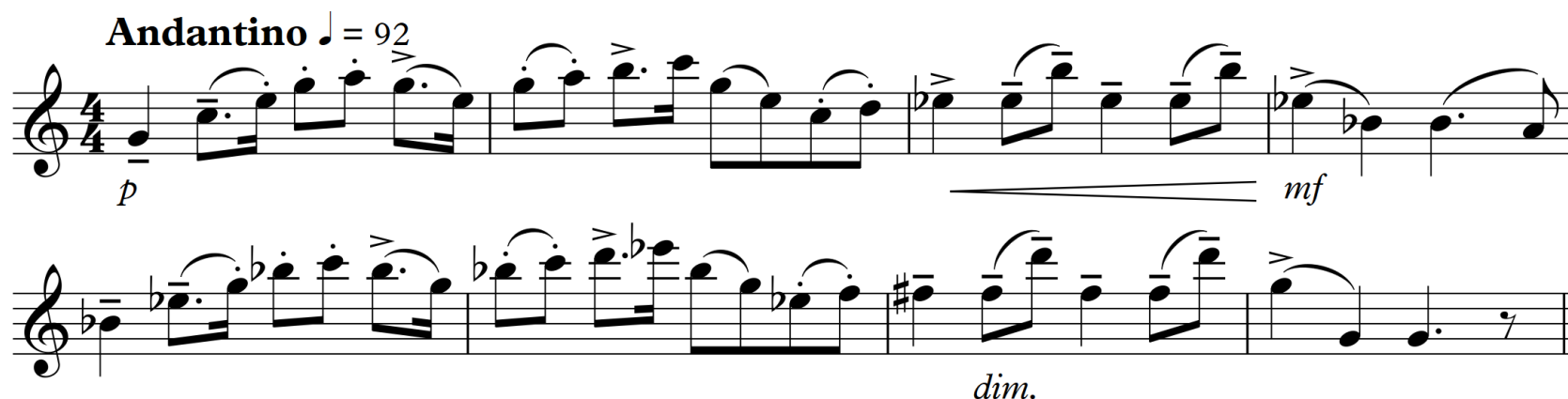


Natalie Low
Violin

ARCO – play with the bow

PIZZICATO – pluck the strings with the fingers

Andantino ♩ = 92



p *mf* *dim.*

The story of Peter and the Wolf - continued

On a branch of a big tree sat a little bird, Peter's friend. "All is quiet" chirped the bird happily.



Click to hear Hayley Radke play the bird theme



Meet the Characters – The bird is portrayed by the flute

Meet the Instruments – Flute and the Piccolo

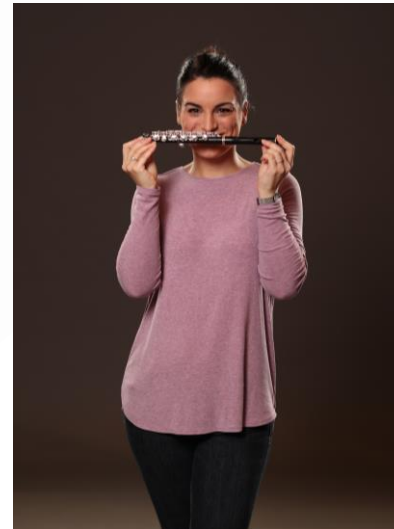
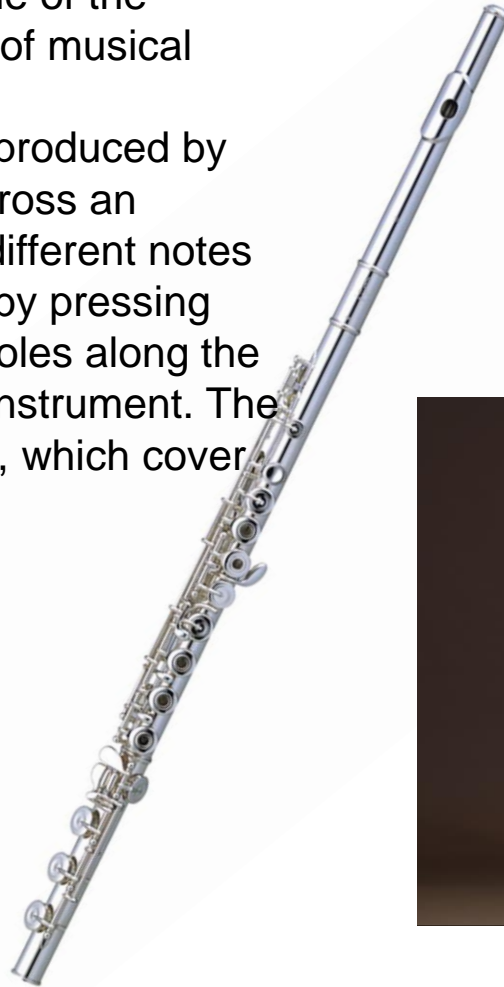


Hayley Radke
Flute

The flute is one of the earliest types of musical instruments. The sound is produced by blowing air across an opening and different notes are achieved by pressing fingers over holes along the length of the instrument. The flute has keys, which cover the holes.

In the orchestra, the flute is a member of the woodwind family.

Other members of the woodwind family are piccolo, oboe, clarinet, and bassoon.



Kate Lawson
Piccolo

The **Piccolo** is half the size of the flute and plays one octave higher. The piccolo and the flute are played with the same fingerings.

Meet the Music – Bird's theme

Tempo
(speed)
Lively
and fast.

Ledger lines – notes written
higher than the staff.

Allegro ♩ = 176

mf

2

3

Grace note
is a music
ornament.

The story of Peter and the Wolf - continued

Just then a duck came waddling round. She was glad that Peter had not closed the gate and decided to take a nice swim in the deep pond in the meadow.

Seeing the duck, the little bird flew down upon on the grass, settled next to her and shrugged his shoulders. "What kind of bird are you if you can't fly?" said he. To this the duck replied "What kind of bird are you if you can't swim?" and dived into the pond.

Meet the Characters – The duck is portrayed by the oboe

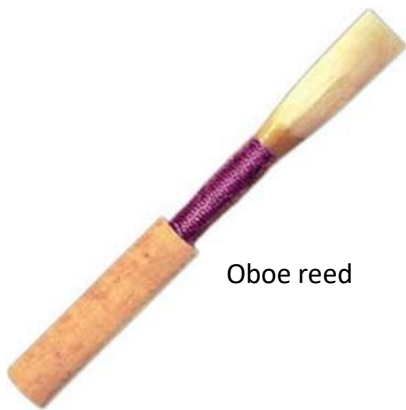


Meet the Instrument – Oboe

The oboe is a member of the woodwind family.

The oboe is made of wood and has a conical bore and a flared bell. Holes which are covered by metal keys are pressed with the fingers to lengthen or shorten the instrument to change the pitch.

The mouthpiece is a double reed and sound is made by blowing into the reed so that both pieces of reed are vibrating. The reed is made of cane.



Oboe reed

The orchestra tunes to the oboe.

At the beginning of a live concert, you will hear the oboe set the note and all the other instruments must match the pitch perfectly.



Meet the Music – Duck's theme

A grace note is a music ornament. Grace notes do not add to the rhythmic count of the bar and can be interpreted in various ways.

Find all the grace notes in this excerpt.

Click on the oboe reed
then press play
to hear the theme



6

mf espress.

dim.

p

The image shows a musical score for a piece in 3/4 time, key of B-flat major. The first staff contains a melody with several grace notes, some of which are marked with an 'x'. A pink box with the number '6' is positioned above the first staff, with two pink arrows pointing to the first and second grace notes. The second staff continues the melody with a long note and a series of eighth notes. The score includes dynamic markings: *mf espress.* at the beginning, *dim.* in the middle, and *p* at the end.

The story of Peter and the Wolf – continued

They argued and argued, the duck swimming in the pond and the little bird hopping along the shore.

Suddenly, something caught Peter's attention. He noticed a cat crawling through the grass.

The cat thought; "That little bird is busy arguing, I'll just grab him.

Stealthily, the cat crept towards him on her velvet paws. "Look out!" shouted Peter and the bird immediately flew up into the tree, while the duck quacked angrily at the cat, from the middle of the pond.

The cat walked around the tree and thought,
"Is it worth climbing up so high?
By the time I get there the bird will have flown away."

Meet the Characters – The cat is portrayed by the clarinet



Meet the Instrument - Clarinet

The clarinet is a member of the woodwind family. The instrument is made of wood, although many students play clarinets made of a very hard plastic.

The clarinet has a cylindrical bore, meaning that the hole through the centre of the instrument is the same size at the top as at the bottom. A flared bell is at the end of the instrument to spread the sound.

Holes along the length of the clarinet are covered with keys. When keys are closed, the length of the instrument changes and this changes the pitch.



The **clarinet mouthpiece** is made of a single reed, made of cane. The reed is attached to the mouthpiece by a metal ligature. Air is blown between the reed and the wooden mouthpiece, the reed vibrates and the sound is made.



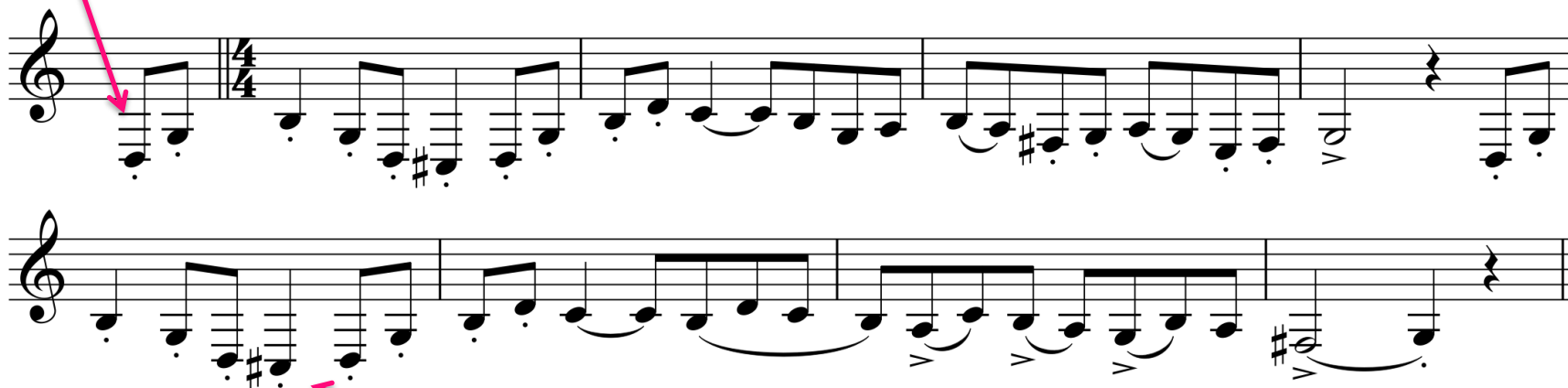
Meet the Music – Cat's theme

Click on the clarinet
then press play
to hear the theme



Ledger lines – notes written
lower than the staff.

Moderato



Staccato – play short and detached

The story of Peter and the Wolf – continued

Just then grandfather came out. He was upset because Peter had gone in the meadow. "It's a dangerous place. If a wolf should come out of the forest, then what would you do?"

But Peter paid no attention to his grandfather's words.
Boys like him are not afraid of wolves.

But grandfather took Peter by the hand, led him home
and locked the gate.

Meet the Characters – Grandfather is portrayed by the bassoon



Meet the Instrument – Bassoon

The bassoon is the lowest and largest member of the woodwind family and is a double reed instrument like the oboe and cor anglais.

The bassoon is usually made of wood and has a metal crook (tube) coming from the instrument. The mouthpiece is placed on the end of the crook.

The sound made by a bassoon is low and dark but the instrument can also play high notes. The player covers the holes using the keys to make the different sounds.



The **bassoon mouthpiece** is a larger version of the oboe's double reed. Two pieces of cane are held together and when air is blown through the reed vibrates.



Nicole Tait
Queensland Symphony Orchestra
Section Principal Bassoon

Meet the Music – Grandfather's theme

Click to hear Nicole Tait play
Grandfather's theme



Tempo (speed) - a little
quicker than walking pace

Bass Clef

Poco piu andante

15

Style direction - heavy
and ponderous.

Accent – make the note stronger.

A musical score for the Grandfather's theme, consisting of two staves in bass clef with a key signature of two sharps (F# and C#) and a 4/4 time signature. The first staff begins with a forte (f) dynamic and a 'Poco piu andante' tempo marking. It features a series of eighth and quarter notes, some with accents, and a triplet of eighth notes. The second staff continues the melody with eighth notes and quarter notes, some with slurs and accents. The score includes various musical notations such as slurs, accents, and dynamic markings like 'pesante' and 'energico'.

energico

Style direction - energetically

The story of Peter and the Wolf – continued

No sooner had Peter gone, than a big grey wolf came out of the forest.

In a twinkling the cat climbed up the tree. The duck quacked, and in her excitement jumped out of the pond. But no matter how hard the duck tried to run, she couldn't escape the wolf.

He was getting nearer, nearer, catching up with her. Then he got her, and with one gulp, swallowed her.



Meet the Characters – The wolf is portrayed by the french horns

Meet the Instrument – French Horn

The French Horn is a member of the brass family. The metal tube starts small at the mouthpiece and gets wider and wider through to the bell.

To make a sound players vibrate their lips to make a buzzing sound.

By tightening the lips and using more air the sound changes. Many notes can be made by using the lips alone. Other notes are made by pressing valves to open more lengths of tubing on the instrument.

There are approximately four meters of tubing in a french horn.

Brass instrument mouthpieces have a rim where the player places their lips. The mouthpiece has a cup shape interior and is placed into the small end of the instrument's tubing.



Alex Miller
French Horn



Lauren Manuel
French Horn

Meet the Music – Wolf's Theme

The theme is played by three French horns each playing different notes to make a chord

Click on the French Horn then press play



Chord – notes played at the same time.

Bass clef notes are lower than treble clef notes

Andante molto ♩ = 66

Horn 1
Horn 2
Horn 3

mp
mp
mp

mf
mf
mf

cresc.
cresc.
cresc.

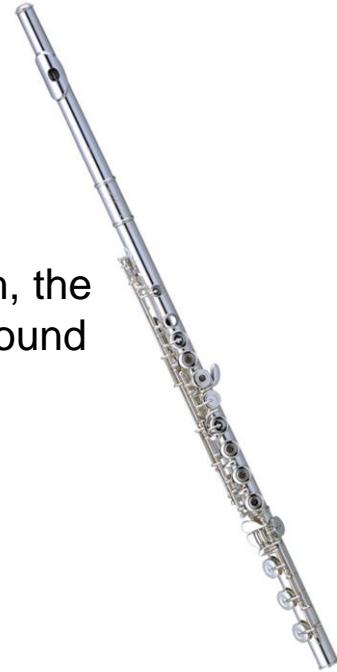
f
f
f

f
f
f

The musical score for the French Horns of Wolf's Theme. The top system shows the first three measures for Horn 1, Horn 2, and Horn 3. Horn 1 is in the bass clef, and Horns 2 and 3 are in the treble clef. The tempo is marked 'Andante molto' with a quarter note equal to 66 beats per minute. The first measure shows a chord of three notes (G2, B1, D2) in the bass clef, marked 'mp'. The second measure shows a chord of three notes (G2, B1, D2) in the bass clef, marked 'mp'. The third measure shows a chord of three notes (G2, B1, D2) in the bass clef, marked 'mp'. The fourth measure shows a chord of three notes (G2, B1, D2) in the bass clef, marked 'mf'. The bottom system shows the continuation of the theme, with the first three measures marked 'cresc.' and the fourth measure marked 'f'. The notes are in the bass clef, and the dynamics are 'f'.

The story of Peter and the Wolf – continued

And now, this is how things stood: the cat was sitting on one branch, the bird on another . . . not too close to the cat. And the wolf walked around and around the tree, looking at them with greedy eyes.



The story of Peter and the Wolf – continued

Grabbing hold of the branch, Peter lightly climbed over on to the tree. Peter said to the bird: "Fly down and circle over the wolf's head. Only take care that 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 worried the wolf! How he wanted to catch him! But the bird was clever, and the wolf simply couldn't do anything about it. Meanwhile, Peter made a lasso and carefully letting it down, caught the wolf by the tail and pulled with all his might.

Feeling himself caught, the wolf began to jump wildly trying to get loose. But Peter tied the other end of rope to the tree, and the wolf's jumping only made the rope around his tail tighter.

The story of Peter and the Wolf - continued

Just then, the hunters came out of the woods, following the wolf's trail and shooting as they went.

But Peter, sitting in the tree, said:
"Don't shoot! Birdie and I have already caught the wolf. Now help us take him to the zoo."



Meet the Characters – The hunters are portrayed by the timpani

Meet the Instruments - Timpani

Timpani are percussion instruments. A skin is stretched tightly over large copper bowls of different sizes.

Timpani are usually played in sets of 3, 4 or 5 depending on the music. Pedals at the base of the instruments can be pressed to tighten or loosen the skin and this changes the pitch of the notes.

The timpani is a tuned instrument meaning that the drums can play pitched notes.

Beaters are used to hit the skins to make the sound.



Meet the Music – Hunters Theme



Click on the Timpani
beaters then press play
to hear the theme



Bass Clef

Tremolo – the beaters
play rapidly for the
length of the note.



Crescendo from piano (soft) to fortissimo (very loud)

Accent – make the note stronger.

The story of Peter and the Wolf – The ending

And now, imagine the triumphant procession: Peter at the head; after him the hunters leading the wolf; and winding up the procession, grandfather and the cat.

Grandfather shook his head discontentedly:
"Well, and if Peter hadn't caught the wolf?
What then?"

Above them flew Birdie chirping merrily.
"My, what brave fellows we are, Peter and I!
Look what we have caught!"

And if one would listen very carefully, he
could hear the duck quacking inside the
wolf; because the wolf in his hurry, had
swallowed her alive.



The Composer - Sergei Prokofiev

Sergei Prokofiev was a Russian composer born in 1891 and died in 1953. He was also a pianist and a conductor.

His first piano teacher was his mother. Later he attended the St. Petersburg Conservatorium. As a pianist Prokofiev travelled the world many times visiting London, Paris and United State of America.

In 1936 he returned to live permanently in Russia and it was there that he composed *Peter and the Wolf* for the Central Children's Theatre in Moscow. Prokofiev wrote both the music and the story.

It was a success and has been performed around the world since to introduce children to the orchestra.



Choose an instrument to suit your favourite animal

There is no right answer. Think of the characteristics of an animal and the sounds of the instrument.

Which instrument would you choose to represent your chosen animal?

Consider that instrument can be played in different ranges , high and low (e.g. piano) , different techniques (e.g. violins played with a bow or plucked) or different dynamics (very soft or very loud) . An instrument could suit a different animal if it was played in a different style.

Elephant

Baby Chicken

Lion

Ants

Harp

Trumpet

Flute

Double Bass



DISCOVER - Level 1 Beginning

Ideal for those beginning their musical journey.

Content and delivery relates to Levels 1 and 2 of Australian Curriculum (The Arts).

CURRICULUM	DETAILS
Literacy	<ul style="list-style-type: none">• Cause and effect, compare and contrast• Compose, contribute and respond in groups and different settings.• Summarise and analyse information• Acknowledge viewpoints of others• Use music, historical and context language appropriately in written and spoken form.• Understand and use music literacy, creating and writing concepts as per The Arts – Music Curriculum up to Year 5
Numeracy	<ul style="list-style-type: none">• Subdivision into groups• Fractions in relation to time signatures
Studies of Society & Environment (SOSE)	<ul style="list-style-type: none">• Time, Continuity and Change• Place and Space• Culture and Identity - ANZAC
Design and Technology and Science	<ul style="list-style-type: none">• Sound changes according to devices and materials used.• Design and development of musical instruments• Languages and cultural practices• Enhance intercultural communication• Understand regional and cultural diversity
The Arts	<ul style="list-style-type: none">• Gross and fine motor skills (music, dance)• Rhythm, beat and patterns, structure and form (music, dance, drama)• Storytelling and improvisation (music, media)• Duration, beat, time values (music)• Pitch, intervals, melody , harmony (music)• Sound sources, tone colour (music)• Dynamics (music)• Texture ,shade, contrast and patterns (visual arts, music)• Positive and negative space (visual arts)
Health &Physical Education	<ul style="list-style-type: none">• Physical, social, emotional and cognitive dimensions of music.• Behaviours and choices for quality of life.• Individual and group interaction for health and well-being.• Enhance experiences through interpersonal behaviours, respecting cultural protocols, relationships in groups, working cooperatively and being aware of others.

Australian Curriculum – Music

Elements of Music	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Rhythm	Beat and rhythm Fast/slow Long/short	Tempo changes ostinato	Compound metre	Time signature Rhythmic devices - anacrusis, syncopation, ties and pause	Regular and irregular time subdivision Triplet, duplet Motif, Augmentation/ diminution
Pitch	High/low Pitch direction Pitch matching Unison	Pentatonic patterns Melodic shape Intervals Treble clef and staff	Major scales Pitch sequences, arpeggio, riff, Bass clef	Minor scales Key and key signatures Major/minor chords Ledger lines	Tonal centres, Modulation Consonance/dissonance Chromaticism
Dynamics & Expression	Forte, piano	Dynamic gradations <i>pp</i> to <i>ff</i> Legato & staccato	Staccato, legato accent	Dynamic gradations Articulations relevant to style	Rubato, vibrato, ornamentation
Form and Structure	Introduction Same/different, echo patterns, repetition Verse, chorus, round	Question & answer Repeat signs Binary (AB) form Ternary (ABA) form	Theme, motif Phrase Rondo (ABACA) form ostinato	Repetition and contrast Theme and Variation Verse chorus, bridge	Motivic development Sonata form Interlude, Improvisation
Timbre	How sound is produced Every voice and instrument has its own sound	Recognise orchestral instruments by sound In isolations and in combination	Acoustic and electronic sounds Voice and instrument types	Recognise instrumental groups	Identify instruments by name and sound production.
Texture	Melody Accompaniment Drone	Patterns occurring simultaneously	Contrast within layers of sound	Layers of sound and their role. Unison, homo/ polyphonic	Horizontal/vertical layers countermelody
Creating	Creating sounds using voice and instruments				
Performing	Playing instruments in groups.	Rhythms	Playing and reading melodic and rhythmic excerpts		Sing and play in two or more parts
Responding	Moving to beat and rhythms	Respond to the stories.	Historical context		Awareness of ensemble



QUEENSLAND SYMPHONY ORCHESTRA

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