

Grade Level(s): One
Lesson Title: Singing Character Themes



Focus: (Concepts or skills to be emphasized)
Rhythm, melody, expressive qualities, singing, listening

Objectives: See end of lesson for objectives and standards achieved

Background Information:

Prokofiev wrote *Peter and the Wolf* to teach children about the instruments in the orchestra. Each character in the story of *Peter and the Wolf* has a unique theme, using a different instrument of the orchestra. Each family of the orchestra is represented by at least one instrument.

Activities (Procedures):

1. Following the 11 scenes on the Main Stage of the WVSO CD ROM, have students listen to the narrated story of *Peter and the Wolf*.
2. Re-listen to the story of *Peter and the Wolf*, directing the students to click on each character in the story every time a character appears and listening carefully for the unique musical themes of each one.
3. In The Orchestra Pit area, direct the students to the structure of the orchestra and the pictures of the four families of the orchestra. Have them explore the instruments in each family and identify in which family each character's instrument appears. Using the chalkboard or a flipchart, write the names of the four families of instruments. Ask the students where they think each character and its instrument should be placed.

GM.1.2.4, MA.1.5.1 List each character and its instrument below the appropriate family name.
MA.1.5.5

Strings	Woodwinds	Brass	Percussion
Peter - Strings	Bird - Flute	Wolf - French Horns	Hunters' Shooting - Timpani
	Duck - Oboe		
	Cat - Clarinet		
	Grandfather - Bassoon		
	Hunters - Woodwinds		

4. In the Instruments section of the WVSO CD ROM, listen to the audio clip of each instrument that is used for a character. Discuss how the sounds are the same as the themes, but use different music. Note: Instruments section only available on the computer CD ROM.

5. While looking at instrument picture charts, play the orchestral themes (as found in either the WVSO CD ROM or the WVSO Audio CD Companion) for each character and discuss with the students the differences in the music. *GM.1.2.3* Ask the students how the traits of each character are represented by the music (e.g., Is the character big or small? Is the music fast or slow? etc.)
6. Discuss how the physical characteristics of each character matches the audio characteristics of the music (e.g., the bird is small, the music is high-pitched, etc.)
7. One at a time, play the MIDI file themes (as found in either the WVSO CD ROM or the WVSO Audio CD Companion) for each character. While re-listening to each theme, sing along with each character's theme using the syllable "la". Ask the students to sing along with you. *GM.1.1.1* (Copies of the music scores for each are attached at the end of the lesson on pp. 4-10.)
8. After the students can sing each theme easily, divide the students into seven "character" groups. While you read the story again (found in The Verizon Literacy Resource Section of the Educator's Section) have the student groups sing the themes (one at a time, not overlapping) for "their character" while making appropriate physical movements each time "their character" appears. *GM.1.1.7, GM.1.4.1*

Note: In the orchestral Music (Audio) Files, the character themes are in their original keys and tempi, which make it difficult for the children to match. Therefore, use the themes in the MIDI Files for Singing Character Themes lesson to teach the themes.

Assessment/Evaluation*:

1. Completed class chart of characters and instruments by orchestral families.
2. Observation of student ability to match pitches.
3. Student demonstration of differences between slow and fast tempi through movement.
4. Student identification of same instrument sounds.
5. Student identification of instrument families.
6. Student participation in singing character themes.

Supplemental Materials and Equipment Needed:

Chalkboard or flipchart

Large pictures of orchestral instruments (if available)

A copy of the *Peter and the Wolf* CD ROM or WVSO Audio CD Companion

Computer able to play audio files on CD ROM

Resources:

Instrument posters available through: *Music in Motion*. The Music Education and Gift Catalog for All Ages. 1-800-445-0649. <http://www.musicmotion.com/>.

National Standards:**Music**

Singing, alone and with others, a varied repertoire of music
Listening to, analyzing and describing music
Understanding music in relation to history and culture

Mathematics

Understand numbers, ways of representing numbers, relationships among numbers, and number systems:

- Count with understanding and recognize "how many" in sets of objects

Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them:

- Pose questions and gather data about themselves and their surroundings
- Sort and classify objects according to their attributes and organize data about the objects
- Represent data using concrete objects, pictures, and graphs.

WV Content Standards and Objectives:**First-Grade**

GM.1.1.1 match pitch using the head voice.

GM.1.1.7 demonstrate slow and fast tempi through movement.

GM.1.2.3 identify same and different sections of music.

GM.1.2.4 recognize the four families of the symphony orchestra.

GM.1.4.1 participate in a singing game or play party.

MA.1.5.1 identify and investigate various forms of data collection.

MA.1.5.5 analyze data represented on a graph using grade level appropriate questions.

Kentucky Program of Studies:

AH-P-M-2

Students will begin to demonstrate an awareness of the elements of music.

AH-P-M-3

Students will recognize the elements of music.

AH-P-M-7

Students will listen to music of diverse cultures, periods, and styles.

AH-P-M-8

Students will experience music of diverse cultures, periods, and styles

M-P-PS-8

Students will display data on student invented representations.

M-P-PS-9

Students will read and compare data on student invented graphs.

Ohio Academic Content Standards:

First-Grade

Y2003.CAM.S01.GKG-04.BB.L01.I03

Historical, Cultural and Social Contexts /

03. Sing, listen and move to music from various historical periods.

Y2003.CAM.S01.GKG-04.BB.L01.I04

Historical, Cultural and Social Contexts /

04. Identify, listen and respond to music of different composers.

Y2003.CAM.S04.GKG-04.BA.L01.I01

Valuing Music/Aesthetic Reflection

01. Participate in developmentally appropriate music activities.

- a. Staying on the topic;
- b. Focusing attention on the speaker.

Y2003.CMA.S05.GPK-02.BB.L01.I01

Data Collection

01. Identify multiple categories for sorting data.

Y2003.CSS.S07.GKG-02.BD.L01.I06

Problem Solving /

06. Display courtesy and respect for others in group settings including:

- a. Trustworthiness;
- b. Fairness;
- c. Self-control;
- d. Respect for those in authority.

*All Assessments are to be at the expected state assessment standard; in West Virginia this is mastery level; in Ohio this is benchmark level; and, in Kentucky, this is academic expectations level.

Peter's Theme Sung



la la la la la la la la la la la la la la la la la la la



la la la la la la la la la la la la la la la la la la

Bird's Theme Sung

Musical notation for the first line of the song. It is written on a single treble clef staff in 4/4 time with a key signature of one sharp (F#). The melody consists of 16 notes: G4, A4, B4, C5, B4, A4, G4, F#4, E4, D4, C4, B3, A3, G3, F#3, E3. The notes are grouped into four measures of four notes each. The lyrics 'La la la la la la la la la la la la la la la la la' are written below the staff, with each 'la' aligned under a note. A triplet of eighth notes (G3, F#3, E3) is marked with a '3' above it.

La la la la la la la la la la la la la la la la la

Musical notation for the second line of the song. It is written on a single treble clef staff in 4/4 time with a key signature of one sharp (F#). The melody consists of 16 notes: G4, A4, B4, C5, B4, A4, G4, F#4, E4, D4, C4, B3, A3, G3, F#3, E3. The notes are grouped into four measures of four notes each. The lyrics 'la la la la la la la la la la la la' are written below the staff, with each 'la' aligned under a note. A triplet of eighth notes (G3, F#3, E3) is marked with a '3' above it.

la la la la la la la la la la la la

Duck's Theme Sung

Musical notation for the first line of the song. It is written on a single treble clef staff in 3/4 time with a key signature of two flats (Bb and Eb). The melody consists of 11 notes: a half note G4, followed by a quarter note F4, a quarter note E4, a quarter note D4, a quarter note C4, a quarter note B3, a quarter note A3, a quarter note G3, a quarter note F3, a quarter note E3, and a quarter note D3. The lyrics 'La la la la la la la la la la la' are written below the staff, with each 'La' aligned under its corresponding note.

Musical notation for the second line of the song, starting with a measure rest labeled '5'. It is written on a single treble clef staff in 3/4 time with a key signature of two flats. The melody consists of 11 notes: a half note G4, followed by a quarter note F4, a quarter note E4, a quarter note D4, a quarter note C4, a quarter note B3, a quarter note A3, a quarter note G3, a quarter note F3, a quarter note E3, and a quarter note D3. The lyrics 'la la la la la la la la la la la' are written below the staff, with each 'la' aligned under its corresponding note.

Cat's Theme Sung



La la la la la la la la la - la la la la la la la la la la la



la la la la la la la la la la la la la la la la la la la

Grandfather's Theme Sung



La la la la____ la la la la la la la la la la____ la la la la la la



la la la la la la la la la la la la la la la la

Wolf's Theme Sung

The first line of music is in 4/4 time, featuring a treble clef, a key signature of one flat (Bb), and a common time signature. The melody begins with a half note G4, followed by a quarter rest, then a quarter note G4, and a quarter note A4. This is followed by a quarter rest, then a quarter note G4, and a quarter note A4. The next measure contains a quarter note Bb4, a quarter note A4, and a quarter note G4. The final measure of the line consists of a quarter note G4, a quarter note F4, and a quarter note E4. The lyrics 'La la la la la la la la la la la la la la la' are positioned below the notes.

La la la la la la la la la la la la la la la

The second line of music continues from the first line, starting with a measure rest (indicated by a '4' above the staff) and a quarter note G4. It is followed by a quarter note A4, a quarter note Bb4, and a quarter note A4. The next measure contains a quarter note G4, a quarter note F4, and a quarter note E4. This is followed by a quarter note D4, a quarter note C4, and a quarter note Bb3. The final measure consists of a quarter note A3 and a quarter note G3. The lyrics '— la la la la la la la la la la' are positioned below the notes.

— la la la la la la la la la la

Hunters' Theme Sung



La la la la la la la la la la la la la la la



la la la la la la la la la la la la la la la la



la la la la la la la la la