



**NASHVILLE SYMPHONY**

*YOUNG PEOPLE'S CONCERTS*

*PETER AND THE WOLF*

*GRADES 3-4*



Nashville  
Symphony



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# CONCERT PROGRAM



## Concert Program

Franz von Suppé | Light Cavalry: Overture

Nikolay Andreyevich Rimsky-Korsakov | Flight of the Bumblebee

Sergey Prokofiev | Peter and the Wolf

# STANDARDS

## Lesson #1

### Music Standards

#### Grade 3

##### 6.2.2

Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families.

##### 6.2.3

Identify, visually, teacher-selected orchestral instruments and group into families.

#### Grade 4

##### 6.2.2

Identify, visually, teacher-selected orchestral instruments and group into families.

##### 6.2.3

Identify, through listening examples, teacher-selected instruments, individually and as families.

### TN Standards

#### English Language Arts

##### 3.4.FL.VA.7c

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

## Lesson #2

### Music Standards

#### Grade 3

##### 6.3.2

Describe a listening example by using teacher-given characteristics.

##### 8.2.2

Demonstrate ability to enhance a story with the addition of singing, vocal or instrumental sounds looking for commonalities between music and literature.

#### Grade 4

##### 6.3.1

Describe a listening example using teacher-given characteristics.

##### 6.3.2

Classify the elements of music using teacher-given vocabulary.

##### 6.3.3

Describe a listening example using correct music vocabulary.

##### 8.2.3

Demonstrate the relationship of music to literature, mathematics, science, and/or social studies.

---

**TN Standards****English  
Language  
Arts****3-4.SL.CC.1**

Prepare for collaborative discussions on grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**Lesson #3****Music Standards****Grade 3****2.1.1**

Demonstrate basic rhythmic patterns (quarter notes, paired eighth notes, quarter rests) on non-pitched instruments using proper technique.

**2.4.2**

Maintain a tempo by following the conductor.

**Grade 4****2.1.1**

Perform basic rhythmic patterns (half notes, quarter notes, paired eighth notes, quarter rests) in duple meter on non-pitched instruments using proper technique.

---

**TN Standards****Math****3.NF.A.3**

Explain equivalence of fractions and compare fractions by reasoning about their size.

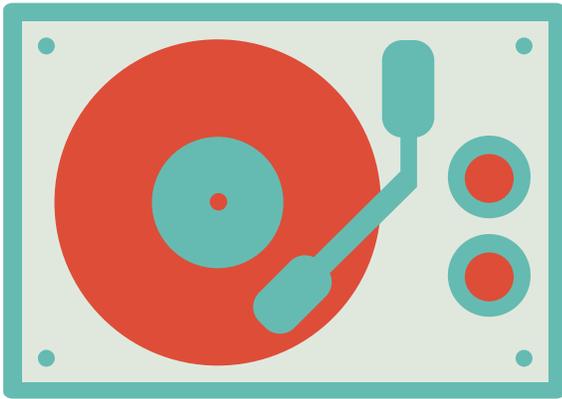
**4.NF.A.2**

Compare two fractions with different numerators and different denominators by creating common denominators or common numerators or by comparing to a benchmark fraction such as  $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Use the symbols  $>$ ,  $=$ , or  $<$  to show the relationship and justify the conclusions.

# MUSIC RESOURCES



The Nashville Symphony is pleased to partner with NAXOS. NAXOS has provided exclusive access to their online NAXOS Music Library for teachers using the Young People's Concert Curriculum Guides. Instructions on how to play the music included in all of the lesson plans will be emailed to you when you register for the concert. Listening Excerpts on <http://www.naxosmusiclibrary.com> under playlists.



## Lesson 2

Sergey Prokofiev — Peter and the Wolf

## Lesson 3

Nikolay Andreyevich Rimsky-Korsakov — Flight of the Bumblebee

# LESSON #1: ORCHESTRA AND SOUNDS



## Standards

### Music Standards

#### Grade 3:

- 6.2.2 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families.
- 6.2.3 Identify, visually, teacher-selected orchestral instruments and group into families.

#### Grade 4:

- 6.2.2 Identify, visually, teacher-selected orchestral instruments and group into families.
- 6.2.3 Identify, through listening examples, teacher-selected instruments, individually and as families.

### Tennessee Standards

- 3-4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.



## Objective

- Students will learn the families of the orchestra.
- Students will learn key vocabulary; i.e. conductor, tempo, and dynamics.



## Materials

- Instrument flashcards
- Vocabulary definitions
- DSO kids instrument sound files:  
<https://www.mydso.com/dso-kids/learn-and-listen/instruments>
- 360 degree video of Laura Turner Hall and the Nashville Symphony:  
<https://www.nashvillesymphony.org/media/videos/360-a-night-with-the-symphony>



## Procedure

1. Ask students what they know about symphony orchestras. Have they ever heard a symphony? In person? On the radio? How many people play in a symphony? What kind of music do they play?
2. Show students the 360 degree symphony video. Do they recognize any of the instruments? What are some different ways the instruments are being played?
3. The orchestra has four families of instruments: strings, woodwind, brass, and percussion. Ask students if they play any instruments; if they do, can they name the family to which their instrument belongs? Use flashcards to further discuss which instruments belong to which families.
4. Refer back to the video. Ask students who they think is leading the orchestra. How do you think the musicians know what to do? (Answer: the conductor leads the orchestra) The conductor determines the tempo (how fast or slow the piece is) and the dynamics (how loud or soft the notes are).

5. Explain to the students that being a teacher can be a lot like being a conductor. Do you use gestures for classroom management (e.g. raising your hand to signal that students should be quiet, call and response clapping to get students' attention)? Explain that these "signals" show students what to do, much like the conductor signals the orchestra.
6. Tell the students that for your next activity, they will be musicians and you will be the conductor. Their hands (clapping) will be their instruments! Have students clap in time as you conduct (see the diagram and instructions in teacher resource.) Challenge the students by experimenting with different tempos and dynamics. Optional extension: let students take a turn as the conductor.

## Assessment

- Worksheet in teacher resources.

# TEACHER RESOURCES

## Lesson 1 Assessment Worksheet

### What is tempo?

- a. How many people are playing
- b. How loud or soft the sound is
- c. How fast or slow the music is
- d. How high or low the strings are

### Who leads the orchestra?

- a. Conductor
- b. Audience
- c. Brass
- d. No one

### What are the four families of instruments in the orchestra?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

# TEACHER RESOURCES

Match-up activity with images of different instruments.  
Draw a line connecting each instrument to its family.

Strings

Woodwinds

Brass

Percussion



# TEACHER RESOURCES

## Answers to Assessment Worksheet:

1. C

2. A

3. Strings, Woodwinds, Brass, Percussion

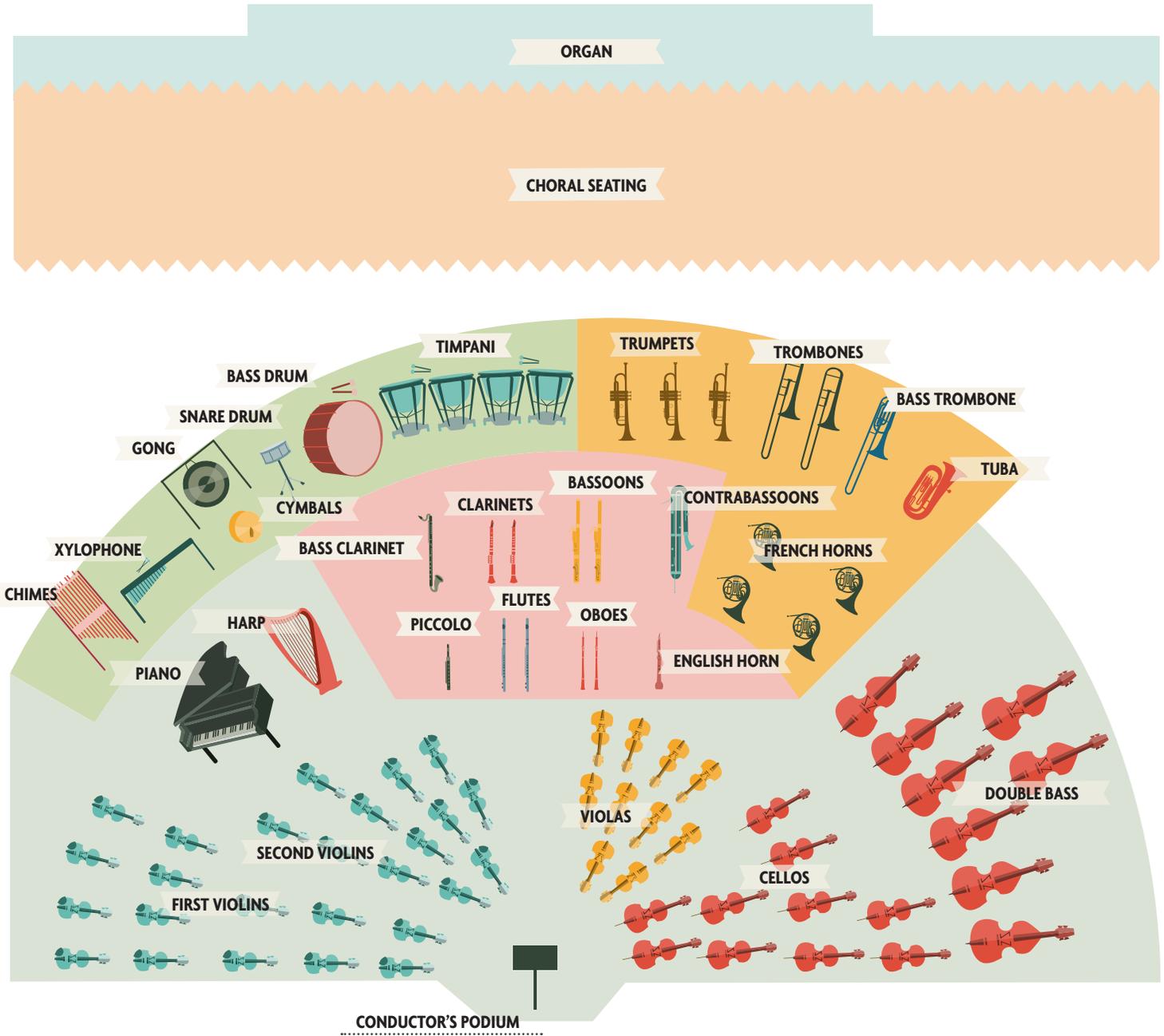
4. Strings: Bass, Violin

Woodwinds: Flute, Clarinet

Brass: Trumpet, Trombone

Percussion: Xylophone

# TEACHER RESOURCES: ORCHESTRA LAYOUT



  
WOODWIND FAMILY

  
BRASS FAMILY

  
PERCUSSION FAMILY

  
STRING FAMILY

## ORCHESTRA FLASHCARDS:



**VIOLIN**

- The violin is the smallest, highest-pitched member of the string family.

The tone of the violin stands out

- above other instruments, making it appropriate for playing the melodic line.
- The violin has four strings.
- Music written for the violin uses the treble clef.



**VIOLA**

- The viola is slightly larger than a violin in size and has a lower and deeper sound. Since the 18th century, it has been the middle voice of the string family.
- Music that is written for the viola differs from that of most other instruments, in that it primarily uses the alto clef, which is otherwise rarely used.

## ORCHESTRA FLASHCARDS:



**CELLO**

- The cello is a bowed string instrument with four strings.
- This instrument is larger and deeper in sound than both the violin and the viola.
- Cello parts are generally written in the bass clef.



**BASS**

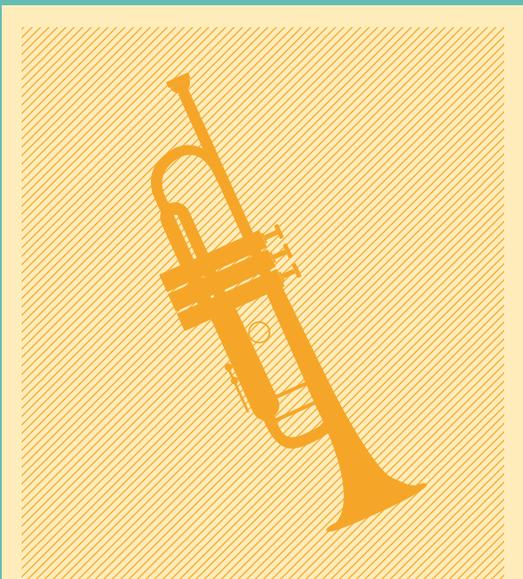
- The bass is also called the string bass, contrabass, bass viol, stand-up bass, bull fiddle or simply bass, and is the largest and lowest-pitched bowed string instrument of the string family.
- The double bass is played either with a bow (arco) or by plucking the strings (pizzicato). In orchestral and tango music, both arco and pizzicato are used. In jazz, blues, and rockabilly, pizzicato is the norm.

## ORCHESTRA FLASHCARDS:



**HARP**

- The harp has 47 strings and 7 pedals.
- Harps have been known for centuries in Asia, Africa, and Europe, dating back at least as early as 3500 BC.
- In terms of size, many smaller harps can be played in the lap, while larger harps are quite heavy and rest on the floor



**TRUMPET**

- The trumpet has the highest voice in the brass family.
- The trumpet is played by blowing air through closed lips, producing a “buzzing” sound that starts a vibration in the air column inside the instrument.

## ORCHESTRA FLASHCARDS:



**TROMBONE**

- Nearly all trombones have a slide mechanism that varies the length of the instrument to change the pitch.
- Like the trumpet, the trombone is also played by blowing air through closed lips, producing a “buzzing” sound.
- The word trombone comes from Italian tromba (trumpet) and -one (meaning “large”), so the name means “large trumpet”.



**FRENCH HORN**

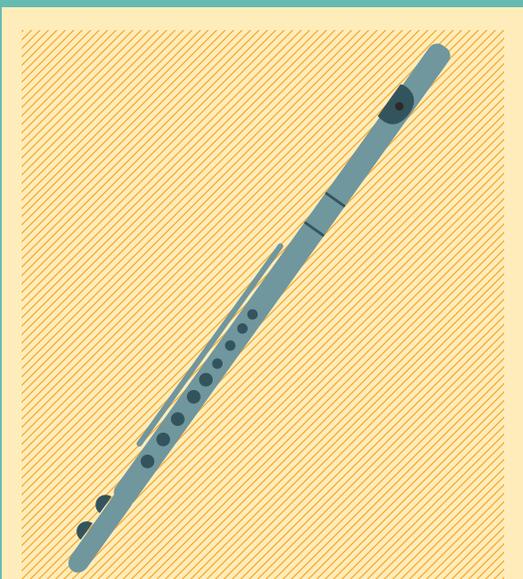
- The name “French horn” is often used because the word “horn” by itself, even in the context of musical instruments, may refer to nearly any wind instrument with a flared exit for the sound.
- The horn is the third highest sounding instrument group in the brass family, below the cornet and the trumpet.
- As the name indicates, humans originally used to blow on the actual horns of animals before creating them with metal.

## ORCHESTRA FLASHCARDS:



**CLARINET**

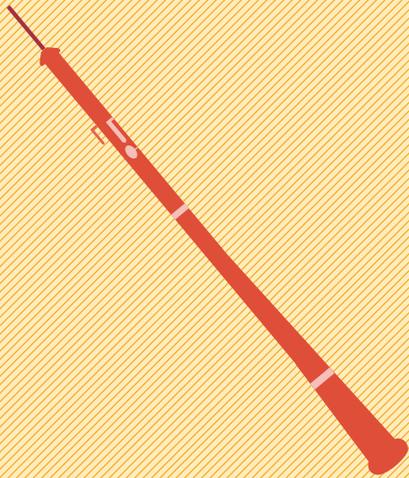
- This clarinet is made from grenadilla, a dense, black wood from Africa.
- The clarinet consists of five separate parts: the mouthpiece, the barrel, the upper joint, the lower joint, and the bell.
- The reed, together with the mouthpiece onto which the reed is fixed, makes the air in the instrument vibrate when blown into.



**FLUTE**

- A flute is an aerophone (reedless woodwind instrument) that produces its sound from the flow of air across an opening.
- Along with the voice, flutes are one of the earliest known musical instruments.
- The oldest flute ever discovered may be a fragment of the bone of a cave bear, with two to four holes.

## ORCHESTRA FLASHCARDS:



**OBOE**

- The regular oboe first appeared in the mid-17th century, when it was called hautbois.
- An oboe is a double reed instrument, meaning there are two pieces of bamboo or cane vibrating against each other.
- Oboes are usually made of wood, but there are also oboes made of synthetic materials.



**BASSOON**

- A bassoon is in the double reed family and typically plays music written in the bass and tenor clefs, though occasionally the treble.
- The bassoon is held diagonally in front of the player, but unlike the flute, oboe and clarinet, it cannot be supported by the player's hands alone. The bassoonist must use a strap to hold the instrument.

## ORCHESTRA FLASHCARDS:



**TIMPANI**

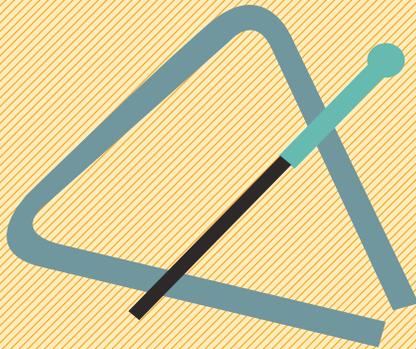
- A type of drum, timpani consist of a skin called a head stretched over a large bowl traditionally made of copper.
- The timpani are played by striking the head with a specialized drum stick called a timpani stick or timpani mallet.
- The timpani is a tunable instrument, which differentiates the drum from others such as the snare. The timpani can be tuned and played at different, specific pitches.



**MARIMBA**

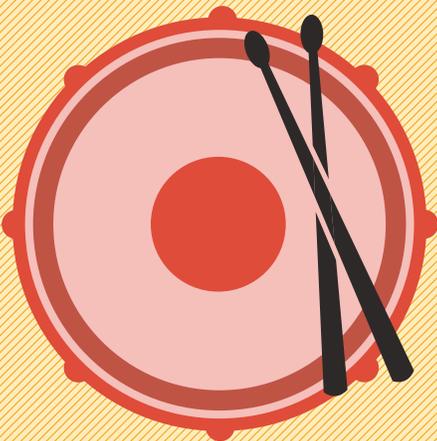
- A marimba consists of a set of wooden bars struck with mallets to produce musical tones.
- The marimba descended from an African instrument called the balafon.
- Marimba bars are typically made of either wood or synthetic material.

## ORCHESTRA FLASHCARDS:



**TRIANGLE**

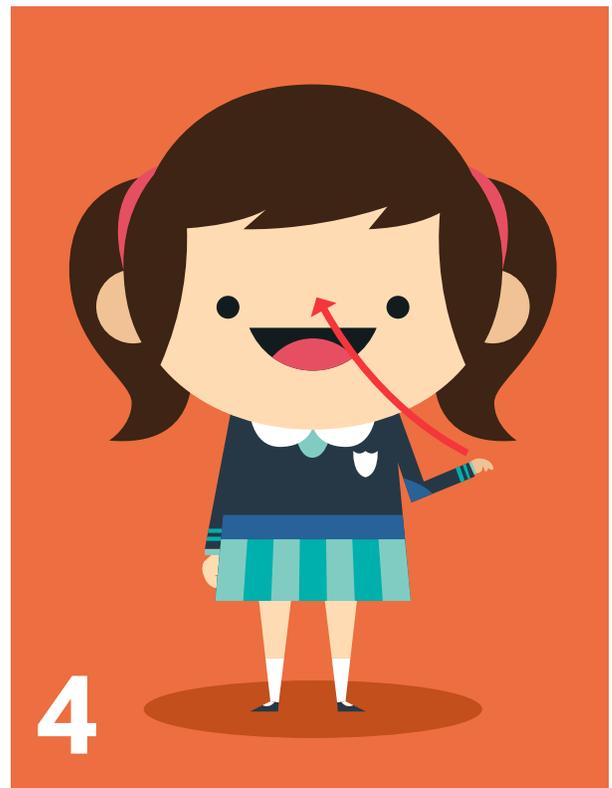
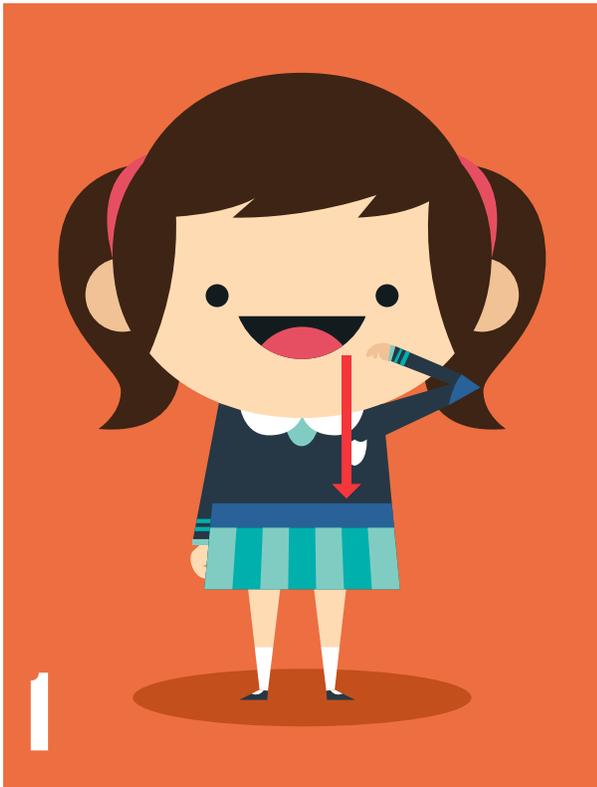
- The triangle is a bar of metal, usually steel but sometimes made of other metals like copper, bent into a triangle shape.
- The instrument is usually held by a loop of some form of thread or wire at the top curve.
- The triangle was first made around the 16th century.



**SNARE DRUM**

- The snare drum is made of wood or metal, with “snares” made of metal or nylon that are stretched across the bottom of the drum to make a distinctive rattling noise.
- Most snare drums have the option to turn off the snares and just use the hollow drum as a tom-tom.
- This drum is most commonly played using drumsticks or wire brushes.

# TEACHER RESOURCES: CONDUCTING DIAGRAM



# LESSON 2: STORIES THROUGH SOUNDS



## Standards

### Music Standards

#### Grade 3:

- 6.3.2 Describe a listening example by using teacher-given characteristics
- 8.2.2 Demonstrate ability to enhance a story with the addition of singing, vocal or instrumental sounds looking for commonalities between music and literature.

#### Grade 4

- 6.3.1 Describe a listening example using teacher-given characteristics.
- 6.3.2 Classify the elements of music using teacher-given vocabulary.
- 6.3.3 Describe a listening example using correct music vocabulary.
- 8.2.3 Demonstrate the relationship of music to literature, mathematics, science, and/or social studies

### Tennessee Standards

- 3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
- 4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.



## Objective

- Students will learn the story of Peter and the Wolf.
- Students will investigate interdisciplinary links between narratives and music.
- Students will practice aural identification of instruments by listening to timbre and connecting sounds to characters.



## Materials

- Prokofiev: "Introduction", "The Story Begins", "The Bird Diverts the Wolf", and "The Wolf Stalks the Bird and Cat" from Peter and the Wolf
- Handout with characters and instruments



## Procedure

1. Ask students "What are some different ways we can tell a story?" (possible answers: pictures through dance and movement, film, theater, etc.) Explain that music can tell a story without words. This is called program music; program music imitates events and characters through sound.
2. Ask students what adjectives they would use to describe their favorite animals. What sounds do they make? How do they move? Ask students what sound effects or instruments they think might best represent these animals.
3. Distribute the handout and listen to the introduction from Peter and the Wolf. Pause after the narrator introduces each instrument/character. Have students write down an adjective-heavy description of each character based on the musical selection (e.g. the flute represents the bird because it sounds like chirping, and is light and airy). Have them include musical terms they have learned in class, if applicable.
4. Have students think, pair, and share by putting them in pairs and having them discuss their character descriptions. Welcome them to add more to their worksheet based on their peers' descriptions.

## Assessment

- Separate students into four groups: Peter, the bird, the cat, and the wolf. Play “The Bird Diverts the Wolf” (0:53-1:20) and “The Wolf Stalks the Bird and Cat” (1:01-1:42). Ask the students to pantomime their character from their seats (flutter wings like a bird, show cat claws, etc.) when they hear their assigned character represented in the music

# TEACHER RESOURCES

## Time-stamp References:

### “The Story Begins” (in entirety)

- This short intro creates associations between each instrument and its corresponding character. Students should grasp that the different sounds relate to different characters in the story and that the music, alongside the narration, will portray the events of the story.

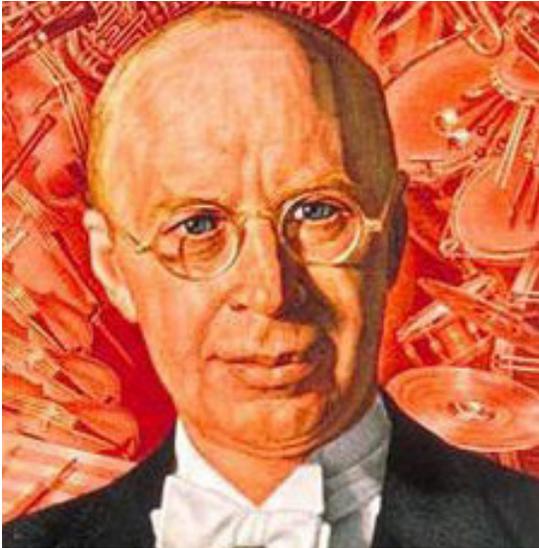
### “The Bird Diverts the Wolf” (0:53-1:20)

- Students should recognize the string melody that represents Peter and the flute that represents the bird. In this section, these two themes can be heard together, representing interaction between Peter and the Bird.

### “The Wolf Stalks the Bird and Cat” (1:01-1:42)

- This section starts with the french horns, representing the wolf, which are quickly joined by the flute and clarinet, representing the bird and the cat.

## Composer Biography:



Sergey Prokofiev, precocious as a child, entered the St Petersburg Conservatory in 1904, by which time he had already written a great deal of music. At the Conservatory he shocked the more conservative director, Glazunov, but learned much from an older fellow student, the composer Myaskovsky. After the Revolution he was given permission to travel abroad and remained intermittently out of Russia, in America and then in Paris, until his final return to Russia in 1936. At home, though in touch again with the root of his inspiration, he found himself out of favour with the authorities and in 1948 the subject of particular and direct censure. His death in 1953, on the same day as Stalin, deprived him of the enjoyment of the subsequent relaxation in musical censorship that then took place. In style Prokofiev is ironic, writing in a musical language that is often acerbic.

One of the most widely known of all Prokofiev's compositions is his tale for children Peter and the Wolf, for narrator and orchestra. It is a simple pedagogical work to introduce to children the instruments of the orchestra, with instruments or groups of instruments representing characters in the story.

From Naxos Online Music Library; accessed 8/1/2017

# TEACHER RESOURCES

Describe the sound of each instrument!

**Bird: Flute**



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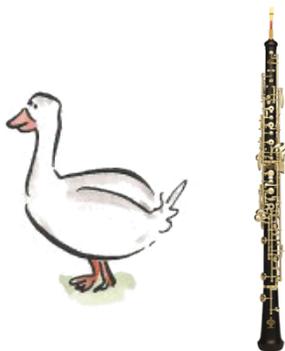
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**Duck: Oboe**



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**Cat: Clarinet**



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# TEACHER RESOURCES

Describe the sound of each instrument!

## Grandfather: Bassoon



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## Wolf: French horns



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## Peter: Strings



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# TEACHER RESOURCES

Describe the sound of each instrument!

## Shotgun: Timpani



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# LESSON 3



## Standards

### Music Standards

#### Grade 3:

- 2.1.1 Demonstrate basic rhythmic patterns (quarter notes, paired eighth notes, quarter rests) on non-pitched instruments using proper technique.
- 2.4.2 Maintain a tempo by following the conductor.

#### Grade 4

- 2.1.1 Perform basic rhythmic patterns (half notes, quarter notes, paired eighth notes, quarter rests) in duple meter on non-pitched instruments using proper technique

### Tennessee Standards

- 3.NF.A.3 Explain equivalence of fractions and compare fractions by reasoning about their size.
- 4.NF.A.2 Compare two fractions with different numerators and different denominators by creating common denominators or common numerators or by comparing to a benchmark fraction such as  $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Use the symbols  $>$ ,  $=$ , or  $<$  to show the relationship and justify the conclusions.



## Objective

- Students will learn about basic music notation and the difference between note values.
- Students will understand simple music composition.



## Materials

- Rimsky-Korsakov: “Flight of the Bumble-bee” from The Tale of Tsar Saltan
- Online metronome
- Fractions worksheet



## Procedure

1. Have students sit quietly and feel their heartbeat. Is it steady? Is it changing? Have students tap their leg every time their heart beats. Next, have them tap their leg every other heartbeat.
2. Explain that music has a kind of heartbeat as well called “steady beat.” Listen to “Flight of the Bumblebee” (0:00-0:30) using the link provided and have students clap along to the beat. Play the music again and try clapping twice as fast.
3. Share the chart on fractions and note values with students. How many half notes make up a whole note? (Answer: 2) How many quarter notes make up a whole note? (Answer: 4) What about eighth notes? (Answer: 8)
4. Refer back to the “Flight of the Bumblebee” recording. If students were clapping quarter notes the first time through, what note value were they clapping once they clapped double time? (Answer: eighth notes)
5. Access google’s online metronome. Set it to play 60 BPM, and have the students clap twice as fast, then four times as fast. If the metronome is playing half notes, what are the students clapping? (answer: quarter and eighth notes).

## TEACHER RESOURCES: LESSON #3

<https://www.metronomeonline.com/>

Flight of the Bumblebee:

<https://d35mzevfzc9czo.cloudfront.net/files/R-K%20with%20beats.mp3>

RIMSKY-KORSAKOV  
WITH BEATS



<https://d35mzevfzc9czo.cloudfront.net/files/R-K%20with%20subdivided.mp3w>

RIMSKY-KORSAKOV  
WITH SUBDIVIDED BEATS



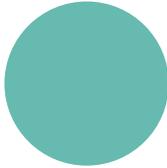
### Composer Biography:



One of The Five, the leading group of 19th-century Russian nationalist composers, Rimsky-Korsakov embarked at first on a career as a naval officer, following the traditions of his family, but he later resigned from the service to devote himself entirely to music. He was proficient as an orchestrator and set himself to smoothing out some of the apparent crudities in the work of some of his fellow composers, completing and revising works such as Borodin's opera Prince Igor and much of the seemingly uneven writing of Mussorgsky. He was respected as a teacher, his pupils including the young Stravinsky. Most generally known for his orchestral compositions, Rimsky-Korsakov wrote songs and choral music, chamber music and works for piano. His textbook on orchestration has been widely if not always wisely used.

From Naxos Online Music Library; accessed 8/1/2017

# TEACHER RESOURCES: LESSON #3

|  |  |
|--|--|
| <p><b>WHOLE NOTE = 1</b></p>        |    |
| <p><b>HALF NOTE = 1/2</b></p>       |    |
| <p><b>QUARTER NOTE = 1/4</b></p>  |  |
| <p><b>EIGHTH NOTE = 1/8</b></p>   |  |

# TEACHER RESOURCES: NOTES AND FRACTIONS WORKSHEET



Add the following notes to find the fraction:

1.  +  =

.....

2.  +  +  =

.....

3.  +  +  =

.....

4.  +  =

Add the following notes to find the fraction:

5.  -  =

.....

6.  -  =

.....

7.  -  =

.....

8.  -  -  =

**Answers:**

1.  $\frac{3}{4}$

2.  $\frac{7}{8}$

3.  $\frac{4}{4}$  or 1

4.  $\frac{3}{8}$

5.  $\frac{1}{2}$

6.  $\frac{3}{4}$

7.  $\frac{1}{8}$

8.  $\frac{1}{2}$

# NASHVILLE SYMPHONY EDUCATION DEPARTMENT

## **Walter Bitner**

Director of Education and Community Engagement

## **Kelley Bell**

Education and Community Engagement Program Manager

## **Kristen Freeman**

Education and Community Engagement Coordinator

2017 Summer Interns

## **Blake Skelton**

## **Colleen Murray**

Website: [Nashvillesymphony.org/education](http://Nashvillesymphony.org/education)

Email: [education@nashvillesymphony.org](mailto:education@nashvillesymphony.org)

Phone: 615.687.6398

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