

PROKOFIEV

Peter and the Wolf



Peter & the Wolf with the Sydney Symphony Orchestra
Stage 1 – 3 Teaching Resource

Sydney Symphony Orchestra

Acknowledgements

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“Your life can be changed and enriched through all sorts of music; music from now, music from the past, music from the very distant past and music from as recently as yesterday.

Through intensive listening students become involved in one of the highest orders of thinking.

As a teacher, by bringing students to a concert and studying music in the classroom, you are providing your students with a special pathway to musical knowledge through direct experience of and contact with live music.”

Richard Gill AO

(1941 – 2018)

Conductor, notable educator and advocate. Richard was the founding Artistic Director of Education at Sydney Symphony. He has inspired generations of musicians through his work and continues to inspire new generations through his legacy.

Background

The purpose of this resource

This Teaching and Learning Kit has been designed by Sydney Symphony Orchestra, in collaboration with registered educators, to assist you in building meaningful learning experiences around your concert attendance.

You may choose to use the existing lesson plans as they appear, or - using our handy differentiation hints - adapt them to align with the needs and interests of a particular group of students. Alternatively, go above and beyond and use the Resource Library to extend the students who really love to deep dive into the world of orchestral music.

How will you use these flexible and adaptable resources? The choice is yours!

As always, we welcome all feedback and suggestions regarding the nature of our Teaching and Learning Kits. Please feel free to be in touch with our friendly Learning & Engagement team at schools@sydneysymphony.com.

How curriculum is referenced in this resource

This resource is mapped to the NSW Curriculum. The beginning of each Lesson includes a matrix aligning the learning activities to the outcomes of the Creative Arts K – 6: Music Syllabus addressing performing, organising sounds and listening.

Introduction to the concert theme

In this special concert, the Sydney Symphony Orchestra presents Peter and the Wolf – with a fun twist! Based on the iconic piece by Sergei Prokofiev, the orchestra, together with narrator Tim Hansen, takes young audiences on a musical adventure through this classic story. Along the way, students will explore the sounds and instruments of the orchestra in an engaging and entertaining way.

Introduction to the Repertoire

An overview of the repertoire that will be played by the orchestra in the concert is provided below. To listen to the repertoire, visit our Resource Library page in this resource kit where you can enjoy both a Spotify playlist and YouTube links to each work. Please note that the selection of repertoire may change for the live concert.

Prokofiev – [Peter & the Wolf](#)

Peter and the Wolf is a famous piece of music written by Russian composer Sergei Prokofiev in 1936. It's a musical story, sometimes called a "symphonic tale for children", where each character is represented by a different instrument and musical theme. As the narrator tells the story, the orchestra brings it to life through sound, helping listeners imagine the characters and their adventures.

Resource Library

Below is a curated selection of additional third-party resources you might choose to use in supporting your students to engage in concert preparation. The lesson plans in this resource will suggest you select from these in order to plan/undertake your lessons - alternatively, these resources may also be used for differentiation and extension.

Things to listen to

This Teaching and Learning Kit has been designed by Sydney Symphony Orchestra, in collaboration with registered educators, to assist you in building meaningful learning experiences around your concert attendance.

Discover this Spotify playlist featuring concert repertoire audio recordings where available.

- [Peter & the Wolf Op. 67 \(without narration\)](#) performed by the Slovak Radio Symphony Orchestra
- [Peter & the Wolf with narration by David Bowie](#)

Things to watch

- [Sydney Symphony Orchestra's 2023 performance of Peter & the Wolf](#)
- [Peter & the Wolf Character Themes](#)
- [Peter & the Wolf performed by a wind quintet](#)

Things to explore

- [The Layout of The Orchestra](#)
- [Learn & Listen by Instrument](#)
- [Inside the Orchestra](#)
- [How to create a graphic score](#)

Warm Up: Move to the Music

Intended Learning Outcome

5 minute warm up for each help get the class “in the zone” for learning with an engaging musical movement activity at the start of each class.

Materials

Audio player

Space to move

Musical idea (or theme) for each character the features in *Peter & the Wolf*.

[Peter](#), [The Bird](#), [The Duck](#), [The Cat](#), [Grandfather](#), [The Wolf](#), [The Hunters](#)

Lesson Plan

TIP: Do not reveal the characters the musical idea represents in this activity to allow your class to freely explore the music.

SUPER AWESOME CHALLENGE: Class should try not to talk throughout the warmup. Can they focus on the movement and facial expression only?

1. Choose one or two themes (musical ideas) to play at the start of the lesson.
2. On the first play of the musical idea, listen only.
Ask the class to think (to themselves) about whether the music sounds: fast/slow, high/low, jumpy/gliding, long sounds/short sounds, silly/serious, excited/boring...
3. On the second play of the musical idea, create a movement to match the music.
Ask students to pick one part of their body and move to the music. They could choose one hand, their shoulders, a leg, one finger, their knee...
They need to create a movement to match the music.
4. On the third play of the musical idea, create a facial expression to match the music.
When they heard the music, did they think the music was sad, happy, exciting, scary...
Now, practice a facial expression to go with the music.
5. On the fourth play of the musical idea, put it together!
Students should do the movement (with one body part) and the facial expression at the same time!
6. Repeat with another musical idea!

Lesson 1: Deal Your Cards! Introducing the characters & instruments

Intended Learning Outcome

Develop listening skills and connect instruments with characters and storytelling elements.
Exploring how musical ideas could change to suit characters.

NSW Curriculum Links

The activities in this resource are mapped to the outcomes of the K - 6 Creative Arts: Music Syllabus.

Stage	Outcomes
Early Stage 1 Kindergarten	MUES1.4 Listens to and responds to music
Stage 1 Year 1 and 2	MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.
Stage 2 Years 3 and 4	MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.
Stage 3 Years 5 and 6	MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.

Materials

Audio excerpts

Audio player

Worksheet: Deal Your Cards! (Character cards cut-outs)

Scissors

Lesson Plan

1. In *Peter & the Wolf*, the composer Sergei Prokofiev tells an adventure story about a brave child named Peter who lives near a forest. When a wolf comes and eats a duck, Peter catches the wolf with the help of his animal friends. The story shows courage and uses music to represent each character.

These are the characters in the story: [Peter](#), [the Bird](#), [the Duck](#), [the Cat](#), [Grandfather](#), [the Wolf](#), and [the Hunters](#).

Each character has its own special sound played by one of the following instruments: [Flute](#), [Oboe](#), [Clarinet](#), [Bassoon](#), [French Horn](#), [Timpani \(Kettle Drums\)](#), [Strings](#) ([violin](#), [viola](#), [cello](#), [double bass](#)).

But which is which? Welcome to a game of Deal Your Cards!

2. Divide students into small groups. Hand out a Deal Your Cards! Worksheet to each group. Cut out the character cards.
3. Without revealing each character, play each musical idea for the character.
4. On the first play of the musical idea, groups should listen and discuss which instrument and character they think they hear. Some questions to think about:
 - Is the music fast/slow, high/low, scary/exciting?
 - Why do you think the musical idea sounds like the character?
5. On the second play of the musical idea, lock in your character and instrument pair and DEAL YOUR CARDS!
6. Each group should reveal their pair and share why they choose the character/instrument pair. All answers are welcome - encourage students to share their thoughts.
7. Restate that all their ideas are interesting and that your reasons for choosing their pair are great. Explain that the composer of the music had some ideas about the instruments to match the characters too. Let's compare what the composer thought.

Now reveal the composer, Prokofiev's ideas for the character and instrument pair:

Peter: Strings (violin, viola, cello, double bass); Bird: Flute; Duck: Oboe; Cat: Clarinet; Grandfather: Bassoon; Wolf: French Horns; Hunters: Timpani (kettle drums)

Extension and differentiation ideas

1. On the back of the character cards students should write down a few thoughts to show how character traits are mimicked in the instrument sound. For example:
 - Bird (card): quick, light movement, flapping wings & Flute (card): high-pitched and fluttery
 - Wolf (card): Predator, dangerous & French horn (card): deep, menacing tone, suggesting danger
2. Advanced students can research the instruments, their range, and timbre, then present their findings to the class. e.g. The flute is a woodwind instrument with a high range of C4 (middle C) to C7. They can show this on the piano or by using a DAW (GarageBand etc)
3. Students who are skilled on their instruments can try to play musical ideas using the notation on [this webpage](#). Perform each character for the class!

Worksheet: Deal Your Cards!

Follow these steps:

- Cut out each of the Peter and the Wolf character cards.
- Cut out the instrument cards.
- Keep your cards in your hand as you listen to the music.
- Then choose the character and the instrument you think matches the music.



The Bird



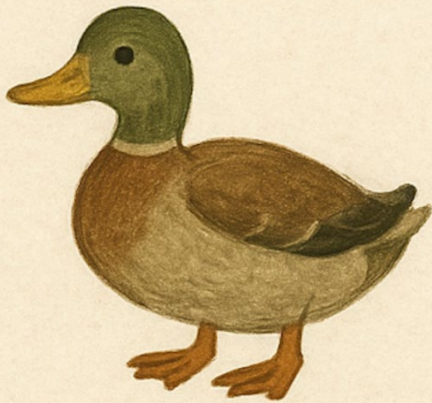
Peter



The Wolf



The Cat



The Duck



The Hunters



Grandfather



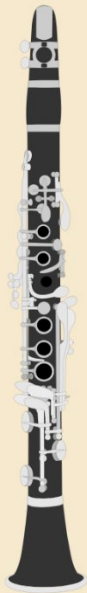
Strings



Flute



Oboe



Clarinet



Bassoon



French Horn



Timpani

Lesson 2: ...And Action! Play Along with the Music

Intended Learning Outcome

Engage students in active music-making and creative reinterpretation. Explore ways that tone colour and musical ideas can suggest action.

NSW Curriculum Links

The activities in this resource are mapped to the outcomes of the K - 6 Creative Arts: Music Syllabus.

Stage	Outcomes
Early Stage 1 Kindergarten	MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts MUES1.4 Listens to and responds to music
Stage 1 <i>Year 1 and 2</i>	MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts. MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.
Stage 2 <i>Years 3 and 4</i>	MUS2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts. MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.
Stage 3 <i>Years 5 and 6</i>	MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts. MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.

Materials

Classroom percussion

Other instruments

Found sounds

Audio excerpts and player

Lesson Plan

1. In *Peter & the Wolf*, the music helps tell the story by imitating the actions of the characters.
2. In these musical ideas, the characters are doing actions. How do you think the music shows this? Listen to each of the following excerpt and do the action:
[The Cat climbs the tree](#); [The Wolf prowls](#); [They march together](#)
3. What was happening in the music? What in the music reminded you of 'climbing', 'prowling' and 'marching'? Some suggested answers/ideas for the class discussion:
 - Climbing: the clarinet sound goes higher in pitch, and the notes move faster and faster as it goes higher
 - Prowling: the French horns sound low, they play in short spurts and then the sound disappears, the 'zigzag' notes make me feel scared
 - Marching: the timpani sounds like feet marching 'left-right-left-right', there is a steady beat.
4. Provide classroom percussion instruments. Divide the class into groups of 3 or 4.
5. *And Action!* Using some of the ideas from *Peter & the Wolf*, create your own musical ideas for different actions. Start with climbing, prowling and marching.
 - Think about what each of these actions feels like in your body. Try climbing, prowling and marching!
 - What kind of sound do you think matches the action? For example, a woodblock could imitate footsteps, a tambourine could imitate the fluttering wings of a bird.
 - Do you think you will need slow or fast notes? Do you need to play loud or soft?
6. Try out a few *action* musical ideas on your instrument. Share your idea with a buddy or with the class.
7. Now change the action! What if after climbing the tree, the cat slips down? Or what if the wolf changes from a prowling action to a light gallop? And what if someone tripped during the march? How would that change the music?
8. Try out a few *action* musical ideas on your instrument. Share your idea with a buddy or with the class.
9. Explore other action words following steps 4 -7. Here are a few action ideas:

- Wiggle like jelly
- Twirl like a ballerina
- Bounce like a ball
- Tiptoe like a lizard on hot sand
- Stomp like an elephant

Extension and differentiation ideas & Classroom arrangement

1. For an extra challenge, students can play their own version of [They march together](#) by keeping 1-5-1-5-1-5 / C-G-C-G [bordon](#)/ostinato on the piano/xylophone while singing Peter's theme. Can you learn it by ear?
2. Now, change the music:
 - Add other parts using untuned percussion. Is there a rhythmic idea you could add in?
 - What would happen if the march got faster and faster?
 - What would it sound like if the march became a skipping action?
 - How might you sing the tune and play the bordon/ostinato on the instrument?
3. Perform the following classroom arrangement of Peter's musical idea (theme) which is used throughout Prokofiev's *Peter & the Wolf*.

Peter & the Wolf: Peter's Musical Idea

Sergei Prokofiev

The musical score is arranged in three staves. The top staff is for Piano, written in 4/4 time with a treble and bass clef. The middle staff is for Clap/Woodblock, also in 4/4 time with a single clef. The bottom staff is for Triangle/Cymbal, in 4/4 time with a single clef. The Piano part features a melody in the treble clef and a bass line in the bass clef. The Clap/Woodblock part has a rhythmic pattern of eighth and sixteenth notes. The Triangle/Cymbal part has a simple pattern of quarter notes.

Lesson 3: Pantomime Peter: Move, Draw & Play!

Intended Learning Outcome

Students embody the suggested action in the music to explore how music represents character and action. Students document the music and story through graphic notation/pictures.

NSW Curriculum Links

The activities in this resource are mapped to the outcomes of the K - 6 Creative Arts: Music Syllabus.

Stage	Outcomes
Early Stage 1 Kindergarten	MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts MUES1.2 Creates own rhymes, games, songs and simple compositions MUES1.4 Listens to and responds to music
Stage 1 Year 1 and 2	MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts. MUS1.2 Explores, creates, selects and organises sound in simple structures MUS1.3 Uses symbol systems to represent sounds MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.
Stage 2 Years 3 and 4	MUS2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts. MUS2.2 Improvises musical phrases, organises sounds and explains reasons for choices. MUS2.3 Uses commonly understood symbols to represent own work. MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.
Stage 3 Years 5 and 6	MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts. MUS3.2 Improvises, experiments, selects, combines and orders sound using musical concepts. MUS3.3 Notates and discusses own work and the work of others. MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.

Materials

Paper
Pens/pencils/paint
Audio player
Audio Excerpts

Lesson Plan

1. Music is so helpful when telling stories- just like Prokofiev uses music to help tell the story of *Peter & the Wolf*. Listen to the following four excerpts together as a class. Each bit of music tells part of the story.
[The Cat and the Bird in the tree with the wolf waiting below](#)
[Peter grabs a rope and climbs the tree](#)
[Peter tells the bird to distract the wolf](#)
[Peter catches the wolf with a lasso](#)
2. Divide the class into 4 groups and assign one bit of music and story to each. Each group should take an audio playing device and move to a corner of the classroom/ space where they can play their music with out distracting other groups.
3. Together they should use their bodies to mime the scene while the music is playing. Remember to listen closely to the music. Can you hear what each character is doing in the music: The Cat (clarinet), The Bird (flute), Peter (strings), The Wolf (French horn). Try to imitate what they are doing in mime.
4. When the music ends, freeze the scene! Pose in the best character pose telling the story.
5. Students return to their desk and individually draw the part of the story they just acted out. Listen to the musical excerpt while you draw for inspiration.
6. Find 3 other friends in the class, each with a different part of the story. Now put your pictures in order to tell the story.
7. Play the music in order as you point at each picture for each part of the story.
8. Play the music in order again, but this time each person in the new group should mime their part of the story.

Extension and differentiation idea

1. Advanced students can try to create a [graphic score](#) of the music for each excerpt.
 - What is each instrument doing?
 - Is it loud/soft, fast/slow, high/low, short notes/long notes, spiky/smooth?
 - How might you show this in a drawing?
 - Are there a distinct section/form/structure?

Lesson 4: Storytime Puppet Theatre

Intended Learning Outcome

Students explore the connection between music, character and story as they interpret the music for their own story.

NSW Curriculum Links

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Stage	Outcomes
Early Stage 1 Kindergarten	MUES1.4 Listens to and responds to music
Stage 1 <i>Year 1 and 2</i>	MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.
Stage 2 <i>Years 3 and 4</i>	MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.
Stage 3 <i>Years 5 and 6</i>	MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.

Materials

Worksheet: Storytime Puppet Theatre (Create your character)

Sticky tape

Scissors

Coloured pencils/markers

Audio player

Audio Excerpts

Lesson Plan

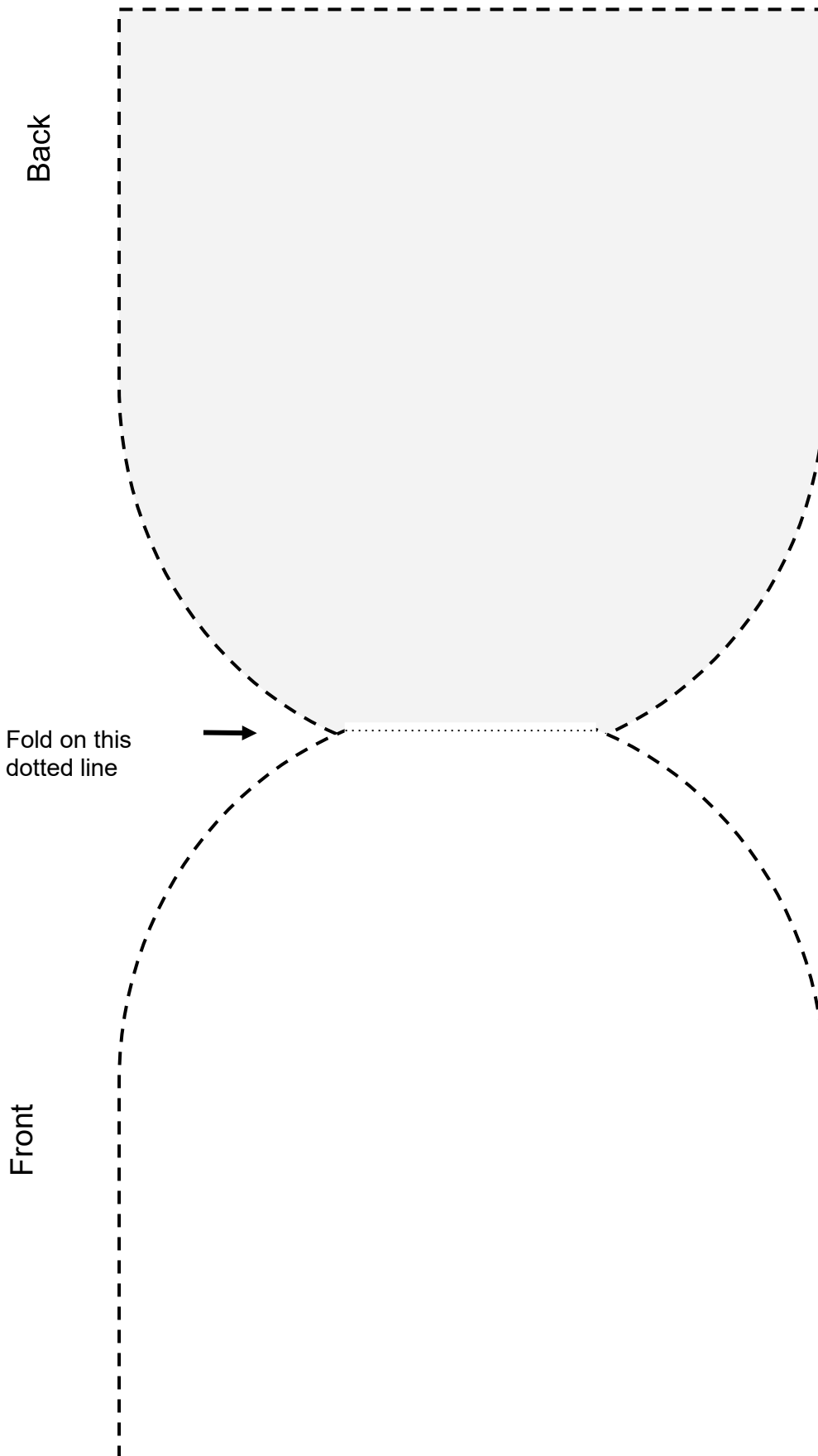
1. Students can work in small groups or as individuals for this activity. Using the music of *Peter & the Wolf*, students will make up their own story inspired by Australian animals and wildlife.
2. Students should choose 3 musical ideas from [Peter & the Wolf](#). Ask students to pick 3 bits of music that sound different from each other.

3. As students listen to the music, they should think about how these bits of music might help to tell their own story. Here are a few guidelines to help students build their story:
 - What animal characters might come to mind? Pick 2 or 3 characters for your story.
 - Which musical idea suits each character and why?
 - What actions do these characters do?
 - What might each character look like?
 - What might their voice sound like?
 - What happens in the story? Here's a basic structure to help: Start with a normal/happy day, then something goes wrong, to end the story show how the characters made everything right again.
4. Students might want to write or draw some of their ideas as they work out a great story! Remember each character should have their own musical idea. Older students can write out a short script for their story.
5. Now create your character! Use the hand puppet cutout template to draw each animal character.
6. Practice your story with the music.
7. Perform your puppet story for the class.

Extension and differentiation idea

1. Create a classroom puppet theatre for dramatic performances of each group/student's puppet story. Here's a [helpful video](#) showing how to make one out of cardboard.
2. Advanced students can create incidental music to enhance the story telling (rather than only introducing the main characters). Incidental music is music used in a film or play as a background to create or enhance a particular atmosphere.

Worksheet: Storytime Puppet Theatre



Create your Australian animal character!

Follow these steps:

Draw your Australian animal character on the front side. Use lots of colour to bring your character to life!

Cut out the hand puppet by following the dashed line.

Fold on the dotted line so the front and back side line-up.

Use sticky tape to join the long edges. Remember to leave the opening for your hand.

Lesson 5: Reflect on your concert experience

Intended Learning Outcome

Students reflect on their concert and learning experience by listening to the music of *Peter & the Wolf* again, revisiting the various instruments of the orchestra and conducting along with the music.

NSW Curriculum Links

The activities in this resource are mapped to the outcomes of the K - 6 Creative Arts: Music Syllabus.

Stage	Outcomes
Early Stage 1 Kindergarten	MUES1.4 Listens to and responds to music
Stage 1 Year 1 and 2	MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.
Stage 2 Years 3 and 4	MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.
Stage 3 Years 5 and 6	MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.

Materials

Paper

Pens/pencils/paint

Audio/ Video player

Audio Excerpts: Full album

[Peter & the Wolf](#)

Lesson Plan

1. As a class, reflect on the concert experience.
 - What is the most interesting thing you heard at the concert?
 - What is the scariest bit?
 - What is the funniest bit?

- What is your favourite character and musical idea?

Option: Draw/paint your favourite *Peter & the Wolf* character.

2. What does a conductor do? Take a look at [this video](#)
3. Conduct along with the music of *Peter & the Wolf*. Pick your favourite musical idea, pick up your baton and you're ready to go!
4. Recap the instruments and sections of the orchestra. Students can use this [online game](#) to explore the instruments of the String, Brass, Woodwind and Percussion sections.
5. Match these characters to the instruments that played their themes:
 - Bird
 - Duck
 - Cat
 - Grandfather
 - Wolf
 - Peter
 - Hunters