

2011-2012 Season

# PLAYGUIDE



**November 11-20, 2011**

**Studio One,  
Riffe Center**

**Adapted for the stage  
by Steven C. Anderson**

**From the musical  
composition by  
Sergei Prokofiev**

## The Story

A troupe of travelling Russian actors is preparing to present a play to the audience. Four actors enter the stage, but soon discover that the rest of their group has lost their way. The missing companions have all the scenery and props! The four actors are left with only a trunk full of costumes, but they still desperately want to perform the play for the audience. With so few supplies and only half of their acting troupe, the actors ask the audience to help them tell the story of *Peter and the Wolf*.

And so the play begins. Peter decides to go for a walk, but his friend, the Bird, reminds Peter that his Grandfather has warned him not to go outside because there are wolves lurking in the woods! Ignoring his Grandfather's warning, Peter decides to take his walk anyway. Peter is quickly joined by his friends—the Bird, the Cat, and the Duck. The Duck convinces them all to walk down to the lake. As the Duck runs on ahead, Peter warns her about the wolves. The Duck is convinced that a wolf can never catch her. Just then, the Wolf appears and circles the Duck hungrily. He suggests a race with the Duck, and she confidently agrees. Just as the Duck walks to the starting line, the Wolf pounces and eats the Duck in one swallow! Peter devises a plan to catch the villainous Wolf.

Come see *Peter and the Wolf* to find out the exciting end to our story!

# About the Play

The play was inspired by the music and story of *Peter and the Wolf*, which was originally created by the Russian composer Sergei Prokofiev in 1936. This adaptation by Steven C. Anderson explores the concept of a play within a play. It is set in the Russian countryside during the early 20th century.

The cast of characters includes:

**Peter**—a young, fearless boy

**Grandfather**—Peter's grandfather, with whom he lives

**Bird**—Peter's friend

**Duck**—a clever and often foolhardy animal

**Cat**—a selfish and sometimes troublesome feline

**Wolf**—the villain

**Hunters**—other people in the forest

The Russian acting troupe includes:

**Petya**—the actor who plays Peter (Petya is Russian for Peter)

**Marya**—the actor who plays Duck and the Hunter

**Sergei**—the actor who plays Cat and Wolf

**Nina**—the actor who plays Bird

# About the Playwright

**Steven C. Anderson** is the Artistic Director of the newly merged CATCO, home of The Phoenix Theatre for Children. He has created plays for and with central Ohio children for the past 29 years, first at the Leo Yassenoff Jewish Center, then at Players Theatre Columbus, and most recently, at The Phoenix Theatre for Children which he founded 16 years ago. He is the recipient of the Ohio Theatre Alliance Lifetime Achievement Award, the Southside Settlement Arts Freedom Award, a Certificate of Achievement from the Community Center for the Deaf, and a Central Ohio Critics Circle Award for "a decade of respectful and exhilarating theatrical adaptations of works of literature from around the world and for using a diverse array of theatrical styles to challenge and delight children." His work has been nominated five times for the prestigious Greater Columbus Arts Council's Excellence in the Arts Award. His work as a director includes *Candide* and *Hair* at The Ohio State University Theatre Department; *Love! Valour! Compassion!* and *The Taste of Sunrise* at CATCO; *Big River* and *Pippin* for Actors Theatre; *A Funny Thing Happened on the Way to the Forum* at New Harmony Theatre; and *Greater Tuna*, *Little Shop of Horrors*, and *Assassins* for the former Players Theatre Columbus where he served as Associate Producing Director. He is particularly proud of the 2006 collaboration with BalletMet of *Alice in Wonderland*, the 2007 collaboration with CAPA and Opera Columbus on *The Secret Garden* that paired deaf and hearing actors on stage together, and the 2009 Phoenix production of *The Miracle Worker* that incorporated the talents of deaf and blind actors.

# Reading Recommendations



## **For Kids:**

*Favorite Folktales from Around the World*  
edited by Jan Yolen

*Peter and the Wolf*  
translated by Maria Carlson  
illustrated by Charles Mikolaycak

*Peter and the Wolf* by Chris Raschka

*Sergei Prokofiev's Peter and the Wolf*  
adapted by Janet Schulman  
illustrated by Peter Malone

## **For Adults:**

*Russian Folk Belief* by Linda T. Ivanits,  
M.E. Sharper, NY, 1989

*Sergei Prokofiev* by Harlow Robinson,  
Viking Press, 1987

# Curriculum Connections

You can use this Playguide and your visit to CATCO-Phoenix to help your students meet the curriculum standards required in schools by the Ohio Department of Education. Look throughout our Playguide for the icon

## Curriculum Connection

and you will find academic standards that correspond with the different activities listed.

# Vocabulary Section: Theatre Terms

**Action**—a sequence of events with a beginning, middle, and end that makes up the plot

**Actor**—a person who speaks the dialogue and/or performs the activity of a script

**Cast**—the actors who portray the characters

**Character**—an imaginary person who participates in the activity of the play

**Costume**—clothing worn by a performer on stage

**Critic**—a writer who reports the merits of a theatrical production

**Designer**—a person who plans some aspect of the physical production, as in "costume designer"

**Director**—the person responsible for staging and rehearsing the production, including the integration of acting, interpretation, design, and all technical elements

**Lighting**—the illumination of the stage area

**Motivation**—the factors that make the character act as he/she does

**Plot**—the complete dramatic action of the play

**Script**—the written version of the play

# Vocabulary Section

Here are some words and phrases from *Peter and the Wolf*. How many of these words do you know? Look up any words you don't know, and think of a way to use them in a sentence of your own.

## Curriculum Connection

### English Language Arts: Acquisition of Vocabulary

**Benchmark A:** Use context clues to determine the meaning of new vocabulary.  
(K-3)

**Amateur**—a person who does something without much experience or skill  
“You want me to act with amateurs?”

**Announcement**—a public statement that makes something known  
“I will make an announcement.”

**Backstage**—the space behind the onstage playing areas where the actors wait for their entrance  
“Maybe they are backstage somewhere.”

**Canceled**—to decide not to do, have, or go; to call off  
“I am sorry to tell you that the play is canceled.”

**Code**—any set of signals, words, or symbols used to send messages  
“We will give them a code word.”

**Commotion**—a noisy confusion; disorder  
“What’s all this commotion about anyway?”

**Delayed**—to be made late or put off to a later time  
“I was delayed.”

**Explore**—to look through closely and examine for the purpose of discovery  
“You have to explore a place that is strange and wonderful.”



**Ham**—a showy performer; an actor performing in an exaggerated theatrical style  
“You are more of a ham than a duck.”

**Hind**—at the back; rear  
“Peter, quick! Get his hind legs.”

**Limb**—one of the large branches of a tree  
“Now let the wind blow through your limbs.”

**Lurk**—to wait in a hidden place and act in a secret or sly way  
“Don’t go outside the gate because there are wolves lurking down by the woods.”

**Morsel**—a small piece or amount of food; a mouthful  
“Tasty morsel.”

**Pathetic**—causing pity or sorrow  
“What a pathetic bird.”

**Responsible**—able to be trusted and reliable  
“They are very responsible.”

**Villain**—a wicked or evil person  
“The wolf is a wonderful villain.”

# THINGS TO THINK ABOUT AND DO

## Before the Show

1. Listen to the original score of *Peter and the Wolf* by Prokofiev. Prokofiev wrote the words as well as the music in order to introduce children to musical instruments. Can you hear how the music tells the story? Can you name the instrument that represents each character? Act out the story as you listen to it.

### Curriculum Connection

#### Music Standard: Historical, Cultural, and Social Contexts

**Benchmark B:** Identify composers and classify them according to chronological historical periods. (Grades 5-8)

**Indicator 4.** Identify, listen, and respond to music of different composers. (Grade 5)

2. Imagine that you are an animal in the forest. Think of all the animals you could be and act out each animal. With a friend, use your bodies to create a single animal, and then add sound and language.

### Curriculum Connection

#### Drama/ Theatre: Historical, Cultural and Social Contexts

**Benchmark B:** Sustain characters with consistency in classroom dramatizations.

**Indicator 1.** Imitate movements, voices, and feelings of people, animals, and objects through dramatic play.

3. Be prepared to help the actors tell the story of *Peter and the Wolf* by making sounds. Create sounds using your voice, hands, and feet that describe falling rain, a speeding motorcycle, a winter storm, a computer, a bird in flight, a traffic jam, a forest at night, a storm at sea. Make up your own sounds!

4. The story of *Peter and the Wolf* takes place in Russia. Over 240 million people speak Russian. Russian and English are both descended from the same language, Indo-European, although they hardly sound alike now. Russian is an extremely rich language and it is very difficult to learn. It uses the Cyrillic alphabet which has 32 letters and is completely phonetic. Words from Russian that we now use in English include:

**CZAR**, an emperor or king

**TROIKA**, a sled or carriage drawn by three horses

**SPUTNIK**, a satellite or rocket

**TUNDRA**, frozen land

**RUBLE**, a coin

**BABUSHKA**, a head scarf or elderly woman

Are you interested in learning a new language? Go to your local library. Find books that explore a language and culture that is of interest to you. Search for a poem or song in a different language. Dramatize the poem or song and perform it for your family and friends.

### Curriculum Connection

#### Foreign Languages Standard: Communicate in languages other than English.

**Benchmark 1:** Dramatize songs, short stories, poetry, or activities. (Grades K-4)

**Indicator 10.** Dramatize songs, poetry, short personal stories, or dialogues. (Grade 3)

# After the Show

1. The End! What happened at the end of the play? Were you surprised? How were you involved in the story during the show?
2. Talk about the theatre. Have you been to the theatre before? If so, what plays have you seen? How is the theatre different from television? How is it different for the actors? How is it different for you, the audience?

## Curriculum Connection

### Drama/Theatre: Historical, Cultural and Social Contexts

**Benchmark A:** Recognize and demonstrate audience/viewer behavior appropriate for the context and style of the art form. (Grades K-4)

**Indicator 1.** Demonstrate audience behavior appropriate for forms and styles of drama/theatre including live theatre, film/video, and broadcast media. (Grade 3)

3. Make something out of nothing the same way the actors did in the play! Find a sock, tuck in the end between you thumb and fingers, and create a mouth for a sock puppet. Then move it up and down to make the puppet talk. Add whatever you want to turn the sock into a creature. Add hair, eyes, nose, mouth, clothes, ears...anything you can think of. Try using glue, scissors, staples, feathers, buttons, yarn, string, sequins, etc, to decorate it. When your puppet is finished, name it, think of a voice for it, and start talking. Get some other puppets to put on a show with you!

4. Which characters in the play did you like the most? Which actors in the play did you like the most? How did the actors change their bodies to be more like an animal? Did any remind you of your favorite animal? Why? Research your favorite animal at the library. Learn about how your animal survives in the wild. What does your animal eat? How does it protect itself from enemies? What environment does your animal live in? Share your research with a friend.

## Curriculum Connection

### Science: Life Sciences

**Benchmark B:** Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive.

**Indicator 2.** Relate animal structures to their specific survival functions (e.g., obtaining food, escaping or hiding from enemies). (Grade 3)

5. Peter isn't the only one who is friends with the animals! Next time you go to the zoo, practice listening. Which animals sound like they are saying something to you or to each other? Try talking back to them in their language. Ask one of the zoo attendants if they talk to the animals, and if so, which ones? Call the Columbus Zoo toll free at 1-800-MONKEYS (666-5397) or visit their website [www.colszoo.org](http://www.colszoo.org) for hours and information.



6. Design a set for the Russian troupe! List all the locales that you remember from the story and draw a set design for the actors to use. Don't forget to leave a space for changing costumes backstage and one for the audience. Send us your drawings. We'd love to see them!

## Curriculum Connection

### Drama/Theatre: Creative Expression and Communication

**Benchmark B:** Explain the functions and interrelated nature of scenery, props, lighting, sound, costumes, and makeup to create an environment appropriate for drama. (Grades 5-8)

**Indicator 3.** Design various technical components (e.g. scenery, sound, lighting, costume design, properties, makeup) for a particular story/scene. (Grade 6)

# CRAFT CORNER

## Paper Bag Wolf Puppet

### Materials:

- Paper bag
- Template
- Glue
- Scissors
- Markers

### Instructions:

1. Print out the wolf templates provided through the links below.
2. Color the pieces and cut them out.
3. When gluing your pieces on the bag, remember that the front of the bag with the flip tab is the head of your puppet.



Have fun!

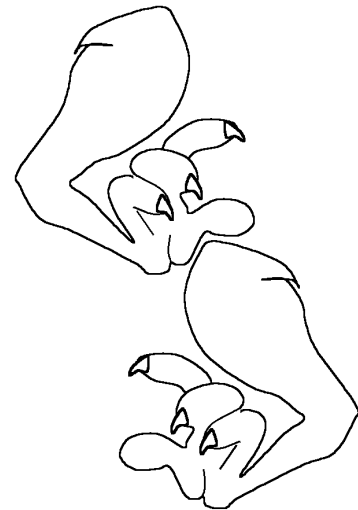
Source: [www.dltk-teach.com](http://www.dltk-teach.com)

### Link for wolf head and tail:

<http://www.dltk-teach.com/t.asp?b=m&t=http://www.dltk-kids.com/members/images/pig/bwolfbag1.gif>

### Link for wolf legs:

<http://www.dltk-teach.com/t.asp?b=m&t=http://www.dltk-kids.com/members/images/pig/bwolfbag2.gif>



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