



“ **“Rockin’ Adventures of Peter Rabbit
Curriculum Guide for grades K-3** ”

*A teacher’s guide for the study of literary and theatrical elements
with emphasis on the thematic topic of characterization.*

**Pre-show Lessons
Drama/Music**

***DRAMA**

What a Character!

Individual attributes, traits, characteristics and qualities, these are the features that make up a person, animal or thing. Character actors are skilled in their knowledge for combining these features to portray that which is markedly different from him or her self.

Kentucky: Arts and Humanities>Drama/Theatre

**Elements of Drama, Production and Performance (2.22-2.26) Grades K-3
Academic Expectations**

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

**Ohio: Arts>Drama/Theatre Standards> Creative Expression and
Communication**

Benchmark(s) Grades K-3

A. Sustain characters with consistency in classroom dramatizations.

Objective

Students will:

- Understand the concept of theatrical characters and characterization.

Assessment

Students will be able to:

- Create the movement and voice of a character to communicate various feelings, ideas and activities found in dramatic/theatrical experiences.

Sample selected response items to gauge student understanding:

1. Complete this sentence. A character is _____.
Answer: A person, animal or personified thing found in books, movies, cartoons, plays, etc.
2. How do we come to know a character?

Answer: Through the character's movements, language, actions, words and thoughts.

3. What function do characters serve in a story or play? What do they do?

Answer: Tell the story (help to move the story forward through their words and actions).

Vocabulary

- Character
- Characterization (attributes, traits, characteristics, qualities)
- Character actors
- Facial Expression
- Mannerism/Body movement
- Gait
- Posture

Materials

- Text version of the tale of *Peter Rabbit*

Activity

That Peter, He's a Character!

Teacher will:

1. Portray a known "character" (e.g., book, cartoon or movie character) to engage students and introduce the lesson. Students will observe the "character's" gait, voice, facial expressions, and other physical mannerisms.
2. Introduce the concept of theatrical "characters," "characterization" (artistic creation and depiction of personalities brought to life through the use of body movements, voice, costume, and language), and "character actors."
3. Demonstrate characterizations for various personality types and personifications using examples such as a sneaky fox, a robust cowboy, a spoiled child, etc. Explain that the emphasis of characterization is on descriptions of a person, animal or thing.
4. Facilitate student brainstorming to name and describe well know characters from books, movies, television, cartoons, etc. Encourage the use of "descriptive words" (adjectives), e.g., loud, quiet, short, tall, fat, skinny, smart, brilliant, funny, etc.
5. Challenge each student to describe him/herself using descriptive words, and perhaps another student.
6. Introduce a version of the tale, *Peter Rabbit*. Explain to students their upcoming attendance at The Children's Theatre of Cincinnati's production of *The Rockin' Adventures of Peter Rabbit*, a dramatic presentation of the *Peter Rabbit* tale.
7. Facilitate discussion to address characterizations of the various roles in the production—Peter Rabbit, Cottontail, Benjamin Bunny, The Father

- (King Elvis), the mother, the cat—that students will observe at a later time.
8. Assign students a character role from the *Peter Rabbit* tale. Have students perform and imitate inferred movements, voice and feelings of the characters.
 9. Facilitate student discussion on their preparation to perform. Question prompt. “What did you consider as the most important “trait” to demonstrate about your character?”
 10. Upon attendance at the production, inform students of their task to observe the character most like that previously assigned to them to compare body movements, voice, feelings, etc.

*Music

Those Vibrating Strings

Picking, plucking, strumming, that’s all it takes to create sound from the strings of stringed instruments. Peter’s favorite is that from the guitar.

Kentucky: Arts and Humanities > Music Standards

Elements of Music (1.14, 2.22-2.26) Grades K-3

Academic Expectations

- 1.14 Students make sense of ideas and communicate ideas with music.
- 2.23 Students analyze their own and others' artistic products and performances using accepted standards.

Ohio: Arts > Music Standards > Analyzing and Responding

Benchmark(s) Grades K-3

- A. Identify and demonstrate elements of music using developmentally appropriate music vocabulary.
- B. Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.

Ohio: Arts > Music Standards > Creative Expression and Communication

Benchmark(s) Grades K-3

- A. Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.

Objective

Students will:

- Recognize sounds emitted from stringed instruments from picking, plucking, and strumming.
- Discover how vibration produces sound in stringed instruments.
- Play alone, and with others, simulated classroom instruments with proper technique.

Assessment

Students will be able to:

- Identify the sounds emitted from stringed instruments. Emphasis on the guitar.
- Identify selected musical instruments within the stringed family, visually and aurally.
- Make a simulated (shoebox) guitar.

Sample selected response items to gauge student understanding:

1. What is sound?

Answer: Hearing noise/noises; something heard/detected with our ears.

2. Tell what you know about stringed instruments.

Answer: Individual student response. Emphasis on produced sound through the manipulation of strings or cords as found on various instruments.

3. To pluck an instrument means to pull its strings quickly. True or False.

Answer: True

Vocabulary

- String instruments—violin viola, guitar, harp, piano, cello
- Vibrations
- Pick
- Pluck
- Strum

Materials

For each student:

- Shoebox or small cardboard box
- 4-5 rubber bands of different lengths and widths
- 8-10 metal paper fasteners, tape, pen
- Text version of the tale of *Peter Rabbit*

Activity

I Love Rock and Roll

Teacher will:

1. Introduce pictures of stringed instruments for students' visual identification. (Include pictures of both an acoustic guitar and an electric guitar.)
2. Explain that electric guitars are often associated with the musical category of "rock and roll."
3. Introduce sample auditory "rock and roll" music segments.

*Note: Consider **fair use practice** in the viewing of audiovisual works and playing of sound recordings.*

- *Performance must be presented by teachers or students only for a specific class*

- *Performance must occur in the course of face-to-face teaching activities directly related to the curriculum*
 - *Performance must take place in a classroom in a nonprofit educational institution*
 - *Performance must be of a legally required copy of the work*
4. Facilitate student discussion for their reflection on the musical instruments and musical elements heard related to the concept of "rock and roll" music.
 5. Introduce a version of the tale, *Peter Rabbit*. Explain to students their upcoming attendance at The Children's Theatre of Cincinnati's production of *The Rockin' Adventures of Peter Rabbit*, a dramatic presentation of the *Peter Rabbit* tale. Emphasize that this version of the tale is about a rabbit, Peter, who loves "rock and roll" music.
 6. Play audios of various stringed instruments to familiarize students with various stringed sounds.
 7. Demonstrate and model the making of a "shoebox guitar." (See, available Internet resources>shoebox guitar, for directions).
 8. Instruct and assist students in their making of a "shoebox guitar."
 9. Have students demonstrate various sounds produced by plucking the different rubber bands of the simulated guitars. Emphasis on the vibration of the bands to produce sound.
 10. Have students perform a portrayal of "*Rockin' Peter Rabbit*" playing his shoebox guitar.
 11. Upon attendance at the production, inform students of their task to observe and listen for the use of stringed instruments in *The Rockin' Adventures of Peter Rabbit* production's musical scores.