

"The Rockin' Adventures of Peter Rabbit" Curriculum Guide for grades 4-6



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

Exaggeration: It Goes a Long Way

Exaggeration goes beyond actual fact, truth or appropriateness. A rabbit playing a guitar, wearing clothes, and eating giant carrots, now that is a true exaggeration!

Kentucky: Arts and Humanities > Drama/Theatre

Elements of Drama, Production and Performance (2.22-2.26) Grades 4-6

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) Grade 4

A. Sustain characters with consistency in classroom dramatizations.

Grades 5-6

A. Use basic acting skills (e.g., voice, posture, movement, language) to develop characterizations.

Objective

Students will:

- Understand the concepts of theatrical characterization, exaggeration and caricature.

Assessment

Students will be able to:

- Create a caricature by exaggerating or distorting an easily identifiable trait of an assigned personality.

Sample selected response items to gauge student understanding:

1. To exaggerate is to _____.
Answer: Overstate or overemphasize something.
2. Explain the use of exaggeration.
Answer: Used to make a point or highlight something important or of interest.

3. Define the term caricature.

Answer: A written or visual depiction in which features are exaggerated or distorted to produce an absurd, ridiculous or silly effect.

Vocabulary

- Caricature
- Exaggeration
- Distort
- Trait

Materials

- Text version of the tale of *Peter Rabbit*

Activity

A Bit Over the Top

Teacher will:

1. Portray a character depicting a noticeable “exaggeration” (e.g., a little girl with a large bow in her hair, or a small boy carrying a large lollipop). Students will observe, identify and make note of the exaggeration.
2. Introduce the concept of theatrical “characterization” (artistic creation and depiction of personalities brought to life through the use of body movements, voice, costume, and language), and the concept of “exaggeration.”
3. Facilitate discussion to address how the use of exaggeration may aid character depiction in a dramatic production. Question prompt, “Why, or why not would a director or actor chose to use such a technique?”
4. Introduce the concept of “caricature” and its relation to exaggeration.
5. Explore, with students, identifiable traits of people they know and how those traits might be exaggerated in a characterization. (May be necessary to make concrete the term “traits.”) Emphasize that students are not to identify individuals by name, but as relative, friend, or acquaintance.
6. Challenge students to select and portray a known personality in exaggerated form. Students will present dramatic portrays to class.
7. 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.
8. Discuss 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.
9. Assign students the task of creating an exaggeration for a selected character from the tale of *Peter Rabbit*. Have students perform and imitate inferred movements, voice and feelings of the characters.

10. Facilitate student discussion on their preparation to perform. Question prompt, "How do you consider and choose the most important trait to demonstrate about your character?"
11. 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

Musical Categories

With every decade comes a new emphasis on clothing, hair, entertainment and music. Music is created and popularized for enjoyment for every type of individual imaginable—classical, rock and roll, rap, hip hop, disco, jazz, and the list goes on and on...

Kentucky: Arts and Humanities > Music Standards

Elements of Music (1.14, 2.22-2.26) Grades 4-6

Academic Expectations

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 > Music Standards > Historical, Cultural and Social Contexts

Benchmark(s) Grade 4

B. Identify and respond to music of historical and cultural origins.

Grades 5-6

A. Compare and contrast styles and forms of music from various historical periods.

Objective

Students will:

- Recognize the of music forms--rap, disco, and rock and roll music.

Assessment

Students will be able to:

- Identify and describe defining characteristics for the music forms of rap, disco and rock and roll.

Sample selected response items to gauge student understanding:

1. What are defining characteristics?

Answer: Those attributes, traits or qualities that make something unique.

2. Define your musical preference with regards to a type of music.

Answer: Individual student response. Emphasis on personal enjoyment for a music based on its form, style, lyrics, etc.

3. Define the term, genre.

Answer: A particular category or like grouping.

Vocabulary

- Music genre
- Rock and roll
- Rap

- Disco

Materials

- Music CD's that represent musical genres and formats of rock and roll, rap and disco
- Text version of the tale of *Peter Rabbit*

Activity

I Love Rock and Roll, and Rap, and Disco

Teacher will:

1. Have rock and roll music playing in the classroom as students arrive. Challenge students to identify this genre of music.
2. Play in chronological order music CD's of the three popular genres-- rock and roll in the 1950's, disco in the 1970's, and rap in the 1990's. Have students focus on the defining characteristics of each type of musical format (e.g., use of couplets, refrain and tempo; repetitious melody and rhythm, etc.).

*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*
3. Facilitate student discussion to address differences in the three musical genres and have students identify their personal preference of the three.
 4. Explain that electric guitars are often associated with the musical genre of "rock and roll."
 5. Have students consider the characteristics of sounds emitted from a guitar that makes it suitable for use in rock and roll music.
 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. Emphasis that this version of the tale is about a rabbit, Peter, who loves "rock and roll" music.
 7. Upon attendance at the production, have students observe for later reflection on the use of the three genres of music as used in the production's musical scores. Question prompt, "Where in the play was each genre of music (rap, disco, rock and roll) performed," and why? What was the impact?"