

“In the Hall of the Mountain King” : LESSON WITH KSO MUSICIANS , BY TRACY WARD

Materials Needed: Recording of “In the Hall of the Mountain King” (KSO CD included with the guide, Music Connection, 2nd Grade, CD 2, Track 23)
BEAT/RHYTHM sign (included in the guide)
Rhythm cards (included in the guide)

Welcome the students and introduce the visitors from the Knoxville Symphony Orchestra.

Ask students if they remember the theme for this year’s concert (It’s Once Upon a Time...)
“What kind of music do you think we will be hearing at the concert?” (Music that tells a story...)

Play just the beginning of “In the Hall of the Mountain King.” Ask the students if this music sounds familiar. It is so popular that they have most likely heard it on TV or radio.

Play a short section of the music again and ask students to show you “how the music goes” by singing along on a neutral syllable. (Bm, bm, bm...)

Explain that “In the Hall of the Mountain King” was written for a Norwegian play called Peer Gynt. This music is heard at the point in the story where Peer Gynt has insulted the trolls and their king by refusing to become a troll himself. The king is so angry that Peer knows he must escape. He tiptoes over the sleeping trolls in the cave, but one by one they wake up and begin to chase him. Eventually, he is running for his life!

Next, have the students quietly keep the steady beat of the music by patting their knees. Keep going, and see if the music changes in any way. (They will tell you that it gets faster!)

Play a “switching” game with the beat and the rhythm. Hold up a sign that has BEAT on one side and RHYTHM on the other. Students should perform what they see on the sign as a switch when the teacher flips to the other side. (It is helpful to stick to one motion for the beat and another motion for the rhythm, e.g. patting the beat, clapping or tapping the rhythm.) Another version of this is to divide the students into two groups, one patting the beat and the other tapping the rhythm. Have them switch parts at your signal.

Now show students the four rhythm cards in an incorrect order. Have them tap or clap or “bm” the original rhythm again and help you rearrange the cards so that they match the rhythm of the music they have heard. Check by having them tap the rhythm again or say it with syllables while the teacher points to the rhythm.

At this point, follow the listening map and listen to the whole piece! (If the listening map cannot be projected on a screen in your classroom, you may wish to substitute one of the movement activities from the follow-up suggestions on the next page.) Now that they have heard the end of the piece, ask them what they think happens to Peer at the end.

At this point, turn the lesson over to the musicians and enjoy!

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Follow-Up Activities

- ♪ Have students move around the room, alternately stepping either the beat or the rhythm according to your signal. (A triangle is a good signal for this.)
- ♪ Students stand facing a partner and decide which partner will be the leader first. (Practice a little first with the teacher as the leader and the class echoing.) Student #1 does a steady beat motion for eight beats and then a new beat motion for the next eight beats. Student #2 then echoes those motions. Student #1 should try and think of new motions every time. After several repetitions of the theme, switch roles. Student #2 then becomes the leader.
 - Example: Student #1: Snap, snap, snap, etc. 8 beats
 - Nod, nod, nod, nod, etc. 8 beats
 - (Students #2 then echoes that)
 - Wave, wave, wave, etc. 8 beats
 - Stamp, stamp, stamp, etc. 8 beats
- To make this more challenging, have the leader go on to the next set of motions WHILE Student #2 is echoing the first set! (Again, practice this with the teacher as the leader first).
- ♪ Play Duke Ellington’s jazz version of this piece and discuss. (Available on iTunes)
- ♪ Student may be able to think of words that fit with this music.
 - Examples:
 - “Tiptoe very quietly, quietly, quietly; tiptoe very quietly, we must not wake the trolls!”
 - “If at first you don’t succeed, try again, try again; if at first you don’t succeed then try and try again.”
- ♪ Can students imagine a different story as they listen to this music? Can they draw a picture to show what’s happening in their story?
- ♪ Act out the story. Some students can be sleeping trolls, one the troll king, another Peer Gynt tiptoeing over the trolls...all sorts of possibilities for fun with this!
- ♪ Here is a link to a great activity sheet about this music on the *Classics for Kids* website:
<http://www.classicsforkids.com/activitiesheets/October2009.pdf>

ASSESSMENT

The following questions may be used to assess learning from the concert experience.

1. What was your favorite piece and why?
2. What is the tale of John Henry about? (A steel driver who worked laying railroad)
3. You heard the Overture to Candide. What is an overture?
Is it played at the beginning or the end of an operetta? (beginning)
4. What is an opera? What is an operetta?
5. What is a piece that includes two singers like Children’s Prayer? (duet)
6. What Family of Instruments plays Beauty’s Theme in Conversations of Beauty and the Beast? (woodwinds)
7. What instruments play the Beast’s music? (contrabassoon or trombone)
8. How does the music in Behold the Bold Umbrellaphant express each poem?
Behold the Bold Umbrellaphant (first phrase sounds like the title), The Bizarre Alarmadillos (racing music, alarms/clangs in music), Here Comes a Panthermometer (sneaking pizzicato in bass), Hatchickens (strutting music), The Trumpetoots and Tubaboons (can hear each instrument after it is introduced), The Solitary Spatuloon (gentle calm music)
9. What technique to string players use to sound like Peer Gynt’s tiptoes? (pizzicato)
10. What instrument plays Peer’s knocks to get out of the mountain in “In the Hall of the Mountain King?”

BEAT

RHYTHM

**CUT THESE WORDS APART AND PUT THEM ON OPPOSITE SIDES OF POSTER BOARD PIECES, AND THEN
ATTACH TO A POPSICLE STICK OR DOWEL TO MAKE A SIGN YOU CAN FLIP BACK AND FORTH**



