

Kentucky Learning Goals and Academic Expectations

1.13 Students make sense of ideas and communicate ideas with the visual arts.

1.14 Students make sense of ideas and communicate ideas with music.

1.15 Students make sense of and communicate ideas with movement.

2.22 Students create works of art and make presentations to convey a point of view.

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

5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.

Edvard Grieg (June 15, 1843 - September 4, 1907)

Edvard Grieg was born in Bergen, Norway. His first teacher was his mother, a wonderful pianist. Because Edvard was also a very good musician, at the age of 15 he was sent to study at the Leipzig Conservatory in Germany. After that, he traveled to Denmark.

There, Grieg met another Norwe-

gian composer who taught him about Norwegian folk music.

Grieg began performing as a pianist all over Europe, but every summer he went home to his cottage in Norway to compose. Grieg soon became the leader of a group of artists who wanted Norwegian music, art and theater to

become more popular. Many of his songs were written to sound like folk songs from his home country. He also wrote a lot of music for the piano. Grieg is best known for the incidental music he wrote for Henrik Ibsen's play, *Peer Gynt*. Incidental music provides background or atmosphere for the action in a play.

The Story of In the Hall of the Mountain King

Peer Gynt's adventures are a part of Norwegian Folklore. *Peer Gynt* is a tale about one man's epic journey to the four corners of the globe. Peer is a poor farmer who would rather dream than work. He falls in love with a beautiful girl named Solveig but he goes off on adventures to seek his "fame and fortune." In the story he visits forests, seas, and cities all over the world. It is on this journey that he visits the Hall of the Mountain

King (King of the Trolls).

Through it all, Solveig has waited for him.

Grieg's "*In the Hall of the Mountain King*" describes Peer Gynt's adventure in the underground Kingdom of the Trolls. Peer meets a woman in green. It turns out that the woman in green actually is green! She is the daughter of the King of the Trolls, also known as the Mountain King. The Mountain

King wants Peer to marry his daughter. Peer tries to sneak away from the Mountain King but is chased by trolls, at first just a few, then more and more trolls join in the chase. Peer tries to escape from the cave, but he is blocked by trolls. Eventually, the Mountain King sees Peer and is very angry. In the end, Peer escapes from the cave and avoids becoming a troll himself. Source: <http://www.classicsforkids.com/shows/showdesc.asp?id=106>

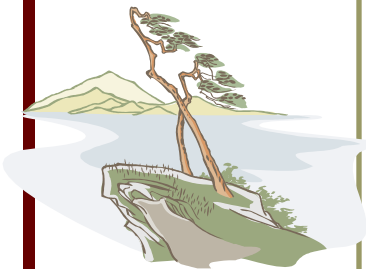
The Music of In the Hall of the Mountain King

In the Hall of the Mountain King is made up of a famous two-phrase theme, written in the key of B minor:



The simple theme begins slowly and quietly in the lowest registers of the orchestra. It is played first by the bassoons, signifying Peer Gynt's slow, careful footsteps. After being recited, the same theme is echoed, but transposed up a perfect fifth (to the key of F-sharp minor, the dominant key) and played on different instruments: these are the King's trolls. The two groups of instruments then move in and out of different octaves until eventually "colliding" with each other at the same pitch; and the trolls, having spotted Peer, chase him. The tempo appropriately speeds up, and the music itself becomes increasingly louder and more melodic.

The Mountain King himself musically appears and runs into Peer, who quickly runs the other way; these actions are depicted with scale like motion, interrupted by brief moments of stillness as the Mountain King looks for the hiding Peer. Peer is at last found, and the music reaches its loudest and fastest point as he runs out of the cave. A series of crashing cymbals and timpani rolls then burst forward and silence all the other instruments. The piece concludes appropriately ~ in both musical and theatrical terms ~ with a return to the tonic, and ends on a final B minor chord, signifying Peer's successful escape.



Grieg Activities - Re-enacting the Story Through Movement

1. Play the music *In the Hall of the Mountain King* (Track 26) and ask the students to create movements based on what they are hearing in the music. Remind the students that they may use vertical space to represent high and how sounds, and big movements and small movements to represent loud and soft sounds.

2. After the movement activity ask the students what they heard in the music. Discuss the dynamic changes in the music, as well as the difference in pitch (high/low). Tell the story of *In the Hall of the Mountain King*.

3. Divide the students into three groups representing the characters

of Peer, the trolls, and the Mountain King. Have the students act out the story through their movements, showing the changes in dynamics, tempo and emotional content of the characters by their movements.

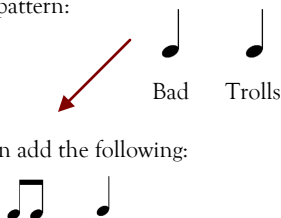
Grieg Activities - Dynamics and Tempo Through Performance

1. Play the music *In the Hall of the Mountain King* (Track 26) and ask the students to keep a steady beat to the music. Students may pat, clap, or step the beat. Remind the students that the music may change from soft to loud and from slow to fast, so the way they are showing the beat will have to change with the music.

2. Discuss the story of the *Mountain King*. Ask the students who

was chasing Peer (The trolls and the Mountain King). Have the students clap and say the following pattern:

Then add the following:



Bad Trolls

Moun- tain King

Play the music once again and have the students perform these patterns with the music, following the dynamic and tempo changes.

3. Distribute rhythm instruments. Divide the class in half and have the students perform the patterns above on the instruments.

You may choose to show the rhythm patterns to the students provided on the next two pages.

Grieg Activities - Making a Troll

Discuss what a troll might look like. You may want to bring in pictures of trolls or search for pictures of trolls on the internet. After discussing what a troll might look like, have each student create a unique troll using a homemade version of green play-doh while listening to the music.

Materials:

You will need enough green play-doh for each student to have enough to create a sculpture of a troll. Here is a recipe to make your own play-doh:

2 1/2 to 3 cups unsifted flour

1/2 cup salt

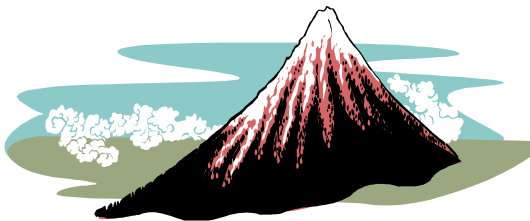
1 tablespoon powdered alum

3 tablespoons oil

2 cup boiling water (you may dissolve one package unflavored kool-aid in the water). Please exercise caution with this step!

Use green food coloring to achieve the desired darkness of color.

A couple of drops of peppermint extract will make it smell nice and give the students a total sensory experience.



West Virginia Content Standards and Objectives

Music

Standard 1: Performing (MU.S.1)

Students will: sing, alone and with others, a varied repertoire of music; and perform on instruments, alone and with others, a varied repertoire of music.

Standard 2: Exploring (MU.S.2)

Students will: read and notate music; listen to, analyze, and describe music; and evaluate music and music performances.

Visual Art

Standard 6: Multi-disciplinary

Connections (VA.S.6) Students will: identify characteristics of the visual arts and other disciplines; and analyze by comparing and contrasting connections between disciplines.

Ohio Academic Content Standard Benchmarks

Music - Creative Expression and Comm.

By the end of the K-4 program:

- 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.
- Read, write, improvise and compose melodies and accompaniments.

Analyzing and Responding By the end of the K-4 program: A. Identify and demonstrate elements of music using developmentally appropriate music vocabulary.

Valuing Music/Aesthetic Reflection

By the end of the K-4 program: C. Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.

Connection, Relationships and Appl.

By the end of the K-4 program: A. Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.

Art - Creative Expression and Comm.

By the end of the K-4 program: A. Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully. B. Use the elements and principles of art as a means to express ideas, emotions and experiences.

Grieg Rhythm Pattern #1



BAD



TROLLS

Grieg Rhythm Pattern #2



MOUN - TAIN

KING