



Melissa Coxe

Eastern Elementary

Pitt County Schools

coxem@pitt.k12.nc.us

“In the Hall of the Mountain King”
from *Peer Gynt*

By: Edvard Grieg



In the Hall of the Mountain King

Presented by Melissa Coxe

TEMPO

the speed of the music

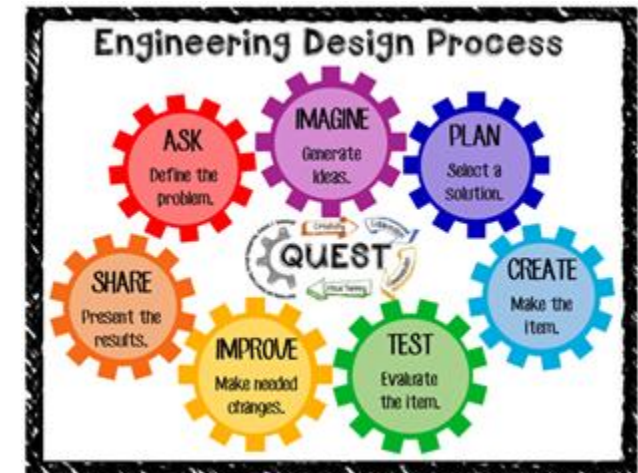


STEAM Activity

Create a cave like you imagine from In the Hall of the Mountain King using found materials.

Materials:

Paper, pencil, cardboard, glue sticks, construction paper, scissors, paper tubes, straws, paper tubes, masking tape, plastic cups, ruler, and markers



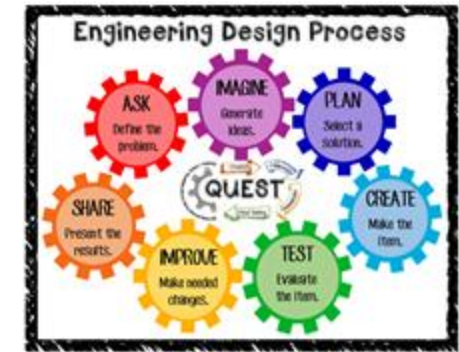
Process

1. Listen to In the Hall of the Mountain King, and sketch/plan how you think the cave would look using these lines for the tempo

Adagio - longest, smoothest line maybe dark

Allegro - shorter lines

Presto - shortest, jagged line

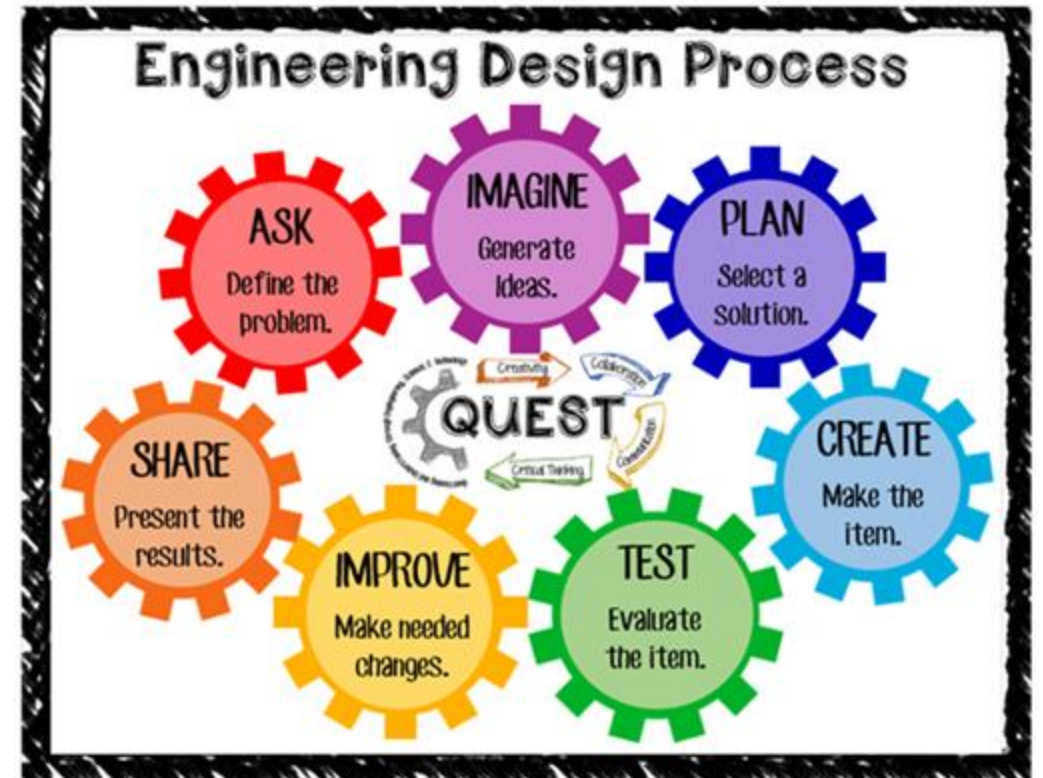


1. Compare with your group to create one plan for your group to create a maze or cave using the provided materials.
2. Create a cave OR a gravity powered marble run that starts adagio and ends presto.

Extension STEAM Activities

Students record their marble run with a voice over narration of Peer Gynt's story.

Collaborate with your Art teacher to illustrate and design characters from the story.



Accelerando

120

125

130

140

150

155

165

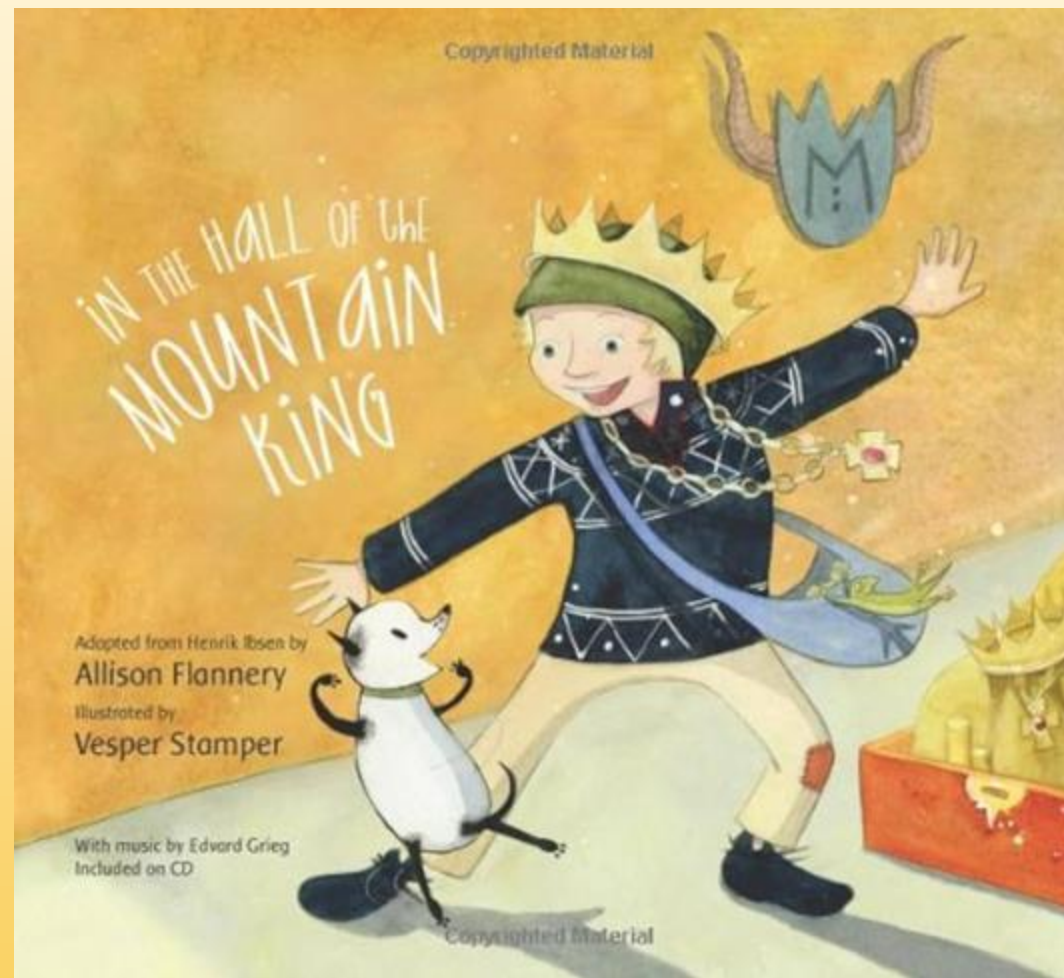
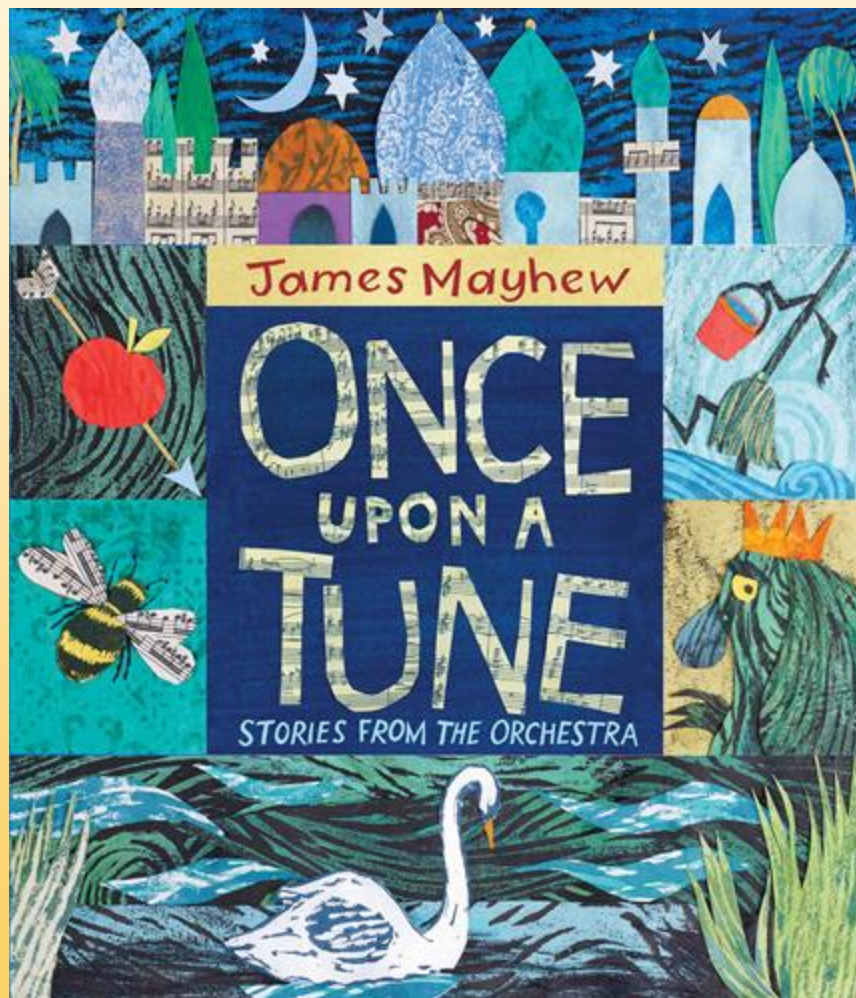
Use this [metronome](#) to help you stay on the steady beat as you dribble the basketball



Fun Facts

- ★ Originally composed as incidental music for Henrik Ibsen's play Peer Gynt
- ★ In the Hall of the Mountain King is from the sixth scene of Act 2
- ★ Grieg composed 26 pieces for Peer Gynt, but during his lifetime it was never performed in its entirety
- ★ Grieg did not like the music for the trolls realm. “I came up with something for the Mountain King’s hall that I literally can’t bear to listen to. It reeks of cow pies, exaggerated Norwegian provincialism and trollish selfishness!”

Read Alouds



Movement Activity 1



1. I am walk-ing ve - ry slow, ve - ry slow, ve - ry slow,
2. I can tip toe qui - et - ly, qui - et - ly, qui - et - ly,
3. I am stomp-ing ve - ry loud, ve - ry loud, ve - ry loud,
4. I am walk-ing ve - ry fast, ve - ry fast, ve - ry fast,



- I am walk-ing ve - ry slow I'm sneak-ing all a - round.
I can tip toe qui - et - ly with- out mak-ing a sound.
I am stomp-ing ve - ry loud I'm mak-ing lots of sound.
I am walk-ing ve - ry fast I'm mov-ing quick-ly now.

Movement Activity 2



4
4

This block contains the first musical staff and its corresponding movement illustrations. The staff is in 4/4 time and consists of six eighth notes, a bar line, two eighth notes, a quarter note, two eighth notes, and a quarter note. Below the staff are illustrations of the movements: six pairs of legs tapping, two pairs of hands clapping, two pairs of legs tapping, two pairs of hands clapping, two pairs of legs tapping, and two pairs of hands clapping.

This block contains the second musical staff and its corresponding movement illustrations. The staff is in 4/4 time and consists of four eighth notes, a bar line, two eighth notes, a quarter note, and a double bar line with repeat dots. Below the staff are illustrations of the movements: eight pairs of legs tapping, four pairs of legs tapping, and a cartoon girl spinning.


Movement Activity 2




4
4



=

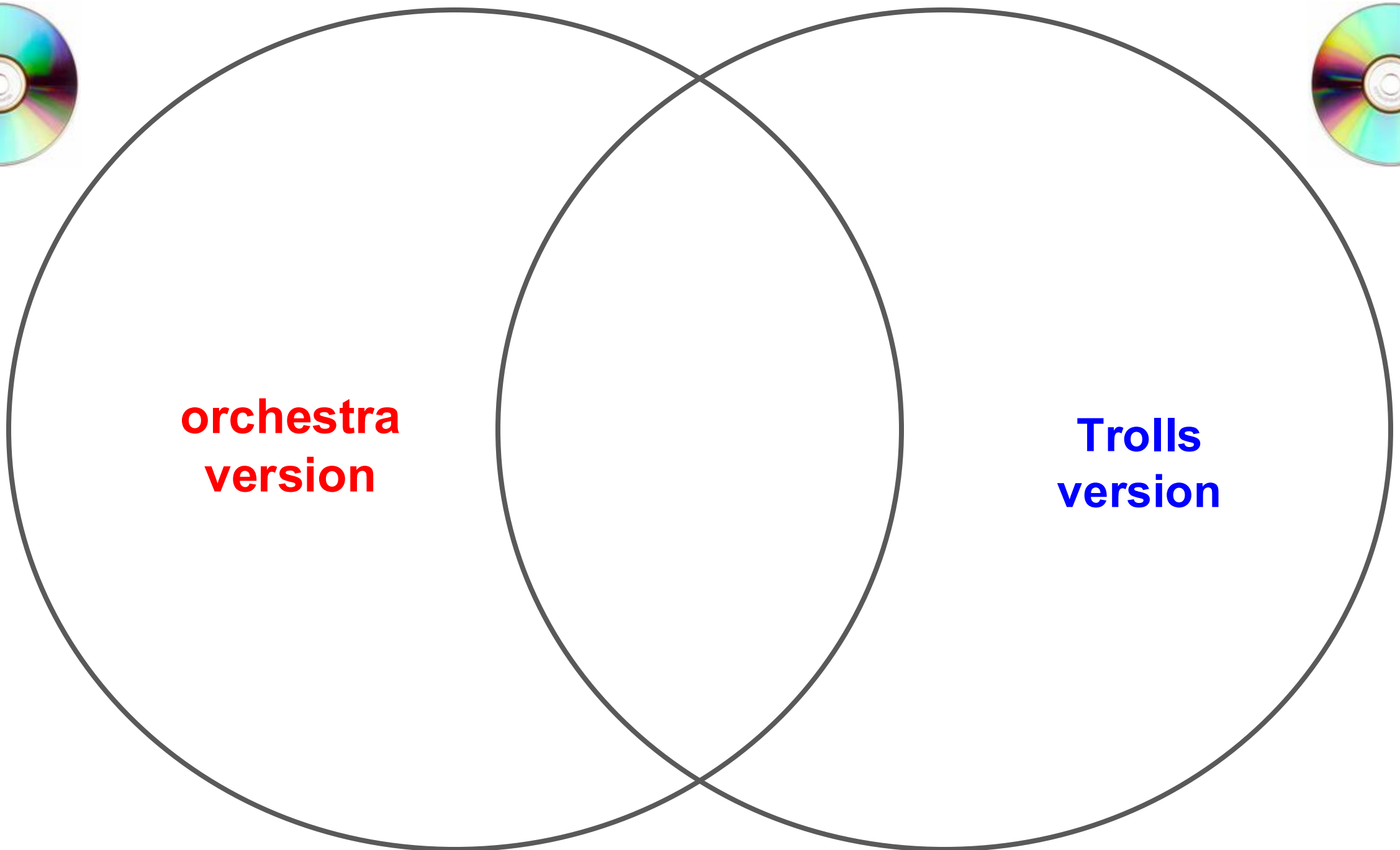


=



=





**orchestra
version**

**Trolls
version**

Cup Activity

Tap tap clap up down 3x

Tap up switch

Coda (2:15)

Cup up and down 2x

tap the rhythm on top of cup (repeat)

Cup up and down through the end of the piece



Boomwhacker Activity

You will need the following boomwhackers

