

In The Hall of The Mountain King

by Edvard Grieg



Please enjoy this complimentary sample SQUILT lesson!

The full [SQUILT curriculum](#) includes many more notebooking pages about the essential elements of music, as well as supplementary activities, listening links, and MORE! This lesson is designed to familiarize you with SQUILT and expose your child to a beautiful piece of music.

The goal of a SQUILT lesson is to give your child a beautiful piece of music and train them to listen to it thoughtfully. It's not so much about filling in the SQUILT notebooking page "correctly" as it is developing attention, discrimination, and appreciation (skills that translate into so many areas of their lives). SQUILT lessons can include a little or a lot – as the parent you should judge how much your child can handle in one sitting.

It is a wonderful day when your child hears a piece of music and starts talking with you about its finer points!

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Please contact the author:
mary.prather@homegrownlearners.com if you have any question.

Instructions for the Lesson:

Preface the first listening by going over the SQUILT notebooking sheet and prepping them for what they will be listening for: dynamics (louds and softs), rhythm (combinations of longs and shorts in music), tempo (speed of the beat), instrumentation, and mood. Be sure to tell the child the name of the piece and a little background.

Play the piece of music for your child (using the listening links provided on the [SQUILT resource page](#)). During the first listening, the child is asked to be "Super Quiet" and listen to the entire piece of music (preferably with their eyes closed). This is their time to use imagination and listening ears to glean as much about the music as possible!

After the initial listening, listen a second time and have children discuss the music and notebook their findings. Listen again together and talk as you listen about what you are hearing. Children are being TRAINED to listen, so you will need to walk them through their first SQUILT lessons. Little ones may simply color while they listen ("Draw a picture for me about what you hear!") or talk to you about the music.

The goal is to make these lessons short, meaningful, and enjoyable.

They are designed to introduce your children to the great musical classics.

*Other activities are included and can be interspersed throughout your week. Immerse your children in fall themed music and enjoy the season!

SQUILT

Super **Q**uiet **U**ninterrupted **L**istening **T**ime

Title: _____ Composer: _____

Dynamics
(louds & softs)

Rhythm/Tempo
(Patterns of sound, speed of beat)

Instrumentation
(What instruments do you hear?)

Mood
(How does it make you feel?)



Draw What You Hear

Title: _____

Composer: _____



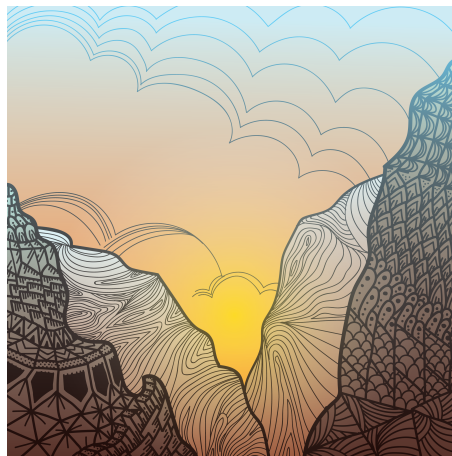
In The Hall of the Mountain King

(from Peer Gynt Suite) by Edvard Grieg

Written in 1873 by Norwegian pianist and composer Edvard Grieg, *In the Hall of the Mountain King* is part of the larger *Peer Gynt Suite* (written for the play *Peer Gynt*). **It is PROGRAM MUSIC - music that tells a story.**

"A fantasy story written in verse, *Peer Gynt* tells of the adventures of Peer. The sequence illustrated by the music of *In the Hall of the Mountain King* is when Peer sneaks into the Mountain King's castle. The piece then describes Peer's attempts to escape from the King and his trolls after having insulted his daughter. " (source: [lastfm.com](https://www.lastfm.com))

To learn more about the story of Peer Gynt, have your children listen to [this show](#) from Classics for Kids.

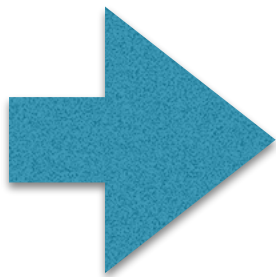


Listen to the piece - a performance by the Sydney Symphony Orchestra

Remember the first listening is to be SUPER QUIET! Just listen to the piece with eyes closed. Don't worry about notebooking or discussing the music yet!


Now, listen to the piece again, and this time complete the SQUILT Notebooking Page - older children can use the writing sheet and younger children (or children who struggle with writing) can simply Draw What They Hear.

Parents/teachers - use the script on the following pages to guide your children in completing the notebooking sheet and/or discussing the music verbally.



Remember, the goal is to develop a habit of attention and an appreciation for the finer points in a piece of music. Children improve with practice!

Dynamics: Dynamics are the louds and softs in music. In this particular piece, your children will probably hear the music getting LOUDER and LOUDER. This is called a CRESCENDO

and we use the musical symbol  to show crescendo in a written piece of music. As they work on their notebooking sheet, encourage them to use the word crescendo, or they can simply say "getting louder". They may also be able to draw what the music sounds like to them as it gets louder.

Remember - there is not a wrong answer! Children will have many ways of expressing what they are hearing in a piece of music.

Rhythm/Tempo: The *rhythms* in this piece are what makes it fun. Your children should hear the same rhythmic pattern repeated over and over again - getting louder each time. Rhythm is the combination of longs and shorts in a piece of music - the way notes are organized. Point out to your children that there is a **repeated pattern** throughout the piece. This pattern makes up the **THEME** of the piece.

The tempo is the speed of the beat. In this piece the tempo gradually gets faster and faster - just like the dynamics get louder and louder. **ACCELERANDO** means getting faster (kind of like the accelerator makes your car go faster).

Instrumentation: This may be a bit tricky for your student if they aren't familiar with the sounds of most of the orchestral instruments. Encourage them to list as many instruments as they can identify. Or, they can draw instruments they hear. This is the official list of instruments used in the recording from the Sydney Symphony Orchestra:

Instruments Used

Woodwind

Piccolo
2 Flutes
2 Oboes
2 Clarinets in A
2 Bassoons

Brass

4 French Horns in E
2 Trumpets in E
2 Tenor Trombones
Bass Trombone
Tuba

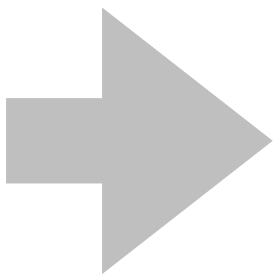
Percussion

Timpani
Bass Drum
Cymbals
Triangle

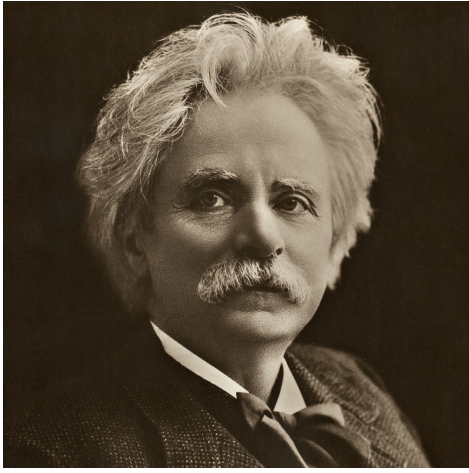
Strings

Violin I
Violin II
Viola
Cello
Double Bass

Mood: How does the music make you feel? Use as many adjectives as possible to describe the music. Your student can also draw how the music makes them feel.



Learn more about Grieg by using the suggested links. Have your student complete the following notebooking page about the composer.



Edvard Grieg

(1843-1907)

Supplemental Activity: Mountain King Piano



Visit the [SQUILT resource page](#) to see recordings of *In The Hall of the Mountain King* played by a solo piano, piano duet, and piano quartet. Which recording does your student like best? Why?

Solo:

ONE piano

Duet:

TWO players, **FOUR** hands, **ONE** piano

Quartet:

FOUR players, **EIGHT** hands, **TWO** pianos

Thank you for downloading this SQUILT
sample lesson.

To learn more about SQUILT and to
purchase additional lessons by musical era,
composer, and holidays, visit
[SQUILT Music](#).

