

# Cultural Connections

THE CLEVELAND ORCHESTRA

## LEARNING THROUGH MUSIC

### MATERIALS & SETUP

- **Music:** [“In the Hall of the Mountain King”](#) by Edvard Grieg
- Coloring materials
- Large sheets of paper

### CONNECTIONS TO OH STANDARDS

#### FINE ARTS

- **1CE** Identify patterns of same and different phrases in simple poems and songs.
- **6RE** Discuss similarities and differences among the arts including connections between music and other curricular subjects.

#### SOCIAL STUDIES

- **8.** Cultures develop in unique ways, in part through the influence of the physical environment.

#### DRAMA/THEATRE

- **1CE** Describe the characters, setting, central ideas and plot in stories or dramatic and theatrical works.

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**Learning Objective:** Students will listen to “In the Hall of the Mountain King” and create a set to stage the piece in a dramatic performance.

### ACTIVITY (30-35 minutes)

1. Listen to the piece “In the Hall of the Mountain King.”
2. Talk about folk songs as music that is passed down from generation to generation. Composers, such as Edvard Grieg, were influenced by folk traditions, such as storytelling in Norway. This Scandinavian country uses folktales, where storytelling of old myths and legends emphasize nature as a main character.
3. Explain the story and the composer: the “Mountain King” refers to an angry troll that the main character (Peer Gynt) encounters in his travels. Peer narrowly escapes the trolls who are trying to harm him. Edvard Grieg, who composed this music, was from a country called Norway, which is located in Europe.
4. Using classroom research tools and the internet, compile pictures and age-appropriate articles about Norway. Display the photos and share fun facts about Norway’s physical environment.
5. Create a setting of the hall of the mountain king, showing the vast mountains, fjords, lakes, etc. using the photos collected or creating pictures using coloring materials and paper.
6. Listen to the piece again. Recognize the repetition of the theme. Does it get faster or slower? (faster) What might be happening in the scene? Discuss the sequence of events.
7. Act out the scene from “In the Hall of the Mountain King” with the music in the background.

### REFLECTION

1. Can the student recall the story of Peer Gynt?
2. Did the student understand the use of nature in folk tales?
3. Did the student apply art and drama to the music?

*(over)*



- **2PR** Explore and demonstrate various design components of a scene (e.g. draw a picture from the stories).

### EXTENSION MATERIALS

- **Book:** *[In the Hall of the Mountain King](#)* by Allison Miller Flannery

## EXTENSION

1. Read *In the Hall of the Mountain King*. After reading, ask the following discussion questions:
  - Who were the main characters in the story?
  - What happened at the beginning, middle and end of the story?
  - What elements of nature were present in this story?
  - Which of these natural elements were included on our list about Norway?
  - How did the story relate to the music?
2. Tell the students that collectively, they are going to re-write the story *In the Hall of the Mountain King* as if it took place in modern day Cleveland. Complete the prompt “In the Hall of the Cleveland King” as a class.
3. Read the updated story as a class.