

“In the Hall of the Mountain King” from *Peer Gynt Suite* by Edvard Grieg
(5th Grade, 2nd Six Weeks)

Objectives

TLW:

- Perform basic dance steps: step-hop
- Create an 8-beat movement ostinato that accompanies a musical listening example
- Identify accelerando in a listening example
- Apply teacher rubric to a group performance

Process

- Teacher writes 4 rhythms on board. Students read each, then all in order.
- Transfer every ti-ti to patschen; every ta to snaps. “Nap” on each rest.
- Perform while listening to music. (We perform it once, rest once, etc. until the coda.)
- On coda, create statues directed by teacher’s verbal cues. I like to do a high one, a low one, and a final, scary one.
- This time, let’s put all the ti-ti’s in our feet instead of patsching. Let your feet take you through the space. Perform while listening to music. Same coda movement.
- Q: What happens in the music? (accelerando)
- Demonstrate step-hop, and allow for individual practice.
- Students find partners.
- With your partner, perform 2 step-hops. (This will equal 4 beats.) Now you must add 4 more beats to complete the pattern. You may use body percussion, moving in a circle, jumping, the chicken dance, etc. Allow for practice.
- This time, let your pattern move you through the space. Practice.
- This time, perform it twice in a row. Again with the practice.
- Review: Must have 2 step-hops and 4 other beats of movement, and must move through the space. What’s happening with the tempo? (accelerando) What will be the tricky part as the music gets faster? (keeping the steady beat) That’s part of your job, too!
- Half of the class performs while the other half watches for the specific items of the rubric.
- Switch jobs.

Rubric assessment

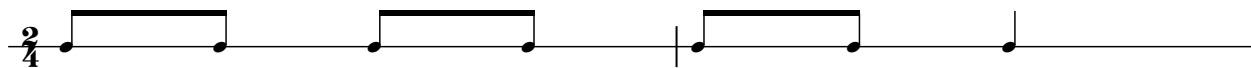
1. Did the pattern contain 2 step-hops and 4 other beats, for a total of 8 beats?
2. Did the performers move through the space with their pattern?
3. Did the movement maintain the steady beat, even during the accelerando?

3=E; 2=S; 1=S-

In the Hall of the Mountain King

Rhythms

1)



2)



3)



4)

