

**Listening & Responding**  
***In the Hall of the Mountain King from 'Peer Gynt'***

**Experience and Outcome:** *I can respond to music by describing my thoughts and feelings about my own and others' work (EXA 0-19a)*

**Learning Intentions**

- To respond to music through movement
- To link music with our emotions
- To recognise fast and slow, loud and quiet sounds

**Success Criteria**

- I am able to talk about how the music makes me feel
- I am able to listen to talk about how the music changes
- I am able to change my movement to match the slow and fast, quiet and loud, parts of the music

**Resources**

- Device for playing music and speaker
- Interactive whiteboard
- Visuals – emotions, fast/slow, loud/quiet
- [Listening Dice](#) or [Question Cards](#)

**Useful Links**

*In the Hall of the Mountain King* from 'Peer Gynt' by Edvard Grieg:

- Orchestral performance <https://www.bbc.co.uk/programmes/p02b5bw/>
- Piano performance <https://www.youtube.com/watch?v=gSY-wD4I5DM>

**Skills from CREATE Music Tracker**

- Understand the importance of being a good listener and listen appropriately to the views of others.
- Listen to a range of live and/or recorded music, sharing thoughts and feelings, attempting to give reasons for likes and dislikes
- Begin to link emotions with music
- Express a response to music through other areas of Expressive Arts (Art & Design, Drama, Dance)
- Listen to different styles of music from Scotland and other cultures and begin to identify simple musical concepts

**Learning Experiences**

- In this lesson, learners will listen to a piece of music and respond to changes in tempo and dynamics using movement. The teacher will model movements for the children to copy before creating their own in response to the music.
- Learners will have opportunities to talk about how the music makes them feel and what it makes them think about/picture as they listen. Learners will be supported to identify fast and slow, loud and quiet, passages in the music and to talk about how the music changes.

**Key vocabulary**

**Tempo** - the speed of a piece of music.

**Dynamics** - the volume of sound - the loud or soft passages in a piece of music.

## **Process / Activities**

### 1. Listen and move

Play the piece of music *In the Hall of the Mountain King* from 'Peer Gynt' by Edvard Grieg to the children and ask them to copy your movements as they listen. Start off by tiptoeing around the room to match the slow, quiet introduction and change your movements as the music gradually starts to build with faster tempo and louder dynamics towards the end.

### 2. Talk about the music - link with emotions

Encourage children to discuss their thoughts and feelings in response to the music by asking open-ended [questions](#) (e.g. How did the music make you feel? What did the music make you of/imagine?) and support the children by using visuals to represent different emotions (happy, sad, excited, scared). You may want to sit in a circle and pass an object or use the [listening dice](#) to prompt different responses from the children.

### 3. Identify musical concepts

Guide the children to think about changes in tempo and dynamics in the music by asking [questions](#) (e.g. what did you notice about the music? Did it stay the same all the way through or did it change? How did it change?). Introduce the vocabulary for fast and slow, loud and quiet using visual flashcards. Do the children hear the music changing from quiet and slow to fast and loud?

### 4. Link music and movement

Ask the children: Do you think our movements matched the music? How else could we move to the music? Play the music again and ask the children to create their own movements which change as the music changes. Scarves or ribbons could be used as props to enhance their movement in response to the music.

## **Extension / Next steps**

- This same process could be applied to a contrasting piece of classical music (see CREATE [Early Level Listening List](#) or [ABRSM Classical 100](#) for ideas) and learners can be encouraged to reflect on how their feelings and movements might have changed in response to a different style/piece of music.
- Learners could express their response to this piece of music through mark making using the same process of teacher modelling (using shapes, lines, colours) and then children creating their own art work which represents what they hear and reflects the changes in the music.

# Music Listening Dice



**I feel...**



**I wonder...**



**I hear...**



**I hear...**



**I think of...**



**I like / dislike...**

# Listening and Responding to Music

## Question Cards: Early Level

Use these questions to explore a variety of different styles of music

### Before Listening

(Optional - you may want to listen to the music first.)

Before you listen to the music, look at the name and a picture of the performer/group:

- Have you heard music by this singer/group before?
- Do you think they will be singing, playing instruments or both?

Look at the title of the music:

- How do you think the music will sound?
- Do you think you will like this piece of music?

## Thoughts and Feelings

- How does the music make you feel?
- Does the music make you think of a particular colour? Which colour and why?
- What words would you use to describe the mood of the music?
- Have you heard any music which sounds like this before?
- Did the music make you think of anything or create a picture or story in your head?
- What did you notice about the music?
- Does the mood of the music stay the same all the way through?
- What do you like or dislike about the music?

## Instruments and Voices

- Did you hear any instruments?
- Were there lots of instruments, just a few or only one?
- Did you hear any voices?
- Were there lots of voices, just a few or only one?
- Did you hear any voices/instruments that were very high or very low pitched?

## **Tempo and Dynamics**

(speed and volume)

- Was the music loud or quiet?
- Was the music fast or slow?
- Did the tempo or dynamics change? How did they change?

## **Beat, Rhythm and Melody**

- Does the music have a strong beat?
- Can you tap the beat on your knees? Can you march to the beat?
- Are there any repeated rhythms?
- Can you clap/tap a rhythm you hear?
- Is there a main instrument or voice that plays/sings a melody?
- Do you hear long, smooth notes or more short and bouncy notes?

## Structure and Texture

- Is there more than one section? How does the music change in each section?
- What happens at the beginning of the music? What happens at the end?
- Can you make up a dance/movements to match different sections of the music?
- Is there a main instrument or voice that plays/sings the melody?
- Did you hear a group of voices/instruments or just one voice/instrument?