

SCHOOLS 2015

**MUSIC**  
**PLEASE**  
**MAESTRO**



Queensland Symphony  
Orchestra

SCHOOLS 2015

# PRIMARY

*Peer Gynt* , Suite No.1

4. In the Hall of the Mountain King



## GRIEG *Peer Gynt* , Suite No.1

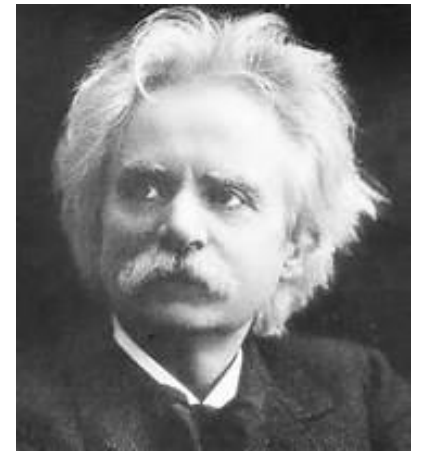
*Peer Gynt* is a Norwegian fairy tale and was used as inspiration for Henrik Ibsen's play *Peer Gynt*.

Ibsen asked composer, Edvard Grieg to write music for his play. He did this and created 26 movements to accompany the play.

Grieg then selected some of the movements and created two suites of music. Each suite has four movements.

Suite No. 1 Movements:

1. Morning Mood
2. The Death of Ase
3. Anitra's Dance
4. **In the Hall of the Mountain King**



**Suite:** A *Suite* is an instrumental piece consisting of several shorter pieces.

## Program Music

Program music is a style of composition which describes a literary idea, legend, description of landscape, a scene or a story about people, places or relationships.

This style of writing became popular in the Romantic era 1780 – 1910, and is still used in modern compositions.

In the *Hall of the Mountain King* tells a story through music. The listener can imagine the story.

Other example of program music:

**DUKAS**      *The Sorcerer's Apprentice*. This music was used in Disney's movie *Fantasia*.

**KETELBY**      [\*In a Persian Market\*](#)

**Program Music:**      Music that tells a story.

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## In the Hall of the Mountain King

### **Imagine:**

The music begins slowly and softly.

Peer Gynt enters the Mountain King's Royal Hall.

The music is getting louder and faster.

As Peer Gynt gets closer there is a large crowd and the Mountain King is sitting on his throne. The King wants Peer Gynt to marry his daughter but to do this he must become a troll.

The music is playing very fast and loud.

Peer Gynt refuses, the crowd roars and chases him. Peer Gynt runs faster and faster and is almost captured but at the last moment he hears the church bells, he follows the sound and escapes.

Very loud chords complete the movement.

The trolls all disappear within the mountain and the mountain collapses.

### **LISTEN and WATCH**

YouTube Video: [In the Hall of the Mountain King](#)

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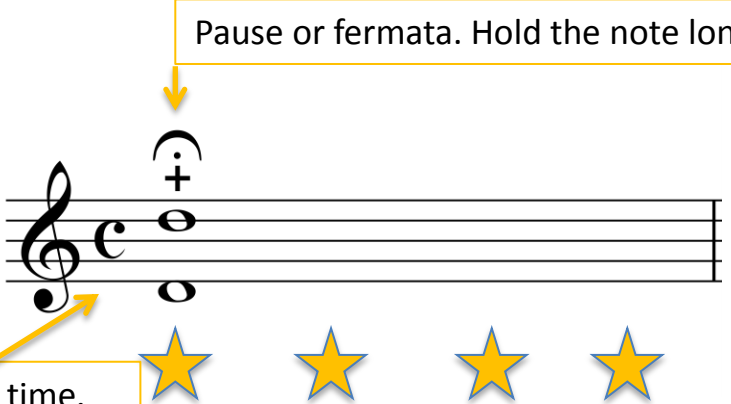
## In the Hall of the Mountain King – The beginning

The French horn begins with a single note.

The unusual sound is made by placing the right hand well inside the bell so almost no sound comes out. This is called a *stopped note*.

In the music, the sign to play a note *stopped* is a + above the note.

Horn



Common time.  
4 beats per bar

Pause or fermata. Hold the note longer.

The image shows a musical staff with a treble clef and a common time signature (C). A single note is written on the staff, with a plus sign (+) above it. Below the staff, there are four yellow stars. A yellow arrow points from the text 'Common time. 4 beats per bar' to the first star. Another yellow arrow points from the text 'Pause or fermata. Hold the note longer.' to the plus sign above the note.



**French Horn:** The French Horn is a member of the Brass Family.

## The Beginning

Listen to the opening where the melody is played by the low sounding instruments – celli, double basses and bassoons.

The music begins very softly and slowly.

Pizz (pizzicato): Pluck the strings with the fingers

Like a march and very marked

Tempo is 138 beats per minute

**Alla marcia e molto marcato** ♩ = 138  
pizz.

Violoncello



*p*

*p* piano play softly

**Bass Clef:** Clef used by low sounding instruments.

The lines from bottom to top are G,B,D,F,A. The Spaces are A,C,E,G



## BASSOON

The bassoon is the largest and lowest sounding instrument in the woodwind family. The bassoon is made of wood. Metal keys cover the holes along the instrument.

The mouthpiece is made of a metal pipe called *the crook* and a double reed.

A reed is made of a piece of bamboo or cane. The cane is carved and shaped with a very sharp knife until the cane is very thin. A clarinet uses a single reed and when attached to the mouthpiece and blown the reed vibrates and creates a sound.

The oboe and bassoon use a double reed which is two pieces of cane tied together. Both pieces of cane vibrate when air passes through them.



**Contra Bassoon is also a double reed instrument and larger than the bassoon.**



## Melody

Gradually more instruments join in the repeated melody.



Violins and violas, partnering with oboe and clarinet now play the melody at a higher pitch.

Violin 1

The musical notation for Violin 1 is written on a single staff in treble clef, with a key signature of one sharp (F#) and a common time signature (C). The piece begins with a dynamic marking of *p* (piano) and a *pizz.* (pizzicato) instruction. A boxed letter 'A' is placed above the first measure. The melody consists of eighth and sixteenth notes. An arrow points from a box labeled 'accent' to a specific note in the fourth measure, which has an accent (>) above it. Other notes in the piece also have accents above them.

**Stringed Instrument technique.** There are different ways of making sounds on the violin, viola, cello and double bass.

**Pizzicato:** Pluck the strings with the fingers instead of using the bow.

**Arco:** Draw the bow across the strings to make them vibrate.



## Accompaniment patterns

The accompaniment is made up of three rhythmic patterns. Different combinations of instruments take turns playing chords on these rhythmic patterns.

Rhythm 1    C   |   |   |   |   |   |   |   |   |   |   :||

Rhythm 2    C   Z   |   Z   |   |   Z   |   Z   |   :||

Rhythm 3    C   |   Z   Z   Z   |   |   Z   Z   Z   :||

The instruments take turns at the melody and the accompaniment during the piece. Listen for these rhythmic patterns and identify which instruments are playing the melody and which are playing the accompaniment.

**Treble Clef:** Clef used by high sounding instruments.

The lines from bottom to top are E,G,B,D,F. The Spaces are F,A,C,E.



## The Ending

The last seven bars of the music has no melody. All instruments play chords to this rhythmic pattern. Note the two bars of rests.

Cymbals

ff

*p* *cresc. molto*

fff

Timpani roll for 8 beats

fortissimo *ff* very loud

Soft *p* very soft

Get louder and louder over 7 beats

Finish very, very loud

Clap or play the rhythm on a percussion instrument.  
Count 9 beats before playing the last bar.

**Cymbals** are a percussion instrument.

The Italian name for cymbals is *piatti*, which translates as *plates*.



## Timpani

Cymbals

*ff* *p* *cresc. molto* *fff*

During the two bars of rests, the only instrument to play is the timpani. The timpani plays a *roll* which is the rapid alternating of the beaters to make a continuous sound.

The timpani roll starts piano (*p*) *soft* and crescendos to fortississimo (*fff*) *very, very loud*. The whole orchestra plays the last chord.



**Timpani** are a set of drums and are members of the percussion family.

A skin is stretched over a large bowl traditionally made of copper.

## Dynamics and tempo

Tempo and dynamics are very important in *In the Hall of the Mountain King*. The piece starts slowly and softly and gradually increases in volume and speed until the end when the piece finishes very fast and very loud.

### Dynamics

<i>pp</i>	<i>piano</i>	soft
<i>mp</i>	<i>mezzo piano</i>	moderately soft
<i>mf</i>	<i>mezzo forte</i>	moderately loud
<i>f</i>	<i>forte</i>	loud
<i>ff</i>	<i>fortissimo</i>	very loud
<i>fff</i>	<i>fortississimo</i>	very, very loud
Crescendo	gradually getting louder	
Decrescendo	gradually getting softer	

### Tempo

<i>Largo</i>	very slow
<i>Lento</i>	slow
<i>Adagio</i>	slow, at ease
<i>Andante</i>	at an easy walking pace
<i>Moderato</i>	at a moderate speed
<i>Allegro</i>	lively and fast
<i>Vivace</i>	quick and lively
<i>Presto</i>	very fast
<i>Prestissimo</i>	very, very fast

**Dynamics:** The level of sound in a piece of music

**Tempo:** The speed at which a piece of music is played.

# Australian Curriculum – Music

Elements of Music	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Rhythm	Beat and rhythm Fast/slow Long/short	Tempo changes ostinato	Compound metre	Time signature Rhythmic devices - anacrusis, syncopation, ties and pause	Regular and irregular time subdivision triplet, duplet motif, augmentation/ diminution
Pitch	High/low Pitch direction Pitch matching Unison	Pentatonic patterns <b>Melodic shape</b> <b>Intervals</b> <b>Treble clef and staff</b>	Major scales Pitch sequences, arpeggio, riff, <b>Bass clef</b>	Minor scales Key and key signatures Major/minor chords Ledger lines	Tonal centres, Modulation Consonance/ dissonance Chromaticism
Dynamics & Expression	Forte, piano	<b>Dynamic gradations</b> <i>pp to ff</i> <b>Legato &amp; staccato</b>	Staccato, legato accent	<b>Dynamic gradations</b> <b>Articulations relevant to style</b>	Rubato, vibrato, ornamentation
Form and Structure	Introduction Same/different, echo patterns, repetition Verse, chorus, round	<b>Question &amp; answer</b> Repeat signs Binary (AB) form Ternary (ABA) form	<b>Theme, motif</b> <b>Phrase</b> Rondo (ABACA) form Ostinato	<b>Repetition and contrast</b> Theme and Variation Verse chorus, bridge	Motivic development Sonata form Interlude, cadenza Improvisation
Timbre	How sound is produced Every voice and instrument has its own sound	<b>Recognise orchestral instruments by sound in isolations and in combination</b>	Acoustic and electronic sounds Voice and <b>instrument types</b>	<b>Recognise instrumental groups</b>	<b>Identify instruments by name and sound production</b>
Texture	Melody Accompaniment Drone	<b>Patterns occurring simultaneously</b>	<b>Contrast within layers of sound</b>	<b>Layers of sound and their role. Unison, homo/polyphonic</b>	<b>Horizontal/vertical layers</b> countermelody
Creating	Creating sounds using voice and instruments				
Performing	Playing instruments in groups	<b>Rhythms</b>	<b>Playing and reading melodic and rhythmic excerpts</b>		Sing and play in two or more parts
Responding	Moving to beat and rhythms	<b>Respond to the stories</b>	<b>Historical context</b>		<b>Awareness of ensemble</b>

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