

Unit I: Generating Interest and Effect With Change

Lesson 1: Gradual Tempo and Dynamic Change

DSO-ECS Series: "A Hero's Welcome"

Grieg, "In the Hall of the Mountain King"

National Standards 5, 6

Michigan Standard 3

- This lesson is designed to foster student understanding of what composers and performers might do to make a repetitive musical idea interesting. If a melody is repeated over and over, what else can be changed to make the work interesting and effective? This is the guiding question that participation in this lesson should enable students to answer.
- First, students will need to become familiar with the melody of the work. One way is to invite students to unscramble puzzle cards that contain a representation of the melodic contour of the song. (Cards ready for duplication are included with this lesson.) Each group of 4 or 5 students in the class will need one complete set to solve the puzzle.
 - Make multiple copies of the cards.
 - Each group will need at least 3 copies of the first card, 2 of the second card, and 1 of the third.
 - Distribute enough copies of each card to each group to enable them to represent the whole theme, with a few extra cards thrown in. Extra cards can make the project more challenging.
 - Invite students to listen to the melody and decide how to arrange the cards to reflect what they hear. It is not necessary to tell them which direction is "up" on the cards. That is part of the challenge as well.
 - Encourage them to point to the shapes on the cards as they hear the music. This will help make the solution to the problem more evident.

- Invite students to work in small groups of 4 or 5. Each group will need enough space on the floor or on a table to arrange the puzzle pieces to create a melody map for the entire theme.
- Play only the opening section of the work—one repetition of the entire theme. Invite students to figure out how to arrange the cards. Play the opening theme again and again until the students are able to complete their puzzles to represent the theme.
- When most of the students have solved the puzzle, play the entire movement and invite them to point to the shapes on the cards as they listen. What happens? (As the tempo increases, it will become harder and harder to follow the shapes in time, etc.) They may ask to repeat this experience (because it is fun and challenging). The more times they experience the whole work the better!
- Once students are familiar with the music, invite them to create a Storyboard or Timeline that shows what happens to the theme as it is repeated over and over in the work.
 - This could be a whole-class activity where you draw the Storyboard or Timeline on the board and invite students to listen to the work and, while listening, raise their hands when they hear a change.
 - Students might have their own copies of the Storyboard or Timeline at their seats so they can make a note of the nature of the change and then contribute their ideas to the larger one on the board after each repetition.
 - For younger students, you may want to pause the work after sections and ask for their contributions.
 - Older students might work with a partner to create their own Storyboard or Timeline, waiting until their work is complete before sharing with the whole group. Once ideas are shared, the group might work toward consensus or, probably better still, celebrate the diversity of ideas may be represented as a way of understanding that not everyone hears the same music the same way.
 - No matter how you decide to carry out this portion of the lesson, it is important to convey that any whole-class conversation about the music should only occur in between listenings and not while the music is playing. Older students working with partners can certainly whisper to one another about what they hear while the music is playing without it being distracting to others. But any large-group discussion needs to take place between listenings or it could have the potential to destroy the experience for all.

Storyboard or Timeline: “In the Hall of the Mountain King”

Theme First time	Theme Second time	Theme Third time	What Happens Here?