



We're Going on a Bear Hunt

In the Hall of the Mountain King

Suggested Grades: K-2

Carly Schieffer

National Core Arts Standards

Generate and conceptualize artistic ideas and work.
Perceive and analyze artistic work.

Objectives

- Steady Beat
- Ostinato

Materials

- We're Going on a Bear Hunt book by Michael Rosen
- Recording: In the Hall of the Mountain King by Edward Grieg



Carly Schieffer

Carly has a Master's of Arts in Music with an emphasis in Kodály and taught elementary general music for nine years. She currently serves as adjunct faculty for Mount Mercy College teaching music education methods and supervising student teachers.

Inspiration:

The creative movement to In the Hall of the Mountain King was demonstrated by Kris VerSteege (music teacher in Ankeny and ISU) at a Kodaly Chapter Sharing event in February 2011. She modified her content from Dale Ludwig, Level III Orff teacher. I further modified the actions based on the actions listed in the children's book.

Suggested Teaching Process:

1. Students perform movements using body percussion while the teacher reads the story aloud (students demonstrate listening and responding).
2. Play recording of the music. Teacher models steady beat while using body percussion and actions (for an example, see the attached video link).
3. The form of the song is ABACADAEA
 - A section: pat steady beat in lap alternating hands
 - B section: rub hands together for wavy grass
 - C section: pretend hands are walking through thick mud
 - D section: swimming through the river
 - E section: flutter fingers in a whirling snowstorm
 - F section: tiptoe with fingers into the cave:
"One shiny black nose, two big googly eyes, two ears, IT'S A BEAR!!!!"
 - Perform each section in backward order until arriving home



- Open the door. Run upstairs. Oh no! We forgot to shut the door. Run back downstairs, close the door, run upstairs, and jump into bed.
- Bring the covers over your head: "We're not going on a bear hunt again!"

Extension:

Perform at a concert! Students can demonstrate musical form and their understanding of tempo.

Extension:

1. Students read the rhythmic ostinato using rhythm syllables.
2. Add unpitched percussion instruments.
3. Students play the instruments while listening to the song again.

Assessment: Informal Formative (teacher observation). Do students follow the teacher's model?

References:

Rosen, M., & Oxenbury, H. (2009). *We're going on a bear hunt: Anniversary edition of a modern classic*. New York, NY: Margaret K. McElderry Books.

YouTube Link:

<https://www.youtube.com/watch?v=XZc5BriWtSw>