

Bear Snores On



A Musical Soundscape

Suggested Grades: K-2 & 3-5

Michelle Brinkman

National Core Arts Standards

#1 – Generate and conceptualize artistic ideas and work.

Objectives

- Students will create a soundscape using unpitched percussion instruments for the story. *Bear Snores On*.
- Students will play a 4-note melody on the soprano recorder.

Materials

- **Bear Snores On** by Karma Wilson
- Various unpitched percussion instruments
- Bass Xylophone/Metallophone
- Soprano recorder



MICHELLE BRINKMAN

Michelle is currently the K-5 music specialist at Nora Elementary School in Indianapolis, Indiana. Besides her teaching responsibilities, she also directs a choir, Orff ensemble, and folk-dance club at her school.

Introduction:

Carl Orff and his associate, Gunild Keetman, developed the Orff-Schulwerk approach to teaching music in Germany during the 1920s. It is an active music-making approach in which children learn musical behavior by creating, listening, analyzing, and performing through speech, singing, movement, body percussion, and instruments. The Orff approach teaches musical skills and concepts using a four-stage learning process: imitation, exploration, literacy, and improvisation. This lesson will focus on the exploration part of the learning through movement.

Suggested Teaching Process:

Soundscape Only (Kindergarten-2nd grade)

- Read the story **Bear Snores On**.
- Students pat and say **“and the bear snores on”** each time it appears in the story/
- Students identify “sound effect” words throughout the story (*example: howl, growl, spark, pop*)
- Students assign unpitched percussion instruments sounds to each sound-effect word.
- Divide the students into groups and assign each group a word/ unpitched percussion instrument.
- Students practice playing/saying, **“and the bear snores on”** with their group.
- Reread the story.
- Students add their instrument to the correct word in the story. Everyone plays on the words, **“and the bear snores on”** and **“but his friends snore on”** at the end of the book



Recorder Extension (3rd-4th grade)

- Students learn the following recorder melody:

Bear Snores On

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Soprano Recorder

But the bear snores on! _____

Bass Xylophone

- Read **Bear Snores On**
- Students play recorder melody each time, **“and the bear snores on”** appears in the story.
- Identify “sound effect” words throughout the story (*Example: howl, growl, spark, pop*)
- Students assign unpitched percussion instruments sounds to each sound-effect word.
- Divide the students into groups and assign each group a word/ unpitched percussion instrument or the recorder and barred instrument group.
- Students practice playing/saying **“and the bear snores on”** with the recorder, barred instruments, and unpitched percussion.
- Reread the story.
- Students add their instrument to the correct word in the story. Recorders and barred instruments play on the words, **“and the bear snores on.”** All students play on the phrase **“but his friends snore on”** at the end of the book.