We’re Going on a Bear Hunt Sack

Product Code
MES0546

Contents
Story Book and CD
Selection of instruments
Teachers’ notes

Introduction
Each creative music sack uses a well known story book as a stimulus for exploring sound and inspiring music-making. Through shared listening, the CD and book provide starting points for young children to respond using voices, movement and simple instruments. The teaching notes give ideas for adult-led and child-initiated play which encourage the first steps into composition through the exploration of different musical elements featured in each story.

Aims & Objectives
To stimulate the imagination of young children through stories which lead into exploring, recognising, creating and organising sounds using voices and simple instruments.

Links in the curriculum
EYFS: Play and Exploration, Active Learning, Knowledge & Understanding of the World, Creative Development
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Suggestions

Introducing the chant

Play the story chant on the CD to the children as you show them the pictures in the book.

Use your voice expressively to re-tell the story yourself. Give the children plenty of opportunity to explore the word patterns and actions using their own voices expressively as they join in and become familiar with the sequences. Ask the children to suggest actions for each of the phrases or words which are repeated in the chorus, eg:

- what a beautiful day - draw a big sun in the air with both hands
- we’re not scared – hands on hips, shaking heads
- under, over – use one hand to indicate the matching movement both hands move as if separating a path through

Encourage the children to join in with each word pattern, making movements and hand actions to match, eg:

- Swishy swashy! Move hands alternately, left right, as if making a path through the grass, or wave both hands and body from side to side
- Splash splosh! Use alternate hands (and feet) to mime stepping through splashy water
- Squelch squerch! Make large, slow, high steps as if your feet are sticking in the mud
- Stumble trip! Step carefully, then quickly - make little jumps, twists and wobbles - sideways, backwards and forwards
- Hoo woo! Bend forward and walk very slowly, as if the wind is blowing. Rub your arms with your hands to keep warm!

All tiptoe quietly as you reach the cave. Encourage the children to copy you as you describe the bear in words and actions. All perform the sounds and actions in reverse order as you escape and travel home safely!

Drama and role play

When the children are familiar with the chant encourage them to perform it, acting out all the different parts of the journey as they say the words and move with expression.
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Adding instruments

When the children are familiar with the story, encourage them to re-tell it themselves using their own vocal sounds and actions. Show them the instruments and together explore the sounds they make. Share some ideas for ways of playing the instruments to describe the different parts of the journey, eg

- Grass: rainstick tipped from side to side
- River: sandblocks scraped together backwards and forwards
- Mud: tambour played with soft beater
- Forest: claves representing snapping twigs
- Snowstorm: soft beater played on the edge of the cymbal to sound

These are not the only way to create sounds which tell the story — the children will have many other ideas of their own and should be encouraged to experiment and compare sounds they find, eg the river sounds may be played using the handle end of a beater on the cymbal, or by shaking the rainstick from side to side.

Leave the book and instruments where the children can explore the story for themselves.

Retell the story in words, drama and music using the instrument sounds the children have chosen. Share their ideas and decide on which instruments will be used for each hazard along the journey. Choose five children to play the instruments. Everyone will say the chant and perform the actions together. Add the instrument sounds to each of the word patterns (swishy swashy, splash splosh etc). Expand these sections so that the children have plenty of opportunity to say them, perform the actions along with the instruments.

Compose your own bear hunt story

Decide on a new journey and think about what the hazards might be, eg

- crossing a valley on a wobbly rope bridge — wibble wobble wibble wobble
- stepping on slippery, thin ice — crick crack slide, crick crack slide
- crawling through a wet, dark tunnel — drip drip, woooo, drip drip woooo

Practise each of the word patterns and choose actions to match.

Once you have planned your journey and decided on the order of the new hazards, practise saying the story chant all the way through performing it with the new actions.

Explore the instruments as before to add to the story and eventually be used in a performance of the new version.

Compose your own bear hunt music

Replace the chant with musical ideas to re-tell the story with instruments only. Choose a sound to represent the travelling — eg footsteps played on the tambour and/or claves, alternate hands tapping on knees. This sound will link together all the hazards along the journey.
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Make a large map of the journey (the bear hunt original or your own version of the story), showing the footsteps and the route to the bear’s cave. You could make this into a large wall frieze using the children’s artwork or collage. (See enclosed music score as an example).
Show the children how they can follow the journey on the map as you trace the footsteps to the cave and then back home to safety!

Use the map to perform the musical sounds you chose in a musical re-telling of the story. You may decide to add a sound for the bear itself, or all say the words at this point or even change the ending!
## We’re Going on a Bear Hunt Sack

<table>
<thead>
<tr>
<th>We’re going on a bear hunt</th>
<th>Swishy, swashy!</th>
<th>We’re going on a bear hunt</th>
<th>Splish. splosh!</th>
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<tbody>
<tr>
<td>🚢</td>
<td>![Swishy Image]</td>
<td>🚢</td>
<td>![Splosh Image]</td>
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<tr>
<th>We’re going on a bear hunt</th>
<th>Squelch, squerch!</th>
<th>We’re going on a bear hunt</th>
<th>Stumble, trip!</th>
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<tr>
<td>🚢</td>
<td>![Squelch Image]</td>
<td>🚢</td>
<td>![Trip Image]</td>
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<thead>
<tr>
<th>We’re going on a bear hunt</th>
<th>oooo, woooo!</th>
<th>We’re going on a bear hunt</th>
<th>Tiptoe, tiptoe!</th>
</tr>
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<td>🚢</td>
<td>![Tiptoe Image]</td>
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<td>![Tent Image]</td>
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Using the score

- When the children are familiar with the chant, use the pictures to remind them of the sequence of hazards along the journey. Point to the pictures one by one as you all perform the chant. Once you reach the cave you will need to point in reverse order back to the beginning!

- Photocopy and enlarge the score and leave it where the children can use it during child-initiated play to re-tell the story themselves.

- Use the score to select and perform the story adding or substituting instrumental sounds for each picture.

- Once you have introduced instruments, leave the score with the instruments so that the children can explore for themselves.

- Photocopy and enlarge the score then cut into 12 separate boxes. Make extra copies of the footsteps boxes. Show the children how they might place the sequence of hazards as if it were the map of a path leading to the cave. Place these on the floor inside or outdoors in a large space, adding extra footsteps boxes in between the hazards to indicate the route. Perform the chant, following the path mapped out by the pictures, stopping at each hazard to mime the actions. Retrace your route as you quickly re-trace your route home!

- Leave a large set of these pictures where the children can map out their own route indoors or outside and play with the idea of a bear hunt journey.

- Use the pictures as a stimulus for the children’s own art-work to use for any of the ideas above!