

Musical Storytelling- We're Going on a Bear Hunt by Michael Rosen & illustrated by Helen Oxenbury

National Curriculum links:

- **Singing:** using their voices expressively, further developing a sense of pitch and melody.
- **Playing:** play tuned and untuned instruments musically
- **Listening:** listen with concentration and understanding to a range of high-quality live and recorded music
- **Composing:** experiment with, create, select and combine sounds using the interrelated dimensions of music, improvising patterns
- **Notation:** Learning to understand how music can be written (graphic scores, notation) and begin to learn how to read standard notation to represent rhythms

EYFS:

- Play instruments to a steady beat.
- Choose an 'instrument' to create a specific sound.
- Investigate a variety of ways to create sound with different materials.
- Explore the different sounds 'instruments' can make.

KS1:

- Repeat simple beats and rhythms.
- Explore the use of the voice in different ways such as speaking, singing and chanting.
- Use sounds to achieve an effect.
- Investigate making sounds that are different.

Together, a family decides that it is such a beautiful day that they should take an adventure: a bear hunt!

The repetitive nature of this children's classic lends itself to adding simple beats and rhythms to the 'chorus' of the book to be played on objects that can be found around the house or at school; for instance, a salad bowl and pieces of paper.

Sounds are also be investigated and replicated on the 'instruments' by playing in different ways to create the sounds effects in the book: squelches, swishes and even stumbles and trips.

Encourage the children to join in with the repeating chorus:

"We're going on a bear hunt. We're going to catch a big one. What a beautiful day!
We're not scared."