



tuba, clarinet
just for fun, science

The Bear Went Over the Mountain

Sing it in parts or sing it all ---travel with the bears in this perennial favourite.

mp3s and mp4 1. learning 2. variation 3. assorted travels

The Bear Went Over the Mountain

Key D, first note D(do)
a cappella count-in: 1-- 2-- Oh

folksong
Germany
arr: LJ Clare

Oh ___ the bear went o-ver the moun -tain, the bear went o-ver the
moun - tain, the bear went o-ver the moun__-tain, to see what he could
see ___, and all that he could see ___, and all that he could see was the
o - ther side of the moun - tain, the o - ther side of the moun - tain, the
o - ther side of the moun__ - tain, was all that he could see.

The Bear Went Over "Assorted"

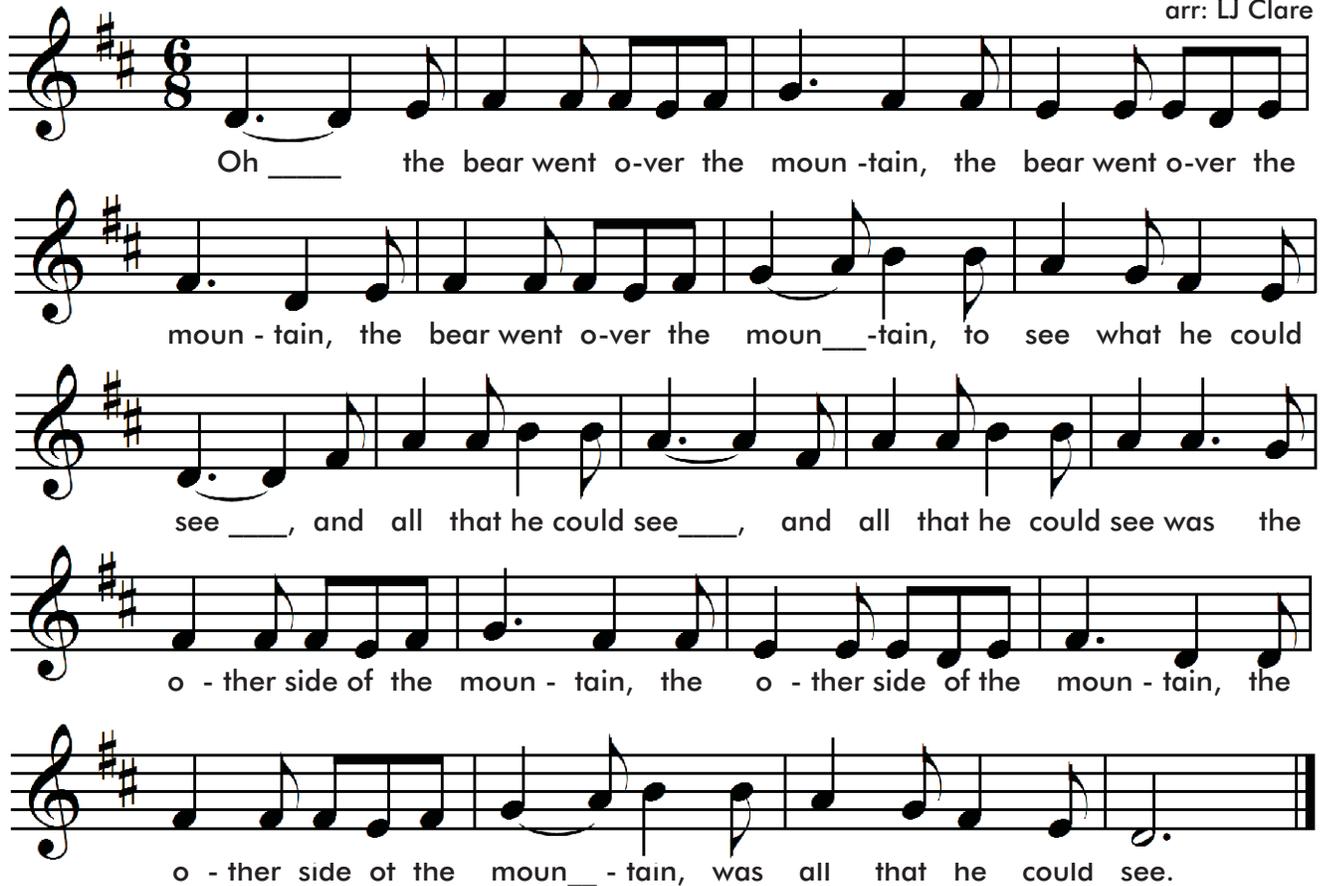
1. The bear went over the mountain
2. The bear went over the river ...
3. The bear went over the prairie ...
4. The bear went over to my house ...

In Germany's folk tradition, foxes or bears were seen as good predictor's of weather. In a myth that may preceed our Groundhog Day, the bear coming out of its den in Spring looks to see if its time to begin hunting. If the season wasn't just right, the bear would return to hibernate for six more weeks. There is speculation that this is the source for the "Bear Went Over the Mountain" however, similar themes are found in many parts of the world e.g. Why did the chicken cross the road? Wherever its origins, sung to the tune of "For He's a Jolly Good Fellow" (tune from France, words from England), this song delights children of all ages.

The Bear Went Over the Mountain

Key D, first note D(do)
a cappella count-in: 1-- 2-- Oh ...

folksong
Germany
arr: LJ Clare



Oh ___ the bear went o-ver the moun-tain, the bear went o-ver the moun-tain, the bear went o-ver the moun__-tain, to see what he could see ___, and all that he could see ___, and all that he could see was the o-ther side of the moun-tain, the o-ther side of the moun-tain, the o-ther side of the moun__-tain, was all that he could see.

New Song: The Bear Went Over the Mountain

If you are teaching music full-time, here's an opportunity to let the recorded music teach a song for you ---it's important to **build in ways to rest your voice during the day**. Using recorded music to teach a song once in a while also offers students an alternate voice to listen for/to. Listen/watch the song a few times before including it in a lesson. You'll quickly learn where to cue the students to sing.

In the recording, the song is sung four times.

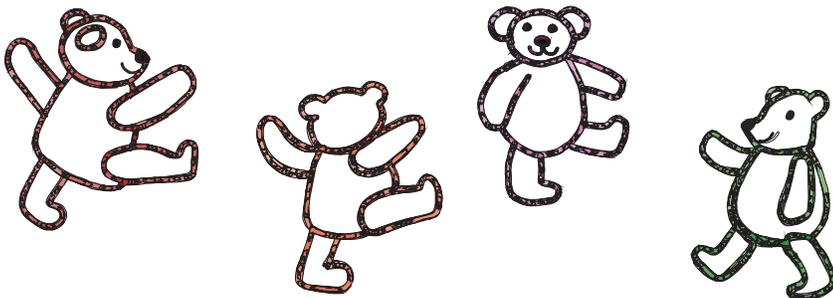
1st: all the words are sung

2nd: the word "mountain" is left for students to sing

3rd: alternating lines are left blank for students to sing

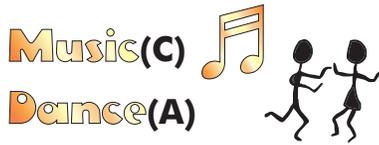
4th: all the words are sung, students sing along

Now play/sing the song again just for fun!



**The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
To see what he could see,
and all that he could see,
And all that he could see,
Was the other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that he could see.**

Focus: participation, acceptance of each other's voices



Expectations and curriculum goals are the same as in the "a" lesson each week.

Some primary students are fortunate enough to have two music periods in a week/cycle. Repetition = Practice!

"Read it again! Sing it again!" Children have a voracious appetite for repetition. A second weekly music class is an opportunity to solidify learning with practice (a staple of all music). The suggested "2nd Lesson Plan" each week will include new activities BUT all new musical elements are introduced in the first weekly lesson, AND all curriculum needs may be covered by teaching only each FIRST weekly lesson.

If you don't have two music periods a week, check out the "little somethings" added in the 2nd Lesson Plans. For classroom teachers, some of the workpages may be used for literacy, art, or social studies. Workpages and/or ideas may also be set aside and included in plans left for substitute teachers or a rainy day that needs a break in routine.

Warm-Ups(3 minutes)

Repeat from Lesson 1a
Beat: Do What I Do

Practice and Review

Repeat from Lesson 1a
Moving to a Beat
and
(below) Conducting Cues

Optional Ideas

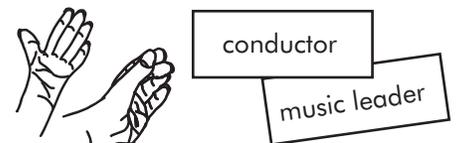
A **New Song**
She'll Be Comin' 'Round the Mountain

B **Piggyback Composing**
with "She'll Be Comin' 'Round..."

C **Beginning a Student Music Book**

Practice and Review Conducting Cues with "The Bear Went Over the Mountain"

- 1 Play the recorded music and cue students to their singing places. (see last lesson)
- 2 Challenge students to sing the song without the recorded music. "One, two, ready, sing ... The Bear ..."
- 3 Take a few minutes to remember the music expectations talked about in the first lesson. Place the word card for "conductor" on the pocket chart. Ask: "What is a conductor in music?" "What special signals does a conductor use?"



4 Time to have some fun with the song while practising conducting cues. This song lends itself well for being sung in small pieces. If you are new to teaching music, use one hand to conduct. Everyone begins singing the song ... your hand is open. When you close your fingers to your thumb, the class stops singing immediately. Quickly begin the song again, using the "stop" signal in a different place.

5 Now, divide the class in two parts. One group will follow your left hand, the other group will follow your right hand. If you are using both hands, both groups sing. Fun and good practice for focus!

6 Choose several students to take turns at conducting. Students often become anxious that they will not be chosen for a turn. Show students the class list, and how you are checking their names off to make sure that eventually everyone will have a turn to be the conductor.

Making the use of a class list a normal part of music time also provides a way to check off when students have succeeded at a learning goal e.g. keeping the beat.



Extra: Try having the class be one group and the teacher be the other "group." Enjoy the fun. It's helpful to make singing alone a normal part of music class --- Grade Two students are very forgiving of teacher voices, and this models acceptance of every voice in the class.

The activities outlined in the rest of each "b" lesson are in no particular order. Order them according to your priorities for teaching.

New Song: She'll Be Comin' 'Round the Mountain

1 "The next song has somebody else traveling in the mountains. Maybe you'll recognize it, maybe it will be new to you. It tells a story with 8 parts to it. Listen carefully and try to remember as many as you can. As we listen, I will be adding some actions that you can try also."

Play the song from the recorded music. The simplest actions to add go with the "spoken parts." As the song goes on the actions are accumulated and all sung at the end of each verse.

- | | |
|---------------------------|---|
| 1. toot-toot | reach up to pull a steam whistle line |
| 2. whoa-back | reach out front, grab reins and pull back |
| 3. Hi Babe! | make one wave |
| 4. scratch-scratch | scratch yourself |
| 5. hack-hack | chopping motion with one hand. |
| 6. yum-yum | rub stomach |
| 7. snore-snore | hands over ears |
| 8. Hallelujah! | both hands thrown up into air |

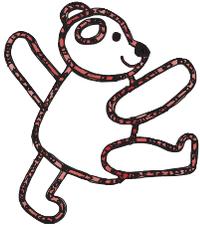
"Hallelujah" is a word some people use to show excitement.

By the time the song is finished, singing it will be simple as both the tune and the words are very repetitive. The song has been learned by "immersion." If students begin singing during the first listening, hold a finger up to your mouth in a "quiet" motion then cup your ear to remind them that they are listening and doing the actions. If necessary, stop the recording, or turn the volume down and remind the class verbally. It is very important to establish the "listen first" pattern in music class.

Practice and Review Conducting Cues with "The Bear Went Over the Mountain"

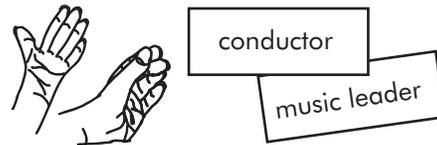
- 1 Play the recorded music and cue students to their singing places. (see last lesson)
- 2 Challenge students to sing the song without the recorded music. "One, two, ready, sing ... The Bear ..."

The Bear Went Over the Mountain
Key D, first note D(do) 6/8
a cappella count-in: 1--2--Oh ...



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and all that he could see,
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