



EM44



10-15 minutes



- ❖ Images of an angry bear and a kind bear



- ❖ A percussion instrument (per child and for you) such as a drum or tambourine

ANGRY BEAR, KIND BEAR



- To introduce expressive movements for conveying kindness and unkindness, combined with expressive movements for representing a specific character
- To introduce expressive movements for conveying fear
- To practise miming actions with imaginary objects
- To develop the ability to move freely and fluently using the whole body



Play 'Angry Bear':

Show the angry bear picture and tell your child: *Once upon a time there was a very angry bear. This bear was very unkind to other animals.*

Use expressive movements to imitate anger and aggression - lowered chin, glowering look, tightly hunched up shoulders and a 'closed' body. Combine these with expressive movements for characterising specifically a bear; fingers held to represent claws, swiping movement with arms, big heavy footsteps, a ponderous waddle and so on.

Practise together, and then play suitable sounds with your instruments to represent an angry bear (strong, loud sounds). Then, while one plays the instrument, the other acts out being the angry bear. Then swap over.

Play 'Frightened Forest Creatures':

Show your child how to pretend to be an animal that is frightened by the bear - huddle next to another animal, squat or run away and hide, cover your head with your hands, clutch your mouth, widen your eyes with fear and so on. Encourage your child to copy you.

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- Your child can use expressive movements to pretend to be angry and kind while also using expressive movements for imitating a bear.
- Your child can pretend to fall asleep and wake up again while using expressive movements for imitating a bear.
- Your child can pretend to be a frightened forest animal.
- Your child can pretend to eat imaginary pine cones.
- Your child show some ability to move freely and fluently, using the whole body.



KEY TO LEARNING
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EM44

MEAN, MOODY BEAR – continued



Play 'Chewing Bears, Snoring Bears':

Tell your child: *Maybe the bear is angry because he hasn't had any dinner and he feels hungry.* Ask them to help the bear gather and eat fallen pine cones. Let them practise for a few moments; then, if necessary, show them how to perform the actions expressively – bend forward and pretend to pick up a cone, curve your fingers to make a clawed paw, put your hand to your mouth, pretend to put the cone in your mouth and chew it. As always, use slow deliberate movements.

Now add a sound – imitate a very low growl.

Tell your child: *Now the bear is full up and feels very sleepy.* Ask your child to show how the bear falls asleep; explain that the bear doesn't realise he's tired and will soon be asleep. Let them practise for a few moments; then show them how to do this expressively – sink slowly to the floor, yawn with a wide open mouth, rub your eyes, close them, lie down on your side and 'fall asleep'. Breathe evenly and slowly, with your eyes closed.

Practise together, and then play suitable sounds with your instruments to represent a sleepy bear (slow, gentle sounds). Then, while one plays the instrument, the other acts out being the sleepy bear. Then swap over.

Play 'Kind Bear':

Ask your child to pretend that they are the bear waking up. Help them by modelling the movement such as stretching, rubbing your eyes and standing up very slowly.

Tell your child: *When the bear woke up, he realised he didn't feel angry any more.* Ask your child how they could pretend to be the bear as it thinks about how it feels and realises that it isn't angry any more. Discuss their ideas and then model how to do this – freeze, frown and scratch your head (bear thinking hard and concentrating). Encourage them to copy you.

Show your child the picture of the kind bear. Ask them to be a very kind bear – practise together waddling slowly around the room, with an 'open' body, curved arms held out to the sides to occupy as much space as possible and smile cheerfully.

Finally, ask your child to show how the kind bear treats other animals – practise together how the bear touches gently, strokes, shares food and so on. While your child is continuing to do that, you pretend to be a forest creature being treated kindly by the bear. Then swap over.

Finally, compare the two pictures of the bear – the changes in the shape of its body, its movements, its facial expressions and so on.

