

## Ben Balloon

Music	Claudia von Helden (refrain) and Ralph Hamer (countries)
Dance	Maria Speth
Time	3/4 chorus and 4/4 with each country
Intro	pan flute
Formation	sitting in a circle on the ground for the refrain and open Space during the verses
Target group	suggested 4-8 years
Equipment	balloon with basket if possible

### Background Information

- Ben Balloon is making a long trip. He floats and turns high in the air. During his trip he discovers far and foreign countries. We may join him on this trip and encounter all kinds of adventures.
- The music in this dance is divided over 4 tracks. This enables the various parts of the dance to be studied separately.

### Dance Exploration

#### 1<sup>st</sup> country: **Easy-does-it land**

The people in this country move very slowly. They walk slowly, turn slowly, lift their arms slowly etc.

- Together with the pupils explore how movements are made slowly. Allow them to experience the skills needed to move so slowly. Extra emphasis needs to be focused on balance and stability, muscle control and movement control.
- Stimulate the experience as a whole. Which actions can you perform very slowly? Daily actions (such as dressing yourself, cleaning, washing windows etc.) are all sources of inspiration as well as any forms of moving around/about that can be thought of.
- The social skills also come into play. Wave to each other; offer a handshake, bow, etc. How do you do all of this in 'slow-motion'?

Suggestion of rhythm instruments: triangle, cymbal, small hand drum (Bongos)

#### 2<sup>nd</sup> country: **Hurry-Scurry land**

In this country people move as quickly as possible! They are always in a hurry. The walk quickly, jump quickly, patter quickly etc.

- Here the pupils can explore the technicalities of how movements are executed quickly. For example, quick movements are usually smaller and performed closer to the body.
- You can also distinguish between movements on the spot and locomotion. For example, quickly stepping in a puddle (on the spot), and quickly jumps over all of the puddles throughout the space (locomotion).
- Suggestions for movement on the spot: quick movement with various body limbs, like fidgeting with your fingers or wiggling your toes. Suggestions for locomotion: how many different ways can you find a new position: stepping, creeping, with jumps, crawling and rolling?
- You can also distinguish between movements that involve the entire body or body parts. Here also, daily movements may inspire ideas.

Suggestion of rhythm instruments: cabassa, and shakers



A  
1-16

a4  
repeat a1

### Lyrics

Ben Balloon floats way up high,  
To far and foreign countries  
He takes a look at all to see,  
And we will float along.

#### Intro: Panpipe

The image shows a musical score for a song. It consists of two staves of music in 6/8 time, with a treble clef and a key signature of one flat (B-flat). The melody is simple, using quarter and eighth notes. The lyrics are written below the notes. Chords are indicated by letters above the notes: C, G, C, F, G, C, F, G, C, am, dm, G, C. The lyrics are: "Ben bal- loon floats way up high, to far and fo- reign coun- tries. He takes a look at all to see and we will float a- long." The word "a-" is split across two notes in the final measure.



### Tips

- All countries are recorded separately allowing the teacher to choose which country to visit with the pupils. Therefore, you are not forced to present the dance as a complete program as printed above, but you have a choice of what you would like to use with the pupils.
- The above ideas are simply guidelines; perhaps your pupils will visit Flower Land, Teddy Bear Land, Marble Alley or Rain Land... Ultimately, there are unlimited lands and adventures that may be visited from a hot air balloon.