## 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**

1st 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

### 3<sup>rd</sup> country: Land of Giants

Giants are huge, even humungous! They take massive steps, wave with massive waves, once in a while they stand still and take a look at their surroundings or they bend down low to see what is happening way down below them.

- This verse focuses on large movement. What changes in a movement if it is suddenly made immense? Explore with the pupils how you pick up a glass of water and drink from it. If you do this as a giant how does the movement change?
- Enlarging movement often leads to slower movement, the music accounts for this.
- Here is also opportunity to play with both movement on the spot and forward movement. Making big steps to cross the space and sometimes standing still to create large movements on one spot.
- It can be a good idea to move with the pupils through large giant steps and when stopping choose one pupil to create an 'on the spot' motion for all of the pupils to perform in their own way.

Suggestion of rhythm instruments: small hand drum (Bongos)

#### **Dance Structure**

Bars Intro

Pan flute the pupils sit in a circle

A al

1-16 the pupils sing the song

B b

1-21 the pupils dance with slow movements in Easy-does-it Land

Interlude

Open the pupils come back to the circle

A a2

1-16 repeat a1

C

1-42 the pupils dance quickly in Hurry-Scurry Land

Interlude

Open the pupils come back to the circle

A a3

1-16 repeat a1

D d

1-28 the pupils dance with large movements in the Land of

Giants

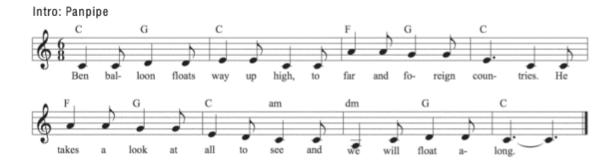
Interlude

Open the pupils come back to the circle

A a4 1-16 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.





## **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.