

## Code 1, 2, 3

Music	Rob van den Berg
Dance	Maria Speth
Time	2/4
Intro	2 bars
Formation	in pairs in open space
Target group	suggested 6 – 12 years



### Background Information

- The dance game relies upon timely reaction to the music. The music is divided into a number of musical statements, that are closed with 4 measures (bars 9 – 12). During these 4 measures the pupils make 3 movements: the code and the last bar is for rest!
- Through a number of dance variations the pupils become more familiar with the phrasing of the music. Each variation is built upon the previous one. They may be used in sequence to be developed in successive lessons. It is essential to listen carefully to the music and become familiar with the musical phrasing.
- Besides the above, the creative element is very important, constantly thinking of new codes!

### Dance Variations

- **Variation 1** (especially applicable with the younger pupils)  
Allow the pupils to listen to the music and with bars 9 – 11 they may clap their hands 3 times. Bar 12 is for a rest. Aside from clapping your hands, you may wish to stamp you feet, or stamp and clap at the same time, etc.
- **Variation 2**  
Allow the pupils to dance freely through the room and with bars 9 – 11 they may make 3 different poses. With bar 12 they may freeze their last pose.
- **Variation 3**  
see Dance Structure
- **Variation 4** (more applicable for the older pupils)  
The pupils pair up and decide who will be number 1 and who will be number II. Each pair thinks up a code of 3 different movements. This does not need to be with the hands, it may be shown in any variety of ways. When the music begins number 1 dances through the room. With bars 9 – 12 they return to number 2 and execute their code. Then, number 2 takes a turn, etc.
- **Variation 5** (especially intended for older pupils)  
Just as above, number 1 moves through the room. Meanwhile number 2 poses as a statue. With bars 9 – 12 number 1 returns and attempts to create an exact copy of the statue, next to or in front of number 2. Then they switch roles.
- **Variation 6** (more applicable for the older pupils)  
As in Variation 2, but now coloured by the theme of ‘Secret Agents.’ Ask the pupils to explain what codes are. Do they know any?  
What is a secret agent? A true secret agent doesn’t look like one!  
Let the pupils walk in straight, strict lines and corners through the room, as ‘inconspicuous’ as possible. No talking to each other or miming or any other form of communication! On bars 9 to 12 they show their code in movement. Each time they create different codes.

Part of the fun in this section is discovering how difficult it is to be 'inconspicuous' while dancing a secret agent.

Then make two sub-groups. One half continues with the previous assignment, but this time they stick to one code of three movements. The other group observes all the different agents and try to 'crack' as many codes as possible. In the end the pupils of the second group try to show the codes they 'cracked' by demonstrating them. The secret agent is only unmasked when his code has been performed correctly. Then switch groups, which group is able to crack the most codes?

## **Dance Structure**

Bars

Intro

1 – 2            the pupils stand ready

A

1 – 8            numbers 1 of each pair moves freely through the room  
while numbers 2 stay in place  
numbers 1 must return on time

9 – 12          clap hands together 3 times and rest (pose) on the last bar

B

1 – 12          repeat section A, but this time numbers 2 are active.