

Cookin'

Music	Kurt Gober
Dance idea	Maria Speth
Time	4/4
Intro	none
Formation	front circle of sub-groups in open space
Target group	suggested 6 – 15 years
Equipment	kitchen equipment

Background Information

This music is intended as practice music with the 4**** Hotel, but there are so many fun things to do with it that we have noted some here. Perhaps as a starting point for your own ideas?

Dance Exploration:

- First, listen to the music together with the pupils. Can they hear the beginning of the solo part in the music? And where it ends?
- During the A section, turn the circle in a step-close stride. Give a hand clap on the close, which stimulates and helps the pupils to stay in the right rhythm.
- During the B-part you perform a simple movement of 4 counts and repeat it (a total of 2 bars), the group observes and therefore does nothing!! Explain that clearly in advance, although you will notice that there are still pupils who automatically want to participate right away!
- Then the group may copy your movement in the next two bars. Keep repeating this for a while so that the pupils begin to feel the pulse of the music and try not to count. Experiencing the pulse makes the whole thing dance, don't count. You can also play with different rhythms!
- For the youngest pupils (6-8 years) this is often enough as a warm-up, but with the older ones you can go even further.
- *Variation*
have the students do the same in pairs, on the A part the whole circle goes around, on the B part the numbers 1 perform a movement that they also repeat, then this movement is copied by the numbers 2. Then switch. When you put the pupils to work in pairs, you prevent a pupil from feeling unsafe or insecure, because all pairs only have eyes for each other.
- *Dance game:*
this game is based on the spatial orientation, going around the circle on the A-part, trying to get to as many places in the space as possible on the B-part. But... on the 1st measure of the new A-part you are back in the circle! Support a little in the beginning by giving an auxiliary text on the last measure! If you are too late, you cannot participate any longer. I usually repeat this game 4 times, how many pupils are left in the end?
- Of course, you can make this game more difficult: the pupils must always return next to the same people; or the circle is always where the teacher is (so if you move to a different spot in the space, the group has to move there too for the A part...)

Some ideas if you wish to play further with movement

- Agree with the pupils on one or more moves (not too many!) that can be done with the entire group during the A-section in the music. During the B-section (solo part) one pupil (or a small group) may demonstrate their movement ideas.
You can also use the first two measures of the B-section for demonstrating the movements. These can be copied during the last two measures. During the A-section everyone repeats the agreed upon moves. The moves during the A-section may be on the spot or moves that keep the circle in motion.
- Variation 1
The solo from B is adopted into the A-section by the whole group. This means that the A-section continues to change and that the group must agree that the solo consists of no more than 2 different movements, otherwise it is too complicated.
- Variation 2
Divide the pupils into small groups and allow each group to create a dance combination. During the A-section the entire group dances the agreed upon combination. During the B-section each small group takes a turn to show what they have thought out as a combination, while the rest observe and encourage them.
- Variation 3
You may consider combining the above musical ideas to dance ideas and while half of the group plays the rhythm, the other half will dance. Then you can switch roles!

From the Musical Starting Point

Listed here are a number of possibilities to play with rhythms. The rhythms can be played with (percussion) instruments, or with kitchen equipment (spoons, pots and pans), but also with sounds that you can make with your body.

- Together with the pupils think of a rhythm that everyone can play during the A-section.
- Play your own rhythm for the first two measures of the solo part (B-section) and pupils repeat the rhythm all together during the next two measures of the solo part.
- Taking turns each pupil plays its own rhythm during the solo part.
- As closing you could create a kitchen orchestra with the pupils, so that you don't need the cd at all! Study some rhythms for this.

