

## FANDANGO OUR FEATHERED FRIEND

Music	Marjolein Kusters and Sabine Schijf
Arrangement	Casper ter Beek
Dance	Maria Speth, Marjolein Kusters and Sabine Schijf
Time	4/4
Prelude	2 bars
Formation	circle and free use of space
Target group	suggested 4 to 8 years

### ***Explanation***

- Fandango is a funny, energetic bird. He skips, wobbles, waddles, shoves and jumps happily around because to him life is one big party. He likes the pupils to join in with him.
- Use visual material like a marionette bird with which you can demonstrate and illustrate your story.
- The movements as expressed in the lyrics refer to dance movements. This is meant as a start to creating the dance. The teacher is encouraged to experiment with new movements and lyrics.

### ***Dance Exploration***

- Body awareness is a strong element in this dance with all kinds of variations on motion. This can be the start of a discovery tour of your body. Where, for example, are your calves?
- The best way to begin is to introduce Fandango. Use a marionette of a flightless bird. Let him introduce himself to the pupils and let them see that Fandango loves dancing and singing. This is a good way to start teaching the song. It can be done sitting in the circle with the teacher singing the relevant body parts preferably without musical accompaniment. The advantage to this approach is that the teacher adjusts the tempo such that the lyrics can be learned in a playful way. The toddlers will tag along and join in after a couple of repetitions.
- The order in which the body parts are presented is not important. Experience shows that step movements with the feet while sitting in the circle are a good start and create space for the pupils to make their own choices. Ask what else they think Fandango can do while touching the floor. They will likely name things such as slap the floor with his hands, wiggle with his bottom and tap with his elbows. And before you know it, they've tapped the floor with many different body parts.
- Continue to teach the dance with the direct-method\*; Wiggle, shuffle, jump and stamp together with the pupils throughout the space.

\* Direct method: the dance is directly performed by the teacher or leader, without explanation, and mimicked by the pupils. This approach is used when helping the pupils to understand a concept before allowing them to creatively apply their own ideas.

- Every once in a while, take time to further explore the various couplets. Consider the diverse movement possibilities. In how many different ways can you jump? From one foot to the other or with both feet together or with large or with small jumps. You can jump in all kinds of directions or... together with someone else. How can you wiggle on your bottom? Fast small wiggles or slow large ones to and fro? Is it possible to move forwards or backwards while waddling and wiggling?

So, you see there are an indefinite number of ways to move about. You can choose!







## Lyrics

- a Fandango loves to sing and dance  
every time he gets the chance  
he is jumping all around  
with his feet above the ground.
- b1 Jump, jump, jump-jump-jump (repeat)  
he is jumping all around  
with his feet above the ground.
- a Fandango loves to sing and dance  
every time he gets the chance  
he is sliding all around  
with his tummy on the ground.
- b2 Slide, slide, slide-slide-slide (repeat)  
he is sliding all around  
with his tummy on the ground.
- a Fandango loves to sing and dance  
every time he gets the chance  
he is crawling all around  
with his elbows on the ground.
- b3 Crawl, crawl, crawl-crawl-crawl (repeat)  
he is crawling all around  
with his elbows on the ground.
- a Fandango loves to sing and dance  
every time he gets the chance  
he is waddling all around  
with his bottom on the ground.
- b4 Quack, quack, quack-quack-quack (repeat)  
he is waddling all around  
with his bottom on the ground.