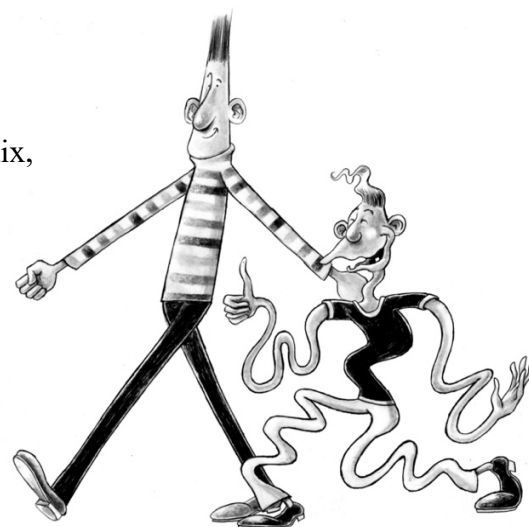


Sam Stick and Erwin Elastic

Music	Lien Avonds, Rob van den Berg, Ton Vennix, Maria Speth
Image	Esther Marischler
Dance	Maria Speth and Monique Salomons
Time	4/4 (chorus)
Intro	none
Formation	(pairs) open space
Target group	suggested 4-12 years
Equipment	stick or wooden doll, elastic



Background Information

- Sam and Erwin are good friends. Today they are going walking together... Sam is made from wood and Erwin from elastic and you can see this clearly in the way they walk. Discuss with the pupils the way in which Sam moves, how he walks, and how he sways, how he bends, etc. How does Erwin do these? What differences are there between the two friends?
- But they do not always walk together. You can hear this in the B-section of the dance, sometimes you hear Erwin in the B-section and another time you hear Sam and Erwin alternately. The tempo also varies widely in the B-sections.
- The movement in the various B-sections is mostly based upon the manner in which the instruments (cello and claves/guero) are being played.
- The music in this dance is divided over 3 tracks. This enables the various parts of the dance to be studied separately.

Dance Explanation

- Moving in a wooden or more flowing style of movement is the primary image in this dance. Erwin sways and turns every which way, from left to right he jumps zigzag over the street, meanwhile Sam moves more stiffly and in a straight line. But, Sam doesn't only walk, he may hop or jump. Can the pupils hear this in the music?
- The young pupils may have difficulty focusing on both characters at the same time, thus you may consider giving attention to one friend during the A-section (the walk) and later to the other friend. Older pupils shall, after a few practices, have less difficulty and should be able to work in pairs, one being Sam and the other being Erwin. For this age you may wish to imply that Sam knows the way and Erwin bounces all around him following the way.
- In the B-section you find the parameter is added within the music: fast-slow, as element of suspense. This section can offer other movement ideas, you can guide the pupils through ideas for reasons for movement. Listen to the music with the pupils and think of original dance ideas using movement verbs. What do the friends encounter on their walk? Does Erwin **stretch** himself or does he **reach** for apples high in the trees? Does Sam **hop** on one foot because he has a stone in the other shoe? Does Erwin **bend** in strange shapes to find his way through the hedge? Does Sam **jump** from one stone to the other to cross the river? Does Erwin **splash** through the puddles?
- A possibility for the third and last B-section is that the friends say farewell to each other. Allow the pupils to listen to this music. What do they hear? Perhaps Erwin is swaying to bow to his friend. Sam offers, perhaps, a stiff nod of his head.

Dance Structure

Bars

A a1
1-12 the two friends are walking, each in their own way

B b1
Open Erwin dances to his music

A a2
1-12 the two friends are walking, each in their own way

B b2
Open Sam dances to his music

A a3
1-12 the two friends are walking, each in their own way

B b3
Open the two friends take repeated turns saying farewell to each other

Tips

- Visualise the two friends (an elastic illustrates Erwin clearly and if you draw a face on a stick Sam comes alive). I remember that my first Sam was a match...
- Within the A-section you find a musical variation, if the pupils are familiar with the dance you may wish to focus upon this.