

SCHOOL'S OUT!!

Music	Miriam Couwenberg, Chris Goorts and Esther Lammers
Arrangement	Ton Vennix and Steven Gerrits
Dance	Maria Speth, Miriam Couwenberg, Chris Goorts and Esther Lammers
Time	4/4
Prelude	4 bars
Formation	front circle* and free use of space
Target group	suggested 6 to 9 years

Explanation

- This is a dance in which pupils use their imagination in finding all kinds of different ways to go home, or maybe to go on a school trip. For instance, a space mobile or a super bike etc,
- Try to avoid traditional responses when referring to transportation by train, airplane or bicycle. Perhaps a bicycle that can fly? Or a completely new and exciting idea! The main idea is to think up fantastical means of transportation that might not exist at all but could be fun to dance.
- And who says this can only be done with vehicles? Imagine ways in which you could go home using a skipping rope, a space mobile, a giant bouncing ball, or any way you like!
- The music in this dance is divided over 4 tracks. This enables the various parts of the dance to be studied separately.

Dance Exploration

- Brainstorm ideas for each new verse before you turn on the music and start to dance again. It is important to first exchange ideas with the pupils while creating possibilities for the mode of transportation. Start with clichés and let them show the movements they think of. Then try to go a step further in the creative process. Make use of the extra exercise music offered for this dance.
- From there you can continue with small variations such as speeding up or slowing down the movement. This can also be a starting point for further exploration about other creative possibilities. Pose questions to the dancers and encourage them to expand upon their own ideas.
- For example, how could you dance a drowsy train? Does it move very slowly, shuffling in slow motion or as if you are sleepwalking? Can a drowsy train also be a nightmare? Think of a local train or subway or tram. How does that stop? Gradually, or with jolts or suddenly? And an electric speed train gliding over the rails. How can you perform this quiet, smooth movement in your dance?

* Front Circle: the pupils sit in a circle facing inwards towards the center.

Below, various vehicles are mentioned with suggestions that can be shared with the dancers:

- **Airplanes:** explore various types of motion; glide, turn, zigzag, twirl, swing with one arm, or prance around in giant leaps, etc. Try to involve the dancers in thinking up fantasy flights like a ballerina helicopter or a bouncing jumbo jet. Each dancer flies through the space in their own creative way. If bumping into each other is a risk avoid jet fighters. Practice Music #7 or #12
- **Trains:** Along with existing train travel also look for new possibilities. Think of trains that can only go straightforward or other trains that can only operate in curves. After experimenting for a while, consider choosing two or three possibilities. This could result in many rows of different trains. Lead dancers may determine the forward movement and the rest may follow. Practice Music: #1 or #14
- **Bicycles:** There are many different possibilities, for example lying on ones' back on the ground while peddling in the air. One could choose to make use of gears: cycling slowly when going uphill, then a bit faster and speeding along while going downhill. The dancers might also explore the many different kinds of bicycles; wooden bikes or one made of rubber bands. How about a bike that works by moving both arms and legs. And what is special about a tandem, or a unicycle? Practice Music: #2 or #13
- **'Just Dancing':** Each pupil is dancing in his own way or together with others. Some ideas: like a marionette with lots of attached strings, jumping and landing in puddles, balancing on a curb, hopping from one foot to another. An assignment with leading and following in couples may lead to interesting possibilities.



Dance Structure

Bars

A a1
1 - 9 the pupils sing the song while sitting in the circle
(refrain and verse #1)

B b1
1 - 16 the pupils dance as airplanes making free use of the room

interlude
1 - 4 the pupils return to the circle

A a2
1 - 9 repeat a with verse #2

B b2
1 - 16 the pupils dance numerous trains in rows

interlude
1 - 4 the pupils return to the circle

A a3
1 - 9 repeat a with verse #3

B b3
1 - 16 the pupils dance one of the many special bikes

interlude
1 - 4 the pupils sit up again in the circle

A a4
1 - 9 repeat a with verse #4

B b4
1 - fade out the pupils dance freely in the room; with each other
or alone

Lyrics

- 1 The school is out, we're on our way.
 We're going on a trip, we're leaving today.
 With a **plane**... through the street.
 Are we ready? On your feet!!
- 2 With a **train**... through the street.
 Are we ready? On your feet!!
- 3 With the **bike**... through the street.
 Are we ready? On your feet!!
- 4 Shall we **dance**... through the street.
 Are we ready? On your feet!!

prelude

The

school is out, we're on our way. We're go-ing on a trip,

we're leaving to-day. With a plane... through the

street. Are we ready? On your feet!!

The musical score is written on a grand staff (treble and bass clefs) in C major and 4/4 time. It includes a prelude, the main melody with lyrics, and guitar chords (C, G, D7, G7) indicated above the notes. The lyrics are: 'The school is out, we're on our way. We're go-ing on a trip, we're leaving to-day. With a plane... through the street. Are we ready? On your feet!!'