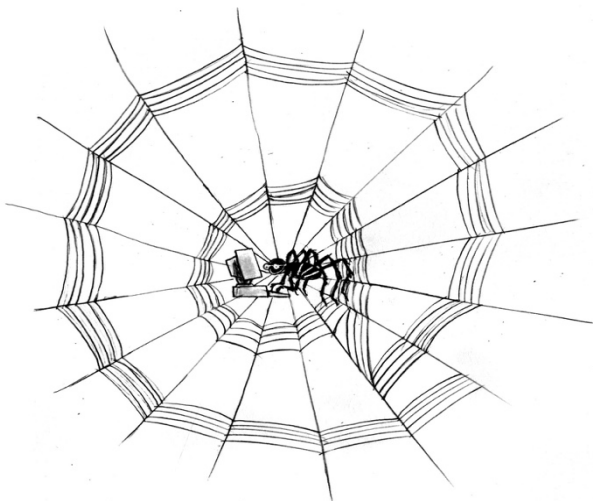


## Simeon's Website

Music	Rob van den Berg, Maria Speth, Nadia Verhappen
Dance	Maria Speth, Nicole Senden
Time	4/4
Intro	1 bar
Formation	open space and a front circle
Target group	suggested 6 – 10 years
Equipment	pictures of various spider webs/patterns



### Background Information

- It is very busy on Simeon's Website. A lot of spiders exchange the newest weaving patterns and spinning techniques with each other. Everyday new ideas are being made. Almost as many as spiders.
- The second verse lasts longer. While the pupils are spinning webs with each other they each get a turn. When they are weaving their own web, they may wish to create a 2<sup>nd</sup> web while the music is playing.
- The 3<sup>rd</sup> verse is accompanied with two variations... as guide
- The music in this dance is divided over 5 tracks. This enables the various parts of the dance to be studied separately.

### Dance Exploration

This dance emerges from 3 different angles: spinning threads, weaving webs and wrapping food.

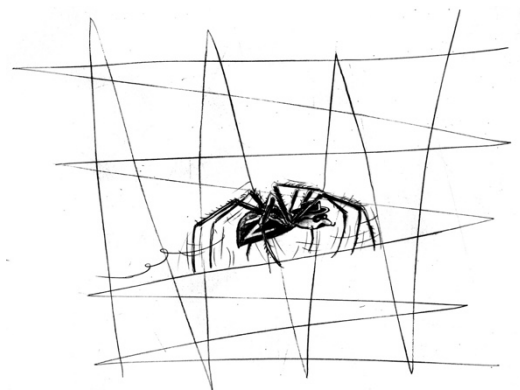
It is a good idea to discuss and explore the subject of spiders with the pupils (using visual materials). How many different kinds of spiders do you know? How many different ways can a spider spin a web?

- **The Introduction** to the dance allows you to hear the kinds of spiders: walking spiders zigzag spiders, jumping spiders. Of course, you may wish to create your own spider: cross-spiders, creeping-over-the-floor-tummy-spiders, long-legged spiders, etc. Allow the pupils to first listen to the introduction and learn to identify the various kinds of spiders.
- Allow each pupil to choose its own spider fragment in the music, thus each pupil will dance one fragment/one kind of spider. Zigzag spiders, for example, are unpredictable and can move in any direction. Jumping spiders surprise the observer with the strangest jumps, sometimes with legs tucked up tight, or with a turn, or... and how does a cross-spider work? Normally, we don't hear spiders, we see them...! How do you jump and dance silently? The pupils remember their chosen spider style which they dance each time they recollect in the circle (Interlude) Of course during the verse they can continue to develop their own spider ideas.
- **Thread spinning** emphasizes pulling threads around yourself. This is done from one spot, pulling threads around oneself. You can spin threads with one hand or both hands at the same time, close together or held farther apart. Sometimes you spin very short threads and sometimes very long. Sometimes with corners and sometimes round. Threads from above and from below, from left and from right. You can spin straight, twisted, crossed and zigzag. Not only with your hands but also your body, legs, head; in short you can use any part of you to spin threads. You may stand or sit or lie down while spinning. The movements should be done slowly according to the music.

- A variation of the above: the pupils work in pairs. Number 1 spins a thread that ends somewhere on number 2. At the spot indicated on himself number 2 picks up the thread and continues the weaving until the thread is placed on number 1 and so forth. This variation is great for pupils with little dance experience and finds weaving their own web difficult.
- **Weaving patterns:** To aid this assignment you may wish to use pre-made cards illustrating various weaving patterns. The pupils may further develop their own weaving pattern from the examples. There are many variations to consider: weaving patterns with the whole group, solo or in pairs. Here are some suggestions:
  - Group cross over in the circle, the pupils stand in a circle and criss-cross in turn. Each pupil may choose its own method of motion so that each crossing is a unique dance.
  - Solo each pupil creates its own pattern throughout the room and records this onto paper. This can be done best by first walking through the desired pattern.
  - Pairs number 1 creates their own new pattern while number 2 watches and tries to record the pattern onto paper. Then switch roles. Afterwards they may compare their drawings and try to perform each other's dance.
- A follow-up to the above is to add colour to the recorded dances. After each pupil has finalised their dance by walking through the pattern, it can be danced in a variety of ways, with small steps, large jumps, back and forth, turning, zigzagging, crawling, rolling etc. This music even offers the possibility to create two webs!
- **Wrapping** is an art in itself. Allow the pupils to work in pairs. One pupil moves in slow motion while keeping the same shape, while the other moves (wraps) around, between, going by, over, under etc.
- You can do the above also in a large circle, where everyone is moving in slow motion from one shape to another while two or three pupils are turning, crawling, crookedly searching their way through all of the holes and openings created by the others.
- **The Dowry:** some spiders offer their mate a dowry or gift of a yummy snack spun in threads. They lay it close to the web and immediately leave before they run the risk of being eaten themselves because many spiders are poor-sighted and may mistake the giver for the snack. Discuss with the pupils how the spider delivers its gift. Here are many different ways to move. You can slide, drag or roll your package. Where can you carry the package on your spider body? Perhaps the package is very heavy: step-put it down, step-pick it up etc. Or do you need to balance over the threads of your web? When you arrive at the entrance to the web, you quickly turn and get away... at the end of the verse!

## Dance Structure

Bars	
Intro	
Open	the walking spider arouses
Open	the zigzag spider arouses
Open	the jumping spider arouses
Open	the pupils move towards the circle in the middle of the room in their chosen style
A	a1
Intro	
1	sit down with crossed legs
1 – 10	the pupils sing the chorus



Interlude  
Open the pupils search for their own place in the space

B b  
1 – 26 the pupils dance the thread spinning

Interlude  
Open the pupils come back to the circle

A a2  
Intro  
1 sit down with crossed legs  
1 – 10 repeat a1

Interlude  
Open the pupils remain in the circle or they search alone or in pairs for a place in the space

C c  
1 – 40 the pupils create a spacious front circle and take turns to cross through the circle. Everyone chooses their own way to move so that each crossing is different, or each pupil dances their own pattern through the open space. (see Dance Exploration)

Interlude  
Open the pupils come back to the circle

A a3  
Intro  
1 sit down with crossed legs  
1 – 10 repeat a1

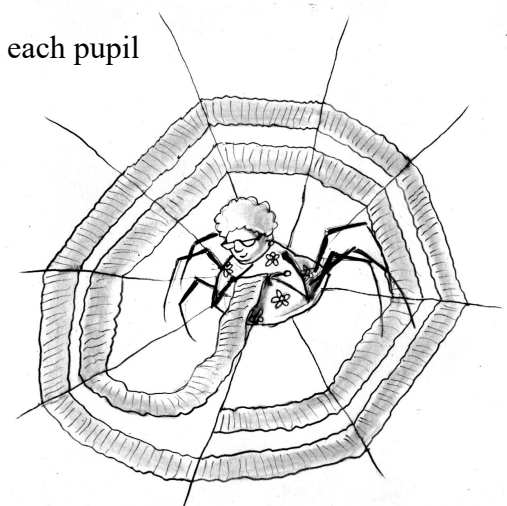
Interlude  
Open the pupils remain in the circle or (in pairs) search for a place in Space

D d  
1 – 22 the pupils dance in pairs or all together wrapping, or each pupil transports their dowry...

Interlude  
Open the pupils come back to the circle

A a4  
Intro  
1 sit down with crossed legs  
1 – 10 repeat a1

Exit  
Open all pupils return to their initial place



## Lyrics

Simeon is home and busy on his website  
Simeon is home and spinning all the time.  
He jumps and weaves and turns and sees  
Another new idea.  
He simply tries a new design  
'cause spider Simeon  
is spinning webs on-line!

Intro: 2 bars

The musical score is written in 2/4 time and consists of four staves of music. The lyrics are written below the notes. Chords are indicated above the staff. The first staff has a 3-measure rest over the first three notes. The second staff has a 3-measure rest over the last three notes. The third staff has a 3-measure rest over the last three notes. The fourth staff has a 3-measure rest over the last three notes.

Si- me- on's on- line and bu- sy on his web- site. Si- me- on's on-  
line and spin- ning all the time. He jumps and weaves and turns and sees an-  
o- ther new i- dea, he sim- ply tries a new de- sign 'cause spi- der Si-  
meon is spin- ning webs on- line!

## Tips

- This dance is also appropriate for the 6 to 8 age groups but then you may wish to re-write the text. Especially the following line: 'He jumps and weaves and turns and sees...', goes very quickly. You may wish to use less words and sing, 'He jumps... and sees...' This is not such a mouthful! The method of exploration should also be altered for the age group.

-The weaving of webs with weaving materials can in itself be an exploration assignment. Here are some suggestions for the middle groups (ages 8 to 10).

-Divide the pupils into pairs and line them up behind each other on one side of the room. Each pair holds each end of a 2- to 3-meter-long elastic. The pupils in front dance in turns in an angle across the room to the other side. This creates a spider web (of elastic). If the pupils walk all together in the same direction the web can turn. The height can also be changed to allow the web to appear to hang at an angle. A few pupils at a time may also offer their thread end to their neighbour and attempt to crawl under, over, between the threads of the web, and meanwhile the web may be slowly turning or leaning at an angle. The practice music that accompanies this activity creates the right atmosphere for the spider disco!

**Practice Music: Swing spider: nr 15**

-The same activity may be executed in smaller groups. The pupils may then look for new starting points and the webs will begin to take on unique forms.

-The above idea may also be coupled onto the recording assignment, drawing the pattern onto paper. Together the pupils draw a pattern and using their materials create their web and then they may attempt to dance in, over, under the web pattern. The webs carry a magical result if they can be lit by black lights during their presentation.

**Practice Music: Swing spider nr 15**

- It may be interesting and inspiring for the pupils to explore websites about different kinds of spiders, just as Solomon has done!

[www.xs4all.nl/~ednieuw/Spiders/spidhome.htm](http://www.xs4all.nl/~ednieuw/Spiders/spidhome.htm)

