

## The 4\*\*\*\* Hotel

Music	Ralph Hamer, Maria Speth, Ruud Lucker
Dance	Maria Speth
Time	4/4
Intro	4 bars
Formation	open space
Target group	suggested 9 – 12 years



### Background Information

- In the 4\*\*\*\* Hotel it is always very busy. Everything is directed towards serving the guests. A proper hotel always has work to do, even for us.
- The interlude is meant for the bellboy.
- In the Creative Cooks verse you first will hear the various rhythms, and then the basic rhythm (the cooking timer) followed by an offer of all of the rhythms. Each rhythm is accompanied with an illustration (see examples below)
- The music in this dance is divided over 4 tracks. This enables the various parts of the dance to be studied separately.

### Dance Exploration

- What is a **bellboy** and what does he do? He must do 1001 chores, from tugging luggage to room 85 to letting out the hound from room 12. What other activities can the pupils think of and how can they show these through dance. If you must remove a large pile of boxes but you need to make sure the pile does not topple over, then you would likely move differently than when you are carrying the fur coat for the baroness.

#### Practice Music: nr 11

- **The Creative Cooks:** they are busy in the kitchen trying out a new recipe. It should prove to be a success with everyone helping! This verse centres upon rhythms based on kitchen activity (chopping, looking through cookbooks, stirring, beating, sharpening, etc.). First you hear five different rhythms, one after the other, finally blended into one rhythmic arrangement. Then you hear 4 bars arrangement alternately with 8 bars of solo kitchen tools (choppers, cookbooks, etc.). Put the pupils into 5 groups and allow each group to create their own movement for making the recipe, ending in an arrangement consisting of 5 different movement combinations supporting the 5 different kitchen rhythms. During the 4 bars of dance arrangement all of the groups dance their own combination. During the 8 bars solo, each group will take a turn and allow the cooks in the group to express their own style of movement while the other groups watch. During the 4-bar arrangement all groups dance their own combination, etc.
- Allow the pupils to listen to the various rhythms in the first part of the verse. Can they clap them? Can they think of ways to express these? What types of movement can you think of? Can you make your moves very large or very small? Or use a different part of your body? How do the movements fit into the rhythm and are there other possible movements that fit with the rhythm?



- **The Fast Waiters:** What does a waiter do? Deck the tables and clean them off, serve food and drink. Weave between the guests with fully loaded serving trays. And, all of this in full tempo because the dining room is full. How do you walk with a serving tray? And with two at a time? Allow the pupils to create their own route. Sometimes they are able to fly through the space but sometimes they must slow down and wait for guests that stand in the way. And, sometimes the room is so full with people that you might better crouch down or even crawl on your knees to get through the people.

- Allowing the pupils to determine their own route allows them to set the route and fill it in with their own patterns. In which tempo? Do they complete the entire pattern or just bits at a time? Perhaps there are obstacles on the route (a rotating door to the kitchen, a bump under the carpet, a spot of slippery floor, guests, tables, etc.). How do they lay their pattern out? Balancing forwards and backwards, jumping, high/low? Turning on their axles? Do they continue to

make the same moves at the same place in their route? What happens when they encounter another waiter? The various routes can also be exchanged.

## Dance Structure

Bars

Intro

1 – 4            the guests arrive at the hotel

A

a

1 – 8            the staff recommends the hotel (but the guests may of course be doing the recommending too)

Interlude 1

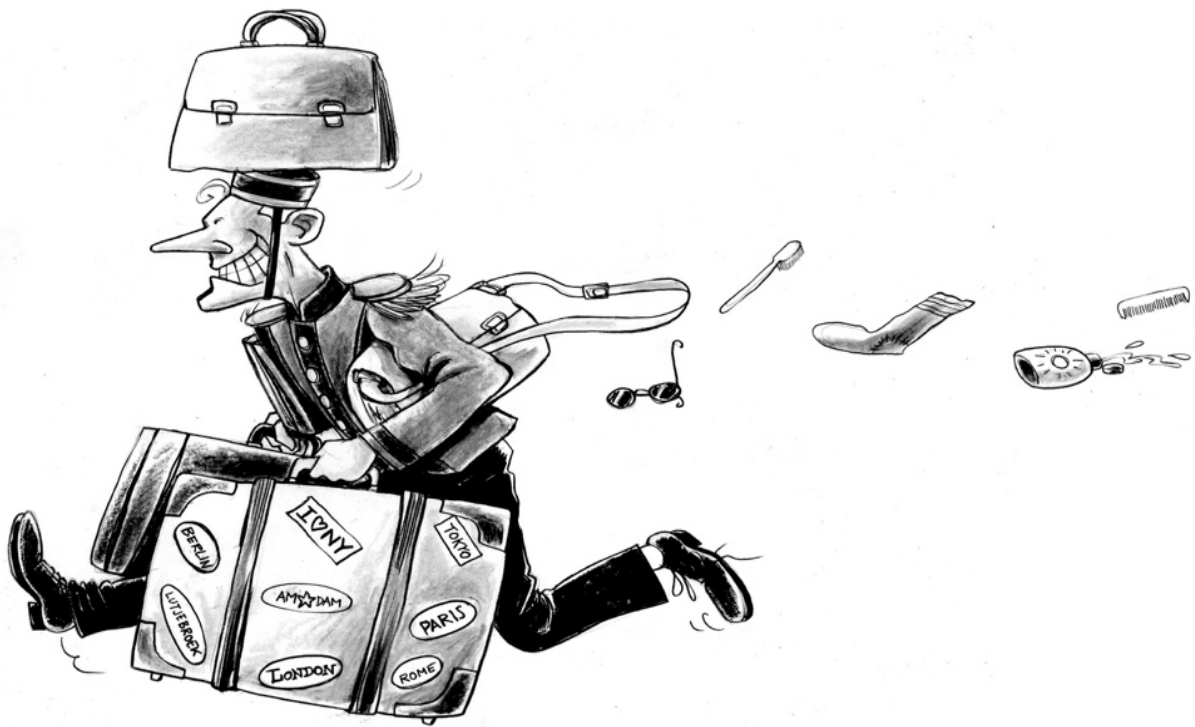
1 – 16           the bellboy, the pupils think of all kinds of chores



### Tips

The following input is valuable when exploring the theme of the cooks: the pupils stand in the circle and take turns showing a kitchen movement that will be directly mimicked by the other pupils. Everyone gets a chance to lead the group. See the description of Cookin'.

### Practice Music Cookin'



# Illustrations of the five different Cooking rhythms

