

The Fair

Music	Rob van den Berg, Sjoerd Caspers, Jennemieke Sniijders
Dance	Maria Speth, Carlijn van de Craats, Marijke Smedema en Nadia Verhappen,
Time	4/4
Intro	2 bars
Formation	front circle and open space
Target group	suggested 6-10 years

Background Information

- There is so much to see and do at the fair. So... *We are going to the fair, Come and join, come and see...*
- The music in this dance is divided over 4 tracks. This enables the various parts of the dance to be studied separately.

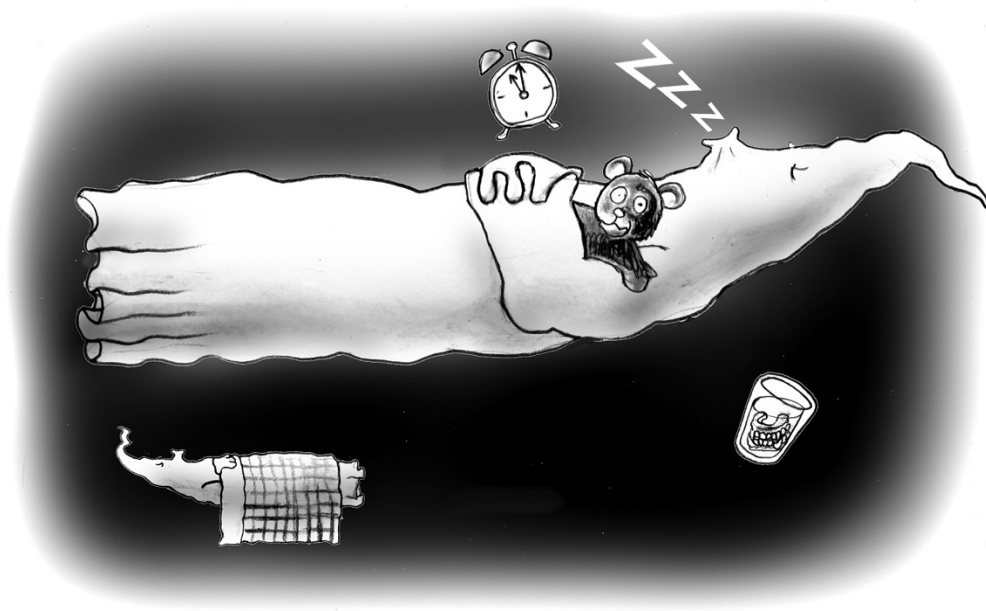
Dance Exploration

- Discuss with the pupils what there is to see at the fair. Our first stop at the fair will be the **Merry-go-round**. This one is special because it is full of bicycles. Explore the various types of bikes together with the pupils, from old bikes to mountain bikes, from tandem to unicycles. How can you show the different types of bicycles? For example, on a unicycle you must show balancing through small careful movements. A tandem bike requires synchronisation of movement in pairs of pupils. How can you show a bicycle on which you lie down? Do you remain on the same bicycle while on the Merry-go-round, or do you try different ones? Of course, the Merry-go-round for your group may have a completely different collection of objects.



Practice Music: nr 14

- A visit to the **Spooky House** is very unusual because all of the ghosts are asleep! And, as everyone knows, sleeping ghosts float in the air. Sleeping ghosts should never be awakened. So, we will creep quietly through the Spooky House. Creeping can be done in so many different ways. Discuss these ideas with the pupils. Quick and slow creeping, what is the difference? Can you creep on your toes only?
- Also, the Spooky House is full of obstacles that you need to climb over, crawl under or around. Once in a while the ghosts turn over in their sleep (you can hear this in the shuffling sound in the music!), then we freeze, otherwise they may wake up.



- On the **Roller Coaster** we need to sit down. Discuss with the pupils the possible movements you make when you're flying at such a speed and being knocked from side to side. Forwards, backwards, to the left, to the right, higher and higher, legs in the air and back down to ground level. Make a front circle on the floor close together. On command the entire group moves at the same time, while still seated on the floor! *'May we scream when we go down the hill, teacher?'*
- Listening to the music beforehand to hear when the course starts again is not an unnecessary luxury!
- Here too, graphic notation offers an opportunity to deepen the awareness of musical phrasing as well as spatial orientation and creativity:
 - Have the pupils listen to the music from the roller coaster first. How often is the course repeated? Four times. If necessary, have them draw in the air with their fingers. All pupils then receive an A4 and can draw their own course once while the music is playing. NB! Only play the course the first time, which is about 15 seconds, then stop the music! Also let them only start drawing after the carts have been pulled up (intro). When drawing the course, the pupils can best draw dotted lines and what is very important, at the end of the course you are back at the beginning!
 - Can they perform their own pattern in space? Have them try this moving forward in small shuffling steps on the toes and with slightly bent knees. This is to prevent running too fast and the rear ones flying out of the corner, when we start working with rows. The pupils have to make sure they are back at the start of their course when the music starts with the 2nd round (about 15 seconds). Maybe some need to adjust their course?
 - The pupils can then work in small subgroups on the 'special effects' in their own roller coaster course. Let them choose one drawn course per subgroup and in it they incorporate at least 3 different possibilities: a loop, zigzag bend, photo opportunity, bumps, etc. When they are ready, each group will convert this course into movement. The leader in front who always has to call for the next obstacle on time. Work in short rows, the pupils hold each other around the waist or by the shoulders. The rows each look for their own course and must of course not collide!

If necessary, switch places every now and then so that someone else can take the lead.

- Always have 4 subgroups present in turn, because the music plays 4 times the course. Distribute them around each corner and observe not only how each group performs its 'special effects', but also whether they make it back to their starting spot in time...

Dance Structure

Bar

Intro

1 – 2 the pupils stand ready in a circle

A a1

1 – 8 the pupils walk around in the circle while singing the song

B b

1 – 22 the pupils dance on their own Merry-go-round bicycle

Intro

1 – 2 the pupils stand ready in a circle

A a2

1 – 8 the pupils walk around in the circle while singing the song

C c

Open the pupils dance in the Spooky House

Intro

1 – 2 the pupils stand ready in a circle

A a3

1 – 8 the pupils walk around in the circle while singing the song

D d

Intro

Open the Roller Coaster cars are raised up

1 – 34 the pupils sit in a front circle on the floor dancing the
Roller Coaster



Lyrics (2X)

We are going to the fair
 Come and join, come and see.
 We are going to the fair
 Everyone come see.

Intro: 4 bars

We are go- ing to the fair, come and join, come and see. We are go- ing
 to the fair, e- very- one come see.