

## THE MAGIC CAULDRON

Music	Casper ter Beek, Simone van den Oetelaar, Bart Rozemeyer and Caroline Termote
Arrangement	Casper ter Beek
Dance	Maria Speth, Casper ter Beek, Simone van den Oetelaar, Bart Rozemeyer and Caroline Termotte
Time	4/4
Prelude	2 bars
Formation	front circle*, seated on the floor (= cauldron) and free use of space
Target group	suggested 4 to 8 years

### ***Explanation***

- This is a dance about a young witch at the witchcraft school who would really like to improve her sorcery skills. The problem is that she always conjures the wrong objects out of the magic cauldron.
- The pupils are in the cauldron during the refrain but with each new verse they come out of the cauldron in a different manner.
- There are 3 verses: stiff and woody movements characterize the first verse; in the second verse the movements are smooth and flowing; a combination of these are used in the third verse.

### ***Dance Exploration***

- Discuss how witches practice magic spells and the kinds of movements they make when doing so. Perhaps pupils can take turns being the little apprentice witch, dancing around the cauldron while the refrain is being sung.
- Involve the pupils in choosing what will come out of the magic cauldron. Keep in mind the kinds of images that match the movement qualities in the different verses.

Examples: Robots or Ballooning characters, but also absurd beings such as Blubbers and Knackkers or Wobbelwhaps...

The movements belonging to Wobbelwhaps or Hacketacks are strongly associated with the sounds of the words: which images or movement qualities come to mind when you hear these kinds of words and sounds?

- Explore along with the pupils what flowing or stiff movements look like. Robots certainly move in a different way as compared to Balloon characters. Which differences can the pupils observe?
- Teach the magic spell to the pupils (see the song text).

Practice music: music for flowing movements #4 and music for stiff and woody movements #5

\* Front circle: The children sit in a circle facing inwards towards the centre.

## *Dance Structure*

### Bars

A	a
1 - 8	the pupils sing the magic spell while making magical movements
interlude	
1 - 2	the pupils choose a spot somewhere in the room
B	b1
1 - 16	the pupils dance about with stiff and woody movements
interlude	
1 - 4	the pupils return to the sitting circle
A	a
1 - 8	repeat a
interlude	
1 - 4	the pupils choose a spot somewhere in the room
B	b2
1 - 16	the pupils dance about with smooth and flowing movements
interlude	
1 - 4	the pupils return to the sitting circle
A	a
1 - 8	repeat a
interlude	
1 - 2	the pupils choose a spot somewhere in the room
B	b3
1 - 16	each pupil chooses either flowing or woody movements
17	each pupil freezes in a final pose

### Variation I

When the pupils have learned the dance let them take turns thinking of new ways to come out of the cauldron. Ask the rest of the pupils to guess what they represent.

### Variation II

Using other consonants, change the song text: (for example: Seebel, Sabbel can be changed to Keebel, Kabbel). Get the pupils to make up new magic spells. This can affect the feelings and the movements they will choose.

prelude

See- bel, sab- bel, see- be- ree- dee... Ha- tchee!

See- bel, sab- bel, see- be- ree- doo... Ha- tchoo!

See- bel, sab- bel, see- be- ree- dee... Ha- tchee!

See- bel, sab- bel, see- be- ree- doo... Ha- tchoo!

### Lyrics

Seebel, sabbel, seebereedee... Hatchee!  
Seebel, sabbel, seebereedoo... Hatchoo!

2x

