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 assciated 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

17

Bars Α the pupils sing the magic spell while making magical 1 - 8 movements interlude 1 - 2 the pupils choose a spot somewhere in the room В b1 1 - 16 the pupils dance about with stiff and woody movements interlude 1 - 4 the pupils return to the sitting circle Α a 1 - 8 repeat a interlude 1 - 4 the pupils choose a spot somewhere in the room В h2 1 - 16 the pupils dance about with smooth and flowing movements interlude 1 - 4 the pupils return to the sitting circle Α a 1 - 8 repeat a interlude 1 - 2 the pupils choose a spot somewhere in the room b3 each pupil chooses either flowing or woody movements 1 - 16

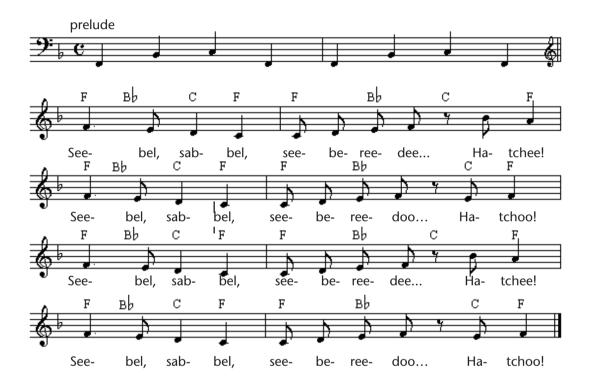
each pupil freezes in a final pose

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.



Lyrics

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

