Muddy Chants

Lesley J Clare c. 2018

Mud On My Shoes

Mud in Puddle

Mud Ooey Gooey

various percussion instruments

¡Practice reading skills with these simple chants … then turn them into rounds or partner rhythms; create original accompaniments with found or orchestral percussion or write your own muddy messes!

Audio and video follow steps for learning. Step 2 and 4 are voiced.

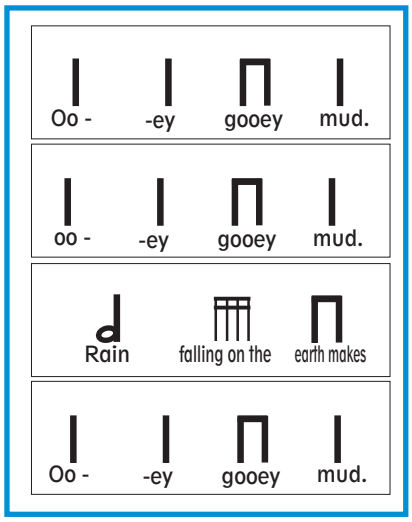
1. **Listen, look, think!**
2. **"ta's and titi's" Clap and say!**
3. **"ta's and titi's" Clap and say!**
4. **Read the words.**
5. **Add dynamics/drama!**

Elephants are very fond of mud!

PocketChart Composition — Words, Rhythm and Beat

1 Place one of the "mud chants" on the pocket chart.
Give a clear, firm count-in: 1 2 ready, read ...

1. read and clap the rhythm symbols
2. half the class claps the rhythm symbols
   half the class reads the words
3. switch
4. everyone reads the chant



2 Clear the pocket chart. Place the note/symbol flashcards along the bottom two rows. As each one is put on the chart, ask: **"How many claps/what is the rhythm count for ...?"**

Rhythm Count

1 clap | 2 claps | 4 claps | 1 clap | 1 clap | 1 clap

3 Choose 5 or 6 words from the list. Find their word cards. (prepare before class)

e.g. sticky icky mud splashing sidewalk boots more

yucky	**my**
mucky	**teacher**
icky	**father**
sticky	**mother**
muddy	**say-ing**
mud	**clean it up**
rain	**clean**
splashing	**it**
dropping	**up**
falling	**it up**
on the	**now**
sidewalk	**boots**
playground	**no**
driveway	**more**

4 Place the first word on the pocket chart and say it.. Students show its rhythm count on their fingers. Ask one student to choose rhythm flashcards to represent the word. Place the rhythm symbols above the word. Then ask a student to choose a different way to represent the word. Try out both ways and with the class, choose one to keep. Move it to lower on the chart to make space for the next word. Repeat until the words you have chosen are done.

sticky "Sticky" has a rhythm count of 2 claps.
How can we make "2 claps" from the rhythm cards?

"ti-ti" has a rhythm count of 2 claps

"ta ta" has a rhythm count of 2 claps.

"ta ta-a has a rhythm count of 2 claps.

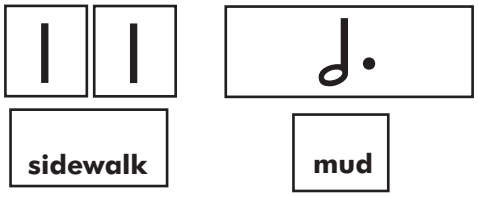
"ta-a ta has a rhythm count of 2 claps.

Some students will want to be very creative with their efforts to find interesting combinations of words and rhythm symbols. Enjoy it --the novelty will wear off and expediency will eventually rule.

NB!

Be sure to take any "hearts" or "beat markers" off the pocket chart.
The class creation will probably not easily fit into a standard number of beats per bar.
Let this composition simply be a phrase.

5 Students choose a word or phrase to begin with e.g. mud. Place the symbols for mud under the hearts, and the word for mud under the symbols. NOTE: the word cards are not sized and may overlap.



6 When 6 or 7 words have been placed on the pocket chart, it's time to try out the new composition. Follow the method of learning a chant typically used ---this will help students adapt to the probably odd pronunciation of some words. Don't worry about it too much. Enjoy the strangeness.

7 Take a few minutes to let students suggest changes to their creation. Read the revised creation.

Steps for Learning a Chant Count-In!

1. Read and clap the Rhythm Symbols
2. Explore the words.
3. 1/2 the class claps the rhythm symbols while 1/2 the class reads the words.
4. Switch
5. Everyone reads the chant.

8 Repeat Steps 5 to 7.

Newish Concept: Choosing a rhythm symbol for a word.

for example **mud** has a rhythm count of 1

Mud could be represented by

OR

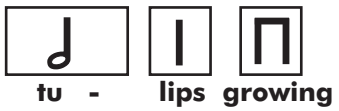
OR

because "ta" "ta-a" and "ta-a-a-a" all have a rhythm count of 1.

for example **tulips growing** has a rhythm count of 4

and could be represented by

OR



OR

Note: Some of the combinations students choose may sound awkward with the words. This is part of the learning process. You can attempt to help them find solutions that "feel" good -- OR simply enjoy the strangeness..

Enjoy the Repertoire **Student Choice of Song or Dance**

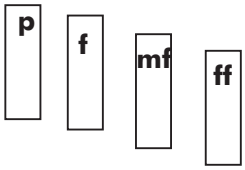
Musical Arrangement: Muddy Chants

Before class: Prepare copies of each of the "Muddy Chants" either on chart paper, or by copying the word cards. Each group of 4/5 students will need one of the chants to work on.

Divide the class into groups of 4 or 5 students each.

Group Tasks

1. Decide who is to be conductor.
2. Learn the chant with help of conductor for count-in.
3. Try different tempos and decide on a performance tempo.
4. Add dynamics.
5. Choose percussion instruments
   *to keep the beat
   *to play on the rests



dynamic markers

Performing

Each group needs an opportunity to perform their arrangement of their chant in front of the class.

Just for Fun Chants may be done as rounds, or as "partners". If there is time, try a class performance of chants as rounds and/or partners.

Rounds: One, two, or three groups. The second group begins when the first group begins the second line of the chants, etcetera.

Partners: All groups perform their chant at the same time ---teacher gives the count-in.

Mud on my shoes

Mud on my shoes.
Mud on the floor.
My mother say - - ing,
"No more, no more!"

Mud in puddle

Mud in puddle
Feet in puddle
Feet in kit - chen
Mud in kit - chen!

Mud outside OK

Mud outside O - K!
Mud out- side OK!
Mud inside No way!
Mud inside No way!

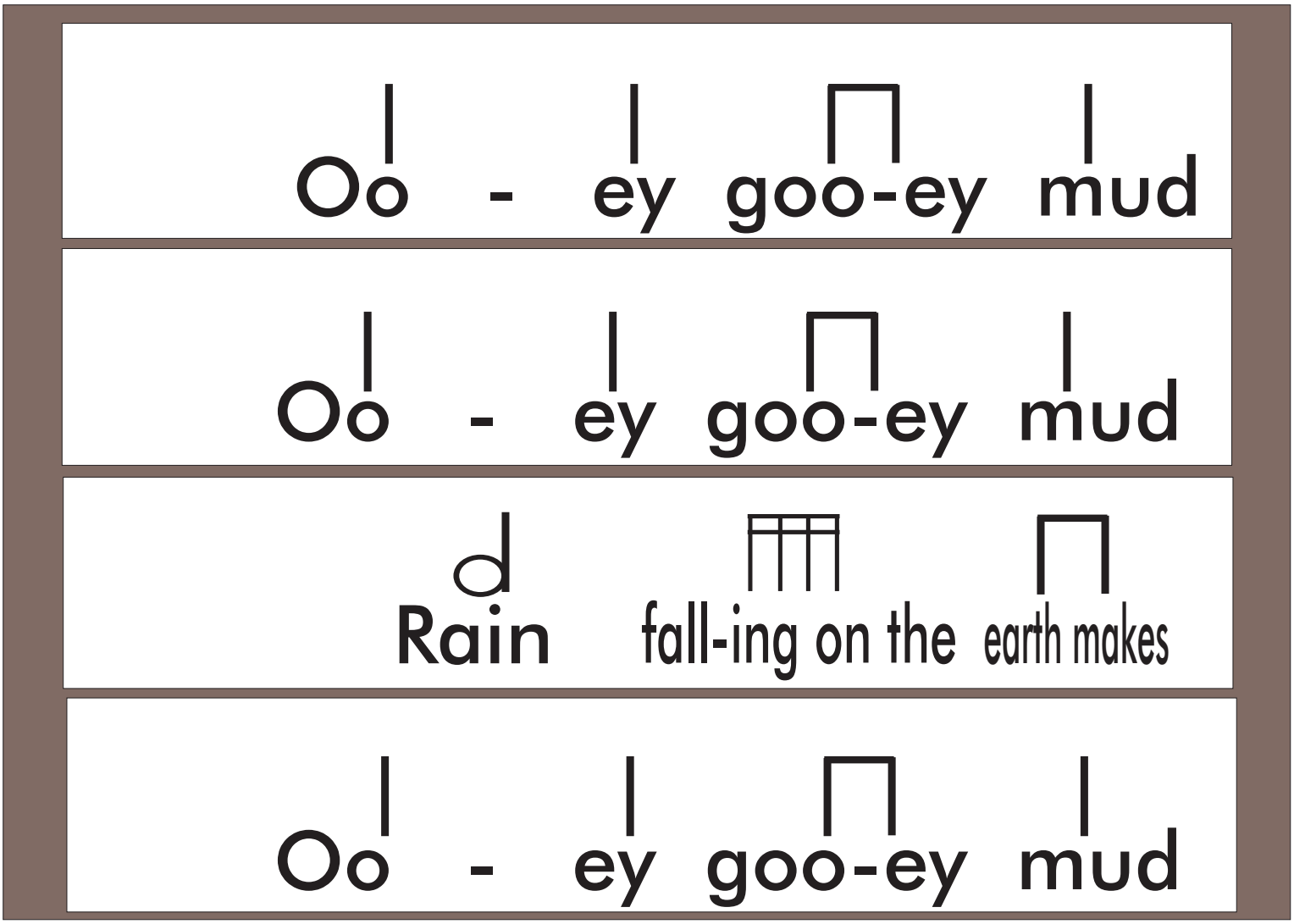
Enjoy the Repertoire

Student Choice of Song or Dance

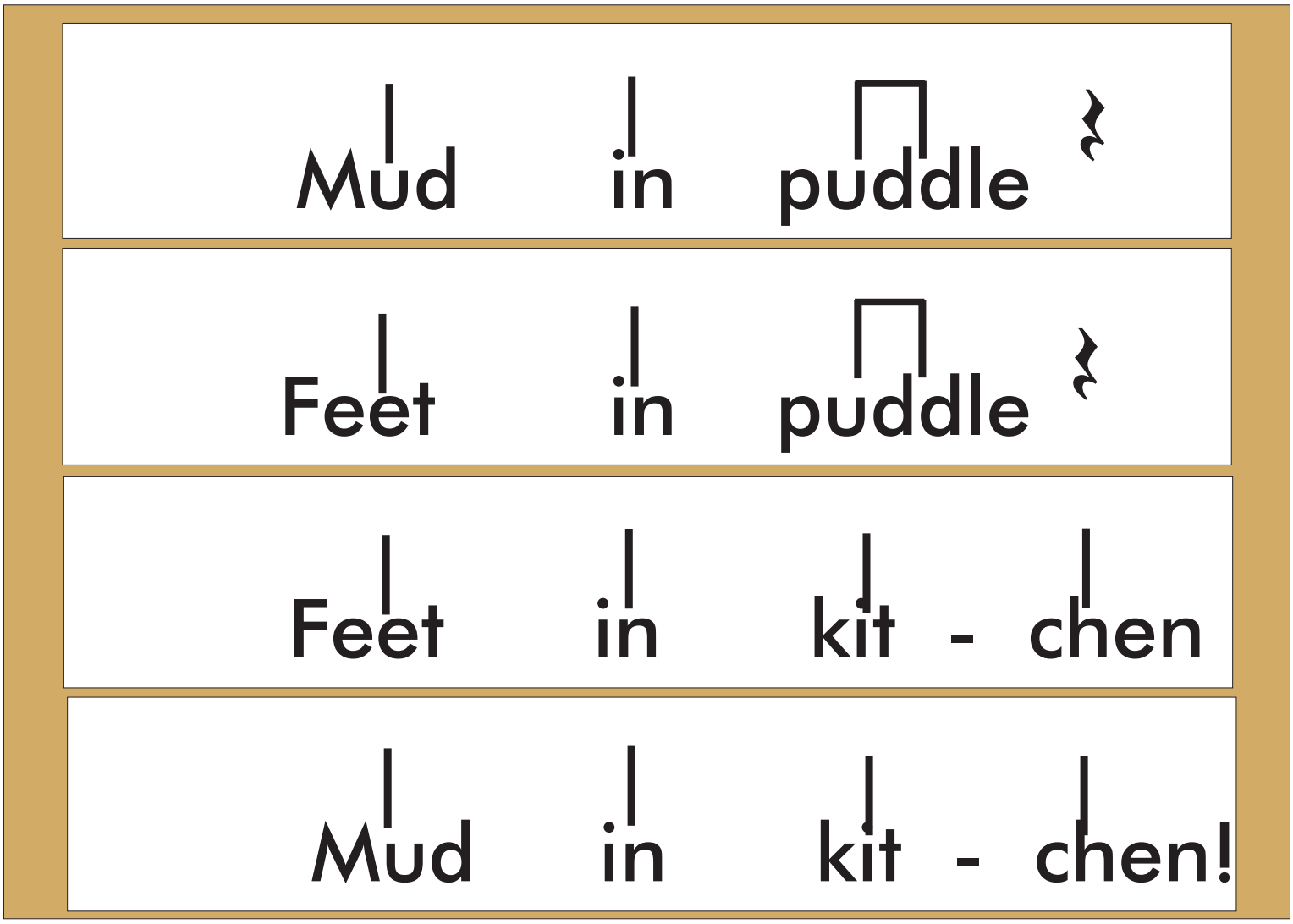
New Repertoire

Thunder & Raindrops
Muddy Chants

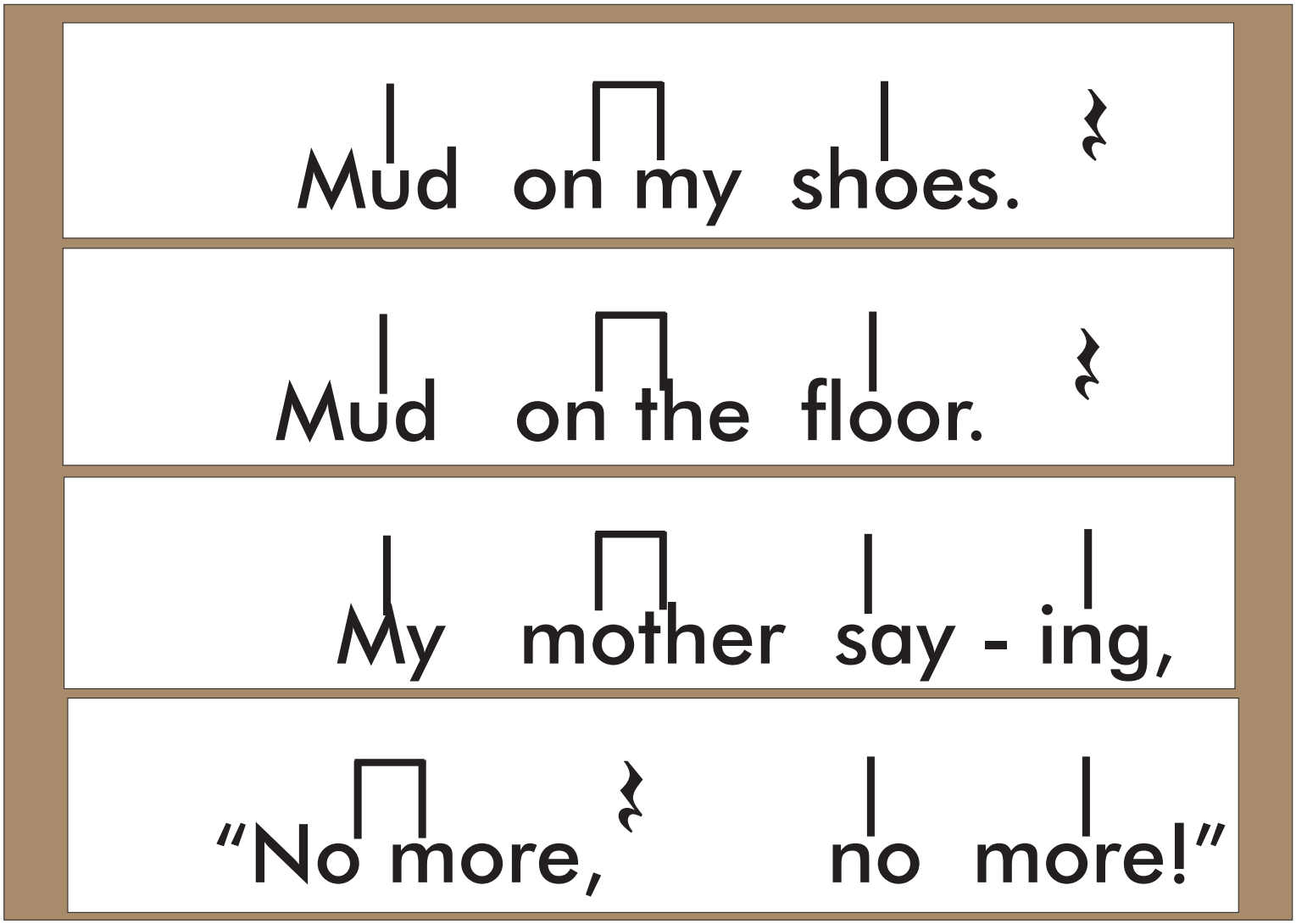
Mud Ooey Gooey



Mud in Puddle



Mud On My Shoes



Muddy Stuff

"No more No more!

"No more, No more!

"No more, no more!"

"No more, no more!"

Oo - -ey gooey mud.

oo - -ey gooey mud.

Rain falling on the earth makes

Oo - -ey gooey mud.

Mud outside O - K!

Mud out- side OK!

Mud inside No way!

Mud inside No way!

Mud in puddle

Feet in puddle

Feet in kit - chen

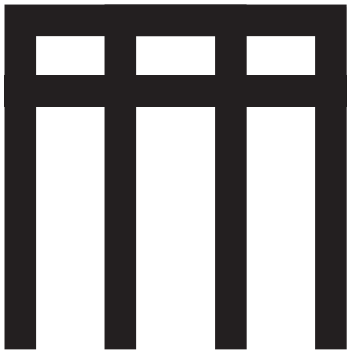
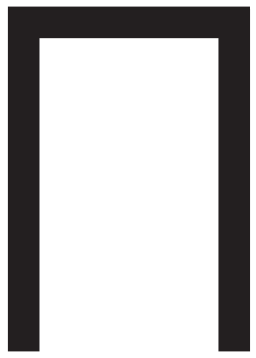
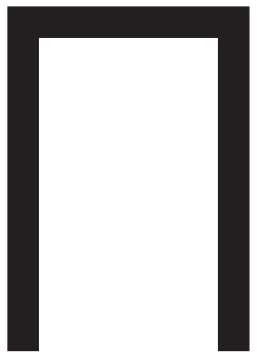
Mud in kit - chen!

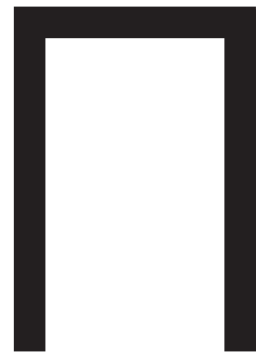
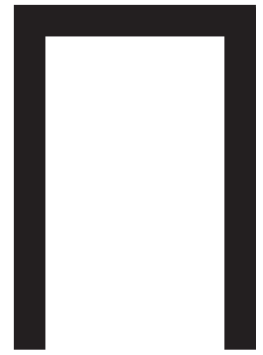
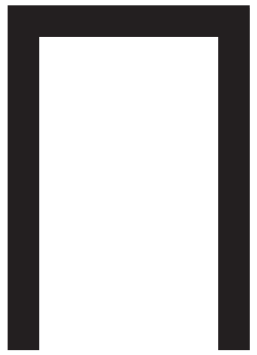
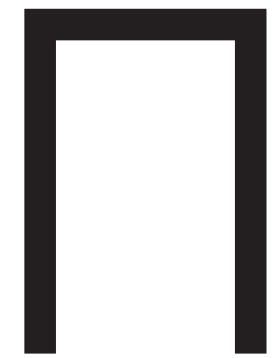
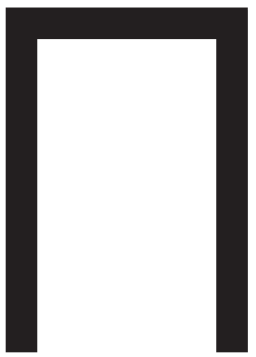
Mud on my shoes.

Mud on the floor.

My mother say - - ing,

"No more, no more!"

mud	 falling on the
rain	 earth makes
gooey	 oo-ey

 mother	my
 saying	 kitchen
 muddle	 puddle

on my

shoes

floor

OK

no

more

out	side
in	way
outside	inside

mother

oo-ey

gooey

puddle

muddle

falling on the

earth makes

OK

saying

way

mud

floor

no

rain

more

מ מ

more, no more!

מ מ

gooey mud

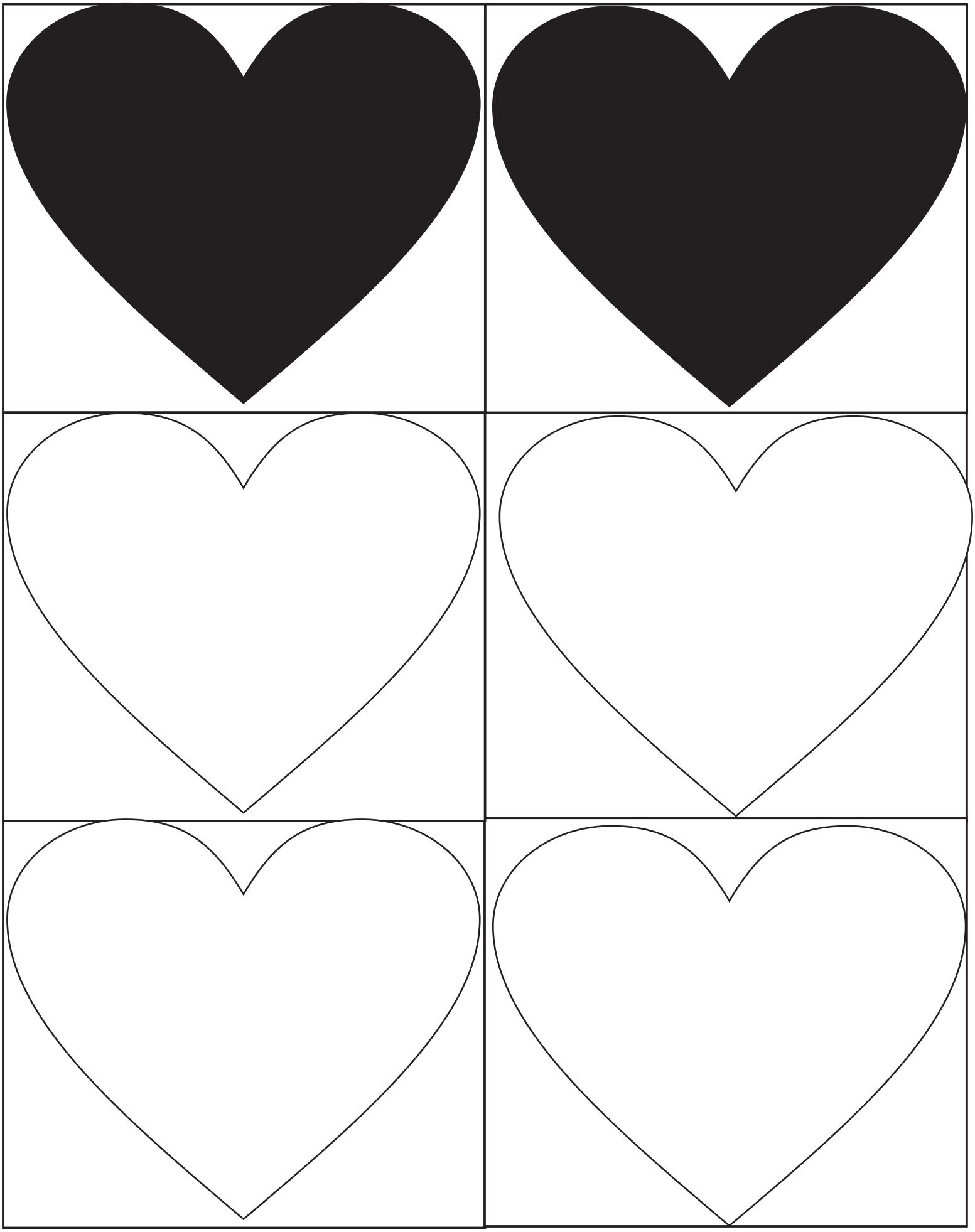
מ

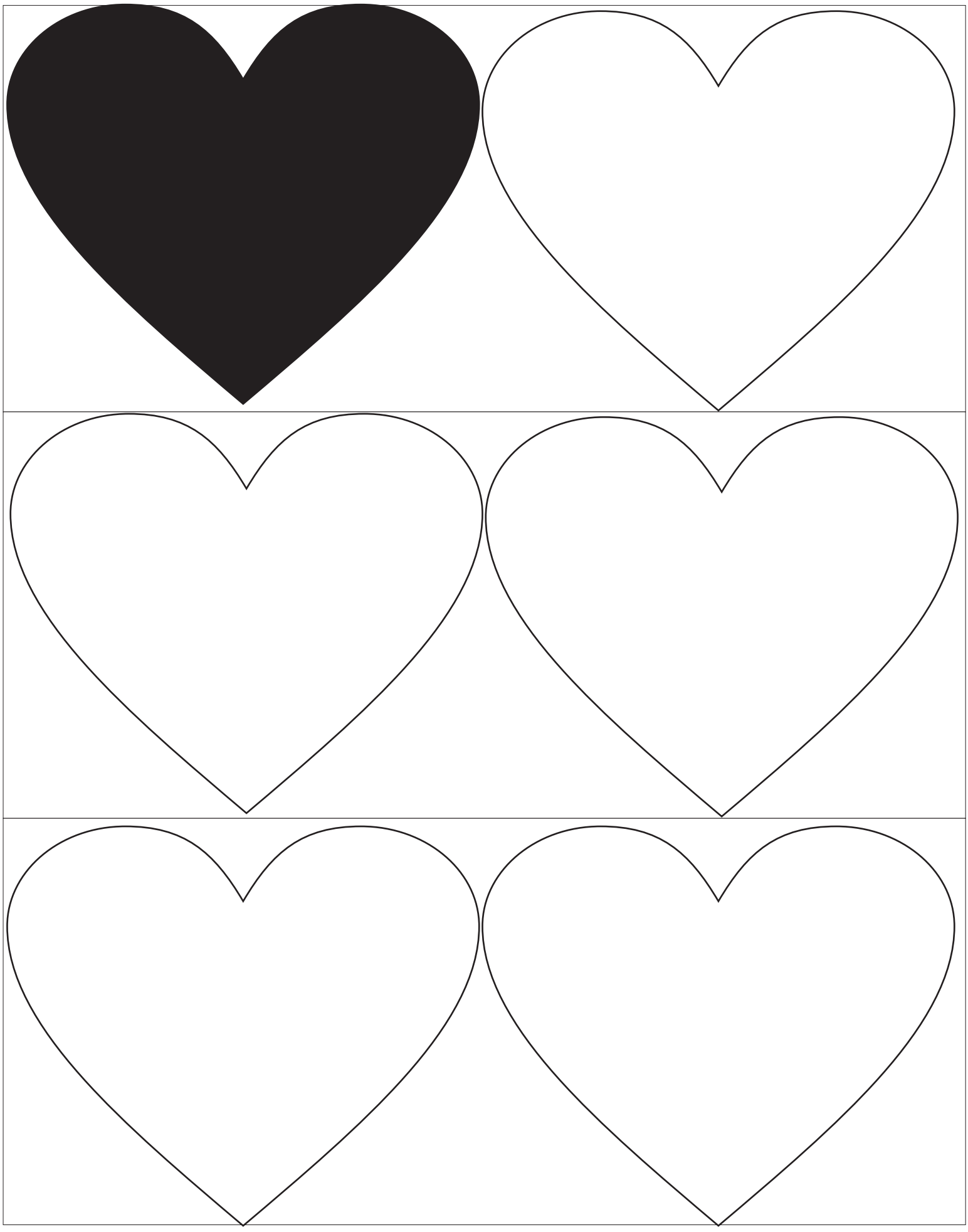
No way!

no more

٩	٢	٢	

tape blank card to whole note

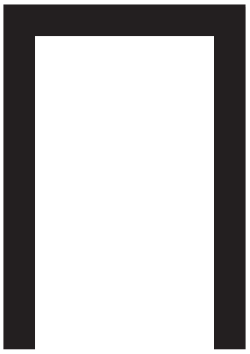




ta
quarter note

sh
quarter rest

ta - a - a - a
whole note



ti-ti
eighth notes

ti
eighth note

s
eighth rest

tika - tika
sixteenth notes

ta - a
half note

shuu
half rest

mneumonic
half rests are like a hat