

To located and answer quickly

3. Write or speak knowledgeably about people, places, and businesses in MS

Connections: Math

Students should be able to:

1. Read a map
2. Make predictions of travel time
3. Measure accurately mileage within the state
4. Identify the time zone for MS and know why

Materials Needed: Music/CD, Map of MS, magnets for magnetic board of teacher choice, supplementary materials from your personal research, game material

Lesson Description Strategies

1. Class discussion as to what "cream of the crop" means
2. Recall and list on board famous people in MS. Use map and magnets to place them according to birthplace in MS
3. Talk about musical elements identifying same patterns and different patterns. Determine the form of the song
4. Ask students to identify their favorite famous Mississippian and tell why
5. Students may enjoy playing a People and Places game or the People and Occupations game that are enclosed in this packet. May use as a relay or paper pencil game
6. Use map to identify business areas in the state
7. Add Broadway kicks to the end of the song to give added zest to the celebration of our wonderful state

Assessment:

1. Observation of correct vocal techniques, singing voice, breathing, and diction
2. Paper/pencil or classroom activity with games/relay- Students will be able to identify people, places, and things by placing them on a map

7. Cream of the Crop

GAIL JABOUR

Mod. fast 4 5 *Enthusiastic* *f*

Mis - sis-sip- pi is the land that I love.— We've got a

whole lot-ta liv-ing goin' on. — Our folks are the top,— we've got the

10

cream of the crop— we've got the spir - it of get - ting a - long.

15

Mis - sis-sip- pi is the land that I love.— We've got a whole lot-ta liv-ing goin'

on. — We like to ex-plore— and al-ways look - in' for more,— Mis-sis -

20

sip- pi we're sing - ing your song. There's busi - ness and tech - no - lo - gy,



fine arts, ed-u-ca-tion.— Lots of ag-ri-cul-ture,— the best in the na-tion.



Pol-i-ti-cians, ed-u-ca-tors, tech-ni-cians a-bound. As-tro-nauts and dan-cers,



far-mers all a-round. There's po-ets and play-wright's,— in-ven-tors and act-ors,—



Art-ists and mu-si-cians— and e-ven sports-cast-ers. Auth-ors and ath-letes, com-



e-dians quite a few, Sou-thern belles, Miss A-mer-i-cas too.



Mis-sis-sip-pi is the land that I love.— We've got a whole lot-ta liv-ing goin'



on. Our folks are the top.— we've got the

cream of the crop—we've got the spir-it of get-ting a-long.

(50)

Mis - sis-sip-pi is the land that I love.— We've got a whole lot-ta liv-ing goin'

on.— We like to ex-plore—and al-ways look-in' for more,— Mis-sis-

(55) *slower* *ff*

sip-pi we're sing - ing your song. We've made a lot of prog - ress and keep

mov - in' a - long.— Mis - sis - sip - pi my,—

(60)

Mis - sis - sip - pi my,— Mis - sis - sip - pi my— home.—

(65)

Yeah!
(STOP TAPE)

35

1st time: Unison
2nd time: 2 parts

Soprano 1
blues, I got the Del - ta blues.

Soprano 2
Del - ta blues Del - ta blues

S 1
Just hung - in' u - round.

S 2
Del - ta blues We got the Del - ta blues Del - ta blues

S 1
I got noth - in' to lose.

S 2
Del - ta blues Del - ta blues We got the

S 1
I got the dog - gone blues, I got the Del - ta blues.

S 2
Del - ta blues. dog - gone blues, We got the Del - ta blues.

S 1
1 We got the 2 *Molto rit.* We got the blues.

S 2
1 We got the 2 We got the blues.

MOVEMENT WITH HANDKERCHIEFS FOR "DELTA BLUES"

Each participant should have a white handkerchief hidden in a pocket. Instead of a handkerchief, inexpensive white fabric can be torn into about 12 inch squares---no need to hem. Kleenex could be used. Just before the refrain is sung the second time, quietly sneak the handkerchief out of the pocket so no one can notice, then begin the movement as the refrain is sung in two parts. Keep it a surprise.

Refrain

Measure 1 (4 beats)

Holding handkerchief in right hand, bend head slightly to left and pretend to wipe a tear below left eye (two wipes=2 beats) (don't touch face)
Bend head slightly to right as you pretend to wipe a tear below right eye (two wipes= 2 beats)

Measure 2

Repeat action of meas 1

Measures 3--4 (on the word "blues")

Beginning head high and gradually moving down to chest level—
Flip handkerchief back and forth from left to right 4 times (total of 8 beats)

Measures 5--6 ("--hanging around, I got nothing to")

Swing handkerchief in circular motion over head on each beat. (8 circles)

Measures 7--8 ("do")

Beginning head high and moving straight downward to chest level—
Make 8 short forward flicks

Measures 9--10

Repeat action of meas 1-2 (tear wipes)

Measures 11-12

On "blues" Repeat action of meas 3--4 (flips to left and right)

Measures 13--14

Pause. On final "blues"—Raise handkerchief over head and shake. Freeze action on cut-off note. Quietly return handkerchief to pocket.

Mississippi Mud

by James Cavanaugh and Harry Barris
edited by Linda D. Gibbs

$\text{♩} = 74 - 78$

Moderately slow (with a beat)

Soprano

$\text{♩} = 74 - 78$

Chorus

C A^b7 C C7 B7 B^b7

S

When the sun goes down, the tide goes out the peo-ple gath-er 'round and they
A7 D7 Gdim G7 Gaug7

S

all be-gin to shout "Hey! Hey! Un-cle Dud It's a

C Cdim C Cdim C Cdim C Cdim C Cdim C Cdim

S

treat to beat your feet on the Mis-sis-sip-pi Mud It's a treat to beat your feet on the

C Cdim G7 C A^b7

S

Mis-sis-sip-pi Mud" What a dance do they do!

C C7 B7 B^b7 A7 Dm A7

S

Oh-my how I'm tell-in' you they don't need no

Dm Dm A7 Dm

S

band - - - they keep time by clap-pin' their hand - - - Just as

42

25
S
F F#dim C A7 D7
hap - py as a cow Chew - in on a cud When the peo - ple beat their feet on the

Interlude

28
S
G7 Gaug7 C Am E7 Am E7 Am F7
Mis - sis - sip - pi Mud. - - Oh - my - how - they - play - it!

31
S
Am E7 Am E7 Am F7 D7
Good - ness, how they sway it. Bro ther Joe, Bro - ther

34
S
G7 C Cdim C Eb7 D7 G7
Jim How they pound the mire - with vi - gor and vim

37
S
Am E7 Am E7 Am F7 Am E7 Am E7
Joy! that mus - ic thrills me Boy! it near - ly

40
S
Am F7 D7 G7
kills me What a show when they go Say! they

43
S
C Cdim C Eb7 D7 G **Chorus** C
beat it up ei - ther fast - or slow. When the sun goes down, the

S **Ab7** **C** **C7** **B7** **Bb7** **A7**

tide goes out The peo - ple gath - er 'round and they all be - gin to shout
D7 **Gdim G7** **Gaug7** **C** **Cdim** **C** **Cdim**

S **50**

"Hey! Hey! Un - cle Dud, - it's a treat to beat your feet on the
C **Cdim** **C** **Cdim** **C** **Cdim** **C** **Cdim** **C** **Cdim** **G7**

S **53**

Mis - sis - sip - pi Mud It's a treat to beat your feet on the Mis - sis - sip - pi Mud"
C **Ab7** **C** **C7** **B7** **Bb7**

S **56**

What a dance do they do! Oh - my how I'm
A7 **Dm** **A7** **Dm**

S **59**

tell - in' you They don't need no band - - - They keep
Dm **A7** **Dm** **F** **F#dim**

S **62**

time by clap - pin' their hand - - - Just as hap - py as a cow
C **A7** **D7** **G7** **C**

S **65**

Chew - in on a cud When the peo - ple beat their feet On the Mis - sis - sip - pi Mud.

THE STAR-SPANGLED BANNER

Oh say can you see by the dawn's early light
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight,
O'er the ramparts we watched were so gallantly streaming.
And the rockets red glare, the bombs bursting in air
Gave proof through the night, that our flag was still there.
Oh say does that star-spangled banner yet wave,
O'er the land of the free and the home of the brave.

THE STARS AND STRIPES FOREVER

J.P.S.

John Philip Sousa, 1897

Hur-rah for the flag of the free,— May it
wave as our stan-dard for-ev-er, The gem of the
land and the sea,— The —ban-ner of the
right.— Let des-pots* re-mem-ber the day—
When our fa-thers with might—y en-deav-or, Pro-
claimed as they marched to the fray,** That by their
might, and by their right, It waves for-ev-er!

Musi

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SINGS

OCTOBER, 23, 2012

Thalia Mara Hall

JACKSON, MS

9:00 a.m./11:00 a.m.

Sponsored by
The MS Music Educators
Association

FOR MORE INFORMATION CONTACT DOROTHY BRASFIELD:
601-852-4510 OR TANNENBAUM@BELLSOUTH.NET

Reading + Theatre=Literacy

Art Bite Agenda: Kathryn Lewis

WSI- 2012

The mission of arts education in MS is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing and communicating meaning through the arts, and value the arts as humanity's most essential and universal language transcending culture, time and place.

Students will: 1) communicate ideas and feelings by creating and performing works of art through reader's theatre 2) interpret and evaluate the characteristics of theatre 3) understand the roles of artists 4) appreciate the value of theatre 5) make connections to other subject areas and everyday life

Formula for Reader's Theatre: CREAM 1) cold reading 2) edit for expression 3) adjust and 4) master (present)

Agenda for Art Bits

- 1. Review materials relevant to using theatre in the classroom to increase literacy skills**
- 2. Participants (grouped by grade level) will select materials appropriate for grade level to adapt to reader's theatre format**
- 3. Participants will review sample reader's theatre pieces to explore appropriate formats for grade level: Dividing parts using all, chorus, voices, and grouping options.**
- 4) Group will create scripts from available appropriate materials**
 - * Groups will assume roles in prepared scripts**
 - * Groups will present a "cold reading" within the group**
 - * Groups will self evaluate/edit...etc**
 - * Make adjustments**
 - * Present to the larger group**

All students should be engaged in the learning experience. Reader's theatre can help make this happen. Any piece of literature can be created into a Reader's theatre script.