

# Hiccups

## Equipment Needed

- Visual: CCV\_5 or CCV\_6.
- Low, Medium, and High Drums
- Shakers



## Teaching Process

- Teach each part using speech, body percussion, and then transfer to Open Tones on drum.  
Teach in this order: Low, High, Medium.
- Add Shakers on steady beat.

## Final Form

Rondo:

- Introduction: Shakers for eight counts, add Low Drum, add Medium Drum, add High Drum
- Break: Low Drum
- All play refrain.
- Break: Low and Medium Drum
- All play refrain.
- Break: High Drum
- All play refrain.



### High Drum

Hiccups are hard to stop.

Never seem to go away 'cause

Hiccups are hard to stop.

{} Stop, hiccups! {}

### Medium Drum

Peanut butter, peanut, {}

Stick-y, {} stick-y, stick,

Peanut butter, peanut, {}

Stick-y {} {} stick!

### Low Drum

Drink, drink, {} water,

Drink! {} {} {}

# Hiccups

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High Drum  
 4/4  
 T T T T T B  
 Hic-cups are hard to stop.  
 T T T T T T T  
 Ne-ver seem to go a-way 'cause

Medium Drum  
 4/4  
 T T T T T T  
 Pea-nut but-ter, pea-nut,  
 B B B B B  
 stick-y, stick-y, stick,

Low Drum  
 4/4  
 B B T T B  
 Drink, drink wa-ter, drink!

H. Dr.  
 3  
 T T T T T B  
 hic-cups are hard to stop.  
 B T T  
 Stop, hic-cups!

M. Dr.  
 T T T T T T  
 pea-nut but-ter, pea-nut,  
 B B B  
 stick-y stick!

L. Dr.  
 B B T T B  
 Drink, drink wa-ter, drink!

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### Handy Tip: Unpitched Percussion

When teaching small unpitched percussion (UPP) such as cowbell, woodblock, guiro, and tambourine, first speak the rhythm patterns to be learned. Assign a section of the class to each specific instrument rhythm. Create interesting nonsense syllables for each instrument and speak the sound of the rhythm as you read the notation from a visual. Next, transfer the speech to body percussion and finally to the actual instrument.