

Experiences and Outcomes

I can sing and play music from other styles and cultures, showing growing confidence and skill, while learning about musical notation and performance direction. **EXA 1-16a**

I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. **EXA 1-17a**

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. **EXA 1-18a**

I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 1-19a**

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. **EXA 1-01a**

Learning Experiences

During this sequence of lessons, learners will have opportunities to:

- Explore Scots language through traditional rhymes, music and text.
- Listen to Scottish music and identify instruments.
- Create a soundscape using story book in Scots as a stimulus.
- Use body percussion, movement and percussion instruments to keep a steady beat/pulse.
- Use body percussion/percussion instruments to play rhythm patterns.
- Explore sound effects using iPad, everyday objects, body percussion or percussion instruments.
- Perform a soundscape alongside a read aloud of Room on the Broom in Scots.
- Perform to an audience.
- Create body movements using Scottish lullabies as a stimulus.

Links with other curricular areas

- Literacy and English
- Health and wellbeing
- Social Studies

Skills from CREATE Music Framework

- Chant a variety of songs from Scotland and other cultures individually and as part of a group.
- Keep a steady beat with movement and body percussion.
- Clap and play simple rhythms using rhythm names.
- Use percussion instruments to accompany songs or enhance a piece of music with increasing control of tempo and dynamics.
- Use digital technology to record sounds.
- Explore sounds made by a range of tuned and untuned percussion instruments as well as everyday objects.
- Work individually or with a group to create soundscapes, sound effects and sound tracks in response to a variety of stimuli eg sounds, pictures, stories, videos or poems.
- Perform sounds to go with songs, pictures, stories, poems and videos using an increasing range of body percussion, vocal effects, instruments and objects.
- Listen to different styles of music from Scotland and other cultures and comment on musical concepts such as instruments, voices, tempo, dynamics.
- Participate in a musical performance (solo or group) to the class, parents or in the community.

Lesson 1 – Listening and responding to Scots rhymes, text and music.

Learning Intentions

- We are learning to keep the beat and clap the rhythm along to Scottish rhymes.
- We are learning to create sounds to accompany a story.
- We are learning to listen to Scottish music and identify musical instruments.

Resources

- iPad to explore electronic sounds.
- Selection of percussion instruments.

Useful links

- [‘Brave’ – Soundtrack](#)
- [‘Coorie Doon’](#) – Traditional Tunes for Tiny People
- [Fun folk App](#) - Introduces children to Scottish traditional music, song, stories and ceilidh dancing.
- [‘Room on the Broom in Scots’](#) – Education Scotland Resources
- <https://www.nycos.co.uk/wee-sing/summer/> - a selection of Scottish rhymes and songs
- [Hot peas and Barley O](#) – Great selection of Scottish songs and rhymes.
- [‘Stooryduster’](#) – an extensive list of Scottish words with pronunciations.

Key vocabulary

- **Steady beat** – performing at the same speed throughout a piece of music/rhyme and not getting faster or slower.
- **Soundscape** – a sound or combination of sounds created using the voice/body/instruments/everyday objects or electronic device to portray a feeling/character/story.
- **Body percussion** – using your body to make a sound and putting these sounds together to create a steady beat/ rhythm pattern.

Some of the activities in these lessons take a little longer than others. Feel free to pause the video lesson as and when needed. Spitting parts of the lesson over the week may help too.

Process / Activities

1. Warm voices and bodies up by performing the two warm ups – **‘Have you got your speaking voice?’** and **‘Five little peas’** (see lyrics [here](#)).
2. Learn the following rhyme by listening to a line at a time and then repeating it back (call and response).

‘Diddle Diddle Dumpling’

- Discuss the Scots language that is being used and explain the meaning of the words (see lyrics [here](#)).
- Once the rhyme is known, add some body percussion to keep a steady beat (e.g. tapping on knees/clapping hands). You could also add some percussion instruments at this point (e.g. drum/claves/maracas).
- These rhymes could also be said/played faster, slower, louder or quieter – How does this change the sound? What way do the children prefer? Do the different ways of speaking it sound better for any of the rhymes? Why?

Lesson 1 cont.

'Diddle Diddle Dumpling' - Rhythm

When the children know this rhyme well, practise tapping the words of the rhyme (this is the rhythm). One part of the class could tap/play a steady beat and the other half could tap/play the words (rhythm). The groups can then swap over.

Shooglie Wooglie

First of all, watch and listen to the words and movements on the video.

- Now discuss and practise saying the Scots words (see lyrics [here](#)).
- Listen to one section of the rhyme and then repeat back.
- Once the whole rhyme is known, have a practise all the way through without stopping.
- Try this rhyme using a quieter, louder voice or at a faster, slower speed. Which way do the children prefer? Why?
- Perform the whole rhyme with the class and select a few children to play/tap a beat.

Room on the Broom in Scots (First section pages 1-7)

Explain to the children that they are going to listen to the first section of the story 'Room on the Broom' by Julia Donaldson (this may be a story which they are familiar with already), but this time it will be using Scots words.

- [Listen to the first part of the story being read in Scots](#) – part 1 (ends at 2:23). See transcript for section one [here](#).
- Discuss with the children what all the different Scots words mean and practise saying them – see translations for the Scots vocabulary [here](#).
- Listen and watch again but this time with the sound effects.
- Explain to the children they are now going to make up their own sound effects to go with the story/characters. Get more sound effect ideas [here](#).
- They can use body percussion/voice/percussion instruments or iPad/computer to do this. This would be ideal for children to work on in small groups.
- When the children have created and rehearsed their sound effects, play the read aloud again for the children to perform their sounds along with the story.
- Record a class performance of the soundscape and play back to the group or send to another class to watch!

Coorie Doon

Talk to the children about what a lullaby is. This Scottish song is a lullaby and perfect to make the class calm again!

- Listen to the song and discuss the Scots language being used.
- Encourage children to lie down or get comfortable (with jackets/blankets etc) as they simply listen to this song and relax.
- This is a great way to end the lesson or could be done at the end of the day.

Lesson 2 – Listening and responding to Scots rhymes, text and music.

Learning Intentions

- We are learning to keep the beat and clap the rhythm along to Scottish rhymes.
- We are learning to create sounds to accompany a story
- We are learning to listen to Scottish music and identify musical instruments.

Resources

- Ipad to explore electronic sounds
- Selection of percussion instruments

Useful Links

- '[Brave](#)' - Soundtrack
- '[Coorie Doon](#)' – Traditional Tunes for Tiny People
- '[Fun folk App](#)' – introduces children to Scottish traditional music, song, stories and ceilidh dancing.
- '[Room on the Broom in Scots](#)' – Education Scotland Resources
- '[Nycos – Wee Summer Sing](#)' – a great selection of Scottish rhymes and songs.
- '[Bookbug](#)' – a selection of traditional and Scottish rhymes and songs.

Key vocabulary

- **Percussion instruments** - instruments that make a sound when they are hit, shaken or scraped.
- **Tempo** – the speed at which a piece of music /rhyme should be played/spoken.
- **Dynamics** – how loudly or quietly a piece of music/rhyme should be played/spoken.
- **Rhythm** – patterns of shorter and longer sounds. When you tap out the syllables of words that is the rhythm.

Some of the activities in this lesson may take longer than others. Feel free to pause the lesson as and when needed, or even spread the lesson over the week.

Process / Activities

1. Warm voices and bodies up by performing the two warm ups – '**Have you got your speaking voice?**' and '**Jump like a frog**' (see lyrics [here](#)).
2. Learn the following rhyme by listening to a line at a time and then repeating it back.

'Wee Willie Winkie'

- Discuss the Scots language that is being used and explain the meaning of the words (see lyrics [here](#)).
- Once the rhyme is known, add some body percussion to keep a steady beat e.g tapping on knees/clapping hands.
- Practise saying the rhyme faster/slower (Tempo) or louder/quieter (Dynamics) – How does it sound to say it in a different way?
- Some children could play a steady beat along with the rhyme using percussion instrument. (Claves/Drums/Maracas).

Lesson 2 cont.

'Wee Willie Winkie' – Rhythm

When the children know this rhyme well, practise tapping the words of the rhyme (this is the rhythm). One part of the class could play/tap a steady beat and the other half could tap/play the words (rhythm). The groups can then swap over.

'Katie Bairdie'

- Watch and listen to the words and movements on the video.
- Practise saying some of the Scots words (see lyrics [here](#)).
- Listen to one section and repeat.
- Once the whole rhyme is known, practise all the way through.
- Perform using quieter/louder voices (dynamics), and at a faster/slower speed.(tempo)

Listening – 'Touch the sky' from the film Brave

Have a listen to this piece of music. As the music plays, some instruments will pop up on the screen.

- Do you recognise any of them or know what they are called? (voice, fiddle, bagpipes, bodhran)
- Do you recognise any of them from previous lesson 'The Games'?
- Are there any other instruments included this time?
- How does this piece of music sound different from 'The Games' (Singing this time!)
- Listen to the music again and this time the children can tap/play/move to the beat.

'Room on the Broom in Scots' (second section – pages 8-12)

- [Let the children hear the second part of the story being read in Scots](#) – part 2 (2.26 – 5.35). See transcript [here](#).
- Discuss with the children what all the different Scots words mean and have a practise saying them – see translations for the Scots vocabulary [here](#).
- Listen to and watch the read aloud again, but this time with the sound effects.
- Let the children practise the sound effects and encourage them to come up with their own!
- Play the read along all through but this time let the children add their own sound effects.
- Perform the first two sections of 'Room on the Broom' adding the soundscape to the read along.
- Watch back on the performance and send to another class to watch!

Ally Bally

- Explain to the children that this Scottish rhyme is a lullaby (Just like Coorie Doon).
- Listen to the performance. Discuss the Scots language being used.
- Encourage children to lie down/get comfortable (With jackets/blankets etc) as they listen to this music.
- This is a great way to end a lesson or could be done when trying to calm children down - perhaps at the end of the school day!

Lesson 3 – Listening and responding to Scots rhymes, text and music.

Learning Intentions

- We are learning to keep the beat and clap the rhythm along to Scottish rhymes.
- We are learning to create sounds to accompany a story.
- We are learning to listen to music and say how it makes us feel.

Resources

- iPad to explore electronic sounds.
- Selection of percussion instruments.

Useful Links

- '[Coorie Doon](#)' – Traditional Tunes for Tiny People.
- '[Fun Folk App](#)' – introduces children to Scottish traditional music, song, stories and ceilidh dancing.
- '[Auld Lang Syne](#)' – lyrics to this song and translation of the Scots words.

Key vocabulary

- **Soundscape** – a sound or combination of sounds created using the voice/body/instruments or electronic device to portray a character/feeling/story.
- **Call and response** – a response to a statement/question within a song/rhyme.
- **Rhythm** – patterns of shorter and longer sounds. When you tap out the syllables of words that is the rhythm.

Some activities in this lesson may take a little longer to complete than others. Feel free to pause the video at any point as and when needed. It may help to spread the lesson over the week.

Process / Activities

1. Warm voices and bodies up by performing the warm up – '**Wriggle Wriggle Wriggle**' (see lyrics [here](#)).
2. Learn the following rhyme by listening to a line at a time and then repeating it back (call and response).

Cobbler Cobbler (see lyrics [here](#))

- Once the rhyme is known, add some body percussion to keep a steady beat e.g 'hammering action' with fists, marching on the spot.
- Practise saying the rhyme faster/slower (Tempo), quieter/louder (Dynamics). What way do the children prefer to say this? Why?
- Some children could play a steady beat along with the rhyme using percussion instruments (Claves/Tambourine/Drum).

Lesson 3 cont.

Cobbler Cobbler – Rhythm

When the children know this rhyme well, practise tapping the words of the rhyme (this is the rhythm). One part of the class could tap/play a steady beat and the other half could tap/play the words (rhythm). The groups can then swap over.

‘Who’ll come intae ma wee ring?’

This is a great rhyme to get the children into a circle.

- Discuss the Scots language that is being used and explain the meaning of the words (see lyrics [here](#)).
- Once the rhyme is known, add some body percussion to keep a steady beat e.g marching on the spot or marching round the room.
- Practise saying the rhyme faster/slower, quieter/louder – what way sounds best? Why?
- Some children could keep a steady beat along with the rhyme using percussion instruments.
- One part of the class could say the first part of the rhyme (call) and the other half could answer with the second part (response).
- Swap the groups over. Perhaps choose a different instrument/body percussion to play the beat for each group.

Room on the Broom in Scots (last section – page 13 onwards).

Explain to the children that this is now the last section of the book.

- [Let the children hear the third section of the story being read in Scots](#) (starts at 5.39). See transcript for section three [here](#).
- Discuss with the children what all the different Scots words mean and have a practise saying them - see translations for the Scots vocabulary [here](#).
- Practise saying this section all the way through.
- Listen to and watch the read aloud with sound effects.
- Let the children practise the sound effects and encourage them to come up with their own!
- Play the read aloud again and get the children to add their sound effects.
- Practise all three sections with the read aloud, adding in the sound effects.
- Perform the whole read aloud with sound effects and record.
- Perform to another class or send a copy for them to watch!

Auld Lang Syne

There are various recordings of this famous song available online.

Explain to the class that this song is written by the Scottish poet/writer Robert Burns and is famously sung all over the world at New Year.

- Listen and watch the video of ‘Auld Lang Syne’ (in video lesson)
- Discuss the [Scots words](#) used in this song (see lyrics [here](#))
- How does this music make them feel?
- Watch the video again and pay attention to the way the characters are moving to the music. Could the children try these actions as the song is played again?
- Record a performance and send to another class to watch.

Five little peas

Five little peas in a pea pod pressed,
One grew, two grew and so did all the rest.
They grew and they grew and did not stop,
Until one the day the pod went POP!

Diddle, Diddle Dumpling

Diddle, Diddle dumpling, my son John

Went to bed with his trousers on.

One shoe off and one shoe on,

Diddle, Diddle dumpling, my son John.

Shooglie Wooglie

Ye pit yer richt airm in,
Yer richt airm oot,
In, oot, in, oot,
Shak it aw about,
Ye Dae the Shooglie Wooglie,
And ye birl aroon,
That's wit it's aw about – AYE!

Aw, the shooglie wooglie wooglie,
Aw, the shooglie wooglie wooglie,
Aw, the shooglie whooglie wooglie,
That's wit it's aw about – AYE!

(Keep going and repeat with your left airm(arm), fit (foot) and yer haill sel (whole self!)

Jump like a frog

Jump like a frog, stretch like a cat,
Hop like a bunny and flap like a bat,
Wiggle like a worm, slither like a snake,
Be a wet dog and Shake, Shake, Shake!

Wee Willie Winkie

Wee Willie Winkie runs through the toon.

Upstairs, doonstairs in his nightie goon.

Tirlin' at the windies, cryin at the locks,

“Are a' the bairnies in their beds, it's past eight o'clock”.

Katie Bairdie

Katie Bairdie had a coo,
Black and white about the mou,
Wisnae that a dainty coo?
Dance Katie Bairdie

Diddley di del diddle dum,
Diddley di del diddle dum,
Diddley di del diddle dum,
Dance dance dance!

Katie Bairdie had a hen,
Toddled but and toddled Ben,
Wasnae that a dainty hen?
Dance Katie Bairdie

Diddley di del diddle dum,
Diddley di del diddle dum,
Diddley di del diddle dum,
Dance, dance, dance!

Katie Bairdie had a mouse,
It ran up and down the house,
Wisnae that a dainty mouse?
Dance Katie Bairdie.

Diddley di del diddle dum,
Diddley di del diddle dum,
Diddley di del diddle dum,
Dance, dance, dance!

Ally Bally

Ally Bally, Ally Bally bee,
sittin' on yer mammy's knee,
Greetin' for a wee bawbee,
Tae buy some Coulter's candy.

Coulter's candy a penny a lump,
that's the stuff to make you jump,
And if you jump you're sure to fall,
Okey Dokey, that's it all.

Ally Bally, ally Bally bee,
sittin' on your mammy's knee,
greetin' for a wee bawbee,
Tae buy some Coulter's candy.

Wriggle wriggle wriggle

Wriggle wriggle wriggle, flap flap flap,

Roll roll roll and clap clap clap.

Fly up high and down you drop,

Pitter patter pitter patter and.....STOP!

Cobbler cobbler

Cobbler cobbler mend my shoe,

Have it done by half past two,

Half past two is much too late,

Have it done by half past eight.

Who'll come intae ma wee ring?

Who'll come intae ma wee ring, ma wee ring, ma wee ring?

Who'll come intae ma wee ring tae make it a wee bit bigger?

Ah'll come intae your wee ring, your wee ring, your wee ring,

Ah'll come intae your wee ring to make it a wee bit bigger.

Auld Lang Syne

Should auld acquaintance be forgot

And never brought to mind?

Should auld acquaintance be forgot

And days of auld lang syne?

Room on the Broom in Scots

Written by Julia Donaldson, Scots translation by James Robertson.

The witch had a cat and an awfie lang hat,
And gingery hair that she pit in a plait.
Hoo the cat purred and hoo the witch grinned,
As they sat on the bizzum and fled through the wind.
But hoo the witch peenged and the cat fuffed and aw, When the wind wis sae wild that the hat blew awa.
“Doon!” cried the witch, and they fled tae the grund. They ryped and they reenged but nae hat could be fund. Then oot fae the bushes (and this is the truth)
There breeshled a dug wi the hat in his mooth.

He drapped it politely (a guid dug indeed),
As the witch poued the hat firmly doon on her heid.
“I’m a dug,” said the dug, “I’m smert and I’m snell.
Is there room on the broom for a dug like masel?”
“Aye!” cried the witch, and the dug climbed on board.
The witch chapped the bizzum and wheech! aff they soared.
They fled ower the parks and they fled ower the trees. The dug wagged his tail and hud on wi his knees.

The witch laughed oot lood and hud o tae her hat,
But the wind whupped the bow fae her gingery plait.
“Doon!” cried the witch and they fled tae the grund.
They ryped and they reenged but nae bow could be fund. Then oot fae a tree wi a lug- dirlin shriek,
There flichtered a bird wi the bow in its beak.
She drapped it politely wi grace and wi care,
Then said (as the witch tied the bow in her hair),
“I am a burd as nae doot ye can tell.
Is there room on the broom for a burd like masel?”
“Aye!” cried the witch, sae the burd flaffed on board
The witch chapped the bizzum and wheech! aff they soared.

(End of Section 1)

Room on the Broom in Scots - Section 2

Ower reeds and ower rivers they birlid alang.

The burd shrieked wi glee as the storm grew mair strang. They breenged through the sky clean awa aff the map. The witch grupped her bow but she let her wand drap.

“Doon!”cried the witch, and they fled tae the grund.

They ryped and they reenged but nae wand could be fund.

Then oot fae a dub, aw drookit and sleek,

Lowped a puddock. He craiked, “Is this wand what ye seek?” He drapped it politely (a puddock weel-bred),

And as the witch gied it a dicht, proodly said:

“I am a puddock, as bright as a bell.

Is there room on the broom for a beast like mase!” “Aye!”cried the witch, sae he hoppit on board.

The witch chapped the bizzum and wheech! aff they soared. They fled ower the muirs and the mountains sae brow. Puddock bounced, and the bizzum....WIS SNAPPIT IN TWA!

Doon fell the puddock, the dug and the cat, tapsalteerie doon intae a bog- wi a splat!

The witch’s half- bizzum fled intae a clood,

And the witch heard a roar that was fearsome and lood...

“I am a draigon-nae messin wi me!

And I’m plannin tae had WITCH AND CHIPS for ma tea!” “Naw!”cried the witch, fleein higher and higher.

The draigon fled efter her, pechin oot fire.

“Help!”cried the witch, fleein doon tae the grund.

She ryped and she reenged but nae help could be fund. The draigon drew nearer wi slaiverin lips,

He said, “Jist this wance I’ll hae witch and nae chips.”

But as he redd up tae stert on his feast,

Oot fae a sheuch cam a scunnersome beast.

It was lang, daurk and craggy, aw feathered and furred.

It had fower frichtsome heids, it had wings like a burd.

And the soond fae its mooth, when it started tae speak,

Wis a yowl and a growl and a craik and a shriek.

It mairched fae the sheuch aw dreipin and broon,

And it thunnered, “HAW YOU! THAT’S MA WITCH! PIT HER DOON!”

(End of Section 2)

Room on the Broom in Scots - Section 3

The draigon drew back- he wis shooglin wi terror.

He spleetered, "I doot there's been some kind o error. I'll no hing about , though it's braw that we've met." And he spread oot his wings and took aff like a jet.

Then doon cam the puddock, the burd and the cat. And " jings!" said the dug, "whit d'ye think aboot that?" "Oh thank ye," the witch cried (jist aboot greetin), "Athoot ye I'm shair I was gonnae be eaten."

Then she fullt up her cauldron and said wi a grin,

"Awa and find somethin and jist fling it in."

The burd fund a twig, the cat fund a cone, the puddock a flooer and the dug an old bone.

They pit them aw in, the witch gied them a sweel, And she mumbled some magical haivers as well: "Iggety, figgety, foggety, FIZZUM!"

Then oot cam....

THE MAIST FANTOOSH, FABULOUS BIZZUM!

Wi seats for the witch, dug and cat (hoo she purred),

A shooer for the puddock and a nest for the burd.

The witch cried "Ya beauty!" They aw climbed on board. The witch chapped the bizzum and wheech! aff they soared.

(End of Section 3)

Room on the Broom

Sound Story Ideas

Cat purring...all purr

Fleed (flew) through the wind.....some children spin shakers round & round while others rub the palms of their hands round.

Peenged (whined). all make whining noise

Cat fuffed (blew out, hissed). All make hissing noise, add shakers in circular motion.

“Doon”. cried the witch.....all say “oooooh” using a higher to lower voice

Ryped & reenged (searched)...scraping noises...guiros or anything wooden scraped together (rulers). Scrunch paper.

The witch “chapped” the bizzum (tapped the broom)...loud tapping. Use claves or pencils on desks.

“Wheech’.....all say ‘wheech’ using lower to higher voices.
shakers.

There ‘flichtered ‘ a bird....wave arms...shake small bells...

As the storm grew mair strang.. use shakers....start quietly & get louder. Rub palms. Suck in air.

She let her wand drap.....use a triangle or bell to make a quiet tinkling sound. Try anything metal like spoons.

Wet puddock (frog) lowping (jumping)...all jump & make sucking noises.
water in a basin

Bizzum (broom) wis snappit in twa...loud crack....sharp tap on claves or a desk

Wi a splat....tap knees once loudly

Dragon’s roar....all roar

Pechin oot (blowing out).....all puff & blow

Scunnersome (disgusting) beast....slow beat on drum getting louder
all 'yowl, growl, craik (croak) shriek.
All walk slowly on the spot with loud footsteps.

Took off like a jet....all say 'woosh. Add shakers

Cauldron bubbling....all say 'glug, glug' tap knees quickly.

All say the magical spell while pretending to stir cauldron
"IGGETY, FIGGETY, FOGGETY, FIZZUM!"

You can use technology to find recordings of sound effects.
Many suitable ones are on :
Magic and Fantasy Sound Effects available on Apple Music.

<https://music.apple.com/gb/album/magic-fantasy-sounds/889537394>

Room on the Broom - Scots Vocabulary

Scots	Inglis
lang	tall
bizzum	broomstick
fleed	flew
peenged	complained
fuffed	hissed
doon	down
grund	ground
ryped	ransacked
reenged	rummaged
breeshled	rushed
drapped	dropped
poued	pulled
heid	head
smert	smart
snell	quick
chapped	tapped

wheech	whoosh
oot lood	out loud
whupped	whipped
lug-dirlin	ear-splitting
flichtered	fluttered
burd	bird
nae doot	no doubt
flaffed	flapped
birled alang	hurried along
mair strang	more strong
breenged	rushed carelessly
grupped	gripped
drap	drop
dub	pond

drookit	drenched, soaked
lowped	jumped
puddock	frog
craiked	croaked
dicht	wipe
bricht	bright
boonced	bounced
snappit	snapped
twa	two
tapsalteerie	topsy-turvy
fleed	flew
pechin oot	breathing out
slaiverin	dribbling
wance	once
redd up	prepared
sheuch	ditch
scunnersome	disgusting
daurk	dark
claggy	sticky
fower	four

frichtsme	frightful
mairched	marched
shooglin	shaking
spleetered	spluttered
I doot	I fear
greetin	crying
athoot	without
shair	sure
floer	flower
sweel	swirl
mummled	mumbled
haivers	nonsense
fantoosh	flashy, ultra-fashionable