Grade 8: Rapping with Hip Hop Artist Eekwol aka Lindsay Knight

Grade

8

Strand

Music

Curriculum

www.curriculum.gov.sk.ca

Aim: This one-hour session will give students the opportunity to participate in a live broadcast with professional musician Eekwol aka Lindsay Knight.

Students will learn how rap artists such as Eekwol are inspired by their engagement in social issues.

Students will learn to sing the hook from 'The Gauntlet' by Eekwol and create their own verses for the song.

Creative/Productive: Students will learn to sing the hook from a rap song by Eekwol and create additional verses for the song.

Critical/Responsive: Students will have the opportunity respond to professional music through the creation of own arts expressions.

Cultural/Historical: Students will research and share insights about arts expressions that incorporate social commentary.

About the Artist

For Eekwol, creation brings growth in all aspects of life. As a dedicated hip hop emcee and new mother, Eekwol astounds her listeners with honest, direct and revolutionary words that come from places both original and groundbreaking. With a lifelong background of Plains Cree Indigenous music, she gives the audience a balanced and healthy taste of experimental hip hop unique to her land and place while respecting the history and place of original hip hop. Eekwol is currently working on her 5th album, which will be released in spring 2012.

For more information on Eekwol please contact eekwoll@hotmail.com and check her out at www.myspace.com/eekwol. Teachers should preview and select information that is appropriate for students.

Pre-broadcast Activity

Teachers are encouraged to visit the LIVE Arts website and follow the link to the video for Eekwol's song 'The Gauntlet' prior to the broadcast. http://liveartsaskatchewan.com To encourage active listening, ask students to consider the following questions while listening to the track: What do they think the rap artists mean by the term 'gauntlet'? What social issues do you think the artists are addressing?

Program Structure

PART 1: 45 min. LIVE broadcast introductory session with a professional artist:

- Video - Artist Bio - Eekwol.
- Demonstration - Learning the beat.
- Performance - Eekwol performs a section from 'The Gauntlet' and plays segment from the video.
- Classroom Response. Pair and share. Students will have 2 min. to brainstorm with a partner what social issues they think the the artists are exploring in 'The Gauntlet'.
- Multi-media Presentation - Online Hip hop tour. Artists as agents of social change.
- Demonstration - Learning a how to create a hook; creating a verse for a rap song.

PART 2: 30 min. Teacher-guided hands-on workshop activities with online support from artist. Teachers and students can consult the artist via the Internet or telephone during this segment.

Teachers are encouraged to send in questions from their students via Adobe Connect at any point during the one-hour program http://connect.edonline.sk.ca/liveartsed/ . Resources are available for use in the classroom at the LIVE Arts Education website www.liveartsaskatchewan.com and via

Curriculum Outcomes

Creative/Productive

CP8.7 Improvise, compose, and perform (e.g., with voice, instruments, and technologies) a selection of pieces in contrasting styles.

a. Examine and apply the technique of vocal improvisation in song and speech.

b. Improvise simple pieces around a given structure.

Critical Responsive

CR8.1 Respond to professional dance, drama, music, and visual art works through the creation of own arts expressions.

d. Create own work (e.g., visual or performing arts) in response to a professional arts expression, and describe how own work is inspired or influenced by the original work.

Cultural Historical

CH8.1 Research and share insights about arts expressions that incorporate social commentary.

c. Analyze and comment on the effectiveness of using the arts as a vehicle for social change.

Materials and Resources

This 30 min. hands-on segment of the broadcast should take place in an area with wipe board, chalkboard and/or a flipchart to write down the student generated lyrics.

Teacher Guide for Hands-on Workshop Segment of the Broadcast

Rap - this is telling stories through lyrics and beats

Hook - repeated line used in between verses

Verse - the story being told in the song

Gauntlet- a glove or an intimidating, frightening, and sometimes dangerous thing that must be endured or gone through in order to reach a desired place or an end goal

1. Take the time to review Eekwol's video for 'The Gauntlet'. How do the artists use lyrics and imagery to highlight social issues challenging their communities?

2. Look at these sample lyrics from 'The Gauntlet' and have students pick out rhyming words.

   It's just another battle and I'm building up resistance
   I've run it before but this time I'll go the distance
   Over and over, repeated like choruses
   This love is a gauntlet got to survive the dark forces

3. Have students work individually to create a list of social issues that are important in their lives and indicate why. Have students create a list of issues that impact their community and then a second list of social issues that they feel impact them personally. Let students know that this list will be kept private. They may want to do this as a journaling activity.

4. Show the class the following sample structure from 'The Gauntlet'. Working with all students, come up with the first line for a verse for 'The Gauntlet'.

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       1                   2       3           4
       1   2 3 4    1   2  3  4    1   2    3  4  12  34
   It's/ just another/ battle and i'm/ building up re/sistance
       1        2           3             4
       1 2  3 4  1 2  3   4     1  2  3  4    12  34
   I've/ run it be/fore but this/ time i'll go the/ distance
   ```

   Have students tap the upper beat along with the verse. Then have them repeat using the lower beat that follows the syllables of the words.

   Have students brainstorm a word that rhymes with the last word of their first line of lyric. Then create a second line to go with the first.

Teacher Guide for Hands-on Workshop Segment of the Broadcast, con't…

5. Have students break down the hook from 'The Gauntlet'. Show them the following lyrics and have them sing or chant them along to the recording of the hook.

   I've been through this gauntlet so many times before

   and I tell you if I had to I'd run it a million more

   I've been running through this gauntlet so many time before

   and I tell you if I had to I'd run it a million more

6. Have students work in a small group or with partners to develop their own hook based on the list each student developed. They don't have to share their full list with their classmates. Simply use it to suggest content for their group's lyrics. Challenge the students to create a verse for their hook based on the structure used in the Gauntlet.

7. Have the students present their lyrics to the entire class. You may want to encourage your students to record their rap songs using Audacity or Garageband and send them into the LIVE Arts website.

   The hook is posted at http://liveartsaskatchewan.com/?page_id=204