Live Interactive Video Education

LIVE

Arts Education Programming

Grade

2

Strand

Music

Curriculum

www.curriculum.gov.sk.ca

Grade 2: Lindsay Knight aka Eekwol/ Randy Morin Traditional Storytelling Hip Hop Style

Aim: This 1 hour session will give students the opportunity to participate in a live broadcast with rap artist Eekwol and storyteller Randy Morin.

Students will learn about the connections between traditional storytelling and rap songs.

Students will see how artists are inspired by cultural traditions.

Creative/Productive: Students will create a rap song based on a traditional story.

Critical/Responsive: Students will have the opportunity to ask Lindsay Knight and Randy Morin about their connections to creating music and telling stories.

Cultural/Historical: Students will learn how contemporary artists are inspired by cultural traditions.

About the Artists

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.

Randy Morin is a teacher/musician who is a member of Big River First Nation, Treaty Six area. He has a Bachelor of Arts Degree in both Indigenous Studies and Education along with a lifetime of traditional Plains Cree teachings. As a strong supporter of maintaining and teaching his Cree language and culture, Randy shares this in the classroom setting as a high school teacher at E.D.Feehan Catholic High School in Saskatoon, SK.

Randy enjoys spending time with his family and is married to hip hop artist Lindsay aka “Eekwol” Knight.

Randy is a gifted storyteller who has had the opportunity to tell stories in and around Saskatoon at various functions. He continues to work in various capacities with youth around Saskatoon.

Program Structure (1 hour)

PART 1: 30min. LIVE broadcast introductory session with a professional artist.

- Eekwol & Randy Morin 'Life Lessons - Show & Tell'
- Classroom Activity – Brainstorming what it means to be cool. Participating classes have students get up and move around the room. First they will try to look cool. Then, they will try to look un-cool.
- Cool from a traditional perspective. Storytelling time with Randy.
- Everyone learns the beat (dance break).
- Performance- Eekwol performs her new song 'Lessons in Cool'.
- Rhyme Time- words that go with both 'stories'
- Demonstration – Learning a hook; creating a rhyming verse based on a traditional story.

PART 2: 30 min. Teacher-guided hands-on workshop activities with online support from artist through Adobe Connect. Teachers and students can ask questions and consult artist via Adobe Connect during this segment at http://connect.edonline.sk.ca/liveartsed/.

Resources are available for use in the classroom at the LIVE Arts Education website www.liveartsaskatchewan.com

Curriculum Outcomes

Creative Productive

CP2.6 Create and perform music that demonstrates understanding of: form (repetition and contrast); beat (strong and weak beats/accents) and meter (2/4 and 4/4); rhythm (create ostinati); tempo (fast/slow paces); dynamics (loud/soft); pitch (high/low sounds) and pitch direction (moving up/ down/staying the same); texture (layers of sounds); tone colour (variety).

Critical Responsive

CR2.1 Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities.

Cultural Historical

CH2.1 Identify key features of arts and cultural traditions in own community.

Refer to renewed Arts Education curriculum documents for further information on outcomes and assessment.

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

1. Introduce the idea of rhyming lines by placing the following list on board and then working with the students to come up with as many words that rhyme as possible. This is really an oral exercise- with the teacher keeping track of answers on the board.

Dog	*i.e. log, frog*
Pie	*i.e. sigh, buy, lie, why*
Talk	*i.e. walk, sock, mock*
School	*i.e. fool, tool, mule,*

2. Look at these sample lyrics from Eekwol's song 'Lessons in Cool' and have the students pick out rhyming words.

It's that little something some people got

Friends automatic way too hot

You don't have to be a model

Make 'em wanna follow

3. Have students brainstorm some ideas for your class's verse for 'Lessons in Cool' based on the story that Randy Morin told during the broadcast. Have the students reflect on what they thought was cool in Randy's story.

Teacher Guide for Hands-on Workshop, Continued

4. Have students create a first line for their verse based on the following format from 'Lessons in Cool': Start by clapping in 4/4 time (four beats in a row, numbers below indicate clapping points). Depending on how the students progress with the work, you may wish to simply teach them one verse of Eekwol's song and the hook, the lyrics are posted on the LIVE arts website http://liveartsaskatchewan.com/

1 2 3 4
Look at him/ overdoin' it / now/ -
1 2 3 4
(Shoot) someone get this/ boy a/ cup of settle/ down

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

Here is a sample line: If my rhyming words were **small and wall** (you will probably have to come up with a lyric for your class using the rhyming words that the students came up with).

1 2 3 4
Look at her/ feel'in so/ small/ -
1 2 3 4
Do you think that/ she feels/ up against a/ wall

5. Have students sing along with Lindsay's hook for 'Lessons in Cool' and then have them sing their new verse. The hook is posted at http://liveartsaskatchewan.com/?page_id=204