



LIVE Arts Brad Bellegarde

Living History-Understanding Our Treaty Relationships' Hip Hop Music Program

Overview

In this session Brad Bellegarde will help students explore rap as a form of oral storytelling. He will share his First Nations culture, expressing the history of oral storytelling and relating the art of rapping to this tradition.

Artist Bio

Brad Bellegarde, aka InfoRed, started writing rhymes in 1992 and began doing live performances around 1998. He has been recording music since 2000 and has worked with artists from across Canada and the United States, collaborating on and off stage. In 2009 InfoRed was a guest artist in Vancouver for the 2010 Winter Olympics as part of the Cultural Olympiad which featured hundreds of artists from all over Canada. In 2012 he was invited to perform for His Royal Highness Prince Charles and the Duchess of Cornwall at the First Nations University of Canada. He has had some of his work featured on the television program renegadepress.com and has also acted on it as well as Moccasin Flats. His music has been featured on radio stations across Canada and on internet stations in Europe as well as featured in arts performances such as Nuit Blanche in Toronto, Ontario, Canada. He has also been involved with the many school boards facilitating workshops on the hip hop culture, providing the history of the music and the cultural impact it has had on our society. In 2012 he travelled to Temuco, Chile to speak at an International Conference on Indigenous Education regarding his work using Hip Hop as a tool for education.

Music

Grade 6

Wed. Feb. 27, 2013

9:15am-10am Broadcast

Curriculum Aims & Goals

Creative/Productive:

Students will create a rhyme collectively as a class. They will experiment with different types of rhymes and tongue twisters to engage them in the art of rap.

Critical/Responsive:

Brad Bellegarde will demonstrate his method for creating a simplified rhyme/rap verse. Students will respond by exploring their own stories and translating them into rhyme.

Cultural/Historical:

Brad will show students how the First Nations culture is a model for the culture of Hip Hop. He will provide a unique explanation of the origins of Hip Hop as a Culture and how rap can be used as a contemporary form of oral storytelling.

Pre-Broadcast Preparation

You be doing some group writing exercises during the broadcast, requiring a board or flipchart. Students will also be doing some individual writing; they will require a pencil and some paper or this could be done as a journal exercise.

Post-Broadcast

There will be audio resources posted on the LIVE Arts Website for use by students. Brad Bellegarde will be provided several different beats for you to use in your classroom.

Broadcast Program (45 min)

Artist Presentation 1: Artist Bio (5-7min)

Brad will present a multi-media presentation sharing his development as an artist. He will talk about the performance aspects of writing poetry and performing rap.

On-Air Activity 1: Tongue twisters (5min)

Artist Presentation 2: (5-7min)

First Nation Traditions and the history of Hip Hop

This will be a multi-media presentation.

On-Air Activity 2: Fill in the blank rap. (5min)

Artist Presentation 3: Performance (10min)

Brad will perform a song and explain how he creates a rap and the processes of creating a song from writing to recording.

On-Air Activity 3: Writing Exercise (10min)

There will be a group writing exercise and an individual writing exercise to create a rap verse. Students will then practice doing a rap verse to an existing beat.

Artist Conclusion: Q & A (5min)

Curriculum Outcomes:

Arts Expressions: Works of art that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

Outcome: CP6.7

Demonstrate increased skills and abilities in the use of voice and instruments.

Outcome: CP6.8

Investigate and manipulate elements of music and principles of composition including repetition and variety.

Outcome: CR6.1

Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music).

Outcome: CR6.2

Investigate and identify ways that the arts can express ideas about identity.

Outcome: CH6.1

Investigate how personal, cultural, or regional identity may be reflected in arts expressions.

Outcome: CH6.2

Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work.

Teacher Guided Hands-On Activity (30min-1 Hour)

Your class will write a rhyme/rap collectively revolving around a class theme. ie. Taking action. Your class will determine the theme and write a rap about this theme collectively. Refer back to the creative process demonstrated by Brad during the broadcast session.

Materials:

Students will need paper and pencils for writing. You will also need a sound system to play the audio tracks found on the LIVE Arts website (computer speakers or you may wish to download the tracks onto an mp3 player). It also would be good to have some type of rhythm instrument- a hand drum or bongo for tapping a beat on.

Beats are posted on the LIVE Arts website under Music Resources at:

www.liveartsaskatchewan.com

Step 1: Have the students practice a predetermined portion of one of Brad Bellegarde's songs (the lyrics and beat are available on the LIVE Arts website: www.liveartsaskatchewan.com).

Step 2: Have the students choose a topic that is important to them revolving around their class theme. This can be based in the curriculum- *Works of art that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender)*.

Step 3: have the students break up into groups of 2-3 students.

Step 4: Have each group of students spontaneously create a line one after the other while the teacher writes down their rhymes on the blackboard/whiteboard.

Ensure that each line rhymes in an AA BB format.

For example:

It's cold outside so I better wear a sweater ←- (group 1

I can't believe the rapid change in the weather" <--- (group 2)

The following two lines do not have to rhyme with the first 2 lines, however the end words must rhyme.

Following this format until you reach 16 lines or rhymes.

Step 5: Once the students have done this have them read the rhyme out collectively to an instrumental provided to the teacher. Beats are available on the LIVE Arts website:

www.liveartsaskatchewan.com