LIVE Arts **2022/23**

Explore Your Voice

With Zhe the Free

Date: September 21

Grades: 3 & 4

Artistic Discipline:

Hip Hop/Rap

Overview

Explore Your Voice aims to inspire youth to explore their unique talents and speak their truth. ZHE the Free shares her personal journey alongside a basic overview of hip hop and song creation. This interactive workshop brings together elements of freestyle and creative writing in rap and poetry. Students will learn about song structure, 4 bar counts for writing raps, call and response and the significance of storytelling in hip hop. ZHE utilizes the Cypher as a playful space to celebrate the bravery it takes to express one's creativity.

Artist Biography

ZHE the FREE (Zoe Slusar) is a multi-disciplinary artist, youth mentor and community builder. Growing up on Treaty 7 Land, she extends her fire from mountains to prairies. ZHE ignites the crowd with her skilled flow, vulnerable poetic eloquence and explosive stage presence. With her music, she explores emotions and addresses social issues while hyping the crowd. In her work with youth, ZHE brings incredible enthusiasm to her engaging teaching style. "Hip hop saved my life, and I aim to inspire others to use creativity as a positive outlet". ZHE strives to inspire her audience to engage in artistic expression and foster meaningful relationships because she believes in knowledge sharing, healing through art, interconnection and resiliency formed in community.

Materials

- Paper
- Writing utensil
- Speaker
- Projector

Classroom Setup

- Students will be set up in a semi circle
- White board or black board to write on at the front

Curriculum Outcomes and Indicators

Grade 3

Creative/Productive	Critical/Responsive	Cultural/Historical
3.6 a. Create rhythmic and/or vocal answers to rhythmic and/or vocal questions (call and response). 3.6 b. Investigate how beats are/can be systematically grouped into twos, threes, and combinations and multiples of twos and threes	3.2 a. Demonstrate ways that arts expressions can represent ideas and convey meaning verbally and non-verbally (e.g., music that conveys a mood; dance that conveys ideas about bullying; drama that conveys ideas about compassion; visual art work or graphic that conveys a social message)	3.1 d. Describe how an arts expression tells something about the community and culture in which it was created (e.g., heritage harvest dances)

Grade 4

Creative/Productive	Critical/Responsive	Cultural/Historical
4.5 i. Keep a record of sound/music ideas (e.g., invented and traditional notation, audio recording, learning logs) 4.6 a. Sing, play, and identify common music forms (e.g., four bar phrase, round, call and response, verse/chorus/bridge, rondo)	4.2 b. Express personal responses in various ways (e.g., written critique, using presentation software, through own arts expressions)	4.1 d. Describe how the arts tell something about the society in which they are created.

Workshop Vocabulary

Cypher
A hip hop circle where artists listen and watch one another perform raps/poetry. Music or beat boxing usually plays.

Rap
Rhythm And Poetry

Beat
Music that plays while someone raps or shares poetry.

Bars
The lines of raps/poetry that are being written. You can think of it as one bar = one sentence.

Flow
The rhythmical motion a rapper or poet uses to sound on beat. This is the way an artist performs their raps/poetry in a pleasing way for the listener.

4 count
An easy way to "catch the beat" is finding the 4 count of 1, 2, 3, 4 within music that is playing. This helps rappers have good flow

Hook
The repeating part of a hip hop song is called a hook, also known as a chorus

Pre Workshop Activity

Name: Intro to the Cypher, writing raps & poetry with music!

Duration	Materials
50 minutes	• White board/chalk board • Projector to play videos from Youtube

ACTIVITY 1

Exercise I

• Watch this short video from a cypher with the hip hop legend Mos Def: https://www.youtube.com/watch?v=SmqXKbxDoJ0

This video is very short so we will watch it three times to complete this activity.

• **For the first play through -** Ask students to watch they observed. Ask: "what do you see happening in this video?"

• **For the second play through -** Introduce the vocabulary words of 'Beat' and 'Cypher' from the vocabulary listed on page 3, Ask the students to listen to the video and ask: "what do you hear in this video?"

• **For the third play through -** Ask the students to listen to the beat/rhythm in the video and see if they can clap along to the rhythm of the music.

Exercise II

As a class, make a list of things they noticed about the 'Cypher. Ask:

• How does the Cypher make you feel?
• Are you curious about anything you've observed?
• Did it make you feel nervous, excited or something else?
• Do you know anyone else who sings or raps?
• Are there any of your favorite cartoon characters that use a microphone?

ACTIVITY 2

Exercise I

Rap stands for Rhythm And Poetry. Words are important when we Rap. For this activity, consider a topic students are learning about in school as an overarching theme (for example, a topic in science). As a class, write a list of vocabulary words about that topic.

• Write down the words somewhere so that all the students can see them!

Pre Workshop Activity

Name: Intro to the Cypher, writing raps & poetry with music!

• Introduce the idea of rhyming. Show the students the cypher video again and ask them to listen and see if the rapper is saying any words that sounds similar (rhyming words).
• Go through your list of words as a class and write down some words that rhyme.

Exercise II

Songs and music often have a lot of emotion. People feel emotions everyday. An emotion can be experienced as powerful/strong or it might be a more gentle feeling . We feel emotions about everything in life: people, places, things we love, etc. Engage students is a discussion on emotions and focus the emotion on something that makes them feel happy.

• Ask students to brainstorm- choose something they love (ie. puppies, cake, playing outside, etc.).
• Next, pick one topic as a class and write a list of words that connect to that topic and develop a vocabulary. For example: If the topic is 'puppies', then you would list something along the lines of: Puppies are soft, cute, funny, kind, ...

Note: Both of these exercises encourage students to explore words and ideas as they connect to something outside of themselves (through the topic they're learning about in class) and to something more personal or inside themselves (through a topic on something that they love).

Exercise III

This activity will give students a chance to practice using their voice and feel comfortable amongst each other. Have students stand in a circle and discuss the purpose of a circle as a shared space that brings everyone together. It's also an opportunity to get everyone excited and hyped up- a space where they're encouraging each other.

• Students will take turns and say one word out lout that was explored in the topic they discussed above (Part 2, Exercise 2).
• Then repeat this, but choose a second topic. For example: “We are going to go around and everyone is going to say one word about summer!” Remind them about the value of hype and the importance of encouraging each other!

Broadcast Program

0:00-5:00: Intro, Recognizing the Land, ZHE the Free - life through hip hop.

5:00-10:00: Short class introductions, names and one thing that is important to them.

10:00-15:00: Basic overview of hip hop, youth movement, the difference between freestyling and writing songs, what a Cypher is!

15:00-20:00: Freestyle performance and discussion, where else do people freestyle?

20:00-25:00: Find the rhythm, put a beat on for students to try “My name is ___ and I like ____” on beat. Call and Response, put the same beat on and get students to try a Call and Response "when I say 'hip', ya'll say 'hop'!"

25:00-30:00: Discuss 4 bar structure, practice counting 4 bars, song content can be about anything!

30:00-35:00: Students turn to collectively or individually write 4 bars about a topic.
1. Words words words __(rhyme)__
2. Words words words __(rhyme)__
3. Words words words __(rhyme)__
4. Words words words __(rhyme)__

35:00-40:00: Explain song structure and different themes/styles/goals. Value of expression for personal and communal health.

40:00-45:00: Ending Cypher and gratitude. “My name is ___, I am grateful for ___”

Post Workshop Activity

Name: Practice in the Cypher, continue with raps & poetry!

Duration
50 minutes

Materials
- White board/chalk board
- Projector to play videos from Youtube

ACTIVITY 1

Exercise I

Watch the video from Encanto "We don't talk about Bruno"
- Lyric version: https://www.youtube.com/watch?v=-IFD4ozm1DA
- Visual from movie: https://www.youtube.com/watch?v=bvWRMAU6V-c

After playing through the video ask the question:
- What do you like about the song?"
- What does the song talk about?"
- Is the song trying to teach us anything?"

Exercise II

Next, ask the students about the song itself.
- Did you notice the different parts of the song? What did you noti
- What is the story? How is the story being told?

As a class, review the vocabulary (page 3) and ask the students to identify the various parts (ie. verse and hook) of the song they saw in the video. Ask them:
- What parts of the song repeats and what parts stay the same? (Note: Teachers might want to click through the video while doing this and get them to shout out when the song changes to a different part).

ACTIVITY 2

Exercise I

Ask the students to pick a science topic they are learning about and want to write a rap on. For this activity it is helpful if they pick something they already know about.
- As a class write out vocabulary words they know about that science topic. Ask them to identify if any of the words rhyme?
- Create a list of rhyming words about the science topic.

Post Workshop Activity

Name: Practice in the Cypher, continue with raps & poetry!

Exercise II

Pick two of the rhyming words and as a class create two sentences using the two words
Example:
Water in the ocean is the colour blue
It doesn't feel sticky like glue!

• Keep it fun and also remind students the sentences should be true.

Exercise III

Create enough space to form a circle with the class and practice using our own voice in a supportive space.

• Students will each get a turn as you instruct the students to each say one of the rhyming words off the board.
• Then as a class say the two rhyming sentences together out loud!

Additional Information

Upcoming Workshops - 2022/23

Nov 24-25 - Justice Rain Noon - Beading

Dec 13-14 - Chancz Perry - Theatre/Movement - *French Program*

Jan 26-27- Adreanna Boucher - Improvisational Theatre

Feb 16-17 Esperanza Sanchez Espitia - Digital Photography - *French Program*

March 23-24 - Gabriela Garcia Luna - Visual Art/Cyanotype Prints

April 20th-21st - Cooper Skjeie - Poetry

May 31st-June 1st - Amanda Murray - Hip Hop Dance

More Art by the Artist

ZHE the Free's music can be found on all streaming platforms
Teachers can screen the content ahead of time to see what songs best fit their grade level

ZHE the Free 'The LOVE EP' is a project exploring all aspects of love, generosity, joy, navigating betrayal, forgiveness and self love.

ZHE the Free can also be found on Youtube for more freestyles and videos!

Link to article interview with ZHE the Free: https://calgaryherald.com/entertainment/local-arts/roots-and-boundaries-calgary-rapper-zhe-the-free-wants-to-broaden-our-hip-hop-community

ZHE will be performing a feature poetry set at the Nuit Blanche Spoken Word Stage at the Broadway Theatre in **Saskatoon** on the evening of **September 24th.**