



Eekwol's Rhythm and Rap Show ft. Lindsay Knight

Strand: Music

Grades: 5 - 8

Content: 45 minute
broadcast +
hands-on activity

Overview

Lindsay "Eekwol" Knight has been creating and performing hip hop music for many years. As an Indigenous artist, she draws on life experiences and collective histories within her work. As a mother she embraces the teachings of living in a good way for future generations. Eekwol engages schools in this knowledge and encourages them to reflect on their own understanding of "a good life" and then build these concepts and themes in the process of creative hip hop lyric writing. Through dance breaks, beat and rhythm identification and interactive step by step lyric writing, the kids access their creativity in a unique and powerful way.

Classroom Setup:

- Students can stay at their desks.
- Projector
- Speakers (good sound level is important for this lesson).
- Device for each student or group to access YouTube (can also be the smart board).
- Paper, pencil & eraser

Artist Bio

Lindsay "Eekwol" Knight is an Nehiyaw award-winning hip hop performing artist and activist living in Saskatoon, originally from Muskoday First Nation in Treaty Six Territory. She has dedicated years to the culture and craft of hip hop to create something unique and astounding to give back to the community. Eekwol uses her music and words to spread messages of resistance, revolution and keeping the language, land and culture alive for the next generations. Through her original sound, she displays her activist roots by living and creating as a supporter of both Hip Hop and Indigenous culture and rights.

She is currently a PhD student at the University of Saskatchewan. Along with music and academic work, Lindsay frequently works with young people across the country as a mentor and helper. She achieves this through performances, workshops, speaking events, conferences and programs. In 2019, she worked with fellow lyricist, T-Rhyme on a project titled For Women By Women. It was funded by the Canada Council for the Arts.

Curriculum Aims & Goals

Aim:

The aim of K-12 Arts Education is to enable students to understand and value arts expressions throughout life.

Creative/Productive:

Students will inquire, create, and communicate through dance, drama, music and visual art.

Critical/Responsive:

Students will respond to artistic expressions of Saskatchewan, Canadian and International artists using critical thinking, research, creativity and collaborative inquiry.

Cultural/Historical:

Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts, and understand the connection between the arts and human experience.

Outcomes:

Creative/Productive

CP5.6

Create sound compositions (vocal and instrumental) that draw inspiration from pop culture and demonstrate knowledge of:

- form (binary – AB, ternary – ABA, rondo – ABACADA)
- metre as an organizational technique
- tempo as an organizational technique
- rhythm including beat, tempo, patterns of duration, and metre melodies
- harmony as a fundamental component in creating texture (e.g., choral accompaniment)
- scales that differ in structure and tonality (pentatonic, major, minor)
- tone colour as an organizational technique
- expressive use of silence

CP6.8

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

CP6.9

Create sound compositions that explore relationships between music and identity (e.g., influencing factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

CP7.7

Investigate improvisation using the voice, instruments, and a wide variety of sound sources from the natural and constructed environment.

CP8.8

Investigate and make choices about musical structures in sound composition.

CP8.9

Compose sound compositions in response to social issues (e.g., poverty, racism, homophobia, sustainability, gangs).

Critical/Responsive

CR5.2

Respond critically and creatively to a variety of pop culture expressions.

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).

CR8.1

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

Cultural/Historical

CH5.2

Compare traditional and evolving arts expressions of First Nations, Métis, and Inuit artists from different regions of Canada, and examine influences of pop culture on contemporary arts.

CH6.2

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

CH7.2

Investigate how Indigenous artists from around the world reflect the importance of place (e.g., relationship to the land, geology, region, urban/rural environments).

CH8.3

Demonstrate understanding of how contemporary artists use and incorporate new technology into their work.

Tips for connecting outcomes to activity:

Grade 5

- Listen to some hip hop songs (clean lyrics ☺) in class. Ask students to try to identify examples of form, metre, tempo, rhythm, harmony, scales, expressive use of silence. (CP5.6)

Grade 6

- Ask students to consider repetition and variety, see if they can intentionally incorporate them in the lyrics. (CP6.8)

Grade 7

- Ask each group to look up an Indigenous hip hop artist from somewhere in the world. They can present a song(clean lyrics ☺) from that artist along with their group performance. Tell the class where the artist is from and how it connects to the music (CH7.2)

Grade 8

- Ask students to use current social issues as inspiration for their lyrics, ask them to explain why they think hip hop is rooted in truth and justice. (CP8.9)

Teacher Guided Post-Broadcast Activity

Let's Write a Rap Song!

45-60 minutes

Description of Activity

The class will create a rap song using the techniques taught by Eekwol in the broadcast. The students will come up with a concept and build it into a song using an instrumental of their choosing. The whole process will start with a large group and then break into smaller groups and back to the large group upon completion of all of the parts of the song.

Prepare for the Activity

- Students should be split into groups of four or five and find a comfortable space. Younger students might want to work together as one group for the first song.
- Some students may use their phones for finding instrumentals, or teachers may provide access to school devices.

Activity Description

- The teacher and class will come up with a concept or theme of relevance to the students that can inspire writing of their hip hop lyrics. This could be anything related to what the class has been studying or something timely and relevant outside of the curriculum.
- The teacher will write down the concept and from there students will build the "umbrella" of theme words that relate to the concept on the board. Try to come up with at least 10 theme words.
- They will then search for a beat/instrumental that fits the concept. This involves students making suggestions (e.g., rhythms, drum beats, mood) and the teacher selecting examples of beats or instrumentals on YouTube.
- The important point here is that they must be hip hop/rap instrumentals without any vocals. Also, this process could take a while so make sure to narrow the beats down quickly and allow them to find consensus out of a selection of 2 or 3.

- The next focus is to build the “hook” (chorus) as a large group. The hook should be 4 lines that can all rhyme or a pair of rhyming lines. It is up to the group to figure out what sounds best based on the concept and themes written down. The catchier, the better!
- Once this is complete, the class will split into groups of 4 or 5 and come up with 16 bar verses based on the hook. This is 16 lines that have 8 rhyming couplets. For younger grades, you can shorten these to 8 bar verses with 4 rhyming couplets.
- Be sure to remind them to refer back to the words on the board and the hook so that the verses stay on topic.
- Once this step is complete they can come back into the large group and have someone try to rap the verse. The whole group should try to rap the hook.
- So, the song starts with the hook, then a verse, then the hook, then a verse, then a hook, etc.