



Strand: Music  
Grades: 6,7,8  
Content: 45 minute broadcast + hands-on activity

## ***Hip Hop: Music with Informed and Emotionz***

### **Overview**

Brad Bellegarde/ InfoRed and David Nelson/ Emotionz will explore the four main elements of Hip Hop culture (MCing, DJing, Graf Writing and Breakdancing). They will demonstrate how the art forms of Hip Hop have the ability to educate and connect people with Indigenous history. Students will have the opportunity to practice rapping, beatboxing and graf writing during the broadcast, and will also write a song collectively.

\* Please see pages 3-4 for a **Teacher Guided Post-Broadcast Activity**. This activity will give students the opportunity to apply what they have learned during the broadcast.

### **Artist Bios**

CBC Future 40 Award Winner & Neechie Gear Role Model Brad Bellegarde aka InfoRed has been a featured artist at events such as Aboriginal Music Week in Winnipeg, Manitoba, APTN's Aboriginal Day Live and Vancouver's Olympic Games celebrations. A member of Little Black Bear First Nation, Brad grew up in Regina, SK and starting writing rhymes at he age of 14. A true believer that education is the new Buffalo, he presented his work to educators from around the world at an International Indigenous Education conference in Temuco, Chile, South America. In 2012, InfoRed performed for His Royal Highness the Prince of Wales and the Duchess of Cornwall during their Royal visit.

Vancouver native Dave Nelson/Emotionz has been an integral part of the west coast music scene the last 15 years. Recording with such artists as DJ Quik, Stylust Beats, Souls of Mischief and many more has helped him carve out his own unique style and sound. He has combined rap, beatboxing and DJ'ing and has given 2000 performances in 20 countries. He recently completed a collaborative project "Orbits" with reggae singer/producer Gisto. In 2017, he is touring Internationally and releasing new videos and EP's with "Sleeveless Records" and "Wandering Worx".

### **Curriculum Aims & Goals**

#### **Creative/Productive:**

Students will collectively create a rap verse. They will experiment with rap, beatboxing and graf writing and utilize the techniques practiced with the artists.

#### **Critical/Responsive:**

Brad and David will demonstrate methods of writing rhyme/rap verses. Students will respond by exploring their own stories and translating them into rhyme.

#### **Cultural/Historical:**

Brad will share his personal story to writing his family history in Residential School through the art of rap. David will share his story of how Hip Hop has built cross-cultural bridges for him and challenged cultural stereotypes.

### **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 Resources**

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

## **Broadcast Program (45 min)**

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

Brad and David will take 3 minutes each to share how they got into Hip Hop and why they still do it.

### **On-Air Activity 1: Rhyme association - words that rhyme (5min)**

### **Artist Presentation 2: (5-7min)**

#### **First Nation Traditions and the History of Hip Hop**

This will be an oral presentation. Brad will explain the First Nations culture and David will relate it to the elements of Hip Hop.

### **On-Air Activity 2: Beatboxing 101 (5min)**

### **Artist Presentation 3: Performance (10min)**

Brad and David will each perform a song.

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

There will be a group writing exercise. Students will then practice doing a rap verse to a beatbox.

### **Artist Conclusion: Q & A (5min)**

## Saskatchewan Curriculum Outcomes:

CP 6.9 Create sound compositions that explore relationships between music and identity (

CH 6.2 Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work

CR 7.2 Investigate and identify ways that the arts can communicate a sense of place.

CH 7.3 Investigate and identify a variety of factors that influence artists, their work, and careers.

CP 8.9 Compose sound compositions in response to social issues.

CR 8.1 Respond to professional dance, drama, music, and visual art works through the creation of own arts expressions.

CH 8.2 Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results.

## Teacher Guided Post-Broadcast Activity (30min-1 Hour)

Your class will work create a rap on a topic, for example “taking action”. Refer back to the creative process demonstrated by David and Brad during the broadcast session.

**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](http://www.liveartsaskatchewan.com)).

**Step 2:** Have the students choose a topic that is important to them. Brainstorm with the class to find a

## Materials and Resources

- Students will need paper and pencils for writing.
- You will also need a sound system or computer and speakers to play the audio track found on the LIVE Arts website. Beat is posted on the LIVE Arts website under Music Resources at: [www.liveartsaskatchewan.com](http://www.liveartsaskatchewan.com)

topic, or base the theme of the song on your curriculum. For example, in Saskatchewan;

Grade 6: Identity

Grade 7: Place

Grade 8: Social Issues

**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. The rhyme association exercise modeled during the broadcast will be a key component utilized in this step.

Ensure that each line rhymes in an AA BB format.

Follow this format until you reach 12-16 lines or rhymes.

**Step 5:** Once the students have done this have them read the rhyme out collectively to an instrumental. Beats are available on the LIVE Arts website: [www.liveartsaskatchewan.com](http://www.liveartsaskatchewan.com)