



Grade

3

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Music

Curriculum

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## Grade 3: Environmental Rap with Hip Hop Artist Eekwol aka Lindsay Knight

**Aim:** This one-hour session will give students the opportunity to participate in a live broadcast with professional musician Eekwol aka Lindsay Knight.

Students will learn how rap artists such as Eekwol come up with ideas and often draw inspiration from environmental issues.

Students will learn to sing the hook from Eekwol's environmental rap song and create their own rhyming verses.

**Creative/Productive:** Students will create two verses to a rap song by Eekwol.

**Critical/Responsive:** Students will have the opportunity to identify and describe how arts expressions make them think and feel.

**Cultural/Historical:** Students will gain an awareness of evolving arts expressions of Saskatchewan First Nations artists in own communities or regions.

### About the Artist

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 5<sup>th</sup> album, which will be released in spring 2012.

For more information on Eekwol please contact [eekwol@hotmail.com](mailto:eekwol@hotmail.com) and check her out at [www.myspace.com/eekwol](http://www.myspace.com/eekwol)

## Program Structure

**PART 1: 40 min.** LIVE broadcast introductory session with a professional artist:

- Video - Artist Biography 'Eekwol'.
- Demonstration - Learning the beat.
- Performance - Eekwol performs.
- Classroom Response - Participating classes will have 2 min. to discuss how Eekwol's song made them feel (you may wish to do this as a Pair and Share activity).
- Multi-media Presentation - Hip hop history with dance breaks.
- Demonstration – Learning a hook; creating a verse for 'Environmental Song'.

**PART 2: 30 min.** Teacher-guided hands-on workshop activities with on-line support from artist. Teachers and students can consult the artist via the Internet or telephone during this segment.

Teachers are encouraged to send in questions from their students via Adobe Connect at any point during the one-hour program <http://connect.edonline.sk.ca/liveartsed/>. Resources are available for use in the classroom at the LIVE Arts Education website [www.liveartsaskatchewan.com](http://www.liveartsaskatchewan.com) and via Adobe Connect during the broadcast.

## Curriculum Outcomes

### Creative/Productive

CP3.6 Create and perform music (vocal and instrumental) that demonstrates knowledge of: form (repeated or contrasting phrases: call/ response, question/answer, rounds); rhythm (interplay of beat, tempo, and patterns of duration); pitch (combining pitch and rhythm to form melody); dynamics (levels of loud/ soft); texture (combining and layering sounds); tone colour (differentiate).

c. Imitate and create repeated and contrasting rhythmic phrases in simple metres (e.g., 2/4, 4/4).

### Critical Responsive

CR3.1 Describe ideas and problem-solving processes used in own arts expressions.

- a. Identify and describe how arts expressions make them think and feel.
- b. Discuss ideas for own arts expressions incorporating personal interests and experience.

### Cultural Historical

CH3.2 Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Métis artists in own communities or regions.

- a. Share information about the arts expressions of Saskatchewan First Nations and Métis artists gained through individual research or collaborative inquiry.

## 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>i.e. log, frog</i>
Pie	<i>i.e. sigh, buy, lie, why</i>
Talk	<i>i.e. walk, sock, mock</i>
School	<i>i.e. fool, tool, mule,</i>

2. Look at these sample lyrics from Eekwol's 'Envireal' song and have your students pick out rhyming words.

Appreciation what is it for  
Love life and happiness could we ask for more  
Is it all about knowing who you are in the world  
Whether you're young or old boy or girl  
And how you recognize your right to eat, sleep and breathe  
There's a reason why we're here and all that we achieve  
It's inside the sounds like the sway of the trees  
And the bugs that land on the branches and leaves  
Close your eyes for a minute and try to see  
That we're just a small part of the land and seas

3. Have your students brainstorm some ideas for your classes environmental song verse; have them think about issues that impact the environment such as pollution, littering, etc.

## Teacher Guide for Hands-on Workshop Segment of the Broadcast, continued

4. Have your students create a first line for their verse based on the following format from 'Environmental Song'. The numbers show where the 4/4 beat hits, start by clap to 4 slowly then start I've on the downbeat before the count of 1.

1                    2                    3                    4  
I've/ always been/ taught to think of/ all things as/ equals

1                    2                    3                    4  
So I/ never treated/ any living/ creature as a/ weaker

1                    2                    3                    4  
I/ seek truth/ in the/ rocks trees and/ water

1                    2                    3                    4  
To/ mother/ earth we are/ all sons and/ daughters

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.

5. Have your students sing along with Lindsay's hook for 'Environmental Song' and then have them sing their new verse. The hook is posted at [http://liveartsaskatchewan.com/?page\\_id=204](http://liveartsaskatchewan.com/?page_id=204)