



Grade

4

Strand

Music

Curriculum

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## Grade 4: Rapping 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 their daily lives.

Students will learn to sing the hook from 'Keesik Song' by Eekwol 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 analysis how music represents unique ideas and perspectives.

**Cultural/Historical:** Students will gain an awareness of evolving arts expressions of Saskatchewan First Nations artists.

### 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 [eekwoll@hotmail.com](mailto:eekwoll@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 'Keesik Song'.
- Classroom Response. Participating classes will have 2 min. to brainstorm what they learned about Eekwol's life from listening to 'Keesik Song' (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 'Keesik 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

CP4.6 Create and perform music (voice and instrumental) that demonstrates knowledge of: form (e.g., round, call/ response, verse/chorus, rondo); rhythm, beat, and metre (e.g., triplets, 3/4 metre, syncopation; expressive use of tempo and dynamics); pitch, melody, and pentatonic scale (do, re, mi, sol, la, do); harmony and texture (e.g., layers of sound and patterns, partner songs); timbre (e.g., instrument classifications).

f. Investigate how tempo, dynamics, tone colour, and silence can be used expressively.

### Critical Responsive

CR4.1 Analyze how dance, drama, music, and visual art works represent unique ideas and perspectives.

c. Evaluate how arts expressions reflect and affect the daily lives of people (e.g., graphic designs, cultural events, popular music, music videos, drama and films, architecture) and apply this understanding in own work.

### Cultural Historical

CH4.2 Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists.

## 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 'Keesik Song' and have your students pick out rhyming words.

You're such a momma's boy all quick with the charm  
I'm so hooked I had to get you tattyed on my arm  
And even though your greatness outweighs the rest  
Don't act better than you own or you'll end up with less  
Be critical, original a caring individual  
Focus on the truth don't fall into a pigeonhole  
Be strong be aware be resilient  
My son you're my son shine that light so brilliant

3. Have your students brainstorm some ideas for your classes verse; think about some things your parents might want for you; what advice would you give a younger brother or sister?

