



Grade

6

Strand

Music

Curriculum

[www.curriculum.gov.sk.ca](http://www.curriculum.gov.sk.ca)

## Grade 6: Lindsay Knight aka Eekwol/ Randy Morin Traditional Storytelling Hip Hop Style

**Aim:** This 1 hour session will give students the opportunity to participate in a live broadcast with rap Artist Eekwol and storyteller Randy Morin.

Students will learn how traditional storytellers and rap artists are influenced by personal experience.

Students will learn to sing the hook from 'Lessons in Cool' by Eekwol and create their own verses for the song.

**Creative/Productive:** Students will learn to sing the hook from a rap song by Eekwol and create additional verses for the song.

**Critical/Responsive:** Students will have the opportunity to Investigate and identify ways that the arts can express ideas about identity.

**Cultural/Historical:** Students will investigate how personal, cultural, or regional identity may be reflected in arts expressions.

### About the Artists

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.

Randy Morin is a teacher/musician who is a member of Big River First Nation, Treaty Six area. He has a Bachelor of Arts Degree in both Indigenous Studies and Education along with a lifetime of traditional Plains Cree teachings. As a strong supporter of maintaining and teaching his Cree language and culture, Randy shares this in the classroom setting as a high school teacher at E.D.Feehan Catholic High School in Saskatoon, SK.

Randy enjoys spending time with his family and is married to hip hop artist Lindsay aka "Eekwol" Knight.

Randy is a gifted storyteller who has had the opportunity to tell stories in and around Saskatoon at various functions. He continues to work in various capacities with youth around Saskatoon.

## Program Structure (1 1/4 hour)

**PART 1: 45min.** LIVE broadcast introductory session with a professional artist.

- Eekwol and Randy Morin 'Life Lessons - Show & Tell'
- Classroom Activity - Learning the beat, traditional drum beat, contemporary rap beats.
- Focus on a traditional perspective. How does Randy select stories to tell? Randy tells a story.
- Classroom Activity. Brainstorm as a classroom for 3-5min. What do the students think was the lesson behind Randy's story?
- Performance. Eekwol performs her song 'Lessons in Cool'.
- Basic Cree. Randy teaches students some words based on Eekwol's song.
- Classroom Activity. Brainstorm as a classroom for 2-3min. Rhyme Time- Have the class brainstorm rhyming words that go with both 'stories'.
- Demonstration - Learning a hook; creating a rhyming verse based on the traditional story.

**PART 2: 30 min.** Teacher-guided hands-on workshop activities with online support from artist through Adobe Connect. Teachers and students can ask questions and consult artist via Adobe Connect during this segment at <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)

Students may need additional classroom time beyond the 30 minutes to complete the hands-on project.

## Curriculum Outcomes

### Creative/Productive

- CP6.8 Investigate and manipulate elements of music and principles of composition including repetition and variety.
- f. Investigate ways that variety can add interest and repetition can hold a musical piece together.
  - g. Create and manipulate melodic phrases using repetition and variety.

### Critical Responsive

- CR6.2 Investigate and identify ways that the arts can express ideas about identity.
- b. Reflect on and discuss the intentions, problem-solving processes, and interpretations of own and others' arts expressions including how they relate to the concept of identity.

### Cultural Historical

- CH6.1 Investigate how personal, cultural, or regional identity may be reflected in arts expressions.

Refer to renewed Arts Education curriculum documents for further information on outcomes and assessment.

## 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. Take the time to review Eekwol's video for 'The Gauntlet'. How is Lindsay's verse different from the other two rappers?

Discuss how each rapper expresses their individuality (e.g., lyrics; clothing; imagery).

2. Look at these sample lyrics from 'Lessons in Cool' and have your students pick out rhyming words.

*It's that little something some people got*

*Friends automatic way too hot*

*You don't have to be a model*

*Make 'em wanna follow*

3. Have the students work individually to create a list of things that are important in their lives and a second list of challenges that they face in their lives.

4. Show the class the following sample structure from 'Lessons in Cool'. Working with all of the students, come up with the first line for a verse for 'Lessons in Cool'.

1	2	3	4
Look at him/	overdoin' it /	now/	-
1	2	3	4
(Shoot) someone get this/	boy a/	cup of settle/	down

Have students brainstorm a word that rhymes with the last word of their first line of lyric. Then create a second line to go with the first.

5. Have the students work in a small group or with partners to develop their own verse for lessons in cool based on the list each student developed. They don't have to share their full list with their classmates. Simply use the list to suggest content for their group's lyrics.

6. Have the students present their lyrics to the entire class. Working as a class, sing the hook from 'Lessons in Cool' alternating with each group's verse. The hook is posted at

<http://liveartsaskatchewan.com>