



Strand: Music  
Level: Grades 7/8/9  
Content: 45 minute broadcast + hands-on activity

## LIVE Arts: Hip Hop with Zoey Pricelys Roy

Through the process of collaborating on song lyrics together, students gain awareness of how to create a collective story. They will gain the sense of accomplishment as the sentences they craft tell a story that unites them all. Indigenous languages can be celebrated in this format as the rhythm of the languages resonates in memory, spirit and aesthetic.

Please see page 2 for a **Teacher Guided Pre-Broadcast Activities** and **page 5** for a **Teacher Guided Post-Broadcast Activity**.

### About the Artist

**Zoey Pricelys Roy** is a spoken word poet, emcee, film producer, and community-based educator. She is Cree-Dene Metis from the Peter Ballantyne Cree Nation, has made a home for herself in Saskatoon and is a student in the SUNTEP Program at the University of Saskatchewan.

Zoey found a community of poets at Tonight It's Poetry in Saskatoon in 2011. Since then, she has performed at hundreds of events across Canada. She is now working on an spoken word and hip hop album supported by the Saskatchewan Arts Board. In 2016, Zoey released a chapbook memoir "homecoming". She has worked as a Film Producer with Soul Datta Productions, producing seven short documentaries and commercials, and was also the Assistant Director on Tasha Hubbard's docu-drama "7 Minutes".

As recognition for her work, she has been awarded the Queen Elizabeth II Diamond Jubilee Medal in 2012; the National Aboriginal Achievement Award for the Congress of Aboriginal People's in 2013; the YWCA Women of Distinction Youth Award; the Indspire Metis Youth Award in 2016 and the 2016 3M National Student Fellowship.

### Curriculum Aims & Goals

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

Students will learn how to write a Hip Hop song as a group and how to sing this song to a beat.

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

Students will be challenged to identify the main message of a song.

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

Students will learn how songs evolve out of one's own cultural background and history.

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

CR7.3 Examine and describe how arts expressions of various times and places reflect diverse experience, values, and beliefs.

CH7.1 Investigate how artists' relationship to place may be reflected in their work.

CR8.1 Respond to professional dance, drama, music, and visual art works through the creation of own arts expressions.

CR8.3 Investigate and identify how arts expressions can reflect diverse worldviews.

CH8.2 Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results.

CP9.9 Compose and perform sound compositions to express perspectives and raise awareness about a topic of concern to youth.

CR9.1 Respond to professional dance, drama, music, and visual art works through individual or collaborative inquiry and the creation of own arts expressions.

CR9.3 Investigate and identify how arts expressions can challenge thinking about values, ideas, and beliefs.

CH9.1 Investigate and discuss the role of artists in raising awareness or taking action on topics of concern.

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

## Teacher Guided Pre-Broadcast Activities

The following activities will prepare students for the broadcast with Zoey.

### Listening Activity

1. As a class, listen to one or more of the following hip hop songs while reading the lyrics.

**Note: It remains the responsibility of educators to preview and select materials that best meet the needs of their students, school, and community. Educators should choose resources in accordance with their school division's learning resources selection policy.**

I have a dream – Common Ft. Will I Am

<https://www.youtube.com/watch?v=Clz3TFnqmK0>

Retrospect of Life – Common Ft. Lauryn Hill

<https://www.youtube.com/watch?v=YeG00xro4yI>

The Message – Dr. Dre

<https://www.youtube.com/watch?v=q71SSrK6S18>

2. Review the following questions with your students. (Write main ideas on the white board to help students remember)
  - A. **First Impressions:** What was your reaction to the song?
  - B. **Description:** What kinds of words and sounds did you hear?
  - C. **Interpretation** – A lyricist is someone who writes the words to a song. What message was the lyricist trying to communicate? To who? Why do you think the lyricist wrote the song?

#### **Materials and resources for pre-broadcast activity:**

- Computer linked to projector or screen to watch videos streaming from the web
- Speakers for sound
- White board and marker to write down student's answers

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### Music Vocabulary

Review the following vocabulary with your students. Go back and listen to the song(s) from the listening activity to find examples for each concept.

Rhyme: repetition of similar sounding words occurring at the end of lines in songs

Rhythm: The arrangement of time or duration in music.

Beat: The regular repeated pulsation in music.

Tempo: The rate of speed or the pace of the music.

Metronome: a device used by musicians that marks time at a selected rate by giving a regular tick.

\* Here is a video of a metronome if you would like an audio-visual representation:  
<https://www.youtube.com/watch?v=5aGo24oKGjE>

### **Identifying beats**

Listen to the song(s) from the listening activity again, paying special attention to the beats. As a class, practice counting beats in groups of 8.

### **Brainstorm**

Ask each student to write down 20 words that remind them of their school, their community, and their life. It's important the students think about how it feels, and how they feel in it. For example: soccer, fun, swimming, friends, teachers, gym time, poetry, dance, culture. This list will be used during the broadcast event.

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

**Presentation 1:** Artist Bio

**Activity 1:** Vocal Warm-up

**Presentation 2:** Zoey Performance

**Activity 2:** Brainstorm Theme

**Presentation 3:** Rhyming

**Activity 3:** Brainstorm Rhymes

**Presentation 4:** Opening Statements and Rhyming Couplets

**Activity 3:** Students write lines/ rhyming couplets

**Demonstration:** Zoey and students at the host schools demonstrate how it all comes together

**Questions/ Wrap Up**

Text questions to 306.291.7355 to have your questions answered on air!!

### **Materials and resources for broadcast:**

- Teachers will need a whiteboard to jot down the students ideas during the brainstorming activities.

\*Note- you will need a record of the words and lines generated by your students during the broadcast for the Post-Broadcast Activity

- Students should have the list of words they generated during the pre-broadcast activity.

## Teacher Guided Post-Broadcast Activity

Using the ideas generated by your students during the broadcast, continue to work on writing the lyrics for your song. Brainstorm more words relating to the theme or rhyming words as needed.

Write more rhyming couplets with the group, as needed.

Once the class song is written, practice signing it to a beat. Students may clap along or you may wish to use one of the instrumental songs below to sing along to.

<https://www.youtube.com/watch?v=J3r-ct0haZg>

<https://www.youtube.com/watch?v=MZQtS6WPZuE>

<https://www.youtube.com/watch?v=cJNFh1Dfy4I>

<https://www.youtube.com/watch?v=tOnTPW1MTZ4>

### **Materials/ Resources for Post-Broadcast Activity:**

- A record of ideas the class came up with during the broadcast.

(Either leave ideas on the whiteboard, take notes or take a few pictures)

-Optional: computer with speakers and internet connection to play instrumental music