



# LIVE Arts with Eekwol a.k.a. Lindsay Knight

## Song All About You

Strand:	Music
Level:	Grade 6
Content:	45 minute broadcast + hands-on activity

### Overview

This session will give students the opportunity to participate in a live broadcast with professional musician Eekwol. Students will learn how rap artists such as Eekwol come up with ideas and draw inspiration from their own experiences and communities. Lindsay will speak about her background in Plains Cree Indigenous music and her cultural identity, and how these have impacted her practice. The broadcast features live performances of both a traditional song and one of Lindsay’s original compositions.

Please see pages 4-5 for a **Teacher Guided Hands-On Activity**. This post-broadcast activity will give students the opportunity to use what they have learned during the broadcast to create their own song(s).

### About the Artist

Lindsay Knight aka Eekwol is an award-winning hip-hop performing artist living in Saskatoon, originally from Muskoday First Nation, Saskatchewan. She has successfully completed her Masters Degree at the University of Saskatchewan. She has taken this formal education, along with her many years of dedication to hip hop, and created something unique to give back to the community. Eekwol uses her voice and words to spread messages of resistance, revolution and keeping the language, land and culture alive for the next generations. Through her original music she displays her activist roots by living and creating as a supporter of both Hip Hop and Indigenous culture and rights. Along with music and academic work, Eekwol frequently works with young people as a mentor and helper through workshops, conferences and programs.

### Curriculum Aims & Goals

**Creative/Productive:**

Students will create a song about themselves, and experiment with putting it to a beat.

**Critical/Responsive:**

Students will consider what a song’s lyrics can say about an individual’s identity and community.

**Cultural/Historical:**

Students will learn about traditional Cree music and how it has influenced contemporary First Nations artists in making new music.

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

### **Presentation 1** (2 minutes)

Intro to the parts of a song (Rhythm, beat, etc)

**Activity 1** (5 minutes) Discovering sound: rhythm and beat exercise.

### **Presentation 2** (7 minutes)

-Plains Cree music mini-lesson \***CR6.3** \***CH6.1**  
-About the drum

### **Performance 1** (4 minutes)

Traditional Cree song: Iskwewak Iskotew Tapwewin

### **Activity 2** (5 minutes)

Lyrics and meaning- Finding the main concept of a song \***CR6.2**

### **Presentation 3** (5 minutes)

Artist Bio (Video and Powerpoint) \***CR6.1** \***CR6.2** \***CH6.2**

### **Performance 3** (3 minutes)

Hip-Hop: Keesiks Song

### **Demo and Activity 3** (11 minutes)

-Eekwol demonstrates her songwriting process  
-Students brainstorm identity words and create rhyming lines \* **CP6.9**  
-Students experiment putting lyrics to a beat

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

The teacher will need a whiteboard/ chalkboard to write down ideas.

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

**Creative/Productive:**

**CP6.9** Create sound compositions that explore relationships between music and identity (e.g., influencing factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

**Critical/Responsive:**

**CR6.2** Investigate and identify ways that the arts can express ideas about identity.

**CR6.3** Examine arts expressions and artists of various times and places.

**Cultural/Historical:**

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

**CH6.2** Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work.

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

## Teacher Guided Hands-On Activity (45 minutes)

This post-broadcast activity will give students the opportunity to use what they have learned during the broadcast to create their own song(s).

Plains Cree First Nations culture has always used music as a way of understanding the world. Eekwol's broadcast focused on identity and history by describing hip-hop and Plains Cree music and how they fit into everyday life. In the following hand-on exercise, students will create a basic song about identity. The "beat" will be an mp3 of a hand drum beat with a slow tempo. This will give students an opportunity to practice reciting/ singing their lyrics to a rhythm.

### Materials and resources for hands-on activity:

- smartboard/chalkboard
- paper and pens
- sound system to play an mp3
- mp3 available here:  
<http://liveartsaskatchewan.com/resources/music/>

### 1. List Identity Words

Give students 5-10 minutes to brainstorm individually. The goal is for each student to create a list of 10 words that relate to their identity. Depending on the group, it may be useful to use questions to identify some key words.

Questions might include:

- List three adjectives that describe you.
- List some important relationships in your life (for example, daughter of..., friend of...)
- List two activities/hobbies you enjoy.
- List three things, people or ideas that you love.
- List three feelings you experience often.
- List one of your fears.
- List three accomplishments.
- List three hopes/ dreams.
- Where do you come from?
- What communities do you belong to?

### Identity Words Examples

Prairie  
First Nations  
Gamer  
Nerd  
Girl  
Boy  
Artist

### Rhyming Line examples

"I spent most of my life on the  
**prairie**  
I like to eat wheat and I love **dairy**"

### 2. Create Class Rhymes Together CP6.9, CH6.1

- Ask 10 students to volunteer one word from their list and write them on the board.
- Using these 10 words, create 10 lines placing a different student's word at the end of each line.
- Create a second line to rhyme with each of the original 10 lines, generating 20 lines all together.
- This is a relaxed exercise, not meant to be strict. The purpose is to get students to think about their identity in a lyrical way. The lines do not have to be syllabically exact nor do the words have to rhyme exactly.
- For example: "I am a proud Yorkton **Girl** /Someday I plan to take over the **World**  
Note that "Girl" and "World" are not exact rhymes, yet they are close.

- Make sure to write all of these lines on the board, and ask students for input regarding the order of the lines.

### **3. Put Your Lyrics to a Beat**

Once the twenty lines are done, recite them as a group and suggest that one student recite them alone.

Practice putting the lyrics to the beat, and experiment with different ways of doing so. (Use the mp3 found here: <http://liveartsaskatchewan.com/resources/music/>)

### **4. Write individual Songs (optional)**

As an option, have students create a second song more independently using the same steps. In this instance they will only use words from their own list along with rhyming words of their choosing. Have them recite/sing their songs for the class at the end of the exercise.