



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

Song All About You

Strand:	Music
Level:	Grade 8
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 feels strongly about social issues and speaks to these through her songs. She will also describe how her background in Plains Cree Indigenous music impacts her contemporary 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.

<h3>Curriculum Aims & Goals</h3> <p>Creative/Productive:</p> <p>Students will create a song about themselves, and experiment with putting it to a beat.</p> <p>Critical/Responsive:</p> <p>Students will consider what a song’s lyrics can say about an individual’s identity and community.</p> <p>Cultural/Historical:</p> <p>Students will learn about traditional Cree music and how it has influenced contemporary First Nations artists in making new music.</p>

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 ***CR8.3**
-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 ***CR8.3**

Presentation 3 (5 minutes)

Artist Bio (Video and Powerpoint) ***CH8.2**

Performance 3 (3 minutes)

Hip-Hop: Keesiks Song

Demo and Activity 3 (11 minutes)

-Eekwol demonstrates her songwriting process ***CH8.4**
-Students brainstorm identity words and create rhyming lines * **CR8.1** ***CP8.9**
-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

Creative/Productive:

CP8.9 Compose sound compositions in response to social issues (e.g., poverty, racism, homophobia, sustainability, gangs).

Critical/Responsive:

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.

Cultural/Historical:

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

CH8.4 Examine and respond to the work of artists who incorporate more than one art form in their work (e.g., combining poetry and music).

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 and what is important to them. 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 and issues that are important to them. Depending on the group, it may be useful to use questions to identify some key words.

Questions might include:

- List two social issues that are important to you.
- List two words or phrases that describe how you would like the world to change.
- List three adjectives that describe a perfect world.
- List three adjectives that describe you.
- List some important relationships in your life (for example, daughter of..., friend of...)
- 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

*** CR8.1, CR8.3**

- 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.