

## **Episode #5: “Out Loud” with Lancelot Knight**

### **Targeted Age Group: Grade 9      Taking Action**

A powerhouse of performance with stunning vocals and a giant heart, Lancelot Knight is an acclaimed singer-songwriter who shows how far gratitude and a humble attitude can take you. Students will explore the structure of songs and create their own lyrics to a backing track.

#### **What to expect?**

**Part 1:** Meet the Artist. Lancelot introduces students to his journey on how he came to be a musician and the various projects and work he engages in.

**Part 2:** Students are introduced to the fundamentals of songwriting by breaking down the parts that make up a song. Lancelot also discusses considerations involved in the writing process including the theme, melody, finding the right words, use of syllables, and rhyming.

**Part 3:** Lancelot guides students through the process of writing their own song to a melody he composed. Students will explore metaphor and rhyme as they create two verses and one chorus to their own thematic song.

**Part 4:** Lancelot discusses how to deal with nerves when getting ready to perform. In addition to the “10 Things” to remember when creating and performing, Lancelot performs some of his own original songs, including the song he developed with students in Part 3.

#### **Episode Highlights**

**Artistic Skills:** Live performance, practice, artistic inspiration, dealing with criticism, write your feelings, artist responsibility, theatre performance, verbatim theatre creation, parts of a song, storytelling with song, collaboration.

**Social Themes:** Finding your drive, finding your voice, expressing your feelings, using experience as inspiration, Indigenous identity and perspectives, racism, race relations, personal growth, life on the reserve.

#### **Possible Arts Education 8 Curricular Outcomes:**

- **CP9.7** Use voice, instruments, and technologies to express musical ideas.
- **CP9.8** Combine the elements of music and principles of composition to express unified musical ideas.
- **CP9.9** Compose and perform sound compositions to express perspectives and raise awareness about a topic of concern to youth.
- **CR9.2** Investigate and identify ways that today's arts expressions can inspire change.
- **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.

- **CH9.2** Use the arts to raise awareness on topics of concern to Indigenous artists in dance, drama, music, and visual arts.

**Possible ELA 8 Curricular Outcomes:**

- **CC9.1a** Create various visual, multimedia, oral, and written texts that explore identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).
- **CC9.1b** Create various visual, multimedia, oral, and written texts that explore identity (e.g., Exploring Loyalty, Love, and Relationships), social responsibility (e.g., Equal Opportunity), and efficacy (e.g., Surviving and Conquering).
- **CC9.7a** Use oral language intentionally to express a range of information and ideas in formal and informal situations including dramatic readings of poems, monologues, scenes from plays, and stories and presenting reasoned arguments of opposing viewpoints.
- **CC9.7b** Use oral language intentionally to express a range of information and ideas in formal and informal situations including dramatic readings of poems, monologues, scenes from plays, and stories and presenting reasoned arguments of opposing viewpoints.
- **CC9.9a** Experiment with a variety of text forms (e.g., debates, meetings, presentations to unfamiliar audiences, poetry, précis, short script, advice column, video documentary, comic strip) and techniques (e.g., tone, persona, point of view, imagery, dialogue, figurative language).
- **CC9.9b** Experiment with a variety of text forms (e.g., debates, meetings, presentations to unfamiliar audiences, poetry, précis, short script, advice column, video documentary, comic strip) and techniques (e.g., tone, persona, point of view, imagery, dialogue, figurative language).

**Run Times:**

Part 1: 23:17 Meet the Artist  
 Part 2: 21:58 About Songwriting  
 Part 3: 24:57 Writing a Song  
 Part 4: 20:36 Performance

**Total: 1:30:48**

### **Part One: Meet the Artist**

Running Time: 23 minutes. Suggested Class Time: 30-60 minutes (Watch the video and follow-up discussion)

Getting to know Lancelot Knight and his art practice. Lancelot introduces students to his journey on how he came to be a musician and the various projects and work he engages in. In this video, Lancelot also discusses a project he is most proud of, *Reasonable Doubt*, a theatre piece he wrote the music for. This production was created along with Joel Bernbaum and Yvette Nolen and is based on interviews addressing race relationships between the majority and Indigenous people in Saskatchewan in response to the Gerald Stanley trial. Lancelot discusses racism and how it works, noting that for racism to survive, it needs to be normalized.

Lancelot addresses the following questions:

1. How did you get started?
2. Who are some of the artists that inspire you?
3. What is some good advice you've received?
4. How do you approach songwriting?
5. Has your songwriting changed over the years?
6. How is writing music for theater different?
7. What's a project that's been important to you? (Trigger Warning: Discussion of Racism/ Colten Boushie and Gerald Stanley)
8. What would your dream project be?
9. What advice would you give to yourself as a kid?

### **Part Two: About Songwriting.** Suggested Time: 60-90 minutes

Students are introduced to the fundamentals of songwriting (pre-chorus, chorus, verse, and bridge) through a process of breaking down the parts that make up a song. Lancelot also discusses considerations involved in the writing process including the theme, melody, finding the right words, use of syllables, and rhyming.

**Deconstructing a Song (0-8:13 minutes):** Deconstructing a song and song parts (Explanation).

**Activity (8:13-9:00):** Think of three themes you could write a song about (ex. being in love, losing love, going to park or beach, eating at a restaurant, etc.). Write about why you chose these themes. Suggested Time: 10 minutes.

**The Bridge (9:00-11:51 minutes):** Explanation

**Song Foundations: Melody and Writing with Syllables (11:51-13:40):** Explanation

**Activity (13:33-14:00):** Write two-to-three sentences that have six syllables, like this: "I want a piz-za for lunch/ Please re-mem-ber to smile." Try singing them to Lancelot's melody. Suggested Time: 10-15 minutes.

**Rhyming (14:00):** Explanation

**Activity (14:20-16:12):** Now make two six-syllable sentences that rhyme. Suggested Time: 10-15 minutes.

**Further Breakdown of a Song (16:12-19:09):** Explanation

**Review: The Parts of a Song (19:09-21:58):** In his performance, Lancelot sings the parts that make up a song through a review of everything he has discussed throughout this video.

**Part Three: Writing a Song** (Suggested Time: 2-3 hours)

Lancelot guides students through the process of writing their own song to a melody he composed. Students will explore metaphor and rhyme as they create two verses and one chorus to their own thematic song. Students can be encouraged to create their own melodies as well (optional).

**Exercise One: Writing a Song – Metaphor.** Suggested Time: 10-20 minutes

- 0:00-8:20: Explanation – Finding meaning and importance of metaphor
- 8:20-9:00: Activity – Think of one or two ways to say “Let’s go to a movie” or “Let’s go hang out”. A metaphor describes one thing by referring to another thing. Example: “I have butterflies in my stomach/ She stabbed me in the back/ He’s drowning in money.”

**Exercise Two: Writing a Song – Rhyming.** Suggested Time: 15-30 minutes.

- 9:00-11:00: Explanation
- 11:00-12:30: Activity – Find words that rhyme with “soar” and “blue”. Then choose two words of your own to rhyme with.
- 12:30-14:15: Activity – Writing a verse and experimenting with metaphor (Explanation and Activity)

**Exercise Three: Writing a Chorus (14:15-21:15).** Suggested Time: 30-60 minutes

- 14:15-16:00: Explanation – Writing a chorus
- 16:00-18:45: Explanation – Guitar chords
- 18:45-20:47: Explanation – Considerations when writing the chorus. This will be repeated after each verse and expresses the theme and feelings of the story.
- 20:47-21:15: Activity – Write a Chorus. Try experimenting with metaphor, rhyme, rhythm/melody, and theme.

**Exercise Four: Write a Song (21:15- 24:57).** Suggested time: 30-60 minutes.

- 21:15-23:17: Explanation
- 23:17-23:28: Activity – Write a second verse and complete your song to this formula: Verse, chorus, verse, chorus, and chorus to Lancelot’s music.
- 23:30: Explanation – Extra tips for songwriting

## **Part Four: Performance**

Lancelot discusses how to deal with nerves when getting ready to perform. In addition to the “10 Things” to remember when creating and performing, Lancelot performs some of his own original songs, including the song he developed with students in Part 3. In his final performance, Lancelot shares one of the songs performed from the play, *Reasonable Doubt*, which was performed on CFR radio (along with Krystal Peterson).

- 0:00 – 1:40: Explanation – How to deal with nerves
- 1:40-5:05: Performance – “I’ll Wait” by Lancelot Knight
- 5:05-5:28: Explanation – “Big Fish”, created with students in Part 3
- 5:28: Performance – “Big Fish” by Lancelot Knight
- 9:38-13:28: 10 Things to Remember
- 13:28-17:39: Performance – “Pick Me Up” by Lancelot Knight
- 17:39-20:36: Performance – Music from the play *Reasonable Doubt*, performed on CFR radio.

## **Biography**

### **Lancelot Knight (He/Him)**

Lancelot Knight is a Plains Cree, actor, singer, and songwriter from Saskatoon. He has toured in Germany and travelled to New Zealand and across North America. His music spans a variety of genres and all forms of artistry. He also plays guitar for his father’s band, *Chester Knight and The Wind*, and has toured with Joey Stylez. Lancelot also recently co-created the play *Reasonable Doubt*.

“What we want to accomplish is showing you a mirror, and mirror what you’re saying, because sometimes what you’re saying has no meaning until you hear those words back, especially from a different voice or different medium. This is why all forms of art are important, because someone might say something through a song that you can just sing along with. But then, someone might express that same feeling in a painting, or a dance, or a theatre show, and it will hit you in differently because we all consume in different ways.”