



Eekwol's Rhythm and Rap Show ft. Lindsay Knight

Strand: Music

Grades: 1 - 4

Content: 45 minute
broadcast +
hands-on activity

Overview

Lindsay "Eekwol" Knight has been creating and performing hip hop music for many years. As an Indigenous artist, she draws on life experiences and collective histories within her work. As a mother she embraces the teachings of living in a good way for future generations. Eekwol engages schools in this knowledge and encourages them to reflect on their own understanding of "a good life" and then build these concepts and themes in the process of creative hip hop lyric writing. Through dance breaks, beat and rhythm identification and interactive step by step lyric writing, the kids access their creativity in a unique and powerful way.

Classroom Setup:

- Students can stay at their desks.
- Projector
- Speakers (good sound level is important for this lesson).
- Device for each student or group to access YouTube (can also be the smart board).
- Paper, pencil & eraser

Artist Bio

Lindsay "Eekwol" Knight is an Nehiyaw award-winning hip hop performing artist and activist living in Saskatoon, originally from Muskoday First Nation in Treaty Six Territory. She has dedicated years to the culture and craft of hip hop to create something unique and astounding to give back to the community. Eekwol uses her music and words to spread messages of resistance, revolution and keeping the language, land and culture alive for the next generations. Through her original sound, she displays her activist roots by living and creating as a supporter of both Hip Hop and Indigenous culture and rights.

She is currently a PhD student at the University of Saskatchewan. Along with music and academic work, Lindsay frequently works with young people across the country as a mentor and helper. She achieves this through performances, workshops, speaking events, conferences and programs. In 2019, she worked with fellow lyricist, T-Rhyme on a project titled For Women By Women. It was funded by the Canada Council for the Arts.

Curriculum Aims & Goals

Aim:

The aim of K-12 Arts Education is to enable students to understand and value arts expressions throughout life.

Creative/Productive:

Students will inquire, create, and communicate through dance, drama, music and visual art.

Critical/Responsive:

Students will respond to artistic expressions of Saskatchewan, Canadian and International artists using critical thinking, research, creativity and collaborative inquiry.

Cultural/Historical:

Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts, and understand the connection between the arts and human experience.

Outcomes:

Creative/Productive

CP1.5

Create music expressions and contribute to decisions about ideas, sounds, instruments, and order (e.g., loud/soft, fast/slow, high/low).

CP2.5

Create sound compositions using communities as inspiration.

CP3.6

Create and perform music (vocal and instrumental) that demonstrates knowledge of:

- **form (repeated or contrasting phrases: call/response, question/answer, rounds)**
- **rhythm (interplay of beat, tempo, and patterns of duration)**
- pitch (combining pitch and rhythm to form melody)
- dynamics (levels of loud/soft)
- **texture (combining and layering sounds)**
- tone colour (differentiate).

CP4.6

Create and perform music (voice and instrumental) that demonstrates knowledge of:

- **form (e.g., round, call/response, verse/chorus, rondo)**
- rhythm, beat, and metre (e.g., triplets, 3/4 metre, syncopation; expressive use of tempo and dynamics)
- pitch, melody, and pentatonic scale (do, re, mi, sol, la, do)
- **harmony and texture (e.g., layers of sound and patterns, partner songs)**
- timbre (e.g., instrument classifications).

Critical/Responsive

CR1.1

Demonstrate understanding that the arts are a way of expressing ideas.

CR2.2

Use inquiry and technology to investigate a variety of arts expressions.

CR3.1

Describe ideas and problem-solving processes used in own arts expressions.

CR4.2

Respond thoughtfully to a variety of contemporary Saskatchewan arts expressions.

Cultural/Historical

CH1.1

Describe the arts and cultural traditions found in own home and school community.

CH2.1

Identify key features of arts and cultural traditions in own community.

CH3.2

Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Métis artists in own communities or regions.

CH4.2

Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists.

Tips for connecting outcomes to activity:

Grade 1

- Work as a big group at first until students understand concept.
- Encourage students to share their cultural histories and connect it to word choices. (CH1.1)

Grade 2

- Work as a big group at first until students understand concept.
- Ask students to reflect on their community for word choices. (CH2.1)

Grade 3

- When the students present their rap, ask them to describe some problems that they may have had in the creation and how they overcame it. Get feedback from the classroom. (CR3.1)

Grade 4

- Before students go looking for their beat, ask each group to choose a Saskatchewan First Nations or Métis artist. The artist can be from any genre, music, dance, drama, visual art. Ask students to either write lyrics about them or find inspiration from their art when making word choices. (CH4.2)

Teacher Guided Post-Broadcast Activity

Let's Write a Rap Song!

45-60 minutes

Description of Activity

The class will create a rap song using the techniques taught by Eekwol in the broadcast. The students will come up with a concept and build it into a song using an instrumental of their choosing. The whole process will start with a large group and then break into smaller groups and back to the large group upon completion of all of the parts of the song.

Prepare for the Activity

- Students should be split into groups of four or five and find a comfortable space. Younger students might want to work together as one group for the first song.
- Some students may use their phones for finding instrumentals, or teachers may provide access to school devices.

Activity Description

- The teacher and class will come up with a concept or theme of relevance to the students that can inspire writing of their hip hop lyrics. This could be anything related to what the class has been studying or something timely and relevant outside of the curriculum.
- The teacher will write down the concept and from there students will build the "umbrella" of theme words that relate to the concept on the board. Try to come up with at least 10 theme words.
- They will then search for a beat/instrumental that fits the concept. This involves students making suggestions (e.g., rhythms, drum beats, mood) and the teacher selecting examples of beats or instrumentals on YouTube.
- The important point here is that they must be hip hop/rap instrumentals without any vocals. Also, this process could take a while so make sure to narrow the beats down quickly and allow them to find consensus out of a selection of 2 or 3.

- The next focus is to build the “hook” (chorus) as a large group. The hook should be 4 lines that can all rhyme or a pair of rhyming lines. It is up to the group to figure out what sounds best based on the concept and themes written down. The catchier, the better!
- Once this is complete, the class will split into groups of 4 or 5 and come up with 16 bar verses based on the hook. This is 16 lines that have 8 rhyming couplets. For younger grades, you can shorten these to 8 bar verses with 4 rhyming couplets.
- Be sure to remind them to refer back to the words on the board and the hook so that the verses stay on topic.
- Once this step is complete they can come back into the large group and have someone try to rap the verse. The whole group should try to rap the hook.
- So, the song starts with the hook, then a verse, then the hook, then a verse, then a hook, etc.