

The Hip Hop Influence

Kennett High School

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THE HIP HOP INFLUENCE

Lesson Plans

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Lesson for Limited time classes/workshops

Equipment Needed

CD: “History of Hip Hop” – samples of tracks representing the evolution of the music form.
CD Player
Whiteboard and dry erase markers
Student paper and pencils

Activation of Prior Knowledge

Ask students about Hip Hop history, what their favorite Hip Hop musicians are, and styles of music that influence artists.

Facilitated Discussion

Listen to History of Hip Hop CD

Define and discuss use of beats, looping, samples, etc.

Writing:

Discuss how music elicits emotion. Have kids share a song or two that makes them happy, sad, angry, pumped up for the game, what they listen to when they are depressed, party music, dance music, etc.

Play several sample beats.

Choose a beat that the students like. Prompt students to think about how the song makes them feel, what they think about, what they see in their “minds eye”

Play the chosen beat and repeat several times. Students should write some lyrics or thoughts about what they feel and think about. Teachers should model writing as well.

Share the pieces. Have each student describe what he or she felt and thought, what emotions were stirred by the beat/riff, and what they imagine their song to be about.

Give the students a few minutes to each discuss and share their pieces. Ask them what they might add in to the song to make it better.

Any students who wish to perform their piece should. Insure that the class is aware that it is a practice take, and support the attempts.

When done – collect lyrics (or copy and give back), share copies of beats if students want to take them and write more songs at home.

Leave on a positive note.

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Lesson 1

Materials Needed:

- Computers w/music software * CD's with Hip Hop Music
- Poetry/Lyric examples * Guide sheets
- Dictionary/Thesaurus

Lesson Goals:

1. Students will be able to write at least two stanzas of a poem.
2. Students will be able to open a program using Reaper.
3. Students will be able to import a file using Reaper.
4. Students will be able begin creating a track in Reaper.
5. Students will be able to relate beats and rhythms to the words of their poem.

GLE's/ Standards:

Writing	Music	Technology
W-1, W-9,W-10, W-12, W-13, OC-1, OC-2	1, 3, 4, 7, 8, 9	1, 2, 4, 5, 6

Activating Prior Knowledge/Opening Activity:

Students will complete a 3 minute brainstorm on everything they know about Hip Hop music and its culture. After 3 minutes, compile a list on the board of their current knowledge of Hip Hop. Give a brief history of Hip Hop with musical examples.

Direct Instruction:

1. Discuss how most hip hop compositions are written in poetic form. Review the poetic styles and vocabulary that can be used when writing hip hop music. (i.e.: free verse, narrative, alliteration, onomatopoeia, imagery, ECT.)
2. Give a demonstration on the program Reaper. Show students how to open a program, import a file, and create a track.

Coached Practice:

1. Students will pick a topic for their poem. (Idea Egg)
2. Students will write at least two stanzas in the poem style of their choice.
3. Students will begin listening to non-commercial beats that they feel will match the rhythm of their poem.
4. Students will open Reaper and begin creating a track.

Final Product/Independent Work:

Students will complete at least two stanzas of their poem and begin creating a track by the end of class. Students will work on completing their poem for next class.

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Lesson 2

Materials Needed:

- Computers w/music software * CD's with Hip Hop Music
- Dictionary/Thesaurus * Guide sheets

Lesson Goals:

1. Students will be able to have at least half of their poem written
2. Students will be able to open a program using Reaper.
3. Students will be able to continue creating a track in Reaper.
4. Students will be able to edit their composition in Reaper.
5. Students will be able to relate beats and rhythms to the words of their poem.

GLE's/ Standards:

Writing	Music	Technology
W-1, W-9,W-10, W-12, W-13, OC-1, OC-2	1, 3, 4, 7, 8, 9	1, 2, 4, 5, 6

Activating Prior Knowledge/Opening Activity:

Review Baseball. Students will split into two teams. The first team will come to bat. For each question they answer correctly they get to go to a base. After three wrong answers (strikes) the next team will come up to bat. The team with the most points wins. Questions should be based on the previous lesson and vary in difficulty depending on which base they are hitting for. Homeruns could be questions based on today's lesson.

Direct Instruction:

1. Review how to structure the verses of their poem.
2. Give students examples of good and poor diction and articulation when rapping poems. All words must be stated and heard clearly when recording music.
3. Show students how to begin recording their composition.
4. Demonstrate how to edit their work in Reaper.

Coached Practice:

1. Coach students on correct diction and articulation when rapping their poem.
2. Students will begin recording their compositions.
3. Students will practice editing skills in Reaper.

Final Product/Independent Work:

Students will continue to work on writing their poem, matching their beats with the lyrics, and creating their track.

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Lesson 3

Materials Needed:

- Computers w/music software * CD's with Hip Hop Music
- Dictionary/Thesaurus * Guide sheets

Lesson Goals:

1. Students will be able to have most of their poem written.
2. Students will continue creating a track in Reaper.
3. Students will be able to edit their composition in Reaper.
4. Students will be able to create several tracks in Reaper.

GLE's/ Standards:

Writing	Music	Technology
W-1, W-9,W-10, W-12, W-13, OC-1, OC-2	1, 3, 4, 7, 8, 9	1, 2, 4, 5, 6

Activating Prior Knowledge/Opening Activity:

Relay Review. In two teams, students will race to the board and the team who writes the correct answer first gets the point. All questions should be based on the prior two lessons.

Direct Instruction:

1. Demonstrate and teach students how to create several tracks in Reaper and how to edit them.

Coached Practice:

1. Work with students on their poetry. Check to make sure they are writing it correctly and progressing with it.
2. Record and review them rapping their poems. What do they do well and what can they improve on?
3. Coach students on how to create several tracks in Reaper.

Final Product/Independent Work:

Students will work on finishing their poem, recording, and editing their track(s).

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Lesson 4

Materials Needed:

- Computers w/music software * CD's with Hip Hop music
- Guide sheets

Lesson Goals:

1. Students will have their poem finished.
2. Students will continue creating a track in Reaper.
3. Students will be able to edit their composition in Reaper.
4. Students will be able to create several tracks in Reaper.
5. Students will be able to learn how to separate takes and mute tracks.

GLE's/ Standards:

Writing	Music	Technology
W-1, W-9,W-10, W-12, W-13, OC-1, OC-2	1, 3, 4, 7, 8, 9	1, 2, 4, 5, 6

Activating Prior Knowledge/Opening Activity:

Students will listen to what they have created so far in reaper and make notes on what they liked and things they can improve on. What changes will be made and how will they make them?

Direct Instruction:

1. Teacher will give a demonstration on how to mute tracks and separate takes.

Coached Practice:

1. Students will edit their poem, check for any errors, and then fix/rewrite a final draft.
2. Students will be coached on how to mute tracks in their composition as well as learn how to separate takes.

Final Product/Independent Work:

Students will work on editing and revising their poem, recording, and editing their track(s).

Midway Assessment:

Students will be graded on their poem and have a hands-on quiz on how to use reaper and record tracks.

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Lesson 5

Materials Needed:

- Computers w/music software * CD's with Hip Hop music

Lesson Goals:

- Students will have the final copy of their poem.
- Students will continue recording and creating a track in Reaper.
- Students will be able to edit their composition in Reaper.
- Students will be able to add special effects to their composition.

GLE's/ Standards:

Writing	Music	Technology
W-1, W-9,W-10, W-12, W-13, OC-1, OC-2	1, 3, 4, 7, 8, 9	1, 2, 4, 5, 6

Activating Prior Knowledge/Opening Activity:

Play a variety of hip music that uses special sounds effects in it. Have students write down what sound effects they heard and what they liked and disliked.

Direct Instruction:

- Give a demonstration on how to add special effects in to a track.
(i.e.: overlay talking, Crashes, laughs, yell, ect.)

Coached Practice:

- Students will find and record sound effects for their composition.
- Coach students on how to line everything up in Reaper and make smooth transitions throughout the track with the sound effects.

Final Product/Independent Work:

Students will work on editing and adding special effects to their composition.

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Lesson 6

Materials Needed:

- Computers w/music software * CD's with Hip Hop music

Lesson Goals:

- Students will continue to edit and work on their compositions.
- Students will be able to export and burn their track onto a CD.

GLE's/ Standards:

Writing	Music	Technology
W-1, W-9,W-10, W-12, W-13, OC-1, OC-2	1, 3, 4, 7, 8, 9	1, 2, 4, 5, 6

Activating Prior Knowledge/Opening Activity:

Students will listen to and evaluate what they have recorded and worked on thus far. They will take notes on what they can do to improve or change the work they've done.

Direct Instruction:

- Give a demonstration on how to export tracks and burn them to CD.

Coached Practice:

- Students will continue to work on editing and finalizing their composition.
- Students will practice exporting their tracks. If their composition is finished they can burn it to CD.

Final Product/Independent Work:

Students will work on editing and finishing their tracks.

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Lesson 7

Materials Needed:

- Computers w/music software * CD's with Hip Hop music

Lesson Goals:

1. Students will continue to edit and finalize their compositions.
2. Students will be able to burn their track onto a CD.

GLE's/ Standards:

Writing	Music	Technology
W-1, W-9,W-10, W-12, W-13, OC-1, OC-2	1, 3, 4, 7, 8, 9	1, 2, 4, 5, 6

Activating Prior Knowledge/Opening Activity:

Have a variety of Hip hop CD's and their covers available to students. Students will evaluate which covers they like the best and why. They will also look at the names of the tracks and decided what was good or bad about the titles.

Direct Instruction:

1. Give students examples of how to make a great album cover/CD Label and how to choose a name for their track.

Coached Practice:

1. Students will be finishing and burning their composition today.
2. Students will name their track and create an album cover for their CD.
3. The CD should include two tracks: 1. Instrumental only 2. Instrumental and Lyrics

Final Product/Independent Work:

Students will finish putting together their tack and make a CD with an album cover and title. If Time allows we will listen to the final results as a class.

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Lesson 8

Materials Needed:

- Computers w/music software * CD's of student projects
- Auditorium & Sound System * Video Camera (optional)

Lesson Goals:

1. Students will be able to perform their tracks on stage.
2. Students will be able to demonstrate appropriate and entertaining showmanship skills.

GLE's/ Standards:

Writing	Music	Technology
W-1, W-9,W-10, W-12, W-13, OC-1, OC-2	1, 3, 4, 7, 8, 9	1, 2, 4, 5, 6

Activating Prior Knowledge/Opening Activity:

Guest performance by in-house/local hip hop artist.

Direct Instruction:

1. Discuss what techniques make for a great performance. (Body language, facial expressions, ect.)

Coached Practice:

1. Students will perform their composition today in the auditorium.

** Performances will be video taped and then shown to the students as an assessment tool.**

Final Assessment:

Students will be graded on the overall composition and all its parts as well as their performance.

Hip-Hop Song Writing Process

Watch You Tube Videos: lets see what's out there

Listen to some beats – talk about emotion response

Listen to beats and chose one or two that “feel” right

Brainstorm topic using student-generated class related vocab

Group writing – free flow – edit later

Mix rhymes and beats – see what works

Break out into small groups

Brainstorm and develop individual or group lyrics

Edit and revise

Record

Add in effects, additional tracks

Final edit

Prepare for final production

Produce

Hip Hop Writing Project Reflection

1. What class are you in?
2. Were the expectations clearly presented?
3. What technology; including software, did you use?
4. Did you receive adequate instruction in the use of the equipment and editing software?
5. How did the technology and writing instruction help you meet the expectations?
6. What would you do differently if you did this class again?
7. What do you like most about the song you wrote?
8. What would you improve on the song you wrote?
9. How well did your small group work together?
10. What was your role in your small group and would you have a different role next time?
11. What did you like most about using hip hop in the class?
12. Describe the process you used to write the lyrics and give feedback to the teacher about how they could be a more effective teacher.
13. Describe the process you used to make and edit the beats you used for your song and give feedback to the teacher about how they could be a more effective teacher.
14. Do you think writing hip hop songs to review concepts in your class is an effective way to learn.
15. Did you have fun?