

RAP 1 2 3

Ed Holden



ABOUT THIS SONG

This rap was commissioned by CânSing and introduces learners to rapping.

THEMES/SUBJECTS

Rap/composing/beat boxing

CURRICULUM KEY LINKS

Languages, Literacy & Communication
Humanities

DISCIPLINE-SPECIFIC CONSIDERATIONS

Vocal range

n/a

Vocal format

Rap/ independent parts

Musical elements

Duration and texture

Musical characteristics

Rap and beat boxing, simple rhythm patterns developing into very complex rhythmic patterns

Warm-up Exercises

- Ask learners to stand in a circle and copy your facial expressions, from glum and long to open and bright. Make a big smile and show the cheeks and corners of the mouth lifted. Make big alert eyes and high eyebrows, and then back to closed eyes. Ask individuals to lead and the rest of the class to follow these facial expressions
- Ask learners to stand with their feet apart, and both arms loosely by their side. Ask them to breathe in and blow out deeply, first placing both hands on their ribs at the side, and then on their lower back. Learners should be able to feel the movement all round. If you have the space, repeat this exercise with learners lying on the floor to see if it feels the same. Breathing requires control from the whole of the upper body.
- Ask learners to echo back the lyrics of the first verse, one line at a time. (See lyrics sheet.)
- Demonstrate the characteristic rhythm of the song:



First verse ea-sy rap, flow like wa terrun-ning out the tap.

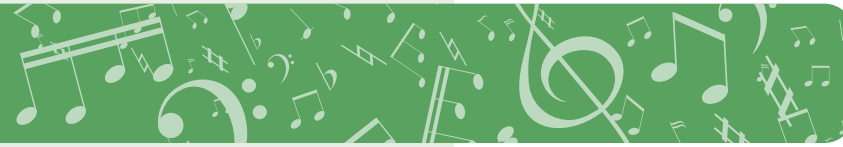
Suggested key links with other Areas, cross-cutting themes &/or local, national and international contexts

- Explore the history and development of rapping. When and how did it become popular?
- Discover more about rappers - are there any famous and influential Welsh rappers or beat boxers?
- Can you compose your own rap based on a current affairs topic?

GRADING: INTERMEDIATE

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Teaching and learning

- 1 Begin by teaching the first verse. As this rap introduces the key elements of rapping, take time to discuss the elements introduced and explain any new words and their meaning.
- 2 Use different physical gestures to encourage learners to rap whole phrases in one breath and take note of rests that appear in the middle of a few phrases.
- 3 Ask learners to join in with the recording of verse 1. Make sure they follow the rhythm accurately and concentrate on the syncopated rhythms.
- 4 When learners are familiar and confident with the rhythm and lyrics, encourage them to rap without the support of the recording by clapping the beat. If learners struggle with a specific phrase, ask them to listen to you or the track and then join in.
- 5 You may find that learning the first verse is enough for one session and decide to tackle the other two verses in the following session.
- 6 Introduce verse 2. Ask learners to read through the lyrics first before attempting to rap, and then join in with the recording. Encourage learners to listen to the rhythm and concentrate on achieving an accurate performance with clear diction.
- 7 When all learners are confident with the first two verses, divide the class into two equal groups. Give one group the rap (Part 1) and the other group the beat boxing (Part 2).
- 8 Give plenty of support to the second group (Part 2) and play the beat boxing part so learners become familiar with the rhythms. It may be useful at this point to look specifically at beat boxing exercises 2 and 3 (suggested opposite) to remind learners about the beats introduced.
- 9 Try to perform in two parts with or without the recording. Change the parts round so everyone has an opportunity to rap and beat box.

Integral Skills

- This song has three verses and a more complex beat boxing pattern during the third verse. Read through the lyrics of verse 3, and then practise with the recording. When you are happy with the third verse, divide the group into two smaller groups and introduce the beat boxing part in the third verse
- Try to perform the rap without any accompaniment to encourage learners to listen carefully to the sound of the rhythms and concentrate on the lyrics. The words need to be very clear, with strong consonants and focused sounds.
- Perform the whole song in two parts. You might find it helpful to tap the pulse on an untuned percussion instrument. Give learners time to breathe after the commas in the lyrics of the rap, as the parts are very challenging, with complex rhythms.

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Statements of what matters:

- *Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individual*
 - *Creating combines skills and knowledge, drawing on the senses, inspiration and imagination*
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- Try to perform another contemporary rap. Listen to a recording and encourage learners to join in when they feel confident. You may find it helpful to show the lyrics to learners as they listen and perform.
- Appraise a recording of other artists rapping and discuss its main characteristics and features. Learners could compose their own rap on any topic, perhaps to revise new vocabulary for other subjects.
- After composing and refining their ideas, learners could perform the rap to the rest of the class, using a keyboard for accompaniment or asking other learners to beat box.

Assessment for Learning:

- *Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts*
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Questioning

Tool: Think-pair-share

- Which part do you enjoy most – the rapping or the beat boxing? Why?
 - Which part is the hardest? Why?
 - How can we improve our performance?
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Feedback

Tool: Temporary comments

Give learners temporary comments on areas they need to develop. To improve their accuracy of rhythm, learners may need to revisit certain phrases and listen again to a recording of the rap. Give learners an opportunity to act upon these comments during the session, and then give comments again to see if they have been successful.

Self- and peer assessment

Tool: Two stars and a wish

- Make a recording of a group performance of the song. Listen to this recording, and then ask learners to suggest two positive comments (the stars) on their performance and one specific improvement (the wish).
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