



Teaching *for*
TRANSFORMATION

Your Turn: The Roots of Rap and the History of Hip Hop

General Music, 4th Grade

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Hope Academy



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Deep Hope:

My deep hope is that we will worship God and bless our community by enjoying Jesus and speaking into his world as creative children of God.





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Essential Learning Targets:

- 🎯 I can...explain how hip hop developed and how it blesses communities.
- 🎯 I can...brainstorm ideas about an issue that impacts my community.
- 🎯 I can...create a beat and rap that speaks powerfully into God's world.



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Curricular Outcomes:

Minnesota State Standards for Music Education

4.1.1.3.3 3. Identify the characteristics of a variety of genres and musical styles such as march, taiko, mariachi and classical.

4.1.2.3.2 2. Sing and play alone and in a group demonstrating proper posture, breathing, technique, age-appropriate tone quality and expressive intent.

4.1.3.3.2 2. Describe how music communicates meaning.

4.2.1.3.2 2. Revise creative work based on the feedback of others and self-reflection.



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Habit(s) of Learning:

Joy-Filled Collaborating: students worked together with a partner to determine an issue in their community and create a rap/beat to speak to this issue. Students reflected on their work throughout the process to make edits.

Gracious Communicating: at various points in the process, students were invited to give warm and cool feedback to other groups using sentence starters. They also gave compliments after performances were over.

See God's Story:

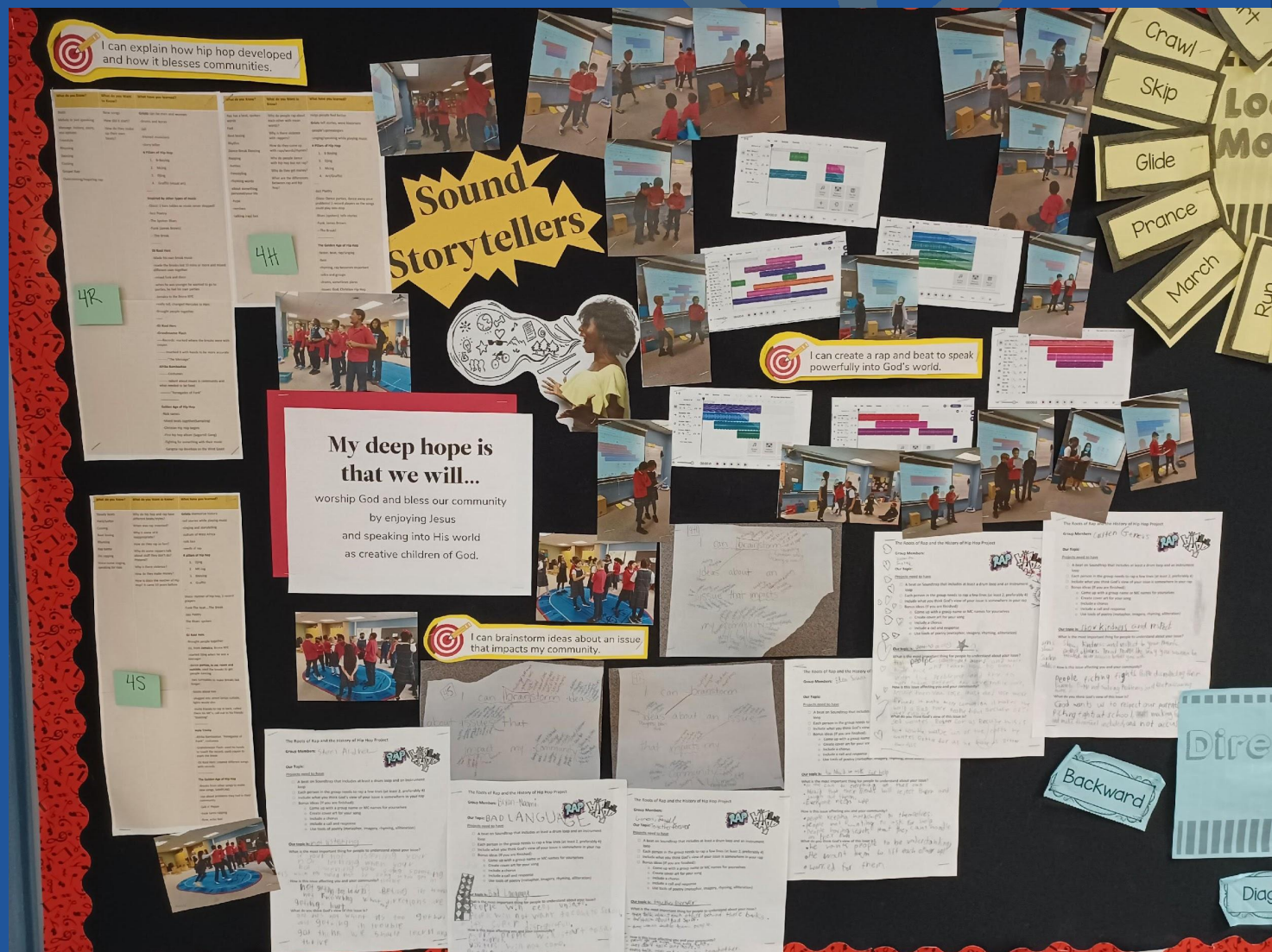
Creation	Fall	Redemption	Restoration
In their rap, students thought about what God intends for our relationships and what he wants to see change in their community.	Students picked an issue their community faced to address in their rap.	In the history portion of this unit, students learned how early Hip Hop sought to create positive spaces to heal communities.	Students practiced taking an issue and turning it into something beautiful and productive through creating music.



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Storyline: Sound Storytellers

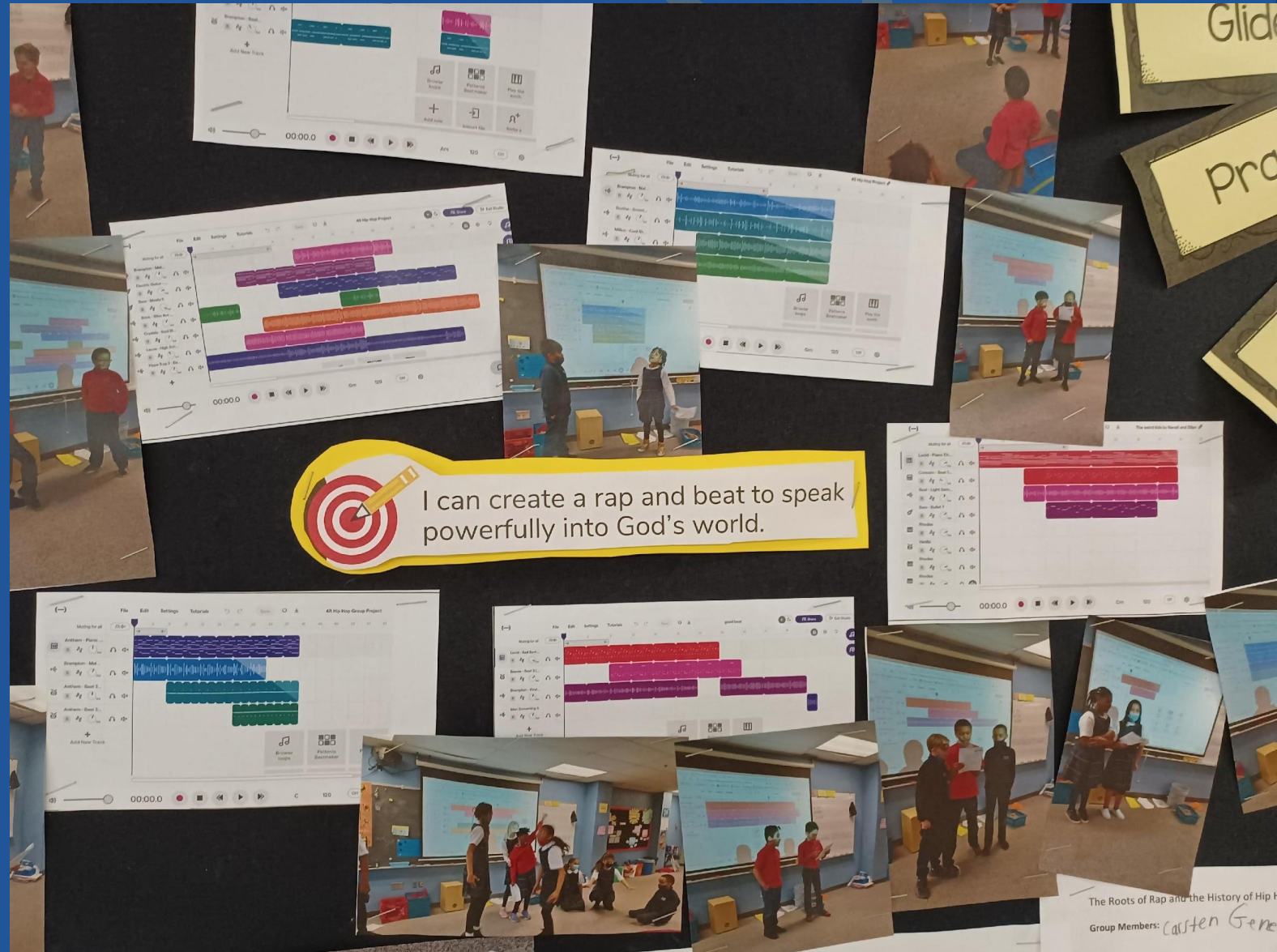
Students used the sounds of beat loops and their voices to speak into God's world and tell a story of the challenges his people face.





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Included on the storyboard are screenshots of their beats in Soundtrap and pictures of students performing for classmates.





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Throughlines:

Beauty Creating: Students created new music, seeking to bless their communities through addressing an issue they faced.

Justice Seeking: Students identified a small, local community they belong to (their friends, their class) and selected a problem they could address with their rap. Examples were bullying, respecting property, asking for help, being a good friend, etc. They practiced using the art form of rap to inspire community change.



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Formational Learning Experience:

Real needs: Students need creative reminders of ways in which we can address problems within our community that prevent us from flourishing. Students brainstormed issues in their community and selected one to address.

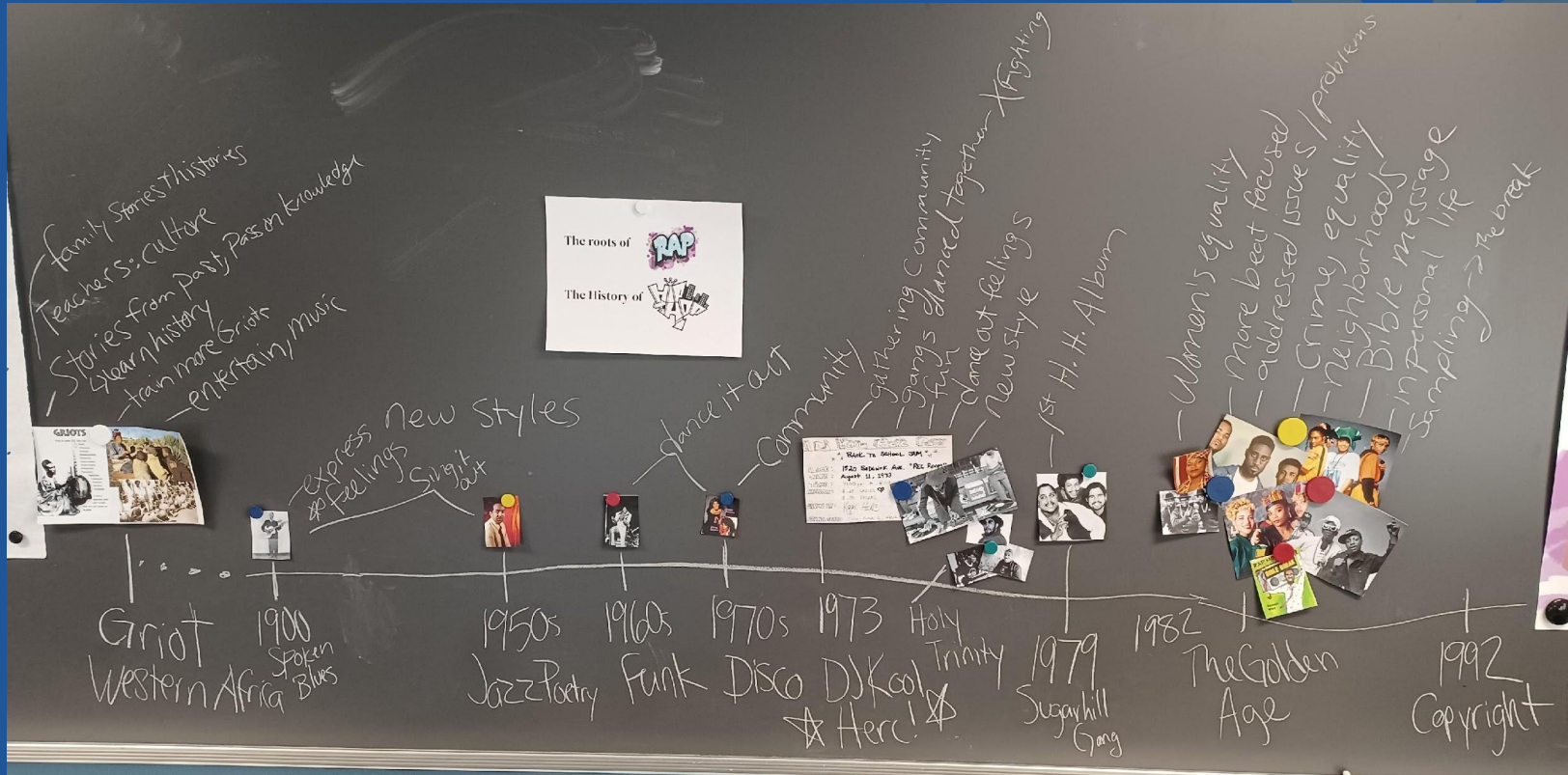
Real people: students identified a local community they could realistically deliver their message to (their friends are more likely to hear their message vs. the entire world). They performed for their class and recorded their raps to show their families as a part of a school-wide virtual Creative Expressions Night.

Real work: Students created messages of hope and love using a looping software (Soundtrap.com) to create a beat and wrote a rap together to address the issue in their community.



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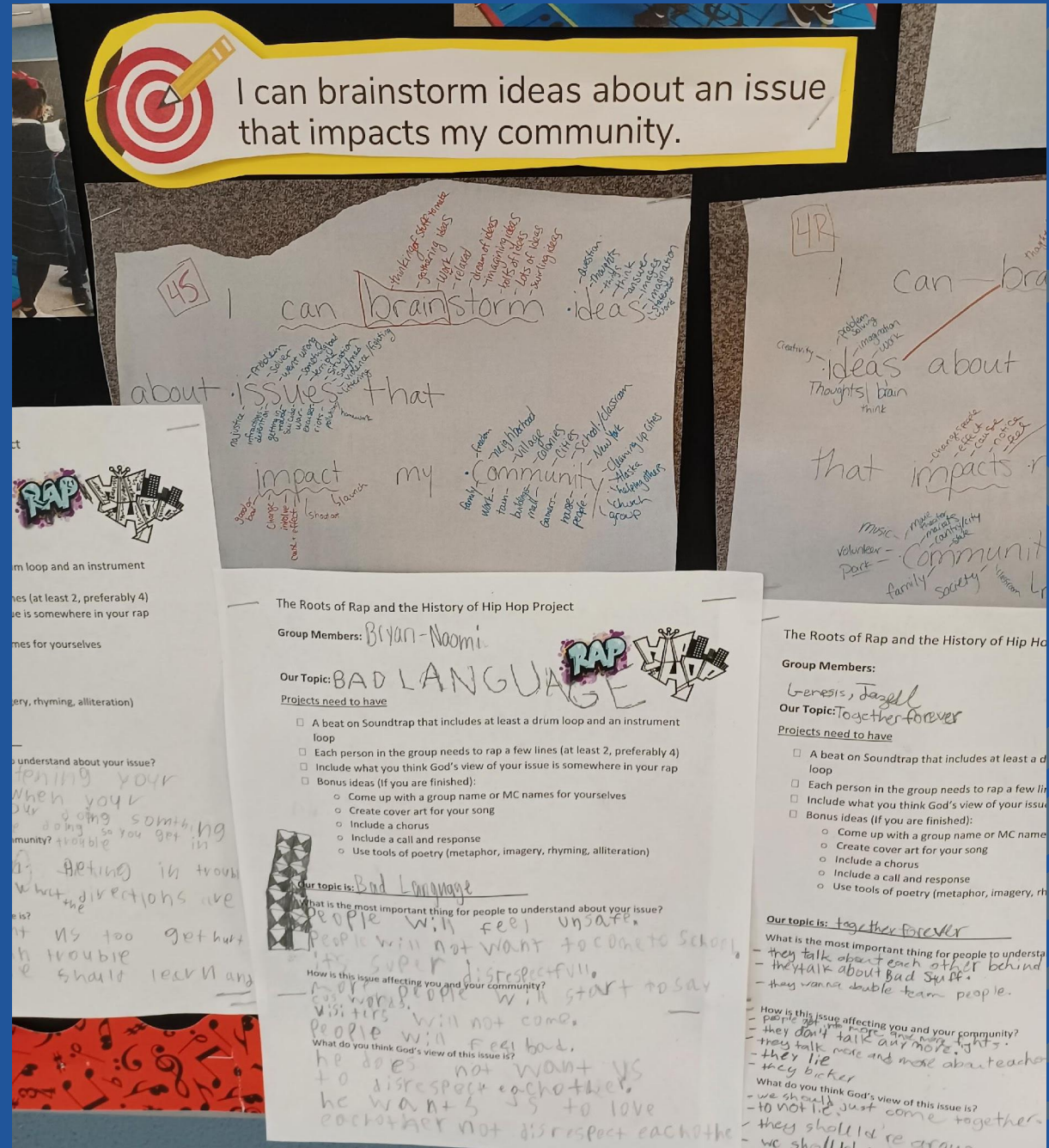
INVITE



- For two weeks, students learned about the origins of Hip Hop from West African traditions through the early 1990s and studied how artists used the medium to create positive change in their communities.



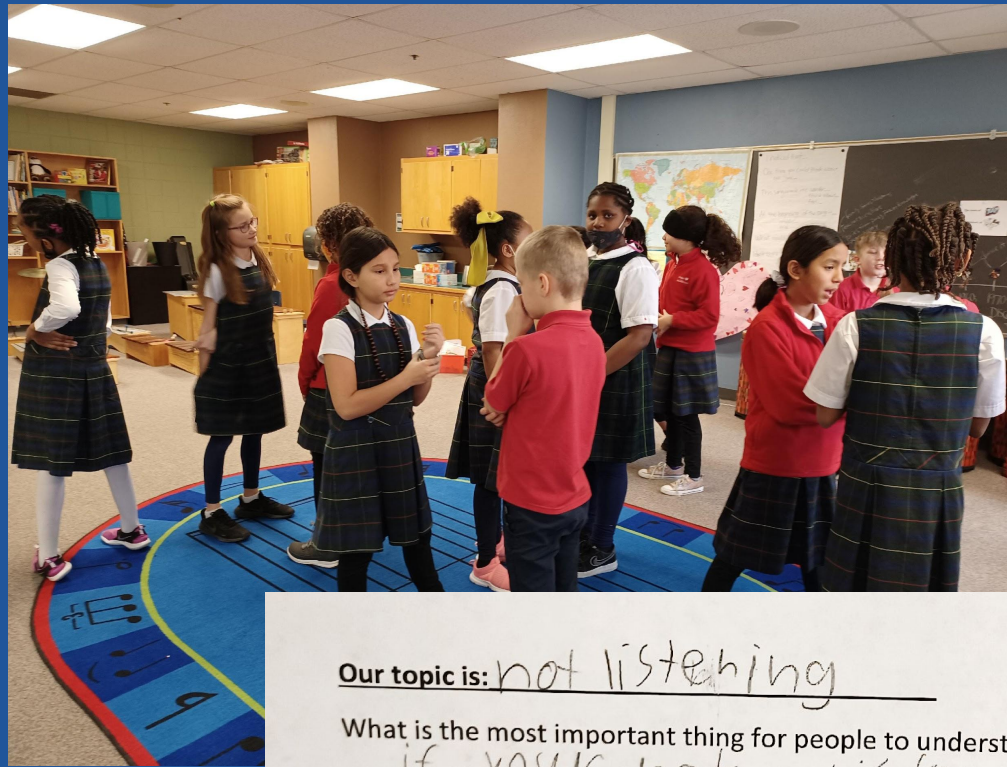
- After unpacking the learning target, each class chose a community they belonged to. Two classes chose friend groups and one chose classmates. They were encouraged to think local and small for their community.





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Students used the back-to-back, face-to-face protocol to brainstorm verbally then picked a partner and completed the brainstorming worksheet.



Our topic is: not listening

What is the most important thing for people to understand about your issue?

if your not listening your
not learning when you
not listening your doing something
which you should not be doing so you get in
trouble

How is this issue affecting you and your community?

not getting to learn
not knowing what directions are
getting hurt

What do you think God's view of this issue is?

god does not want us too get hurt
and getting in trouble
god think we should learn and
thrive



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NURTURE

- Students gave warm and cool feedback to each other at various points of the brainstorming, creating, and performing process.
- Teacher created an example piece at each step along the way, giving examples and getting feedback from students.

I appreciated _____ because _____

When you said _____ it was powerful because _____

_____ stands out to me about your issue or message.

I wonder what would happen if you tried _____

One thing you could think about changing is _____

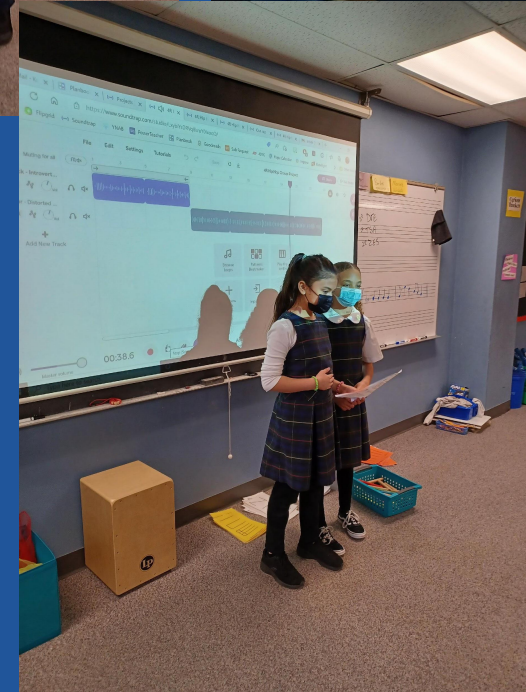
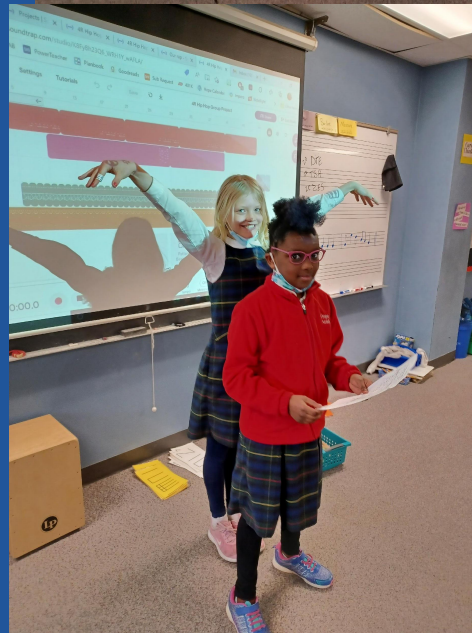
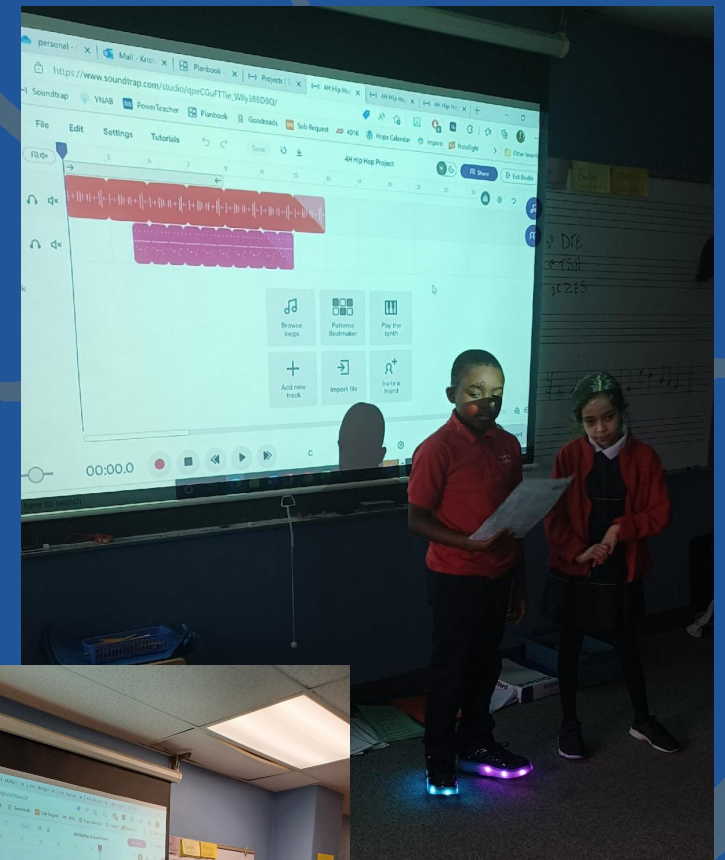
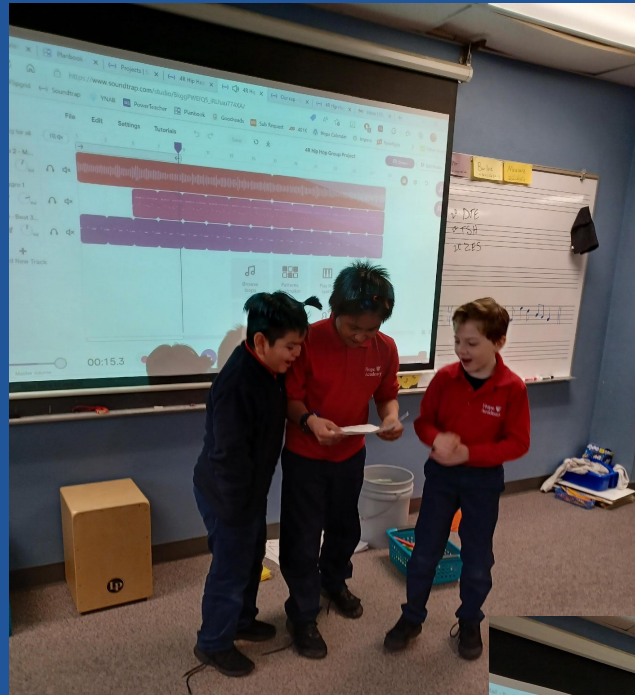
This part made me have a question _____



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EMPOWER

- Students discussed what it means to “speak powerfully into God’s world” before performing.
- Students practiced and were encouraged to celebrate each other and “hype each other up” as they performed their raps for the class.





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EMPOWER

- After the “official performances,” many classes asked to hear different groups go again and wanted to dance along to their songs.



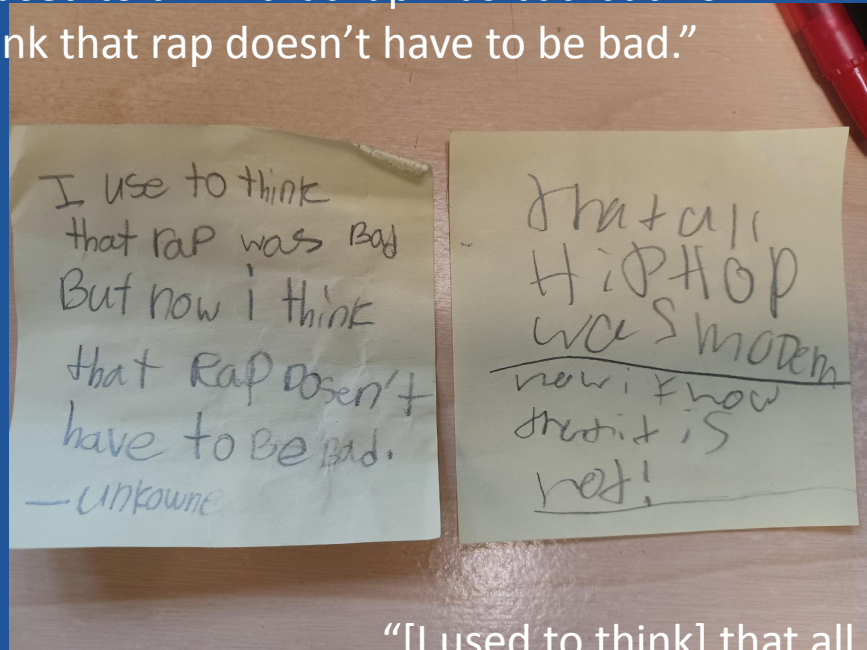


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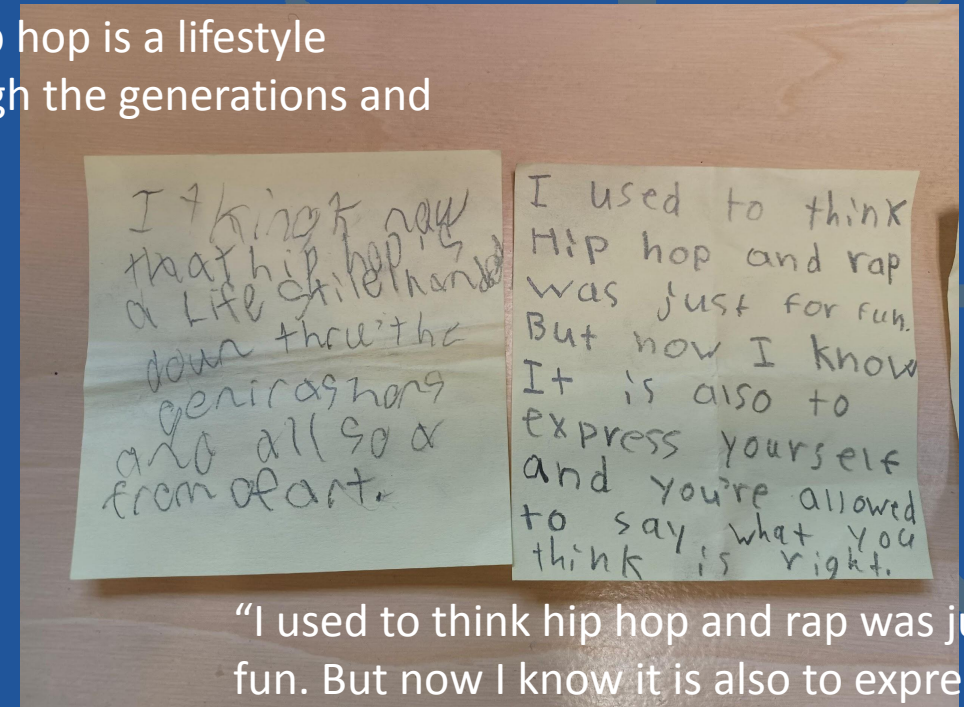
"I know now that hip hop is a lifestyle
handed down through the generations and
also a form of art"

Student Reflections:

"I used to think that rap was bad but now I
think that rap doesn't have to be bad."



"[I used to think] that all hip hop was
modern. Now I know that it is not!"



"I used to think hip hop and rap was just for
fun. But now I know it is also to express
yourself and you're allowed to say what you
think is right."



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Student Reflections:

"I learned how to rap and beat. We learned how to write a beat. We learned how to write a rap."

we learned how
to rap and beat
we learned how
to write a beat
we learned how
to write a rap

I used to think rap, hip
hop was just music.
but now I think
Rap and hip hop is
culture music.

"I used to think rap, hip hop was just music.
But now I think rap and hip hop is [a]
culture[al] music."

"I used to think hip hop was boring and bad
but now I feel more confident and now I
think I like hip hop."

I use to think
hip hop was
boring and bad
but now I feel
more confident
and now I think
I like hip hop

I used ^{to} be afraid
to do are song
I had to talk
but now I don't
feel that
any more.

"I used to be afraid to do our song. I had to
talk, but now I don't feel that anymore."



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Teacher Reflections:

How was the deep hope and essential learning targets realized?

- Focusing on brainstorming as its own learning target helped students produce more ideas and richer end products than in previous years.
- Having students pick a community to speak to helped them act with a prophetic voice, speaking into God's world (part of my deep hope).
- Students were highly engaged with the looping software, and it helped them to speak their message powerfully.



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Additional Information to tell the story:

- Encouraging students to keep their raps and beats simple helped them finish and perform successfully. This unit took 2 months (seeing students for 75 mins/week) and easily could have lasted longer if I hadn't encouraged them to have short raps.
- Additional extensions could be adding style or choreography to raps, sharing with a broader audience, creating art to go along with their pieces.



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