**Rap Project: Lesson 1**

**Objective:** Students will write collaborate to write a class rap over 3 lessons.

MU.2.S.1.2 - Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.

MU.2.O.1.2 - Identify the form of a simple piece of music.

MU.2.F.1.1 - Create a musical performance that brings a story or poem to life.

MU.3.S.1.1 - Improvise rhythms or melodies over ostinati.

MU.3.F.1.1 - Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.

MU.3.F.3.1 - Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

MU.4.S.1.2 - Create melodic patterns using a variety of sound sources.

MU.4.O.3.1 - Identify how expressive elements and lyrics affect the mood or emotion of a song.

MU.4.F.1.1 - Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.

MU.5.S.1.2 - Compose short vocal or instrumental pieces using a variety of sound sources.

MU.5.H.1.1 - Identify the purposes for which music is used within various cultures.

MU.5.F.1.1 - Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

Procedures:

* Using the sequencing program on Quaver music, create a backing track along with the class for the class rap.
	+ Begin with the drum track.
		- Play different options for them, and have them pick which one they like the best.
		- Add minor percussion to the track using the same method.
	+ Explain what rap music is, and what the subject matter is about.
		- Rap is poetry put to rhythm (you may go a bit into its history).
		- Rappers rap about life.
	+ Ask the class if they want to make a happy rap or a sad rap.
		- Explain the difference of sound between major and minor keys.
			* Ask them to pick which sound they’d like for their rap.
			* Pick a subject for the rap, as this will help create the rest of the track.
	+ Depending on the previous answer, show them melodic ostinati choices in the sequencing which are major or minor for their rap.
		- At this point, you may add keyboard and or bass ostinati.
	+ Play back the class’ creation and tweak it according to their taste.
	+ If time permits, begin writing lyrics for the raps chorus. If not, do so next class.

Assessment: Observed