

Agriculture Rap Music/Grades 6-12

By Robyn Ableson

Description of Lesson: Using rhythms students have studied in class, design a rap that incorporates different aspects of agriculture.

Expectations:

- 1) To make artistic decisions about aspects of performance in individual and group situations;
- 2) To create a simple composition using the elements of melody, rhythm, and form and a variety of media;
- 3) To make simple and effective creative choices in performance within musical parameters.

Resources: Farming magazines and web-sites.

Assessment: See Rubric

Lesson Steps:

- 1) Review note duration and rhythms that are familiar to the students. This can be done through clapping or saying the rhythms (ex: ta ta ti ti ta for quarter, quarter, eighth, eighth quarter)
- 2) Break the class off into groups of two or three. One person in the group should act as the note taker. Pose the question to the class – “What do you think of when you think of farming or agriculture?” If this is a younger grade you may want to guide them towards farming and maybe even guide them towards animals on a farm. For older grades have them discuss agriculture and technology. The older grades can also look at magazines or web sites on farming for ideas.
- 3) Once they have a list of things related to farming, each group must now incorporate their ideas into a list “rap.” They may use rhythms covered in class to notate their composition (see example below). The rap should be at minimum of 16 bars. For a level 4 they may compose two lines of rhythms for their rap or go beyond the 16 bars.

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Trac-tor Trac-tor plough Trac-tor barn hay straw cow

- 4) Once the rap is written each group should practice their rap and ready it for a class performance.