



Ice -T's Rap School

VH1 Music Studio
Cable in the Classroom

Lesson for Music Classes, Grades 7-12
Lesson 3

Note to Teachers: The programs viewed in conjunction with these lesson plans may include references, consistent with the eras portrayed, to substance abuse, violent acts, and topics of a sexual and/or political nature. Because this may be considered inappropriate for classroom use in some communities, you are encouraged to review the programs before presenting them to your students, and if necessary, choose those sections that enhance your lesson and are acceptable for use in your classroom.

Objectives

- Students will understand how to successfully work in a group.
- Students will create and perform their own autobiographical rap songs.
- Students will understand how rap music and music in general can help us to deal with emotional issues.

National Standards:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Materials

- VHS VCR Player
- Television
- Audio playback equipment
- VH1 *Ice-T's Rap School*
- Pens/pencils, blank paper (students)
- Record player and/or CD player to have background beat
- “Iraq Troops Express Stress on Rap CD” article: <http://www.msnbc.msn.com/id/12255638/>

Prior Knowledge

- Students have completed Lesson 1 and 2 of VH1 *Ice-T's Rap School*.
- Students understand basic musical terms such as melody, rhythm, and form.
- Students have written autobiographies.

Procedures

1. Cue segment 5 and 6 of VH1 *Ice – T's Rap School*.
2. Break the class into groups and assign each group a question. Students should report their group findings to the class.
 - What makes a successful performance?
 - What would students change/add to the York Prep performance?
 - How did each student grow both individually and musically throughout *Ice-T's Rap School*?
 - Have you ever been in a situation where you had to perform when you were nervous? If yes – what did you do?
 - What do you think of the phrase KIM (Keep it Moving)?
3. Read part of the “Iraq Troops Express Stress on Rap CD” article (see website above) to the class. Lead a class discussion about how music can help us deal with difficult situations. Review Nelson Mandela and Shakespeare (dealing with personal, situational, and external situations through music).
4. Divide the class into groups and give students time in class to work on their rap autobiographies.
5. When students feel confident with their raps have class members individually perform rap autobiographies for the class.
6. Discuss what students felt when performing. What did they learn about one other? How did they deal with performance stress?

Extensions:

Have the class compile their rap autobiographies into a show and perform for another class and/or school.

Supplemental Resources:

- Ice-T's official website: <http://www.icet.com/>
- Recordings: *The Iceberg/Freedom of Speech...Just Watch What You Say* (1989), *Power* (1988), *Gangsta Rap* (2006)
- "Music in War: Soldiers in Iraq Rap out their Experiences": <http://www.abc.net.au/worldtoday/content/2004/s1094973.htm>
- "Iran 'n Roll": http://www.sptimes.com/2004/11/21/news_pf/Floridian/Iraq__n__roll.shtml

National Standards for Music Education

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.



These standards-based materials are provided through a partnership with MENC: The National Association for Music Education. This lesson plan was created by MENC member Dr. Katherine Sinsabaugh, Adjunct at CW Post Long Island University and Teachers College Columbia University, 325 Riverside Drive #53, New York, NY 10025, Sinkny@aol.com.