TODAY'S TOPICS

- Explore MusicFirst to teach music skills through a Hip-Hop composition and DJ unit with lessons, resources, rubrics, and student directions.
- Focus on authentic assessments of student learning through composition.
- Introduce Hip-Hop into high school and middle school ensemble or non-ensemble classes, exploring DJ styles via platforms like You.DJ and Soundtrap.
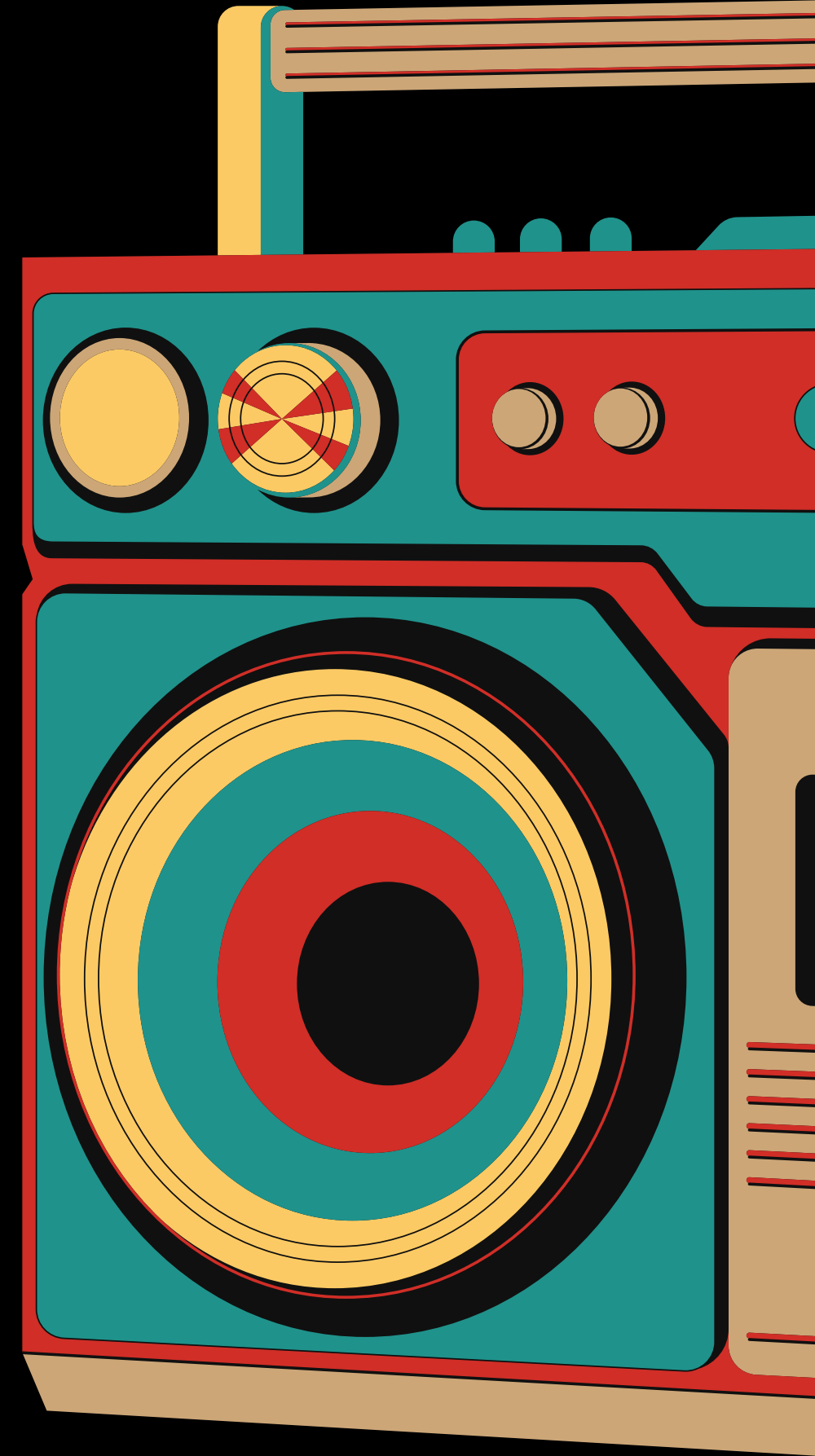
TODAY'S TOPICS

- Highlight the DJ's important role in the music industry (i.e. similar to guitars in other genres)
- Connect to the history of Hip-Hop and social justice for deeper discussions on societal issues and current events.

TWO MODULES

'16

MusicFirst Library
Hip Hop for Social Justice
Authored By: *Meaghan O'Connor-Vince*

'23

MusicFirst Library
You're the DJ!
Authored By: *Meaghan O'Connor-Vince*

- Students explore the cultural, historical and musical background of Hip-Hop.
- Students explore form, music production (including sampling), and social justice themes in Hip-Hop.

- Designed for middle and high school students
- Learn about styles and techniques of DJs through historical context and composition.

HIP-HOP UNIT

PERSONAL "DNA" PROJECT

Importing and recording audio/podcast application

HIP-HOP PROJECT

Creating an instrumental using a midi keyboard (no loops!)

SAMPLE PROJECT

importing audio and creating a "sound collage", found sound, etc...

SOCIAL JUSTICE PROJECT

Researching a topic, writing lyrics, creating an instrumental accompaniment

PERSONAL "DNA" PROJECT

Import, listen to favorite songs,

learn recording, write narrative,

analyze songs' characteristics,

and create a multi-track song

project combining narrative and

selected songs

(—) Soundtrap®

- **Example #1***
- **Example #2**

SOUNDCLOUD

- **Example**
- **Teacher Example**

ON MUSICFIRST

MusicFirst Library

HHSJ 1: Personal "DNA" Project

Authored By: *Meaghan O'Connor-Vince*

Student View	Teacher View

Note to Student: Be sure to **ask your teacher** which software to use and where to save/submit your projects

Project: Personal "DNA"

Ever wonder what kind of music your classmates listen to? Do they share the same musical tastes as you? different music? Do they have the same musical background or "musical DNA" that you do? Are you missing awesome artist or song?

This project, gives you an opportunity to individually share different types of music. As musicians we assoc feelings, memories and even significant moments in our lives to music. We all come from different environ families. Music can contribute to an individual, or be apart of their "musical DNA". Music actively expresses while words or language might fail to do so. Maybe a particular song has significant meaning to you, or is a sort of memory you carry close to you. Here's your chance to share those special moments with the class. M characteristics of the song are important in analyzing your song choices. Does your song have a soaring, ex does it have a rebellious, loud beat? How do these musical elements or characteristics fit into your memo
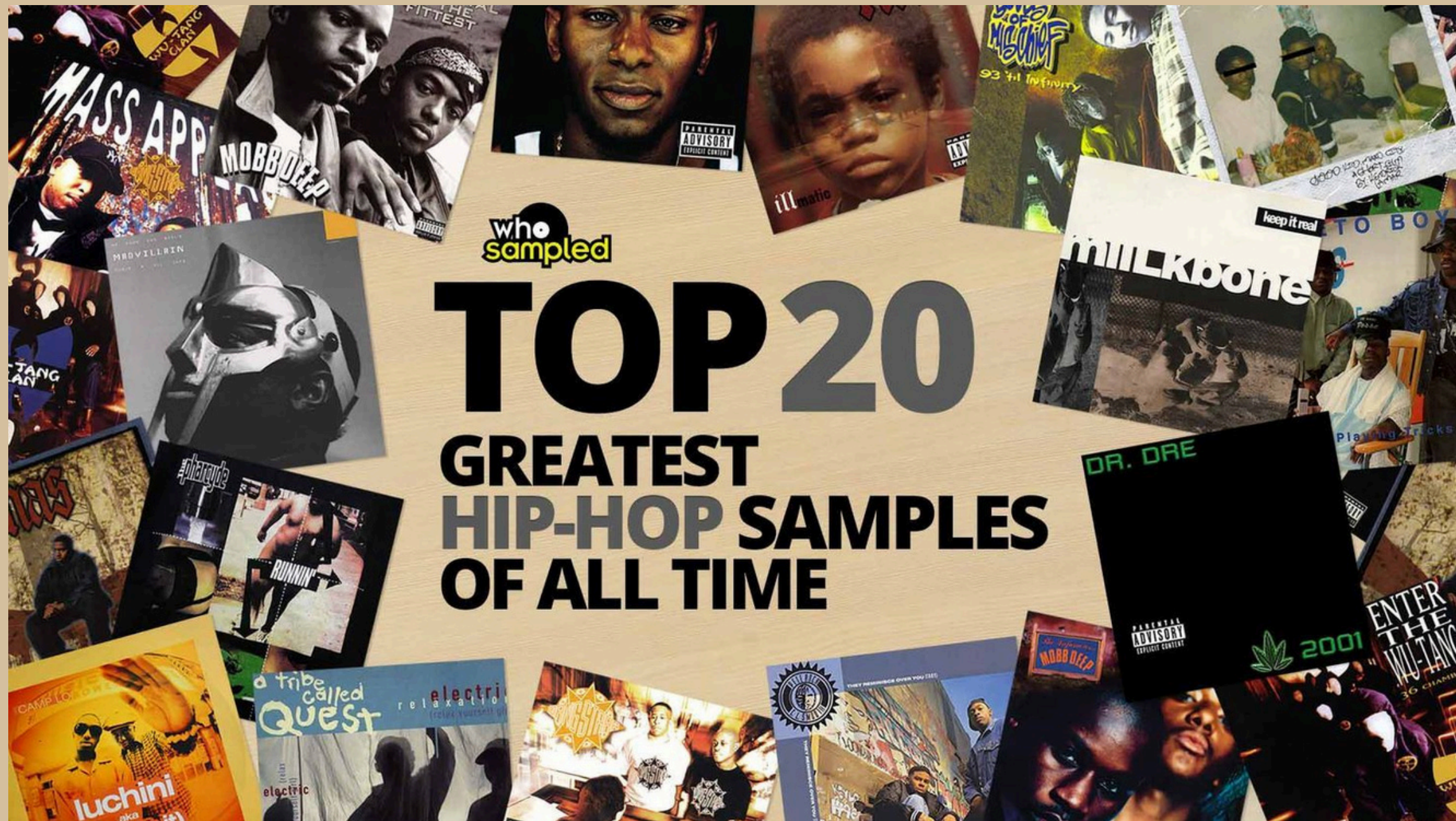
THE SAMPLE PROJECT

- Sampling involves taking a small portion of an existing song or audio to create a new composition.

- Students must use a sample of 5 seconds or less to encourage creativity.

- Utilize **whosampled.com** for reference/examples.

- Questions to consider: Why did the artist select the specific sample? How was the sample altered to create a unique sound?

- The end product is an original instrumental piece merging the chosen sample with additional tracks.

THE SAMPLE PROJECT

Soundtrap®

- **Example #1**
- **Example #2***

SOUNDCLOUD

- **Example #1***
- **Example #2***

ON MUSICFIRST

MusicFirst Library

HHSJ 2: Sampling Project

Authored By: *Meaghan O'Connor-Vince*

Student View	Teacher View

Note to Student: Be sure to **ask your teacher** which software to use and where to save/submit your projects for this lesson!

Part One: Sampling History

Have you ever heard a familiar melody, beat or lyric in a song that you have never heard before? Ever wonder where Jay-Z and Kanye get all their instrumental back tracks? Sampling is a musical composition technique that is used feverishly in today's music, especially in hip-hop and rap. The art of sampling is to take a small clip or lyrical line from another song and incorporate it into a composition with different meaning or feeling. Here's your opportunity to compose with some of your favorite artists! Fee free to use more than one sample.

First watch Mark Ronson's "Ted Talk" https://www.ted.com/talks/mark_ronson_how_sampling_transformed_music?language=en

Playlist (9 talks): The Remix

THE HIP-HOP INSTRUMENTAL

- Compare old school hip-hop with contemporary hits
- Explore the history of hip-hop
- Offer instrumentals and clean rap lyrics
- Focus on structure, themes, instruments, and creating a catchy hook.
- Students create an original instrumental piece without pre-made loops for the ultimate assignment

(—) Soundtrap®

- **Example #1***
- **Example #2**

SOUNDCLOUD

- **Example #1**
- **Example #2***
- **Example #3**

ON MUSICFIRST

MusicFirst Library

HHSJ 3: Hip-Hop Instrumental

Authored By: *Meaghan O'Connor-Vince*

Student View Teacher View

Note to Student: Be sure to **ask your teacher** which software to use and where to save/submit your projects for this lesson!

Part One: History of Hip-Hop

First, in order to understand the elements of making a successful hip-hop instrumental, one needs to understand the culture and makeup of the genre. It's important to grasp the history and original origins of hip-hop. Follow along with the provided slideshow. Please use the slideshow for future reference.

Watch and listen to the Prezi, titled "History of Hip-Hop". There are several videos to watch and learn from along with the core history of the hip-hop genre.

THE SOCIAL JUSTICE PROJECT

- Social justice = fair treatment for all people across the social spectrum.

- Musicians can raise awareness through their platform.

- Listening guide includes analyzing instrumentation, lyrics, groove, tempo, and dynamics.

- Students evaluate artists' decisions, intended results, overall impact, and social justice themes in songs.
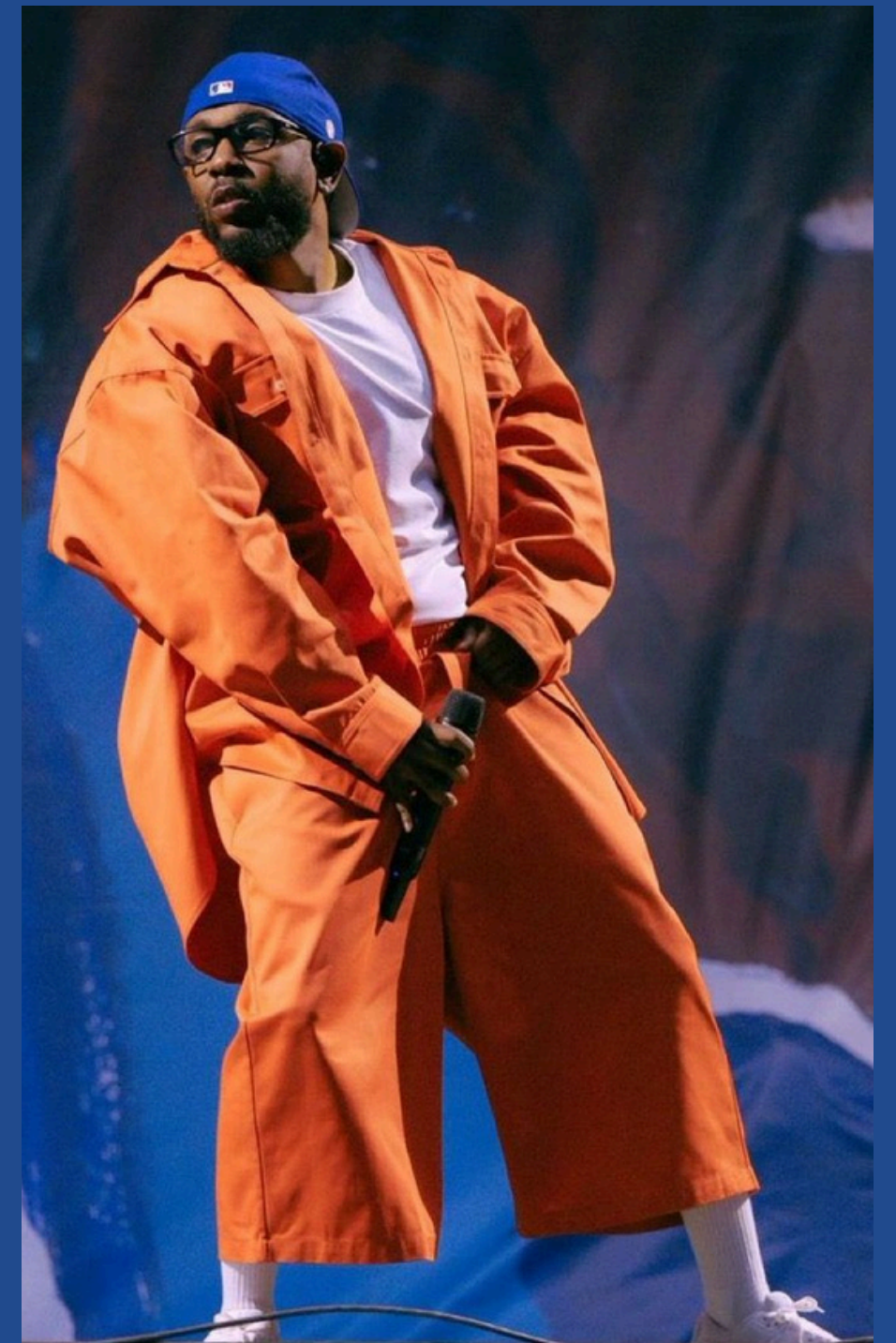
THE SOCIAL JUSTICE PROJECT

- **Research topic for authenticity**

- **Create lyrics or poetry inspired by your research, consider incorporating a rhyming scheme (optional)**

- **Combine songwriting with student-directed research**

- **Student learning outcomes will encompass:**

  - **Research on a topic chosen by the student**

  - **Sampling, composing, sequencing, and recording an instrumental piece**

  - **Writing lyrics**

Soundtrap

- **Example #1**

SOUNDCLOUD

Example #1* (with lyrics!)

ON MUSICFIRST

MusicFirst Library

HHSJ 4: Social Justice Project

Authored By: *Meaghan O'Connor-Vince*

Student View | Teacher View

Note to Student: Be sure to **ask your teacher** which software to use and where t

Part One: What makes a "social justice" song?

In today's society, various groups of people face different challenges or momen
not rightfully deserved, they are a social unjust situations, or issues that are larg
defined as fairness amongst all groups of people across the spectrum, whether
religion, freedom of speech or another varied theme. "Social", simply meaning a
people and "justice", simply meaning fairness or equality. Social Justice issues ar
again is much larger than the individual struggling with the problem.

As you listen to the following songs and read the lyrics, think about what decisi
overall feeling of the song. What was the result of the combination of decisions
What "social justice" issues are being addressed? Use these prompts to guide yo
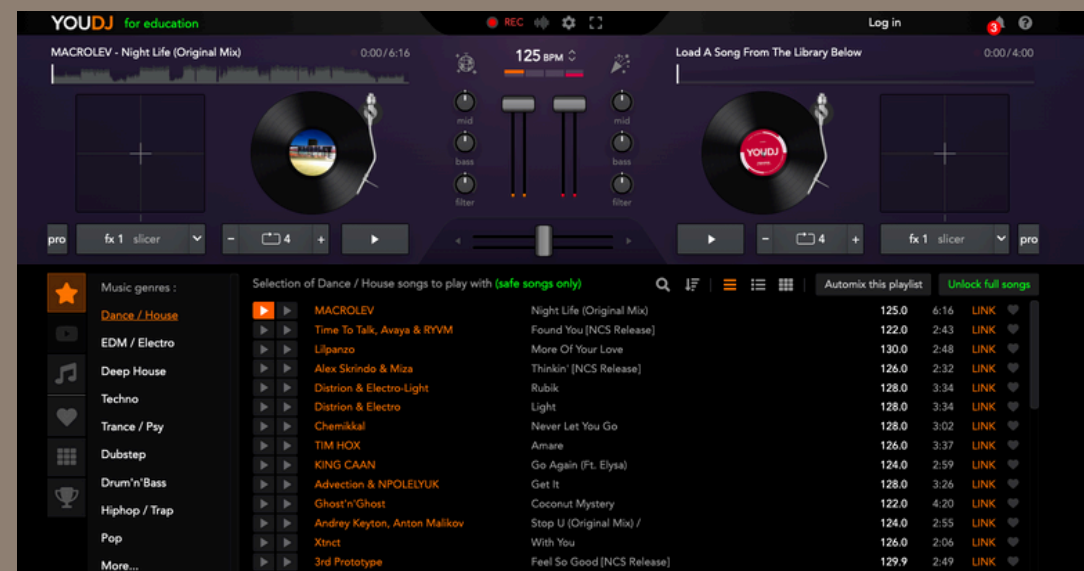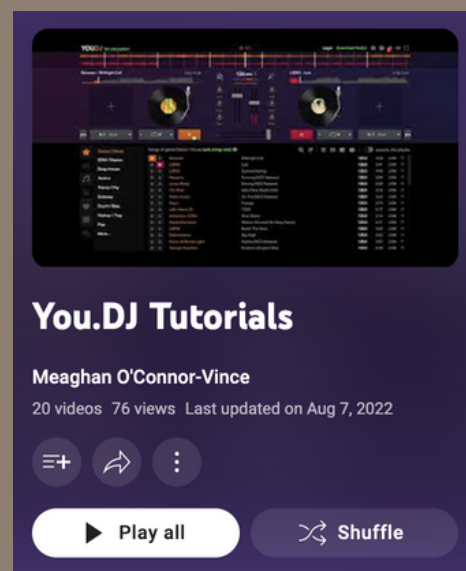help you respond either in writing or in a class discussion.

YOU'RE THE DJ!

LESSON 1: YOU.DJ, AN INTRODUCTION

The first lesson introduces the DJ's role across genres with a Ted Talk and questions. Students then access tutorials and You.DJ/edu to create music, mixes, and mashups instantly, fostering engagement with the content.
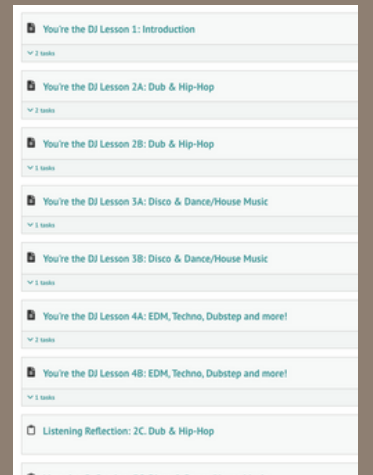
LESSONS 2-4: GENRE EXPLORATION

Each lesson covers two important DJ genres. It includes historical highlights, listening quizzes, examples, videos, and musical characteristics for student use in You.DJ mixes.
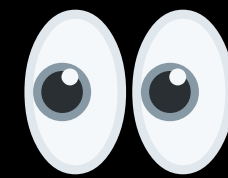
LESSONS 5-7: CREATE

All lessons feature a project element that can be completed in small groups or individually. Projects use all the genre information previously presented.
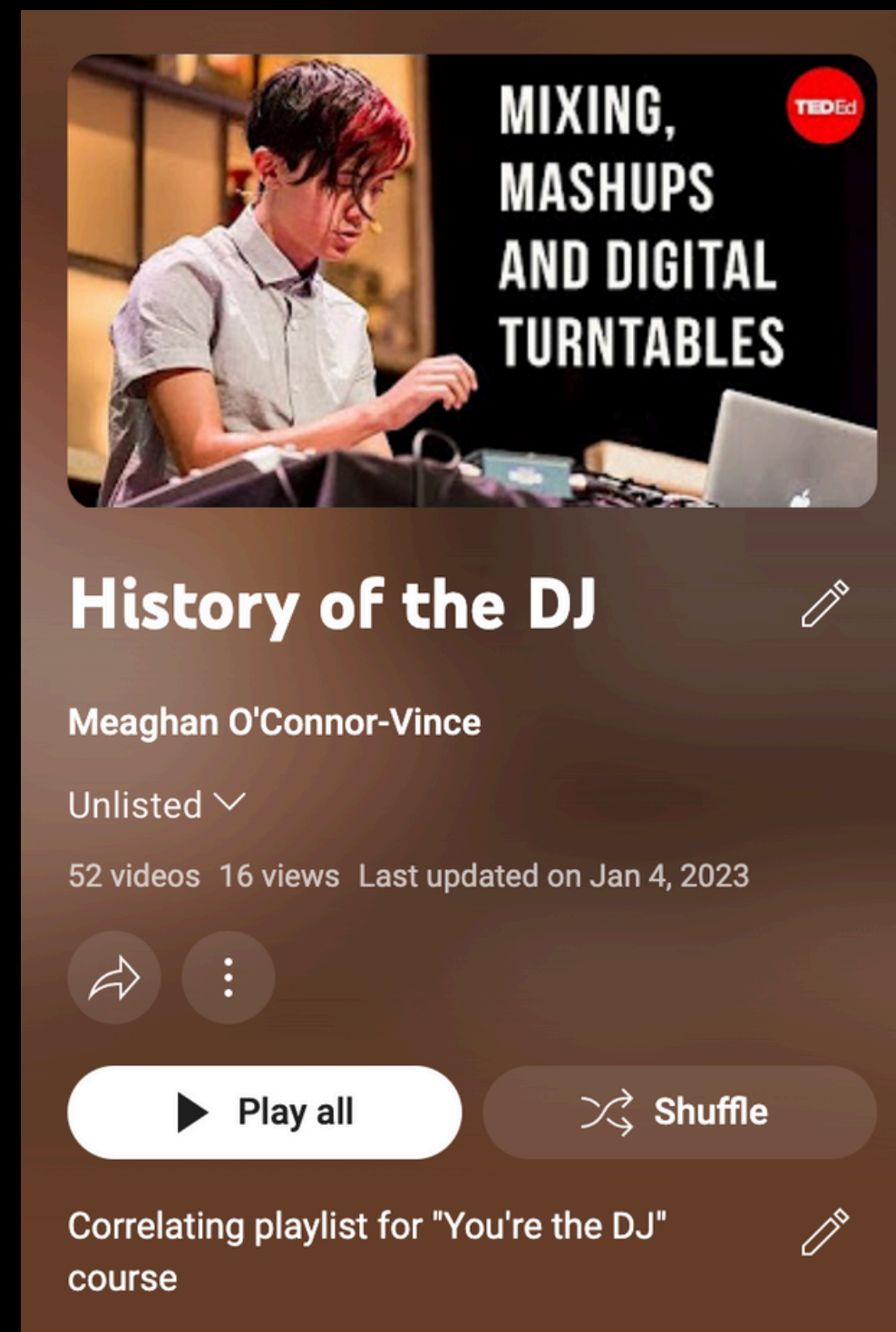

You.DJ Tutorials

Meaghan O'Connor-Vince

20 videos 76 views Last updated on Aug 7, 2022
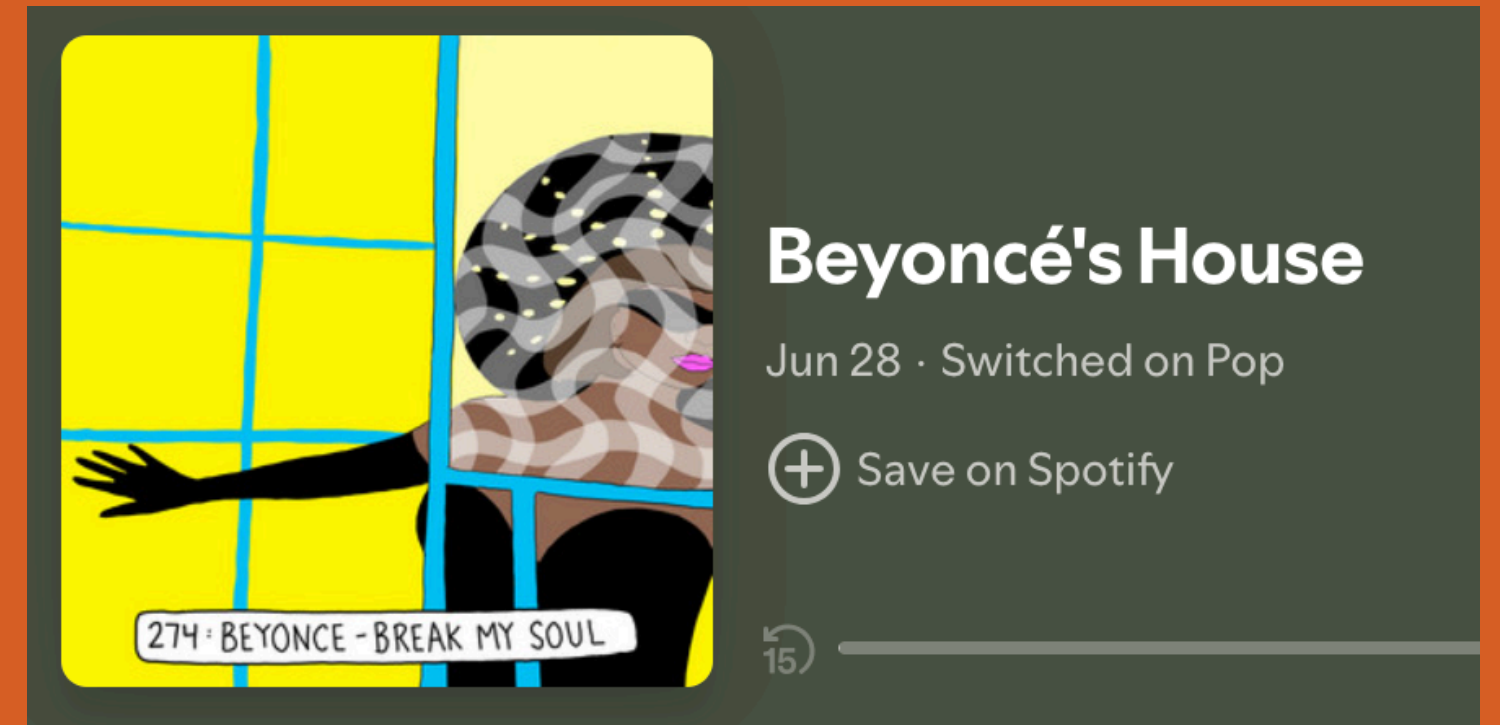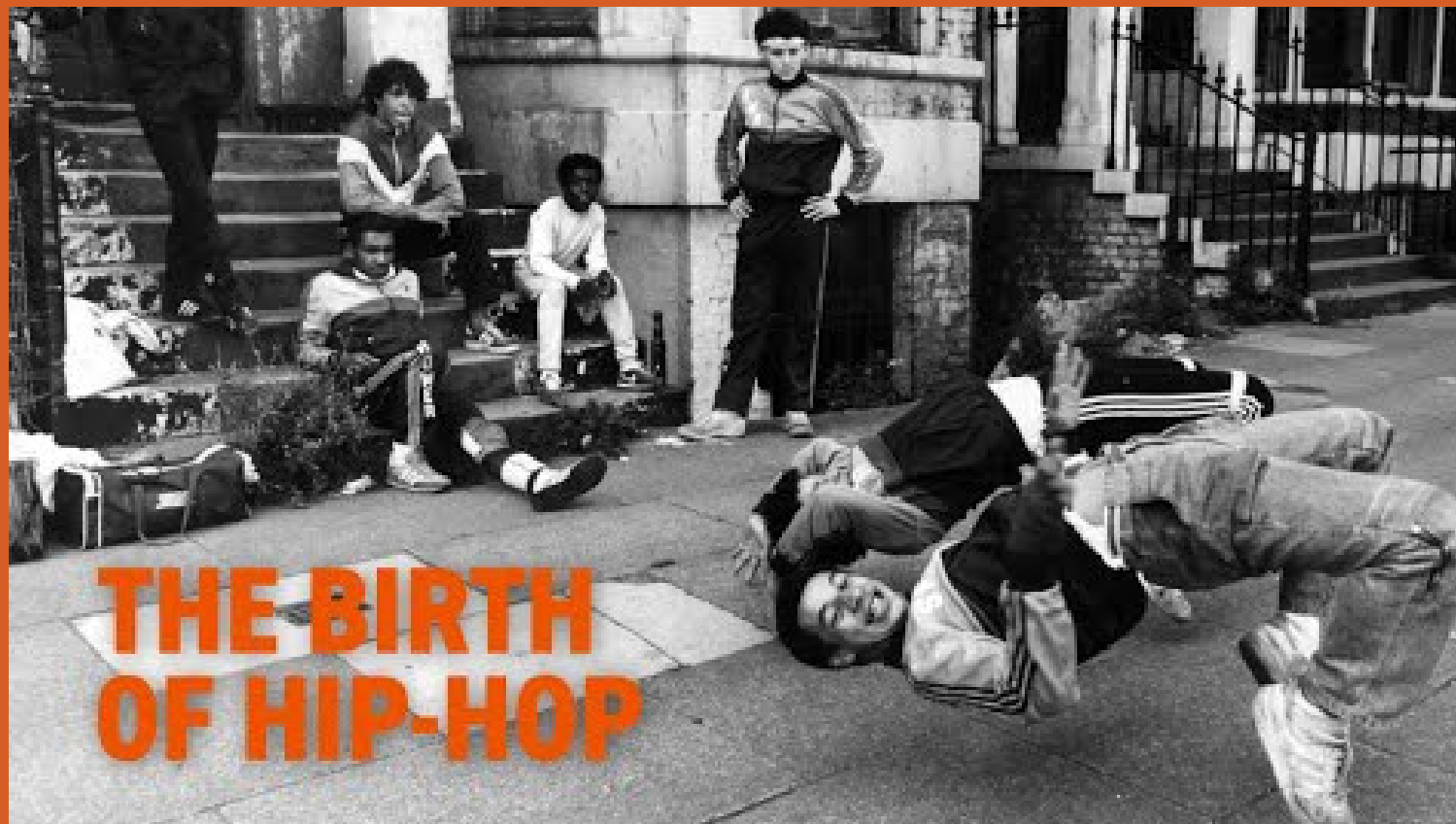
▶ Play all   ⇄ Shuffle

TEACHER VIEWS 👀

- On the "teacher side" of MusicFirst, additional tutorials and directions are provided for teachers eyes only.
- At the bottom of several lessons, teachers will find "Extensions", or opportunities for students to take the lesson to the next level!

MIXING, MASHUPS AND DIGITAL TURNTABLES

History of the DJ ✎

Meaghan O'Connor-Vince

Unlisted ⌄

52 videos · 16 views · Last updated on Jan 4, 2023

▷ **Play all**   ⤨ **Shuffle**

Correlating playlist for "You're the DJ" course ✎

LESSON "A"

GENRES INCLUDE:

**Dub, Hip-Hop,
Disco, House,
EDM, Techno & Dubstep**

274 : BEYONCE - BREAK MY SOUL

Beyoncé's House
Jun 28 · Switched on Pop

⊕ Save on Spotify

15

THE BIRTH
OF HIP-HOP

Lessons Include:

- Listening compare and contrast activities
- Genre Historical Highlights
- Listening Examples
- Informational Videos
- Artist interview videos
- "The making of" videos and corresponding questions

LESSON "B"

- **Once students comprehend the core concepts of the selected genre (Lesson A), they demonstrate their knowledge by creating a mix in You.DJ or Soundtrap that features the techniques and characteristics emphasized in the genres.**
- **Each "B" lesson provides a concise summary of the musical traits associated with the relevant "A" lesson for easy reference.**
- **Student Example: Hip-Hop**
- **Student Example: Dubstep**

TERMS & TECHNIQUES

DUB

- Sound effects such as echoes, reverb, and delay

- High volumes and emphasis of drum and heavy bass

- No vocals/little vocals, to provide a "B" side, instrumental of sorts

HIP-HOP

- Reverse or change the direction of the record/turntable

- Looping the "break" or dance part of a song, repeating a section

- Sampling, or chopping up sections of the music, manipulating for a

- Use a filter, to either emphasize the high or low end of the sound
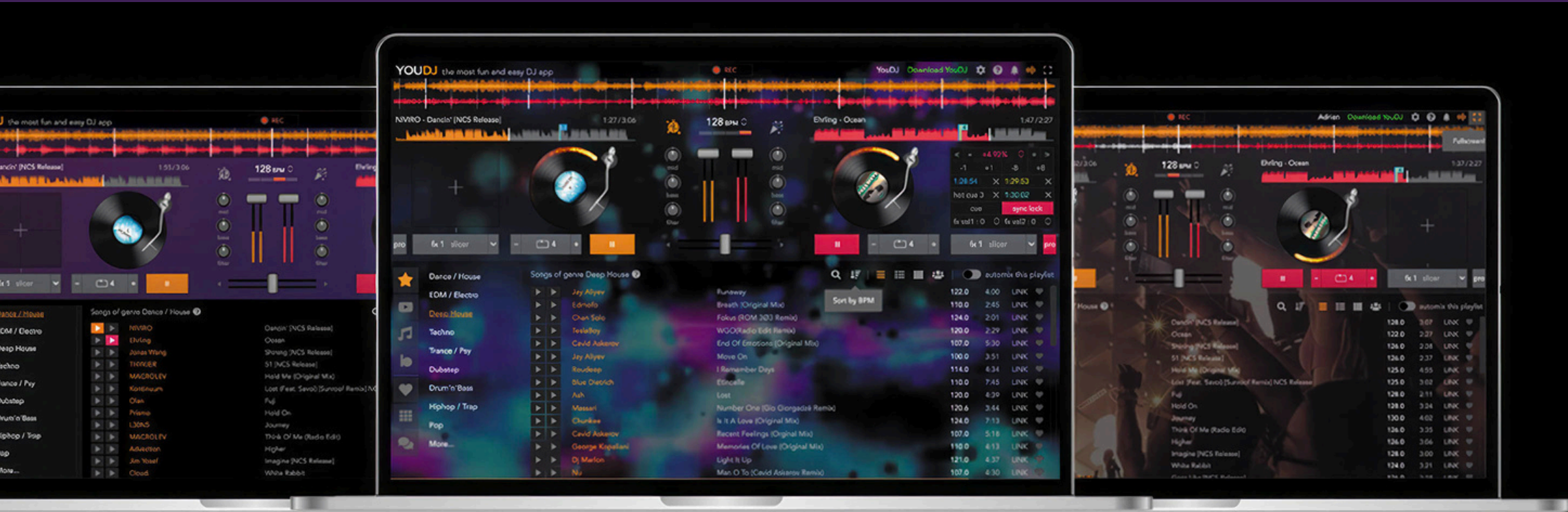
LESSON "C"

- Each <u>"C Lesson"</u> is a listening quiz that correlates with the previous two lessons.
- Questions include:
  - Tempo
  - Beat/Pulse
  - Dynamics
  - Genre
  - Instruments
  - Describing the song using adjectives

Listening Reflection: 3C. Disco & Dance/House Music

| Manage Questions | Preview Assessment | Scheduling & Submissions | Results |

Instructions

Listen to Disco: Gloria Gaynor, "I Will Survive" and respond to the questions below.

(This example is also posted at the bottom of the lesson labeled "musical selection").

I Will Survive

Watch on YouTube

LESSONS 5-7: CREATE

- All lessons feature a project element that can be completed in small groups or individually.
- Projects use all the genre information previously presented.

Lessons 5-7: Create

📄 You're the DJ Lesson 5: Technology alongside Turntablism
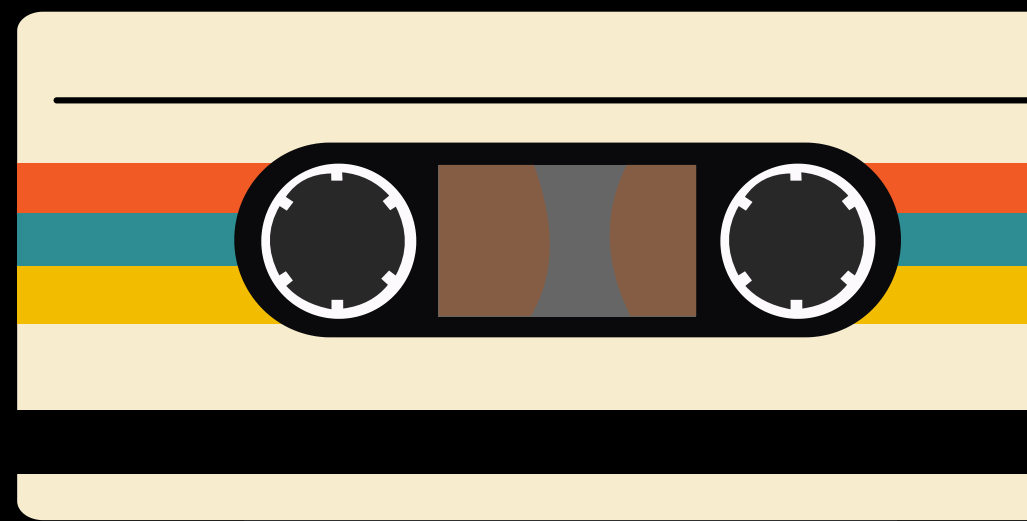
⌄ 3 tasks

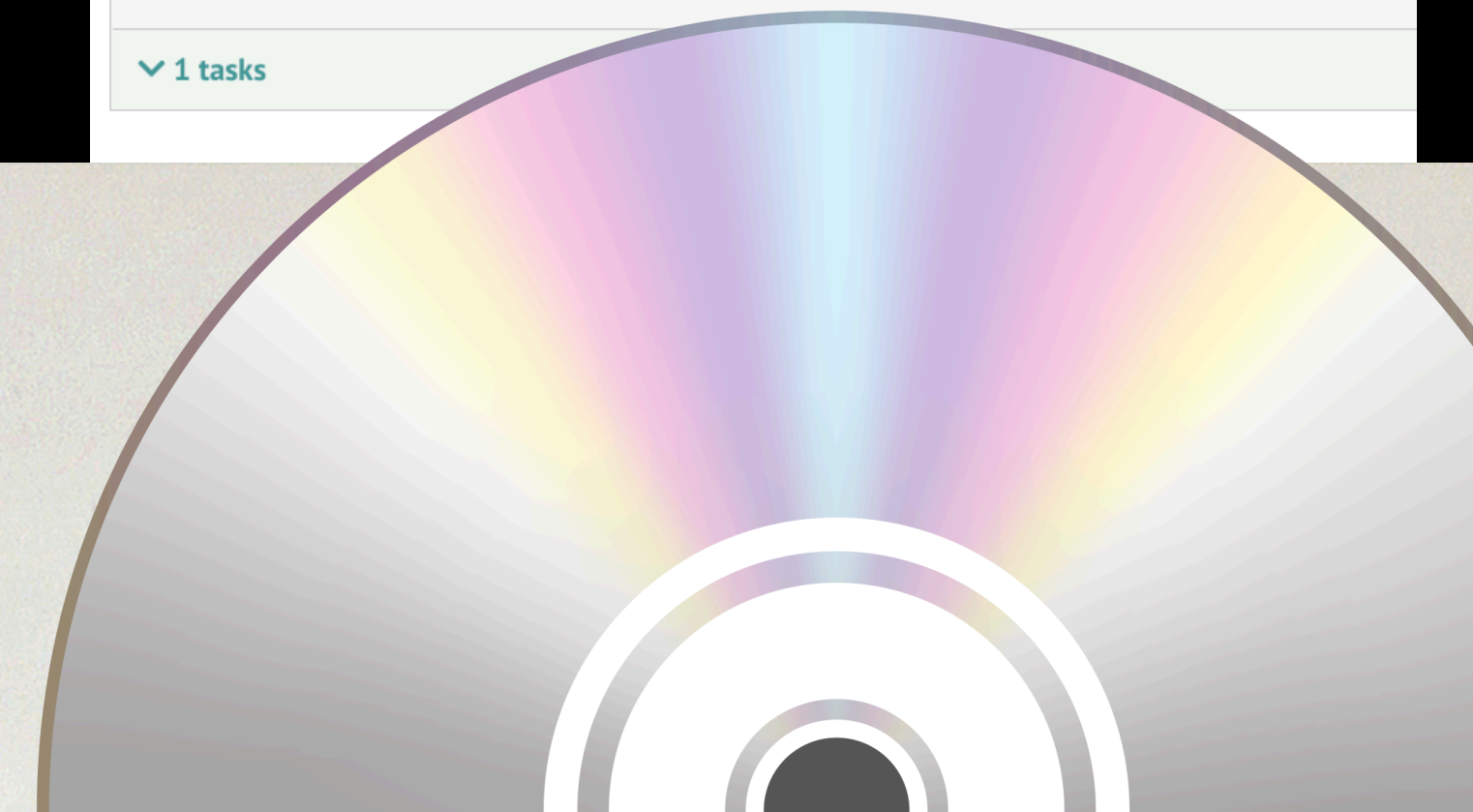📄 You're the DJ Lesson 6: Create Your You.DJ Mix!

⌄ 1 tasks

📄 You're the DJ Lesson 7: Your DJ Podcast!
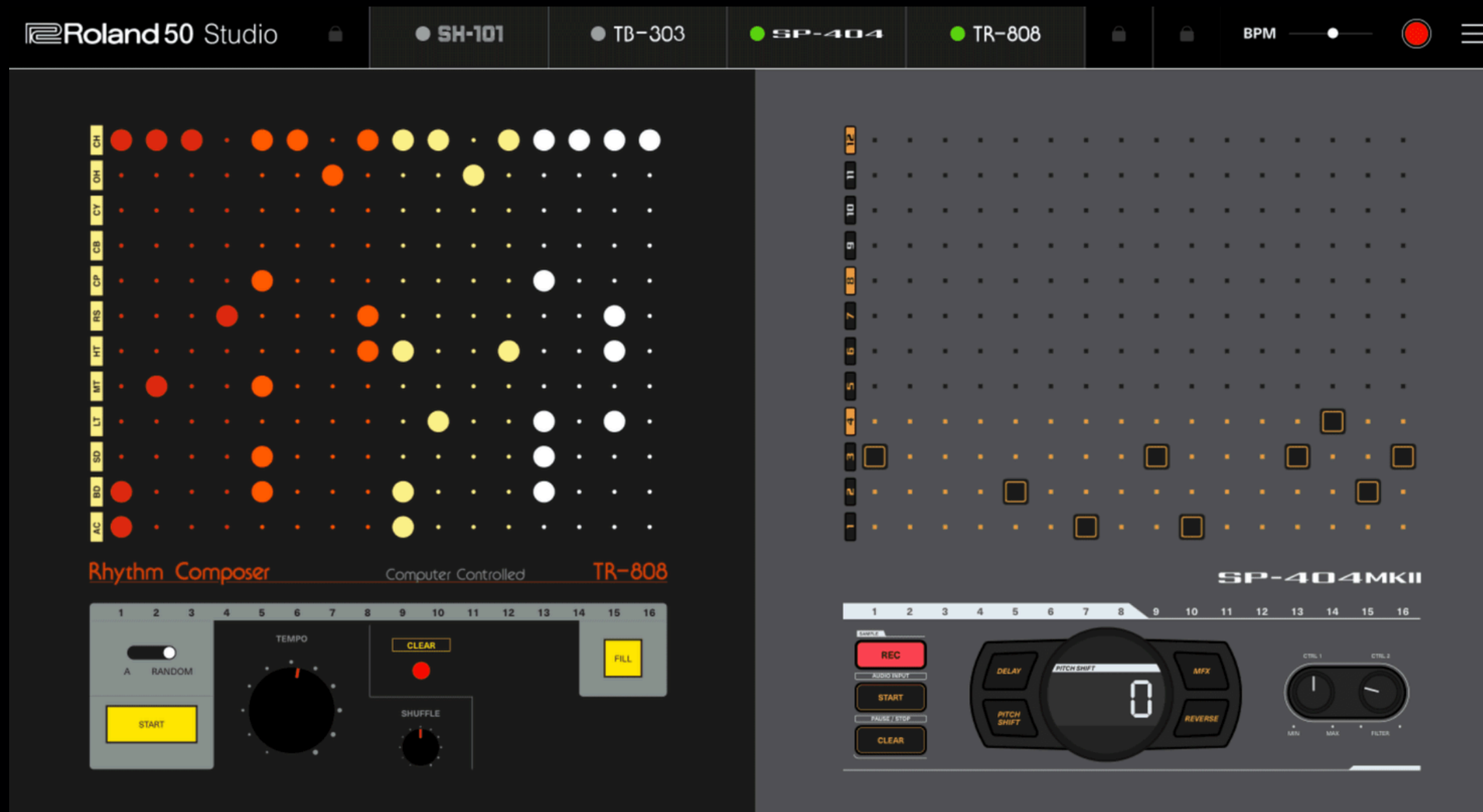
⌄ 1 tasks

Roland

TR-909

LESSON 5: TECHNOLOGY ALONGSIDE TURNTABLISM

- Historical videos and correlating questions
  - Video examples of various drum machines...
    - MPC
    - Roland TR-808
    - TR-909
    - TR-707
    - TR-727
    - TR-303
    - TR-606

ROLAND'S 50 STUDIO EXAMPLE

After learning more about the various drum machines and beat makers that accompanied DJs with turntables, students can experiment and create some of their own beats using Roland's 50 Studio!

Example

LESSON 6: CREATE YOU.DJ MIX

- **Students are instructed to create a mix using You.DJ that reflects their understanding of techniques and characteristics featured in the genres presented throughout the unit.**

- **This acts as a summative assessment/final presentation of songs/mixes created previously, in the individual lessons 2B, 3B, & 4B.**

- **Cumulative mix, incorporating at least three different genres based on the three lessons.**

YOUDJ

LESSON 7: YOUR DJ PODCAST

- Students are tasked with producing a podcast: They can either utilize previous submissions or create new recordings.
- Develop a podcast that showcases the process while emphasizing the inspiration and history of the genres involved.
- This project can be completed individually or in small groups.
- When crafting their scripts, students should consider the following questions:
  - Identify one or two artists who played a significant role in the creation of each genre.
  - Describe three characteristics that define the sound of the genre.
  - What is the "story" or history behind the genre? How did it originate?
  - Mention any technology that contributed to the development of the genre.
  - Include at least one of your mixes from each genre lesson to illustrate your understanding.
    - **Student Example: Podcast**
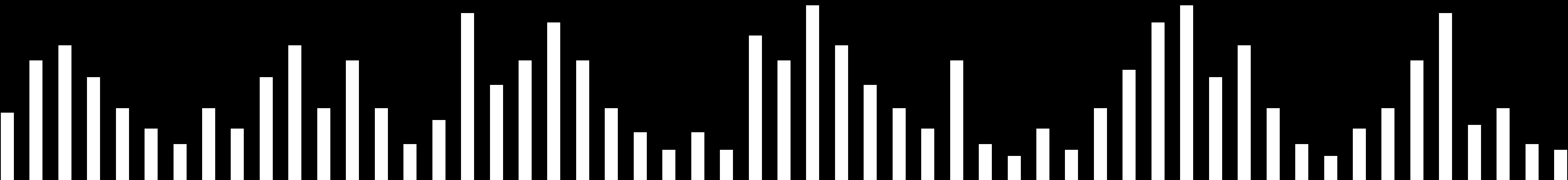
HIP-HOP REFERENCE SHEET

- **<u>Hip-Hop Research Reference Sheet</u>**
- Links and resources/citations for research and information: "where can I find additional research or information about hip-hop?"
- Can be utilized in the classroom, but it is best to preview information in order to gauge your comfort level with students (explicit language, mature content, etc.)
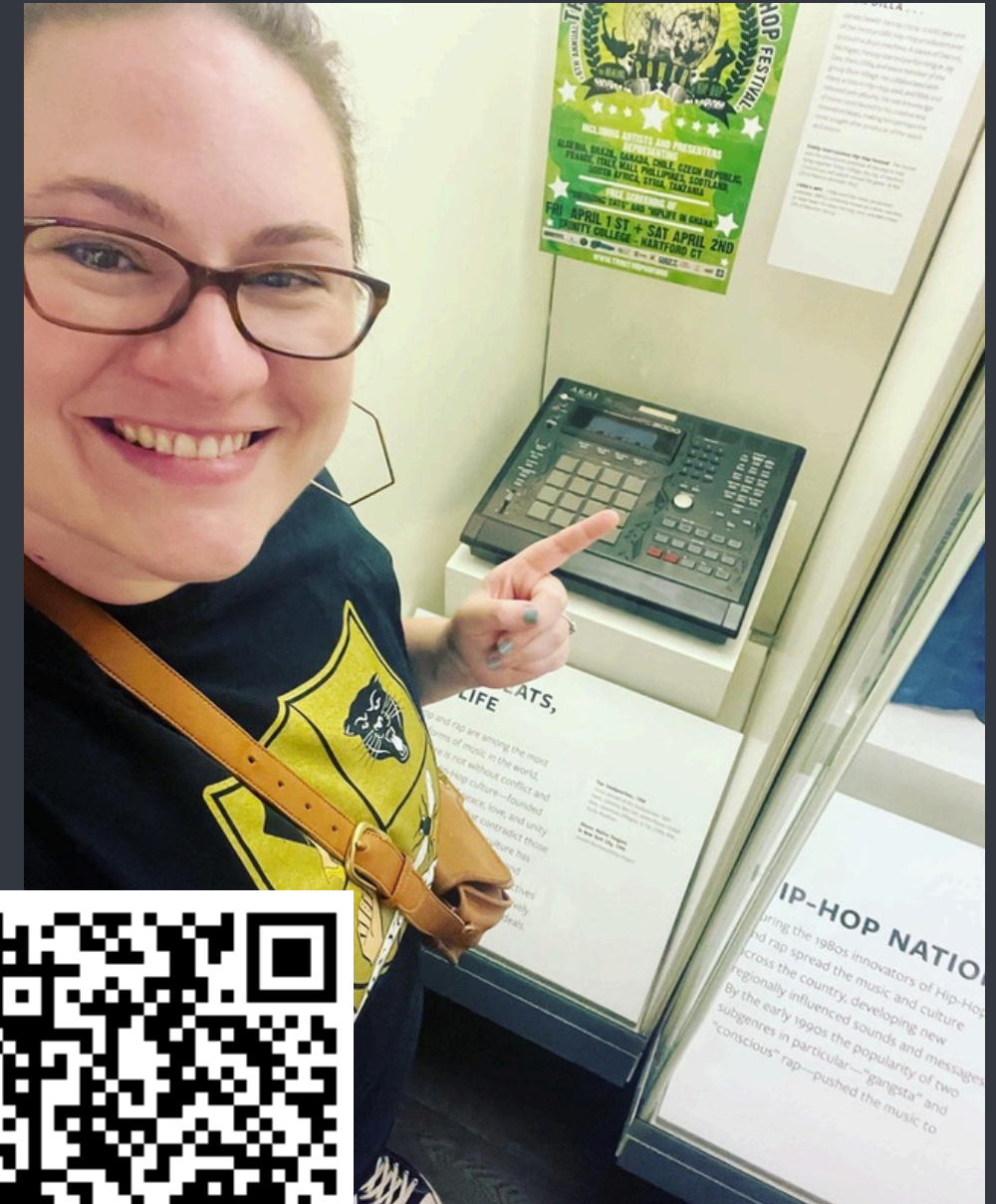
QUESTIONS/COMMENTS

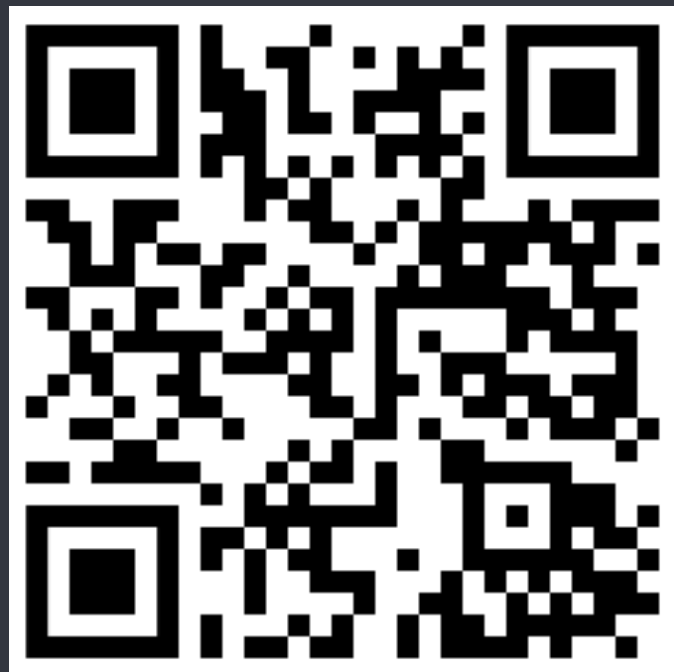## MEAGHAN O'CONNOR-VINCE

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musicfirst

TRIAL LINK

MUSIC ED with MC OCV

Link for Equipment

SLIDE DECK →