



PrintbyPrint Group Presents 'Hip Hop as Activism' with Alfred Obiesie and Library of Congress' Citizen DJ

Video Objectives & Arts Standards:

Utilizing publicly available resources from the Library of Congress, the objective of this video is to use Music/Music Technology, Writing, and Theatre,

1. To understand the creative ideas, concepts, and work that influence musicians' and theatre artists' work emerging from a variety of sources.
2. To organize and develop artistic ideas and work.
3. To generate, refine, and/or complete writing and/or melodic, rhythmic, and/or harmonic ideas for compositions or improvisations using digital and/or writing tools.
4. To solicit feedback from teachers and peers to develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions or improvisations.
5. To perceive, connect, and analyze artistic work.
 - a. To understand how an individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
 - b. To select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.
 - c. To demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and/or responding to music.
 - d. To demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
6. To understand how responding to music, through writing, is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

- a. To explain how an analysis of the structure, context, and technological aspects of the music informs the response.
7. To interpret intent and meaning in artistic work.
 - a. To understand how creators and performers provide clues to their expressive intent through their use of elements and structure of music.
 - b. To connect the influence of the treatment of elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.
 8. To apply criteria to evaluate artistic music and writing based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.
 - a. To understand how the personal evaluation of musical work(s) and performances is informed by analysis, interpretation, and established criteria.

Arts Standards Addressed (<https://www.nationalartsstandards.org>): Music/Music Technology, Theatre, and/or Writing.

- Creating #1: Generate and conceptualize artistic ideas and work. Music/Music Technology & Theatre.
- Creating #2: Organize and develop artistic ideas and work. Music/Music Technology & Theatre.
- Creating #3: Refine and complete artistic work. Music/Music Technology & Theatre.
- Connecting #10: Synthesize and relate knowledge and personal experiences to make art Music/Music Technology & Theatre.
- Connecting #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
- Music/Music Technology – Responding #7: Perceive and analyze artistic work.
- Music/Music Technology – Responding #8: Interpret intent and meaning in artistic work.
- Music/Music Technology – Responding #9: Apply criteria to evaluate artistic work.
- Music/Music Technology – Connecting #10: Synthesize and relate knowledge and personal experiences to make art.
- Music/Music Technology – Connecting #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Alfred Obiesie's Citizen DJ Music Production Process Steps:

- Alfred chose to use the Joe Smith Collection from LoC Citizen DJ (<https://citizen-dj.labs.loc.gov/loc-joe-smith/explore/>) to create a sample of what could be the audiobook version of his book. The Joe Smith Collection is a collection of interviews by Joe Smith with world renowned musicians who spoke of their experiences throughout their career.
- Alfred searched this collection for audio clips, from various interviews, that aligned with the line from the lyrics he referenced in his book - "Industry rule number four thousand and eighty / record company people are shady" by A Tribe Called Quest.
- Alfred then took those audio clips and imported them into his workstation (Maschine - <https://www.native-instruments.com/en/products/maschine/production-systems/maschine/downloads/>) to create the narrative along with the music.
- Alfred then rebuilt the track for the lyrics he referenced in his book, using the audio clips from the Joe Smith Collection in Citizen DJ and music beats.

Mini Unit Lesson Plan Suggestion (adapted from <https://www.loc.gov/classroom-materials/music-and-us-reform-history-stand-up-and-sing/>):

1) Objectives

Students will be able to:

- Identify historical events referenced in music.
- Explore ways music is used to shape public opinion.
- Use art and music to create lyrics and music covers for an original song illustrating a current social, political, or economic topic.

2) *Resources:* Use LoC resources listed above and/or available from the artists/content specialists.

3) *LoC Primary Resources Analysis Tool:* [Analyzing Sound Recordings Primary Resources Analysis Tool](https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Sound_Recordings.pdf) - https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Sound_Recordings.pdf

4) *Lesson Procedure:*

- Choose an album or soundtrack and a song.
- Explain that the lesson will focus on how Americans have used music and visual art to express opinions and inspire change throughout history.
- Using the LoC Primary Resource Analysis Tool listed above, conduct a whole group analysis with students. Select questions to focus and prompt analysis and discussion.
- Assign or have each student select the album or soundtrack, and song you've chosen. Several students should have the same album, soundtrack, or song.

- Once each student selects an album or soundtrack and song, have them individually brainstorm some themes that might be found in the lyrics of the songs based on the album art. Have them write down their thoughts individually then discuss collectively to learn if they came up with similar themes or different themes for each album or soundtrack compared.
 - Students form cooperative work groups to compose an original song with lyrics and beats using the Citizen DJ LoC resource about a political, social, economic topic each group chooses. Questions to guide the groups' work might include:
 - a. Identify the political, social, economic topic of your song.
 - b. State your group's opinion about this political, social, economic issue.
 - c. List at least four historical facts and events to help support your group's opinion.
 - Students search the Literacy Network's LoC image sets (<https://literacynetwork.net/lift-more-voices>) to locate a visual image related to their original song. This image will be used to create an album cover design.
 - Allow time for students to practice song presentations. Students should share original lyrics, album covers, and discuss the impact of songs on making change and its use as a vehicle of free speech like Hip Hop artists have historically done.
- 5) *Lesson Evaluation:*
- a. Teacher observation of individual and collaborative work.
 - b. Teacher observation of effort in locating on-line resources.
 - c. Evaluation of final project using a rubric.
 - d. Student self-evaluation of process and project.
- 6) Documentation and Assessment Tools: http://www.agencybydesign.org/thinking-routines-tools-practices?field_resource_type_value=documentation_and_assessment_tools

Other Resources & Reference Materials:

- Library of Congress American Music Creators Web Archive - <https://www.loc.gov/collections/american-music-creators-web-archive/about-this-collection/>
- Library of Congress Performing Arts Databases - <https://www.loc.gov/performingarts/>
- Library of Congress Performing Arts Digital Collections - <https://www.loc.gov/collections/?fa=subject%3Aperforming+arts>
- Library of Congress Music and Concerts - <https://www.youtube.com/playlist?list=PL8613B74E164140F8>

- Maschine - <https://www.native-instruments.com/en/products/maschine/production-systems/maschine/downloads/>
- Literacy Network ‘Lift More Voices’ Curriculum Resources – Set #3 ‘Art as Activism’ - <https://literacynetwork.net/art-as-activism>
- Laciresha Berry - <http://www.berryandconyc.com/>
- Tahir Hemphill -
 - <https://www.loc.gov/item/webcast-8003/>
 - <https://www.rapresearchlab.com/>
 - <https://www.rapresearchlab.com/rapalmanac>
 - <https://www.rapresearchlab.com/mappers-delight>, [Mapper's Delight \(mappersdelight.net\)](http://mappersdelight.net)
 - <https://www.rapresearchlab.com/implications-of-a-rap-neural-network>
- Universal Hip Hop Museum - <https://uhhm.org/>
- Hip Hop Education - <https://hiphopeducation.com/what-we-do/>
- Pexels – <https://pexels.com> - Free to use videos and visual images