RHYTHMIC SPEECH: AKA “RAP”!

Subject: Language Arts/Music
Grade Level: 3-5 (could be adapted through grade 8)

Learning Objectives: (1) Sing in groups, blending vocal timbres, matching dynamic levels, in rhythm, with appropriate timbre, diction, and posture, while maintaining a steady tempo. (2) Build vocabulary through reading and “doing” musical activities.

Vocabulary: beat, rhythm, pitch, dynamics, sound, accent, rest (silence), music (organized sound), noise (unorganized sound), rhythmic and melodic patterns (“hook”), pitched and un-pitched sounds.

Learning Standards: National Standards for Arts Education: Singing, alone and with others, a varied repertoire of music. WA State Commission on Student Learning for Reading: Understand and use different skills and strategies to read for a variety of purposes and improve reading (reinforcing recognition and use of alphabet letters). Communication: 2.3 Communicate ideas clearly and effectively with effective delivery (tone, pitch, and pace of speech to create effect and aid communication) 2.4 also use language that is grammatically correct, precise, engaging and well-suited to topic, audience, and purpose and 2.5 effectively use action, sound, and/or images to support presentations. WA State Arts EALR #4 Make connections within and across the arts (literature, music, dance).

Materials
1. “Chicka Chicka Boom Boom” (book) by Bill Martin Jr. and John Archambault
2. Simple percussion instruments (sticks, sand paper, rocks, shakers)
3. Two, 8x10 sheets of paper (one red, one green)

Resources
1. “Marsalis on Music,” Wynton Marsalis (Chapter 1 Why Toes Tap: Rhythm)
Pre-Visit

1. **PLAY “Go/Stop” Game**
   - Teacher holds up green card (students make random noises); holds up red card (stop/rest/silence)
   - Continue until teacher creates a sound and silence pattern that feels like a rhythm

2. **SING “B-I-N-G-O” (Optional: this may be moved to a post-museum reinforcement activity)**
   - First time sing all the way through entire song
   - Each time replace a letter B-I-N-G-O with a clap
   - Continue until children clap for the entire B-I-N-G-O rhythm (demonstrating how the song travels from all sung melody to rhythmic pattern over the steady beat)

3. **EXPLORE Rhythmic Patterns**
   - Divide class in 2 or 3 sections
   - Each group improvises a different rhythmic pattern over a beat (use body and simple percussion instruments). The goal is to have 2 or 3 different rhythmic patterns; to be played alone or layered with the other group(s).
   - Use green and red cards to “cue” or “conduct the group (when they “go” and “stop”
   - Teacher may assigning rhythmic patterns (i.e. group one claps on beats 1 and 3; group two stomps on 2 and 4; group three snaps on 2 and 3 etc.)

4. **READ/RAP (teacher or student) “Chicka Chicka Boom Boom” while students play improvised rhythmic patterns**
   - Teacher/student conducts the groups with red and green cards as before (while reading)

5. **CHORAL READING prepare a choral reading of ) “Chicka Chicka Boom Boom”**
   - Remember to explore a range of dynamics, phrasing, accents, speeds, volume
   - Make group decisions regarding performance practice (with guidance from teacher)
EMPSFM Visit

1. Sound Lab exhibit
   - Vocals kiosk (rhythmic speech component)
     - Work with pitched and un-pitched sounds
   - Drum Circle
     - Form circle around the drum
     - Listen to the rhythmic pattern
     - Improvise in the drum circle patterns played in class
     - Perform “Chicka Chicka Boom Boom” as choral speech/RAP while playing percussion parts around the drum.
   - Scratch rhythms at the turntable in the DJ Hallway

2. Sound & Vision Oral History exhibit
   - Search for the “rappers” (i.e. Ice-T, Grand Master Flash, Sir Mix-a-lot)

Post-Visit

1. Create a “hook” (catchy melodies) for specific lines
   - “Chicka Chicka Boom Boom, will there be enough room?”
   - “Scit skat skoodle doot. Flip flop flee”
   - “Dare double dare, you can’t catch me. I’ll beat you to the top of the coconut tree.”
2. Add movements to your performance piece
3. Perform “Chicka Chicka Boom Boom” for your school assembly or a parent evening!

Extensions

- Find other books/poems to “Rap”
- Write a class “rap” to express something you are learning or experiencing
- “Rap” the pronouns: I, my, me, mine,
  We, our, ours, us,
  You, your, yours,
  They, their, theirs, them,
  He his, him,
  She, her, hers, it, its
Chicka Chicka Boom Boom
by Bill Martin Jr and John Archambault

A told B and B told C
“I’ll meet you at the top of the coconut tree.”
“Whee!” said D to E F G
“I’ll beat you to the top of the coconut tree.”

Chicka chicka boom boom!
Will there be enough room?
Here comes H up the coconut tree.
And I and J
And tag-along K,
All on their way up the coconut tree.

Chicka chicka boom boom!
Will there be enough room?
Look who’s coming!
L M N O P
And Q R S!
And T U V!
Still more—W!
And X Y Z!
The whole alphabet up the—Oh, no!

Chicka chicka...BOOM! BOOM!
Skit skat skoodle doot,
Flip flop flee.
Everybody running to the coconut tree.
Mamas and papas
And uncles and aunts
Hug their little dears,
Then dust their little pants.
“Help us up “cried A B C
Next from the pileup skinned-knee D and stubbed-toe E and
patched-up F

Then comes G all out of breath.
H is tangled up with I
J and K are about to cry.
L is knotted like a tie.
M is looped.
N is stooped.
O is twisted alley-oop.
Skit skat skoodle doot. Flip flop flee.

Look who’s coming it’s black-eyed P,
Q R S and loose-tooth T.

Then U V W wiggle jiggle free.
Last to come X Y Z
And the sun goes down on the coconut tree...
But—chicka chicka boom boom!
Look, there’s a full moon.

A is out of bed and this is what he said,
“Dare double dare, you can’t catch me.
I’ll beat you to the top of the coconut tree.
Chicka chicka BOOM! BOOM!