

WELCOME

Our session is about to begin ...



Can Hip Hop Save Us?

September 11, 2020





2020 Arts Education Partnership Virtual Gathering

Sep 9, 2020 – Sep 18, 2020



Mary Dell'Erba ▾



Notifications



Please submit **SESSION SURVEYS** via the app!

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2020 Arts Education Partnership Virtual Gathering



TUNE IN
SEPTEMBER

9TH

11TH

15TH

17TH



ABOUT THE EVENT

Welcome to the 2020 Arts Education Partnership Virtual Gathering! AEP was founded in 1995, making 2020 our 25th anniversary. While we never anticipated celebrating AEP's 25th anniversary in any way other than being in San Diego with all of you in person, we're so happy that we'll be spending time together over the next two weeks.

The virtual gathering sessions are arranged around three themes: arts education policy in



ARTS EDUCATION
PARTNERSHIP

Welcome to the



‘CAN HIP HOP SAVE US?’ WORKSHOP

AEP Virtual Gathering 2020

INTRODUCING....



Olisa Enrico



James Miles

AGENDA



- Welcome
- Setting the Stage
- Sample Lesson
- Best Practices
- Brainstorm
- Reflection



Mission

Arts Corps revolutionizes arts education by igniting the creative power of young people through culturally engaging learning experiences.

Vision

We are working toward a world where barriers to arts education no longer exist and all young people can creatively lead the transformation of schools, neighborhoods, and beyond.

Values

- Creativity
- Equity
- Collaboration

Our programs

- **Creative Schools:** Integrating arts into academic subjects during the school day
- **OST:** After-school classes in a specific art form
- **Arts Liberation & Leadership Institute (ALLI):** Two-week intensive summer program in artistry, social justice and organizing.
- **Learning Immersive Technology (LIT):** Mixed Media Mentorship for 16-19 year olds
- **Professional Development:** Workshops for classroom teachers, school administrators, school staff, or anyone interested in growing their race and social justice practices, and pedagogical acumen.

COMMUNITY AGREEMENTS

- Participate
- Respect
- Move Up Move Back

REMEMBER...

What happens in this Zoom, stays here.

What is learned in this Zoom, leaves here.

ICE BREAKER/CHECK IN



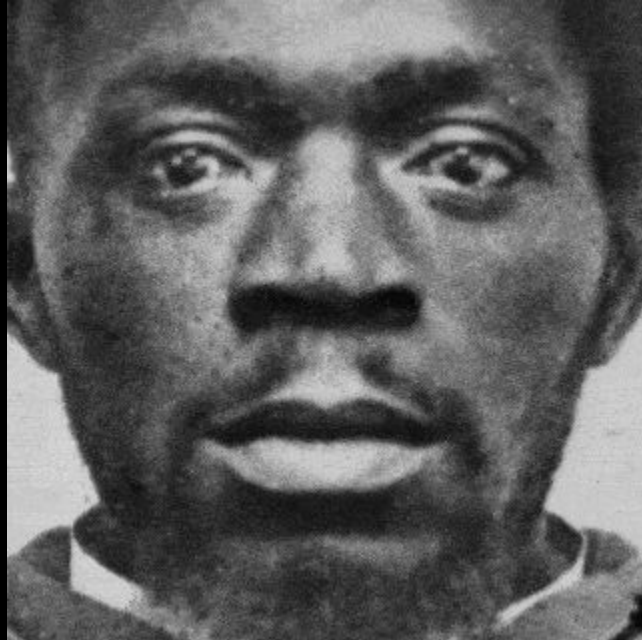
MUSICAL TIMELINE

1. Choose a song you feel that gives you a sense of nostalgia, or represents an important time in your life when you were younger.
2. What's the song? What is the memory linked with the song?

MUSICAL TIMELINE

1. How did your parents or adults in your family feel about you listening to this music? How was it regarded by society?
2. How is this similar or different to how we see cultures that are not our own?

THE WHAT AND THE WHEN



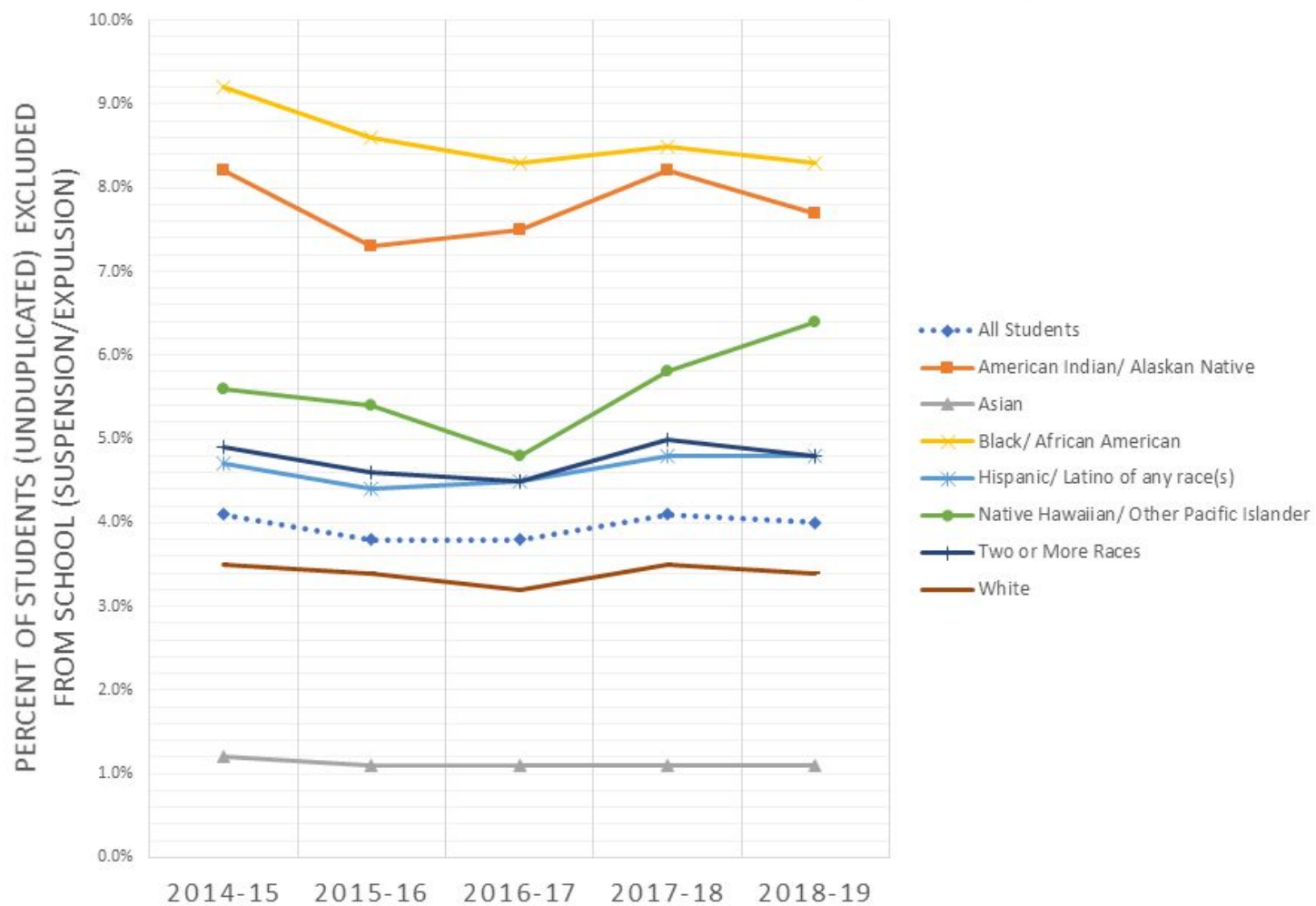
WHAT WE KNOW: STATISTICS SHOW

- Black (Hispanic and Indigenous) students are **14%-24% less likely** than white and Asian students to have access to college-ready courses
 - ***Note-: huge disparity between Burmese (recent refugees of genocide)**
 - **Even when Black students (hispanic and indigenous) do have access college-ready courses, they are vastly underrepresented in these courses.**
- More students attend a school with **a sworn law enforcement officer (SLEO), than a school counselor.**
- The national student-to-counselor ratio is 491-to-1; the American School Counselor Association recommends a ratio of 250-to-1.

WHAT WE KNOW: STATISTICS SHOW

- Black (Hispanic and Indigenous) students are often located in schools with **less qualified teachers**, teachers with **lower salaries** and **novice teachers**.
- Students of color are often concentrated in schools with **fewer resources**.
- In 2015, the average reading and math scores were higher for white students than black, latino and indigenous students.
- The Civil Rights Data Collection reported that Black students accounted for **15 percent** of the student body in the 2015-2016 school year but **31 percent of arrests**. Black students spend less time in the classroom due to discipline, which further hinders their access to a quality education.

WASHINGTON K-12 EXCLUSION RATES BY RACE/ETHNICITY, 2014-19



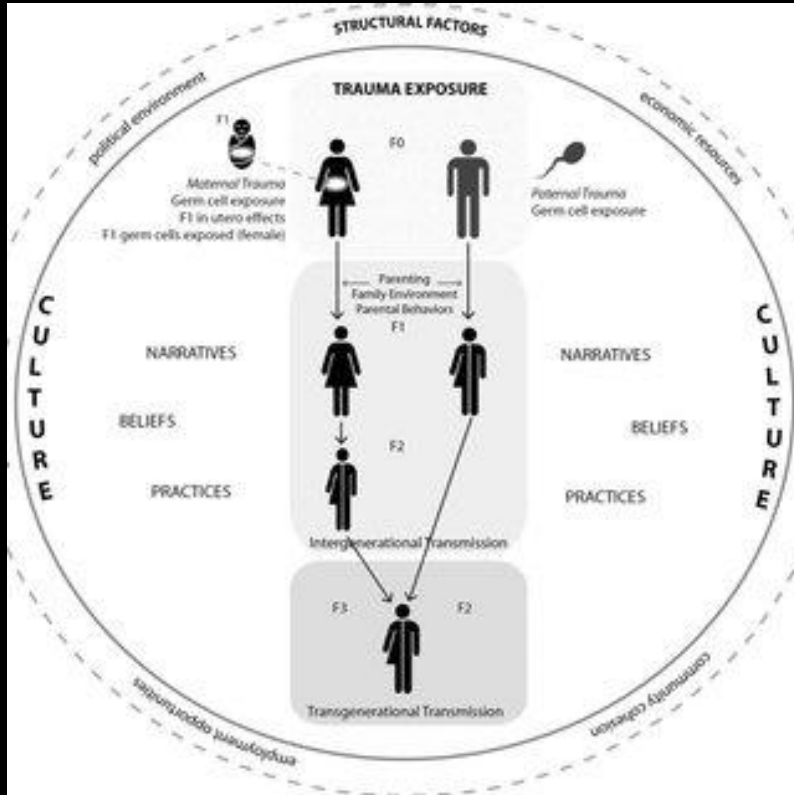
THE WHAT AND THE WHEN IS THE WHY

With all of our good intentions why are some young people “behind” academically?

What are SOME of the things we are up against?



STORIES OF SURVIVAL



**Trauma and
Resilience like
Wealth and
Bias...**

**...Are passed down
from generation to
generation.**

STORY TIME WITH OLISA

Stop sharing slides

Adverse Childhood Experience Study

Largest Study of its Kind

Over 17,000 participants

Both Retrospective and Prospective

Over 100 Peer-Reviewed Journal Articles

Shifting the Paradigm

Helps Us Understand Drivers of Population Health and Wellbeing



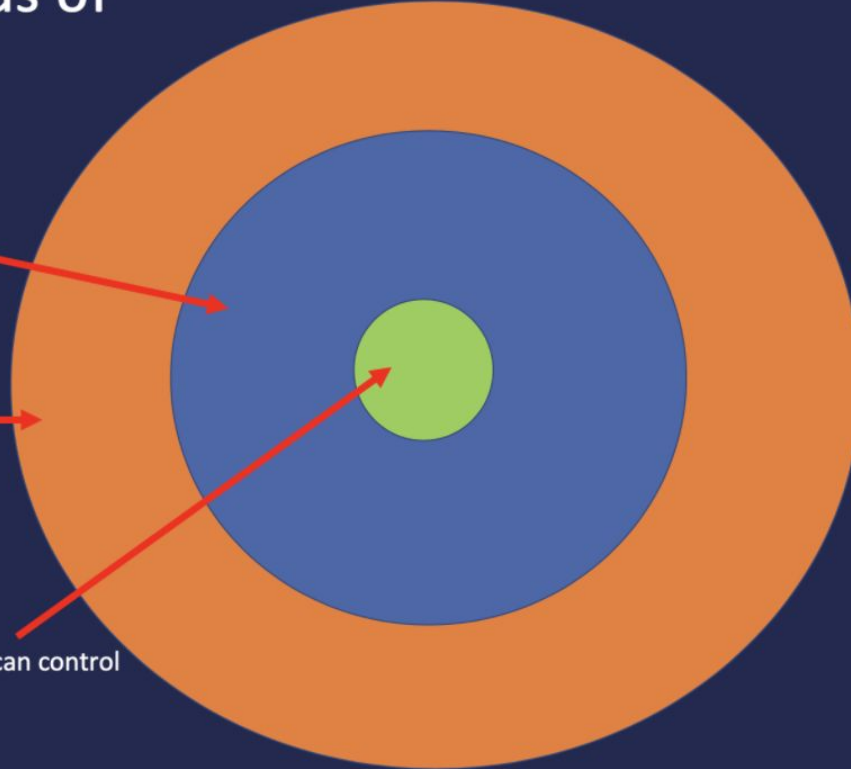
BUT WHAT CAN I DO?

ID # 2: Locus of Control

What you can influence

Outside of your control
and influence

What you can control



Spheres of
Influence &
Control

(J. Rotter, 1966)

THE IMPORTANCE OF REPRESENTATION IN EDUCATION



Role models play an important part in our everyday lives. They motivate us. They inspire us. They challenge us. They guide us. But what exactly is it about our role models that empower us so much? As we witness and admire the successes of our role models, we see a part of us represented in them

-TAYLOR MARIE YOUNG

Relationship

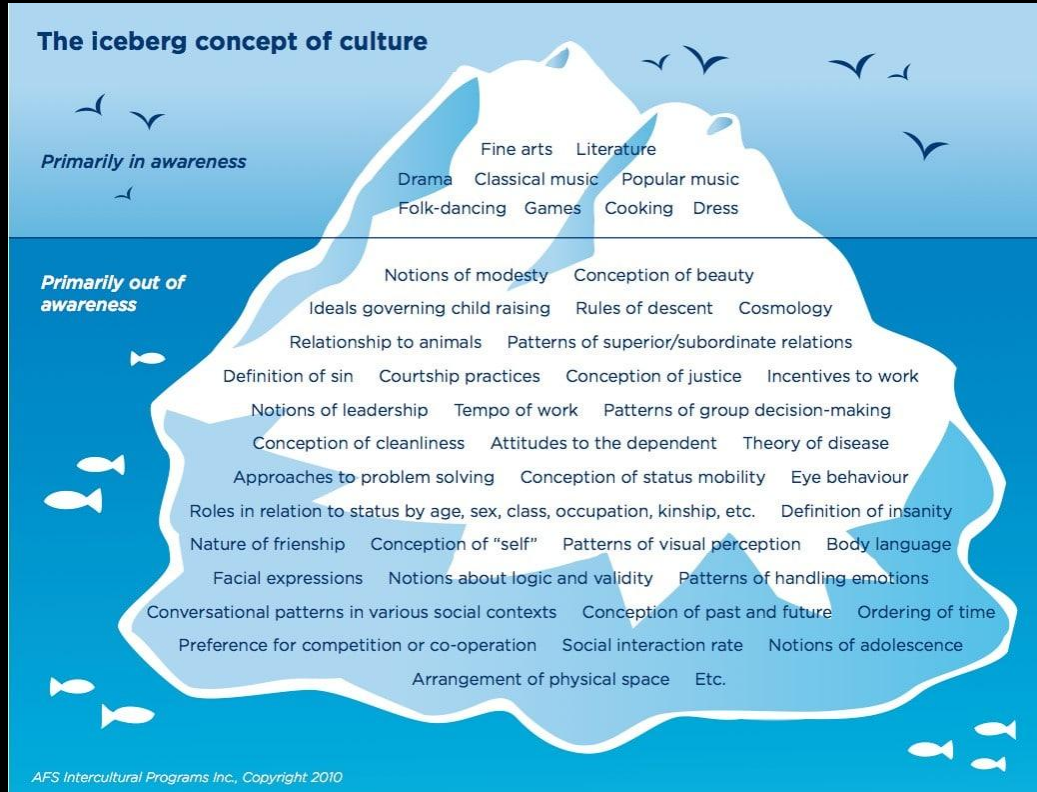
Empathy

Trust

Engagement

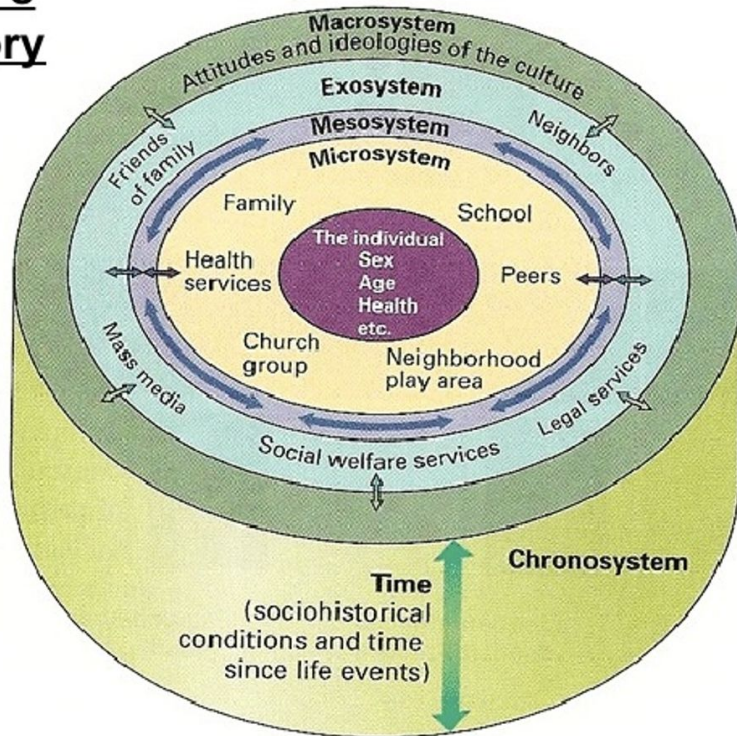
Belief

CULTURE, IDENTITY, INTERSECTIONALITY



ECOLOGICAL THEORY

Bronfenbrenner's Ecological Theory



In this model...

Who are you?

What can you control?

Who can you influence?

What is out of your control?

SO WHAT DO WE DO?

Do It For The Culture

Urban Dictionary defines "Do it for the Culture" as a statement requesting that someone carry out a specific action for the benefit of their shared culture, in particular, communities of color.



Students of color
represent 2 cultures
(*if not more*) - Their
home culture and
youth culture.

HOME CULTURE

- Language (including colloquialisms & regionalisms)
- Values & beliefs
- Traditions
- Social norms
- History
- Art & Literature

YOUTH CULTURE

- Colloquialisms / Slang
- Music, televisions, films, video games
- Technology
- Fashion trends
- Social Dances
- Humor (memes, GIFs, viral videos)
- Social media

Culturally Responsive Pedagogy

"Culturally responsive pedagogy (CRP) is defined as using the **cultural knowledge, prior experiences, frames of reference,** and **performance styles** of diverse students to make curricula more relevant and accessible for them. Culturally responsive pedagogy teaches to and through the strengths of diverse students. It is “validating and affirming.”

- National Education Association (NEA)

Applying Culturally Responsive Pedagogy



Student Background:

- Who are the students?
- What languages do they speak?
- What experiences have they gone through?
- What have they had access to?
- What things are they interested in?

Frame of Reference:

- How do students see the world?
- Where do they fit on a timeline?
- Where do they fit in a social pyramid?

Performance Style:

- How do students demonstrate their understanding?
- How do you deliver the material?
- What modifications will need to be made to your lessons to meet their unique academic and emotional needs?



Amazing Glazes presents:

HIP HOP CUPCAKES!

Check out what happens when new Duncan Hines Amazing Glazes are put into action. You might even find yourself singing along!



See even more Amazing Glazes videos at our
YouTube page: www.youtube.com/amazingglazes

Watch them sing! >



Where do
we see
Youth
Culture in
the world?



2.4.2018



IN CONVERSATION WITH

Cardi B & Joe Biden



On the Ultralight Meme



#whiteoutwednesday



Where do we find Youth Culture?



Or...Ask your
friendly local
teenager.

VIDEO / FILM:

- YouTube
- Vimeo
- Ted
- Netflix

ARTICLES/ FEATURES:

- BuzzFeed
- Complex
- Mic
- XXL
- Mashable
- The Shade Room
- TMZ
- Pop Sugar
- Very Smart Brothas
- Blavity
- Black Nerd Problems
- Urban Dictionary

MUSIC/LYRICS:

- RapGenius
- Billboard Music
- Soundcloud
- Musical.ly
- Spotify

SOCIAL MEDIA:

- Snapchat
- Instagram
- Twitter
- Facebook
- Tumblr

MEMES/GIFS:

- Memegenerator.net
- Emojipedia
- Giphy.com
- Imgur.com

How to Build a Culturally Responsive Arts Integration Lesson

Activity Categories

- Hook
- Chorus
- Bridge

Hook



HOW WILL YOU INTRODUCE THE LESSON?

When introducing academic content, students must first be able to identify with the themes they'll be exploring. In this section, we employ elements of youth culture or current events, to inspire curiosity and allow for students to get comfortable with the material.

Hook Activity Example

Beat Mapping (15 Minutes)

Students listen to music and create visual representations of the sounds they hear.

Materials Needed

paper, markers, music

Questions:

How does sound affect your emotions?

Which of these sounds would you associate with what we are studying? Why?

Chorus



HOW WILL YOU ENGAGE STUDENTS?

In a typical arts-integrated setting, this is where students engage with the core content through interactive experiences, exploratory activities, and games.

Chorus Activity Example

Musical Recipes (20 Minutes)

Students use descriptive language to break down the components of a song.

Materials Needed

Music, writing utensils and index card

Questions

Why did you choose those specific ingredients for your recipe?

Could you pick out all of the ingredients that make up one of the people that we are studying? Why would you choose those particular ingredients?

If we mixed up the ingredients of the songs, would the newly created song be just as good? Why or why not?

What about if we mixed up the ingredients of the people we are studying? What new kind of person would be created? Why?

Bridge Activity Example

Rap Battle (2 Sessions or 90 Minutes)

Students write and perform battle raps to explore literary or historical characters and explore conflicts within a text.

Materials Needed

Paper, copies of the text

Questions:

What did you learn from this activity?

What tactics did you use to create your battle rap?

How might you use these same writing tactics when writing an essay?

Bridge



How will students demonstrate their knowledge/skill?

In closing out the lesson, we want to ensure that students not only comprehend the information, but have the opportunity to demonstrate their knowledge, in creative ways.

Reflection

How will this change how you approach lesson planning?

What effect do you think this will have on your ability to deliver academic content?



We Gonna Learn

Curriculum Intensive

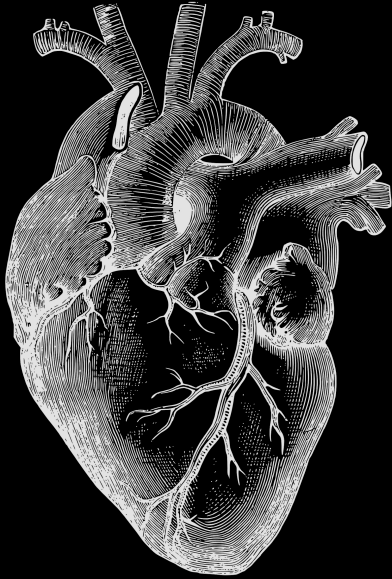




How do we use language/ imagery to convey meaning?

Welcome, Detectives. Look at both of these clues.

What do you think this equation means?



=

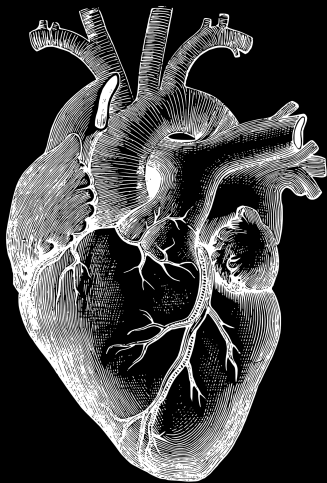


Talk amongst yourselves

What is a comparison?

Finding ways in which two things are alike or different.

My heart



is or is like

*A rubber band...
Which is made of ELASTIC*



Do you know a song in which the songwriter compares her heart to elastic?

Sia

Elastic Heart

I'm like a rubberband until you pull too hard
Yeah, I may snap and I move fast
But you won't see me fall apart
'Cause I've got an elastic heart

I've got an elastic heart,
Yeah, I've got an elastic heart.

- What is she saying about herself or her heart?
- What literary techniques is Sia using in this song?



What is a metaphor?

A direct comparison between two unlike things.

Remember: This figure of speech DOES NOT use the word LIKE.
This makes it a stronger comparison.

*I'm not just like a speeding bullet.
I am so much like a speeding
bullet that I AM A SPEEDING
BULLET!!!!*



Sooooo...then what's a simile?

An indirect comparison that uses the words

As or Like

Rihanna

Diamonds

Find light in the beautiful sea
I choose to be happy

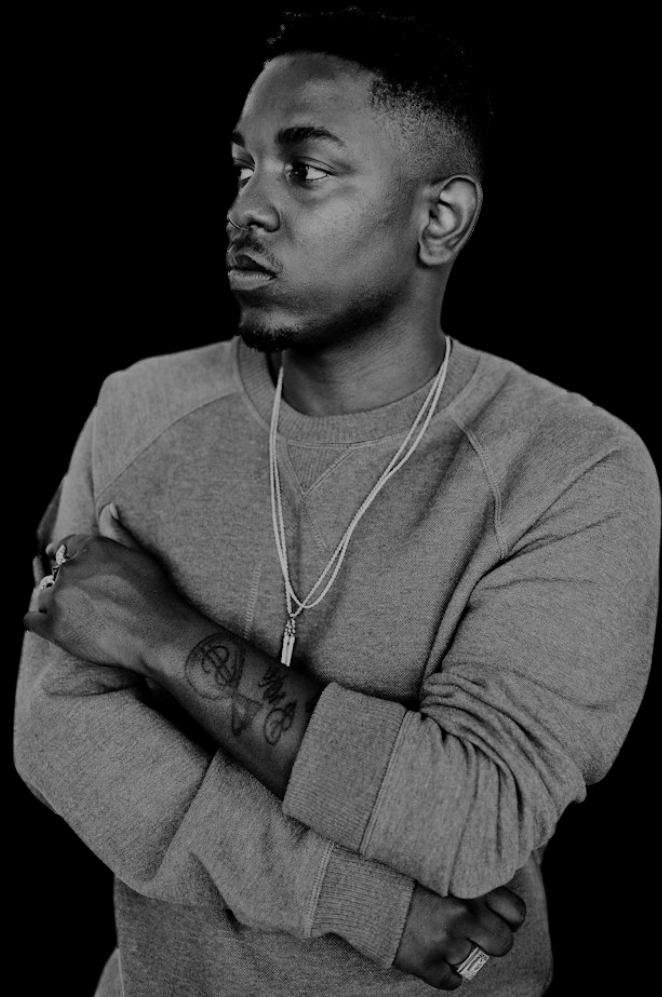
You and I, you and I,
Are like diamonds in the sky



Kendrick Lamar

Blacker the Berry

I'm African-American, I'm African
I'm black as the moon,
heritage of a small village
Pardon my residence
Came from the bottom of mankind



Katy Perry

Dark Horse

Baby, do you dare to do this?

Cuz I'm coming at you like a dark horse

Are you ready for, ready for

the perfect storm, perfect storm?

Cuz once you're mine, once you're mine.

There's no going back.



Bruno Mars

Treasure

Treasure,

That is what you are

Honey, you're my golden star

Bet you could make my wish
come true

If you let me treasure you



Beat the Test

Pretend the test is your opponent in a game, war, battle or competition. How are you going to beat the test? What are you going to do to the test? What things do you say to the test?

Write a hook to a song about beating the test. It must contain at least one metaphor or simile.

Who's afraid of the big bad test?
The big bad test, **like a hornet's nest**.
Tell that test it can take a rest,
I'm not impressed cuz I'm the best
Classroom looking like the wild, wild west.
Put that test in cardiac arrest.

The test is going to be difficult.
The test is going to be boring.
I like to play video games.
I like to be in bed snoring.

**How would you use these
activities in your classroom?**

Cultural Connections:

- What do these themes, motifs and key players remind you of?
- How does this connect to the images and sounds of today?
- Why is this relevant in today's world?

The deeper the connections, the easier it will be to integrate BEYOND just the opening. Challenge yourself to use music and youth culture throughout the lesson, from opening to closing.

Culture Spotting:

Where do we find Youth Culture?

VIDEO:

- WorldStarHipHop.com
- YouTube.com - Vine Compilations
- Ted.com

ARTICLES:

- BuzzFeed.com
- Mic.com
- XXL.com
- blacknerdproblems.com
- TMZ.com
- PopSugar.com

MUSIC/LYRICS:

- genius.com
- soundcloud.com

SOCIAL MEDIA:

- Snapchat
- Instagram
- Twitter
- Facebook
- Tumblr
- TikTok

Look at what is “Trending”

MEMES/GIFS:

- Memegenerator.net
- Giphy.com
- Imgur.com
- <https://emojikeyboard.org/>

Or...Ask your friendly local teenager.

Reflections:

I enjoyed...

I'm going to try...

I still want to know...



Reading List



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- [How Creating Imagery Can Help Dyslexic Students Who Struggle with Shakespeare](#)
- [Arts Integration Increases Test Scores](#)
- [While We Weren't Looking, Snapchat Revolutionized Social Networks](#)
- [Harnessing the Power of the Cellphone in Class](#)
- [Learning English? Start with Shakespeare, says Hong Kong performing arts education group](#)
- [Kids Don't Fail, Schools Fail Kids: Sir Ken Robinson on the 'Learning Revolution'](#)
- What Is Cultural Knowledge and How Can We Use It?
- [K-12 Disparity and Facts](#)
- [America's Schools Reveal Troubling Facts](#)



Thank You

James Miles

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Olisa Enrico