**The DJ Encounter Lesson Plan**

**“From the beginning of American music to our Hip- Hop generation”**

**Standard(s) and Vocabulary**

MHSMA.6 - Listening to, analyzing, and describing music

**Vocabulary-**  Poly-rhythms, syncopation

**Learning Target**: Students will be able to identify the significance in rhythmic development between slave poly-rhythms and traditional hip-hop syncopation used in music now. Students will be able to compare and contrast the characteristics of the early slave traditions of western Africa to the beginnings of the music genre of jazz and compare it to our contemporary musical styles.

Students will able identify and distinguish a number of different syncopated rhythms and poly-rhythms either by reading notation or listening to musical excerpts.

**Direction Explanation**: I would open up with a performance or melody of music starting from the first western African rhythms used in Congo and then continue through the music journey until the music reaches hip-hop or rock music used today. I will then lead dialogue asking questions to the group about what they heard, how they felt, what comes to mind when they hear particular sounds and rhythms. I will then lead with use of the vocabulary above and brief historical information about the development of these rhythms etc. The intensity of the discussion depends on the age group and also, time limit allowed for the lesson.

**Guided work and audience performance**: I will lead the group in performing syncopated rhythms etc, through hand clapping, singing or hand drums/percussion equipment(Claves, bongos, congas, tambourine)

**Professional Group Performance-** I will conclude the program with live professional music based on Congo square- 2018 contemporary music.