

# Lesson



## Writing Biographical Rap Songs

## Writing Rap Lyrics Handout

Name \_\_\_\_\_ Period \_\_\_\_\_

Composer \_\_\_\_\_

Follow the formula below to write your rap:

- To write your own rap, begin with your topic. In this case your topic will be your composer. You have to know enough about your composer to rap about it. ***Tell the whole story about your composer in a twelve-line rhyme.***
- ***Most raps rhyme in "couplets." That means lines rhyme two at a time. Lines one and two rhyme with each other, but not with the other lines. Lines three and four rhyme with each other, but not with the other lines.*** And so on. The two lines that rhyme together are called a "Couplet."
- Begin your lyrics with a line that has a strong beat or rhythm. Rhyme the next line with the first. Try to repeat the same rhythm in the second line, too. Then begin a new rhyme with the third line. The fourth line should rhyme with the third line. Keep repeating this rhyming pattern.
- The beat can be different in different lines. Some lines can be short; others, long. You might want to have a "refrain" in your lyrics. A refrain is a group of lines that remain the same and are repeated throughout the song.
- A Rhyming Alphabet: use this special phonetic alphabet to help you find more rhymes. Begin your word with each of the following letters and consonant blends; make a list of all the "words" that make sense (B,D,F,G,H,J,K,L,M,N,P,Q,R,S,T,V,W,Z, BL,BR,CH,DR,FL,FR,GL,GR,KL,KR,PR,SH,SHR,SI,ST,STR,TH,THR,TR).

Lines 1&2 Rhyme

Lines 3&4 Rhyme

Lines 5&6 Rhyme

Lines 7&8 Rhyme

Lines 9&10 Rhyme

Lines 10&11 Rhyme

Lines 11 & 12 Rhyme

# Composer Biographical Organizer

Students Name(s) \_\_\_\_\_

Group \_\_\_\_\_ Composer \_\_\_\_\_

	<b>I. General Information</b>	<b>Information</b>
	Where and when was the composer born?	
	What did the composer do before writing music?	
	What instruments did he/she play?	
	What time period is the composer from?	
	What was the composer's life like?	
	What kind of contributions did the composer make to music?	
	How many contributions did the composer make to music?	
	Style of music	

# Composer Biographical Organizer

Students Name(s) \_\_\_\_\_

Group \_\_\_\_\_ Composer \_\_\_\_\_

	Style of music	
	<b>II. Description of Music</b>	<b>Information</b>
	Describe the composer's music and be sure to make particular reference to the style of music that he/she wrote (i.e. "Classical," Romantic," Program Music," etc.)	
	What are the titles of some of the composer's pieces?	
	What is the history behind the piece(s) you are describing?	

	<b>III. Conclusion</b>	<b>Information</b>
	What did you find interesting about the composition?	
	Did your sources have the same information or any conflicting information about the composition you listened to?	
	What was so amazing about this composer's life or music?	
	When and how did the composer die?	

# Biographical Rap Rubric

Student Name(s): \_\_\_\_\_  
 Group: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Biographical Outline</b>	Thoughtful answers that show interesting things about this person's life.	Answers are correct but not very interesting. It may look like the student only read a small amount of the information.	Short answers OR - some information misunderstood. OR- not very interesting.	One-word answers. OR - Information in the last question is a repeat of information above. OR - Incorrect information.
<b>Content</b>	Song clearly portrays biographical information about the composer	Song adequately portrays biographical information about the composer but includes 1-2 mistakes	Song clearly partially portrays biographical information about the composer but includes 3 or 4 mistakes	Content is unorganized and does not represent biographical information about the composer.
<b>Couplet Rhyming</b>	All 12 of the verses contain couplets.	9 out of the 12 verses contain couplets.	6 out of the 12 verses contain couplets.	None of the verses rhyme with each other.
<b>Beat &amp; Rhythm</b>	A beat or song rhythm was identified in the song and maintained throughout the entire presentation	A beat or rhythm was identified in the song and maintained throughout most of the presentation	A beat or rhythm was identified in the song and was not maintained throughout the presentation	No beat or rhythm was present
<b>Volume, Projection &amp; Enunciation</b>	The Presenters were flawless in presentation of song.	The Presenters were heard and maintained a serious composure, but made 1-2 mistakes while presenting.	The Presenters were heard clearly, were occasionally silly, and made 3 or 4 mistakes while presenting.	The Presenters could not be heard or could not get through the song in a serious manner, completely unprepared.
<b>Creativity &amp; Originality</b>	The rap was original and creative and audience was able to understand the purpose of the song.	The rap had touches of originality and creativity but sometimes tough to understand.	There was nothing really original or creative about the rap, it was just the same old information discussed in class.	The presenter did not show any creativity or originality when writing these words.
<b>Effort</b>	Everyone in the group participated in the task, always giving 100% effort.	Most of the group members were involved and showed effort most of the time when completing the task.	The group presented some effort in completing the task. The group did not work as a group.	The group presented little effort in completing the task. The group did not work as a group.
<b>Neatness</b>	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is Illegible.

**Comments:**

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**Points Earned:** \_\_\_\_\_ ÷ 32 possible points x 100 = **Grade:** \_\_\_\_\_

90-100 points – Exceeds Standard  
 80-89 points – Meets Standard

70-79 points – Rising to Meet Standard  
 69 and below – Below Standard