



The Ekphrasis Project / SOTA Curriculum and Schedule - Winter 2004

(Session 1 – 5 at SOTA without AFL Present)

Session 6 T,F, Feb 5th 6th Meet AFL / Intro to the students

- Hi and talk about art inspired by books – what's it's all about.
- Shout-out about some movies inspired by books?
- Talk about how we'll be writing songs inspired by *Kindred*.
- Play some songs about books as examples.
- Shout-out about musicians who they love, Listen to some songs they bring in.
- Play a groove and loop it for their presentations...
- Students will show us some projects they've done around the book. Some will be new book covers (visuals). Some will be presentations of legacy projects they've worked on.

Session 7 M, Feb 9th (two classes bk-2-bk) Deconstruct a song

- Play a song brought in by a student
- Listen and write down everything you hear in 1 minute
- Shout-out of elements, list them on board
- Group elements under Rhythm, Melody, Color/Tone
- Listen and write down lyrics that you think are important/ colorful
- Shout-out lyrics, list them on board
- What's the song's point of view? What's the tone?
- Repeat the process for one more
- Play groove – Free Style Ice Breaker
- Before each student leaves, they have to go up to the mic and say once sentence that could go into their 'song for the day'. Think about their ride to school, what they ate, what they saw, how they feel, what they want. Record it as they go.

Session 8 T,W, Feb 10th 11th Free-style in character's voice

- Talk about free-styling. Who can give an example?
- Students divide into 4 groups.
- Each group gets assigned a name: Dana, Kevin, Rufus, Weylin.
- They have 5 minutes to list single words describing their character
- Shout-out by each group; words listed on board under character names
- Students take 5 minutes to each write one sentence in a character's voice (of their choosing), using any of the words on the board; sentence needs to express the experience of the character or an actual statement that the character might say in the context of the book
- Pre-selected groove is played. Mic is in front of the class. All 22 students get a chance to go up to the mic, announce their character and free style their sentence TWICE...second time...w/ emphasis on different word.

Session 9 Th,F, 12th, 13th Free-style about themes of the book

- Talk about the last session – did they like the free-style activity?
- Talk about major themes of the book. Pick all themes possible. List on board
- Students divide into 4 teams. 10 minutes to think of as many words related to as many of the themes as possible.

- Word Slam game: Team left with a word NOT already said wins. Each team takes a turn to say one of their words; it gets listed on the board. If a team says your team's word you CAN'T use it. Last team to have a word to say wins. Groove is playing and they have to say the words in rhythm.
- Class comes together and looks at all the words on the board.
- Each student has 5 minutes to think of a sentence using some of the words on the board. Sentence must be a statement or question that relates to the theme of the books. ie. "What is liberty if you don't have a voice?"
- Pre-selected groove is played. Mic is in front of the class. All 22 students get a chance to go up to the mic and free style their theme sentences TWICE...second time...w/ emphasis on different word.
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Monday, Feb 16th HOLIDAY

Session 10 T,W 17th 18th (two classes bk-2-bk) Listening to previous sessions/ pulling gems

- Each student receives a paper that has 44 boxes representing the order in which they are going to hear themselves both free-style in character voice and in *Kindred's* theme.
- Talk about how to listen, what to listen for. What makes lyrics pop? Shout-out some lyrics that you remember and talk about why they stick? What do they reveal?
- Play all 44 lines. (these will have been editing prior to class)
- While listening, students check box of lines that for whatever reason, appeal to them.
- Students break into four groups and tally their papers onto one master sheet.
- Four master sheets with tallies are collected.
- If time allows, some 'winning lines' are played again.
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Special Session Wednesday Feb 18th 6pm at Marcus Books to meet with author Octavia Butler

Session 11 Th,F, 19th 20th Build the verse/ the narrative/ cadence of words / phrasing

- Students get sheets of paper with winning lines on them (line that got the most votes)
- Students split into four groups
- For 10 minutes, students group lines together based on voice or theme
- Bring entire class together to talk about what's evolving
- What character's perspective is coming through strongest?
- What theme is most developed?
- Class agrees on perspective / theme the song will focus on
- Student groups work of verse, focusing on lyrics and rhymes
- Groove of song is played in background and groups start working on cadence, melody and phrasing
- If time allows, students volunteer to experiment on the mic with entire verses

Session 12 M, Feb 23rd (two classes bk-2-bk) Build the chorus / the punch/ build melodic and rhythmic motifs.

- Revisit verse building / groups solidify their verses 15 minutes
- Class comes together and 4 verses are shared over groove
- Discussion about story and what needs to be added, what needs to be dropped
- Talk about favorite choruses you remember. Shout out a few and discuss why they work
- Focus back into groups and come up with chorus suggestions 10 minutes
- Each group stands in front of class and has class repeat their chorus
- Consensus on best chorus – is it a hybrid of 2 or three?
- Open mic for anyone to try to tie her or her group verse with chorus melodically – choose Key of pad behind the song (bring keyboard in for this)

Session 13 T, W Feb 24th, 25th Lyrics / Music / Beat – LOCK DOWN

- Play back some of last weeks recording of verse and chorus building process (edited prior to class)
- Talk about how we move forward – how many verses? is there a break-down section? a bridge? How many times do we need a chorus? Is there call and response? What background sounds come into your imagination?

- Need Overhead projector for this session...
- Lead class in group singing of a few verses up for debate. Choose final verses.
- Lead class in group singing of a few choruses up for debate. Choose chorus.
- Record several rough version (scratch tracks) of song.
- Talk about live trial and error recording format. Ask students to think about what instruments they want to bring into the song. Who plays what?
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Th F, 26th, 27th Mr C's literary sessions

Session 14 M, Mar 1 (two classes bk-2-bk) Recording / Basics of Getting a Good Sound

- Talk about the basics of getting the song down...the do's and don't of clean recording
- Take one verse at a time. Lock down melody again. Chose pad instrument (lead inst in overdub session only) * Note – might have song recorded with Pad progression PRIOR to this class.
- Choose group voices to sing each verse. Any one who wants to sing – will.
- Group sings choruses.
- Listen to tracks / redo takes based on guided critiques of consistency, musicality, soul...
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Session 15 T, W, Mar 2nd, 3rd Recording all Overdubs: Vocal/ Lead Instruments / Colors/ Samples

- Every student gets the opportunity to add his or her “fingerprint” to the song. It may not make it to the final mix...but it's good to get the ideas down. Student have been asked to bring in any instrument or sample that they want to hear included.
- Expect horn players, string players, body percussionists, vocal scatting, free-style rapping, samples from other CDs
- Felonious members come to record some tracks and to encourage other students to record
- Students are able to watch as their peers record; Begin to understand how the computer program captures the sound, how to move sounds around, how to do a quick edit to experiment with placement of sound
- While some student are recording, others will go out side to be interviewed for evaluation of process.
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CD RELEASE PARTY – March 12, 2004

- Final event will include the handing out of a CD for each student – both classes get each other's song – to hear for the first time. Karaoke versions of the songs will be played for student performance. SOTA family and faculty are invited

Ta dah!