

# WOLF TRAP FIELD TRIPS

AT CHILDREN'S THEATRE-IN-THE-WOODS

## “Hip Hop Harmony” By Fyütch



*Commissioned by Wolf Trap Foundation for the Performing Arts with  
generous support from Danaher Foundation*

### About the Performance

Join Fyütch and his band for a live concert experience like no other. Fyütch will give a sneak peek of his latest album with catchy songs exploring harmony in Hip Hop and the community. Using everything from high energy Pop and Rap beats to Gospel and R&B inspired ballads, Fyütch helps children explore feelings of gratitude, excitement, and uncertainty, and leaves them with a feeling of self-love and confidence.

Ask your class questions before the performance:

*How do you think the musician will play each instrument?*

*How do you think each instrument will sound? How will they sound together?*

*What are the different ways an artist uses their voice to add to the performance?*



**Drum Kit**



**Microphone**



**Keyboard**



**Bass Guitar**



## About the Artist

Harold “Fyütch” Simmons is a dynamic GRAMMY-nominated music and social justice artist, educator, and speaker. Often using his daughter as a source of inspiration (and frequent collaborator), Fyütch uses Hip-Hop, spoken word, and visual storytelling to promote racial equity and liberation. His goal is to spread positivity, knowledge, and self-affirming messages to children and families across the globe. When asked why he uses the name, Fyütch said “I’m a fan of history and legacy. To know where you are going, it’s important to know where you come from and where you’ve been. A lot of my songs are about my family history, Black history, and teachable lessons for humanity. I love the idea of progressing forward while looking back. When we learn from the past we have a better chance to not repeat mistakes and make improvements, like how we treat each other and the Earth.”

## Step Into the Music: Activity and Discussion Ideas to Extend Learning “Harmony”

Explain that melody is a group of sounds played one after another. Harmony is when different sounds are played at the same time as the melody. The sounds usually go well together. Next, read the following lyrics:

*Sometimes when I sing my song*

*A lonely melody*

*When I call on help from friends*

*The perfect harmony*

*What you do and what I do don’t have to be same*

*Look at how our colors blend, the painting in this frame*

Ask children what they think “What you do and what I do don’t have to be same” means. Children could also reflect on the questions, “Can you think of some things that you like or do that are the same as what your family or friends like?” and “What are some things that you like or do that are different than what your friends or family like?”.

This song compares the musical concept of harmony to having a dynamic and diverse community. Have children think about their classroom community. What’s special about our classroom community and how we work together (or help each other)? What do you think makes our classroom community unique or different from other classrooms?

## **“I Am Love, I Am Light”**

Fyütch says, “When I perform, I always start with positive chants and continue affirmations throughout the show: “I am beautiful!” “This is a safe space!” “I wear my crown so proud!” I want people to walk away feeling encouraged, loved, and so hyped they don’t want the party to end!”

A positive affirmation is a complement that you say out loud about yourself. Have students listen to “I am Love, I am Light” and see if they can identify the positive affirmations in the song. Then, ask students to think of positive affirmations themselves. Encourage students to say their affirmations proudly for everyone to hear!

Fyütch wrote a “remix” of this song. Listen to both versions and have students identify what sounds the same and what sounds different.

## **“Thankful”**

Ask the students what they are thankful for. To help students think more broadly, give prompts like “people in your family, foods you eat, or places you like to go.” Read the lyrics below to give more examples. Have students write or draw a thank you card about what they are thankful for.

*Thankful for me*

*Thankful for you*

*Thankful for family*

*And my friends too*

*Thankful for clothes*

*Pants with pockets*

*Thankful for pizza*

*Thankful for chocolate*

*Thank you Earth*

*For water and trees*

*Changing seasons*

*The falling leaves*

*Thankful for life*

*Thankful for love*

## “Weekend with My Bestie”

This song is about activities you like to do with your friends. Ask children to describe a fun weekend with a friend. What activities do they like to do? Where do they go? End the discussion by asking how they feel when they spend time with their friends.

Fyütch talks about having a “secret handshake” with his friend. Show children some basic components of a secret handshake like (shaking hands, high fives, waving, clapping, fist bump). Ask students to work with a partner to create their own handshake. Younger children can combine two or three components while older children can create longer sequences. Have children share their handshakes with the class and celebrate the choreography they created.

### Resources:

Artist Website: <https://www.fyutch.com/>

More Performing Arts Activities: [wolftrap.org/education/resource-library](http://wolftrap.org/education/resource-library)

### Books:

“The Big Umbrella,” Amy June Bates

“Everybody in the Red Brick Building,” Anne Wynter

“Green Green: A Community Gardening Story,” Marie Lamba

“In My Family/En Mi Familia,” Carmen Lomas Garza

“Ruby’s Reunion Day Dinner,” Angela Dalton

“Acoustic Rooster,” Kwame Alexander

“Sound: Loud, Soft, High, and Low (Amazing Science),” Natalie M. Rosinsky



*NOTE: Wolf Trap Field Trip performances may be photographed or videotaped for future use. By attending the performance, you agree that you and any minor under your care may also be photographed or videotaped for any such future use.*