



The club rap

Key Learning Area
The Arts – Performing Arts (Music)

Year levels
Years 5–8

Activity overview

Using the focus on club theme songs, students review the origins of the songs and/or music and their relationship to the past, reflecting on the importance of the songs to club tradition and their value in club culture.

As part of a group, students select a verse or a chorus from their favourite team's club song and rework this into a rap or chant that might be used as a club rap or cry during future games. Students then present their rap in written form and perform their rap as a group to the class.

Time required

90 minutes

Materials

- Club songs (See Resources on the AFL CD-ROM)
- *Worksheet 1: Geelong club song*
- *Worksheet 2: Club Rap*

Preparation

- Discuss with students whether they follow a football club and if so, why? If not, why not? Ask students if they know their club's theme song. Discuss with students how they think these songs originated and what is the significance of these songs to each club.
- Discuss the importance of maintaining traditions for club culture, but also how clubs can embrace modern culture.
- Explain to students that they will have the opportunity to research their club's theme song and then use it as a basis for creating a club rap or cry. This rap will not be used to replace the theme song, as traditions are important, but it could be used as a quick club cheer between plays or during game breaks.

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Activity steps

1 Origins of Geelong theme song

The Geelong theme song is performed to the tune of the *Toreador Song* by Bizet.

The first four lines of the original song have been changed to:

*We are Geelong the greatest team of all
 We are Geelong, we're always on the ball
 We play the game as it should be played
 At home or far away*

Play the Geelong theme song to the class. Discuss how and why Bizet's tune might have been chosen and how the words of the theme song relate to the game of football.

Discuss with students when this theme song might have been developed.

Students may wish to research the original words to the song.

2 Perform the Cats Rap

Discuss with students how music styles and tastes have developed and changed over the past 50 to 100 years. Although traditions are important and should be maintained, could some team songs be replaced by a new and more modern alternative?

The following is an example of how part of the Geelong club song has been adapted and used to create a rap. Note some of the words have been changed to create the flow and rhythm of the rap.

Example rap

We are Geelong	Greatest team of all
We are Geelong	Always on the ball
We are Geelong	We will never fall
We are Geelong	Greatest team of all

Have students perform the rap or chant. As they are performing the rap or chant they can add a clap or beat pattern. Here is a suggested clap or beat pattern:

Cats Rap											
Clap	Clap	Rest	Clap	Clap	Long rest	Clap	Clap	Clap	Clap	Clap	Rest
We	are		Gee	long		Great	est	team	of	all	
We	are		Gee	long		Al	ways	on	the	ball	
We	are		Gee	long		We	will	ne	ver	fall	
We	are		Gee	long		Great	est	team	of	all	

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3 *Divide students into club groups*

Have students select a club they would like to research and form groups. Groups of no more than four students are recommended. If there are a large number of students for any particular club, several groups can be formed, all making up their own rap.

Students may also elect to work individually or in pairs if there are not enough students for their chosen club. However, this activity is intended to be a fun group activity.

4 *Groups research their club theme song*

Using the Club Song links on the Australian Football League (AFL) website (<http://afl.com.au>) students research their club song, considering:

- the tune the song is based on
- the original words to the tune
- any football-related changes to the words
- anything else of relevance to the song, for example why the particular tune was chosen.

For students having difficulty in researching the history of their club song, more information is provided in Resources, Club Songs.

5 *Groups create their own club rap*

Students select a chorus, verse or a few lines of the song to rework into their rap.

- Talk about how some of the language might be old-fashioned and how changing a word or line (for example line 3 in Cats Rap) might make it fit better.
- Explain that these raps aren't meant to replace team songs, as tradition is important, but they could be used as a cry between plays or at quarter or half time.

Students can choose to add a clap or beat pattern to the rap. Some groups may not feel that a beat or clap pattern suits their rap, therefore they can perform it just as a chant. For example:

Bulldogs Rap (chanted)
 Sons of the west
 Red, white and blue
 Team of the west
 Bulldogs through and through



6 Perform club raps

Students practise their club rap and perform as a group. When determining how to present their performance, students should consider how they might position themselves, and any actions they might perform to make the presentation more effective.

7 Complete Worksheet 2

Students use *Worksheet 2: Club Rap* to write out a copy of their club rap to keep.

Assessment ideas

Assess each student's ability to work through the process of creating and performing.

Optional extension

As a class, choose a rap to learn and perform together and consider ideas for visual presentation.

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Worksheet 1: Geelong club song

We are Geelong the greatest team of all
 We are Geelong, we're always on the ball
 We play the game as it should be played
 At home or far away
 Our banners fly high
 From dawn to dark
 Down at Kardinia Park



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Worksheet 2: Club Rap

Name: _____

Write out a copy of your club rap.

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