

**Elk Grove Unified School District**  
**Visual and Performing Arts Resources**  
**Dance**

**Grade 6: Lesson 2**

**Title: Beginning Hip-Hop**

**Standards Addressed**

**Artistic Perception**

*Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance*

- 1.1 Demonstrate focus, physical control, coordination, and accurate reproduction in performing locomotor and axial movement

**Creative Expression**

*Creating, Performing, and Participating in Dance*

- 2.2 Compare and demonstrate the difference between imitating movement and creating original material.
- 2.5 Use the elements of dance to create short studies that demonstrate the development of ideas and thematic units.

**Aesthetic Value**

*Responding to, Analyzing, and Making Judgments About Works of Dance*

- 4.4 Distinguish the differences between viewing live and recorded dance performances.

**Time:** 30 minutes

**Floor Plan:** Inside or outside area, general and self-space with marked boundaries.

**Materials Needed:**

- Stop/Go signal
- Chalk for self-space and/or boundaries
- Music (optional)

**Purpose:**

The purpose of this lesson is to introduce basic Hip-Hop moves and rhythms. The students will understand the cross culture of African moves in relation to Hip-Hop moves.

**Background:**

It is assumed the students know previously taught dance steps and are familiar with general and self-space. See K-5 lessons for extra support, if needed.

**Key Questions:**

- Are the students able to isolate body parts?
- Are the students able to keep the rhythm and tempo?

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p><b>1 Set up purpose/goals</b> Today we are going to learn a few basic Hip-Hop moves and see the similarities in African moves to Hip-Hop moves.</p>	<p><b>How are you making your purpose clear to the students?</b> Do the students know similar characteristics of African into Hip-Hop? Will the students grasp the various rhythms?</p>
<p><b>2 Engage students</b> Have the students listen to African and rap music. If you have drums, bring them in and show them what they look like.</p>	<p><b>How can I effectively get the students interested in the content of the lesson?</b> Show the students African drums, sarongs, and videos of African movements. Play upbeat music with a variety of different rhythms.</p>
<p><b>3 Learning Sequence</b> a) Introduce African characteristics. b) Introduce what African moves look like. c) Introduce torso isolation. (see vocabulary words) d) Describe African/Hip-Hop being low to the ground, full use of foot, isolations, and loose body.</p>	<p><b>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present?</b> Make sure the students can isolate their ribs, hips, shoulders, etc. Our dance culture today is influenced by traditional African dance.</p>
<p><b>4 Assessment</b> By listening to rhythms of music, the students can explore free-style movement intertwined with Hip-Hop moves.</p>	<p><b>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice)</b> The students will recite the characteristics of African and Hip-Hop.</p>

### Actual Lesson Sequence

1. *We are going to learn a dance style very common to what we see today, but not everyone knows where it originated from. Today we are going to learn some Hip-Hop skills that you can practice anywhere. Does anyone know where Hip-Hop's main influence comes from? (Africa). Africa's rhythmical influence has made a huge impact on today's Hip-Hop. When I say "Go," I would like for you to move into general space.*
2. *Since we are going to be learning Hip-Hop, first we are going to start with isolations. An isolation is limiting one body part to movement. Beginning with our head and working our way down our body, let's isolate our head (looking right and left, up and down). Now we are going to move on to our shoulder (alternate, up and down, roll back, forward). Rib Cages: right and left, forward and back. Hips: right to left and in a circle. Knees: flex and extend. Ankles: flex, point, and roll. I want you to move around general space isolating various body parts.*
3. *We are going to go on to learn a side slide. Push off your left leg and slide onto your right leg, bring your left leg into your right. Now push off your right leg to your left, slide your right leg into the left. It will come across as a slide step together, slide step together. You may or may not chose to snap your fingers when your legs come together. Practice a few side to side. Keep it low to the ground and add dynamics that fit the rhythm.*
4. *Great job. The next move we are going to shoulder bounce. Just relax your shoulders and raise them up and down. You can step side to side but remember to keep your knees bent in what is called a pliè. Pliè means to bend. Let's explore some shoulder bounces around general space. Try doing shoulder bounces to different tempos and rhythms.*

5. *The last thing we are going to learn is a shoulder/rib isolation. I want you to isolate your ribs and shoulders while changing levels. Let's begin at a high level and work our way to a lower level.*
6. *I think that we are ready to combine everything that we have learned. We will begin with 4 side slides starting to the right. Slide right 1 step together 2, slide left 3 step together 4, slide right 5 step together 6, slide left 7 step together 8. Let's try it again. Add 4 shoulder bounces. Step your right leg forward, bounce 1 and bring your right leg together still bouncing 2. Step your left leg forward, bounce 3 and bring your left leg together still bouncing 4, repeat on the right 5 and 6, repeat left 7 and 8. Combine the two 8 counts. I think we're ready for our last 8 counts. We are going to perform 8 shoulder/rib isolations starting to the right. Right 1, left 2, right 3, left 4, right 5, left 6, right 7, left 8.*
7. *I will give you a few minutes to practice the three 8 counts. If you have appropriate Hip-Hop or African music, it can be played at this time to help students find the rhythm.*
8. *Remember, Hip-Hop and African have similar characteristics, low to the ground, full use of torso, body isolations, and use of poly-rhythms. I would like to see you perform this twice to the African music and twice to the Hip-Hop. You may participate or watch. It's also helpful to give cues as they go.*

**Closure:**

*Please head to the floor for debriefing. What were the dance movements we covered today? (African and Hip-Hop) How are traditional African dances and Hip-Hop related?*

**Other Considerations:**

- **Special Needs:** Adjust the lesson according to the student's abilities.

**Extensions:**

- Research traditional African dances and customs for a class/group presentation.
- Create a Venn diagram comparing and contrasting African dance and American Hip-Hop.