

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

**Grade 6: Lesson 3**

**Title: Hip-Hop Continued**

**Standards Addressed**

**Artistic Perception**

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

1.4 Use the principles of contrast, unity, and variety in phrasing in dance studies and dances.

**Creative Expression**

*Creating, Performing, and Participating in Dance*

2.1 Invent multiple possibilities to solve a given movement problem and develop the material into a short study.

2.3 Describe and incorporate dance forms in dance studies.

**Historical and Cultural Context**

*Understanding the Historical and Cultural Dimensions of Dance*

3.1 Compare and contrast features of dance already performed from different studies.

**Aesthetic Value**

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

4.1 Apply knowledge of the elements of dance and the craft of choreography to critiquing (spatial design, variety, contrast, clear structure).

4.3 Discuss the experience of performing personal work for others.

**Connections, Relationships, Applications**

*Connecting and Applying What is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers*

5.1 Describe how other arts disciplines are integrated into dance performances (e.g., lighting, music, set design).

**Time:** 30 minutes

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

**Materials Needed:**

- Stop/Go signal
- Music (optional)

**Purpose:**

The purpose of this lesson is to continue basic Hip-Hop moves and rhythms. The students will understand the vocabulary of Hip-Hop moves.

**Background:**

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

**Key Questions:**

Can the students perform moves correctly?

What will help the students work collaboratively and effectively?

<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 expand on a few basic Hip-Hop moves and work on developing personal choreography.</p>	<p><b>How are you making your purpose clear to the students?</b> Do the students know the characteristics of Hip-Hop? Will the students grasp the various rhythms? Will the students understand a kick ball change?</p>
<p><b>2 Engage students</b> Get the students into the activity and keep music on so that it gets them aware of the rhythm.</p>	<p><b>How can I effectively get the students interested in the content of the lesson?</b> Play upbeat music with a variety of different rhythms that they enjoy. Give the students a room that will amplify the sounds and music that will be made.</p>
<p><b>3 Learning Sequence</b> a) Revisit the slide step, shoulder bounce, and rib isolations. b) Introduce the snake, step swivel, and kick ball change. c) Give time to explore and create new choreography.</p>	<p><b>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present?</b> By listening to rhythms of music, the students can explore free-style movement intertwined with Hip-Hop moves.</p>
<p><b>4 Assessment</b> Make sure the students can perform a kick ball change, a snake, and a step swivel foot.</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 Hip-Hop. The students will be able to critique their own choreography.</p>

**Actual Lesson Sequence**

- We are going to revisit our Hip-Hop. Today I'd like to expand some Hip-Hop skills that you can practice and perform anywhere. First let's warm-up. Allow the students to run, hop, and skip to get their ankles warmed up.*
- We are going to be continuing on with Hip-Hop. I'd like us to review our moves from the last lesson. 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 our shoulders (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.*
4. *The next move we are going to shoulder bounce. Just relax your shoulders and bounce 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.*
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. *Let's review and practice the combination we did in the last lesson. 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. Going on. Adding 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... "go." Terrific. I think we're ready for our last 8 count. 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. *Give time for practice, with music if available.*
8. *Now we are going to learn a kick ball change: Take your right foot and kick it out in front of you. Take that right foot that is lifted in front and put it back behind you. Put weight on the right foot. Lift the left foot that is in front. The ball of your right foot should be on the ground. Now rock forward and put weight on the left leg. That is a kick ball change. It has three moves, a kick, rock back, rock front. Kick, weight change, weight change. Try it four times on the right and then on the left. "Go." Work very slowly, then build up. You may try it with music if students are ready.*
9. *Now let's learn a step swivel. Step forward on your right leg. Lift both heels off the ground and turn the heels to the right. You are swiveling on the balls of your feet. Step, swivel, swivel. Counts are 1, and 2, etc. Give the students time to practice.*
10. *You are all doing great. The last thing we are going to learn today is the snake. We are going to isolate our ribs and lead our head to the right like a snake slithering. Let me see you slither side to side. Give the students time to explore.*
11. *As you can see, we have six different moves that I would like for you to put together in your own kind of dance. I want you to use these six moves to put together a short dance (four 8-counts minimum), however you wish, with another person in class. Partner up in a boy-girl fashion. After you have partnered up, add two more dance moves of your choice to the six moves we have already learned (steps 4-10 above). You two can put it in whatever order you would like. You only have ten minutes, so work quickly and cooperatively.*
12. *After the students put steps together, allow 3-4 groups to present at the same time so they feel comfortable.*

### **Closure:**

Head to the floor for debriefing. *How did we do? Were the moves you created similar to the choreography you learned in class? What were some fun things? What were some challenging things working with partners?*

### **Other Considerations:**

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