

Course: Introduction to Hip Hop

Lesson Two: What is Hip Hop?

Learning Area: The Arts

Strands: Dance

Time: 45 Minutes

Year Level: 7-8

Content Descriptor:

- Develop their choreographic intent by applying the elements of dance to select and organise movement (ACADAM014).
- Structure dances using choreographic devices and form (ACADAM016).
- Rehearse and perform focusing on expressive skills appropriate to style and/or choreographic intent (ACADAM017).

Learning Focus:

- Students will develop dance moves inspired by hip hop photographs and combine these to create movement sequences.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
10 minutes	Process: let's make dance Students will find this a fun learning activity that combines history with action! Firstly, pair up students and ask each pair to stand in front of an image (see preparation). Then, ask students to create a still shape that reminds them of the image in front of them. They might focus on the body shape or the attitude of the person. Next, students will move to the next image and create a new shape. Coach students to vary levels and dimension, or to create angular and curved shapes.	Relevant ARTS:LIVE resources • What is Hip Hop? activity sheet. Additional resources required • still and moving images of hip hop dancers in a range of action shots • a music player • an appropriate hip hop track • journals.
10 minutes	Transitions Invite students to create a transition move from the first shape to the second. For example, this can be a turn or a jump, a roll, a reaching action, a walk or run. Encourage students to avoid just moving from one shape to the next. Students should repeat this activity with two more images.	Preparation Search and choose 15 images of hip hop dancers, from the 1970s and 80s that highlight attitude and shape. This can be done using Google image search. Print the images and place on the around the room.



Get Inspired

Dance

Drama

Media Arts

Music

Visual Arts

20 minutes

The sequence

Have students practice the sequence (shape 1 – transition – shape 2 – transition – shape 3 – transition – shape 4) until they remember the movements and can perform them without needing to discuss.

5 minutes

Try this to music!

Ask students to document the sequences they have devised and note their thoughts and feelings about this activity in their journal.