



Teacher Pack



Collection: Hip Hop
Course: Introduction to Hip Hop
Year level: 7-8
Lessons: 5 x 45 Minutes



Overview

An Introduction to Hip Hop inspires students to try basic dance moves and learn about Hip Hop culture.

Specifically, this course also explores warm-ups, cardio and isolation techniques and introduces students to genre specific activities including 'ciphers' and 'battles'. Through the lesson series, students explore the history of Hip Hop including other art forms associated with this culture. Once students have mastered the fundamental dance moves they can move on to the Hip Hop Routine course.

ARTS:LIVE courses are supported by engaging videos, audio files, student activity sheets and home learning activities. Further information related to this course including teaching tips, pedagogical approaches, glossary terms and more can be accessed through the Introduction to Hip Hop Overview webpage.

Course: Introduction to Hip Hop

Lesson One: Warming-Up

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).
- Practice and refine technical skills in style-specific techniques (ACADAM015).

Learning Focus:

- Students learn the importance of warm-up activities when preparing for dance.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
20 minutes	Process: warming up Each warm-up will take some time for students to remember. It is important for students to understand the importance of warm-ups, as these are done together at the start of each lesson throughout this course. Twenty minutes has been allocated to this activity to allow time to run through the steps twice. Cardio moves Ask students to stand up and spread out so that they do not touch one another when they move. Use as much of the space as possible. Play some fast-paced music. You will need to select two songs for the warm-up. Demonstrate cardio moves for students to follow. Cardio moves increase the heart rate and warm up the muscles. Examples of these moves include: • star jumps • running on the spot • grapevines (demonstrated in video) • heel jumps (demonstrated in video) • two steps (demonstrated in video).	Relevant ARTS:LIVE resources • Isolation Warm-Ups activity sheet • Stretching Warm-Ups activity sheet. Additional resources required • a clear space with enough room for each student to move freely with their arms stretched out to the side • a music player • comfortable clothing and appropriate footwear • a range of appropriate hip hop music tracks.

25 minutes

Isolation moves

After completing the cardio moves, begin demonstrating isolation moves for the students to follow. Isolation moves involve isolating one body part at a time, keeping the rest of the body still. This helps with coordination and stability. Some examples of isolation exercises demonstrated in the Warming Up video include.

- head
- shoulders
- wrists
- hips
- knees.

Stretches

Now select a second track with a slower beat. Demonstrate stretches for the students to follow. Stretches help with flexibility of movement and to prepare the muscles for dance.

Examples of stretches are:

- arms
- legs
- core (abdominals)
- thigh stretches
- calf stretches.

What are we stretching?

Pass around the Isolation Warm-Ups activity sheet and the Stretching Warm-Ups activity sheet and invite students to use these to support discussion. Then, repeat all the warm-up stretches, this time when students perform each stretch, ask them to:

- point to the muscle group/s being stretched
- name the muscle group (e.g. abdominals, quadriceps, hamstrings).

Next, discuss the differences between individual flexibility. Ensure that students do not discuss each other, but rather their own level of flexibility. This will avoid any problems with students being singled out. Students may be flexible in some areas and not in others.

Safety

- It is essential to undertake warm-up and cool-down exercises to reduce the risk of injury.
- Students should wear appropriate clothing
- On concrete floors, all students must wear shoes with good shock-absorption.

Flexibility generally takes place over time with regular practice. Hyper-mobility is usually from extreme looseness in the ligaments (which join bone to bone and provide structural stability), not muscles, and is not something students should have as a goal.

Then, ask students to show other stretches they know and discuss what muscles they might be targeting. Students will now devise a personal warm-down plan to carry out at the end of each dance class, this can include goals and space for comments at the beginning, middle and end of the course.

Students undertake the following steps:

- Draw up a table that is six columns by five rows.
- In the first column, write the areas you want to improve in flexibility.
- In the second column, write what stretches you will do to target these spots.
- In the third column, note how many times a week you will perform the stretches.
- In the fourth column, note how many seconds or minutes you will perform the stretches for.
- The fifth column is blank right now. You will record any improvement after five weeks.
- The sixth column is blank right now. You will record any improvement after nine weeks.

Are there any specific sports or dance stretches that you can suggest to the class?

Students can share any goals they have set at the end of the session.

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.

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.

Course: Introduction to Hip Hop

Lesson Three: Hip Hop Culture

Learning Area: The Arts

Strands: Dance

Time: 45 Minutes

Year Level: 7-8

Content Descriptor:

- Analyse how choreographers use elements of dance and production elements to communicate intent (ACADAR018).

Learning Focus:

- Students research hip hop culture and report their findings to the class.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
10 minutes	Process As a class, discuss the art forms that are apart of hip hop culture: graffiti, beat-boxing, music, fashion and dance. Share images of each art form using a screen or printed materials. Present students with either sound or video examples of Australian Indigenous hip hop music artists or dance crews. Provide students with the Hip Hop Culture activity sheet.	Relevant ARTS:LIVE resources Hip Hop Culture activity sheet.
20 minutes	Pair up Break students into pairs to research and report on either graffiti, beat boxing, music, fashion or dance. Once in pairs, students can decide which hip hop art form they will report on and begin researching the following questions: - How did it start? - Who started it? - Why? - What did it look/sound like in the early days, and what does it look/sound like now - How does it relate to the other hip hop art forms? - What are examples of this art form in Australia?	Additional resources required - a range of music tracks from a variety of hip hop artists - images of graffiti, DJs and hip hop fashions (from the 1970s and 80s) - computers with internet access - paper - pens.
15 minutes	Present Have students present their findings to the rest of the class. Encourage students to present their research creatively. For example, they can present a role-play where one student is the hip hop artist and the other is an interviewer asking questions.	

Course: Introduction to Hip Hop

Lesson Four: Hip Hop Moves – The Jack

Learning Area: The Arts

Strands: Dance

Time: 45 Minutes

Year Level: 7-8

Content Descriptor:

- Practice and refine technical skills in style-specific techniques (ACADAM015).
- Rehearse and perform focusing on expressive skills appropriate to style and/or choreographic intent (ACADAM017).

Learning Focus:

- Students will learn The Jack, a hip hop move that is incorporated in later dance movements.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
10 minutes	Warm up Make sure students are warmed up before this activity. Demonstrate the Jack dance move to students using the Hip Hop basics – The Jack video and then have a go at the move using the following steps: • Begin by standing with the feet a little apart and the body relaxed. • Bend the knees and then straighten up. Feel as through the movement ripples through the body from feet to head.	Relevant ARTS:LIVE resources • The Jack activity sheet. • Hip Hop basics – The Jack video.
20 minutes	Try it Have the students try the movement with you and repeat the video as required. Notice students who perform the movement well and ask them to demonstrate it to the class. Ask them what they were thinking about as they did it. Do they have any hints for the class? Have students practice this slowly without music until they get the hang of it. Next, try to do the Jack to a slower music track. Repeat it eight times, matching the Jack to the beat. Once students feel comfortable with this movement, introduce a little bounce. The bounce should include every part of the body: head, core, arms and legs. Practice makes this movement easier, so repeat it many times to your favourite hip hop tracks.	Additional resources required • a clear space with enough room for each student to move freely with their arms stretched out to the side • a music player • comfortable clothing • appropriate footwear • a range of appropriate hip hop music tracks.

25 minutes

Perform

Encourage students to perform the Jack in a 'Dance Lab' (where you experiment with a movement to see how many different ways you can perform it).

Find a piece of music you like and perform the Jack, but this time include:

- facing different directions
- using your arms and stepping out on each Jack
- going slower and exaggerating the Jack
- dancing in a tight group almost touching shoulders
- dancing in pairs
- taking on a personality – a funny, confident, clumsy or cool character.

Course: Introduction to Hip Hop

Lesson Five: Hip Hop Moves – Ciphers and Battles

Learning Area: The Arts

Strands: Dance

Time: 45 Minutes

Year Level: 7-8

Content Descriptor:

- Develop 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 learn about hip hop Ciphers and Battles, and use these forms as a vehicle for dance creation.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
5 minutes	Warm-up Warm-up from feet to head, ensuring that all body parts have been articulated and moved steadily through their full range of motion (refer to lesson one for examples).	Relevant ARTS:LIVE resources • Hip Hop: Ciphers and Battles activity sheet.
15 minutes	Cipher Before beginning the activity, advise students of the following guidelines: • the running order of the cipher (i.e. around the circle or by volunteer) • when music is playing all students must clap • enter the cipher with confidence • do not comment on other dancers' moves • safety must be a priority or students will be asked to step out. Process Arrange students in a circle. Use masking tape to mark a cross in the middle of the circle. Play some hip hop music. Ask students to clap in time with the beat. Ask one student to walk into the middle of the circle, stand on the cross and perform a dance move. When they have finished performing, they re-join the circle. Repeat this activity around the circle until all students have displayed their move.	Additional resources required • a clear space with enough room for each student to move freely with their arms stretched out to the side • a music player • comfortable clothing • appropriate footwear • a range of appropriate hip hop music tracks • a device for recording video/stills. Safety • Refer to lesson one.

15 minutes

Battle

Before beginning the activity, advise students of the following guidelines:

- The group will be split into two equal groups. One group will be chosen to begin. The person numbered one from that group will begin, followed by person number one from the opposite group, and so on, until each student has had a turn to show their move. The winner of the battle is the group that has the most spectacular moves.
- When music is playing all students must clap.
- Only encourage your team. Do not discourage the other team.
- Safety must be a priority or students will be asked to step out.

Process

Divide the class into two even groups and ask them to stand on opposite sides of the room. Use masking tape to mark a cross in the middle of the room. Ask the members of each group to number themselves so that they know their running order. Choose a group to begin and play some hip hop music. Ask students to clap with the beat. Ask person number one from the first group to walk into the centre of the room to the cross and perform a move. When they have finished performing the move they re-join their group. Ask person number one from the second group to follow the same process. The groups keep on alternating in this fashion until all members have had an opportunity to perform their move.

5 minutes

Cool down

Cool down the body with slow movements and stretching exercises.

Respond

Improvisation or freestyling challenges dancers to be as creative as possible without pre-planning. A few seconds of improvisation is a great start. The students can then build up their freestyling skills as they gain confidence. As a follow up to the Cipher and Battle, ask your students to interview a friend using a recording device (audio or audio/visual) and ask them:

- How did it feel to make up moves on the spot?
- What was the best part of ciphering? Why?
- What did you enjoy most about the battle? Why?
- Who won? Describe some of the winning moves.