

Lesson 5 of 6

Hip Hop

EQUIPMENT

obstacle free area » music player » music with a strong 4-count beat

RELATED RESOURCES

Ready-to-Use P.E. Activities for Grades K-2 & Grades 3-4, J. Landy & M. Landy, 1992, www.amazon.ca

ABCD's of Physical Education



Do it Daily...For Life!

Effort	
Safety	
Goal Setting/ Personal Challenge	D(2-3)-7
Active Living in Community	

Warm It Up

HIP HOP FROZEN TAG

A modified version of the game shared in Hip Hop Lesson 2: Choose 4-5

students to be choreographers and provide each with a pinnie. Choreographers will try to tag all of the other students, who are the dancers. Should a dancer be tagged, they freeze on the spot and dance a hip hop move until another dancer stands beside them and dances the same hip hop move 4 times, after which they are both back in the game. Stop the game every two minutes and provide 10 seconds for the choreographers to give their pinnie to another student, who will take on the role when the game resumes. This activity could be done with or without music.



Safety First!

For safety, equipment, and supervision considerations when planning tag-type activities, see "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR) 2013, www.acicr.ca.

Clues that students are achieving the outcome...

"Students will identify ways to change an activity to make it a challenge based on personal abilities." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can recognize if the hip hop sequence is suited to their abilities
- Students can modify the hip hop sequence to challenge their abilities



Whoop It Up

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all. Explain that students will learn a hip hop sequence that they will perform the next class. After learning the sequence, students will have an opportunity to practice and modify the sequence to demonstrate how they are able to link hip hop moves together and dance with energy and expression. Post a list of the moves in the dance sequence and demonstrate the dance before leading students through the sequence, one move at a time. A sample dance sequence is included below. While teaching the sequence, ask students to suggest ways each move could be modified.

SO YOU THINK YOU CAN DANCE HIP HOP:

DJ (from lesson 4) 4-counts to the right and 4-counts to the left

Step clap (from lesson 1) right-left-right-left

Attitude (from lesson 1) 4-counts to the left and 4-counts to the right

Walk and jump (from lesson 1) 4-counts forward and 4-counts back

Clean it (from lesson 1) 4-counts to the right and 4-counts to the left

Robot (from lesson 2)

Strike a pose

Divide the activity area into two halves. One half is designated the “instruction junction”, where the teacher will provide assistance to students wanting more instruction and feedback. The other half is “practice plaza”, where students work independently to modify the dance moves in the sequence to best demonstrate their dancing abilities. Students are welcome to move between the instruction junction and practice plaza at any time. Turn on the music and let students choose where they would like to start dancing in preparation for the performance taking place during the next class.



Safety First!

For safety, equipment, and supervision considerations when planning dance activities, see “Safety Guidelines for Physical Activity in Alberta Schools”, Alberta Centre for Injury Control and Research (ACICR) 2013, www.acicr.ca.



Wrap It Up

Remind students of the slow motion hip hop stretch cool down activity from lesson 2. Invite students to choose four hip hop moves that will effectively stretch the body from head to toe. Perform each exaggerated slow motion move after it is suggested.