

Lesson 3 of 6**DANCE ACTIVITIES****EQUIPMENT**

Music player » music » laptop computers/tablets and internet access » obstacle-free area

RELATED RESOURCES

- Sharing Dance website, www.sharingdance.ca
- "Support" documentary, NAHOnews YouTube channel, <http://www.youtube.com/watch?v=l1RMVRwxmw>
- PHE Canada Dance Program, www.phecanada.ca/programs/dance
- Arts Alive website, www.artsalive.ca

ESSENTIAL QUESTION

How can dance contribute to physical, emotional, intellectual, social and spiritual wellness?

WARM UP**HIP HOP-THEMED GROOVE**

Use student ideas and questions from the exit slips in Lesson 2 to inform the learning experiences that follow. Provide an overview of student ideas and questions, sharing insights as appropriate. Provide specific feedback to individuals or groups about their project ideas and identify resources that may be of use (refer to Related Resources above and other sources). Explain the purpose of the lesson is to explore sequencing of movements and transitions, in addition to planning for the dance project. Dance style for the day is hip hop. Facilitate a "groove" style (refer to Lesson 1) hip hop-themed dance (music suggestion: "Party Rock Anthem" by LMFAO). Moves can include bounce (stand with feet together and bend at the knees while upper body moves with "attitude") and jump (jump up with one arm extended in the air). Prompt students to move in different directions, incorporate movements of one or both arms and add their own style to the dance. Refer to Ever Active Schools' "Party Rock Anthem Dance" video for a visual and other dance moves, www.youtube.com/watch?v=DVhXIPM-J_c and to www.thegrooveedgeucation.com for more ideas.

**Safety First!**

"Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR, 2013) page 49.

**Activity**

Basic Skills	A(10-30) 3
Application of Basic Skills	

Clues that students are achieving the outcome...

"Students will apply and refine non-locomotor skills and concepts — effort, space and relationships — to perform and create a variety of activities to improve personal performance." *K-12 Physical Education Program of Studies, Alberta Learning, 2000*

- Students can identify how non-locomotor movements are used to create flow in a dance sequence
- Students can apply non-locomotor concepts to create flow between movements
- Students can apply non-locomotor concepts to express personal ideas



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MAIN LESSON

HIP HOP

Ask, "What do you know about hip hop?" Add to or challenge student ideas as appropriate by referring to the origins of hip hop (see Background and Related Resources). Emphasize the importance of self-expression and indicate the group will participate in a cypher, also known as a jam circle, toward the end of the class, where each student will have an opportunity to rock their own style with three dance moves.

Invite a hip hop dancer from the community or school to lead a hip hop class, or divide the class into smaller groups and have them work together to learn a hip hop routine (e.g., US National Dance Day 2012 Hip Hop Master Class, www.dizzyfeetfoundation.org/national-dance-day-2013, or Sharing Dance 2011 Let Your Backbone Slide Routine www.sharingdance.ca/Routines/Let-Your-Backbone-Slide.aspx). While learning the routine(s), encourage students to determine how the movements are put together to create flow and a sense of unity. Each student will choose three hip hop moves they are comfortable dancing and determine the order in which they will be performed for the cypher.

After sufficient practice, turn on the music and instruct students to stand in a large circle (music suggestion: "Give It Up, Turn it Loose" by James Brown). Bounce to the beat of the music and randomly take turns dancing sequences of three moves in the centre of the circle. Encourage several students to dance in the cypher at once, and be sure you (the teacher) take a turn!

Background: Hip hop dancing in all its forms includes popping, locking, breaking and krump, to name a few. Afrika Bambaataa is credited with coining the term "hip hop" and identifying the four elements of hip hop culture; DJing, MCing, B-boying/B-girling and graffiti. In the Bronx of New York in the late 1960s and 1970s, Bambaataa, a prominent member of one of the largest gangs, was inspired to stop the violence and turn gang life into something more positive in the community. He, along with other hip hop pioneers, began hosting hip hop parties where dancers would "battle" by showing their abilities, style and dance moves, usually in the center of a circle called a cypher. Bambaataa believed it was important for youth to be socially and politically aware, so added a fifth element to hip hop: knowledge (Chang, 2005). B-boying and b-girling, along with other elements of hip hop are also used as a means to empower and provide a voice for marginalized youth in many parts of the world (e.g., Canada's BluePrintForLife's "Social Work Through Hip Hop," www.blueprintforlife.ca). Characteristics of this dance style include grounded movements, hard hitting or sharp movements isolating different parts of the body and self-expression. Chang, J. (2005). Can't stop won't stop: a history of the hip-hop generation. New York: St. Martin's Press.

www.everactive.org

COOL DOWN

While standing in a large circle, ask, "What is needed to create flow in a dance?" and "How can a dance sequence be refined and polished?" Share ideas then instruct every second student to step in to the circle and stand facing a partner. In two circles, invite students to have a one-minute conversation during which they take turns sharing ideas for their dance project. After one-minute, have students find a new partner (e.g., inner circle move four people to the left) and begin a new conversation. Repeat until each student has had the opportunity to talk with 3 other students. Remind students they need to submit a description of their project at the beginning of Lesson 4 that includes the style of dance, who they will engage and how the project will help them answer the essential question. Allow time for individuals and groups to organize, make decisions, assign responsibilities and plan their dance project.