

### Lesson 4 of 6

# Hip Hop

#### EQUIPMENT

obstacle free area » music player » music with a strong 4-count beat » index cards with descriptions of student and teacher created hip hop moves » circuit station posters

## Warm It Up

### TORNADOES

Instruct students to create groups, as called out by the instructor, with the same number of people as the classification of tornado intensity (Fujita scale). Once a number is called out and students have created a group with that number, they are to move in a circle making a noise that sounds like a tornado while listening for the next number. Call out five different numbers, from 1-6, with the last one being number 3. Once in a group of three, students take turns leading other group members in a warm up rotation of a joint in the body; e.g., ankles, knees, hips, shoulders, arms, wrists, and neck (only rotate neck to the side and forward!).



#### Safety First!

For safety, equipment, and supervision considerations when planning indoor physical activities, see pages 19-20 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008, [www.acicr.ualberta.ca](http://www.acicr.ualberta.ca).

#### ABCD's of Physical Education



#### RELATED RESOURCES

- Ready-to-Use Physical Education Activities for Grades 5-6 (LRC# 257205), J. Landy & M. Landy, 1993, [www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca)



Activity	
Basic Skills	
Application of Basic Skills	A(4-6)-8

#### Clues that students are achieving the outcome...

"Students will select, perform and refine more challenging locomotor sequences." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can perform dance moves described on circuit station cards
- Students can choose to perform dance moves in an order that creates a sequence with flow



## Whoop It Up

### HIP HOP CIRCUIT

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. Place the hip hop move index cards created

by students during lesson 3, the combo moves introduced during lessons 2 and 3, and other hip hop move cards (created by other staff or students) face down in the centre of the activity area. Identify 10 stations around the perimeter of the activity area. Eight of the stations will be dancing stations and two will be rest stations. The two rest stations are 'drink and watch break' stations and should be positioned near water fountains. Instruct each group of 3 students to choose 3 cards from the centre and bring them to one of the 8 dancing stations. Students will read and practice the hip hop move described on each card and choose the best order in which to perform the moves to create a dancing sequence. Instruct groups to leave the cards at their station when it is time to rotate to the next station. Students participate at each station for 2 minutes. Stop and start the music to signal when it's time to move.



### Safety First!

For safety, equipment, and supervision considerations when planning dance activities, see page 49 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008, [www.acicr.ualberta.ca](http://www.acicr.ualberta.ca).



Activity

## Wrap It Up

### SLOW MOTION HIP HOP STRETCH

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.