Introduction to Hip-Hop & Break dancing for Exercise & Nutrition

Sarah Haykel Hooper

ABOUT THE ARTIST(S)
Sarah Hooper first began street style dancing at the age of 16. She instantly fell in love with the creativity and personal expression in freestyle dancing and has been exploring this dance style ever since! Sarah’s dance interests branch out into hip-hop, break-dancing, Latin, West African, Middle Eastern, Samba and improvisational dance! All of these various types of dance lend a unique flavor to her style, which she relates to her students as well. Dance, for Sarah, has continued to serve as a healing and healthy outlet. Through dance, Sarah would like to inspire others to connect more fully with themselves, other people and the world in a healthy, fun, safe way!

ABOUT THE PERFORMANCE
Get the body moving and shaking with the lively, expressive and exciting dances of Hip-Hop and Break dancing! Sarah will educate the students on a brief history of the various forms of dance and cultures that helped create these two forms of dancing and will have the students moving to the beat as she teaches them short, fun and energetic routines to fun, funky music! This class is sure to keep the students heart rates and spirits up!

EXPERIENCE: Students will experience high energy, expressive dance.

UNDERSTAND: Students will understand the different steps needed to make up a dance, the brief history of the dance and the culture behind it.

CREATE: Students will be able to create their own performance from the short, fun, energetic dance routines.

CONNECT: Students will be able to connect the importance of health and exercise.

GRADE LEVEL: K-12

CURRICULUM CORRELATION: (Below address all NYS Curriculum Standards that apply to your program. Provide specific examples.)
The Arts
Standard 1: Creating, Performing, and Participating in the Arts
• Students will...learn some of the basic styles and forms of Hip-Hop and Break dancing.

**Standard 2: Knowing and Using Arts Materials and Resources**
• Students will...listen to the music and learn how to feel and dance to the rhythm of the music and how, as dancers, we can relate to the music, essentially becoming a part of the whole musical experience with our own bodies!

**Standard 3: Responding to and Analyzing Works of Art**
The students will listen to various types of popular music and explore how to express each different style through movement.

**Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts.** Students will learn about the multiculturalism in Hip-Hop and Break dancing, where it culturally originated from and what various cultural influences went into creating what we now know of it as today.

**English Language Arts**
**Standard 1: Language for Information and Understanding**
• Students will...learn about various terminology associated with Hip-Hop and Break dancing moves, music and styles of the dances. They will also learn about what various cultures influenced the music.

**Standard 2: Language for Literary Response and Expression**
Students will be given different vocabulary for the names of the styles of music they will be dancing to and the different names of dance moves they will learn so that they can express their knowledge to other peers and adults as well.

**Standard 3: Language for Critical Analysis and Evaluation**
Students will learn various terminologies associated with Hip-Hop and Break dancing.

**Standard 4: Language for Social Interaction**

**Languages Other Than English**
**Standard 1: Communication Skills**
• Students may be asked to create a short choreographed dance piece with a small group where they will have to constructively communicate with each other to make it work.

**Standard 2: Cultural Understanding**
Students will learn about all the various cultural influences that have gone into the popular music that we will be dancing to as well as what helped create the dances of Hip-Hop and Break dancing!

**Social Studies**
**Standard 1: History of the United States and New York**
• Students will...

Students will learn where these various dance forms started within their own country!
Standard 2: World History
Students will learn what countries the other cultural influences came from that helped shape and mold Hip-Hop and Break dancing and the music as we know it today.

Standard 3: Geography
Students will learn about where we are in relationship to where the countries that helped influence Hip-Hop and Break dancing are in the world!

Standard 4: Economics
Students will learn about the socio-economic structures of the culture of Hip-Hop and Break dancing.

Standard 5: Civics, Citizenship, and Government

Mathematics, Science, and Technology
Standard 1: Analysis, Inquiry, and Design
• Students will…

Standard 2: Information Systems
Standard 3: Mathematics
Students will learn to count along with the rhythm of the music, while learning choreographed routines that they will learn the counts to as well.

Standard 4: Science

Standard 5: Technology
Students can check out various sources of information on Hip-Hop and Break dancing on the web.

Standard 6: Interconnectedness: Common Themes
Students will learn about how multicultural these styles of dances are and that they relate to so many cultures, not just one or two!

Standard 7: Interdisciplinary Problem Solving

Career Development & Occupational Studies
Standard 1: Career Development
Students may learn how to choreograph routines, which could inspire them to create a career out of Hip-Hop and/or Break dancing.

Standard 2: Integrated Learning

Standard 3a: Universal Foundation Skills
Students will learn how to move together in a group in unison and as solos within a group as well!

Standard 3b: Career Majors
Dance, physical education
Health Education

Standard 1: Personal Health and Fitness
Students will be moving for most of the class. Hip-Hip and Break dancing are very physically active and challenging dance forms. The kids will be experimenting with dancing on various planes of their physical environment from the ground up. These variations in dancing planes can help create strength, balance and more coordination in a student as well.

Standard 2: A Safe and Healthy Environment
Students will learn about dancing and how that can be a safe, healthy outlet to get exercise, vent frustrations, express themselves and connect with other people in a safe, healthy, exciting, productive and environmentally friendly way!

GOALS
1. List a few general goals of the performance
   To expose students to different styles of dance, get them moving, have fun and educate them on where these dance forms originally came from creating a better understanding for the popular culture that they live in today.

OBJECTIVES
1. List a few more specific objectives for students derived from the above goals. Some examples of wording might be: Listening carefully in order to... recognizing...participating...etc.
   Paying close attention to the steps and choreography so they can comprehend it with ease, grace and fluidity!
   Listening carefully to the music so they stay connected to the rhythm and timing of the choreographed steps.
   Using energized body movements to create the dances in order to keep their heart rates up during the class.

GETTING READY FOR THE PERFORMANCE
• List a few activities that could be done in the classroom prior to the performance
  • Stretching.
  • Listening to some of the music or watching some Hip-Hop or Break dancing movies to see what the styles look like.

ON THE DAY OF THE PERFORMANCE
• List one or two immediate activities that could be done on the day of the performance

AFTER THE PERFORMANCE
• List a few follow-up activities
  Have the students create their own routines with the teacher and perform them at an assembly!

Write, paint, and take photographs to create an artistic project expressing what
they saw, learned, and were inspired by in the workshop. 
Make their own music to dance to!
Create their own style of dancing: what would it look like, how would it be different from what they saw/learned, what would it be called?

EVALUATION QUESTIONS
• Ask a few questions that would help you judge whether or not the students achieved the objectives you stated earlier
  Did they have fun?
  Did they sweat?
  Did they learn the steps and grasp some of the routines?

FURTHER STUDY
Vocabulary :
• Word – Definition – List and define a few terms relevant to your performance
  Hip-hop dance refers to dance styles, mainly street dance styles, primarily danced to hip-hop music, or that have evolved as a part of the hip-hop culture
  Break dance, breaking, b-BOying or b-girling is a street dance style that evolved as part of the hip-hop movement among African American and Puerto Rican youths in Manhattan and the South Bronx of New York City during the early 1970s. It is normally danced to pop, funk or hip hop music, often remixed to prolong the breaks, and is a well-known hip-hop dance style. Break dancing involves the elements of toprock, downrock, freezes, and power moves. A break-dancer, breaker, b-Boy or b-girl refers to a person who practices break dancing.

Websites
• www.website.com - List any websites relevant to your program
  http://en.wikipedia.org/wiki/Break_Dancing

Books:
• Book Title& Author- List any books relevant to your program
  Movies: Beat Street
  You Got Served

Other References: List any other references relevant to your program that teachers could use to expand student learning in the classroom