



DAN-131B: ADVANCED BEGINNING HIP HOP

Effective Term

Fall 2024

BOT Approval Date

05/11/2023

Discipline

DAN - Dance

Course Number

131B

Course Title

Advanced Beginning Hip Hop

Short Title

Adv Beginning Hip Hop

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Activity Units**

1.50

Total Units

1.50

Hours**Activity Contact Hours**

48-54

Out of Class Hours Activity

24-27

Total Contact Hours

48 - 54

Total Out of Class Hours

24 - 27

Total Student Learning Hours

72 - 81

Distance Education

No

Catalog Description

This advanced beginning course in hip hop explores the movement vocabularies of the form within its historical and cultural context as it has evolved from hip hop culture. The most current trends in film, concert dance, and television may be included. Students will increase their skill and development of coordination, strength, stamina, and rhythm necessary to meet the demands of the high intensity dancing required in popular hip hop forms. Individual interpretation and personal style will be encouraged as is indigenous to this genre.



Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

DAN-131A (with a grade of C or better) or audition.

Codes

TOP Code (CB 03)

1008.00 - Dance

CIP Code

50.0301 - Dance, General.

Student Accountability Model (SAM) Priority Code (CB 09)

E - Non-Occupational

Noncredit Category (CB 22)

Y - Credit Course

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Dance (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS E - Lifelong Learning and Self-Development

CSU Area(s)

Approved CSU Area

E1

IGETC Area(s)

Learning Objectives

Learning Objectives

Learning Objective

1. Demonstrate primary movement patterns and positions of a variety of hip hop steps at an advanced beginning level.
2. Demonstrate an embodied understanding of the relationship of movement to music, including syncopated rhythms, timing, accents, and musicality.
3. Exhibit the development of diverse uses of space, energy, rhythm and improvisation while demonstrating an increased skill in balance, body control, isolations, and weight changes.
4. Develop a mastery of basic technical dance skills and artistic expression within the context of the hip hop genre.
5. Examine the origins of hip hop from its connections to Africa through its historical development within American hip hop culture.
6. Analyze a live or recorded hip hop performance noting the essential elements and historical/cultural references that infuse the form.

7. Categorize the ways in which the study of a technique for dance impacts and informs the development of a plan to meet personal health and wellness goals.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will develop confidence and remain open to continuous learning.
2. Students will absorb and apply information from the environment through sensory stimuli.
3. Students will reexamine and revise a craft or product in an ongoing process.

Program Learning Outcomes

Learning Outcome

- Apply knowledge and skills gained to new and varied situations through dance expression.
- Compose, perform and evaluate works of artistic expression.
- Develop an awareness of the history, diversity, and cultural significance of dance.
- Discover and evaluate movement through the use of aesthetic tools gained.
- Examine anatomical ideas and discover the connections required to demonstrate depth of knowledge and technical ability.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Content

Course Activity Content

1. Introduction to historical and cultural contexts. Understanding the social-cultural meaning of movements, attitudes, and aesthetics.
2. Examine the origins of hip hop from its connections to Africa through its historical development within American hip hop culture.
 - a. African influences
 - b. Latin influences
 - c. New York origins
 - i. B-boys
 - ii. B-girls
 - d. West Coast break-dancing
 - e. The cypher
 - f. Battling
 - g. Competition
 - h. Posturing as empowerment
 - i. Stylized posturing
 - ii. Positioning
 - i. Individualized attitude and style
 - i. Creating an identity
3. Rhythm and Music
 - a. Rhythmic interpretation of the movement in relationship to the particular selection of music
 - b. Applicable understanding of:
 - i. Tempo
 - ii. Beat

- iii. Syncopation
 - iv. Various time signatures
 - v. Counterpoint
 - vi. Poly-rhythm
4. Dance Practices:
- a. Warm up with emphasis on safety
 - i. General warm up to create heat in the body
 - b. Focus on correct posturing, positioning, alignment, and attitude as it applies to hip hop at an advanced beginning level
 - c. Strengthening exercises
 - d. Stretching exercises
 - e. Isolations and body articulations
 - i. Patterns of isolation that explore differing energetic expressions (percussive to sustained)
 - f. Locomotor movement combination(s)
 - i. Across the floor
 - 1. Development of hip-hop walks, footwork, and movement combinations at an advanced beginning level
 - g. Complex rhythmic patterns
 - h. Hip-hop combinations at an advanced beginning level
 - i. Applied rhythmic understanding of movement in relationship to music
 - ii. Developing an understanding of dynamic expression
 - iii. Developing individual style and interpretation of movement
 - i. Performed hip hop style, aesthetics, footwork, and body movements which may include:
 - i. Breakdancing
 - ii. Popping
 - iii. Locking
 - iv. Clowning
 - v. Krumping
 - vi. Funk
 - vii. Turfing
 - viii. Lyrical Hip Hop
 - ix. Ticking
 - x. Up-rocking
 - xi. Top-rocking
 - xii. 6 Step Freezes
 - xiii. Dougie
 - xiv. Kick Step
 - xv. Rock Step
 - xvi. Pivots
 - xvii. Running Man
 - xviii. Roger Rabbit
 - xix. Power Moves
 - xx. Air Moves
5. Individual health and well-being as related to hip hop dance
- a. Appropriate alignment for safety
 - b. Injury awareness and prevention
 - c. Understanding safe techniques for stretching, strengthening, and conditioning
 - d. Goals unique to individual fitness levels and development
 - e. Healthy approaches to rest and nutrition
 - f. Assessment and evaluation of health and wellness goals through physical practice
 - g. Analysis of personal growth toward achieving one's goals

Methods of Instruction

Method

Critique

Integration

Individual feedback for each student to facilitate proper technique and artistic expression, which reflects the individuality of each student and honors each student's racial, ethnic, gender, and sexual identity.

. Feedback may be written, verbal, or tactile.

Method

Directed Study

Integration

Directed study of improvisational exercises that lead the student to explore the use of space, time, and energy within the vernacular of hip hop movement.

Method

Discussion

Integration

Ongoing class discussion that explores and elevates the origins and multicultural influences of hip hop, especially the contributions of African Americans and the reliance on Africanist elements and aesthetics, as related to the specific styles presented in class.

Method

Film/video Viewing and Discussion

Integration

Occasional video viewing followed by discussion of the origins of hip hop from its connections to Africa through its historical development within American hip hop culture.

Method

Homework

Integration

Appraise and validate the ways in which specific exercises for dance impact stability, agility, stamina, and strength, promoting overall health and fitness.

Method

In-class Exercises

Integration

Teach a movement combination that is deeply rooted in the rhythms and aesthetics of African American hip hop styles.

Method

Lecture

Integration

Lecture/demonstration of fundamental hip hop movement patterns and positions that illuminate hip hop aesthetics, proper execution, and specific rhythms within a movement sequence.

Method

Observation and Demonstration

Integration

Lecture/demonstration by the instructor of specific counts, rhythms, and musicality of a movement phrase followed by student practice and performance.

Methods of Evaluation**Method**

Class Participation

Integration

Weekly evaluation of student development in technique, rhythmic understanding, musicality, and artistic expression. Students are evaluated by the instructor in class and given feedback based on the student's ability to execute all required elements listed above.

Method

Class Work

Integration

Class work will be evaluated based on the quality of participation as demonstrated by the student's ability to: apply corrections; perform within an individual style; demonstrate growth in movement sequence retention. Evaluations are based on the instructor's expertise in the discipline and take place minute by minute. The instructor offers feedback based on their assessment throughout each class as students hone their skill and artistry. Instructor's should take care to nurture and honor the artistic expression of each student with awareness of the individual's racial, ethnic, gender, and sexual identity, and how these identities come into play in the aesthetic work.

Method

Exams/Tests

Integration

Occasional movement exams will be evaluated to assess student understanding of rhythmic relationship to music, the specifics of hip hop dance style and technique, and artistic growth and expression. These exams will take place in class and will be evaluated by the instructor based on the students ability to perform required elements. Feedback will be offered as students continue to hone and improve their performance skills. Evaluations are based on instructor knowledge and expertise.

Method

Final Performance

Integration

Final performance of movement project integrating technique, rhythmic interpretation, musicality, and a developing individual movement style that reflects hip hop aesthetics. Final performances are evaluated based on the students' ability to perform the required elements listed above. All evaluations are based on instructor expertise, experience, and knowledge.

Method

Papers

Integration

Written response to class videos that demonstrate comprehension of the cultural influences of hip hop dance and its place within African and Latin diasporas, particularly as it relates to the African American experience. Papers will be assessed via a rubric for an understanding of the origins of hip hop from its connections to Africa through its historical development within American hip hop

culture. An understanding of movement idioms and stylistic choices within the genre that reflect various historical, as well as pop culture references, will also be evaluated.

Method

Self-Evaluation

Integration

Students' comprehension of the ways in which the study of a technique for dance impacts personal health and self-development will be evaluated through an oral, or written, self-evaluation that discusses individual improvement of strength, flexibility, balance, and endurance.

Student responses will be evaluated for self-reflection and demonstrated understanding of their personal progress.

Assignments**Assignment Type**

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

You will analyze, rehearse, and perform a hip hop dance combination as learned in class. It is necessary that you demonstrate specificity of performance in regards to proper technique, musicality, dynamics, style, phrasing, rhythm, and shape. Be sure to give specific attention to proper counting, including syncopated rhythms and the musical phrasing of the movement.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Attend a live dance performance and write a 2-page analysis of the hip hop dances presented. Discuss the use of specific hip hop movements, rhythms, and style, noting the historical and cultural references specifically as related to African American influences.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Create and perform a 32-count movement combination that focuses on body isolations. Be sure to articulate each movement clearly, isolating the specific body part, while keeping time to the music. Personal style and interpretation are important in this performance and may reflect your racial, ethnic, gender, and sexual identities.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read about the development of hip-hop dance and its connection to the social realities of Black urban youth in America. Come to class prepared to discuss what you learned, providing detail about race and social structures as they impacted the particular form in both aesthetics and practices as well as how this dance is an important site of identity and resilience.

Course Materials**Textbooks**

Roberts, Rosemarie. (2021) Baring Unbearable Sensualities: Hip Hop Dance, Bodies, Race, and Power. Wesleyan University Press. ISBN: 978-0819500045

Class Size Information**Class Size**

32

Class Size Category

G - Large lab 32

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Hip hop has many cultural influences, but the major influence is from African American communities and hip hop reflects Africanist aesthetics, rhythms, and elements. As hip hop has become mainstream and included in studio settings, Africanist elements and aesthetics have been diluted in the form. To combat these issues, instructors will center and focus on Africanist aesthetics, elements, and influences through lecture, video viewing, discussion, and most importantly, in the teaching of the skills, rhythms, movements, and techniques of hip-hop dance. Discussions will include an awareness of white bias and white supremacy that has led to a devaluing of African American aesthetics, influences, and contributions, and instead, these aesthetics and elements will be lifted up and recognized for their sophistication and brilliance. Additionally, as students study a dance form, they embody their own racial, sexual, gender, and other identities, all of which are welcomed and respected in each dance course. The systemic barriers and social oppressions that impact some students based on race, gender identity, disability, etc. will be considered with an eye toward reducing harm and creating equitable experiences and outcomes.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course is taught utilizing lecture, visual demonstration, verbal description, hands-on feedback, movement, music, rhythms, embodied practice, and immediate assessment to deliver the content. These diverse learning modalities provide multiple points of access to the material, allowing students to excel given their individual learning styles, proclivities, and strengths. Student growth is facilitated through class practices and instruction that rely on multiple senses, including the often undervalued kinesthetic and embodied learning modalities. Courses in the performing arts inherently engage multiple intelligences and learning styles and provide a unique educational platform for all, including those students who may not excel in traditional learning environments.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students work together during class exercises and assist one another in working out the details of new hip hop combinations and material and in remembering past material. Additionally, students create group dances based on beginning hip hop dance technique and vocabulary for the midterm and final projects, sharing choreographic ideas regarding theme and movement as well as shaping the project utilizing choreographic elements and hip hop musicality and rhythms. Students also watch and offer support to each other as they perform daily in class.

Explain how the course will incorporate instructor-to-student interaction.

The instructor delivers course content visually, through movement demonstrations, and verbally through lecture and description, highlighting hip hop dance techniques, body movements, rhythm, and musicality. Verbal, visual, and hands-on feedback is also given throughout the class to individual students to improve alignment and techniques specific to hip-hop dance. Students ask questions of the instructor for clarity and detail in rhythm, musicality, shape, and quality in movement combinations. Interaction is constant throughout the class.

Explain how the course will incorporate student-to-content interaction.

Interaction with course content occurs mostly in interactions with the instructor as the instructor teaches the techniques, skills, and artistry of hip hop dance. Students hone their skills in class but also practice at home to deepen their knowledge of the movement learned in class. Content is also accessed through video viewing and occasional readings.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students reflect on their growth and progress on a daily basis. The study of dance requires an ongoing self-reflection measured visually and in comparison to visual demonstrations and verbal feedback. Students continually compare their reflection of the movement with their own image and the demonstrations of the instructor. Written self-reflections of their progress will sometimes be utilized.

Key: 1163