



DAN-135A: INTERMEDIATE HIP HOP

Effective Term

Fall 2026

BOT Approval Date

03/20/2025

Discipline

DAN - Dance

Course Number

135A

Course Title

Intermediate Hip Hop

Short Title

Intermediate 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 course facilitates the study of hip hop at an intermediate level, focusing on the student's development of rhythm, agility, presence, and the technical moves specific to the genre. The course emphasizes further development of coordination, strength, and stamina necessary to meet the demands of high intensity performance skills in popular street forms. The most current trends in film, concert dance and television may be included and studied within the cultural and historical context of hip hop dance.



Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

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

Codes

TOP Code (CB 03)

1008.00 - Dance

CIP Code

50.0301 - Dance, General.

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

Learning Objectives

Learning Objectives

Learning Objective
1. Distinguish correct alignment and safe dance practices in relation to practicing hip hop dance styles.
2. Examine the historical developments of hip hop from its origins to contemporary styles.
3. Explore various movement qualities in dance combinations to develop a wide range of stylistic options.
4. Practice musicality through the performance of varied, complex rhythmical patterns of movement with and without music.
5. Develop improvisational skills and a personal movement style.
6. Evaluate Africanist elements and aesthetics in a live or recorded performance.
7. Examine hip hop from a historical perspective to understand its importance in communities of color.
8. Evaluate personal growth and understanding of movement and skill.
9. Consider ways in which lifestyle behaviors impact physical performance in hip hop technique.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Student will distinguish proper alignment and safe dance practices in relation to hip hop dance styles.
2. Student will practice various dynamic qualities within the performance of different movement styles.
3. Student will develop personal movement style and improvisational skills.

Content

Course Activity Content

1. Dance as Embodied Practice
 - a. Artistic expression
 - i. Performance and focus
 - ii. Individual style
 - b. The function of technique
 - i. Efficient movement practices
 - ii. Injury prevention
 - c. Building a foundation
 - i. Exercises for the prevention of injuries
 - ii. Physical fitness and development
 - iii. Appropriate strength training
 - iv. Flexibility and safe practices
 - d. Warm up with emphasis on rhythm, articulation, and safety
 - i. General warm up to create heat in the body
 - ii. Focus on correct posturing, positioning, alignment, and attitude as it applies to hip hop at an intermediate level
 - iii. Strengthening exercises
 - iv. Stretching exercises
 - v. Isolations and body articulations
 1. Explore different energetic expressions (percussive to sustained)
 - e. Locomotor movement combination(s)
 - i. Across the floor
 1. complex rhythmic patterns
 2. Development of hip-hop walks, footwork, and movement combinations at an intermediate level
 - f. Hip-hop combinations at an advanced intermediate level
 - i. Complicated rhythms in relationship to music
 - ii. Multi-varied dynamic expression
 - iii. Nurturing individual style and interpretation of movement
 - iv. Complex choreography that investigates innovative shape and momentum
 - v. Floor work that may include holds, freezes, knee spins, and power moves.
 - vi. Up-rocking
 - g. Composition
 - i. Creation of choreography from provided vocabulary
 - ii. Origination of personalized movement
 - iii. Developing a movement combination
 - h. Improvisational skill
 - i. Utilizing freestyle movement opportunities to create vocabulary as well as work on personal style
 - ii. Creating in response to instructor prompts
 - iii. Group and individual freestyle
 - i. Hip hop vocabulary, footwork, and body movements may include:
 - i. Break Dancing
 - ii. Popping
 - iii. Locking
 - iv. Clowning
 - v. Krumping
 - vi. Funk

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- 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. Animation
 - xx. Tutting
 - xxi. House Jerkin'
 - xxii. Stepping
 - xxiii. Waacking
2. Establishing personal health and wellness goals through physical practice, reading, and reflection
- a. Healthy approaches to rest and nutrition
 - b. Assessing bodily needs and making appropriate choices
 - i. Understanding personal physical limits
 - ii. Physical, social, and psychological demands and issues
 - iii. Personal responsibility
 - c. Achieving health and wellness goals
3. Hip Hop Dance: historical and cultural impact
- a. Fusions/multiculturalism
 - i. African Influences
 - ii. Caribbean and Afro-Caribbean influences
 - iii. Latin Influences
 - b. Hip hop as empowerment
 - i. Identity
 - 1. Race
 - 2. Ethnicity
 - 3. Gender
 - ii. Claiming space
 - c. Expression
 - i. Personal
 - ii. Cultural
 - iii. In response to social and class structures
 - iv. Respect
 - d. Previous generations of hip hop dancers
 - i. Competitors
 - ii. Peers
 - e. Understanding the canon: through video, live performance, and movement practice
 - f. Lineage
 - i. New York aesthetics
 - ii. West Coast aesthetics

- iii. B-Boying vs. Break Dancing
- iv. Up-rocking vs. Power/floor moves
- g. Understanding the social context of hip hop forms
 - i. Social/Street
 - ii. Commercial Concert
 - iii. Competition
 - iv. Battling
 - v. Cypher
- h. Connections to hip hop music and hip hop culture

Methods of Instruction

Method

Activity

Integration

Movement activities will be used to rehearse and perform complex steps and combinations as demonstrated by the instructor.

Method

Critique

Integration

The instructor will provide daily verbal and visual feedback to the student's classwork to facilitate growth and understanding of embodied class practices.

Method

Discussion

Integration

The instructor will lead a discussion that will focus on movement analysis, interrogating the different styles of hip hop dance studied in class. This will develop the students' critical awareness of the racial and systemic impacts on the marginalized communities that led to the creation of this form.

Method

Film/video Viewing and Discussion

Integration

Students will view video of various styles of hip hop dance, which will be followed by a guided discussion that analyzes the aesthetics, impacts, and power of hip hop dance to support marginalized racial identities within larger systems of oppression, particularly in the U.S., and how that has continued from its origins to current iterations.

Method

Group Projects

Integration

Students will collaborate to create original choreography that utilizes hip hop elements and aesthetics to explore and develop personal movement styles.

Method

Lecture

Integration

The instructor will physically demonstrate and verbally explain hip hop movement vocabularies, rhythms, and aesthetics. This will be contextualized within a historical/cultural context with an understanding of how the movement itself becomes a form of resistance to systemic and social racial oppression.

Method

Reading

Integration

The instructor will offer optional readings to develop student understanding of how systemic and structural racism had a significant impact on the development of hip hop dance and culture.

Methods of Evaluation**Method**

Capstone Project

Integration

Students will be evaluated on their demonstrated knowledge of hip hop movement, timing, and expressive qualities as performed in small groups. To prepare, each small group will create a short hip hop dance (48 counts) utilizing movement material they have learned in class and new movement they have invented, to create a dance with a strong choreographic voice, and a clear beginning, middle and ending. These groups will also work on utilizing different hip hop styles as well as different timing and levels.

Method

Class Participation

Integration

Ongoing weekly/biweekly class participations will be used to assess student's expressive and technical growth while performing class exercises and movement combinations.

Method

Class Performance

Integration

Students will be assessed for their understanding of rhythm, shape, musicality, freezes, top rocking, and performance attitude when performing hip hop dance combinations in small groups. Assessment criteria will depend on the specifics of the movement combination taught in class, but may include the ability to perform with precision, agility, musicality, appropriate timing, and individual performance qualities.

Method

Group Projects

Integration

In small groups, students will analyze and demonstrate the ways in which specific exercises and/or combinations impact stability, stamina, agility and/or strength. The students are then evaluated for their understanding regarding the function and application of these exercises.

Method

Papers

Integration

Students will watch a live or recorded dance event and write an analysis that discusses the elements of hip hop aesthetics and styles within the context of historical and systemic racial challenges. The cultural power inherent in the form will be addressed, noting that hip hop emerges in response to marginalization and other forms of oppression. Students will be evaluated on both content (including demonstration of critical thought) and form with respect to syntax, grammar and mechanics.

Method

Self-Evaluation

Integration

Students will keep a journal, reflecting on their development of a personal hip-hop dance style and their overall growth related to their health and well-being. The instructor will evaluate their journals to offer feedback about strategies in developing their personal style and suggestions for self-care and supportive practices for their health and well-being.

Assignments**Assignment Type**

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Learn a warm-up combination from the instructor and perform it in class. Demonstrate an understanding of correct technique, including shape, rhythm, musicality, accent, movement qualities, and safe practices to avoid injury.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read the introduction to Foundation by Steven Schloss and consider how hip hop is an intellectual system born out of its origins, histories and techniques. Be prepared to discuss how hip hop dance is in peaceful resistance to systemic racism and other powers of oppression and how, in its original form, provides a means to connect to "foundation" both personally and culturally, which has been deeply important to marginalized BIPOC teens.

Assignment Type

Writing

In-class and/or outside of class

Outside of class



Formative or Summative

Summative

Assignment

After viewing a live performance, write a 2-page analysis paper that evaluates one hip hop dance. Be sure to discuss the Africanist elements in the work and note the rhythms, movements and shapes we have been studying in class. Note the particular hip hop style and any references to personal or cultural identity.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Learn, rehearse, and perform a 48-count movement combination taught by the instructor. When performing, demonstrate how the movement relates to the music through rhythm, musicality, shape, accent, and attitude. Your performance should embody the overall intent of the movement in all of its style, specificity, and flavor.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Choreograph a hip hop solo that is between 32-48 counts long. Engage with a specific hip hop vocabulary learned in class (popping, locking, ticking, uprocking, etc.) and use this to create a personal style related to aspects of your identity. Explore movement that creates and supports positive ideas and feelings about yourself. Your completed dance will be performed as part of your final project.

Course Materials**Textbooks**

Fogarty, Mary and Johnson, Imani Kai. The Oxford Handbook of Hip Hop Dance Studies (Oxford Handbooks). Oxford University Press (2022). ISBN-13: 978-0190247867
Deangelis, Audrey and Deangelis, Gina (2017). Hip Hop Insider Essential Library. ISBN: 978-1532110283.

Class Size Information**Class Size**

32

Class Size Category

G - Large lab 32

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

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

Hip hop was created by teenagers from marginalized communities– the descendants of enslaved people and the children of Latin immigrants– in the urban streets of U.S. cities and has become a worldwide phenomenon. It is a dance form that centers the rhythms, aesthetics, and experiences of Black and Brown urban youth. It has only recently made its way into college curriculums and, as educators, we are tasked with centering and validating non-white forms that are outside of the Eurocentric canon. Learning hip hop dance requires an understanding of the communities in which it developed, so dance moves will be contextualized within the history of the U.S. and how systemic racism has impacted those who created this form. A historical as well as social/cultural context will be taught through lectures, video viewing, discussion, and most importantly, through the skills, rhythms, movements, and techniques of hip hop dance. Hip hop classes will center the contributions of African American, Latin-American, and queer choreographers.

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 oppression 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, embodied demonstration, verbal description, hands on feedback, movement, music, rhythms, readings, videos, 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. Students who are differently abled can also excel in this course.

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 dance combinations and remembering movement 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 dance movements, aesthetics, musicality, and artistic themes.

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 body proper alignment, arm placement, hip hop dance techniques, and musicality. Verbal, visual, and hands on feedback are 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, rhythms, 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 on progress will sometimes be utilized.

Key: 1165