



DAN-135B: ADVANCED INTERMEDIATE HIP HOP

Effective Term

Fall 2024

BOT Approval Date

05/11/2023

Discipline

DAN - Dance

Course Number

135B

Course Title

Advanced Intermediate Hip Hop

Short Title

Adv 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 continued study of hip hop dance technique at an advanced-intermediate level and focuses on the synthesis of technical skill with artistic expression. Through the study of various trends in hip hop culture, film, and television, students will deepen their coordination, strength, stamina, rhythm as well as personal style and expression. Cultural and historical associations with an emphasis on African American influences will also be emphasized.



Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

DAN-131A or DAN-131B or DAN-135A (with a grade of C) 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. Exhibit proficiency in hip hop dance technique at an advanced-intermediate level.
2. Demonstrate a developing personal movement style in class combinations that reflects individual identity within the context of the cultural aesthetics of hip hop dance.
3. Exhibit the ability to perform complex rhythms in relationship to music at an advanced-intermediate level.
4. Examine the dynamics, style, phrasing and rhythms of hip hop choreography with an understanding of African American and Latin influences and aesthetics.
5. Evaluate and critique class performances for aesthetic value, compositional intent, and understanding of hip hop vocabulary and technique as an aspect of hip hop culture.

6. Demonstrate an understanding of the cultural, historical, and political significance of hip hop dance in relationship to the lived experiences of African Americans.
7. Distinguish proper practices for injury prevention through the application of proper warm up, dynamic alignment, and core support.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will recognize how we find meaning(s) in different movements and media.
2. Students will demonstrate individual expression and style through performance of hip hop dance combination.
3. Students will consistently stick to a task.

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. Hip Hop Dance-historical and cultural impact
 - a. Fusions/multiculturalism
 - i. African Influences
 - ii. Latin Influences
 - iii. Caribbean and Afro-Caribbean influences
2. Hip hop as empowerment
 - a. Identity
 - b. Gender
 - c. Ethnicity
 - d. Race
 - e. Claiming space
3. Expression
 - a. Personal
 - b. Cultural
 - c. In response to class and social structures
 - d. Respect
4. Previous generations of hip hop dancers
 - a. Competitors
 - b. Peers
5. Understanding the canon: through video, live performance, and movement practice

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- a. Lineage
 - i. New York aesthetics
 - ii. West Coast aesthetics
 - iii. B-Boying vs. Break Dancing
 - iv. Up-rocking vs. Power/floor moves
 - b. Understanding the social context of hip hop forms
 - i. Social/Street
 - ii. Commercial Concert
 - iii. Competition
 - iv. Battling
 - v. Cypher
 - c. Connections to hip hop music and hip hop culture
6. Dance as Practice
- a. Artistic expression
 - i. Individual style
 - ii. Performance and focus
 - b. The function of technique
 - i. Efficient movement practices
 - ii. Injury prevention
 - c. Building a foundation
 - i. Flexibility and safe practices
 - ii. Appropriate strength training
 - iii. Physical fitness and development
 - iv. Exercises for the prevention of injuries
 - d. Warm up with emphasis on safety
 - i. General warm up to create heat in the body
 - 1. Focus on correct posturing, positioning, alignment, and attitude as it applies to hip hop at an advanced intermediate level
 - 2. Strengthening exercises
 - 3. Stretching exercises Isolations and body articulations
 - e. Locomotor movement combination(s)
 - i. Across the floor
 - 1. Development of hip-hop walks, footwork, and movement combinations at an advanced intermediate level
 - 2. complex rhythmic patterns
 - ii. Body isolations that explore differing energetic expressions (percussive to sustained)
 - 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 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
 - 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
7. 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

Methods of Instruction

Method

Activity

Integration

Rehearse, practice, and discuss proper technique, dynamic alignment, core support, and the elements of a safe warm-up for injury prevention and dancer longevity.

Method

Critique

Integration

Offer constructive feedback for classmates evaluating their expression, interpretation, and embodied application of hip hop vocabulary for aesthetics and techniques that reflect hip hop culture.

Method

Discussion

Integration

Discussion/analysis of the specific social, racial, and political environments, as well as the multicultural influences, that led to the origination of the hip hop dance form.

Method

Film/video Viewing and Discussion

Integration

In-class video viewing of hip hop performances followed by analysis, evaluation, and discussion of aesthetic value, performance quality, cultural influences, and historical significance within the context of the lived experiences of the African American and Latin youth who developed this form.

Method

In-class Exercises

Integration

Rehearsal of movement combinations that investigate syncopated and polyrhythms, and dynamic movement patterns which are integral to the hip hop genre, noting the origins of this movement as connected to African American rhythms and aesthetics.

Method

Lecture

Integration

Lecture/demonstration of hip hop movement combinations which focus on stylized execution of rhythms, dynamics, and technique followed by student repetition and instructor feedback.

Method

Live Performance Viewing

Integration

Attend a live performance as a means of deepening aesthetic awareness and understanding of hip hop as a dance of the African diaspora as well as an appreciation for the artistic and technical expression integral to this form.

Method

Observation and Demonstration

Integration

Observation of individual style within the context of African American and Latin shapes, footwork, technique, and rhythmic patterns in a movement combination as demonstrated by instructor or exemplar student peers.

Methods of Evaluation**Method**

Class Participation

Integration

In class discussion will be evaluated for comprehension of the cultural and historical influences of hip hop dance and the specific social, racial, and political environments which led to its origination. Discussion will be assessed for student understanding of movement idioms and stylistic choices within the genre that are a direct reflection of specific cultural influences and social structures.

Method

Class Performance



Integration

Weekly movement combinations will be appraised for growth and proficiency in the ability to integrate complex rhythms, varied dynamics, individual style, and hip hop technique at an advanced intermediate level.

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; integrate a personal movement style within the given shapes, footwork, and rhythmic patterns that reflect African American and Latin influences; and demonstrate growth in movement sequence retention.

Method

Exams/Tests

Integration

Occasional movement exams will be assessed for the ability to effectively utilize dynamics, rhythm, and phrasing as well as the specifics of hip hop dance style, technique, and embodied vocabulary. Artistic growth and expression in this African diasporic genre will also be evaluated.

Method

Homework

Integration

Response papers to live or filmed dance performances will be assessed for student understanding of technical, aesthetic, and choreographic elements as they reflect this African diasporic art form. Essays will also be assessed for an understanding of specific compositional ideas, elements, rhythms, and dynamics that are integral to Africanist aesthetics and performance.

Method

Self-Evaluation

Integration

Written or oral self-evaluation will be assessed for understanding of proper practices for injury prevention through the application of proper warm up, dynamic alignment, and core support. An understanding of terminology, muscular-skeletal function, and proper technique will also be evaluated.

Assignments

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Perform a movement combination that demonstrates a synthesis of rhythm, dynamic range, and personal style that is also an accurate reflection of the Africanist elements and aesthetics of hip hop dance.



Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

After viewing class videos be prepared to discuss the cultural and historical influences of hip hop dance and the specific social, racial, and political environments which led to its origination.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read "From Blues Women to B-Girls: Performing Badass Femininity" and consider how hip hop empowers its practitioners, providing specific examples that tie the practice of the form to empowerment and identity formation and expression.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write an essay that encapsulates the practice of hip hop dance moves with the understanding of the lived realities of African American and Latin urban youth as the originators of the form. What styles, rhythms, and elements reflect the origins of the form and still exist in the expression of hip hop dance? Discuss how the dance is a site of resilience, identity, and connection to a reality that can be traced back to slavery in the U.S.

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 lectures, 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.

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: 1166