

<b>Date:</b> 12/2	<b>Subject:</b> Dance I	<b>Grade:</b> 10 <sup>th</sup> – 11 <sup>th</sup>
<b>Lesson Topic:</b> Hip Hop		<b>Class/Group Size:</b> 12
<b>Instructional Location:</b> Online Lesson Through Microsoft Teams		
<b>I. Learning Objectives</b>		
<b>Central Focus of Lesson</b> Hip hop is a cultural umbrella under which multiple styles have evolved.		
<b>Lesson Objective(s):</b>		<b>Standards Addressed:</b>
<p><b>Content Objectives:</b> Students will be able to <b>cooperate</b> with their classmates to review the vocabulary learned in the previous lesson before applying it in the Kahoot assessment.</p> <p>Students will be able to <b>perform</b> a choreographic combination including movements from the following hip hop styles: hip hop dance, popping, locking, house, breaking.</p> <p><b>Language Objectives:</b> Students will be able to <b>apply</b> at least one (1) word from the vocabulary specific to the genre of hip hop and the styles withing said genre when asking/answering questions and learning choreography.</p>		<p>State: 1.1.12acc.Pr5 e. - <i>Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.</i></p> <p>National: DA:Pr4.1.HSII c. - <i>Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.</i></p> <p>SEL: Relationship Skills 13 - <i>Utilize positive communication and social skills to interact effectively with others</i></p>
<b>Key Vocabulary:</b> Emcee, Patty Duke, Biz Markie, Steve Martin, Bart Simpson, Prep, Raise the Roof, Hip Hop		
<b>II. Lesson Consideration</b>		
<b>Prior Academic Learning and Prerequisite Skills</b>	Students have engaged in a asynchronous lesson on Hip Hop Dance and Hip Hop History taught by Ms. Kim Elliott. Students have also been practicing memorization of choreography, analysis of Dance Movement, and Performance Skills.	
<b>Misconceptions</b>	Students may believe that Hip Hop is one big style of Dance and may not realize that Hip Hop is a culture with history and a peculiar background that encompasses a large variety of different styles. This lesson will address these misconceptions by selecting movements from different styles of hip hop and showing the range and difference between the movement vocabularies.	
<b>III. Lesson Plan Details</b>		
<b>Lesson Introduction – “Before”</b>		<b>Number of Minutes</b>
<p><b>Part 1 - WELCOMING</b> * Verbally welcome students to class. Say hello to each student individually as their cameras turn on. Remind students of the vocabulary from Ms. Elliot’s class, write it in the chat for visual learners. *</p> <p><b>Part 2 – DO NOW</b> <i>Do Now:</i> Write in the chat what information from Ms. Elliot’s class was unclear and which was clear (Dr. Andrade)</p> <p>*Unclear can be because they do not remember what name applies to what move, or because they do not remember how the movement mechanics worked.* *Use this information to start a <b>group discussion</b> where students will clarify each other’s questions and embody the movements as a review.*</p>		<b>15 mins</b>

<p>Students will <b>cooperate</b> with one another to remember what movements were learned the day prior and what names correspond to what movements.</p> <p><b>Part 3 – GROUP DISCUSSION/COOPERATIVE LEARNING REVIEW</b>  <i>Communal Movement Review:</i></p> <ul style="list-style-type: none"> <li>• Go over each movement that was <i>unclear</i> by asking students for whom it is clear to student model</li> <li>• Use guiding questions to give students the chance to clarify anything that may be modelled poorly or unclearly</li> <li>• Ask all students to embody the movement together after the movement has been clarified</li> </ul> <p>*This review will serve as knowledge/skills review, language review, as well as to warm up students bodies.*</p> <p><b>Part 4 – WARM-UP</b>  Warm-Up:  *Ask students to quickly create a sequence in which they will utilize all eight (8) movements learned in the prior class and each movement performed for two (2) 8s.*  Students perform their quick warm-up all at the same time, but all their unique sequence.</p> <p><b>Part 5 – DIAGNOSTIC ASSESSMENT</b>  <i>Hip Hop Background Review ‘Jeopardy’ Game:</i>  Questions:</p> <ul style="list-style-type: none"> <li>• Four pillars of Hip Hop</li> <li>• Name the style that originated the moves from the prior knowledge</li> <li>• Where did Hip Hop originate?</li> <li>• Who was Biz Markie?</li> </ul>	
<p><b>Learning Activities - “During”:</b>  *Explain that the choreography you have set is a <u>combination</u> of hip hop styles, all falling under Hip Hop culture*</p> <p>*Ask students to find a safe space to Dance*</p> <p><b>Part 6 – LEARNING CHOREOGRAPHY/PERFORMANCE</b>  Cued Response Teaching Combination: *Use genre/style specific vocabulary, use <i>imagery</i>, use <i>teacher modeling</i>, pause constantly for questions.*</p> <p>*Teach combination in segments and observe students do segments without you to assess student understanding before moving on.*  *Use language from prior units.*  *Ask for questions constantly.*</p> <p>*Model combination with music to show musicality and rhythm.*  Students perform combination with music first with instructor then without.  *Observe students dance, give oral feedback once they are done.*</p>	<b>20 mins</b>
<p><b>Closure - “After”:</b></p> <p>*Give students oral feedback.*  *Ask students to remember combination, it will be continued in the following lessons.*</p> <p><b>Part 7 – EXIT SLIP</b>  *Ask students if dancing has changed their mood/outlook for the day. (SEL)*</p>	<b>5 mins</b>

**Extension:** If there is time, students will perform the choreography in groups and will give one another feedback using the ‘Ladder of Feedback’ they have used in previous units.

**IV. Assessment**

**Assessment Strategy #1**

**Description of Assessment Strategy #1:**  
HIP HOP BACKGROUND ‘JEOPARDY’  
STYLE GAME – INFORMAL, FORMATIVE,  
QUANTITATIVE ASSESSMENT

Students will compete in a friendly ‘Jeopardy’ styled game where they will show their knowledge on Hip Hop background from the prior class.  
Students will **apply** the vocabulary specific to Hip Hop culture.

\*This game will serve as a Diagnostic Assessment for the instructor to have evidence of student understanding as well as a review for students.\*

Questions (**Answer Key**):

- Four pillars of Hip Hop: **Emceeing, DJ, Graffiti Writing, Breaking**
- Name the style that originated the moves from the prior knowledge: **Hip Hop Dance**
- Where did Hip Hop originate? **Bronx, NY**
- Who was Biz Markie? **DJ/Rapper**

**Alignment with Objectives:**  
Students will be able to **apply** at least one (1) word from the vocabulary specific to the genre of hip hop and the styles withing said genre when asking/answering questions and learning choreography.

Students will be prompted to **apply** the vocabulary specific to Hip Hop culture. If they do not, the answer will be only somewhat correct, and the teacher will make guiding statements and ask guiding questions until the student utilizes the specific vocabulary.

**Evidence of Student Understanding:**  
Students’ understanding of the Hip Hop specific vocabulary and the culture’s background will be evidenced when students respond with the specific answers displayed in the answer key.

**Student Feedback:**  
Given that the questions have unique and specific answers, students will be told if they answered correctly or incorrectly in a verbal fashion. If students answer incorrectly, the teacher will give another student the opportunity to clarify and, in the case, where the class is confused as a whole, the teacher will explain the correct answer with its appropriate context.

**Assessment Strategy #2**

**Description of Assessment Strategy #2:**  
CHOREOGRAPHY PERFORMANCE –  
INFORMAL, FORMATIVE, QUALITATIVE  
ASSESSMENT

Students will **perform** the hip hop fusion choreographic combination set during the learning activity to music. (“Falling” by Trevor Daniel)

Students will be assessed on their memorization, performance skills, genre-specific technique, and rhythmicity.

Students will have review time to embody their feedback.

**Alignment with Objectives:**  
Students will be able to **perform** a choreographic combination including movements from the following hip hop styles: hip hop dance, popping, locking, house, breaking.

Students will perform the first segment of a hip hop fusion choreographic combination set by their teacher. The combination will include movements from their prior knowledge on hip hop dance, as well as movements from the following styles: popping, locking, house, and breaking.

**Evidence of Student Understanding:**  
The teacher will be looking for students to remember the choreography sequence, to use the groundedness and strength that are key to hip hop, to have energy and precision when performing, and to follow the rhythm of the music.

**Student Feedback:**  
Students will receive oral feedback from the teacher after performing. They will then have to embody said feedback during this and the following lessons.

**V. Knowledge of Students**

**Building on Personal/Cultural/Community Assets:** The success of this lesson is directly linked to students' content specific Prior Knowledge given that the choreography they will be learning will apply Hip Hop Dance movement vocabulary. Students will be expected to **cooperate** with one another to lead their own review of Hip Hop Dance and Hip Hop History with minimal insertion from the teacher. Additionally, they will utilize their prior knowledge in memorization of choreography, analysis of Dance Movement, and Performance Skills when asked to learn and perform the choreographic combination.

This lesson will develop students' community assets by asking them to work together towards a common goal. Additionally, this lesson builds on personal assets by scaffolding independence. Students are not used to having to lead their own reviews. Moreover, this lesson will build on students' personal and cultural assets given that hip hop is a part of a lot of their lives shown by their 'About Me' assignments in the beginning of the year where a lot of them asked to learn about Hip Hop.

**Grouping Strategies:** This lesson will not be using grouping, given that it is vital for all students to have an opportunity to be heard and seen by their peers and instructor. Having the entire class work together ensures each student will share their assets with the class and show that students can learn from one another creating a stronger community.

**Planned Supports:** This entire lesson will serve as a planned support for the following lessons of the Unit. Additionally, this lesson has multiple planned supports of its own. The **Do Now** in Part 2 will help students clarify their misunderstandings for themselves as well as inform the teacher what needs to be revisited. The **Communal Movement Review** in Part 3 will help students engage in cooperative learning where there will be student instruction and peer modeling to clarify questions. The **Hip Hop Background Review 'Jeopardy' Game** will help students who usually get anxiety when being assessed show their knowledge in a Game structure. Additionally, it will help students who do not remember the answers have peer models to help them review the knowledge. During Part 6, the use of **imagery, teacher modeling, and segmented instruction** will help students with different learning modalities all have the same chance at success.

#### VI. Supporting Literacy Development through Language

**Main Language Function:**

This lesson asks students to **apply** genre specific vocabulary when answering/asking questions about, making statements in regards to, or addressing movements from Hip Hop culture.

**Key Learning Task(s):** During the Hip Hop Background Review 'Jeopardy' Game, students will be expected to **apply** the correct vocabulary in order to receive the point for the question.

**Additional Language Demands (i.e. syntax, vocabulary, discourse):**

The **vocabulary** students will be expected to utilize throughout this lesson is: **Emcee, Patty Duke, Biz Markie, Steve Martin, Bart Simpson, Prep, Raise the Roof, Hip Hop**. Student will use academic language **syntax** during the reviews. Finally, students will utilize **discourse** when asking and answering questions about the choreographic combination and during the group discussion.

**Language Supports:** The various instance of **cooperative learning** during this lesson give students an opportunity for oral discourse where they can apply their vocabulary words in the context in which they are meant to be applied on as well as justify their decisions. The **chat** sent by the instructor in the beginning of the lesson was designed to give students a model on the application of the vocabulary words as well as a reminder on how said words are spelt.