**Year 8**

**Dance**

**Hip Hop Scheme of Work**

| **Aim:** The break dance/hip hop unit challenges students to see the evolution of hip-hop dance over time and to master the more complex technical and physical skills needed for break dance. Students learnt about motifs in year 7 and now in this unit of work they will learn about why motif development is important and how to develop motifs using choreographic devices. Students will learn about physical skills in dance and why they are important. Students will also develop their critical appreciation of professional dance works whilst interpreting and analysing the works intentions and the choice of movement, music, set, lighting and costume to convey the meaning of the work. |
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| **Motor Competence**  Students will learn movement actions such as turn, travel, gesture, stillness, balance and jump in the styles of break dance and hip hop. Students will develop both locomotor and stability skills when learning motifs from professional hip hop dances. Students will start to develop physical skills such as control, balance, alignment, strength, stamina, flexibility, co-ordination, extension and isolation. | **Rules, Strategies & Tactics**  Students will gain an insight into the strategies of making a dance successful by using technical skills in dance such as action, space, relationships and dynamics and understand these are the main ingredients for every dance style. They will start to explore how to successfully form group choreography using motif development and devices. Students will develop expressive skills such as the use of focus, timing, phrasing, musicality, projection, facial expressions to communicate the choreographic intention/story of the dance. Students will demonstrate the rules and expectations of performing and being an audience. Students will explore the rules of performing hip hop dances, where the style originated and how it has evolved over time. | **Healthy Participation**  Students will develop an understanding of safe working practices in Dance when performing such as safe execution of movement, appropriate dancewear including footwear, hairstyle and absence of jewellery. They will also learn the importance of warming up, cooling down, nutrition and hydration. Students will learn about the health benefits from taking part in Dance lessons and how dance can develop skills such as confidence, self-esteem, motivation and discipline. Dance clubs and trips will be promoted and opportunities in the community. |
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| **Cross-Curricular Links**  English (key words), Maths (counting and phrasing of motifs, manipulation of number), History (historical information of hip hop culture in the USA and UK) Geography (culture) Music (musicality, rhythm, dynamics, genres of music to match dance style), Science (bodily functions and healthy lifestyle consequences) | **Recommended Reading**  Dance: From Ballet to Breakin’ Step into the Dazzling World of Dance - Lorrie Mack |
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**Year 8**

**Dance – Hip Hop Scheme of Work**

***Please note that half terms range from 5-8 weeks - activities change each half term and therefore teachers must deliver number of lessons relevant to half term length. Please deliver the assessment lesson in the final lesson of term.***

| **Lesson** | **Core Skill** | **Learning Intention** | **Teaching Points** | **Suggested Activities** | **Questions to be asked** |
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| 1 | Top rock and 3 step | To perform the top rock and 3 step in break dance.  To develop the phrase using space. | Top rock  Cross right leg over left leg and put weight onto the right taking left off the floor  Step back onto left foot then right foot returns back to parallel  Repeat with left leg,  Arms open to the side as leg crosses over and close across the body as feet are in neutral.  <https://www.youtube.com/watch?v=2Tgm0sKqGDQ>  3 step  In crouch position on floor  Right leg extended in front and right hand on floor with left arm up in air  Switch arms and legs  Jump both feet backwards to land in a wide plank position whilst turning to the left  Repeat  [**https://www.youtube.com/watch?v=k8cjtX4SMF0**](https://www.youtube.com/watch?v=k8cjtX4SMF0) | Use PPT slides.   1. Watch break dance clips and read out history of break dance. 2. Warm up in style of street dance 3. Perform top rock facing all directions and at different speeds. 4. 3 Step - one direction. Challenge – both legs and change of direction. 5. Develop and manipulate the space (levels, directions, pathways, size, shape, formations) 6. Rehearse, perform and evaluate | **Retrieval:**  Identify 2 words for each of these categories - actions, space, relationships, dynamics.  What are these skills called in dance?  **Things NEED to Know:**  What are the stylistic features of the hip hop dance style?  What are three facts about how hip hop started?  What is motif development and why do we use it in dance? |
| 2 | Coffee grinder and 6 step | To perform the coffee grinder and 6 step with varying dynamics.  To apply physical skills - control, strength and coordination. | **Coffee grinder**   * In crouch position bunny hop onto flat palms * Right leg extended to the side. Both palms flat on floor * Right legs swings in front of left leg and hands lift off floor for the leg to sweep under. * Place hands back on floor in same position * Jump over right leg with left leg * Right leg comes back to its starting position * Repeat on left leg   [**https://www.youtube.com/watch?v=oTNhRffu9vQ**](https://www.youtube.com/watch?v=oTNhRffu9vQ)  [**https://www.youtube.com/watch?v=zPdQ1gN7Ngo**](https://www.youtube.com/watch?v=zPdQ1gN7Ngo) | **Use lesson 2 PPT slide.**   1. Recap history of break dance 2. Warm up 3. Recap top rock and 3 step 4. Coffee grinder and 6 step 5. Put into sequence 6. Add dynamics to sequence. 7. Rehearse, perform and evaluate | **Retrieval:**  What is motif development and why is it important in dance?  Where did hip hop/break dance originate and how?  What are expressive skills? Identify 3 of them  **Things NEED to Know:**  What are physical skills and why are they important to a dancer?  How and why do we develop dynamics in a dance motif? Can you name examples? |
| 3 | Professional repertoire - Zonation Mad Hatters Tea Party Motif | To perform a motif from Zoonation’s Mad Hatters Tea Party  To explain what a choreographic intention is and apply an intention to a motif | Zoonation Mad Hatters Tea Party  <https://www.youtube.com/watch?v=ubDLa_VRvOw>  **Choreographic Intention - The aim of the dance; what the choreographer aims to communicate.** | 1. Starter – what is a choreographic intention? 2. Watch Zoonations ‘Mad Hatter’s Tea Party’ analyse the movement, and features of production to guess the choreographic intention 3. Warm up and recap 4. Learn repertoire from Zoonation’s dance. 5. Develop the motif using relationships, space and dynamics, repetition to communicate an intention 6. Create a motif to communicate a character in the mad hatters tea party 7. Perform and evaluate use motif development to communicate the intention | **Retrieval:**  What are physical skills? Name the 3 we focused on last week.  How can you make your break dance moves more interesting with dynamics?  What were the stylistic features of one musical performance you studied last year?  **Things NEED to Know:**  what is a choreographic intention and why is it important to have one?  How can you show a choreographic intention clearly? |
| 4 | Professional repertoire – Zoonation Some Like it Hip Hop | To analyse the similarities and differences between two Zoonation professional dances  To create movement using a stimulus | **Stimulus - Inspiration for an idea or movement.** | Use lesson 4 PPT slides.   1. Starter – everything is difficult before it gets easy – agree or disagree? 2. What is a stimulus? 3. Watch and analyse Zoonations dance – Some Like it Hip Hop 4. Create freeze frames to communicate your character and smooth transitions 5. Refine all sections using expressive skills 6. Evaluate use of freeze frames, transitions and expressive skills | **Retrieval:**  What is a choreographic intention?  How can you use relationships to develop a motif?  What were the similarities and differences between 2 musicals you studied last year?  **Things NEED to Know:**  What is a stimulus and how is it different to a choreographic intention?  How can you make your transitions more complex? |
| 5 | Climax and highlights  Professional rep – Boy Blue – Emancipation of Expressionism | To perform and develop a motif from Boy Blue’s dance work using highlights and climax | **E of E video**  <https://www.youtube.com/watch?v=Gr81kDSIvoE>  **Motifs:**  **B points -** [**https://www.youtube.com/watch?v=Sz9HY2E2\_Jk&t=2s**](https://www.youtube.com/watch?v=Sz9HY2E2_Jk&t=2s)  **Chariots of fire –**  [**https://www.youtube.com/watch?v=3nkA1oo\_hdI&t=31s**](https://www.youtube.com/watch?v=3nkA1oo_hdI&t=31s)  **Game over -** [**https://www.youtube.com/watch?v=dTj6PuzNmwY**](https://www.youtube.com/watch?v=dTj6PuzNmwY)  **Highlights - Important moments of a dance.**  **Climax - The most significant moment of the dance.** | Use lesson 5 PPT slides.   1. Warm up and recap whole dance with group 2. Identify definition of climax and highlights – watch clip and identify these devices – discuss how you could show them in dance 3. Introduce E of E – watch and analyse. Discuss the stimuli and intentions 4. Learn ninja motifs/game over or chariots of fire from E of E 5. Create 2 highlights and a climax (can use climax dice for differentiation) 6. Rehearse, perform and evaluate highlights and climax | **Retrieval:**  What are similarities and differences between Zoonations work?  Name 3 facts about either of Zoonation’s dance works.  What is an example of unison and canon?  What is the difference between a stimulus and choreographic intention?  **Things NEED to Know:**  What is a climax and highlights in dance?  How can you create them effectively and make them look different from each other? |
| 6 | Refine and improving performance | To end our group dance in a freeze and apply expressive skills to enhance our performance. | **Baby freeze**   * In crouch position with right foot flat on floor * Right elbow into right hip left elbow into right leg * Hands flat on floor * Head to floor * Elbows keep contact with side of body * Lean over and take legs off floor.   [**https://www.youtube.com/watch?v=54mtZoBuRNY**](https://www.youtube.com/watch?v=54mtZoBuRNY) | Use lesson 6 PPT slides.   1. Warm up with different relationships in dance (lead and follow, contact, mirroring, action and reaction..) recap dance so far 2. Learn baby freeze (different freezes for differentiation) 3. Rehearse and apply expressive skill targets to performance 4. Perform and evaluate | **Retrieval:**  What is the difference between highlights and a climax in dance?  What is E of E about? What is the stimulus and intention?  What is different and similar between musical theatre and hip hop styles?  **Things NEED to Know:**  How can a dancer improve expressive skills over time?  How far do you agree with this statement and why - everything is challenging before it gets easy? |
| 7 | Assessment or complex choreographic devices – manipulation of number, accumulation and contrast | To apply complex choreographic devices to our group hip hop choreography | Accumulation - When a dancer performs a series of movements and others join in at different times until all perform in unison.  Contrast - Movements or shapes that have nothing in common.  Manipulation of number - How the number of dancers in a group is used. | 1. Warm up using manipulation of number, accumulation and contrast. Call out a number and students have to get into groups of that number – competition. 2. Recap hip hop dance 3. Watch and analyse professional works using MoN, C and A. 4. Apply to group choreography 5. Perform and evaluate. Create peer targets. | **Retrieval:**  What are expressive skills and can you name 3?  How can you improve your use of expressive skills and why are they important?  **Things NEED to Know:**  Define the terms manipulation of number, contrast and accumulation.  What do you need to do to improve your group hip hop dance? |
| 8 | Assessment | Assessment | **Students to be assessed against Assessment Matrix for final grade.** | 1. Go through performance expectations and rules of both performing and observing 2. Recap targets made last lesson on how to improve performance 3. Rehearse applying targets for improvement 4. Perform for assessment 5. Peer assess against targets and assessment criteria | **Retrieval:**  **Things NEED to Know:**  What are the rules and expectations being an audience for a performance and performing to an audience?  What is your target to improve your dance? |