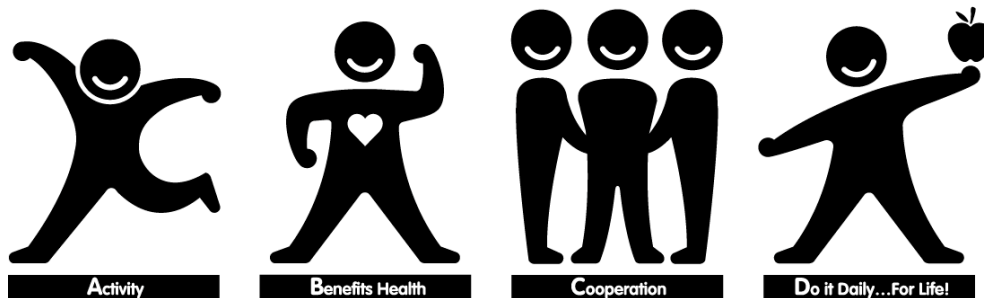


Physical Education

A closer look at...

Hip Hop Dance!

ABCD's of Physical Education



The aim of the Kindergarten to Grade 12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

SCHOOLS
COME *Alive*

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K-12

physical education program of studies



In September 2000, the Physical Education Kindergarten to Grade 12 Program of Studies was approved for provincial implementation.

The aim of the Kindergarten to Grade 12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.



Students will acquire skills through a variety of developmentally appropriate movement activities: dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

- ✓ Basic Skills; Locomotor; Nonlocomotor; Manipulative
- ✓ Application of Basic Skills in an Alternative Environment; i.e., Aquatics and Outdoor Pursuits, Dance, Games, Types of Gymnastics, Individual Activities

General outcomes B, C and D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.



Students will understand, experience and appreciate the health benefits that result from physical activity.

- ✓ Functional Fitness
- ✓ Body Image
- ✓ Well-being



Students will interact positively with others.

- ✓ Communication
- ✓ Fair Play
- ✓ Leadership
- ✓ Teamwork



Students will assume responsibility to lead an active way of life.

- ✓ Effort
- ✓ Safety
- ✓ Goal Setting/Personal Challenge
- ✓ Active Living in the Community

Resources available to support implementation:

- Alberta Learning Physical Education Online Web site: <<http://www.learning.gov.ab.ca/physicaleducationonline/>>
- Physical Education Guide to Implementation, Kindergarten to Grade 12 (LRC Product # 425597 - \$11.55 + GST) at Learning Resources Centre (LRC) Web site: <<http://www.lrc.learning.gov.ab.ca/>>
- Authorized Alberta Resources List at Alberta Learning Web site: <www.learning.gov.ab.ca/k_12/curriculum/bySubject/physed/>





Planning for Physical Education

In our planning as teachers, we know that in order to ensure our teaching is aligned with the program outcomes, best practice is to start with the end in mind (*Understanding by Design, Wiggins & McTighe, 1998*). The “end”, is student learning and achievement of the program outcomes.

Starting with the end in mind and working backwards in our planning will lead to engaging and effective learning experiences for students. We can start the planning process with the program outcomes, an activity, assessment tools, or an existing unit or lesson, as long as all elements of the final plan support student learning and achievement of the program outcomes.

Important questions to consider when planning for student learning in Physical Education:

- Which **outcome(s)** will students be working to achieve?

General Outcomes													
	Activities		Benefits Health			Cooperation				Do It Daily...For Life			
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communication</i>	<i>Fair Play</i>	<i>Leadership</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/ Personal Challenge</i>	<i>Active Living In The Community</i>

- What will I accept as evidence that **learning** has occurred? What assessment or evaluation tool will I use?
- What **activity** will facilitate student learning of the knowledge, skills and attitudes included in the K-12 Physical Education program? (Remember, no single activity is prescribed)
- What are the **safety** considerations for the activity? (Check the “Safety Guidelines for Physical Activity in Alberta Schools” document as well as your District policies)

Assessment/Evaluation

Sample assessment and evaluation tools for a variety of outcomes that can be achieved through Hip Hop dance are included as part of this handout. For more assessment and evaluation ideas, look to the K-12 Physical Education Guide to Implementation, the “Teacher Resources” section of the Physical Education Online website (www.learning.gov.ab.ca/physicaleducationonline) or the Alberta Assessment Consortium (www.aac.ab.ca).

Moving to Inclusion

The outcomes included in the K-12 Physical Education Program are the same for all students, even those with a disability. The *Moving to Inclusion* series of resources is a great source of information and ideas for providing meaningful learning experiences and opportunities for all students in physical education, as well as tips for getting the necessary support to allow all students to learn, have fun, and achieve the program outcomes.

DANCE SELF-EVALUATION CRITERIA





Group Members: _____

Type of Dance: _____

Homeroom: _____

CRITERIA	4 (wow) CONSISTENTLY	3 (yes) FREQUENTLY	2 (yes, but...) OCCASIONALLY	1 (no, but...) RARELY
Synchronization The actions of the group members are synchronized with each other.				
Enthusiasm Group members are smiling and showing enthusiasm.				
Creativity/Originality Group presentation models a high degree of creativity and originality.				
Spatial Patterns Group members are dancing using a variety of levels and formations.				
Rhythm Coordination Group members are moving in time to the rhythm or music.				
Preparation Group members used the time provided to work together to create their presentation.				

Comments:

General Outcomes													
	Activities		Benefits Health			Cooperation				Do It Daily...For Life			
Specific Outcomes	<small>Basic Skills</small>	<small>Application of Basic Skills</small>	<small>Functional Fitness</small>	<small>Body Image</small>	<small>Well-Being</small>	<small>Communication</small>	<small>Fair Play</small>	<small>Leadership</small>	<small>Team Work</small>	<small>Effort</small>	<small>Safety</small>	<small>Goal Setting/ Personal Challenge</small>	<small>Active Living In The Community</small>
		8, 9							6			7	

DANCE TEACHER CHECKLIST



OUTCOME								
A4-9: Demonstrate a creative process to develop dance sequences alone and with others								
CRITERIA		CRITERIA		CRITERIA		CRITERIA		
Rhythmic movement is expressive.		Rhythmic movement is consistent with the theme.		Movements are coordinated with the music.		Techniques of dance are appropriate and consistent.		
1 st OBS	2 nd OBS	1 st OBS	2 nd OBS	1 st OBS	2 nd OBS	1 st OBS	2 nd OBS	
STUDENT NAME	Yes	Not Yet	Yes	Not Yet	Yes	Not Yet	Yes	Not Yet

Safety and Instruction

The *Safety Guidelines for Physical Activity in Alberta Schools*, suggests minimum guidelines related to equipment, instruction and supervision, to ensure the safest possible physical activity experiences for students. A physically and emotionally safe environment is essential if students are going to learn and have fun!

- Just mentioning the word “dance” causes stress and anxiety for many students. To create an emotionally safe environment which encourages all students to participate in dance activities, be sure to communicate the target students are working to achieve (the outcome being assessed), and allow opportunities for student feedback and input.
- Be a role model! If the teacher is participating, energetic and having fun, it's much more likely that the students will too!
- Forcing students into partner situations can sometimes take more time than teaching the dance steps! Consider saving partner or group work until after the first few classes of dance, and letting the students choose their own partners/groups!
- Watching a video of student dance presentations can be a great way to end a dance unit, or can be a great video to have playing in a prominent place during parent-teacher interviews!

Dance Presentations:





- Students are capable of learning many moves in a short period of time. When creating dance presentations, encourage students to incorporate a few of the moves taught in class as well as some of their own moves!
- Remind students that not all group members need to be dancing the same move at the same time, and that the group can move into many formations during the dance (line, circle, staggered, box, etc.).
- Groups need to have a definite start and end “pose” to allow the “DJ” to start and stop the music at the correct time! Encourage students to use their own music, but be sure to preview music for appropriateness before the presentation.
- Teamwork, respectful communication, and attention to the abilities of all group members are a must when creating dance presentations!
- Encourage the group to play and dress the part when presenting their dance!

Activities

Choose activities that will allow your students to have fun while learning and developing the knowledge, skills and attitudes necessary to achieve the outcome(s) being assessed. A small sample of these kinds of activities is included in this handout. Always be sure to maximize the amount of time students spend being active; the limit is your imagination!

No collection of activities and hip hop moves is complete without the sharing of ideas, tips and tricks from many professional peers. Thanks to those teachers and students who were willing to be creative and share in order to enhance all of our teaching!

HIP HOP MOVES 1

General Outcomes													
	Activities		Benefits Health			Cooperation				Do It Daily...For Life			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-Being	Communication	Fair Play	Leadership	Team Work	Effort	Safety	Goal Setting/Personal Challenge	Active Living In The Community
	1, 3	8, 9								1		7	

Bounce to the beat

Bend knees and bounce side to side to the beat of the music. This is a good transition to do between moves as well as a good move to do when the music changes to ensure that everyone is on the same beat and rhythm.

Attitude

Cross arms at chest. Turn to right and tap right foot for four. Lean back and show “attitude” in your expression. Repeat on the opposite side. Continue pattern.

Fish

Place hands in “praying” position at waist. Flick hands at wrists three times to the right followed by a clap. Hands should be placed near body and move slightly higher with each motion. Clap should end up at head level. Repeat on the opposite side for four.

Wave

Make wave motion in front of body like an “s” shape with two dips. Alternate arms, two on each side. Bend knees and bounce body slightly with wave motion.

Raise the Roof

Pretend you are holding an object or pushing up the roof. Two hands raised together on one side of your body above the head. Four counts then change to left side.

Heartbeat

Adaptation to “Raise the Roof”. Reach left hand up, on left side of body, palm facing the roof. Bring right hand and up to join it, touching right palm to back of left hand. Hold together and bring to chest and out for two counts. Repeat on opposite side.

Janet Jackson

Touch shoulders, cross over hands on chest, slap thighs, turn feet “in”, “out”, “in” while head turns sharply to the right. Repeat.

Butterfly

Face knees and hands together inwards. Close and open by crossing limbs in and out simultaneously.

Camel

Step to the right with foot pointed in same direction. Slide opposite foot sideways to touch right heel, lift heel up at “touch”. Also looks like a “t” where feet join. Toe is pointed forward. Repeat for 4 counts moving in opposite direction. Swing arms and “snap” fingers with each step.

Table

Pretend a table is in front of you and behind you. Place two hands flat, one at a time on top of table and then behind your back flat on table. Fingers facing inward for both.

Grapevine

Step to the right with right foot, cross behind with left, step to the right with right foot bring left foot next to right and tap. Repeat in opposite direction, leading with left. “Pop” shoulders up and down for each count.

Round'em Up

Roll hands over each other like a boxer for two counts (Tweedle). On next two counts face palms up and forward. Bend elbows bringing hands back to chest two times on left side. Tweedle for two counts then elbows back for two on right side. Repeat.

Sprinkler

Place left hand at neck with elbow extending outwards. Extend right arm forward at waist height. Move elbows and extended arm back and forth 4 times then switch to use opposite hands. While moving upper body, turn feet in and out to the same beat.

Swing-Pull

Extend both arms to the left at shoulder height. Pull in right arm to bend at elbow. Swing both arms extended to the right side and pull back with the left arm. Repeat.

D.J.

Place one hand over your ear and the other hand is flat at waist height pretending to “spin” a record.

Stir the Pot

Pretend you are standing in front of a large pot. Grasp hands as if holding on to a large stick right fist on top of the left fist. Pretend to stir the contents of the pot rotating arms in a circular fashion, 2 counts for each stir.

Bus Driver

Extend right arm forward and pretend you are resting your hand on a steering wheel. Turn the wheel from side to side for 4 counts. With the left hand, pretend you are shifting gears. Make a fist and push a pretend stick shift forward, back then to the left and right. Repeat sequence using opposite hands.

Shopping Cart

Hold on to an imaginary shopping cart with right hand. The left hand reaches up and down pretending to grab items off the shelf to place in cart. Walk forward for 4 counts and back for 4 while reaching.

Bart Simpson

Step to the right, to the left, to the right twice. Reverse order by stepping to the left, the right and to the right twice. Repeat pattern.





Seal Walk

Bend at the knees followed with left heel forward tap. Repeat with bend and right heel tap. Double up to two bends then heel tap on each side for variation.

Scissors

Place left foot back and lean in that direction, then return to right. Place right foot back and lean then return. Make this switch quicker until the movement is continuous with an open, close pattern.

HIP HOP MOVES 2

General Outcomes													
	Activities		Benefits Health			Cooperation				Do It Daily...For Life			
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communication</i>	<i>Fair Play</i>	<i>Leadership</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/ Personal Challenge</i>	<i>Active Living In The Community</i>
	1, 3	8, 9								1		7	

Box Step

Step left forward, step right forward, step left back in line behind the right foot, cross right foot over left and repeat pattern.

Double Fist

Make a fist with both hands and face knuckles towards you with elbows bent and arms in front. Bend up and down while moving hands parallel to each other in an up down fashion

M&M

Make the M & M grip with hands by placing the third and fourth fingers down keeping the others up. Take hands and cross over each other ending with the fingers pointing down towards the floor. Repeat this action opening arms and crossing over.

Dizzy Elbow

Tap right foot out to the right side twice and swing right elbow twice at the same time. Pivot a quarter turn and repeat right foot out this time bringing elbow in twice at the waist. Repeat pattern with elbow pointed outwards and elbow down changing with each rotation. Repeat all the way around making a circle.

4 Step Box

Slide step to the right and then slide step to the left. Turn 90 degrees to face the side and slide to the front and then slide to the back. Bending elbows to 90 degrees and raising elbows to shoulder height and then back down to sides can incorporate arms.

Cowgirl or Boy

Turn right toe and knee in towards left leg and tap toe. Then turn right heel and knee out and tap, then lift right knee up. Take one step to the right; bring left leg to meet right leg, and then one more step to the right, together.

Scooper

Bend at the knees and place hands on the knees, and then stand up straight and scoop the right leg by scuffing it on the floor and bring the knee up and down. Do the same with the left leg.

Twister

Twist to the left, twist to the right, twist to the left and then jump.

Fast Kicks

Turn to do this move on a diagonal. Kick your right leg forward, then kick your right leg backwards, kick forward with right leg for 2 kicks and then hop onto other leg. Repeat by kicking opposite leg. (forward, backward, forward, forward, switch)

Straight Walk

Take 3 steps backwards and tap the left foot. Clap hands when tapping. Then take 3 steps forward and tap the right foot with a clap of the hands.

Biceps and Triceps

Lunge back with right leg and then lunge back with the left leg. While you lunge back, your arms make the movement of a bicep curl movement. Then tap right heel to the front and then left heel to the front, while your arms do tricep pulldown movement.

Whip Step

Hop back and forth from one leg to the other. Whip the arms by making a figure 8 movement across the front of your body.

Circle Walk

Walk 3 steps in a circle and then jump and clap on the fourth count. Walk in a circle in the other direction and then jump and clap.





Save the last dance

Taken from the movie, "Save The Last Dance". Stand on the diagonal and cross arms out in front of your body like you are punching in front. Then pull the arms in towards the sides of your body. Next, place your hands on your knees and bend down and back up again.

Other:



HIP HOP ACTIVITIES

General Outcomes													
	Activities		Benefits Health			Cooperation			Do It Daily...For Life				
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communication</i>	<i>Fair Play</i>	<i>Leadership</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/ Personal Challenge</i>	<i>Active Living In The Community</i>
	1, 3	8, 11				1	3			1	3	7	

Hip Hop Dance Tag: Students run from the “tagger(s)”. If tagged, they stop where they are and dance their favorite Hip Hop dance move. In order to be free, another person stands facing them and mirrors the same move for a count of four seconds. This frees the player and they both run back into the game.

Hip Hop Immunity Tag: Students can avoid being tagged by stopping at any point and dancing Hip Hop on the spot. If they are dancing they cannot be tagged. Teachers may wish to limit the number of times they are able to stop to dance in a certain time frame.

Hip Hop Follow the Leader: The students pair up. Decide who will be the leader and direct the follower to face the leader one behind the other. Play the music and the leader must move around the room doing Hip Hop dance. Emphasize no running! As the music stops the partners reverse roles and the new leader takes over. Repeat.

Hip Hop Bingo: In partners the students dance with each other. When the music stops, the teacher calls out “bingo” and students high-five their partner and switch to find a new partner very quickly. Encourage students to dance some of their own moves as well.

Captains Coming!: A variation of the traditional game. All students pretend they are on a ship. The gym is the ship. The students gather to start the game in the middle of the ship. The teacher is the captain! The captain points to one of the walls of the gym and the students run in that direction. If the captain calls out a hip hop move then the students stop and perform that move. Keep the pace going with students running and moving and dancing! Great to get heart rates up.

Dancing Soccer Baseball: For any game that the students are stationary for periods of time, have them dancing hip hop on the spot! If they are on the bases they must be dancing. If they are waiting a turn they must be dancing. Make sure to play the music to get them moving. This can work for many different activities.

HIP HOP MUSIC

SONG TITLE	ARTIST	CD
Like I Love You	Justin Timberlake	Justified
Let's Get Down	Bow Wow	Unleashed
Crazy In Love	Beyonce	Dangerously In Love
Jenny From the Block	Jennifer Lopez	This is Me... Then
Whenever Wherever	Shakira	Groove Station 9
Gotta Get Thru This	Daniel Bedingfield	Gotta Get Thru This
We Are All Made of Stars	Moby (vocal remix)	Much Dance 2003
Nobody's Fool	Avril Lavigne	Let Go
That's the Way	Spin Doctors	Space Jam Soundtrack
Get Giddy With it, Miami	Will Smith	Big Willie Style

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