

HIP/HOP 10

District Name: Kamloops/Thompson

District Number: 73

Developed by: Tammy Kawa

Date Developed: March 15/09

School Name: Beattie School of Arts Pineridge Campus

Principal's Name: Mr. Mike Safek

Board Authority Approval Date:

Board Authority Signature:

Course Name: Hip Hop 10

Grade Level of Course: 10

Number of Course Credits: 2

Number of Hours of Instruction: 60

Pre-requisites: Hip Hop 9 or written permission from teacher

SPECIAL TRAINING: Teacher needs a Hip/Hop Jazz dance background and a general knowledge of anatomy and physiology. Teacher also needs experience with: elements of movement, creation and composition, presentation and performance, and Hip/Hop dance in society/history. Knowledge of hip/hop choreography and performance is essential in order to teach students.

COURSE SYNOPSIS:

Hip/Hop 10 is an extension of Hip/Hop Jazz 9, in which students further develop proficiency in choreography and performance. Students explore a variety of movement styles in Hip/Hop complemented with jazz dance. Basic jazz steps will be taught such as chase, jette, chaine turns etc. The aim of this course is to engage the students and provide them with opportunities to learn, create, explore, compose, evaluate, and perform movement sequences and dances from the dance genre, Hip/Hop. This style of dance gives students the opportunity to express themselves in a non-verbal, artistic manner, without the restrictive rules of other styles of dance.

Exploration of Hip/Hop and Jazz movement will occur through direct teaching and also through the student's own choreography. Students will demonstrate dance techniques,

create movements to sound/music, choreograph movement sequences, rehearse and perform dance, demonstrate skills and attitudes appropriate to a range of dance experiences as performer, participant, and audience, and use established criteria to analyse the work of self and others. The teacher will assess students' participation and group communication skills.

Students work as individuals, duals, and groups to learn and become skilled at basic steps and choreographed routines. This class is movement based, but some written assignments will be required. Students will be given the opportunity to perform their dance routines in an array of surroundings.

Learning Outcomes are grouped under the curriculum organizers: Elements of Movement, Creation and Composition, Presentation and Performance, and Dance and Society.

Assessment will be on-going through a variety of teacher and student initiated evaluation processes.

This is a performance-based course. Grades will be based on Ministry-based learning outcomes that will be targeted each week such as leadership skills, work ethic, and dance techniques associated with this genre. On occasion, written assignments and quizzes may be given for further assessment of the student's knowledge. Students will be expected to use group and self-assessment as well.

RATIONALE:

The course was developed for students who wish to further the skills learned in Hip/Hop Jazz 9, and are seriously interested in pursuing Hip/Hop as a career or are interested in a lifelong development of dance as recreation, entertainment, and health and wellness.

Hip/Hop provides for the development of dance skills in performance and choreography. The course helps students improve their listening, leadership, cognitive, and communication skills. Students learn about relationships with props and others, social responsibility, social skills, and how to work by themselves and others.

The skills students learn in Hip/Hop can be integrated into other courses as another means of communication and expression. For example, dance may be used in Social Studies to explain the different levels in British society in the 1900s.

Students will be asked to share in the analysis, evaluation, and assessment of their own and others' work.

ORGANIZATION STRUCTURE:

Unit One – Introduction and review of hip/hop jazz in society/history. Learn hip/hop jazz movements/ routines/warm-up/techniques/skills/activity/stretch cool-down/strengthening exercises prepared by the teacher. Students develop a plan for a lifelong involvement in hip/hop. Keep daily journal record.	8 hours
Unit Two – Students choreograph (create and compose) hip/hop routine – dual, or small group. – minimum of 64 counts. Perform routine for class. Keep daily journal record.	7 hours
Unit Three - Learn hip/hop jazz movements/ routines/warm-up/techniques/skills/activity/stretch cool-down/strengthening exercises prepared by the teacher. Keep daily journal record.	7 hours
Unit Four – Students choreograph (create and compose) hip/hop routine – dual, or small group- minimum of 72 counts. Perform routine for class. Keep daily journal record.	7 hours
Unit Five- Learn hip/hop jazz movements/ routines/warm-up/techniques/skills/activity/stretch cool-down/strengthening exercises prepared by the teacher. Start working on research assignment: major figure in hip/hop (in pairs). Keep daily journal record.	8.5 hours
Unit Six – Students choreograph (create and compose) hip/hop routine – individual, dual, or small group – minimum of 64 counts. Perform routine for class. Oral presentation of major figure in hip/hop (in pairs). Keep daily journal record.	8.5 hours
Unit Seven – Teacher and students choreograph dance routine to entire song for a school performance.	7 hours
Unit Eight – Practice routine and perform routine for school.	7 hours

These topics and the hours attached to them are reflective of the total amount of time given throughout the course. In most class situations and activities, more than one topic is begin applied. Each unit of the course focuses on one or more of the curriculum organizers. The course will begin with the definition of hip/hop, history of hip/hop, view a video of major figures in hip/hop, and develop a plan for a lifelong involvement in dance as a career, recreation, or entertainment. Injuries and prevention of injuries in dance will be discussed throughout the course. The entire class will perform one routine for the school/public at the end of the term. Other performances tba.

Curriculum Organizer - Elements of Movement

Learning Outcomes

It is expected that students will:

- use the elements of movement (body, space, time, dynamics, and relationship) with increasing degrees of refinement, complexity, and variety
- demonstrate dance techniques associated with Hip/Hop genre

Curriculum Organizer - Creation and Composition

Learning Outcomes

It is expected that students will:

- use the creative process of exploration, selection, combination, refinement, and reflection to compose movement sequences and dances

Curriculum Organizer – Presentation and Performance

Learning Outcomes

It is expected that students will:

- participate in the presentation and performance of dance
- demonstrate dance movements in the appropriate style for the chosen genre or choreography
- demonstrate skills and attitudes appropriate to a range of dance experiences as performer, participant, and audience
- rehearse and perform dance for a specific environment
- use established criteria to analyse the work of self and others

Curriculum Organizer – Dance and Society

Learning Outcomes

It is expected that students will:

- demonstrate a growing awareness, understanding, and appreciation of the histories, diversities, roles, and influences of dance within society
- analyse the cultural context and evolution of a particular dance genre
- create a personal plan for lifelong involvement in dance as a career, recreation, or entertainment

Student Performance Methods

- practical demonstration of skill
- presentations and performances
- class discussions
- sharing learning with peers

LEARNING RESOURCES:

DVDs focusing on Hip/Hop dance, Movies with Hip/Hop dance as the focus, Hip/Hop and other genres of music, Henry Grube Resources, “Hip Hop in a Box” by Tricia Gomez, “Creative Dance for All Ages” by Anne Green Gilbert, “Dance Teaching Methods and Curriculum Design” by Gayle Kassing and Danielle M. Jay, terminology handouts, history handouts, other handouts, Yoga and Pilates books

PLANNING FOR ASSESSMENT:

This course focuses on a street dance form related to jazz dance. Because of its origin in popular culture, the steps and the style of hip/hop are constantly changing. Before beginning the creative work, students are taught steps of hip/hop, practise sequences, and are taught performing skills.

In these units, students study technique, improvising, creating, and performing dance. This unit is repeated in order to build on skills/techniques learned.

Throughout the unit, students make daily records in their dance journals, where they describe and respond to the day's activity and assess their own work.

Students research new movements by watching videotapes of hip/hop performances. After discussing what constitutes a hip/hop style, they work in partners to transform dance steps selected from other dance forms (e.g. Charleston) into new steps. They also create their own hip-hop steps and improvise to suitable music.

Following a teacher-lead discussion of how the elements of movement can be used to make choreography more interesting, groups of four create short hip-hop sequences (each dancer contributing 8 to 16 counts of material). Over several lessons, following the task requirements and criteria provided, the pairs refine their sequences. After a review of performing techniques, each group gives a practice performance for another group, receive feedback, then perform for videotaping.

The teacher evaluates the extent to which students attain the learning outcomes by assessing:

choreography (group)
performance (individual)
dance journal (individual)

In these units, students research activities and make presentations to the class.

Students draw on their previous experiences, information they acquired through their own research, and their classmates' presentations, to create personal plans for short- and long-term involvement in dance, particularly hip/hop jazz.

Students who participate in this unit have several years of hip/hop jazz training.

The teacher makes the major assignments and expectations clear at the beginning of the unit. While students would receive feedback throughout the unit, evaluation would be based on three projects:

- 0 oral presentation of research on a major figure in hip/hop dance (in pairs)
 - 1 report (in any format) on a hip/hop future as a dance career or recreational opportunity
 - 2 personal plan, including short- and long-terms goals for involvement in dance
- Students focus first on hip/hop history. They view a video, and note the names and contributions of some major figures in hip/hop. They work in pairs to choose, research, and report on a particular person or company of their choice. Task requirements include:
- 3 identify major contributions of person or company
 - 4 include a demonstration of some aspect of style, technique, or choreography
 - 5 provide background information on training, development, influences, career
 - 6 explain why this person or company is interesting or important to you and your involvement in dance

Students also have copies of the marking criteria and scales to guide them as they work.

Students present their research in a number of formats: slide shows; role-plays; simulated radio or TV interviews; lectures, and so on. All include a demonstration of a hip/hop movement(s). Students are encouraged to make notes as they listen to and watch the presentations.

To follow up this activity, students work in groups of two or three to select a dance career or recreational opportunity to research and report on. Students are encouraged to speculate about future opportunities as well as considering those that currently exist. They brainstorm questions that should be answered by their research. For example:

EVALUATION AND CRITERIA:

1. Daily evaluation of student performance utilizes teacher assessment as well as peer and self-evaluation techniques.
2. Unit evaluation reflects the sum of daily performances.

Tools and techniques include: holistic rating scales, journal entries, dance portfolios, teacher-student conferences, participation records, planning and goal-setting worksheets and exercises, short-term and long-term observation reports, practice assignments, checklists, self-assessment tools, peer assessment tools, performance and skill-testing exercises and drills, creative process anecdotal reports, research projects, presentations, rubrics, and pencil and paper tests.

CURRICULUM ORGANIZER: Assessment and Evaluation

Elements of Movement	25%
Creation and Composition	25%
Presentation and Performance	25%
Dance and Society	25%

Assessing and Evaluating Student Choreography and Performance

As the groups create their dance sequence, they refer to the choreography checklist to ensure that their sequence meets the established criteria. They use the checklists to give feedback to other groups during practices. After revisions and practice the dances are videotaped.

The teacher uses the checklists to record and comment on specific features of the choreography and performance before assigning overall grades. The same checklists and ratings are adapted and used for similar assignments throughout the course.

Choreography: Criteria

movements are appropriate to style

shows sensitivity to sound and music

effective structure (clear beginning, smooth transitions, strong and clear ending)

conscious use of elements of movement (variety in level, rhythm, body parts; change in focus, dynamics; interesting floor pattern)

demonstrates originality and creativity

Performance: Criteria

clear focus

maintains appropriate spacing relative to others

maintains flow of sequence; uses transitions well

uses personal space appropriately

demonstrates accuracy in technique

dance memory

clear dynamics

accurate rhythm

skills executed

stage presence

Attitude as Performer and Participant Criteria

willingly engages in class activities

shows energy and effort in executing tasks and assignments

perseveres, concentrates

committed to improving, seeks and accepts feedback

supports other dancers with encouragement and feedback

Evaluation Key

A Goes beyond some of the criteria to demonstrate strong, innovative performance.

B Meets all criteria; some aspects are strong or innovative.

C+ Meets all criteria; may have occasional minor problems.

C Meets most criteria; may have problems in one or two aspects.

C Meets most criteria at a minimal level; includes problems in several areas.

IP/
F Criteria not yet demonstrated.

Journals:

Journal: Criteria

complete

reflections or comments show evidence of attempts to refine dance

entries show understanding of students' own strengths and weaknesses

entries indicate commitment to refining performance

Journals: Evaluation

The teacher collects, responds to, and assigns one of the following ratings to students' journals:

Committed

Entries are complete; comments are detailed and thoughtful. Shows awareness of own strengths and weaknesses, and a commitment to refining and improving own work.

Developing

Entries are complete and include some detail. Some self-analysis; may be somewhat vague or frequently repeat the same comments.

Minimal

Most required entries are included, but they are often extremely brief. Little detail or analysis.

Requirement not Completed

This course requirement has not been met. Entries are frequently missing or incomplete.

Research Activities and Presentations/Performances to the Class

Criteria:

The students and the teacher work together to establish the criteria:

Presentation/Demonstration

information on a major figure in modern dance is:

- 0 complete
- 1 accurate
- 2 relevant
- 3 detailed
- 4 makes logical connections or generalizations; draws logical conclusions
- 5 cites relevant sources

presentation/demonstration is:

- 6 clear and easy to follow
- 7 dance movements are relevant and accurately executed
- 8 attempts to engage audience

Report (any format)

information on contemporary or future career or recreational opportunity in dance is:

- 0 complete
- 1 accurate
- 2 relevant
- 3 detailed

presentation/demonstration is:

- 0 clear and easy to follow
- 1 attempts to engage audience
- 2

Evaluation:

The teacher develops a five-point rating scale for evaluating the presentations and reports. The basis of the scale was similar for both projects; however, it is tailored to reflect some of the specific aspects of each assignment. Students have copies of the scale as they prepare their assignments; they are able to use these to elicit feedback from their classmates and others as they work on their projects.

Personal Plan (including short- and long-terms goals for involvement in dance)

Criteria:

includes all required elements

information is relevant and accurate

action plan connects logically to goals
action plan connects logically to present abilities and experiences
action plan shows evidence of resourcefulness, willingness to address issues or barriers
realistically and constructively
shows evidence of commitment: work is complete, detailed and personally relevant

Evaluation:

The teacher develops a check-list and rating scale based on the criteria.

HIP/HOP CHOREOGRAPHY GRADE 11

District Name: Kamloops/Thompson

District Number: 73

Developed by: Tammy Kawa

Date Developed: March 15/09

School Name: Beattie School of Arts Pineridge Campus

Principal's Name: Mr. Mike Safek

Board Authority Approval Date:

Board Authority Signature:

Course Name: Hip Hop Choreography Grade 11

Grade Level of Course: 11

Number of Course Credits: 2

Number of Hours of Instruction: 60

Pre-requisites: Hip Hop 10 or written permission from teacher

Special Training: Teacher needs a Hip/Hop Jazz dance background and a general knowledge of anatomy and physiology. Teacher also needs experience with: elements of movement, creation and composition, presentation and performance, and Hip/Hop

dance in society/history. Knowledge of Hip/Hop dance choreography and performance is essential.

Course Synopsis:

Hip/Hop Choreography Grade 11 is an extension of Hip/Hop 10, in which students further create dance and develop proficiency in formal and informal settings for a variety of purposes. The aim of this course is to engage the students and provide them with opportunities to learn, explore, create, produce, refine, evaluate, and perform movement sequences and dances from the dance genre, Hip/Hop. This style of dance gives students the opportunity to express themselves in a non-verbal, artistic manner, without the restrictive rules of other styles of dance.

Students produce Hip/Hop movements drawing on all the learned skills and elements of movement. By means of the creative process, students develop an understanding of the elements of movement and combine them to form a choreographed routine. The creative process requires a safe environment that encourages discussion and risk taking.

Exploration of Hip/Hop and Jazz movement will occur through direct teaching and also through the student's own choreography. Students will demonstrate dance techniques, create movements to sound/music, choreograph movement sequences, rehearse and perform dance, demonstrate skills and attitudes appropriate to a range of dance experiences as performer, participant, and audience, and use established criteria to analyse the work of self and others. The teacher will assess students' participation and group communication skills.

Students work as individuals, duals, and groups to learn and become skilled at basic steps and choreographed routines. This class is movement based, but some written assignments will be required. Students will be given the opportunity to perform their dance routines in an array of surroundings.

Learning Outcomes are grouped under the curriculum organizers: Elements of Movement, Creation and Composition, Presentation and Performance, and Dance and Society.

Assessment will be on-going through a variety of teacher and student initiated evaluation processes.

This is a performance-based course. Grades will be based on Ministry-based learning outcomes that will be targeted each week such as leadership skills, work ethic, and dance techniques associated with this genre. On occasion, written assignments and quizzes may be given for further assessment of the student's knowledge. Students will be expected to use group and self-assessment as well.

Rationale:

“Dance is the art of gesture and movement. It transforms images, ideas, and feelings into movement sequences that are personally and socially significant. Dance organizes

physical energy within time and space, and may draw from the power of music, literature, drama, and visual arts. Dance is a natural means of communication and expression, integrating movement, feeling, and intellect.”

“Appreciation of dance provides a context for understanding the world and contributes to a vibrant culture. As one of the fine arts, dance embraces movement, creation, and performance. It requires a balance of knowledge, skills, and attitudes that stretches the limits of our physical ability, of our expressiveness, and of the human spirit. Dance can be powerful, vital, and joyful.”

“People dance for many reasons and in all stages of life. Dance education provides all students with opportunities to experience, understand, and value the language and art of dance. Because dance uses movement in unique ways, it provides an exciting impetus for learning in all areas of the curriculum.”

“Instruction in dance allows students to acquire dance literacy skills that contribute to their development as educated citizens. It provides students with opportunities to:

- appreciate the aesthetic inherent in dance
- develop critical-thinking skills through the creative process of dance
- communicate information, ideas, understanding, and emotions
- develop self-motivation and enhance self-esteem through participation
- appreciate the role of dance in the community
- acquire skills and attitudes for lifelong involvement in dance (for careers or recreation)
- strive for physical well-being by developing the body
- develop qualities of co-operation and respect for others through knowledge and understanding of dance in world cultures”

The course was developed for students who wish to further the skills learned in Hip/Hop 10, and are seriously interested in pursuing Hip/Hop as a career or are interested in a lifelong development of dance as recreation, entertainment, and health and wellness.

The course helps students improve their listening, leadership, cognitive, and communication skills. Students learn about relationships with props and others, social responsibility, social skills, and how to work by themselves and others.

The skills students learn in Hip/Hop can be integrated into other courses as another means of expression or communication.

Students will be asked to share in the analysis, evaluation, and assessment of their own and others’ work.

Organization Structure:

1. Learn hip/hop jazz movements/routines/warm-up/techniques/skills/ stretches/cool-

down/strengthening exercises prepared by the teacher:	25 hrs
2. Individuals, duos, or small groups create and compose dance routines:	20 hrs
3. Presentations and performances	7.5 hrs
4. Learn about hip/hop in society/history	7.5 hrs

Example of hip/hop course outline:

1. First week review: history, elements of movement, watch video-clips and live performances, dance.
2. Second week learn teacher led movements and routine. Extend understanding of specific elements of movement and expand known movement vocabulary.
3. Third week movement-exploration activities and encourage students to record their favourite ways of moving. Teach favourite movements to peers. Select a principle of movement and use it as a basis for group composition. Ensure students focus on their use of the chosen principle throughout the composition.
Provide activities that develop the principle. Discuss are these movement safe? How do they rely on and contribute to fitness and health? Encourage students to keep movement journals for reference in composition.
4. Fourth and fifth week students choreograph hip/hop routine with three specific elements of movement. Students apply an understanding of fitness, health, and safety to choreography. Perform routine in front of class.
5. Sixth and seventh week learn teacher led movements and routine - adding on to previous teacher learned routine. Extend understanding of specific elements of movement and expand known movement vocabulary.
6. Eighth and ninth week students choreograph hip/hop routine with three specific elements of movement. Students apply an understanding of fitness, health, and safety to choreography. Perform routine in front of class.
7. Tenth and eleventh week learn teacher led movements and routine – adding on to previous teacher learned routine. Extend understanding of specific elements of movement and expand known movement vocabulary.
8. Twelfth week – performance field trips.
9. Thirteenth to Fifteenth week teacher and students choreograph hip/hop routine with four to five elements of movement.
10. Sixteenth week - perform routine for school/public.

These topics and the hours attached to them are reflective of the total amount of time given throughout the course. In most class situations and activities, more than one topic is being applied.

The entire class will perform one routine for the school/public at the end of the term. Other performances tba.

Curriculum Organizer - Elements of Movement – Students use the elements of movement (body, space, time, dynamics, and relationship) with increasing degrees of refinement, complexity, and variety.

Learning Outcomes

It is expected that students will:

- improvise movement: extend understanding of the elements of movement, expand known movement vocabulary in new applications
- apply principles of movement to dance exploration
- apply an understanding of fitness, health, and safety to choreography
- use appropriate terminology to describe movement
- demonstrate dance techniques associated with hip/hop genre

Curriculum Organizer - Creation and Composition – Students use the creative process of exploration, selection, combination, refinement, and reflection to compose movement sequences and dances.

Learning Outcomes

It is expected that students will:

- improvise within a given structure, using the elements of movement as stimulus for exploration
- create compositions for a variety of purposes: to respond to or represent a range of stimuli, for a given genre or style, to emphasize given elements of movement, for various performance group sizes
- apply one or more of the principles of design to create dances in narrative and pattern choreographic forms
- refine dance sequences to clarify and enhance the choreography
- articulate own choreographic intent
- select or create stagecraft elements for a chosen choreography
- identify a variety of ways to record choreography

Curriculum Organizer – Presentation and Performance – Students participate in the informal presentation and formal performance of dance to acquire and refine their creative, collaborative, and leadership skills to recognize and develop both aesthetic and social values

Learning Outcomes

It is expected that students will:

- demonstrate skills and attitudes appropriate to the role of the choreographer in presenting dance: ability to give direction, respect for others' contributions, commitment to the rehearsal process, and ability to give and receive constructive criticism
- use established criteria to analyse structure, style, and meaning in dance in terms of: technical and aesthetic use of the elements of movement; representation of style or genre; choreographic form, design, and roles; and use of stagecraft.

Curriculum Organizer – Dance and Society – Students demonstrate a growing

awareness, understanding, and appreciation of the history, diversity, roles, and influences of dance within society.

Learning Outcomes

It is expected that students will:

- articulate their goals in terms of the creative process
- identify the influences of technology on choreography
- compare the definitive styles of two or more choreographers
- analyse the cultural influences and evolution of choreography in a variety of contexts
- assess the role of choreography in responding to community needs
- establish a plan for achieving personal goals for lifelong participation in dance as a career, for recreation, or for entertainment

Student Performance Methods

- practical demonstration of skill
- presentations and performances
- class discussions
- sharing learning with peers

Learning Resources:

DVDs focusing on Hip/Hop dance, Movies with Hip/Hop dance as the focus, Hip/Hop and other genres of music, Henry Grube Resources, “Hip Hop in a Box” by Tricia Gomez, “Creative Dance for All Ages” by Anne Green Gilbert, “Dance Teaching Methods and Curriculum Design” by Gayle Kassing and Danielle M. Jay, terminology handouts, history handouts, other handouts, Yoga and Pilates books

Assessment and Evaluation

1. Daily evaluation of student performance utilizes teacher assessment as well as peer and self-evaluation techniques.
2. Unit evaluation reflects the sum of daily performances.

CURRICULUM ORGANIZER: Assessment and Evaluation

Elements of Movement	25%
Creation and Composition	25%
Presentation and Performance	25%
Dance and Society	25%

Assessment and Evaluation in Dance Education

Dance education is an integrated program; assessment and evaluation should therefore reflect outcomes in all four curriculum organizers. For example, while evaluating work focussed on achieving Elements of Movement outcomes, teachers may also make observations related to outcomes from the Creation and Composition, Presentation and Performance, and Dance in Society organizers.

Consistent feedback is particularly important to the successful development of good dance techniques, and to the development of a positive and enthusiastic attitude toward lifelong involvement in dance. Helping students set goals and objectives for their own artistic and physical development and lifestyle choices, and then working with them to monitor their progress, are important responsibilities of all dance teachers.

Challenging oneself personally and exploring new ideas and learning styles are essential factors in artistic development. These explorations may be intimidating for students in that the final product or presentation may not meet the standard they might have achieved if they had "played it safe" and worked in a more familiar way. Students may be reluctant to challenge themselves or take risks with their work if they know that the end product will always be on display or presented to others publicly. While they should be encouraged to take pride in their artistic products, the creative problem-solving process is equal in importance to the resulting product. Much of the daily work in arts education will be process oriented; therefore, it should be made clear to students that these processes are valued as much as public presentations. Although not all work will result in a public presentation, whenever students' work is to be presented, it is essential that the students be involved in the selection and decision-making process.

Assessment should be carried out in a variety of genres and contexts, which are articulated in this curriculum. Students particularly benefit when they participate in developing the assessment criteria. Tools and techniques include:

- holistic rating scales
- journal entries
- dance portfolios
- teacher-student conferences
- participation records
- planning and goal-setting worksheets and exercises
- short- and long-term observation reports
- practice assignments
- checklists
- self-assessment tools
- peer assessment tools
- performance- and skill-testing exercises and drills
- creative process anecdotal reports
- projects
- pencil-and-paper tests

Samples of student performance should reflect learning outcomes and identifies criteria. The samples clarify and make explicit the link between evaluation and learning outcomes, criteria, and assessment. Where a student's performance is not a product, and therefore not reproducible, a description of the performance sample should be provided.

Criterion-referenced evaluation may be based on these steps:

Step 1 Identify the expected learning outcomes (as stated in this Integrated Resource

Package).

Step 2 Identify the key learning objectives for instruction and learning.

Step 3 Establish and set criteria. Involve students, when appropriate, in establishing criteria.

Step 4 Plan learning activities that will help students gain the knowledge or skills outlined in the criteria.

Step 5 Prior to the learning activity, inform students of the criteria against which their work will be evaluated.

Step 6 Provide examples of the desired levels of performance.

Step 7 Implement the learning activities.

Step 8 Use various assessment methods based on the particular assignment and student.

Step 9 Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.

Step 10 Where appropriate or necessary, assign a letter grade that indicates how well the criteria are met.

Step 11 Report the results of the evaluations to students and parents.

Assessing and Evaluating Student Performance Examples:

Double-Entry Journal

The teacher collected the journals in the middle of the unit and used a rating scale to evaluate the personal reflections. Each student had a list of the required entries and a copy of the rating scale.

Project

Students used a rating scale, provided by the teacher, to indicate the score that they felt they had earned for each of the criteria. The teacher assigned the final rating.

Dance Creation

Each group rated its work using the given criteria. Each student also rated his or her individual choreography. Students then rated the work of two peers within their own groups. The teacher considered self- and peer ratings in assigning a final grade.

Key:

A—Consistently goes beyond the criteria to demonstrate excellence in dance choreography.

B—Meets all criteria; some aspects demonstrate excellence in dance choreography.

C+—Meets all criteria.

C—Meets most criteria.

C-—Meets most criteria at a minimal level.

I/F—Criteria not yet demonstrated.

HIP/HOP CHOREOGRAPHY GRADE 12

District Name: Kamloops/Thompson

District Number: 73

Developed by: Tammy Kawa

Date Developed: March 15/09

School Name: Beattie School of Arts Pineridge Campus

Principal's Name: Mr. Mike Safek

Board Authority Approval Date:

Board Authority Signature:

Course Name: Hip Hop Choreography Grade 12

Grade Level of Course: 12

Number of Course Credits: 2

Number of Hours of Instruction: 60

Pre-requisites: Hip Hop 11 or written permission from teacher

Special Training: Teacher needs a Hip/Hop Jazz dance background and a general

knowledge of anatomy and physiology. Teacher also needs experience with: elements of movement, creation and composition, presentation and performance, and Hip/Hop dance in society/history. Knowledge of Hip/Hop dance choreography and performance is essential.

Course Synopsis:

Hip/Hop Choreography Grade 12 is an extension of Hip/Hop Choreography Grade 11, in which students further create dance and develop proficiency in formal and informal settings for a variety of purposes. The aim of this course is to engage the students and provide them with opportunities to learn, explore, create, produce, refine, evaluate, and perform movement sequences and dances from the dance genre, Hip/Hop. This style of dance gives students the opportunity to express themselves in a non-verbal, artistic manner, without the restrictive rules of other styles of dance.

Students produce Hip/Hop movements drawing on all the learned skills and elements of movement. By means of the creative process, students develop an understanding of the elements of movement and combine them to form a choreographed routine. The creative process requires a safe environment that encourages discussion and risk taking.

Exploration of Hip/Hop and Jazz movement will occur through direct teaching and also through the student's own choreography. Students will demonstrate dance techniques, create movements to sound/music, choreograph movement sequences, rehearse and perform dance, demonstrate skills and attitudes appropriate to a range of dance experiences as performer, participant, and audience, and use established criteria to analyse the work of self and others. The teacher will assess students' participation and group communication skills.

Students work as individuals, duals, and groups to learn and become skilled at basic steps and choreographed routines. This class is movement based, but some written assignments will be required. Students will be given the opportunity to perform their dance routines in an array of surroundings.

Learning Outcomes are grouped under the curriculum organizers: Elements of Movement, Creation and Composition, Presentation and Performance, and Dance and Society.

Assessment will be on-going through a variety of teacher and student initiated evaluation processes.

This is a performance-based course. Grades will be based on Ministry-based learning outcomes that will be targeted each week such as leadership skills, work ethic, and dance techniques associated with this genre. On occasion, written assignments and quizzes may be given for further assessment of the student's knowledge. Students will be expected to use group and self-assessment as well.

Rationale:

“Dance is the art of gesture and movement. It transforms images, ideas, and feelings into movement sequences that are personally and socially significant. Dance organizes physical energy within time and space, and may draw from the power of music, literature, drama, and visual arts. Dance is a natural means of communication and expression, integrating movement, feeling, and intellect.”

“Appreciation of dance provides a context for understanding the world and contributes to a vibrant culture. As one of the fine arts, dance embraces movement, creation, and performance. It requires a balance of knowledge, skills, and attitudes that stretches the limits of our physical ability, of our expressiveness, and of the human spirit. Dance can be powerful, vital, and joyful.”

“People dance for many reasons and in all stages of life. Dance education provides all students with opportunities to experience, understand, and value the language and art of dance. Because dance uses movement in unique ways, it provides an exciting impetus for learning in all areas of the curriculum.”

“Instruction in dance allows students to acquire dance literacy skills that contribute to their development as educated citizens. It provides students with opportunities to:

- appreciate the aesthetic inherent in dance
- develop critical-thinking skills through the creative process of dance
- communicate information, ideas, understanding, and emotions
- develop self-motivation and enhance self-esteem through participation
- appreciate the role of dance in the community
- acquire skills and attitudes for lifelong involvement in dance (for careers or recreation)
- strive for physical well-being by developing the body
- develop qualities of co-operation and respect for others through knowledge and understanding of dance in world cultures”

The course was developed for students who wish to further the skills learned in Hip/Hop 10, and are seriously interested in pursuing Hip/Hop as a career or are interested in a lifelong development of dance as recreation, entertainment, and health and wellness.

The course helps students improve their listening, leadership, cognitive, and communication skills. Students learn about relationships with props and others, social responsibility, social skills, and how to work by themselves and others.

The skills students learn in Hip/Hop can be integrated into other courses as another means of expression or communication.

Students will be asked to share in the analysis, evaluation, and assessment of their own and others' work.

Organization Structure:

- | | |
|--|---------|
| 1. Learn hip/hop jazz movements/routines/warm-up/techniques/skills/ stretches/cool-down/strengthening exercises prepared by the teacher: | 25 hrs |
| 2. Individuals, duals, or small groups create and compose dance routines: | 20 hrs |
| 3. Presentations and performances | 7.5 hrs |
| 4. Learn about hip/hop in society/history | 7.5 hrs |

Example of hip/hop course outline:

1. First week review: history, elements of movement, watch video-clips and live performances, dance. Teacher/student use appropriate terminology throughout course.
2. Second week learn teacher led movements and routine. Extend understanding of specific elements of movement and expand known movement vocabulary. Evaluate career opportunities in choreography.
3. Third week movement-exploration activities and encourage students to record their favourite ways of moving. Teach favourite movements to peers. Analyse cultural and historical influences on choreography. Select a principle of movement and use it as a basis for group composition. Ensure students focus on their use of the chosen principle throughout the composition. Provide activities that develop the principle. Discuss are these movement safe? How do they rely on and contribute to fitness and health? Encourage students to keep movement journals for reference in composition.
4. Fourth and fifth week students choreograph hip/hop routine with three specific elements of movement. Students apply an understanding of fitness, health, and safety to choreography. Perform routine in front of class.
5. Sixth and seventh week learn teacher led movements and routine - adding on to previous teacher learned routine. Extend understanding of specific elements of movement and expand known movement vocabulary.
6. Eighth and ninth week students choreograph hip/hop routine with three specific elements of movement. Students apply an understanding of fitness, health, and safety to choreography. Perform routine in front of class.
7. Tenth and eleventh week learn teacher led movements and routine – adding on to previous teacher learned routine. Extend understanding of specific elements of movement and expand known movement vocabulary.
8. Twelfth week – performance field trips.
9. Thirteenth to Fifteenth week teacher and students choreograph hip/hop routine with four to five elements of movement.
10. Sixteenth week - perform routine for school/public.

These topics and the hours attached to them are reflective of the total amount of time given throughout the course. In most class situations and activities, more than one topic is begin applied.

The entire class will perform one routine for the school/public at the end of the term. Other performances tba.

Curriculum Organizer - Elements of Movement – Students use the elements of movement (body, space, time, dynamics, and relationship) with increasing degrees of refinement, complexity, and variety.

Learning Outcomes

It is expected that students will:

- improvise movement: extend understanding of the elements of movement, expand known movement vocabulary in new applications
- apply principles of movement to dance exploration
- apply an understanding of fitness, health, and safety to choreography
- use appropriate terminology to describe movement
- demonstrate dance techniques associated with hip/hop genre

Curriculum Organizer - Creation and Composition – Students use the creative process of exploration, selection, combination, refinement, and reflection to compose movement sequences and dances.

Learning Outcomes

It is expected that students will:

- evaluate improvisation as a creative tool
- create compositions for a variety of purposes: to respond to or represent a range of stimuli, for a variety of audiences, for a variety of settings, and to represent different points of view
- apply elements of movement to develop a choreographic motif
- apply the principles of design to create dances in a wide range of pattern and narrative choreographic forms
- evaluate their choreography in terms of choreographic intent
- design stagecraft for a chosen choreography
- apply one or more methods to record choreography

Curriculum Organizer – Presentation and Performance – Students participate in the informal presentation and formal performance of dance to acquire and refine their creative, collaborative, and leadership skills to recognize and develop both aesthetic and social values

Learning Outcomes

It is expected that students will:

- demonstrate skills and attitudes appropriate to the role of the choreographer in presenting dance: ability to lead a group effectively, respect for others' contributions, commitment to the rehearsal process, ability to seek and apply constructive criticism
- assume the role of choreographer for a dance performance
- evaluate structure, style, and meaning in dance in terms of: technical and aesthetic use of the elements of movement; representation of style or genre; choreographic form, design, and roles; use of stagecraft.

Curriculum Organizer – Dance and Society – Students demonstrate a growing awareness, understanding, and appreciation of the history, diversity, roles, and influences of dance within society.

Learning Outcomes

It is expected that students will:

- analyse cultural and historical influences on their choreography
- evaluate the influences of technology on choreography
- assess the function of dance in Canadian society
- evaluate career opportunities in choreography
- establish a plan for achieving personal goals for lifelong participation in dance as a career, for recreation, or for entertainment

Student Performance Methods

- practical demonstration of skill
- presentations and performances
- class discussions
- sharing learning with peers

Learning Resources:

DVDs focusing on Hip/Hop dance, Movies with Hip/Hop dance as the focus, Hip/Hop and other genres of music, Henry Grube Resources, “Hip Hop in a Box” by Tricia Gomez, “Creative Dance for All Ages” by Anne Green Gilbert, “Dance Teaching Methods and Curriculum Design” by Gayle Kassing and Danielle M. Jay, terminology handouts, history handouts, other handouts, Yoga and Pilates books

Assessment and Evaluation

1. Daily evaluation of student performance utilizes teacher assessment as well as peer and self-evaluation techniques.
2. Unit evaluation reflects the sum of daily performances.

CURRICULUM ORGANIZER: Assessment and Evaluation

Elements of Movement	25%
Creation and Composition	25%
Presentation and Performance	25%
Dance and Society	25%

Assessment and Evaluation in Dance Education

Dance education is an integrated program; assessment and evaluation should therefore reflect outcomes in all four curriculum organizers. For example, while evaluating work focussed on achieving Elements of Movement outcomes, teachers may also make observations related to outcomes from the Creation and Composition, Presentation and Performance, and Dance in Society organizers.

Consistent feedback is particularly important to the successful development of good

dance techniques, and to the development of a positive and enthusiastic attitude toward lifelong involvement in dance. Helping students set goals and objectives for their own artistic and physical development and lifestyle choices, and then working with them to monitor their progress, are important responsibilities of all dance teachers.

Challenging oneself personally and exploring new ideas and learning styles are essential factors in artistic development. These explorations may be intimidating for students in that the final product or presentation may not meet the standard they might have achieved if they had "played it safe" and worked in a more familiar way. Students may be reluctant to challenge themselves or take risks with their work if they know that the end product will always be on display or presented to others publicly. While they should be encouraged to take pride in their artistic products, the creative problem-solving process is equal in importance to the resulting product. Much of the daily work in arts education will be process oriented; therefore, it should be made clear to students that these processes are valued as much as public presentations. Although not all work will result in a public presentation, whenever students' work is to be presented, it is essential that the students be involved in the selection and decision-making process.

Assessment should be carried out in a variety of genres and contexts, which are articulated in this curriculum. Students particularly benefit when they participate in developing the assessment criteria. Tools and techniques include:

- holistic rating scales
- journal entries
- dance portfolios
- teacher-student conferences
- participation records
- planning and goal-setting worksheets and exercises
- short- and long-term observation reports
- practice assignments
- checklists
- self-assessment tools
- peer assessment tools
- performance- and skill-testing exercises and drills
- creative process anecdotal reports
- projects
- pencil-and-paper tests

Samples of student performance should reflect learning outcomes and identifies criteria. The samples clarify and make explicit the link between evaluation and learning outcomes, criteria, and assessment. Where a student's performance is not a product, and therefore not reproducible, a description of the performance sample should be provided.

Criterion-referenced evaluation may be based on these steps:

Step 1 Identify the expected learning outcomes (as stated in this Integrated Resource Package).

Step 2 Identify the key learning objectives for instruction and learning.

Step 3 Establish and set criteria. Involve students, when appropriate, in establishing criteria.

Step 4 Plan learning activities that will help students gain the knowledge or skills outlined in the criteria.

Step 5 Prior to the learning activity, inform students of the criteria against which their work will be evaluated.

Step 6 Provide examples of the desired levels of performance.

Step 7 Implement the learning activities.

Step 8 Use various assessment methods based on the particular assignment and student.

Step 9 Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.

Step 10 Where appropriate or necessary, assign a letter grade that indicates how well the criteria are met.

Step 11 Report the results of the evaluations to students and parents.

Example of Assessing and Evaluating Student Performance:

The teacher and students used two rating scales to evaluate work in this unit: one for skills and attitudes appropriate to the role of choreographer and one for the small choreography project. The teacher also collected students' journals and viewed the performance videotapes to collect evidence for evaluation. All students had copies of the rating scales as they worked. The scales were frequently used throughout the year for self- and teacher evaluation.

Defining the Criteria

Individual Skills and Attitudes

willingly participates in collaborative choreography
demonstrates individual commitment
effectively takes on a leadership role in group or class activities
shows energy and enthusiasm
consistently takes responsibility
perseveres and concentrates
is sensitive to the needs of other choreographers; is supportive and encouraging
seeks constructive feedback and offers feedback to others

Group Choreography Project

shows sensitivity to cultural music, costumes, and style
demonstrates consistent and appropriate styling

demonstrates understanding of structure (clear beginning, smooth transitions, strong and clear ending)
 consciously applies the principles of movement
 consciously applies the principles of design
 develops original and creative work

Skills and Attitudes

Criteria	Not Evident	Developing	Competent	Powerful
willingly participates in collaborative choreography				
demonstrates individual commitment				
effectively takes a leadership <u>role</u> in group or class activities				
shows energy and enthusiasm				
consistently takes responsibility				
perseveres and concentrates				
is sensitive to the needs of other choreographers; is supportive and encouraging				
seeks and offers constructive feedback				
Overall Rating				
Comments				

Group Choreography Project

Rating	Criteria
<p style="text-align: center;">4 Outstanding</p>	<p>The group creates a dance that demonstrates a high degree of sensitivity to traditional music, costumes, and <u>elements of movement</u> that characterize the style. The <u>choreography</u> contains an effective structure and essential components put together in a dynamic way. There is strong evidence of the application of the <u>principles of movement</u> and design in the dance.</p>
<p style="text-align: center;">3 Very Good</p>	<p>The group creates a well-conceived dance and demonstrates all required criteria.</p>
<p style="text-align: center;">2 Meets Basic Requirements</p>	<p>The group creates a dance that reflects an awareness of traditional music, costumes, and style. The <u>choreography</u> contains some evidence of structure and principles of movement. Some components of <u>choreography</u> are present, but they need to be worked on.</p>
<p style="text-align: center;">1 Fails to Meet Basic Requirements</p>	<p>The group creates a dance that reflects some of the required elements of music, costumes, and style, but these tend to be weakly defined, poorly integrated with the dance, and often confusing. The <u>choreography</u> fails to adequately demonstrate the <u>principles of movement</u> and design.</p>

Key:

A—Consistently goes beyond the criteria to demonstrate excellence in dance choreography.

B—Meets all criteria; some aspects demonstrate excellence in dance choreography.

C+—Meets all criteria.

C—Meets most criteria.

C—Meets most criteria at a minimal level.

I/F—Criteria not yet demonstrated.