

**Dance Unit Plan Title:** B-boy, B-girl, Superstar DJ,  
HERE WE GO!

**Level:** 2                      **Standard:** 2.8                      **DURATION:** 1 Term/1  
lesson per week for 1 year

**Unit Summary**

B-boy is a window into the origins of hip-hop. Although hip-hop has a long history of influence which, like many genres, can be traced back to African dance, the B-boy genre became prominent in the 70's and 80's. This is the period this Unit will focus on, with work on its place in histories timeline. Having this link to hip-hop gives this genre an extra level of interest, as many of the moves students will relate to having evolved into hip-hop. Students will learn these moves through observation and physical exploration.

The four specifications which require focus for External assessment are:

- ≡ Typical Dancers
- ≡ Movement and Purpose
- ≡ Power in Society
- ≡ Skills and Learning

<b>Values highlighted in this unit</b>	<b>How students will be encouraged to develop the selected value or values during the unit</b>
Excellence – aiming high, persevering <input type="checkbox"/>	<p><i>Students must use inquiry to find the origins of B-boy; its purpose, effect and use abstract thinking to determine what the genre represents.</i></p> <p><i>Students will research and investigate the social change happening in New York and the USA leading up to and during the period.</i></p> <p><i>Students will explore the inequities of the period and how these reflected on the lives of the working class and therefore dance.</i></p> <p><i>Students will explore how Crews interacted and competed. How this effected the genre and the alternatives to Crews.</i></p>
Innovation, enquiry and curiosity <input checked="" type="checkbox"/>	
Diversity – culture, language, heritage <input checked="" type="checkbox"/>	
Respect – for themselves and others <input type="checkbox"/>	
Equity – fairness and social justice <input checked="" type="checkbox"/>	
Community and participation for the common good <input checked="" type="checkbox"/>	
Care for the environment <input type="checkbox"/>	
Integrity – accountability, honesty, acting ethically <input type="checkbox"/>	

<b>Key competencies highlighted in this unit</b>	<b>How students will be encouraged to develop the selected competency or competencies during the unit</b>
Managing self – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage <input checked="" type="checkbox"/>	<p><i>Students will work through tasks related to each specification to build up a learning portfolio. They will be guided into taking responsibility for their own learning, understanding and time management leading up to External Assessment.</i></p>
Relating to others – listen actively, recognise different points of view, negotiate, share ideas. <input type="checkbox"/>	
Participating and contributing – balancing rights, roles and responsibilities, and responding appropriately as a group member. <input type="checkbox"/>	
Thinking – using creative, critical, metacognitive and reflective processes, <input type="checkbox"/>	<p><i>Students must use Critical Thinking to find the</i></p>

drawing on personal knowledge and intuitions. <input checked="" type="checkbox"/>	<i>links between the social unrest of the period and the genre of dance reflecting and protesting with this.</i>
Using language, symbols, and texts - recognising dance as a language, interpreting dance language and symbols, using ICT, recognising how choices of language and symbol affect people's understanding. <input checked="" type="checkbox"/>	<i>The moves, gestures and form B-boy takes is informing its audience. Students must explore these to interpret their meaning.</i>

### ACHIEVEMENT OBJECTIVES

Strand	Level	Achievement Objective
<b>UC: Understanding dance in Context</b> <input checked="" type="checkbox"/>	7	≡ Investigate and evaluate the effects of individual, social, cultural, and technological influences on the development of a variety of dance genres and styles.
<b>PK: Developing Practical Knowledge</b> <input checked="" type="checkbox"/>	7	≡ Extend skills in the vocabulary, practices, and technologies of selected dance genres and styles.
<b>DI: Developing ideas</b> <input type="checkbox"/>		
<b>CI: Communicating &amp; Interpreting</b> <input type="checkbox"/>		

### LEARNING OUTCOMES

**Students will ...**

<i>UC</i>	<i>PK</i>	<i>Learn B-boy movement through observation and physical exploration.</i>
<i>DI</i>	<i>CI</i>	
<i>UC</i>	<i>PK</i>	<i>Learn vocabulary associated with the genre and period.</i>
<i>DI</i>	<i>CI</i>	
<i>UC</i>	<i>PK</i>	<i>Explore the technologies used in the settings B-boying took place.</i>
<i>DI</i>	<i>CI</i>	
<i>UC</i>	<i>PK</i>	<i>Gain understanding of the political, social and historical changes leading up to and through the 70's/80's and its affect on and influence of the B-boy genre.</i>
<i>DI</i>	<i>CI</i>	
<i>UC</i>	<i>PK</i>	<i>Investigate the dance styles and prominent people that influenced and began the B-boy genre.</i>
<i>DI</i>	<i>CI</i>	

### Resources

A3 and A4 paper, scissors, glue, coloured pens. B-boy description: [https://docs.google.com/document/d/1RvjX1umqj\\_USsnU8XLgHqwGHcHOzE1YFZI-5xgw3Mc4/edit?usp=sharing](https://docs.google.com/document/d/1RvjX1umqj_USsnU8XLgHqwGHcHOzE1YFZI-5xgw3Mc4/edit?usp=sharing) (Resource 1), B-boy Moves: <https://docs.google.com/document/d/1iUg3aUTCl-ubC07LORi47Ca9BT4wxj3BjLq3wvMbqYY/edit?usp=sharing> (Resource 2), Silhouette move sheet (Resource 3), Picture of a Crew/DJ: [https://docs.google.com/document/d/14vEUqfQx-wBQYuvEhdpWVlpmyYdZv4XSOT\\_ul8ai4CI/edit?usp=sharing](https://docs.google.com/document/d/14vEUqfQx-wBQYuvEhdpWVlpmyYdZv4XSOT_ul8ai4CI/edit?usp=sharing) (Resource 4), New York Boroughs: <https://docs.google.com/document/d/1kmsOI9D1VMewFiiKuAx-CpqpTSHjVgPlmqSBeJPrQtg/edit?usp=sharing> (Resource 5), B-boy Quiz: [https://docs.google.com/document/d/1zLihcbVx9qYn7ZcmC4yT9RMww2Unuw-T-cL0E\\_KR-g/edit?usp=sharing](https://docs.google.com/document/d/1zLihcbVx9qYn7ZcmC4yT9RMww2Unuw-T-cL0E_KR-g/edit?usp=sharing) (Resource 6), Pictures from the decades throughout the 20th century – example [https://docs.google.com/document/d/1GxJCultLmLXvGnJxAO9V3JwpXN9XEEN\\_Gx\\_CY3z1-rA/edit?usp=sharing](https://docs.google.com/document/d/1GxJCultLmLXvGnJxAO9V3JwpXN9XEEN_Gx_CY3z1-rA/edit?usp=sharing) (Resource 7), <https://drive.google.com/file/d/0B5HZrESmfULmQ3pZVkdodzN2ckU/view?usp=sharing> (Literacy Resource 8), Dance Genre station: [2](https://docs.google.com/document/d/1sRk2-</a></p>
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[\\_xYQdBGO9D0dnhMzfOQ3xAcM2rTvSpPVQu7MK0/edit?usp=sharing](https://docs.google.com/document/d/1DvB0pdgwQloqd-cyVCv9s672noac9gsrzLLMwBN-wSo/edit?usp=sharing) (Resource 9), Graffiti Art: <https://docs.google.com/document/d/1DvB0pdgwQloqd-cyVCv9s672noac9gsrzLLMwBN-wSo/edit?usp=sharing> (Resource 10), Sequencing sheet: [https://docs.google.com/document/d/15jSjYu\\_WBFn8ASb2CCVMXE0nMpSnTnq-qSbGsiN-u7k/edit?usp=sharing](https://docs.google.com/document/d/15jSjYu_WBFn8ASb2CCVMXE0nMpSnTnq-qSbGsiN-u7k/edit?usp=sharing) (Resource 11), Picture Story: [https://docs.google.com/document/d/1cELI3gmMEo6n-3wBN97VFmyHW8lodrmOM0DdxMo\\_OAc/edit?usp=sharing](https://docs.google.com/document/d/1cELI3gmMEo6n-3wBN97VFmyHW8lodrmOM0DdxMo_OAc/edit?usp=sharing) (Resource 12).

Music and Video links: B-boying video: [https://www.youtube.com/watch?v=kLxgibP2\\_PI](https://www.youtube.com/watch?v=kLxgibP2_PI), Bronx during the 1980's: <http://www.youtube.com/watch?v=xgUsEVwXch0>, - Cuban Salsa: <https://www.youtube.com/watch?v=2m9BrLIFU3k>

- Jamaican Reggae: [https://www.youtube.com/watch?v=BQM\\_OjlwNjQ&list=PL01552A604F524BEB](https://www.youtube.com/watch?v=BQM_OjlwNjQ&list=PL01552A604F524BEB)
- Classical Ballet: <https://www.youtube.com/watch?v=WpX37bglbH0&list=RDWpX37bglbH0> (from 1:00)
- Beyonce, All the Single Ladies: <https://www.youtube.com/watch?v=4m1EFMoRFvY>
- DJ Cool Herc: <https://www.youtube.com/watch?v=Kb3Tg0N2k7M>
- Hip Hop: <https://www.youtube.com/watch?v=d5IFN9QPnfM>
- Samoan Song: <https://www.youtube.com/watch?v=0eehFc6Teus&list=PL2A7125773CA71276>
- Bollywood, Malang: <https://www.youtube.com/watch?v=won4qytycgo&list=PLB00151086C9310A0>

DJ Cool Herc video: <https://www.youtube.com/watch?v=Hw4H2FZjfpo>, Gangs video: [https://www.youtube.com/watch?v=INsnWpIR3\\_0](https://www.youtube.com/watch?v=INsnWpIR3_0) Beginning to 2:39 then 5:18 to end, Eminem - Lose Yourself clean: <https://www.youtube.com/watch?v=AF5WZ64bnlo>, NYC Breakerz Vs Rock Steady Crew <https://www.youtube.com/watch?v=NpdLz0WFbQM>, Civil Rights Movement: <https://www.youtube.com/watch?v=URxwe6LPvkM>

**Key vocabulary**

*B-boying/break dancing, beat-boxing, music break, Crew, devise, DJ-ing, Down rock/Floor rock, flare, freeze, graffiti, head spin, improvise, jackhammer, MC-ing, raw, scratching, street entrepreneurship, street knowledge, Up rock/Top rock, turntablism, windmill*

Teaching/ Learning Sequence	How students will learn For example: Through the use of practical activities, literacy strategies, viewing of dances, co-operative activities ...
<p><b>Session One – That's Heavy:</b></p> <ul style="list-style-type: none"> <li>≡ Write some of the slang terms associated with B-boy on the board: <ul style="list-style-type: none"> <li>-Heavy</li> <li>-Sick</li> <li>-Biter</li> <li>-Wack</li> </ul> </li> <li>≡ Students are invited to add words as to what kind of dance could be associated with them.</li> <li>≡ Read the B-boy description <a href="https://docs.google.com/document/d/1RvjX1umqi_USsnU8XLgHqwGHcHOzE1YFZl-5xgw3Mc4/edit?usp=sharing">https://docs.google.com/document/d/1RvjX1umqi_USsnU8XLgHqwGHcHOzE1YFZl-5xgw3Mc4/edit?usp=sharing</a> (Resource 1), they can cross out any words which don't fit.</li> <li>≡ Separate out the descriptions, pictures and the move names: <a href="https://docs.google.com/document/d/1iUg3aUTCl-ubC07LORi47Ca9BT4wxj3BjLq3wvMbqYY/edit?usp=sharing">https://docs.google.com/document/d/1iUg3aUTCl-ubC07LORi47Ca9BT4wxj3BjLq3wvMbqYY/edit?usp=sharing</a> (Resource 2). Students match descriptions with pictures, then add the titles.</li> </ul>	<p><i>Literacy exercise – to spark interest and expand vocabulary in an interesting way, but without giving away the genre. This exercise could also be done with prominent people of the period eg DJ Herc, Rock Steady Crew etc.</i></p> <p><i>Accessing pre-knowledge, and starting thinking.</i></p> <p><i>Honing their enquiry skills, whilst listening to text they would ordinarily find difficult to read all at once.</i></p> <p><i>Visual learning strategy – starting to think about the moves involved in B-boy, the settings it took place and the typical dancers. Using pre-knowledge and enquiry to match pictures to descriptions.</i></p>

<ul style="list-style-type: none"> <li>≡ By now the students should be able to guess the genre.</li> <li>≡ Using the silhouette move sheet (<b>Resource 3</b>), individually choose three moves to recreate or inspire own moves.</li> <li>≡ Find a partner and teach each other your moves.</li> <li>≡ Work moves into a unison sequence of three moves.</li> <li>≡ Groups show each other their sequence.</li> <li>≡ Show the example of B-boying video: <a href="https://www.youtube.com/watch?v=kLxgibP2_PI">https://www.youtube.com/watch?v=kLxgibP2_PI</a></li> </ul>	<p><i>Hip-hop students will by now know the genre but will let them quickly research if they don't.</i></p> <p><i>Movement exercise to start exploration of the genre through movement. Starting individually to encourage focused spontaneity.</i></p> <p><i>Students become the expert in their own work. Inspires confidence and deepens knowledge through teaching their moves.</i></p> <p><i>Working as a team to choreograph movement through enriched understanding of the movement elements.</i></p> <p><i>External validation and expanding students ideas of the possibilities for movement.</i></p> <p><i>Viewing this last shows students the genre being performed by experts, expanding their knowledge of movement through observation but without intimidating their own previous exploration.</i></p>
<p><b>Session Two – When will I be famous?</b></p> <p><i>Typical Dancers:</i> <b>Famous B-boys:</b> Each Crew is given a picture of a Crew/DJ: <a href="https://docs.google.com/document/d/14vEUqfQx-wBQYuvEhdpWVlpmyYdZv4XSOT_ul8ai4Cl/edit?usp=sharing">https://docs.google.com/document/d/14vEUqfQx-wBQYuvEhdpWVlpmyYdZv4XSOT_ul8ai4Cl/edit?usp=sharing</a> (<b>Resource 4</b>). They must label the picture with the differences they notice between the clothing and style of the period and today:</p> <p>On the board, write things to think about:</p> <ul style="list-style-type: none"> <li>≡ How does the clothing effect the dancer/DJ's movement?</li> <li>≡ How does the choice of colour represent the character or crew?</li> <li>≡ What makes the choice of clothing particularly b-boy?</li> <li>≡ What movement does the style and colour of the clothes highlight?</li> </ul> <p>Present to the rest of class the famous Crew/DJ.</p> <p><b>Costume/Clothing:</b> In groups, on an A3 piece of paper draw and colour your Crew's dancer to make a full outfit, label what it is and why you've chosen it. Use the same questions on the board to label your dancer.</p> <p><b>Typical Dancers:</b> List the <i>Similarities</i> and <i>Differences</i> between the artist and your created dancer.</p>	<p><i>Visual exercise – exploring B-boys place in history. Labeling to incorporate literacy. Questions on the board encourages deeper thinking about what they are looking at. Clothing that was popular and why it was adopted by B-boy dancers/Crews. Comparing with today to find its uniqueness.</i></p> <p><i>Making links between clothing and movement. Reasoning the choices of clothing with identity.</i></p> <p><i>How clothing is specific to the period and B-boy.</i></p> <p><i>Sparking thought around how colour accentuates the movement of isolated body parts.</i></p> <p><i>Sharing power, students become an expert in their Crew/DJ and share the knowledge.</i></p> <p><i>Transferring the knowledge learned from Typical Dancers to imagine their own B-boyer. Encourages students to think further about style and colour and how it affects movement.</i></p> <p><i>Validates their choices and shows that individuality was also important.</i></p>
<p><b>Session Three – Where's my Crew?:</b></p> <ul style="list-style-type: none"> <li>≡ Show video of devastation in the Bronx during the 1980's: <a href="http://www.youtube.com/watch?v=xgUsEVwXch0">http://www.youtube.com/watch?v=xgUsEVwXch0</a></li> <li>≡ Stop the video a few minutes in and ask students to write down thoughts about what</li> </ul>	<p><i>Visual imagery of poverty in the area where B-boy was formed. Developing empathy for the people living there and what they were doing to protest or distract from their situation.</i></p> <p><i>Literacy task to reflect what they can see visually in</i></p>

<p>they see in the video, how it would affect daily life and how this is reflected in the dance whilst they watch more.</p> <ul style="list-style-type: none"> <li>≡ Ask for some of the words or phrases students wrote down.</li> <li>≡ Relating what students have observed back to their own B-boy character:</li> </ul> <p>-Give your own dancer a name, age, family circumstances, whether they have a job?  -Give them a crew and design their tag.  -Label your tag with how it represents your dancer and their crew.  -Show the New York Boroughs, which borough is your Crew from?  <a href="https://docs.google.com/document/d/1kmsOI9D1VMewFiiKuAx-CppqTSHjVgPlmqSBeJPrQtg/edit?usp=sharing">https://docs.google.com/document/d/1kmsOI9D1VMewFiiKuAx-CppqTSHjVgPlmqSBeJPrQtg/edit?usp=sharing</a> (Resource 5)</p> <ul style="list-style-type: none"> <li>≡ Present your dancer to the rest of the class.</li> <li>≡ <b>Battle of the crews:</b> B-boy Quiz:  <a href="https://docs.google.com/document/d/1zLihcbVx9qYn7ZcmC4yT9RMww2IUnuw-T-cL0E_KR-g/edit?usp=sharing">https://docs.google.com/document/d/1zLihcbVx9qYn7ZcmC4yT9RMww2IUnuw-T-cL0E_KR-g/edit?usp=sharing</a> (Resource 6)</li> <li>≡ Now choose a phrase for your b-boy dancer.</li> </ul>	<p><i>writing.</i></p> <p><i>Sharing observations with the rest of the group and sparking new thoughts with each other.</i></p> <p><i>Transferring empathy from the video back to their own B-boy character.</i></p> <p><i>Starts students thinking about their B-boy/Girl's place in society at the time. What it might have been like if they were in that situation.</i></p> <p><i>Getting the students in a Crew mentality and giving them a sense of the competition, comradeship and Crews having an identity that says something.</i></p> <p><i>Giving students choice as to where their place in the B-boy world is.</i></p> <p><i>External validation and students the experts in the character they have chosen. Fun that comes from the unique choices they have made.</i></p> <p><i>A fun game to expand students vocabulary and gestures Dance battles which will be used later. Gives students a sense of the competition between Crews.</i></p>
<p><b>Session Four – Your History!</b></p> <p><i>Power in society:</i></p> <ul style="list-style-type: none"> <li>≡ Each Crew has different pictures from the decades throughout the 20th century:  <a href="https://docs.google.com/document/d/1GxJCUltLmLXvGnJxAO9V3JwpXN9XEEN_Gx_CY3z1-rA/edit?usp=sharing">https://docs.google.com/document/d/1GxJCUltLmLXvGnJxAO9V3JwpXN9XEEN_Gx_CY3z1-rA/edit?usp=sharing</a> (Resource 7), work as a group to put these in order.</li> <li>≡ Now add the event descriptions to the pictures.</li> <li>≡ Now the decades.</li> <li>≡ Explain to the other groups why they are in that order. Do the other groups think you are right?</li> <li>≡ Teacher to point out any that are out of order.</li> <li>≡ Looking at everyones timelines:</li> </ul> <p>-What was going on politically and socially before and during the 70's and 80's?  -How might this have affected peoples daily lives?</p> <ul style="list-style-type: none"> <li>≡ Students to stick a combined timeline on the wall.</li> <li>≡ Think about the social environment of the time and how this would relate to your own B-boy dancer. Using the role on the wall sheet answer three questions:  <a href="https://drive.google.com/file/d/0B5HZrESmfULmQ3pZVkdodzN2ckU/view?usp=sharing">https://drive.google.com/file/d/0B5HZrESmfULmQ3pZVkdodzN2ckU/view?usp=sharing</a> (Literacy Resource 8):</li> <li>-What is the backstory of your B-boyer?</li> <li>-Three emotions this would make your b-boyer feel.</li> <li>≡ 'Hot-seating' exercise – you are all to play</li> </ul>	<p><i>Ordering a timeline using visual images is a fun way of exploring the lead up to and events throughout the 70's and 80's.</i></p> <p><i>Using pre-knowledge and inquiry they are able to piece together history by adding more and more information.</i></p> <p><i>By verbally explaining their timeline they can better understand their process and B-boys place in the timeline.</i></p> <p><i>Asking students to suggest changes to each other – sharing the power.</i></p> <p><i>Questions to help the groups reflect on the situation B-boy rose out of.</i></p> <p><i>Gives historical context and a point of reference and shows students that all the events are part of the same history.</i></p> <p><i>Literacy activity – using a 'Role on the Wall' template to mind-map the Political and Social events of the period which affected B-boy and how this would make B-boys feel.</i></p> <p><i>Using this information to think abstractly and deeper</i></p>



<p>the same character from your Crew simultaneously. Anyone from your Crew can answer a question. Anyone from a different Crew can ask a question.</p> <p>≡ Summery question: Who has the power in society in this period in history and why?</p> <p><b>HOMEWORK ASSESSMENT TASK:</b></p> <p>≡ Writing in role - How is your B-boyer trying to change their situation and protest against it? (<b>Literacy Resource 8</b>)</p>	<p><i>into the students imaginary character to gain empathy and relate to them.</i></p> <p><i>Thinking about B-boy as a protest against the loss of power.</i></p> <p><i>Continuing the Literacy task by using the information on the 'Role on the Wall' and explored through the 'Hot-seating' exercise to write in role as the character. Exploring the historical and social place of B-boy and encouraging reasoning skills in writing.</i></p>
<p><b>Session Five – Bite Me:</b></p> <p><i>Skills and Learning:</i> An external professional will be invited into this session to teach a B-boy sequence, incorporating the basic B-boy moves.</p>	<p><i>Students have explored movement through visual aids. They can now learn the basic technical skills used to perform B-boy. This will then inform their knowledge of the Dance Elements involved and inspire further movement activity.</i></p>
<p><b>Session Six – What’s the Difference:</b></p> <p><i>Movement and Purpose:</i> <b>Lesson Prep:</b> Print Dance Genre pictures and Freeze sheets. Cue Youtube music</p> <p>≡ Stuck in the Mud, Freeze/Down Rock moves.</p> <p>≡ Choose three freezes from the sequence you learned last week.</p> <p>≡ Draw the moves on the sheet provided.</p> <p>≡ Label each move with:</p> <p>- Which elements of Dance are used to create it</p> <p>- How each move represents your Crew</p> <p>≡ Go round each Dance Genre station: <a href="https://docs.google.com/document/d/1sRk2-xYQdBG09D0dnhMzfOQ3xAcM2rTvSpPVQu7MK0/edit?usp=sharing">https://docs.google.com/document/d/1sRk2-xYQdBG09D0dnhMzfOQ3xAcM2rTvSpPVQu7MK0/edit?usp=sharing</a> (<b>Resource 9</b>) and list the differences in Dance elements between the genre shown and your moves.</p> <p>≡ Listen to bursts of music and note down which Genre of Dance could be used for each piece and words that describe the music and the feeling of it:</p> <p>- Cuban Salsa: <a href="https://www.youtube.com/watch?v=2m9BrLIFU3k">https://www.youtube.com/watch?v=2m9BrLIFU3k</a></p> <p>- Jamaican Reggae: <a href="https://www.youtube.com/watch?v=BQM_QjlwNjQ&amp;list=PL01552A604F524BEB">https://www.youtube.com/watch?v=BQM_QjlwNjQ&amp;list=PL01552A604F524BEB</a></p> <p>- Classical Ballet: <a href="https://www.youtube.com/watch?v=WpX37bglbH0&amp;list=RDWpX37bglbH0">https://www.youtube.com/watch?v=WpX37bglbH0&amp;list=RDWpX37bglbH0</a> (from 1:00)</p> <p>- Beyonce, All the Single Ladies: <a href="https://www.youtube.com/watch?v=4m1EFMoRFvY">https://www.youtube.com/watch?v=4m1EFMoRFvY</a></p> <p>- DJ Cool Herc: <a href="https://www.youtube.com/watch?v=Kb3Tg0N2k7M">https://www.youtube.com/watch?v=Kb3Tg0N2k7M</a></p> <p>- Hip Hop: <a href="https://www.youtube.com/watch?v=d5IFN9QPnfM">https://www.youtube.com/watch?v=d5IFN9QPnfM</a></p> <p>- Samoan Song: <a href="https://www.youtube.com/watch?v=0eehFc6Teus&amp;list=PL2A7125773CA71276">https://www.youtube.com/watch?v=0eehFc6Teus&amp;list=PL2A7125773CA71276</a></p> <p>- Bollywood, Malang: <a href="https://www.youtube.com/watch?v=won4qytycgo&amp;list=PLB00151086C9310A0">https://www.youtube.com/watch?v=won4qytycgo&amp;list=PLB00151086C9310A0</a></p>	<p><i>Fun game to get students moving and improvising with movement.</i></p> <p><i>Connecting the session to previous learning.</i></p> <p><i>Analysing the freeze by drawing them. Looking at them through the Elements of Dance and connecting them to the students Crew identity.</i></p> <p><i>Comparing and contrasting genres through Dance Elements to find the uniqueness of B-boy.</i></p> <p><i>Makes into a music quiz and gives it a competition element.</i></p>

<p>-What genres did they identify? -How did some of the music make them feel and what elements caused that feeling?</p> <p>-Which elements of the dance best match the musics' description?</p> <p>≡ Groups share their findings with the rest of the class.</p>	<p><i>Linking music to emotion.</i></p> <p><i>Linking the emotions to the styles and elements of music.</i></p> <p><i>Students as experts - validates and stimulates new ideas around each others emotional links with the elements in the music.</i></p>
<p><b>Session Seven – Take a chance:</b></p> <p><i>Movement and Purpose:</i> <b>Lesson Prep:</b> Cut out a photocopy of their moves and put them in the pot. A3 and A4 paper.</p> <p>≡ Watch the DJ Cool Herc video: <a href="https://www.youtube.com/watch?v=Hw4H2FZjfpo">https://www.youtube.com/watch?v=Hw4H2FZjfpo</a></p> <p>≡ Replay the DJ Herc and Hip-hop music from last lesson.</p> <p>≡ As a group, list the differences and similarities between B-boy and Hip-hop music on a sheet of paper? Think about the difference in elements and how that would affect the different styles.</p> <p>≡ Share these with the other groups.</p> <p>≡ Stick up next to your own B-boy, your Freezes (last lesson) and Music Reflections under the Specifications headings.</p> <p>≡ Watch the Gangs video: <a href="https://www.youtube.com/watch?v=INsnWpIR3_0">https://www.youtube.com/watch?v=INsnWpIR3_0</a> Beginning to 2:39 then 5:18 to end. Note down any thoughts</p> <p>≡ Now rewatch with the questions below in mind:</p> <p>≡ How does a gang lifestyle seem as an alternative to a Crew?</p> <p>≡ Are there any similarities between Crews and Gangs?</p> <p>≡ What were some of the reasons the gang members gave for being in the gang?</p> <p>≡ What are the benefits of being in your Crew?</p> <p>≡ Ask for ideas from each question.</p> <p>≡ On A3 paper divide into three columns: <i>Crew, Similarities, Gang</i>. Fill in with the answers discussed.</p> <p>≡ Stick these to the wall too.</p>	<p><i>Showing how DJ's begin combining instrumental breaks to form the music B-boys started a genre around.</i></p> <p><i>Comparing how music influenced the transition of B-boy into Hip-hop.</i></p> <p><i>Sharing information.</i></p> <p><i>Building up revision material. Cementing understanding of which specification the activities are exploring.</i></p> <p><i>Playing the video the first time gives the students a sense of the emotional content. The second time gives them a chance to pick up facts and information in relation to the questions.</i></p> <p><i>Expanding viewpoints on what being in a Crew compared with a Gang meant and how this would have affected them.</i></p> <p><i>Sharing information and stimulating new ideas.</i></p> <p><i>Group literacy exercise - Pooling ideas on one resource sheet.</i></p> <p><i>Adding to revision information and compartmentalising it physically and mentally.</i></p>
<p><b>Session Eight – Chance Dance-Off:</b></p> <p><i>Movement and Purpose:</i> <b>Lesson equipment:</b> Box/bag, Dice, Choreographic Device cards, Moves sheets, Sequence sheets, Tape - floor</p> <p>≡ Stop Go: Go, B-boy Freeze, Down Rock, Up Rock. Reverse.</p> <p>≡ Listen to the rap song and pick out three</p>	<p><i>Fun re-cap game to get students moving and improvising with movement.</i></p>

phrases for your crew (Eminem - Lose Yourself clean):

<https://www.youtube.com/watch?v=AF5WZ64bnlo>

- What do the phrases mean?
- Can you relate them to your Crew?
  - ≡ Create three Up Rock moves inspired by the phrases.
  - ≡ Draw these moves on three separate pieces of paper, as if you were drawing them for someone else to learn and put them in the pot.
  - ≡ Each Crew receives a different piece of Graffiti Art:  
<https://docs.google.com/document/d/1DvB0pdgwQlogd-cyVCv9s672noac9gsrzLLMwBN-wSo/edit?usp=sharing> (Resource 10). Draw around one shape **each** you can see in the art to make three shapes. Now label with three doing/describing words ending in 'ing' (attacking, defending, impressing, teasing, teaching, swirling, speeding) to describe the art.
  - ≡ Now work as a Crew to create three Non-locomotive Down Rock moves that use the shapes drawn and the descriptive words.
  - ≡ Draw your new moves on three separate pieces of paper and put them in the pot.
  - ≡ Each group picks six moves out from the pot and learns them in unison.
  - ≡ Number your moves 1-6, now dice will decide their order.
  - ≡ Stick them to a sheet:  
[https://docs.google.com/document/d/15jSjYu\\_WBFn8ASb2CCVMXE0nMpSnTnq-qSbGsiN-u7k/edit?usp=sharing](https://docs.google.com/document/d/15jSjYu_WBFn8ASb2CCVMXE0nMpSnTnq-qSbGsiN-u7k/edit?usp=sharing) (Resource 11) in the new order and work out how they will join together.
  - ≡ Now they must add three moves of variation. A dice determines which move will be repeated and Choreographic Device cards tells them how the move will change. They choose where they then insert the new move.
  - ≡ Play music they will perform to:  
<https://www.youtube.com/watch?v=NpdLz0WFbQM> (NYC Breakerz Vs Rock Steady Crew)
  - ≡ They will now have a sequence of nine moves.
  - ≡ Dance-Off time. Tape a square and each Crew takes a corner.
  - ≡ Dice decides the order again.
  - ≡ Each Crew performs their sequence in turn against the other Crews' Gestures.
  - ≡ Ask the students:
    - Why were the sequences constructed by chance?
    - How does this relate to B-boy?

#### **HOMEWORK ASSESSMENT TASK:**

*An auidial way of stimulating movement – varying the ways stimuli are presented to encompass differing learning styles.*

*Gaining understanding of a line of lyrics and relating them to a Crew for context.*

*Linking to vocabulary and improvisation in movement.*

*Drawing encourages analysis of the movement.*

*A visual image as stimuli, also linking this to the Graffiti art being used as an outlet for B-boys at the time.*

*Spacial awareness of the artwork and linking this directly to movement.*

*Encouraging emotional connection with the shapes found in the artwork by linking an 'ing' word.*

*Drawing again encourages analysis of the movement.*

*Sharing movement ideas, but also with the “You're a biter” idea, stealing moves from other Crews.*

*The chance dice element of the session gives the choreography an improvised feel.*

*Since the Crew have no control over the order of the moves they must work as a team to work out transitions.*

*Gives Crews a chance to create a motif for their sequence.*

*Crews get an idea of the rhythm and beat of the music for their sequence.*

*Simulates a B-boy battle setting. Forces Crews to adapt their dances to the space.*

*Continues the improvised element.*

*Gestures simulate an actual battle.*

*Students reflect on the reasons for the construct and how it relates to the genre.*



<p>≡ Answer the questions on the last sheet – Why did B-boys use card-board? (<a href="#">Literacy Resource 8</a>)</p>	<p><i>Questions to encourage abstract thinking around card-board physically and what it represents. Building up a portfolio of revision sheets.</i></p>
<p><b>Session Nine – You've got the Power:</b></p> <p><i>Power in Society:</i></p> <p><b>Task 1:</b> History of the Civil Rights Movement:  <a href="https://www.youtube.com/watch?v=URxwe6LPvkM">https://www.youtube.com/watch?v=URxwe6LPvkM</a></p> <p>≡ How would the past make you feel about the present?</p> <p>≡ Game: Why are you late?</p> <p>≡ Reflection - How would you feel if it wasn't just the facts about one event but you'd lost your entire family history and culture?</p> <p><b>Task 3 - Who are you?:</b></p> <p>≡ Each write a story about the pictures shown (Write a line fold the paper, then pass to the next), this is what your family knows about the event:  <a href="https://docs.google.com/document/d/1cELI3gmMEo6n-3wBN97VFmyHW8lodrmOM0DdxMo_OAc/edit?usp=sharing">https://docs.google.com/document/d/1cELI3gmMEo6n-3wBN97VFmyHW8lodrmOM0DdxMo_OAc/edit?usp=sharing</a> (<a href="#">Resource 12</a>).</p> <p>≡ Now write the story with all the facts.</p> <p>≡ Feedback:</p> <ul style="list-style-type: none"> <li>-If your culture and history has been lost, how do you know the facts who you are?</li> <li>-How would this affect the general social feeling at the time?</li> </ul> <p><b>Task 4 - B-boy Background:</b>  Given your B-boys circumstances, what's important? Put these in order:</p> <ul style="list-style-type: none"> <li>-Family safety</li> <li>-Work</li> <li>-Protecting friends</li> <li>-Community spirit</li> <li>-Housing</li> <li>-Education</li> <li>-Activities for kids</li> <li>-Health</li> <li>-Keeping drugs off the streets</li> <li>-Government for all people</li> </ul> <p>-Why are they in this order?  -How could you achieve these things?  -How could you educate and enlist your community?</p>	<p><i>A short video to start students thinking about the Civil Rights Movement and how this affected African American's and the world in which their parents grew up, in the lead up to B-boy.</i></p> <p><i>A game to show how missing the facts in a situation can affect.</i></p> <p><i>Scaling this up to encourage empathy in reflection of the struggles of a whole ethnic race. In many African American families, the loss of their history and culture led to huge social unrest through the Civil Rights Movement.</i></p> <p><i>A literacy exercise to compare a group story written with facts missing and one written with all the facts present.</i></p> <p><i>An exercise to prove that conclusions are easy to jump to when missing vital information.</i></p> <p><i>Relating back to Crews imagined B-boyer putting big social and political issues in order of importance is a good exercise to show how differently people in that period would prioritise.</i></p> <p><i>Questions to elicit reflection on how the issues surrounding B-boys affected their day to day lives and how they fought against what they thought were inequalities.</i></p>
<p><b>Going forward:</b></p> <p>By this point Crews should have:</p> <p>≡ Individual portfolios of information sheets resulting from the tasks and activities throughout the sessions.</p> <p>≡ An imagined Crew B-boyer on the wall, with group tasks under each specification, including:</p> <ul style="list-style-type: none"> <li>-An empathetic B-boyer identity with typical clothing,</li> </ul>	

<p>Crew and backstory.</p> <ul style="list-style-type: none"> <li>-Comparisons of music, famous people and dance genres from the period.</li> <li>-Dance sequencing sheets.</li> <li>-Exploration of the ethics and politics of the period. <ul style="list-style-type: none"> <li>≅ A timeline documenting the events of the 20<sup>th</sup> century leading up to and through the period.</li> </ul> </li> </ul> <p>Revision of the specifications using the information explored will take the form of:</p> <ul style="list-style-type: none"> <li>-Cue-cards</li> <li>-Group interactive quizzes</li> <li>-Matching information</li> <li>-Bus-stop mind-mapping</li> <li>-Describing (written and verbal) pre-learnt B-boy movement using Dance Elements.</li> </ul> <p>≅ Literacy exercises to explore and enable answering written questions surrounding the External Specifications (<b>Resource 8</b>)</p>	<p><i>Reordering the information in differing formats will engage students various learning styles. Verbalising and writing under the four specifications will elicit deeper thinking on the basic information they already have, in their portfolios of activity sheets and on the wall.</i></p> <p><i>Practicing the structures required to answer questions in the examination to give confidence.</i></p>
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<b>ASSESSMENT</b>		
<p style="text-align: center;"><b>Diagnostic</b> <i>What do they know? What can they do?</i></p>	<p style="text-align: center;"><b>Formative</b> <i>Individual and group feedback &amp; feedforward - What are they learning? What do they need to learn?</i></p>	<p style="text-align: center;"><b>Summative</b> <i>What have they learned? Can the students explain <u>how</u> they learned it? (Opportunities for student evaluation of activities.)</i></p>
<p>Show B-boy movement knowledge physically, written and verbally in exercises.</p> <p>Can interact with the vocabulary of the period/genre in discussion.</p> <p>Interact intelligently in activities concerning the Social and Political stresses of the period.</p> <p>Identify the style and typical dancers of the period and it's effect on them and the genre.</p> <p>Can empathise with typical dancers of the period through imaginative activities.</p>	<p>Can verbalise and write about the genres movement using the correct Dance and B-boy vocabulary.</p> <p>Can use Abstract Thinking to communicate the reasons for the creation, style, setting, movement and dancers of B-boy.</p> <p>Can articulate B-boys place in history through the Social and Political background of the period.</p> <p>Have the literacy skills to answer questions intelligently and with structure, surrounding the External Specifications.</p>	<p>Final External examination.</p>