

# Hip Hop (K - 2nd Grade) Syllabus

*General Goals:* begin to understand rhythm, develop coordination, understand correct alignment, work on flexibility, spacial awareness, and staying focused in class.

## **Skills Introduced:**

- *Shoulder Isolations*
- *Chest pop/isolations*
- *Hip pops/shakes*
- *Hip Hop bouncing*
- *Grapevine into bouncing*
- *Grapevine bouncing adding turn*
- *Donkey Kicks*
- *Step clap square*
- *Jazz Square (hip hop bounce & slide)*
- *Opposite arm & leg kicks*
- *Ponies*
- *Double and single side bounces*
- *Running man*
- *Leg crosses in and out*
- *Hop out/Hop in 2 claps*
- *Jump up, land, bounce*
- *Coffee grinders*
- *Forward roll*
- *Air punches*
- *Body roll*
- *Arm waves*
- *Floor slides*
- *Cabbage patch*
- *Roger Rabbit*
- *The Robot*
- *Seat Spin*

## **Classroom Etiquette to Introduce & Enforce:** (all skills should be mastered before moving to a leveled class)

- *Entering Class Ready to Dance*
- *Tennis shoes on, hair pulled back*
- *Leaving parents readily and without being coerced*
- *Putting dance bags and coats into their assigned cubby*
- *Using the bathroom before class only*
- *Knowing their teacher's and teaching assistant's names*
- *Raising their hand before sharing with the teacher or the class*
- *Taking Turns*
- *Lining Up*

**Transition Tools:** Teachers will start the class with a warm up (10 - 15 minutes), and then work on across the floor combinations introducing new skills (15 - 20 minutes). The last 10 - 15 minutes will be spent working on a combination or playing a creative dance game that incorporates both skills and the student's imagination. Between these sections, we often use a transition tool (such as reading a dance story, or an educational coloring page) to give students a mental break before focusing on a new skill.

**Reinforcement:** We emphasize positive reinforcement in class, using high fives, clapping/cheering, giving a hug/pat on the back, and offering praise to encourage good behavior and dance technique. If a student displays good behavior or work, we will often use them as an example for the class. We also use a three-strike system to inform each student of how well they are focusing in class. A "strike" could be handed out for any of the following behaviors: refusal to participate in activities, unkind behavior towards a fellow student or instructor, excessive defiance, and others. Individual rewards will be offered at the end of each class for students who have not reached their third strike (i.e.: a sticker). Each instructor uses a different system, for example, a stoplight or a ballerina costume to illustrate this process to the students.

**Future Placement:** Students will move into a Level 4 or Elementary class when the instructor feels they have the body strength, spacial awareness, classroom etiquette, and dance skills needed OR when they are ready to go into third grade.