

Hip-Hop Syllabus

2023-2024 All Levels (Beginning, Intermediate, and Advanced)



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Instructor Information

| Instructor | Email | Office Location & Hours |
|--------------|--------------------|---|
| Marena Tarin | mtarin@paparts.org | Cafe/Email 8:00 am - 12:00 pm Monday - Friday Office Hours: 12:00 pm - 1:00 pm Mon - Thurs by appointment |

General Information

Description

Hip-Hop is a culture that originated in the streets of the Bronx, New York in the 1970's. Hip-Hop's five elements encompass the essence of Hip-Hop culture which includes dance (but is not limited to only dance). Those elements: Breaking, DJing (Disc Jockey), MCing (Master of Ceremony), Graffiti and KNOWLEDGE. Hip-Hop dance is about expression and creativity, but it is also a culture that deserves respect and acknowledgment of the pioneers and other people of color who created an outlet for the troubled youth in the Bronx. Hip-Hop history and technique/skill are equally important in becoming a student of Hip-Hop culture and showing people in Hip-Hop culture, or community, your respect and knowledge thus far on your journey. EACH ONE. TEACH ONE.

Learning Objectives

Beginning Hip-Hop: Beginning level students should demonstrate a basic understanding of Hip-Hop history and terminology

Beginning level students should develop enough facility in technique to be able to hold time through movement, demonstrate clear placement and execute precise isolations

Beginning level students should begin to recognize the relationship between the music and the movements the body creates through space allowing them to form a relaxed connection to the music.

Intermediate Hip-Hop: Intermediate level students should be able to pick up & learn choreography at a faster rate than beginning levels.

Intermediate level students should develop enough facility in technique to maintain stamina and energy to perform and dance Hip-Hop in front of an audience with correct timing and placement, clear isolations, facial expressions and groove.

Intermediate students should begin to meaningfully connect Hip-Hop's dance origins/history/knowledge to today's newest Hip-Hop choreography/freestyles.

Advanced Hip-Hop: Advanced Hip-Hop students should be able to pick up & learn choreography quickly.

Advanced students should develop enough facility in timing, placement and isolations to maintain a relaxed connection to the music and carry out a full song of choreography.

Advanced students should be able to execute knowledge about Hip-Hop culture, in and outside the classroom, to maintain a higher consciousness of Hip-Hop culture specifically pertaining to dance, and be able to execute/perform/dance in theater and battling settings.

Classroom Goals

- Learn the history and pioneers of Hip-Hop culture and be able to name them.
 - o Elements of Hip-Hop
 - o Pioneers of Hip-Hop
 - o History and Culture (sensitive subjects/content, such as racism, cultural appropriation and related topics, will be discussed and analyzed, written and in-person in groups or as a whole class.
- Use correct dance terminology, in and outside of the classroom.
- Be able to execute isolations clearly, demonstrate strong placement, hold timing to music and/or counts, show a relaxed connection to the music, demonstrate different qualities of movement
- Be able to learn and pick-up choreography efficiently, be able to practice and create your own Hip-Hop choreography individually and as a collaborative group.
- Learn and name Hip-Hop dances (past to present)
- Learn and perform Hip-Hop dance in a performative/theater space as well as in the streets or battle/competitive settings.
- Build confidence!! *You can do this!*
- Use constructive criticism and technical feedback from instructor and peers to adapt the mind and body to applying change(s) correctly, in order to execute and perform a dance movement, choreography or piece through Hip-Hop dance.
- Make new connections, meet new friends, and learn about Hip-Hop roots and culture through movement.
- *Inspire, create and grow!*

Performance Schedule:

All Hip-Hop students of every level are REQUIRED to be in the Spring Dance Concert in the first week of March at the *National Hispanic Cultural Center* (NHCC) from 6-9 pm.

This performance is a part of your grade - **you must be there for both performances.** *Performance in the PAPA Spring Dance Show (including attendance at dress rehearsals) is **MANDATORY** and will be valued at 400 points in the third quarter of the year.* (more information to come, closer to this time)

Check the PAPA Handbook for policy on absences prior to performance. Ticket sales will begin in January 2022 and are available at the NHCC Box Office. Ticket prices are TBA.

Course Materials

Required Materials

- Laptop with access to Google Classroom and YouTube. **We will use Google Classroom for written assignments, journals, and general communication.** Here you can also find a copy of the syllabus, Dance Terminology and dance videos.
- Dance attire: Black, stretchy clothing such as yoga pants, sweats or shorts, t-shirts/dance shirts, sneakers or dance shoes. **No skirts, pajamas, jeans, or boots/heels.**
- Black/Blue pens or pencils
- Journal Notebook (or notebook paper to put inside your binder)
- 1 inch binder - any color
- Hair ties/bobby pins/costumes for Spring Dance Concert*. (*Detailed information will come later on in the school year.)
- Personal hygiene items (deodorant, wipes, etc.)
- Water bottle(s)

Course Schedule (*subject to change)

Mondays through Fridays we will be dancing - **unless otherwise specified - so make sure to dress out.** Come to class ready to dance with appropriate dance attire, dance space and water bottle. We will meet in the Cafe. Attendance will be taken during the first 10 to 15 minutes of class (after announcements and lunch count.)

Wednesdays are going to be **Workout Days.** On these days please be prepared to sweat and move in proper workout attire! Please bring a small towel and water bottle.

Thursdays are going to be **Assignment Days** unless otherwise specified. We will complete written assignments, journal entries, and other assignments on Thursdays as part of our study of Hip-Hop knowledge and history. **We will still be moving so wear comfortable, stretchy dance attire.**

Fridays are occasionally going to be designated **Freestyle Fridays.** Freestyle Fridays are days that we will practice our freestyle concepts and movement in groups and/or individually. I will let you know in advance via Google Classroom.

Absences

Due to the nature of our school, students may be out of class for outside performance, auditions, and rehearsals; however, it is expected that students communicate with the instructor BEFORE the absence, not after the absence (unless the absence was due to unforeseen illness or emergency).

Regarding non-school related auditions, performances, competitions & such, students can fill out a "Performing Arts Absence Request" form & submit to the office prior to the absence. If this is turned in with appropriate documentation in a timely manner, the performing arts-related absence does not count against the student. Check the PAPA Handbook for policy on absences prior to performance

Ticket sales will begin in January 2024 and are available at the National Hispanic Cultural Center (NHCC) Box Office. Ticket prices are TBA.

Sitting Out/Injury Protocol: A doctor's note is required for sitting out; failure to have appropriate medical documentation for non-participation will result in a diminished grade. If you are approved and have provided the necessary documentation you will be required to do the following:

- Create a Google/Word Document or use a sheet of paper and a pen or pencil to write down Observation Notes. Make sure to include your First and Last Name, the Date and Class Period.
- Include in your observation notes: any and all activities, movements and choreographies used in class. Make sure to provide instructions on how to execute the movement, provide examples and outline the sequence of class for that day.
- Please email me your Google/Word Document at mtarin@paparts.org or hand in your paper to the instructor at the end of class to receive credit for movement for the day.

Grading

Movement and written work will be worth 100 points (10pts/question) and will be posted and completed on **Google Classroom**. We will use the following grading scale:

| | |
|----------|-------------------|
| A | 90% - 100% |
| B | 80% - 89% |
| C | 70% - 79% |
| D | 60% - 69% |
| F | 0% - 59% |

Students' will receive movement grades for focus, participation, and proper dance attire 5 days a week. Grades will be posted on PowerSchool at the end of each week. The weekly agenda will also be posted on Sundays for a glance at the week ahead on Google Classroom.

Participation (individually and in a group)- 20 points

Choreography Mastery - 20 points

Dance Attire - 20 points

Dance Etiquette - 20 points

Freestyle/Groove - 20 points

Students will receive 0pts on days they are out, unless they informed me prior to the absence, to serve as a placeholder. This will represent the number of days you have to make-up any assignments and/or learn choreography. Each zero equals 1 day that you have to do makeup work from the time you return to school.

Example: If you are out two days without any notice or unrelated to schoolwork, then you have two days from when you return to school to learn what you may have missed or turn in assignments. Your grade will be updated accordingly.

If you have any questions or concerns, please email me at mtarin@paparts.org. This is the best way to reach me.

Classroom Expectations

*** Be prompt * Be polite * Be prepared * Be productive * Be positive ***

The classroom is a safe, positive dance environment where students can feel free to express, reflect and share. Here are some ways we can show our support and respect to our peers and teacher:

-Show up to class on time: Attendance is required. **(For first period only: We will sit and listen to the morning announcements quietly and then take lunch count.)** After announcements, please spread out on the dance space and begin stretching individually. This is how we will start every class period.

-Be respectful to your peers and to the instructor by listening while someone is talking and waiting your turn to speak, comment, or ask a question. If you have a question or comment, please raise your hand. Be mindful of each other's questions and take mental note of any responses so that the same question is not being repeated several times. Do not talk over the instructor or your peers.

-Be on time! Be ready to dance or complete the assignment for that day dressed out with any materials needed. (Water bottle, small towel, paper and pen, laptop)

-Please no gum, food or drink inside the studio. No chewing gum while dancing. Water is acceptable to drink at designated break times.

No CELL PHONES, IPADS, TABLETS, KINDLES, or other electronic devices are to be used during class except for student's laptop*. (*Some days we will complete work through Google Classroom as well as journal entries – electronic or paper – so laptops or mobile devices will be allowed.) If there is an emergency, please let me know as soon as possible or if you are expecting an important phone call or text message please notify me prior to class.

If any electronic device unrelated to classwork is being used during movement days or in any inappropriate manner, 1) you will be asked to put it away in your backpack or your locker on silent mode. If again, a student has their electronic device out 2) parents will receive an email of the disruption of class time and information of misbehavior. If again the student does not comply with the **no cell phone use policy**, 3) the student will be sent to the office to meet with Mrs. Molina or Mrs. Lopez for further corrective action. No attendance points will be given for the day. We want to be

actively listening and present in class so that our peers are heard and our own voice is heard, too. Please limit distractions such as side conversations unrelated to class work.

-Be kind, courteous and supportive of yourself, your peers and your instructor. Clap and/or cheer for your peers after demonstrating choreography or technique as part of an audience. Help each other problem-solve and get to know your peers/fellow dancers through collaboration and appropriate communication.

Let's Dance!