

## Creative Action Unit Plan for Artist in Residence In the Classroom Programs

Teaching Artist Si Mon' Emmett School Baty Elemendary Age/Grade 3<sup>rd</sup>-5<sup>th</sup>

Unit/Activity Title Hip Hop and Ya Don't Stop Unit Dates Jan 9 – May 17

Frequency (Days a week, hours a day) 45 min every Mon & Wed

### Activity Description:

(Describe what the unit is about. What is the big picture and purpose of the unit?)

In this class, we will explore the four elements of Hip Hop (DJ, B-boy/B-girl, MC & Graffiti) through discussion and practice of storytelling through physicality. Unity, Peace, Love and Fun—the core values of hip hop—will manifest through the curriculum in the form of various thematic activities. Movement-based activities will activate critical thinking, creative expression and collaborative skills with music and dance. Throughout the semester, the young artists in this class will have part in choreographing a full length dance piece to be shared with family and friends by the end of the school year.

### Artistic Medium(s):

(What type of class is this?)

Hip Hop Dance

### Guiding Statements for the Unit: (3 per statement – one artistic, one SEL, one in other academic content)

After this unit the student will **know**

- The steps for creating an original dance piece
- Ways of communicating (both verbally *and* non-verbally) and expressing creatively
- A successful performance requires awareness of rhythm, counts, basic steps and teamwork
- The 4 true elements of hip hop

After this unit the students will **be able to**

- Communicate with peers to complete a common goal
- Utilize problem-solving and critical thinking skills to work collaboratively on in-class choreography
- Perform individually and in groups with the intent to express emotions, communicate, and perform for an audience

After this unit the students will **appreciate**

- The thinking required for participated in a process-oriented dance piece
- The value of having a community of fellow artists as allies
- How elements of Hip-Hop can be used as kinesthetic, visual, and verbal self-expression
- Their own ability to perform with a group, in front of an audience

AActivity Description

**What Core Content Areas do your lessons support?**

- Reading/ELA
- Math
- Science
- Social Studies

**TEKS:** *There should be at least one TEKS listed for each of the Target Areas Addressed.*

**Lesson Objectives:** Give a brief statement for each lesson’s objective. (What are the goals for the lessons? How can they scaffold and connect to the next lesson?)

Next, help the teacher who is hosting you at their school and in their classroom understand how they can support and/or participate in your lessons by completing the statements below.

Adjust the number of lessons as needed below.

<p>Lesson 1: Physical Dev.</p>	<p>Jan 4 – <u>WELCOME, INTRODUCTIONS, GOAL/EXPECTATION SETTING</u></p> <p>Check in. Various exercises and warm ups will introduce students’ bodies to the type of movement and listening skills hip-hop requires. These will include:</p> <ul style="list-style-type: none"> <li>• Boom-Boom-Bap (a name/rhythm game)</li> <li>• Intro to daily isolation exercises</li> <li>• Creating choreography to class rules</li> <li>• Introducing Hip-hop’s elements</li> <li>• Quick D.A.R. questions about anyone’s experience w/ any type of dance.</li> </ul>	<p>Host teacher can help lead DAR questions building on students’ experiences with dance. Host teach can also help with keeping the rhythm going during the name-game activity.</p>
<p>Lesson 2:</p>	<p>Jan 9 – <u>TEAM BUILDING</u></p>	<p>Host teacher can help with answering questions students may have about instructions, or even participating in the activities!</p>
<p>Lesson 3:</p>	<p>Jan 11 – <u>INTRO TO MOVEMENT</u></p>	<p>Host teacher can help with answering questions students may have about instructions, or even participating in the activities!</p>
<p>Lesson 4:</p>	<p>Jan 18 – <u>TEAM BUILDING</u></p>	<p>Host teacher can help with answering questions students may have about instructions, or even participating in the activities!</p>

Lesson 5:	Jan 23 – <u>TEAM CHOROGRAPHY</u>	Host teacher can help with answering questions students may have about instructions, or even participating in the activities!
Lesson 6:	Jan 25 – <u>COMBINING CHOREO.</u>	Host teacher can help with directing choreography if some students seem lost. They can also demonstrate steps at front of class while instructor helps various students.
Lesson 7:	Jan 30 – <u>COMBINING CHOREO. CONT.</u>	Host teacher can help with directing choreography if some students seem lost. They can also demonstrate steps at front of class while instructor helps various students.
Lesson 8:	Feb 1 – <u>FINISHING UP GROUP CHORO.</u>	
Lesson 9:	Feb 6 – <u>INTRO TO MC-ING</u>	
Lesson 10:	Feb 8 – <u>EXPANDING ON MC-ING</u>  Poetry in Hip-Hop  Before we move to poetry, where rap and MC-ing are rooted, we will scaffold from activities using letters, then words, sentences, then expression through poetry activities.  Warm-up activity: create letters using team, two separate groups. Ball toss using words of alphabet, two separate groups. Alphabet Relay, A-Z's of Hip-Hop.	Host teacher can help with answering questions students may have about instructions, or even participating in the activities!
Lesson 11:	Feb 13 – <u>MC GROUP ACTIVITIES</u>  Partner Poetry Activity	Host teacher can help with answering questions students may have about instructions, or even participating in the activities!
Lesson 12:	Feb 15 – <u>MC GROUP ACTIVITIES CONT.</u>	Host teacher can help with answering questions students may have about instructions, or even participating in the activities!
Lesson 13:	Feb 22 – <u>FINISHING UP MC ACTIVITIES</u>	Host teacher can help with answering questions students may have about instructions, or even participating in the activities!
Lesson 14:	Feb 27 – <u>START LEARNING CHOREOGRAPHY FOR PERFORMANCE</u>	Host teacher can help with directing choreography if some students seem lost. They can also demonstrate steps at front of class while instructor helps various students.

Lesson 15:	Mar 1 – <u>CHOREO FOR PERF CONT.</u>	Host teacher can help with directing choreography if some students seem lost. They can also demonstrate steps at front of class while instructor helps various students.
Lesson 16:	Mar 6 – <u>CHOREO FOR PERF CONT.</u>	
Lesson 17:	Mar 8 – <u>CHOREO FOR PERF CONT.</u>	
Lesson 18:	Mar 20 – <u>FINALIZE CHOREO FOR PERF.</u>  Choreography with music  Students will run through choreography, incorporate formations, go over any questions, discuss costumes for performance.	
Lesson 19:	Mar 22 – <u>REHEARSE</u>  A run-through on the stage and music if possible.	
Lesson 20:	Mar 27 – <u>REHEARSE</u>  A run through on the stage and music if possible.	
Lesson 21:	Mar 29 – <u>REHEARSE</u>  Final run through on stage with music	
	<b>***April 1st</b>	<b>NO CLASS - PERFORMANCE NIGHT</b>
Lesson 22:	April 3 – <u>REFLECTION/INTRO TO DJ-ING</u>  Introductions to the basics of DJ-ing <ul style="list-style-type: none"> <li>• Share a video of live DJ</li> <li>• Intro to mixtape activity, expand next class</li> </ul>	
Lesson 23:	April 5 – <u>DJ GROUP ACTIVITIES</u>  Mixtape activity with partner or group. If your life were a mixtape, what would it sound like? If your experience in this class were a bonus track, what would it express?  Students will create a list of 5 appropriate songs, and we will share 1 from each of them. Class will conclude with a final	

	discussions and a look back on what we have learned and how it connects us as a community.	
Lesson 24:	<p>April 10 – <u>EXPANDING ON DJ-ING</u></p> <p>Rhythm, counts and basic choreography</p> <p>We will start with a warm-up for our minds, ears and feet! Hip-Hop Soundscape Activity: students stand in a circle, and one by one re-create the different sounds they hear in Hip-Hop music. These sounds and/or words will create a Hip-Hop musical orchestra. After instructor does a few times, a person can play a conductor &amp; have the orchestra get louder/softer and play with just a few sounds at a time. Eventually the orchestra can layer on emotions, themes and even movement! (Movement can be done all together still in a circle facing each other, w/ the soundscape rhythm or music). Continue with rhythm and counts to learning basic Hip-Hop steps. Listening activity will heighten our awareness of timing and choreographical counts. We will transition into basic hip hop steps and choreography.</p>	Host teacher can demonstrate as a conductor for a minute or so. They can also help encourage students with variations of sounds if they hit a creative wall.
Lesson 25:	April 12 – <u>REHEARSE</u>	
	<b>***April 15</b>	<b>NO CLASS - PERFORMANCE NIGHT</b>
Lesson 26:	April 17 -- <u>REFLECTION</u>	
Lesson 27:	April 19 – <u>REHEARSE</u>	
	<b>***April 20</b>	<b>NO CLASS - PERFORMANCE NIGHT</b>
Lesson 30:	April 24 – <u>REFLECTION</u>	
Lesson 31:	April 26 – <u>INTRO TO GRAFITTI ART</u>	
Lesson 32:	<p>May 1 – <u>GRAFITTI ART ACTIVITIES</u></p> <p>What does Hip-Hop look like? Exploring Unity, Peace, Love and Fun through a Graffiti Wall activity.</p>	
Lesson 33:	May 3 – <u>MAKE OUR MURAL/GRAFITTI WALL</u>	
Lesson 34:	May 8 – <u>GRAFITTI WALL CONT.</u>	

	Lesson 35:	May 10 – <u>GRAFITTI WALL CONT.</u>	
	Lesson 36:	May 15 – <u>GRAFITTI WALL CONT.</u>	
	Lesson 37:	May 17 – <u>FINAL REFLECTION &amp; GRAFITTI WALL/MURUAL SHARE!</u>	
	<p><b>Culminating Activity:</b> <i>(What is the final closing event or lesson that connects the lessons of this activity/unit together and brings closure?)</i></p> <p>Students will be sharing with parents the new elements of Hip Hop learned by the end of the school year. Three performances are scheduled where students will dance and showcase their new Hip-Hop skills! Final reflection day will consist of a sharing of and reflecting on Graffiti Wall/Mural made by class as a collective.</p>		
	<p><b>Materials:</b> <i>This is a complete list for all the lessons in this activity/unit including Technology Tools (computers, internet, gaming systems, etc)</i></p> <ul style="list-style-type: none"> <li>• Speaker w/ aux cord</li> <li>• Wite boardIt <i>(provided by CA)</i></li> <li>• Dry Erase Markers</li> <li>• Some type of small hand-held ball for certain exercises</li> </ul>		<p><b>Unit Resources/Partnerships:</b> <i>(What organizations/people could you partner with to achieve your unit goals?)</i></p>
Materials & Resources	<p><b>After School Connection:</b> <i>(In what ways could you connect to campus after-school activities, initiatives, and teachers?)</i></p> <ul style="list-style-type: none"> <li>• Hip-hop dance/music can be a segway to other forms of performing arts. Collaboration with music-based after school programs to learn about other genres, such as jazz, and how they relate to hip hop can expand their knowledge on various music</li> <li>• cultures. Continuing these discussions in relation to U.S. history can even happen in the classroom!</li> </ul>		<p><b>Family Connections:</b> <i>(What types of themes/activities will generate family involvement? How can parent/families participate in your unit?)</i></p> <ul style="list-style-type: none"> <li>• Attending the final performance or collective viewing of final creation</li> </ul>
	<p><b>Activity Reflections:</b> Please fill out after the last lesson of this activity/unit.  <i>What are some modifications you made along the way? How did you know students learned? How did you know parents/families learned or were engaged? How would you assess student/parent/family impact on the community or results of this (service-learning) activity? What are some things you would do differently?</i></p>		
Reflections			

**Student Voice:** *It is important to get student reflections and ask them about their thoughts. Ask your students: What things did they like/dislike? How would they change this activity (to make it better)? What are possibilities for this activity to extend it? How can parents/families be brought into it more?*

4C Student Growth Expectations & Reflection

**At the beginning of the unit :** check at least **two** outcomes for each 4C. These are the outcomes you intend your unit will focus on.

**At the end of the unit:** write a short description for each 4C of what you did to focus on that outcome, and/or how you saw growth within your students in that area.

**Creative Artists**

- Learns artistic skills
- Works on creative projects in a group
- Experiences a variety of art forms
- Can express their thoughts and feelings through creative projects
- Works on creative projects alone
- Develops an appreciation of art

**Courageous Ally**

- Recognizes injustice, hate, and discrimination and decides to do something—large or small—about it.
- Reaches out to others and helps everyone feel welcome.
- Empathizes with others who are targeted for being different.
- Believes all people have equal rights.
- Shows respect for all.





4C Student Growth Expectations & Reflection

**Critical Thinkers**

- Thinks through problems to find solutions
- Understands how to break down a project into steps
- Analyzes text and media for greater meaning
- Is able to reflect upon experiences and incorporate lessons learned
- Is curious and actively questions and engages in their world to understand diverse perspectives

**Confident Leaders**

- Step up to help others accomplish work. (Doesn't sit back and let others do the work alone)
- Understands when to lead and when to step back and encourage others
- Listen attentively and communicates ideas clearly
- Learns from making mistakes
- Sets goals, anticipates and adjusts for obstacles and recognizes accomplishments