

DANC M16B: HIP HOP II - BEGINNING

Originator

rsalas

Co-Contributor(s)
Name(s)

Baity, Wendi (wbaity)

Megill, Beth (bmegill)

Bowen, Nathan (nbowen)

Kaprelian, Danielle (dkaprelian)

College

Moorpark College

Attach Support Documentation (as needed)

Hip-Hop is a Significant American Art Form.pdf

Hip Hop Mindset Makes Dance Part of School Day in Ventura County.pdf

Hip-Hop Culture.pdf

Discipline (CB01A)

DANC - Dance

Course Number (CB01B)

M16B

Course Title (CB02)

Hip Hop II - Beginning

Banner/Short Title

Hip Hop II - Beginning

Credit Type

Credit

Honors

No

Start Term

Fall 2023

Catalog Course Description

Presents principles of hip hop dance as a technique and embodied cultural practice at the beginning level. Builds upon foundational knowledge to further develop techniques such as pop and lock, hip hop funk, krumping, freestyling, break dancing, syncopations and rhythms as applied in commercial hip hop venues. Develops flexibility, strength, control, coordination, endurance, style and the understanding and appreciation of hip hop and its cultural significance and history at the beginning level.

Taxonomy of Programs (TOP) Code (CB03)

1008.00 - Dance

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

17.5

Maximum Contact/In-Class Lecture Hours

17.5

Activity**Laboratory****Minimum Contact/In-Class Laboratory Hours**

35

Maximum Contact/In-Class Laboratory Hours

35

Total in-Class**Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

35

Maximum Outside-of-Class Hours

35

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

87.5

Total Maximum Student Learning Hours

87.5

Minimum Units (CB07)

1.5

Maximum Units (CB06)

1.5

Advisories on Recommended Preparation

DANC M16A or an equivalent skill set assessed by the department

Requisite Justification**Requisite Type**

Recommended Preparation

Requisite

DANC M16A or an equivalent skill set assessed by the department

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Closely related lecture/laboratory course

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | differentiate the following urban dance techniques: hip hop, pop lock, hip hop funk, break dancing, krumping and freestyle. |
| 2 | analyze and appraise hip hop dance performances as an art form as experienced through attendance of live concerts, films, and/or videos. |
| 3 | demonstrate improvement in strength, coordination and rhythmic ability to execute the technical skills for performance. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | demonstrate beginning level hip hop dance sequences that utilize strength, coordination, and rhythmic ability to execute the movement. |
| 2 | engage with hip hop dance as a movement arts and cultural identity through movement sessions. |
| 3 | differentiate between the following urban dance techniques: hip hop, pop lock, hip hop funk, break dancing, krumping and freestyle. |
| 4 | analyze and discuss aspects of creativity, joint manipulation, and technical skill in classroom assignments and projects. |
| 5 | outline and describe key music and dance artists who influenced the development of hip hop dance practices through the 60's, 70's, 80's and 90's. |
| 6 | analyze and appraise hip hop dance performances as an art form as experienced through attendance of live concerts, films, and/or videos |
| 7 | relate the trends and practices within hip hop dance to current American culture and cultures abroad. |

Course Content**Lecture/Course Content**

25% Technique:

Joint manipulation, coordination and control.

Various types of groove according to musical styles and rhythms.

25% History

- key music and dance artists who influenced the development of hip hop dance practices through the 60's, 70's, 80's and 90's.

25% Analyze dance moves/technique

- Urban dance techniques

- 1) hip hop
- 2) pop lock
- 3) hip hop funk
- 4) break dancing
- 5) krumping
- 6) freestyling

25%. Current Social and Cultural practices of hip hop, Personal and Commercial practices of hip hop.

Laboratory or Activity Content

Movement Sessions:

50%. Warm up

1. Beginning Technique/Skill development: groove, stepping, weight shifts, gestures.
2. Connectivity and alignment.
3. Dynamics and expression: Hard hitting, staccato, and smooth dynamics.

4. Movement sequences and combinations.
5. Sharing, discussion, peer critique, self-critique according to provided beginning level criteria.

25%. Performances/Sharing:

1. Preparations
2. Production elements (if applicable)
3. Warm up
4. Performance
5. Post show clean up or organization

25%. Collaborative Work:

1. Practice sessions with a partner or small group.
2. Projects or creative tasks.
3. Viewing and discussion of performances and choreography.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Film/video productions
Group projects
Individual projects
Journals
Objective exams
Oral analysis/critiques
Performances
Quizzes
Research papers
Skills demonstrations
Skills tests or practical examinations
Written analyses

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Class activities
Class discussions
Collaborative group work
Demonstrations
Distance Education
Group discussions
Guest speakers
Internet research
Large group activities
Lecture
Modeling
Observation
Small group activities
Web-based presentations

Describe specific examples of the methods the instructor will use:

The instructor will teach dance combinations appropriate to the beginning level while cultivating the students development physically, cognitively, social/emotionally, and aesthetically.

Instructor will assess student level of performance according to the department rubric for technique courses as attached to this COR, addressing the interwoven components of the dancer's performance in sequencing/memory, alignment and facility, coordination/agility, musicality, and expression/embodiment. This rubric allows space for students to self-direct their learning toward their areas of weakness and interests for skills development and performance.

Representative Course Assignments

Writing Assignments

- write a journal entry reflecting on topics or issues covered in class discussion.
- write self-evaluation/critique of performance.
- list and describe musical and movement trends through the decades (60s-90s).

Critical Thinking Assignments

- appraise a performance according to provided criteria or a rubric.
- analyze the work of a hip hop artist according to aspects of history, culture, musicianship and movement.
- compare and contrast artistic choices between two seminal hip hop dance choreographers.

Reading Assignments

- read a historical article about the emergence of hip hop dance.
- research the social and political objectives of the hip hop culture in relation to the Black Lives Matter movement.

Skills Demonstrations

- research dance videos accessible online and select examples of each of the hip hop styles studied in class.
- instructor will assess student level of performance according to the department rubric for technique courses as attached to this COR, addressing the interwoven components of the dancer's performance in sequencing/memory, alignment and facility, coordination/agility, musicality, and expression/embodiment. This rubric allows space for students to self-direct their learning toward their areas of weakness and interests for skills development and performance.

Outside Assignments

Representative Outside Assignments

Attend, watch, and or participate in another instructor's hip hop class and journal your experiences relating to techniques, pace and movement innovation.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Long Beach	DANC 109	Hip Hop 1	2
CSU East Bay	DANC 211	Hip Hop Dance II	1
UC Riverside	DNCE 70B	Intermediate Hip Hop Dance	2

Comparable Courses within the VCCCD

DANC R112B - Beginning Hip-Hop Dance

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Grossmont College	DANC 94B	Hip Hop II	1.5
Santiago Canyon College	DNCE 250B	Hip Hop Dance II	2

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

E2. Physical Education

Proposed

Date Proposed:

9/27/2022

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F2023

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

E Lifelong Learning and Self-Development

Proposed

Date Proposed:

12/15/2022

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Proposed

Date Proposed:

6/15/2023

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Deangelis, Audrey and Gina Deangelis. *Hip Hop Dance: Hip-Hop Insider*. Abdo Publishing, 2017.

Resource Type

Textbook

Description

Durden, E. Moncell. *Beginning Hip-Hop Dance*. Human Kinetics, 2019.

Resource Type

Textbook

Classic Textbook

Yes

Description

Huntington, Carla Stallings. *Hip Hop Dance: Meaning and Messages*. McFarland, 2007.

Resource Type

Textbook

Description

Guzman-Sanchez, Thomas. *Underground Dance Masters: Final History of a Forgotten Era*. Praeger, 2012.

Library Resources

Assignments requiring library resources

Critique videos located at the Library's Reserve Desk. Research, using the Library's print and online resources, figures, topics, or styles of hip hop dance and culture.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Analyze professionally choreographed dance pieces from the library resources (either DVD or streaming video). Students will use guided assignments to observe, identify, interpret, notate, and analyze movement ideas.

2. Analyze professionally choreographed dance pieces from the library resources (either DVD or streaming video). Students will use guided assignments to analyze the dancer's sequencing and memory, coordination and agility, facility and alignment, musicality, and expression and embodiment.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email
Face to Face (by student request; cannot be required)	Narrated Lectures, Instructor created content, Discussions - for hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, Discussions, 3rd Party (Publisher) Tools, Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Communication, Online office hours, Online group discussions.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.

E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Face to Face (by student request; cannot be required)	Narrated Lectures, Instructor created content, Discussions - for hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, Discussions, 3rd Party (Publisher) Tools, Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Communication, Online office hours, Online group discussions

Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Primary Minimum Qualification

DANCE

Review and Approval Dates

Department Chair

09/19/2022

Dean

09/20/2022

Technical Review

11/03/2022

Curriculum Committee

12/6/2022

DTRW-I

01/12/2023

Curriculum Committee

MM/DD/YYYY

Board

02/14/2023

CCCCO

MM/DD/YYYY

DOE/accreditation approval date

MM/DD/YYYY