

DANC R112B: BEGINNING HIP-HOP DANCE

Originator

msanchez

Co-Contributor(s)
Name(s)

Edwards, Amy (aedwards)

College

Oxnard College

Discipline (CB01A)

DANC - Dance

Course Number (CB01B)

R112B

Course Title (CB02)

Beginning Hip-Hop Dance

Banner/Short Title

Beginning Hip-Hop Dance

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course is the second in a series of hip-hop dance courses and builds on the skills introduced in DANC R112A, Hip-Hop Fundamentals. Emphasis is placed on beginning hip-hop steps and movement while refining and expanding technique, rhythms, styles, and performance. Dance combinations will progress in difficulty. Students will develop strength, flexibility, coordination, and endurance along with proper alignment and posture for hip-hop dance. The course will also include historical and cultural aspects of this dance genre.

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

May be required

Grading method

Letter Graded

Alternate grading methods

Student Option- Letter/Pass
Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

Yes

Select the other courses that make up this family

DANC R112A - Introduction to Hip-Hop Dance

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Activity

Minimum Contact/In-Class Activity Hours

52.5

Maximum Contact/In-Class Activity Hours

52.5

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

52.5

Total Maximum Student Learning Hours

52.5

Minimum Units (CB07)

1

Maximum Units (CB06)

1

Advisories on Recommended Preparation

DANC R112A

Entrance Skills**Entrance Skills**

To be successful in DANC R112B, students should have beginning knowledge and ability of basic hip hop dance technique.

Prerequisite Course Objectives

DANC R112A-Practice proper alignment and posture for hip-hop dance.

DANC R112A-Perform hip-hop isolations, footwork, and basic movements such as popping, locking, and waves.

DANC R112A-Retain movement patterns in across the floor and center sequences and combinations.

DANC R112A-Develop and demonstrate rhythmic interpretation of the movement to music.

DANC R112A-Differentiate between safe and unsafe execution of various hip-hop movements.

DANC R112A-Practice basic dance injury-prevention techniques.

Requisite Justification**Requisite Type**

Advisory

Requisite

DANC R112A

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | Perform beginning-level hip-hop dance sequences in an informal concert. |
| 2 | Critically analyze the performance of hip-hop dance in a formal and/or informal concert setting. |
| 3 | Critically analyze the historical and cultural influences of hip-hop dance. |

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

- | | |
|---|--|
| 1 | Practice and demonstrate proper alignment and posture for hip-hop dance. |
| 2 | Perform beginning level hip-hop isolations, footwork, and basic movements such as popping, locking, and waves emphasizing self-expression specific to hip-hop dance. |
| 3 | Retain complex movement patterns in across the floor and center sequences and combinations. |
| 4 | Demonstrate rhythmic interpretation of the movement to music and develop individual style. |
| 5 | Differentiate between safe and unsafe execution of various hip-hop movements. |
| 6 | Practice basic dance injury-prevention techniques. |

Course Content**Lecture/Course Content**

I. History

- A. Origins of hip-hop dance
- B. Urban dance styles
- C. Choreographers
- D. Social Influences
- E. Hip-Hop dance vocabulary

II. Warm-up

- A. Isolations and body articulation
- B. Strengthening exercises
- C. Stretching exercises
- D. Body alignment and mechanics
- E. Injury-prevention techniques

III. Specific hip-hop steps and movements

- a. locking
- b. jerking
- c. rocking
- d. freezing
- e. waves
- f. popping
- g. Poses and posture
- h. Focus and angles

IV. Across the floor incorporating movements listed in Section III

- A. Rhythmic interpretations of movements with music
- B. Individual interpretation and development of personal style

V. Informal Performances

- A. Choreograph basis dance sequences to selected music

B. Group performance

Laboratory or Activity Content

I. History

- A. Origins of hip-hop dance
- B. Urban dance styles
- C. Choreographers
- D. Social Influences
- E. Hip-Hop dance vocabulary

II. Warm-up

- A. Isolations and body articulation
- B. Strengthening exercises
- C. Stretching exercises
- D. Body alignment and mechanics
- E. Injury-prevention techniques

III. Specific hip-hop steps and movements

- a. locking
- b. jerking
- c. rocking
- d. freezing
- e. waves
- f. popping
- g. Poses and posture
- h. Focus and angles

IV. Across the floor incorporating movements listed in Section III

- A. Rhythmic interpretations of movements with music
- B. Individual interpretation and development of personal style

V. Informal Performances

- A. Choreograph basis dance sequences to selected music
- B. Group performance

Methods of Evaluation

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

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):

Group projects

Individual projects

Journals

Performances

Skills demonstrations

Instructional Methodology

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

Audio-visual presentations

Collaborative group work

Class activities

Class discussions

Distance Education

Demonstrations

Group discussions

Guest speakers

Instructor-guided use of technology

Practica

Small group activities

Describe specific examples of the methods the instructor will use:

Instructor-led demonstration of movements followed by class practice.
Students will work in smaller groups on specific skill sets.
Viewing videos with follow up analysis and discussion.
Guest speakers to lead a master class.
Students will work on group choreography following guidelines provided by the instructor.

Representative Course Assignments

Writing Assignments

Journal entries on video viewing.
Performance critique.

Reading Assignments

Instructor-generated information sheets.
Class textbook.

Skills Demonstrations

Midterm and final performance/skill demonstration. Students are evaluated on execution of steps, style, and choreography, as well as dance technique at the appropriate level.

Other assignments (if applicable)

Viewing of hip-hop videos.

Outside Assignments

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

Approved

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

Fall 2019

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

Approved

Area F: Ethnic Studies**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA**

UC TCA

Approved

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

DescriptionDuran, E.M. (2019). *Beginning Hip-Hop Dance* (1). Champaign, IL Human Kinetics.**Resource Type**

Textbook

DescriptionRajakumar, Mohanalakshmi (2012). *Hip-Hop Dance (The American Dance Floor)*. Greenwood.**Resource Type**

Other Resource Type

Description

YouTube videos.

Resource Type

Other Resource Type

Description

Documentary - History and Concept of Hip-Hip Dance.

Library Resources**Sufficient Library Resources exist**

No

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

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)	Discussions on videos Quizzes on readings Practice step sequences Journal entries
E-mail	Frequent communication with students for class updates and assignments
Other DE (e.g., recorded lectures)	Viewing video performances

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.

E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs • Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	- Live sessions in LMS for dance instruction and lectures. - Break out groups for tutorials
Asynchronous Dialog (e.g., discussion board)	Discussions on video dance performances - Quizzes - Reading assignments - Written critiques - Journal entries
Other DE (e.g., recorded lectures)	- Student submission of video performance for midterm and final. - Viewing assigned videos - Recorded lectures on historical and cultural elements of hip-hop dance
E-mail	Frequent communication with individual students. - Weekly updates and announcements
Video Conferencing	Office hours requested by student

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

DANCE

Review and Approval Dates

Department Chair

08/10/2020

Dean

08/11/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000599231

DOE/accreditation approval date

MM/DD/YYYY