SANTA ROSA CITY SCHOOLS
Excellence is our Common Ground

Santa Rosa City Schools Course Proposal: Hip Hop Dance (P)

Proposal Submitted By: Gina Melvin

Needs Statement: Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

The Hip Hop Dance course provides an alternative entryway into the Arts through the vehicle of the popular dance form of Hip Hop. Prop 28 funds provide funding to meet unmet needs for the Arts.

Many students are intimidated by or uninterested in traditional dance and prefer the styles of Hip Hop. Through their experiences in this style, students may discover an interest to go deeper into the study or broaden their experiences in dance. This includes access to honors level studies for students who might not otherwise consider it. (For MHS, this course meets the prerequisite for IB Dance (SL and HL.)

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Graduation Requirements: Specify which requirement is met.(High School only)

This course satisfies 10 Fine Arts credits. There is no pre-requisite for this course

UC a-g Requirements: Specify which requirement is met. (High School only)

This course will be submitted for approval as an "f" and "g"course by the UC/CSU systems.

Explain the rationale for course addition or modification. How does this fit in with district/site goals. If this course is replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

This specifically increases our course offering in the Arts. It provides a new Performing Arts course. Prop 28 funds provide funding to meet unmet needs for the Arts. This course provides another entryway into the Arts through the vehicle of the popular dance form of Hip Hop. Many students are intimidated by or uninterested in traditional dance and prefer the styles of Hip Hop. Through their experiences in this style, students may discover an interest to go deeper into the study or broaden their experiences in dance. This includes access to honors level studies for students who might not otherwise consider it (through IB Dance)

Priority 1- Life Ready Learners: SRCS supports students to embrace their identities and claim their own agency in order to navigate diverse, complex and constantly changing environments by developing the following capacities: literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness.

Priority 2- Whole Person Focus: SRCS recognizes our responsibility to develop and care for the whole person so that each is mentally, emotionally, and physically healthy. We commit to policies, practices, and relationships that help ensure each person is safe, engaged, supported, and challenged.

Priority 5- Equity and Excellence: SRCS grounds our work in a deep understanding of students' identities and the historical and cultural contexts in which we all operate. SRCS will remove barriers and create structures that provide opportunities to further personal and academic student success. SRCS believes that student-centered, differentiated practices lead to equitable teaching and learning.

Prop 28 compliance - this course offers support for the Performing Arts by offering an introductory dance class to a larger population of students and allowing them an alternative entry point to the arts through the completion of a PE class. This meets the needs of students who may not otherwise have room in their schedules for dance and those who may not consider themselves "dancers".

Students who elect to take this course for fine arts credit will write a research paper to meet the academic requirements of a-g.

Explain the measurable learning outcomes

1. **Study of the African Diaspora through Hip Hop and fusion styles**
    - Historical and cultural context **(Connect)**
    - Current context (evolution, appropriation and universality, tie to cultural identity, images in media) **(Connect)**
    - Historical and current dancers of color (Connect, Describe)
    - Ethnic aesthetics and world view through dance (including religion, identity, views on movement and health) (Connect, Describe)
    - Gender and social roles (Connect, Describe)
    - Appropriation vs appreciation (Connect, Describe)

2. **Expression through composition and choreography:** Focus is on self expression, understanding influences of culture on dance, and amplifying marginalized voices. This includes:
    - Incorporating movement vocabulary from styles studied. (Describe)

- Finding a "voice" through movement to express personal stories and interpret ideas (Create, Perform)
- Using dance as a tool for social justice and change by amplifying the voices and stories of the marginalized. (Create, Perform)
- Evaluate and respond to others choreography (student and professional) applying various criteria depending on the purpose (Response)

3. Develop personal awareness and lifelong health and wellness through dance
   - Incorporating dance in a plan for personal wellness
   - Understanding the relation between functional fitness (strength, agility, flexibility, cardio capacity) and increasing proficiency in dance

Course Description (To be used in the course catalog)

The Hip Hop dance class is designed for students interested in improving their skills and overall personal fitness through participating in various Hip Hop dance activities. Students will increase their capacity to create and make connections through participating in various styles of Hip Hop. They will understand the relationship between the components of fitness and health and the development of skills in Dance. Activities may include: Commercial Hip Hop, Cardio-hip hop, World Dance fusion, Hip hop Line dances, Jazz-funk dance, breaking, popping, locking as well as functional strength, agility, flexibility, and mindfulness training.

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

Essential Questions addressed throughout the course:

1. How is identity expressed through dance?
2. How does dance help us understand the nuances between cultural appropriation and appreciation?
3. How can we use the elements of Hip Hop dance (body, energy, action, space, time) to help us to express our identity and ideas?
4. How can we use dance to express social commentary and produce social change?
5. How can we use the elements of Hip Hop dance (body, energy, action, space, time) to help us to express our identity and ideas?
6. How can we improve our technique to increase longevity?
7. What is the rhythm, energy, and musicality played in different styles of hip hop and dance in general.
8. What careers are available in hip hop dance and fitness dance?
9. Which dances are tied to specific cultures and how can we avoid appropriation?
10. What is artistic integrity and how do you avoid plagiarism in the arts?

11. What are the historical and cultural influences on the different hip hop styles (focus on the African Diaspora)?

*The course is a culturally responsive curriculum that takes into account student voices, backgrounds and needs.

Sample activities of the course: Multi unit course may comprise the following 3 week units depending on the student population and interest…

- Cardio-hip hop (dance for fitness)
- World Dance fusion (Afro-beats, Reggaeton, etc)
- Line dance (hip hop)
- Jazz-funk dance
- Commercial Hip Hop
- 80's-90's Fad dances
- House
- Stepping
- Breakdancing
- Popping and Locking
- Pilates
- Strength training with body weight
- Mindfulness and personal identity

Possible Student Projects:

Sample assessments:

- Daily participation rubric
- Create and Teach specific dances/ sequences/ workouts to other students
  - **Creation of Cardio dance routine with fitness focus**
  - **Line dance creations**
  - **Personal choreography**
  - **Choreography:** Social Justice in hip hop
- Weekly reflections
- **Choreographer research project**
- Material quizzes and tests

Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	Sections through Prop 28 Funding	Continue to offer and expand as needed.l
Instructional Material Supplies per student (textbooks, software, etc.)	NA	NA
Services (training, equipment maintenance, contracts, etc.)	NA	

Capital Outlay (remodeling, technology, etc.)	NA	NA
Total Projected Costs	NA	NA

Instructional Materials- must include estimates for new materials even if none have been selected. Place in the chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need

Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	$0
Categorical Funds (include related programs)	$0
Career Technical Education (must be for an approved CTE course)	$0
Department Funds	$0 Prop 28 possible
Other (be specific)	$0

Appendix of Additional Documents

Required additional documents include meeting minutes where the course was discussed and approved

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
	MCHS	Approved
	[illegible]	Approved
	SRHS	Approved
	RHS	Approved
	EAHS	Approved

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District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
Michael Doucette	PHS	APPROVED
Stephanie Hsu	MHS	Approved
Cara Fitchett	MHS	Approved
Dawn Thomas	SRMS	Approved
Paul Gaudreau	RVMS	Approved
	ELSIE	
	SRHS	
Denise Elia-Yen	MCHS	Approved

Course Catalog Information (To be filled by the District Office):

Course Number	VH037 P
Course Short Title:	Hip Hop Dance P
Course Title:	Hip Hop Dance P
Number of Credits:	5
Grade Span:	9-12
Graduation Requirement:	V, Y, Z
Prerequisites:	None
Course Department:	VAPA
State Course Code:	9080
A-G Subject:	"F" and "G"
CTE Pathway:	N/A
Other Information:	N/A