

**SPORT SCIENCE & MANAGEMENT**  
**SS5303 INTRODUCTION TO HIP HOP AND ITS DANCES**

<b>Academic Year</b>	2024-25	<b>Semester</b>	1
<b>Course Coordinator</b>			
<b>Course Code</b>	SS5303		
<b>Course Title</b>	Introduction to Hip Hop and its Dances		
<b>Pre-requisites</b>	-		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	39		

**Course Aims**

This course is structured to provide you with a history of hip-hop and a practice-based knowledge of its dances, specifically old-school hip-hop, middle-school hip-hop, new-school hip-hop and commercial hip-hop. Basic movement activities include locomotor and non-locomotor movements, isolation, use of space, use of dynamics and a variation of dance patterns.

**Intended Learning Outcomes (ILO)**

By the end of this course, you should be able to:

1. understand and appreciate the history of hip-hop.
2. demonstrate basic movement elements in dance and improve body awareness and control in performing hip-hop dance.
3. demonstrate safe dance techniques and improve musicality, dynamics, and expression through dance.
4. apply and demonstrate critical and creative thinking skills in dance.
5. demonstrate the ability to work in teams to create and perform dance routines.

**Course Content**

The following topics will be covered:

1. Old School Party Moves:

- Cabbage Patch
- Reebok
- The Wop

2. Middle School Party Moves:

- Bart Simpson
- Pepper Seed
- Running Man

3. New School Party Moves:

- ATL Stomp
- Monastery
- Walk It Out

4. Commercial Hip-Hop:

- House Dance Basics
- Popping Dance Basics
- Choreography Basics

**NTU Competencies & Graduate Attributes**

<b>NTU Competencies</b>	
Character	√
Competence	√
Cognitive agility	√

<b>NTU Graduate Attributes</b>	
Graduate Attributes	Level (i.e., basic, intermediate, advanced)
1. Adaptability	Intermediate
2. Building Inclusivity	Basic
3. Collaboration	Advanced
4. Decision Making	Basic
5. Critical Thinking	Basic

**Assessment (includes both continuous and summative assessment)**

Component	ILO Tested	Weighting	Team/ Individual	Assessment Rubrics
1. Practical Assessment	2, 3, 4, 5	60%	Individual (70%) Group (30%)	Appendix 1 (Group Dance)
2. Theory Assessment	1	30%	Individual	Quiz
3. Participation	2, 3, 4, 5	10%	Individual	Appendix 2
Total		100%		

**Formative Feedback**

Feedback for learning will be verbally provided during each practical class session, where you have the opportunity to learn techniques and apply them in routines with music accompaniment.

During the completion of the Practical (Group Dance Presentation), you will be provided with verbal feedback as a group pertaining to your assessed presentation.

Generic verbal feedback will be provided to the class for the Theory Quiz.

Throughout the course, you will have the opportunity to use recording devices to help record your fellow classmates demonstrating anatomical and muscular movements for observation and analysis. These should not be posted to public websites and are for the purpose of demonstration and learning only. During the learning process, you will receive verbal feedback on the techniques and mistakes in observation and analysis. Suggestions for improvement will be provided.

### Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Direct Instruction	This approach includes lectures and teacher-led demonstrations. The teacher gives you the knowledge and information they need to achieve the learning outcomes.
Inquiry-Based Learning	This approach focuses on moving you beyond general curiosity into critical thinking and understanding. It encourages you to explore and question norms. The role of the teacher is to guide and facilitate discussion in Socratic circles.
Cooperative Learning	This approach compels you to move out of your comfort zone and engage with your peers. You are responsible for your own learning and development and that of their community. Instructional tasks provide platforms for teamwork and cooperation.
Online Learning	Time will be given for learning from online materials as a part of the flip teaching approach. These materials will support key concepts covered in lectures and laboratories.

### Reading and References

#### NIE Research and Publications

Nil

#### Other Readings and References

1. Chang, J. (2005). *Can't Stop Won't Stop: A History of the Hip-Hop Generation*. New York, NY: St. Martin's Press.
2. Chalfant, H. (Producer), & Silver, T. (Producer/Director). (1983). *Style Wars* [Motion Picture]. United States: Public Art Films, Plexifilm.
3. Ahearn, C. (Producer/Director). (1983). *Wild Style* [Motion Picture]. United States: Submarine Entertainment.
4. Zito, D. (Producer), DeBevoise, A. (Producer), & Silberg, J. (Director). (1984). *Breakin'* [Motion Picture]. United States: MGM/UA Entertainment Company.
5. Picker, D. V. (Producer), Belafonte, H. (Producer), & Lathan, S. (Director). (1984). *Beat Street* [Motion Picture]. United States: Orion Pictures.

## **Course Policies and Student Responsibilities**

### **(1) General**

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory – punctually, submit all scheduled assignments and take tests by due dates. You are not allowed to swap laboratory groups without express permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions they have missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

### **(2) Absenteeism**

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick, supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

### **(3) Absence Due to Medical or Other Reasons**

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

### **(4) Attire and safety**

You are strongly encouraged to wear proper sports shoes (preferably court shoes instead of running shoes that support your ankle and multi-direction change). No sandals or general going-out shoes are allowed. Wear comfortable sports apparel for lessons. Please remove jewellery such as necklaces, earrings, rings, etc. and trim your nails. Bring a set of dry clothes to change into after the class. Bring along a water bottle for hydration purposes.

## **Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognise your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [NTU Student Academic Integrity Policy and Procedures link](#) in the Student Portal for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Special note: Generative AI tools will be allowed to the extent stipulated for each assignment in the assignment instructions, and any such use must be duly referenced or disclosed.

### Course Instructors

Instructor	Office Location	Phone	Email
TBA			

### Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	<ul style="list-style-type: none"> <li>Introduction to Hip-Hop Dance Basics (groove/isolation)</li> </ul>	1, 2, 3, 4, 5	<ul style="list-style-type: none"> <li>Lecture Slides/</li> <li>Theory and Practical</li> </ul>
2	<ul style="list-style-type: none"> <li>Introduction to Hip-Hop Dance Basics (groove/isolation)</li> </ul>	1, 2	<ul style="list-style-type: none"> <li>Lecture Slides/</li> <li>Theory and Practical</li> </ul>
3	<ul style="list-style-type: none"> <li>Old School Party Moves</li> </ul>	2, 3	<ul style="list-style-type: none"> <li>Lecture Slides/</li> <li>Theory and Practical</li> </ul>
4	<ul style="list-style-type: none"> <li>Middle School Party Moves</li> </ul>	2, 3	<ul style="list-style-type: none"> <li>Lecture Slides/</li> <li>Theory and Practical</li> </ul>
5	<ul style="list-style-type: none"> <li>New School Party Moves</li> </ul>	2, 3	<ul style="list-style-type: none"> <li>Lecture Slides/</li> <li>Theory and Practical</li> </ul>
6	<ul style="list-style-type: none"> <li>House Dance Basics</li> </ul>	2, 3	<ul style="list-style-type: none"> <li>Lecture Slides/</li> <li>Theory and Practical</li> </ul>
7	<ul style="list-style-type: none"> <li>Popping Dance Basics</li> </ul>	2, 3	<ul style="list-style-type: none"> <li>Lecture Slides/</li> <li>Theory and Practical</li> </ul>
Recess Week			
8	<ul style="list-style-type: none"> <li>Choreography Basics</li> </ul>	2, 3, 4, 5	<ul style="list-style-type: none"> <li>Lecture Slides/</li> <li>Theory and Practical</li> </ul>
9	<ul style="list-style-type: none"> <li>Group Dance Presentation Preparation</li> </ul>	1, 2, 3, 4, 5	
10	<ul style="list-style-type: none"> <li>Group Dance Presentation Preparation</li> </ul>	1, 2, 3, 4, 5	
11	<ul style="list-style-type: none"> <li>Group Dance Presentation Preparation</li> </ul>	1, 2, 3, 4, 5	
12	<ul style="list-style-type: none"> <li>Theory Assessment</li> </ul>		

13	<ul style="list-style-type: none"><li>• Practical: Group Dance Presentation</li></ul>		
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## Appendix 1: Practical (Group Dance) Assessment (60%)

This is a group presentation, and students will be assessed both as a group and individually (please see the rubric below). The instructor forms students into groups based on the progress in weekly classes. This is to ensure a good balance of strength among the different groups. Students will prepare their own choreography, music mix and costumes. This dance assessment will require teams to work together and demonstrate their understanding of technique, music, and group dynamics.

The total marks obtained out of 100 marks using this rubric will be converted to 60% for the practical assessment component.

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b><u>Group</u></b> <b>Choreography and Creativity (max 20)</b>	Creative choreography with smooth transitions while staying true to the characterisation of the dance. Excellent presentation and very well-rehearsed.	Good choreography with some transitions. Characterisation of the dance is somewhat evident. Good presentation and sufficiently rehearsed.	Satisfactory choreography with minimal transitions. Characterisation of the dance is not always evident. Fair presentation, with some members looking uncertain.	Poor choreography with poor transitions. Characterisation of dance is not evident. Presentation is weak and poorly rehearsed.	Abysmal choreography with no transitions. No characterisation of dance. Presentation is atrocious and suggests no hint of rehearsing.
<b><u>Group</u></b> <b>Costume and Overall Presentation (max 10)</b>	Outfits and props fit the dancers, theme and choreography very well.	Outfits and props fit the dancers, theme and choreography quite well, with few incompatibilities.	Outfits and props fit the dancers, theme and choreography satisfactorily, with a number of incompatibilities.	Outfits and props fit the dancers, theme and choreography poorly, with many incompatibilities.	Outfits and props do not fit the dancers, theme and choreography at all.
<b><u>Individual</u></b> <b>Technique (max 30)</b>	Demonstrates a profound understanding of techniques and is able to execute techniques with clear and concise movements, with a good range of dynamic	Demonstrates a good understanding of techniques and is able to execute techniques with control and an appropriate range of dynamics energies.	Demonstrates some understanding of techniques and is able to execute techniques with sufficient control and little range of dynamic energies.	Demonstrates little understanding of techniques and movements, lacks clarity, and are performed with little control. Has yet to attain	Demonstrates no understanding of techniques, and movement is sloppy and undefined. Showed a lack of controlled body movement.

	energies. Demonstrate an excellent understanding of dance style.	Demonstrate a good understanding of dance style.	Demonstrate some understanding of dance style.	proficiency in dance style.	
<b>Individual Musicality (max 20)</b>	Dances with highly developed rapport between physicality and musicality with sensitive demonstration of musical style and internal rhythmic qualities.	Demonstrates a strong understanding of tempo, beat and internal rhythmic qualities of the various musical styles. Displays precision in muscle control in relation to music.	Demonstrates a developing understanding of tempo, beat and internal rhythmic qualities of the various musical styles. Attempts to dance in relation to music.	Struggles to understand tempo, beat and internal rhythmic qualities of the various musical styles. Struggles to dance to music.	Lacking an understanding of tempo, beat and internal rhythmic qualities of the various musical styles. Made little to no attempt at dancing to music.
<b>Individual Showmans hip and Stage Presence (max 20)</b>	Integrates a highly heightened sense of presence and projection with the physical ability to engage with the audience. Performs with a very clear intention and strong visual focus, energy and carriage.	Integrates an appropriate sense of presence and projection with some physical ability to engage with the audience. Performs with a clear intention and good visual focus, energy and carriage.	Attempts to project with sufficient physical ability to engage with the audience. Performs with a clear intention.	Little attempt to project with little physical ability to engage with the audience. Performs without a clear intention.	Little to no attempt to project with little physical ability to engage with the audience. Performs without a clear intention.
*All individuals within the group are expected to contribute to work involved in the planning, data collection and output. An individual's score may vary from that of the team based on feedback and observations in this area.					



**Appendix 2: Participation (10%)**

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Class Participation</b>	Participates actively in class, demonstrating a deep understanding of the content.	Participates actively in class, demonstrating a good understanding of the content.	There is some participation during class, demonstrating an adequate understanding of the content.	There is little participation in class.	There is an absence of any participation in class.