



Street Dance

Overview

Street Dance is a great way to increase fitness, promote flexibility, balance, co-ordination, rhythm & style and is also an extremely popular way of introducing boys and girls into the dance industry. Street Dance is unique in that it doesn't follow one style, it has a variety of styles within it and enables anyone to take part from as young as age 5. As well as this it increases self-confidence, performance skills, strength and creativity. There are several elements to the Street Dance term and some of these include:

- **Locking**
- **Popping**
- **Waving**
- **Tutting**
- **Breaking (Bboy/Bgirl)**
- **Waacking**
- **Vogue**
- **Krumping**

Street Dance is a fun yet challenging activity which creates opportunities for young people to show their own individual style, be unique and creative through dance. It is so popular that even the more challenging children find it fun and often get involved. This is a great way to release their energy in a positive way.



1. Street Dance Lesson Plans

1.1 General Introduction to Street Dance

Regardless of course duration, the workshop leader should begin the first session with a general introduction to the specific session being taught e.g. where it originated and a brief background of the style. For a one-off session, however, this can probably be condensed dramatically so as to get students actively involved as soon as possible.

Introduction:

At the beginning of the first session, workshop leaders should introduce themselves and explain briefly what the course will involve. Ascertain the class' basic knowledge and understanding of street dance & hip-hop culture.

Street dance is a dance style that evolved outside the dance studio in any available open space, including streets, dance parties, block parties, parks, school yards, raves and nightclubs. Some examples of street dance styles include B-boying (or breakdancing) which originated in New York City, and Electro Dance which originated in Paris, France.

Street dance is an 'umbrella' term which includes many styles such as Locking, Popping, Waving, Breaking, Tutting, New Style, Hip-Hop, Jerkin', Krumping, Vogue, Waacking and many more. There are four elements to Street Dance which include; Djing, Mcing/Rapping, Graffiti Art and Bboyin/Street dance. Kool Herc emphasized the drum beat the "break" and switched from one break to another to yet another. Dancers would form a circle and dance to the break of the DJ. This is where the name Bboys, Bgirls and Breaking came from. Breakdance was the term given by the Media.

The pioneers of street dance were the Electric Boogaloo's and the Original Lockers. Don Campbell is the founder of the locking dance style and originally, Locking was called 'The Campbelllock' - a style that was based on the dance and song that Don Campbell created. Toni Basil met Campbell at a club in 1971 and together they formed The Lockers as a dance group.

1.2. Twelve Week Course

(PPA Cover or After-School Sessions)

Within these classes students will learn a variety of street dance styles which can eventually be adapted into a routine that can be performed in the final class.

Equipment:

- Music / Sound System
- Music tracks (CDs or iPod)
- Gym Mats (optional)
- Whistle

Each session will be broken down as follows (based on a 2 hour session):

- Introduction to class – 5 minutes
- Warm up & stretch - 15 minutes
- Styles & Techniques - 40 minutes
- Choreography - 30 minutes
- Show & Share - 20 minutes
- Cool down & Conclusion – 10 minutes

If you have an after-school session or a shorter session, then reduce each of the above by half. If you have a FULL DAY WORKSHOP (duration 5 hours) then you would combine the following lessons into one full day session.

FULL DAY WORKSHOP:

- Introduction – 10 mins
- Warm up & Stretch – 20 mins
- Combine Lessons 1,3,5,8,10 & 12 – 4 hrs
- Show & Share – 15 mins
- Cool Down & Conclusion – 15mins

The learning outcomes for each session are set out below:

Lesson One

- The students will learn about the history of Street Dance and how it has developed in different countries since it began.
- They will gain an understanding of the styles of music used and how to apply rhythm and co-ordination to a beat.
- Students will focus on style, rhythm, flexibility and co-ordination, and will begin to apply this to a variety of techniques such as 'Top Rocking', 'Cross Step' variations, '3 Step Rocks', and the 'March Step'.

Lesson Two

- The students will recap the techniques learnt in session one.
- Using the individual moves, students should develop combinations which will improve movement memory and increase confidence within the style.
- Students will be introduced to free styling, where they will have the opportunity to show off what they have learnt in front of others and develop their skills in a fun yet challenging task.
- Students will learn to view each other's work and share their feedback with the class.

Lesson Three

- The students will continue to develop their skills learnt in previous lessons by incorporating them into the warm up.
- The workshop leader should teach a number of short exercises focusing on strength and flexibility.
- This will prepare the students for learning a variety of new skills such as 'Bum Spins', 'Knee Drops', 'Threads' & 'The Helicopter'.

Lesson Four

- Students will continue to recap techniques learnt in session three.
- These should now be developed further by working in small training groups to perfect each technique.
- The freestyle task should be used here to increase their understanding of the skills they have been working on.

Session Five

- The students will move onto learning about the history of 'Tutting' and will be taught a sequence of 'Tutting' movements.
- Students will learn how to use angular, sharp hand and arm movements which are choreographed and developed to a piece of music.

- Students will split into 2 groups and perform what they have learnt to the rest of the class.
- Each group should give feedback and discuss what they have learnt from the session.

Session Six

- The students will continue to recap over the technique of 'Tutting' and will be split into small groups.
- They will learn how to work as a team and develop their skills in 'Tutting' further.
- The group will then be asked to choreograph their own 'Tutting' sequence and perform it to the rest of the class.
- Each group will be given both positive and negative feedback from the rest of the class and the workshop leader.

Session Seven

- The students are now at a stage where they have a variety of techniques which they can adapt to a routine.
- Students will learn how to choreograph a routine with step-by-step instructions from the workshop leader.
- Students will also learn how to use creativity, speed, direction, canon, unison, levels, timing, spatial awareness and many more.
- The routine should not be too complex at this stage and should be at a level suitable to everyone.

Session Eight

- The students will now move on to developing their skills by learning a variety of footwork and power moves.
- These techniques should include 3 step, 6 step, CC, Pretzel, shoulder freeze and headstand.
- Workshop leaders should be pro-active and give out safety instructions immediately when working on any of the above.
- Mats should be used during the entire lesson and spatial awareness should be pointed out.
- At this stage, the basic guidelines and safety rules for each technique should be given with a demonstration in front of the whole class before moving onto the technique individually.

Session Nine

- The students will continue to recap what they have learnt in session eight and will be split into pairs to spend time practising.
- The workshop leader will give each pair 10 minutes to practice one technique, when the whistle blows, everyone will stop and watch each pair execute the movement they are working on.
- This should be done for every movement. This will encourage self-motivation, performance skills, confidence and movement memory.

Session Ten

- This session will be the start of creating a full choreographed piece for the whole class which should be a culmination of each technique the class has learnt since session one.
- The students will learn the choreography from the workshop leader and will have the opportunity to be creative in the freestyle section of the routine.
- This will give each individual the chance to showcase something they have learnt, feel proud of or something they have choreographed themselves.

Session Eleven

- This session will continue to develop the class choreography and each child will be given time to create their own freestyle section which will be added into the routine.
- The routine should be finished by the end of session eleven.
- The workshop leader can invite students' parents and family or staff/classes at the school to watch the performance in session twelve.
- This is an opportunity both for the class to have an audience and for others to see what the students have achieved.

Session Twelve

- The students will rehearse their choreography through for the last few times in this session.
- They will then perform their routine to an audience.
- The class will be given the opportunity to tell the audience about what they have done and what they have learnt during the twelve weeks.
- The audience will also be given the chance to ask questions and give feedback.

These plans should be adhered to where possible but may need to be adapted depending on course duration and the abilities and progression of participants.