



**SPORT SCIENCE & MANAGEMENT
SS9303 INTRODUCTION TO HIP-HOP & ITS DANCES**

Pre-requisites	None required
No of AUs	3
Contact Hours	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. Identify and demonstrate basic movement elements, patterns and skills of hip-hop dance.
2. Improve balance, groove, control and coordination of various body parts.
3. Apply and demonstrate critical and creative thinking skills in dance.
4. Identify the health benefits of hip-hop.
5. Demonstrate the ability to work in teams to create and perform dance routines.
6. Demonstrate the ability to improvise to the style and character of music.

Course Content

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
 - Urban Style Basics

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Individual/ Team	Assessment Rubrics
1. Practical: Solo Dance Assessment	1-4, 6	A1, A2, B4, D1	30%	Individual	Appendix 1
2. Practical: Group Dance Assessment	1,2,3,4,5,6,	A1, A2, B4, C1, C2, C3, D1, D2, E2	30%	Team	Appendix 2
3. Theory: A) Movie Review B) Learning Journey C) Theory Quiz	1,2,4,6	A1, A2, B2, D1, E1	5% 5% 20%	Individual Individual Individual	N/A
4. Professional Qualities		D1, D2, E2	10%		Appendix 3
Total			100%		

Graduates of SSM programme should be able to:

Competence

A1: {Understanding}	process and interpret information, evidence and methodologies related to sport science or sport management
A2: {Self-discipline}	independently apply themselves to solve relevant problems
A3: {Modern Tool Usage}	use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged athletes/sportspeople, and commercialize and innovate sports products, events and services

Creativity

B1: {Critical Thinking}	critically assess the applicability of sport science and sport management tools toward problems and in the workplace
B2: {Analytical Thinking}	critically analyse data from a multitude of sources
B3: {Interdisciplinary Thinking}	connect the subfields of sport science and sport management to tackle problems
B4: {Innovation}	be able to develop new applications or improve existing techniques
B5: {Entrepreneurship}	develop new ideas and plans for sport science, businesses and events
Communication	
C1: {Effective Communication}	present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience and in all forms of communication
C2: {Teamwork}	work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form
Civic-Mindedness	
D1: {Professionalism}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry
D2: {Inclusiveness}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes
Character	
E1: {Ethical behaviour}	act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security
E2: {Sportspersonship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity

Formative Feedback

General feedback is given to you during classes throughout the semester on what can be improved.

Learning and Teaching Approach

Approach	How does this approach support students in achieving the learning outcomes?
Direct Instruction	This approach includes lectures and teacher-led demonstrations. The teacher gives students the knowledge and information they need to achieve the learning outcomes.
Inquiry-Based Learning	This approach focuses on moving students beyond general curiosity into the realms of critical thinking and understanding. It encourages students to explore and question norms. The role of the teacher is to guide and facilitate discussion in Socratic circles.
Cooperative Learning	This approach compels students to move out of their comfort zones and engage with their peers. Students are responsible for their own learning and development and that of their community. Instructional tasks provide platforms for teamwork and cooperation.

Reading and References

Chang, J. (2005). *Can't Stop Won't Stop: A History of the Hip-Hop Generation*. New York, NY: St. Martin's Press.

Chalfant, H. (Producer), & Silver, T. (Producer/Director). (1983). *Style Wars* [Motion Picture]. United States: Public Art Films, Plexifilm.

Ahearn, C. (Producer/Director). (1983). *Wild Style* [Motion Picture]. United States: Submarine Entertainment.

Zito, D. (Producer), DeBevoise, A. (Producer), & Silberg, J. (Director). (1984). *Breakin'* [Motion Picture]. United States: MGM/UA Entertainment Company.

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 attend all classes punctually, submit all scheduled assignments and take tests by due dates. 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 sickness or injury (supported by a medical certificate) and participation in NTU's approved activities (supported by an excuse letter from the relevant bodies).

(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.

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 recognize the responsibilities in understanding and applying the principles of academic integrity in all the work that you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse you from academic dishonesty. You need to actively equip yourselves 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 academic integrity website for more information. You should consult the course instructor(s) if there is need of any clarification about the requirements of academic integrity in the course.

Collaboration is encouraged in the class because peer-to-peer learning helps you understand the subject better and working in a team trains you to communicate better with others. Working together and exchanging ideas and experiences will also help to improve the quality of assessed presentation. It is important to credit others for their contribution to your work, which promotes ethical practices and academic integrity.

Course Instructors

Instructor	Office Location	Phone	Email

Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
Week 1	Introduction to Hip-Hop Basics (groove/isolation)	LO 1-2	-
Week 2	Introduction to Hip-Hop Basics (groove/isolation)	LO 1-2	-
Week 3	Old School Party Moves	LO 1-4, 6	Theory Sharing + Upload
Week 4	Middle School Party Moves	LO 1-4, 6	Theory Sharing + Upload
Week 5	New School Party Moves	LO 1-4, 6	Theory Sharing + Upload

Week 6	Solo Dance Assessment	LO 1-4, 6-7	Theory Sharing + Upload Assessment 1
Week 7	House Dance Basics	LO 1-4, 6	Theory Sharing + Upload
Week 8	Popping Dance Basics	LO 1-4, 6	Theory Sharing + Upload
Week 9	Urban Style Basics	LO 1-4, 6	Theory Sharing + Upload
Week 10	Group Dance Assessment Preparation/Practice	LO 1-7	-
Week 11	Theory Quiz	LO 4	Assessment 2
Week 12	Group Dance Assessment	LO 1-7	Assessment 3

Appendix 1: Assessment Criteria for Solo Dance Assessment (30%)

This is a solo assessment. You are taught nine hip-hop party moves with variations and encouraged to find your unique individual expression in freestyle.

The Solo Dance Assessment will require you to demonstrate their understanding of music, technique and self.

The objectives of this assessment are to enable you to understand and demonstrate fundamental hip-hop party moves and to be creative with your expression.

Criteria (30%)	Excellent (5 marks)	Good (3-4 marks)	Satisfactory (2 marks)	Poor (0-1 mark)
Improvisation and Freestyle (5%)	Demonstrates total freedom, confidence and style. Has excellent flow throughout the dance.	Demonstrates a good degree of freedom, confidence and style. Has good flow throughout the dance, with few errors.	Demonstrates some degree of freedom, confidence and style. Has some flow throughout the dance, with some errors.	Demonstrates small to little degree of freedom, confidence and style. Has hardly any flow throughout the dance.
Technique (10%)	Demonstrates a profound understanding of techniques taught in class and is able to execute techniques with zero error.	Demonstrates a good degree of understanding of techniques taught in class and is able to execute techniques with few errors.	Demonstrates some degree of understanding of techniques taught in class and is able to execute techniques with some errors.	Demonstrates little understanding of techniques taught in class and is unable to execute techniques at all.
Musicality (10%)	Demonstrates a profound understanding of music technicalities and is able to perform to the music. Stays on beat throughout the dance.	Demonstrates a good degree of understanding of music technicalities and is able to perform to the music with minor precision errors. Stays on beat throughout the dance.	Demonstrates some degree of understanding of music technicalities. Does not stay on beat at some parts of the dance.	Demonstrates little to no understanding of music technicalities. Does not stay on beat throughout the dance.
Showmanship (5%)	Draws the audience and is able to engage the audience completely through the	Communicates with the audience through eye contact and facial and body expression.	Makes some attempt to grab attention of the audience with eye contact and facial and body	Is not focused on communicating with the audience. Is not committed

	performance. A true joy to watch!	Occasionally loses focus.	expression. Often loses focus.	to the performance.
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Appendix 2: Assessment Criteria for Group Dance Assessment (30%)

This is a group assessment. You are formed into groups by the instructor, based on the progress in weekly classes and the performance in the Solo Dance Assessment. This is to ensure that there is a good balance of strength among groups. You will prepare your own choreography, music mix and costume. You are also expected to include any three of the nine hip-hop party moves tested in the Solo Dance Assessment.

The Group Dance Assessment will require teams to work together and demonstrate your understanding of music, technique and group dynamics. This will also challenge you to understand self and others in maximising the strengths of each group and concealing the weaknesses at the same time.

The objectives of this assessment are to enable you to realise the many possibilities of choreographies from what you have learnt in class, to remind you to be creative with their expression and to show you the differences of group dance versus solo dance.

Criteria (30%)	Excellent (5 marks)	Good (3-4 marks)	Satisfactory (2 marks)	Poor (0-1 mark)
Choreography and Creativity (6%)	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 not always evident. Good presentation and sufficiently rehearsed.	Satisfactory choreography with minimal transitions. Characterisation of the dance is not evident. Fair presentation with some members looking uncertain.	Poor choreography with zero or poor transitions. No characterisation of dance. Presentation is weak and is poorly-rehearsed.
Technique (9%)	Demonstrates a profound understanding of techniques as a group. Is able to execute techniques with zero error as a group.	Demonstrates a good degree of understanding of techniques as a group. Is able to execute techniques with few errors as a group.	Demonstrates some degree of understanding of techniques as a group. Is able to execute techniques with some errors as a group.	Demonstrates no understanding of techniques as a group. Is unable to execute techniques at all as a group.
Musicality and Togetherness (6%)	Demonstrates a profound understanding of music technicalities. Is able to perform to the music and stays on beat throughout the dance.	Demonstrates a good degree of understanding of music technicalities. Is able to perform to the music with some precision errors. Does	Demonstrates some degree of understanding of music technicalities. Does not stay on beat at many parts of the dance.	Demonstrates no understanding of music technicalities. Does not stay on beat throughout the dance. No group

	Excellent group dynamics is displayed throughout the dance.	not stay on beat at certain parts of the dance. Good group dynamics is displayed throughout the dance.	Weak group dynamics.	dynamics is displayed.
Showmanship and Stage Presence (6%)	Draws the audience and is able to engage the audience completely through the performance. A true joy to watch!	Communicates with the audience through eye contact and facial and body expression. Occasionally loses focus.	Makes some attempt to grab attention of the audience with eye contact and facial and body expression. Often loses focus.	Is not able to communicate with the audience. Is not committed to the performance. Lack of focus.
Costume and Overall Presentation (3%)	Outfits and props fit the members, theme and dance very well.	Outfits and props fit the members, theme and dance generally, with some incompatibilities.	Outfits and props fit the members, theme and dance poorly, with many incompatibilities.	Outfits and props do not fit the members, theme and dance at all.

Appendix 3: Assessment Criteria for Professional Qualities (10% Final Grade)

	5	4	3	2	1
Professional qualities (max 10)	Actively engages and show effort in all class practical and theoretical activities including discussions. Shows clear evidence of sportspersonship behaviour and responsibility toward teammates during activity.	Engages well in most class practical and theoretical activities including discussions. Typically shows sportspersonship in behaviours and responsibility toward teammates during activity.	Intermittently engages in class practical and theoretical activities. Sportspersonship behaviour and responsibility toward teammates during activity not always obvious.	Infrequently engages in class practical and theoretical activities including discussions. Sportspersonship behaviour and responsibility toward teammates during activity not always obvious.	Rarely engages in class practical and theoretical activities including discussions. Little evidence of sportspersonship behaviour or responsibility toward teammates during activity.