



Dance – Sixth Grade

Lesson 5 – Percussive Dance Breakdance & Hip-Hop



CALIFORNIA ARTS STANDARDS

6.DA.Pr4- b. Use combinations of sudden and sustained timing as it relates to both the time and the [dynamics](#) of a phrase or [dance work](#). Accurately use accented and unaccented beats in a variety of meters.

OBJECTIVE: I can identify and perform a variety of rhythms in dance!

VOCABULARY: percussive dance, rhythm, hip-hop, breakdance

INSTRUCTIONAL MATERIALS:

- Daily agenda/[Google Slides](#)
- Computer, projector, speaker

MUSIC TRACKS:

- [Be Arts Smart](#) - demo track

VIDEOS (for display):

- See Google Slides

SET-UP:

- Connect to show Google Slides
- Check Technology/ sound system

OTHER RESOURCES:

- Be Arts Smart rules poster
- [Be Arts Smart rules](#) - poster
- [Be Arts Smart](#) - sheet music

EXTENSION RESOURCES:

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ENTRANCE

Google Slide #1

1. Greet students outside the classroom and give them instructions about how you want them to enter and settle into the classroom.
2. Have students enter the classroom, leading them into a circle and have them sit. As needed, adjust individuals in the circle or instruct everyone to hold hands to form a circle.
3. **Optional:** play an instrumental music track as you enter. Stop it when students are settled.

OPENING

Greeting (1 minute)

1. Introduce yourself to the students. Tell them this is dance class and we will be learning by moving our bodies.

Be Arts Smart (2 minutes)

Google Slide #2

1. Show students the "Be Arts Smart" poster with rules. Read the rules and explain as needed.
2. Instruct students to echo you as you sing the "Be Arts Smart" song.
3. Sing "Be Arts Smart", prompting students to echo you.
4. **Attention Getter:** Explain your attention-getter. Say: *When I need your attention, I will...*
 - a. **Example:** I will say "Class, class?" Students will say "Yes, yes!" while nodding and clapping on each word.

WARM UP

Context

Google Slide #3 (2 minutes)

1. Review the definition of percussive dance: Percussive dance includes movements that are performed in a sudden, abrupt or sharp way. They have a strong and often assertive, quality as the dancer exerts energy and strength to produce rhythmic moves with their body.
2. Tell students that today they will be learning a percussive style of dance called Breakdance and creating their own dance using Breakdance & Hip-Hop.

Google Slide #4 (1 minute)

3. Review today's objective: "I can identify and perform a variety of rhythms in dance."

Google Slide #5 (2 minutes)

4. Ask students: Have you seen or done Breakdance before?
 - a. Take a few answers
5. Ask students: What do you think breakdance looks like?
 - a. Take a few answers

Google Slide #6 (2 minutes)

6. Review main concepts of body percussion:
 - a. Sometimes called Breaking, B-boying, or B-girling
 - b. Began as a street dance in New York
 - c. There are four main types of moves: toprock, footwork, power moves and freezes

- d. Became an Olympic sport in the 2024 summer Olympics
- e. Is often associated with hip-hop dance styles

Body Warm-Up

Google Slide #7 (5 minutes)

1. Go through the warm-up video in the Google Slides

LESSON

Students will learn Breakdance and Hip-Hop moves and create their own dance phrases.

Learning Breakdance and Hip-Hop Moves:

***You do not have to have students learn all the moves, just as many as you can for them to create their dance with.**

Google Slide #8 (5 minutes)

1. Teach each move using the video.
2. Practice each move until students are familiar.

Google Slide #9 (5 minutes)

3. Teach each move using the video.
4. Practice each move until students are familiar.

Google Slide #10 (5 minutes)

5. Teach each move using the video.
6. Practice each move until students are familiar.

Google Slide #11 (7 minutes)

7. Teach each move using the video.
8. Practice each move until students are familiar.

Google Slide #12 (10 minutes)

1. **Review the definition of a dance phrase**
 - a. A dance phrase is a series of steps connected together to make a group of steps.
2. **Discuss the steps to make a dance phrase**
 - a. Work with your group of 2-4 people
 - b. Choose which dance moves you want in your phrase.
 - i. You can use the ones we practiced today or you can use your own ideas.
 - ii. Decide what order you want your moves to be in and how many times you want to do each move.
3. **Put students in groups of 2-4**
 - a. Be aware of what is best for each class and either place students in groups, or have students group themselves (you may want to check with the classroom teachers to advise this decision.)
4. **Give students work time**
 - a. Students can put these moves together however they want.
 - b. Once students know the order of their steps, students should determine how many times they will perform each move
 - c. Have students rehearse until they are comfortable with their phrase

Google Slide #13 (5 minutes)

1. Rehearsal

- a. Have students rehearse their final phrase
 - i. Remind students they will be performing during their last session.
- b. While students are rehearsing, go around to each group and record their dance
 - i. IF possible, share the videos with the classroom teacher and ask them to have students practice their dance phrases before the next lesson.
 - ii. IF students do not practice with their teachers before the next lesson, you will have the videos to share with students at the beginning of the lesson.

CLOSING/ REFLECTION

Google Slide #14 (5 minutes)

1. Have students discuss and respond to the following questions:
 - a. What was most challenging about creating a dance phrase?
 - b. What can you do between now and our next class to be prepared to perform?

Google Slide #15 (1 minute)

2. Review today's objective: "I can identify and perform a variety of rhythms in dance."
 - a. Introduce the concept of "Fist to Five" – How well do you feel you accomplished the objective? Fist means "I cannot do it, not even a little," while 5 is "I have mastered this skill and I can teach someone else."
 - b. Ask students to show you a fist, 1, 2, 3, 4, or 5 fingers to show their self-assessment.

Exit

Google Slide #16

1. Thank students for their participation in class.
2. Ask students if there is a class line leader. If so, have them stand by the door.
3. Dismiss one or a few students at a time to line up at the door.

EXTENSIONS – if you have extra time before Closing

- 1.