



Strand: Dance
Level: Grades 5/6
Content: 45 minute broadcast + hands-on activities

LIVE Arts: Hip Hop Hoop Dance with Terrance Littletent and Chancz Perry

Hip Hop Hoop Dance will be led by professional artists Terrance Littletent and Chancz Perry. Terrance is a Grass Dancer and world renowned Hoop Dancer, while Chancz specializes in Contemporary Dance and Movement Forms. During this program, the artists will celebrate the similarities between their two cultures. They will speak about their own journeys as artists, and discuss the influence their cultural backgrounds have had on their dance careers. Students will develop an understanding of Hoop Dance, Grass Dance, and Hip Hop through storytelling, demonstrations, and practicing basic steps. Chancz and Terrance will model how artists work together in the performing arts, and inspire students to create their own collaborative choreographies.

*Please see pages 3-7 for **Teacher-Guided Post-Broadcast Activities**. These activities will give students the opportunity to apply what they have learned during the broadcast.*

About the Artists

CHANCZ PERRY has attended Simon Fraser University; University of Ghana; Broadway Dance Centre; and SIAST. Chancz has been nominated for two Jessie Richardson Awards and the recipient of the Vancouver Sun Reader's Choice Award for Entertainer of the Year. Some film and theatre credits include Mr. Magoo, Bye Bye Birdie, Charlie Horse Music Pizza, West Side Story, Kiss Me Kate, and Five Guys Named Moe. Chancz is currently on faculty at the University of Regina, the Globe Theater School, Fada Dance, and the YWCA of Regina.

TERRANCE LITTLE TENT is a member of the Kawacatoose Cree Nation and was born and raised in Regina. Terrance comes from a traditional singing and dancing family. At the age of 6, he was taught the way of the grass dancer, and the age of 8 was given the gift of hoop dancing by his late uncle Kirby Littletent. Terrance is now an accomplished grass dancer and world champion hoop dancer. He has traveled across Canada, the United States and overseas sharing his gift.

Curriculum Aims & Goals

Creative/Productive:

Students will work collaboratively to create a short choreography.

Critical/Responsive:

Students will learn to identify locomotive and non-locomotive movements.

Cultural/Historical:

Students will learn how artists draw on cultural knowledge when collaborating.

Curriculum Outcomes: www.curriculum.gov.sk.ca

[CP5.2](#)

Express own ideas using pop dance forms and styles, and apply the elements of dance including:

- actions (extend repertoire of actions with flexibility and clarity of movement)
- relationships (alone, partner, small groups)

[CP5.1](#)

- Create dance compositions inspired by pop culture

[CR5.2](#)

- Respond critically and creatively to a variety of pop culture expressions.

[CH5.2](#)

- Compare traditional and evolving arts expressions of First Nations, Métis, and Inuit artists from different regions of Canada, and examine influences of pop culture on contemporary arts.

[CH5.3](#)

- Analyze and describe how arts and pop culture expressions convey information about the time and place in which they were created.

[CP6.3](#)

- Shape dance compositions using various choreographic forms (e.g., ABA).

[CR6.2](#)

- Investigate and identify ways that the arts can express ideas about identity.

[CR6.3](#)

- Examine arts expressions and artists of various times and places.

[CH6.1](#)

- Investigate how personal, cultural, or regional identity may be reflected in arts expressions.

[CH6.2](#)

- Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work.

Broadcast Program (45 min)

What is Hip Hop Hoop Dance?

Presentation 1 Meet the artists interview

Activity 1 Warm-ups

Presentation/ Demo/ Activity 2 Compare and contrast Pow Wow and Hip Hop

Presentation/ Demo/ Activity 3 Movement skills

Presentation/ Demo/ Activity 3 How musical forms can be used in dance

Presentation/ Demo/ Activity 4 How to collaborate

Questions/ Wrap Up

If you are watching from a distance text questions to 306.291.7355 or email liveartsaskatchewan@gmail.com during the presentations or activities to have your questions answered on air.

Materials/ Resources needed during broadcast

- Students will need enough space to practice dance moves during the broadcast.

Teacher Guided Post-Broadcast Activities

1. What Did You Learn?

Based on the Meet the Artist Interview viewed during the broadcast, ask students to share what they learned about the artists' educational backgrounds. Students may respond in written form, small groups or teachers may lead a group discussion.

Questions:

- a) How did Chancz and Terrance learn to dance?
- b) How was their education similar, and how was it different from each other?

- Note that Terrance subscribes to an oral tradition where his family passed the Hoop Dance and Grass Dance down to him. In contrast, Chancz studied dance in traditionally western institutions such as private schools and universities.
- c) Ask students to share where and how they learn different skills or acquire knowledge outside of school (e.g. from grandparents, at hockey school, from television, at camp, etc.)

Materials/ Resources for Post-Broadcast Activity 1

If working individually or in small groups, students will need paper and pencil.

If leading a class discussion, teachers may want to use a white board.

2. Warm Up

**In advance, be sure to select age-appropriate music with a definitive beat, strong accents, and variation within the songs. Music with limited lyrics and lots of instrumentation is recommended. Another option is to try music that Terrance and Chanz like to dance to. They recommend “General Generations” by A Tribe Called Red. Listen for free on Soundcloud: <https://soundcloud.com/a-tribe-called-red/general-generations>*

Activity: Reexamine the choreography learned during the broadcast and have students demonstrate what they know.

- a. Make certain students have a safe and spacious workspace for movement review and exploration and able to participate comfortably and safely in the physical exercises.
- b. Review the 4 locomotive and 4 non-locomotive movement skills discussed during the broadcast.
 - * Answers:
Locomotive: Walking, running, leaping, hopping
 - Non-locomotive: jump, twist/turn, bend, rise

- c. Have students stand in a large circle where they each share a movement from the broadcast with the group. Once a student demonstrates a movement, the rest of the group should repeat it.

Then the next student shows a movement, and everyone repeats it. Continue until all students have had an opportunity to share their movement and have everyone repeat it. If students don't remember a specific movement from the broadcast, ask them to invent a new one.

Teachers may also incorporate additional warm-up movements to help stretch, strengthen, and condition the entire body.

*For ideas see link <http://www.actionschoolsbc.ca/key-resources-equipment/supplementary-resources/braindance-physical-activity-poster-englishfrench>

TIP: Check students' body alignment and spacing during their demonstrations and executions in order to help prevent accidents from occurring.

Materials/ Resources for Post-Broadcast Activity 2

- Space for students to move and dance.

- Age-appropriate music of your choosing or “General Generations” by A Tribe Called Red

*listen for free on Soundcloud:

<https://soundcloud.com/a-tribe-called-red/general-generations>

- Device/ speakers to play or stream music

- Teachers may wish to consult the following link for warm up exercises and ideas;

<http://www.actionschoolsbc.ca/key-resources-equipment/supplementary-resources/braindance-physical-activity-poster-englishfrench>

3. Visual Art/ Science/ PE Activity: Movement Page/ Movement Wall

- a. Ask students to identify their favorite movement. Each student may choose a different one.
- b. Ask students to draw a self-portrait executing the movement (see sample drawing below).
- c. Label the drawings with the specific locomotive or non-locomotive skill (e.g. jumping)
- d. Option: Some students may want to label their body parts on the drawing, including skeletal and muscular parts.
- e. Place the collection of labeled drawings on a wall on display, noting the array of movements illustrated.

Materials/ Resources for Post-Broadcast Activity 3

- Each student will need pencil, paper, eraser, and crayons or markers.

- A bulletin board or blank wall to display drawings.



4. Collaborative Choreographies

**In advance, be sure to select age-appropriate music with a definitive beat, strong accents, and variation within the songs. Teachers may use prerecorded music with limited lyrics and lots of instrumentation. Another option is to try music that Terrance and Chancz like to dance to. They recommend “General Generations” by A Tribe Called Red. Listen for free on Soundcloud:
<https://soundcloud.com/a-tribe-called-red/general-generations>*

During the broadcast, Chancz and Terrance demonstrated how they worked together to teach each other dance movements and create new choreographies.

In the following activity, each student will invent an 8-count movement/ phrase combination, then pair up and teach each other their combination.

Materials/ Resources for Post-Broadcast Activity 4

- Space for students to move and dance.
- Age-appropriate music of your choosing or “General Generations” by A Tribe Called Red
*listen for free on Soundcloud:
<https://soundcloud.com/a-tribe-called-red/general-generations>
- Device/ speakers to play or stream music

- a. Before you begin the activity, review the following concepts learned during the broadcast with students;
 - 8 count phrase/ combination (define/ demonstrate)
 - unison (define/ demonstrate)
 - canon (define/ demonstrate)
- b. Have students stand in a large circle. Explain that they will have 10 minutes to invent an 8-count movement/ phrase combination on their own.
- c. Play music (see note in materials/ resources box). If students are self-conscious, ask them to turn so they are facing towards the outside of the circle or the wall so that they can concentrate on developing their moves.
- d. Once everyone has developed their 8-count movement/ phrase combination, divide students into groups of two. If there is an odd number of students, the teacher may partner with the remaining student.
- e. Within each pair, one student will be Partner A and the other will be Partner 1.
- f. Making certain students have enough space to explore a variety of movements, have Partner A teach Partner 1 their 8-count movement phrase/combination for 5 minutes. Play music while the students work together.
- g. Have the pairs of students try the newly learned movement in unison, and then in a canon.

- h. Next, ask Partner 1 to teach Partner A their 8-count movement phrase/combination. Continue to play music while the students work together.
- i. Have the students try the newly learned movement in unison, and then in a canon.
- j. Next, encourage the student pairs to combine their 8-count movement phrase/combination to create a short choreography. Give them time to rehearse and refine their choreography.
- k. Create an audience space where students may watch the pairs perform their choreography.

Additional resources recommended by Chancz and Terrance

1. Book: Building Dances: A Guide to Putting Movements Together by Susan McGreevy-Nichols, Helene Scheff, Marty Sprague.
2. The Anatomy of Exercise and Movement For the Study of Dance, Pilates, Sport, and Yoga by Jo Ann Staugaard-Jones
3. Book: Hip Hop Dance by Joan Freese /ISBN: 9781429601214
4. Book: Hip-hop by Sue L. Hamilton/ ISBN: 1617589071, 9781617589072
5. Video: Hip hop for kids. Pop! Lock! and Break! By Negro ponte, Michel Milwe, Liz Roger, Gilles
6. Link: http://www.educationworld.com/a_lesson/what-is-hip-hop.shtml