

St. Luke's Episcopal School
In School PE Dance and After School Dance Program
Discipline: Hip Hop/Jazz

Paula Gorman – Instructor - Jazz

Tino Valles – Instructor - Girls and Boys Hip Hop

For teacher conferences contact Paula Gorman, Dance Director

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**Syllabus is subject to change as deemed necessary by the instructor and any adjustments to the syllabus will be announced in class. It is a student's responsibility to stay informed.*

Course Description:

This course will teach basic jazz and hip hop exercises and steps to be set in dance combinations. The course will teach proper body alignment, theory and style. These principles will be incorporated in regularly scheduled jazz / hip hop classes.

Style Descriptions:

Jazz Dance Technique: Jazz dance originated from Caribbean traditional dance which evolved into a performing art. With the growing domination of other forms of entertainment music, jazz dance evolved on Broadway into the new, smooth style that is taught today and known as modern jazz, while tap dance branched off to follow its own, separate evolutionary path. The performance style of jazz dance was popularized to a large extent by Bob Fosse's work, which is exemplified by Broadway shows such as Chicago, Cabaret, Damn Yankees, and The Pajama Game. Modern jazz dance continues to be an essential element of musical theatre, and it can often be seen in music videos and dance. Prior to dancing, dancers typically perform exercises in order to warm up and stretch muscles so as to prevent injuries. In addition, core strengthening exercises are often used for conditioning. As in most forms of dance, technique is the foundation for all modern jazz dance movement. **In particular, jazz dancers benefit from a sound working knowledge of ballet technique and, consequently, jazz dance curriculum commonly includes ballet training.**

Hip Hop Technique: Hip-hop dance has gone through a revival in recent years and refers to social or choreographed dance styles primarily danced to hip-hop music or that have evolved as part of hip-hop culture. This includes a wide range of styles notably breaking, locking, and popping which were developed in the 1970s by Black and Latino Americans. What separates hip-hop dance from other forms of dance is that it is often *freestyle* (improvisational) in nature and hip-hop dancers frequently engage in *battles*—formal or informal freestyle dance competitions. Informal freestyle sessions and battles are usually performed in a *cipher*, a circular dance space that forms naturally once the dancing begins. These three elements—free styling, battles, and ciphers—are key components of hip-hop dance. Hip-hop dance is now practiced at both studios and outside spaces.

Materials Needed:

1. You will need a notebook and pen for note taking.
2. You will need proper jazz shoes for boys and girls (black).
3. Girls will need black full length jazz pants and a long sleeved black leotard.
4. Boys will need a white crew neck t- shirt, and black jazz pants.
5. Girls will need hair bands and hair pins to coil hair back from face.

Course Goals:

The goal is for students to perform to their best ability hip hop / jazz technique. As a result, class choreography will be memorized and performed utilizing proper technique for the public. This course aspires to have a student understand jazz terminology and identify and execute various steps in different musical rhythms. The goal is for students to gain an appreciation for the role jazz and hip hop play in dance history.

Learning Outcomes:

- Students will improve strength, flexibility, coordination, rhythm and motor learning skills by learning how to use their plie correctly, align their body correctly and safely, stretch their legs and feet correctly, listen and count music correctly.

- Students will gain an appreciation for the jazz dance form's historical importance to our present day dance styles. The challenge to physically comply with the set jazz class structure and required body positions will prepare students for other diverse dance style training challenges.
- Students will be able to gauge their own progress by measuring their improvement in comparison to the instructor's technical demonstrations, fellow class mate's technical growth and their own self expectations at the beginning of the course.
- Students will gain a sense of *self*. As in life, how we perform in our 'space' affects our environment. How students execute their part of the choreography affects the 'whole' and its success.
- Students will gain a sense of self discipline that will carry over into other academic challenges and life in general.
- Students will be able to ask questions, formulate opinions, and add ideas during dance class. As a result, communication and creative skills will be strengthened.
- Students will increase sensory awareness by blending with others in movement patterns such as dancing around, over, under and between other people.
- Students will gain an aesthetic awareness of the line and design in dance.
- Students will be able to understand dance terminology and will be able to identify and execute various steps in different musical rhythms.

Additional Instructor Requirements: *If expectations are not consistently met by a student/s the instructor reserves the right to drop the student/s from the class.*

1. I expect you to follow the "Play Nice Policy" by being respectful of the other classmates and their dance abilities.
2. I expect you to listen to and apply corrections.
3. I expect you to cooperate with the class structure.
4. I expect you to work to achieve your personal best.
5. I expect you to have fun while maintaining a professional working attitude.
6. I expect you to attend every class in mind, body and spirit.
7. I expect you to have all materials by the first week of classes.
8. I expect you to wear the required dance attire and have hair properly coiffed in every class.

Course Evaluation/Assessment:

Dress Code 20%

Each student should take pride in their appearance and be acceptably dressed for any possible visitors.

Dorothy's Dance Shop carries in stock the SLES Dance Program's required attire. They have them on file by number. The Dress Code on the dance web page also contains the specific numbers for these items.

- Ballet: long sleeve black leotard with pink, footed tights and pink ballet shoes must be worn to a ballet class. No undergarments are to be worn beneath dance attire. Black chiffon ballet skirts are allowed to be worn by MS dancers.
- Jazz/Hip Hop and Tap: long sleeve black leotard/white t-shirt for boys and full length black jazz pants, black jazz shoes and black tap shoes (with ties or elastic top).
- No t-shirts or loose fitting clothing are allowed in class. Students may wear solid colored ballet sweaters and leggings on cold days with teacher permission.
- Hair should be securely and neatly pulled off the face and neck in a bun or a French twist.
- Jewelry should be kept to a minimum-no bracelets, dangling earrings, watches or large rings.

Attitude 40%

Attitude extends beyond the demeanor of the student, but also to the work ethic and application of corrections to the dance technique. Attitude will be comprised of, but not limited to elements such as:

1. Respect towards teacher
2. Positive interaction with classmates
3. Ability to listen
4. Sharing the joy of dance and movement
5. Cooperation
6. Encouraging attitude toward self and others
7. Working to achieve personal best
8. Application of corrections

Participation and Personal Growth 40%

A student must be present in body, mind and spirit in every dance class to embody dance technique. Each student will be evaluated as an individual and not compared to classmates.

A student's commitment to work physically and mentally will be evident in the student's growth artistically and technically throughout the semester. The dance class is intended to foster an appreciation for the arts, increase knowledge of the subject, and instill a lifelong appreciation for the discipline.

Calendar

- Dance classes begin in August and finish December, first semester and in May, second semester.
- In School Dance Classes will follow the SLES Holiday Schedule.
- Dance Field Trips will be announced at least two weeks in advance of the scheduled event.
- Invitations to perform at other venues will be announced as soon as they are received.

Additional

- Excessive tardiness and absences may affect participation in performances.
- Costume fees are included with the In School Dance semester fee.
- Everyone is expected to respect and willingly abide by all dance class regulations and class procedures, and to conduct themselves in a courteous manner in all dance connected activities.
- Chewing gum, food or drinks are not allowed in the dance studio.
- If you did not receive or if you need another enrollment form, it can be downloaded from the SLES dance web page.

Instructor Bio:

Tino Valles: Boys and Girls Hip Hop/Jazz Instructor

An exciting and artistic performer and teacher, Tino Valles began dancing at the age of 4 and is still going strong. He has been at Saint Mary's Hall for eleven years, teaching hip hop and jazz dance fundamentals to the younger boys, and Irish dancing, jazz, and folkloric to the older students. Mr. Valles has performed and choreographed in many professional venues, including TV commercials, musical videos, Fiesta Noche del Rio, the Fort Worth Chamber Orchestra, Sea World and the State Fair of Texas. He is in demand for dance workshops throughout the United States. TinoValles teaches our SLES boys program.