

Clip: Hip Hop

Episode 7: Crush Test Dummies

Activity: Graffiti Dance

Theme: Dance Knowledge, Dance Skills

Elements of dance: body, space, relationships

1. As a class, view the clip, *Hip Hop*, and discuss the cultural significance of this style of dance and the characteristic movements peculiar to this style.
2. Discuss with students what the term 'graffiti' means? Ask them to find out where the art form originated, and what styles are accepted as art, and what style/s are considered vandalism.
3. Talk to students about any graffiti they have seen and identify where it was located. Have students indicate their prior knowledge of who designs and produces graffiti, why it is produced/performed, what it means to the creator and what it means to the audience, and who are some famous graffiti artists.
4. Have students take pictures of the graffiti that occurs in their immediate environment. They should bring the images to school and the class can develop a graffiti wall. For example, in Melbourne, students could go to the website [Melbourne Graffiti](#) to view graffiti from suburb to suburb.
5. After a warm up session, divide the class into pairs. One student will be the graffiti artist, the other student a blank "canvas". The graffiti artist will use one image of graffiti that they have selected as reference, and spray the design on the canvas. The canvas will respond to the lines (round, soft, short, long, squiggly, zig zag) via movement with the whole body or parts of it (such as top of the head, nose, shoulder, hip, chin, hands, elbows).
6. Coach students to respond as accurately as they can. You can request that they repeat the exercise with one body part then another, if they need more direction.
7. After the initial exploration, encourage the artist to use more detail. The canvas must respond with more detail. Swap over roles so that the students experience both parts of the performance.

Activity: Graffiti Dance

8. In pairs, have students remember four of the movements they liked the most and put them together to create a graffiti duet. If the moves are very simple, repeat each movement four times. Document these movements using **Student Activity E7.2: Design Graffiti Routine**. Finally, add a 'spray can' sound track. (Students can use their own vocals as accompaniment while they dance.)
9. Have students perform their choreography to another pair or the whole class. The audience should provide constructive evaluative feedback to the dancers for improvement.

Download

- Student Activity Sheet E7.2: Design Graffiti Routine

Useful resources

- [Ausdance Factsheet 11, Producing a dance performance](#)
- [Ausdance Factsheet 7, Safe dance floors](#)
- [Ausdance Factsheet 13, Safe spaces for dance](#)
- [Ausdance Factsheet 14, First aid for dancers](#)
- George C. Stowers [Graffiti Art: An Essay Concerning The Recognition of Some Forms of Graffiti As Art](#)
- [Melbourne Graffiti](#)
- [Sydney Graffiti Archive](#)
- [ABC, Graffiti: Art or Vandalism? \(2008\)](#)

NAME:

Student Activity Sheet: E7.2 Episode 7: Crush Test Dummies
Activity: Graffiti Clip: Hip Hop
Dance

Design Graffiti Routine

Use the table on the next page to notate the four main moves/poses of the graffiti routine that you developed in class. In order to describe the variety, quality and feel of your movements, counts, direction and feel of the movement make notes on the following:

- words (nouns, adjectives and verbs)
- colours
- numbers
- symbols
- illustrations

<p>Movement Name:</p> <p>Descriptive words</p> <p>1. _____</p> <p>2. _____</p>	<p>Movement Name:</p> <p>Descriptive words</p> <p>1. _____</p> <p>2. _____</p>
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