

teacher resource guide

**schooltime
performance
series**



**ladies of
hip-hop**

**arts
education
njpac**



about the performance

Ladies of Hip-Hop is a nonprofit organization dedicated to empowering girls and women in hip hop culture. Rooted in New York City, the company reclaims and transforms spaces to provide all women a platform to be heard, seen, respected, and celebrated within the greater hip hop and arts communities. Ladies of Hip-Hop is building the next generation of hip hop's changemakers by providing resources and opportunities, including dance training, performance showcasing, mentorships, educational programs and career development support.

The Ladies of Hip-Hop Dance Collective is an all-female intergenerational dance collective that creates dance works illuminating the strength, power and diversity of women in hip hop.

about the founder

Michele Byrd-McPhee is a street dancer, an arts activist and a tireless advocate for girls and women. She has been working for decades to re-contextualize spaces and conversations about hip hop culture along with gender, sex, cultural, sociohistorical and racial lines. Michele is relishing her roles as a performer and production manager for The Jazz Continuum, along with her 20-year commitment as Executive Director for Ladies of Hip-Hop and artistic director of Ladies of Hip-Hop Dance Collective.

njpac on the mic podcast

with founder & executive director of Ladies of Hip-Hop, Michele Byrd-McPhee



How to listen to this episode of NJPAC On the Mic
Scan the QR code or visit njpac.org/arts-education/teacher-resources to access the podcast and the following show notes:

Part 1: About | *Pre-show audio, 5 minutes*

Includes: An introduction to the performance, artists, venue and welcome message

Welcome message voiced by Michele Byrd-McPhee

Part 2: Connect | *Post-show audio, 8 minutes*

Includes: Reflection question, a look at freestyle, cypher and call-and-response in hip hop culture

Opening question voiced by Michele Byrd-McPhee

Part 3: Spotlight | *Post-show audio, 10 minutes*

Includes: An interview with the founder and executive director of Ladies of Hip-Hop, Michele Byrd-McPhee, discussion starters

Interview guest: Michele Byrd-McPhee

Additional Episode Credits

Series producers: Michael Aquino and Dania Ramos

Written and hosted by Dania Ramos

Theme and outro music:
NJPAC's Hip Hop Arts & Culture program

Additional music from Epidemic Sound

Sound editing, sound design and voiceover by Michael Aquino



Scan the QR code to access the NJPAC on the Mic Podcast & show notes

About NJPAC On the Mic

NJPAC On the Mic invites your students to expand their experience of attending a SchoolTime Performances show. We provide three podcast episodes for each production, suitably aligned with New Jersey Student Learning Standards (NJSLs) and New Jersey Social and Emotional Learning (SEL) Competencies. With *NJPAC on the Mic*, the learning begins before — and continues beyond — your visit to the New Jersey Performing Arts Center!

inspired ideas in the classroom

Teacher Focus

Student Activity

NJ Student Learning Standards

P

<p>Prepare for the performance</p>	<p>Have students listen to <i>NJPAC On the Mic: About</i>. Introduce students to the Ladies of Hip-Hop by sharing that it is a nonprofit organization that focuses on women and their relationship with the cultural movement.</p> <p>Play the performance clip of the Ladies of Hip-Hop for students. After the video, facilitate a class discussion by asking the following questions:</p> <ol style="list-style-type: none"> 1. What looked familiar to you in this performance clip? 2. What do you think is the significance of the Black Dancing Bodies project? 3. What are your observations about women's representation in hip hop? Think of other activities, careers or places where women aren't as represented as men. Why do you think that is? 	<p>Listen to <i>NJPAC On the Mic: About</i>. Learn about the Ladies of Hip-Hop as a nonprofit organization.</p> <p>After watching a performance clip, share your thoughts in a class discussion based on the following questions:</p> <ol style="list-style-type: none"> 1. What looked familiar to you in this performance clip? 2. What do you think is the significance of the Black Dancing Bodies project? 3. What are your observations about women's representation in hip hop? Think of other activities, careers or places where women aren't as represented as men. Why do you think that is? 	<p>Career Readiness, Life Literacies, & Key Skills 9.4.8.GCA.2</p> <p>English Language Arts NJLSA.R7 NJLSA.SL1.</p> <p>Visual & Performing Arts Anchor Standard 7, 8, 9</p> <p>World Languages 7.1.NH.IPRET.6</p>
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E

<p>Experience the performance</p>	<p>Have students watch the Ladies of Hip-Hop's Red Bull Nationals performance. Remind students about theater etiquette and emphasize how crowd engagement is culturally acceptable in hip hop spaces.</p> <p>Encourage students to relax and enjoy the show. Have them take mental note of moments, themes and subject matters that align with the Ladies of Hip-Hop's mission.</p>	<p>Watch The Ladies of Hip-Hop's Red Bull Nationals performance. Consider how you might behave in the theater.</p> <p>Relax and enjoy the show. Try and remember moments, themes and subject matters that align with the Ladies of Hip-Hop's mission.</p>	<p>English Language Arts NJLSA.R7 NJLSA.SL1.</p> <p>Visual & Performing Arts Anchor Standard 7, 8, 9</p> <p>World Languages 7.1.NH.IPRET.6</p>
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R

<p>Reflect, respond and read</p>	<p>Reflect: Have students listen to <i>NJPAC On the Mic: Connect</i>. Allow the students to share their answers to the questions from the podcast. Follow up with the questions listed in the student section.</p> <p>Read: Ask students to read an article about the five core elements of hip hop. Students can learn more about Ladies of Hip-Hop by listening to an interview in <i>NJPAC On the Mic: Spotlight</i> and by visiting the company's website.</p> <p>Respond: Ask students to share their responses to the following questions about hip hop dance elements: Which of the five core elements did you see in the performance? When were they present?</p>	<p>Reflect: Listen to <i>NJPAC On the Mic: Connect</i>. Share your answers to the questions from the podcast. Continue the discussion based on the questions below:</p> <ol style="list-style-type: none"> 1. Which moments from the performance were memorable to you, and what do you think was the significance behind them? 2. What connections can you make between the different dance styles in the performance? 3. Which descriptive words come to mind when you reflect on the performance? Write them on paper and submit them to the teacher. <p>Read: Read an article about the five core elements of hip hop. Learn more about the Ladies of Hip-Hop by listening to an interview in <i>NJPAC On the Mic: Spotlight</i> and visiting the company's website.</p> <p>Respond: Share your answers to the following questions: Which of the five core elements did you see in the performance? When were they present?</p>	<p>Career Readiness, Life Literacies, & Key Skills 9.4.8.GCA.2</p> <p>English Language Arts NJLSA.SL1. NJLSA.SL2.</p> <p>Social-Emotional Learning Relationship Skills Sub Competency 16</p> <p>Social Studies 6.1.2. Geo. HE.2</p>
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F

<p>Focus</p>	<p>Have students watch a video about the elements of hip hop. Break the class into groups to complete Activity Sheet 1 in preparation for a women's empowerment presentation.</p> <p>Encourage students to refer to the following videos for further understanding of hip hop elements and dance styles: Beatboxing, Graffiti, Hip hop dance, Popping, Waacking, House, DJing and emceeing, Breaking, Vogue, Locking, Litefeet, Krumping</p>	<p>Watch a video about the elements of hip hop. In your group, complete Activity Sheet 1 in preparation for a women's empowerment presentation. Refer to the video links provided by your teacher for guidance about hip hop elements and dance styles.</p>	<p>Career Readiness, Life Literacies, & Key Skills 9.4.8.IML.7</p> <p>English Language Arts NJLSA.R7 NJLSA.SL1. 9.4.12.CI.1</p>
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O

<p>Originate</p>	<p>Have the students work together in their groups to create a 2 – 3-minute presentation containing the selected dance styles and hip hop elements from Activity Sheet 1. Have the students complete Activity Sheet 2 to identify a specific theme and message they'd like to see represented in their group performance.</p>	<p>Work together in your groups to create a 2 – 3-minute presentation containing the selected dance styles and hip hop elements from Activity Sheet 1. Complete Activity Sheet 2 to identify a specific theme and message you'd like to see represented in your group's performance.</p>	<p>Career Readiness, Life Literacies, & Key Skills 9.4.12.CI.1</p> <p>Comprehensive Health & Physical Education 2.2.8.MSC.3 2.2.12.MSC.3</p> <p>Social-Emotional Learning Relationship Skills Sub Competency 16</p> <p>Visual & Performing Arts Anchor Standard 1, 2, 10</p>
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R

<p>Rehearse</p>	<p>Give your students time to finalize and rehearse their presentations. Encourage them to revisit Activity Sheet 2 and the descriptive words list. Allow students to offer feedback on each other's presentations.</p>	<p>With your group, finalize and rehearse your presentation. Revisit Activity Sheet 2 and the descriptive words list. Offer feedback to the other groups on their presentations.</p>	<p>Career Readiness, Life Literacies, & Key Skills 9.4.12.CI.1</p> <p>Comprehensive Health & Physical Education 2.2.8.MSC.3 2.2.12.MSC.3</p> <p>Social-Emotional Learning Relationship Skills Sub Competency 16</p> <p>Visual & Performing Arts Anchor Standard 3, 6</p>
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M

<p>Make magic</p>	<p>Have each group share their presentation with the class. Remind students to be respectful audience members. Allow enough time for feedback and questions after each presentation.</p>	<p>Share your presentation with the class! Remember to be a respectful audience member. Offer feedback and participate in a Q&A session after each presentation.</p>	<p>Career Readiness, Life Literacies, & Key Skills 9.4.12.CI.1</p> <p>English Language Arts NJLSA.R7 NJLSA.SL1.</p> <p>Comprehensive Health & Physical Education 2.2.8.MSC.3 2.2.12.MSC.3</p> <p>Visual & Performing Arts Anchor Standard 6</p>
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curriculum standards

NJ Visual & Performing Arts Standards

- 1: Generating and conceptualizing ideas.
- 2: Organizing and developing ideas.
- 3: Refining and completing work.
- 6: Conveying meaning through art.
- 7: Perceiving and analyzing products.
- 8: Interpreting intent and meaning.
- 9: Applying criteria to evaluate products.
- 10: Synthesizing and relating knowledge and personal experiences to create products.

FIND THE STANDARDS

For more detailed information on the standards, visit these websites:

NATIONAL ENGLISH LANGUAGE ARTS STANDARDS
corestandards.org/ELA-Literacy

NATIONAL SOCIAL STUDIES STANDARDS
socialstudies.org/standards

NATIONAL CORE ARTS ANCHOR STANDARDS
nationalartsstandards.org

common core state standards

English Language Arts

9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

NJSLSA.R7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.SL1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Career Readiness, Life Literacies & Key Skills

9.4.8.GCA.2

Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.7

Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

Comprehensive Health and Physical Education

2.2.8.MSC.3

Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, aerobics dance, fitness).

2.2.12.MSC.3

Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

World Languages

7.1.NH.IPRET.6

Interpret some common cultural practices associated with the target culture(s).

NJ Social-Emotional Learning

Relationship Skills Sub Competency 16

Utilize positive communication and social skills to interact effectively with others.

Social Studies

6.1.2. Geo. HE.2

Describe how human activities affect the culture and environmental characteristics of places or regions.



vocabulary

Beatboxing

A form of vocal percussion using one's mouth, lips, tongue and voice, primarily involving the art of mimicking drum machines

Breaking

An acrobatic dance style tied to the birth of hip hop. It consists of four kinds of movement: toprock, downrock, power moves and freezes

Call and response

A concept where one person or group performs a spoken phrase, and another person or group responds by repeating or performing a related phrase

Cypher

A circle of people where B-Boys and B-Girls take turns dancing in the center. This also applies to emcees

DJing (turntabling)

The art of manipulating sounds and creating new music, sound effects, mixes and creative beats, typically by using two or more turntables and a crossfader-equipped DJ mixer

Emcee, a.k.a MC, short for "master of ceremonies"

The host or announcer at an event. In hip hop, emcees are also rappers who recite rhyming verses to a beat

Entrepreneurialism

The ability to start and develop new businesses. It is a way of life that involves constantly pursuing innovation and creativity for the common good. Entrepreneurs are often characterized by traits such as independence, self-discipline, persistence, creativity, hard work, motivation and confidence

Graffiti

Derived from the Italian word *graffio*, meaning scratch, graffiti is a form of visual communication, usually illegal, involving the unauthorized marking of public space by an individual or group

Hip hop

A cultural and artistic movement birthed in the 1970s by African Americans living in the Bronx, New York. It is characterized by key elements: emceeing (rapping), DJing (turntabling), breaking (breakdancing), graffiti and knowledge

Hip hop dance

A social street dance characterized by improvisational expression and polyrhythmic movements

House

A freestyle street and social dance rooted in the underground house music scene of Chicago and New York. It is characterized by three main elements: jacking (a torso movement consisting of rocking and body rolling), footwork (influenced by tap, jazz, afro and Latin dance) and lofting (fluid and acrobatic floor work)

Krump (krumping)

A dance style originating from South Central Los Angeles rooted in the clowning movement of the early 2000s. It is characterized by aggressive movements, sharp stabs and chest pops

Litfeet

A dance style that emerged from Harlem, New York in the early 2000s, characterized by seemingly weightless movements

Locking

A style of funk dance characterized by fast and distinct arm and hand movements, rhythmic footwork and exaggerated body movements

Polyrhythm

The simultaneous combination of contrasting rhythms within a shared tempo

Popping

A West Coast street dance characterized by a quick contraction and relaxation of the muscles to create a jerking effect in the body

Vogue

A dance style birthed by the ballroom scene in Harlem, New York in the 1980s amongst the Black and Latino LGBTQ+ community

Waacking

A street dance style born within the Los Angeles LGBTQ+ disco club scene during the 1970s. It is characterized by hand and arm movements that precisely illustrate a song's vocal or instrumental arrangement

resources

NJPAC

About NJPAC
njpac.org/about

NJPAC's Arts Education programs
njpac.org/arts-education

NJPAC Resources | *Ladies of Hip-Hop*
njpac.org/education-program/ladies-of-hip-hop-resources

NJPAC's David G. Berger Master Class Series
njpac.org/berger

Website

Ladies of Hip Hop
ladiesofhiphop.com

Ladies of Hip Hop Festival
ladiesofhiphopfestival.com

Masterclass | Understanding Hip Hop Dance
masterclass.com/articles/hip-hop-dance-explained

What Is Freestyle Dance?
musicindustryhowto.com/what-is-freestyle-dance

Discover The Meaning and Importance of The Cypher In Breaking
redbull.com/us-en/the-importance-of-the-cypher

All the Ladies Say
alltheladiessay.com

Breaking Down the 5 Elements of Hip-Hop
rockthebells.com/articles/elements-of-hip-hop

What is Hip Hop?
redbull.com/us-en/what-is-hip-hop-guide

Guide To Street Dance Styles
redbull.com/us-en/dance-your-style-different-styles-guide

Cyphers
thebreaks.org/articles/cypher.html#ref2

Videos

Black Dancing Bodies Project Ladies of Hip-Hop
[youtube.com/watch?v=VvJYB15roBI](https://www.youtube.com/watch?v=VvJYB15roBI)

Ladies of Hip-Hop Dance Collective Red Bull Nationals Performance
[youtube.com/watch?v=HUV0Ybgz-HA](https://www.youtube.com/watch?v=HUV0Ybgz-HA)

Do you know all 9 Elements of Hip Hop?
[youtube.com/watch?v=ihr1A4gQ-Cc](https://www.youtube.com/watch?v=ihr1A4gQ-Cc)

Cypher Example: BET Cypher
[youtube.com/watch?v=kjndqTrJyQ](https://www.youtube.com/watch?v=kjndqTrJyQ)

Graffiti Example: I LOVE MY HOOD mural
[youtube.com/watch?v=EklwMBFK8P4](https://www.youtube.com/watch?v=EklwMBFK8P4)

Hip Hop Dance Example: Loose Joint Hip Hop Workshop
[youtube.com/watch?v=GKZHmzvNav0](https://www.youtube.com/watch?v=GKZHmzvNav0)

Popping Dance Example: Soul Train | Popping
[youtube.com/watch?v=Lk9KYDZNP30](https://www.youtube.com/watch?v=Lk9KYDZNP30)

Waacking Dance Example: Princess Lockeroo The Queen Of Waacking
[youtube.com/watch?v=52Tm-jbZRSs](https://www.youtube.com/watch?v=52Tm-jbZRSs)

House Dance Example: Bust A Move XI
[youtube.com/watch?v=crMNdrVj49w](https://www.youtube.com/watch?v=crMNdrVj49w)

DJing & Emceeing Example: Salt-N-Pepa – Push It
[youtube.com/watch?v=vCadcBR95oU](https://www.youtube.com/watch?v=vCadcBR95oU)

Breaking Dance Example: Ken Swift (7Gems/YCB/Break Life)
<https://www.youtube.com/watch?v=aFT-HSQ5114>

Vouge Dance Example: How the LGBTQ community created voguing
https://www.youtube.com/watch?v=XJ6fqQX_e9U

Locking Dance Example: FireLock Judge Showcase
https://www.youtube.com/watch?v=Peu_xqsQ1Bw

Lifefoot Dance Example: Litfeet Cypher
<https://www.youtube.com/watch?v=fpasBMvRR2E>

Krumping Dance Example: Piggy Bank ft Godson, Kid NY & Wolf
<https://www.youtube.com/watch?v=3hPhuvkCadI>

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Creative Lead, On-Site Programs

NJPAC Arts Education performances team:

Rosa Hyde, Treasure Borde, and Kendall Lipham. On the Mic is an NJPAC Arts Education production, produced in partnership with CM Studios. CM Studios producers: Michael Aquino and Dania Ramos. NJPAC and CM Studios are located in Essex County, New Jersey, situated on the traditional territory of the Leni Lenape people.

the arts in your school

In-School Residencies: NJPAC teaching artists come right to your school to teach the performing arts to your students. Our super-flexible in-person residencies are designed to meet your needs and you'll have a dedicated program manager to help you every step of the way. It's the perfect program to keep your students creating, connecting and expressing themselves through the magic of the arts.

Professional Development: Calling all educators! Expand your teaching skills, deepen your curriculum and give yourself a creative boost in NJPAC's forward-thinking professional development workshops. Our virtual PD programs are for teachers all the way from pre-K to high school and include hip hop, dance, storytelling, theater, music and more. Not only will you learn something... you'll also have fun and be inspired.

For more information or to schedule an appointment, please email our education sales team at artseducation@njpac.org. Or visit njpac.org/education

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+ deceased

study the arts at njpac

Saturday Programs: NJPAC's Saturday programs are geared towards students at every level — from those who dream of starring on Broadway to those who are still learning their scales. Students work with professional artists to build technique and develop their own creative style in hip hop, jazz, theater, musical theater and symphonic band.

Summer Programs: Want to begin to explore the arts? Or immerse yourself in the study of one genre? Then join us at NJPAC next summer in one of seven programs that spark the creativity in every child through the study of music, dance and theater.