
JAZZ HIP HOP FUSION!

— (sometimes called Jazz Funk —
or Street Jazz)

The Definition:

A **fusion** is when you borrow movements from **two or more** dance styles such as ballet, Modern, Hip Hop, lyrical, contemporary, or classical Jazz.

The fusing of Jazz and Hip Hop creates a **funky** style that is both **fun** and **expressive!**

Check out this YouTube video!

<https://youtu.be/UoBqM1XBAEY>

Question:

Identify and list characteristics or movements from Jazz and Hip Hop that have been used to create this original choreography.

Dance Fusion Activities:

1. Answer the questions on slide 3 about the YouTube video and/or the Queianna Park workshop.
2. Research the characteristics of two very different dance styles.
3. Research and list a variety of movements from the two different dance styles.
4. Create your own dance fusion choreography, including:
 - Dance technique
 - Elements of dance
 - Choreographic forms
 - Elements of Stagecraft

Dance Fusion Activities, con't:

5. Use the rehearsal process to prepare your composition for performance.
6. Write a journal reflection explaining how you and/or your group members used the Creative Process to create your dance piece.
7. Use the Critical Analysis process to evaluate one of the performances by your classmates.

Characteristics of Jazz & Hip Hop

JAZZ

- Syncopation
- Style & Accuracy
- Technique
- Isolations
- Strength & Flexibility
- Jumps & Turns
- Stretched or flexed feet
- Straight posture
- Parallel and turned out
- Footwork

HIP HOP

- Low centre of gravity
- Acrobatic tricks
- Breakdancing
- Athletic strength and power
- Isolations/Pop and Lock
- Change of weight
- Flexed feet
- Leaning posture
- Expressive performance

Jazz & Hip Hop Movements

JAZZ

- Isolations
- Contraction
- Jazz walks
- Jazz square
- Pirouette
- Chaines turns
- Split leap
- Layout
- Toe Over

Or find your own, or ask your teacher for a list

HIP HOP

- Float
- Uprock
- Knee Spin
- Moonwalk
- Grapevine
- Body Rock (side to side)
- Body Rock (front to back)
- Chest pop
- Six step

Or find your own, or ask your teacher for a list

Now It's Your Turn to Create a Fusion Dance Form

Jazz and Hip Hop have similar origins and some overlapping characteristics and movements. Another fusion style is Lyrical, which is often considered a combination of ballet and jazz.

You can create an entirely new dance form by fusing two seemingly opposite dance styles by choosing two of the following, or any that your teacher might suggest:

Ballet

Modern

Contemporary

Jazz

Latin Ballroom (tango/salsa etc.)

Tap

Irish

Any other world dance style

Step One: Research and List the Characteristics of the Two Very Different Styles You Have Chosen

Dance Style #1

Dance Style #2

Step Two: Research and List Some Movements From the Two Very Different Styles You Have Chosen

Dance Style #1

Dance Style #2

Step Three: Create a New Dance Style

- 1. Choose a piece of music that will enhance the characteristics of both dance styles you have chosen.**
- 2. Combine the movements you have discovered through your research to create original movements.**
- 3. Create movement phrases keeping in mind the elements of dance: body shape, space, time, energy/dynamics, and relationship.**
- 4. Compose the movement phrases using a variety of choreographic forms such as: AB, ABA, call & response, canon, collage, counterpoint, retrograde, theme & variation, or any others your teacher provides for you. (Definitions can be found in the Glossary of the Ontario Arts Curriculum.)**

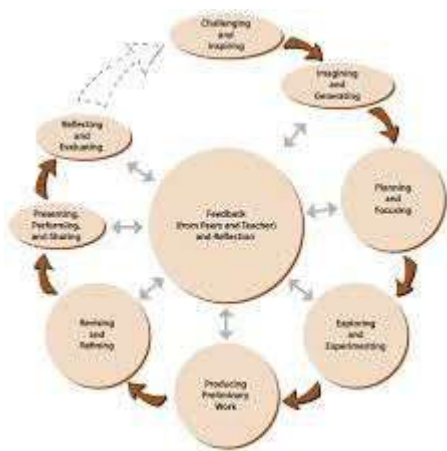
Step Three, con't.: Create a New Dance Style

5. Organize the composition into a performable dance piece with a clear beginning, middle, and end.
6. Rehearse and polish your dance piece. Ask your teacher for feedback to help perfect your piece and prepare it for performance.
7. Consider adding elements of stagecraft such as: costumes, hair/makeup design, lighting, etc. to enhance your performance.
8. Perform your finished product for evaluation by your teacher and critical analysis by your peers.

Step Four: Follow-Up

1. Write a journal reflection describing your use of the creative process (as defined in the Ontario Arts Curriculum.)

2. Complete a Critical Analysis of one presentation by your classmates (as explained in the Ontario Arts Curriculum.)



ESLM Student/Teacher Resources

THE CRITICAL ANALYSIS PROCESS

Think as an art critic about what you observe. Intellectual observation: What is going on? What does it say about...?

1. What does the piece make you think about, and/or what does it say about the world?

2. **Description:** Capture the piece (or an element) in words.
 - What is it?
 - Where is it?
 - What is it made of?
 - How is it made?

3. **Interpretation:** Interpret some or all of the elements & explain to yourself what they mean.

- What is your first impression of the piece?
- What makes you say that?
- What does the audience see?
- How do you feel when you look at it?
- What emotions do you have?
- What questions do you have about it?
- What personal experiences do you have with it?

4. **Analysis:** Attempt to determine what the piece means to yourself based on where you are.

- How do you think the piece is made?
- How do you think the piece is made? (What are the elements, what are the forms, and what are the styles?)

5. **Integration:**

- How is the piece making you think?
- How is it making you think? (What are the elements, what are the forms, and what are the styles?)
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6. **Critical Analysis Summary:** Connect your analysis and interpretation with your own observations.

- What evidence in the interpretation seems to be in line with or against the observations?
- What aspects of the piece interest you most? What do you like and why? What do you dislike and why? What do you think of the work overall?
- What feelings did this work evoke in you?

7. **Reflection:**

- Do you feel that the work is successful?
- What would you change to improve the work?
- How would you feel about the work if you were the artist?
- How would you feel about the work if you were the audience?

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Source: Ontario Ministry of Education, 2010, p. 100