

teacher resource guide

**schooltime
performance
series**



***the hip hop
nutcracker***

**arts
education
njpac**



about the performance

The Hip Hop Nutcracker is a remixed and reimagined version of the ballet classic. This contemporary dance spectacle smashes hip hop dance and Tchaikovsky's timeless *Nutcracker Suite* into a heart-stirring and inspirational holiday event.

Join Maria-Clara and the Nutcracker Prince on a dream adventure as they battle a gang of mice, visit the Land of Sweets and learn the lessons of the holiday season. Innovative digital graffiti and visuals transform the landscape of E.T.A. Hoffmann's beloved story from 19th-century Germany to the vibrant, diverse sights and sounds of contemporary New York City.

The Hip Hop Nutcracker virtual presentation is a recording of a performance filmed at the New Jersey Performing Arts Center. The production was directed, and choreographed by Jennifer Weber, who co-created it with Mike Fitelson. It featured a powerhouse cast of dancers, DJ Boo, violinist Claudius Agrippa and a special guest appearance by MC Kurtis Blow. The recording was presented by PBS All Arts and NJPAC. *The Hip Hop Nutcracker* is an original NJPAC production.

njpac on the mic podcast

The Hip Hop Nutcracker



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

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

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

Written and hosted by Dania Ramos

Additional writing by Sharon Adarlo, Sheikia "Purple Haze" Norris & the team behind *The Hip Hop Nutcracker*

Sound editing and design by Michael Aquino

Theme and outro music by Slim Beats from NJPAC Hip Hop Arts and Culture Program

Music clips from *The Hip Hop Nutcracker* by DJ Boo and Jarvis L. Benson

Welcome message voiced by Jennifer Weber

Part 2: Connect | *Post-show audio, 9 minutes*

Includes: Reflection questions, a look at dance advocates, a brief selection of vocabulary words

Written and hosted by Dania Ramos

Additional writing by Sharon Adarlo, Sheikia "Purple Haze" Norris & the team behind *The Hip Hop Nutcracker*

Sound editing and design by Michael Aquino

Theme and outro music by Slim Beats from NJPAC Hip Hop Arts and Culture Program

Music clips from *The Hip Hop Nutcracker* by DJ Boo and Jarvis L. Benson

Opening question voiced by Jennifer Weber

Part 3: Spotlight | *Post-show audio, 18 minutes*

Includes: An exclusive interview with with the co-creator, director, and choreographer of *The Hip Hop Nutcracker*; discussion starters

Written and hosted by Dania Ramos

Sound editing and design by Michael Aquino

Theme and outro music by Slim Beats from NJPAC Hip Hop Arts and Culture Program

Interview guest Jennifer Weber

About NJPAC On the Mic

NJPAC On the Mic is an audio resource that takes SchoolTime performances to the next level. This podcast series features three exclusive, curriculum-aligned episodes for all of NJPAC's 2022-2023 SchoolTime performances. On the Mic offers students the opportunity to engage their listening skills, deepen their understanding of the performance and learn about the process of bringing a live or recorded production to life. This immersive audio experience features a theme song by students in the NJPAC arts education program.

How to listen to this episode of NJPAC On the Mic

Scan the QR code above or visit: njpac.org/education-program to access the podcast and the following show notes:

inspired ideas in the classroom

Teacher Focus

Student Activity

NJ Student Learning Standards

P

<p>Prepare for the performance</p>	<p>Before the performance, provide some context on how <i>The Hip Hop Nutcracker</i> combines hip hop dance with the traditional <i>Nutcracker</i> ballet.</p> <p>If you have... 5 minutes: Talk to students about audience behavior and etiquette.</p> <p>15 minutes: Play this video about the meaning and history of hip hop. There are other videos on YouTube that you could use to introduce children to hip hop dance, but it is important to trace its roots to Black culture, and specifically mention that it is inspired by African dance. Then show this video as an introduction <i>The Nutcracker</i>.</p> <p>25 minutes: In addition to both videos above, share the following video which demonstrates hip hop and ballet together.</p> <p>45 minutes: Do all of the above in addition to having students participate in a beginner hip hop lesson. Teachers can get involved too! It is a great way to demonstrate how moving outside of your comfort zone creates a space for growth.</p>	<p>Watch the videos that your teacher plays for you, and think about the following questions:</p> <ol style="list-style-type: none"> 1. What about the videos resonated most with you? 2. Can you think of any hip hop dancers you have seen perform live or online? 3. What did you notice while watching the clip from <i>The Nutcracker</i>? How does the traditional <i>Nutcracker</i> compare to the hip hop dance you saw? 4. After participating in the hip hop lesson, how do you feel? What types of skills do you need to be a hip hop dancer? 	<p>Career Readiness, Life Literacies, and Key Skills 9.4.5.GCA.1 Dance 1.1.5.Pr5b</p> <p>English Language Arts NJLSA.R7 NJLSA.SL1 NJLSA.SL2</p> <p>Health and Physical Education 2.2.5.MSC.1</p> <p>Social Studies 6.1.5.CivicsCM</p>
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E

<p>Experience the performance</p>	<p>As students watch the performance, encourage them to notice the movements that the dancers are making with their bodies, how it connects to the music (or doesn't) and how the dancers' movements might be used to express certain feelings.</p>	<p>As you watch the performance, put on your artist exploration hats and think about the following:</p> <ol style="list-style-type: none"> 1. What emotions are you experiencing as you watch the performance? (i.e., joy, sorrow, excitement, fear, hope, surprise, empathy, etc.) 2. In what ways do the dancers' movements portray a specific emotion or action? 	<p>English Language Arts NJLSA.R7 NJLSA.SL1 NJLSA.SL2</p> <p>Visual & Performing Arts Anchor Standard 1 – 11</p>
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R

<p>Reflect, respond and read</p>	<p>Ask students to reflect on the performance they just saw, and discuss their observations as a class. Encourage students to think about how the performance made them feel, and how the movements they witnessed by the dancers related to their own hip hop dance movements in class.</p>	<p>Take a moment to reflect on the performance you just saw. Discuss your observations with the class.</p> <p>Consider the following when reflecting:</p> <ol style="list-style-type: none"> 1. Did the dancers' movements look easy or difficult? Why might a dancer make what they do look easy? 2. How did the dancers' movements 3. Have you ever combined different materials to create something new? Do you know of any other art forms (like hip hop and ballet) that have been combined to create something unique? 4. What are the benefits of thinking "outside the box" when it comes to art? 	<p>Dance 1.1.5.Re7a 1.1.5.Re7b</p>
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F

<p>Focus</p>	<p>Play the short interview with <i>The Hip Hop Nutcracker's</i> director and choreographer Jennifer Weber about the inspiration for bringing hip hop and ballet together.</p> <p>Then, follow this link to explore two types of world maps as a class: The Mercator Projection and the AuthaGraph. Students can use the Venn Diagram to compare and contrast the two types of maps.</p>	<p>Watch the interview with <i>The Hip Hop Nutcracker's</i> director and choreographer Jennifer Weber. Afterwards, discuss the following with the class:</p> <ol style="list-style-type: none"> 1. What places (real or imaginary) does <i>The Hip Hop Nutcracker</i> take us to? How do you know? 2. During the performance, were there any clues from the dancers and their movements about where they were? 	<p>Social Studies 6.1.6.GeoSV.1 6.1.5.GeoSV.4</p>
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O

<p>Originate</p>	<p><i>The Hip Hop Nutcracker</i> is about a dream, so students' approach to this performance can be dreamlike in nature. The dream could be fantastical, or based on a dream students have for the world (i.e., Black Lives Matter, LGBTQ rights, environmental justice, etc.). Make sure students avoid stereotypes and caricatures when creating their piece.</p> <p>Have students focus on the following performance elements when creating their piece:</p> <p>Actions: Practice different types of movement that relates to the topic they chose (i.e., jumping, turning, open/closed movements, rising/sinking, stretching/bending, etc.)</p> <p>Energy: Practice movements that portray an element of the story or an emotion (i.e., strong or gentle movements, heavy or light movements, bound or free movements).</p> <p>Additional resources on the elements of dance can be found here.</p>	<p>With a group, begin to brainstorm your own dance performance.</p> <p>Use the following prompts to help form your ideas:</p> <ol style="list-style-type: none"> 1. What style of dance will you perform? 2. What message do you want to send through this performance? 3. How do you want your audience to feel when they watch you perform? 4. What types of movements will you do in order to convey the story or theme? <p>If you're in need of more inspiration, check out this hip hop dance guide.</p>	<p>Dance 1.1.5.Cr1a 1.1.5.Cr1b 1.1.5.Cr2a 1.1.5.Cr2b</p>
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R

<p>Rehearse</p>	<p>Give your students time to rehearse their presentations. Encourage them to use music or other audio if they desire. Have the students rehearse for another group and provide constructive feedback. Explain to students that their presentations do not have to be literal but represent the overall theme of their story.</p>	<p>Rehearse your presentation with your group, and then find another group to rehearse for. Take turns giving and receiving constructive feedback on your performances by making a list of five things that are going well, and five things that can be improved. Make revisions as needed.</p>	<p>Dance 1.1.5.Cr3a 1.1.5.Pr6b 1.1.5.Pr6c</p>
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M

<p>Make magic</p>	<p>Give students a deadline by which to finish their presentations. Create a designated space in your room where the performances can take place. Remind students of proper performance and audience etiquette. If time allows, create a rubric for the performance so students can self-assess. Invite other classes and administrators to see the student performances.</p>	<p>Get ready to step into the spotlight! Present your performance to the class, and ask the audience for feedback afterwards. Self-assess your performance according to the criteria that the class created.</p>	<p>Dance 1.1.5.Pr4a 1.1.5.Pr4b 1.1.5.Pr4c 1.1.5.Re8a 1.1.5.Cn10a 1.1.5.Cn10b</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.
- 4: Selecting, analyzing, and interpreting work.
- 5: Developing and refining techniques and models or steps needed to create products.
- 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.
- 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

common core state standards

Career Readiness, Life Literacies, and Key Skills

9.4.5.GCA.1

Analyze how culture shapes individual and community perspectives and points of view. (5th grade benchmark)

Dance

1.1.5.Cn10a

Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.

1.1.5.Cn10b

Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.

1.1.5.Cr1a

Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content

1.1.5.Cr1b

Solve multiple movement problems using the elements of dance to develop dance content.

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

1.1.5.Cr2a

Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.

1.1.5.Cr2b

Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

1.1.5.Cr3a

Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions.

1.1.5.Pr4a

Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).

1.1.5.Pr4b

Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.



1.1.5.Pr4c

Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.)

1.1.5.Pr5b

Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.

1.1.5.Pr6b

Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.

1.1.5.Pr6c

Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).

1.1.5.Re7a

Describe recurring patterns of movement and their relationships to the meaning of the dance.

1.1.5.Re7b

Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.

1.1.5.Re8a

Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.

English Language Arts

NJLSA.R7

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

NJLSA.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.

NJLSA.SL2

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

Health and Physical Education

2.2.5.MSC.1

Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

Social Studies

6.1.5.CivicsCM

Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country

6.1.6.GeoSV.1

Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoSV.4

Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).



vocabulary

Battle

A competition in which dancers, usually in an open circle surrounded by their competitors, dance their routines, whether improvised (freestyle) or planned. Participants vary in numbers, ranging from one-on-ones to battles of opposing breaking crews, or teams. Winners are determined by outside judges, often with prize money.

Breaking

Breakdancing

Choreography

The particular combinations of steps in a ballet or dance performance created by the choreographer.

Classical ballet

A traditional style of ballet that relies on dance fundamentals and established academic techniques that have evolved during the dance form's history; it has a rigorous, precise and yet flowing aesthetic with formalized movement of the legs, arms and head.

Cypher

Open forum, mock exhibitions. Similar to battles, but less emphasis on competition.

DJing

The art of the disk jockey.

Emceeing

A style of rapping that uses pre-written or freestyled rhyming verses to introduce the DJ or excite the crowd.

Freestyle:

An improvised, old-school dance routine.

Graffiti

A type of artwork that incorporates scratched, scrawled or painted images and lettering; usually on buildings, trains, etc.

Hip Hop

A lifestyle comprised of four elements: breaking, emceeing, DJing and graffiti. Major influences stem from the original breaking crews in the Bronx during the 1980s. Footwear and clothing play a role in hip hop style — sneakers with flat soles like Nike, Adidas, Puma and Converse optimize fast footwork; caps and other padding are often worn to protect the head during spins and baggy pants are worn for ease of movement.

New School hip hop dance

Newer forms of hip hop music or dance (house, krumping, voguing, street jazz) that emerged in the 1990s.

Old School hip hop dance

Original forms of hip hop music or dance (breaking, popping and locking) that evolved in the '70s and '80s.

resources

Websites

The Hip Hop Nutcracker NJPAC resources
njpac.org/arts-education/teacher-resources

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

About NJPAC
njpac.org/about

The Hip Hop Nutcracker
 Elements of Dance: Elements of Dance | KQED Arts AND
elementsofdance.org/begin-here.html

Hip hop dance guide
everactive.org/uploads/files/Documents/SCA/Hip%20Hop%2003.pdf

Birthplace of hip hop
pbs.org/opb/historydetectives/investigation/birthplace-of-hip-hop/

Hip hop history
ajc.com/news/national/years-ago-hip-hop-was-born-things-you-never-knew-about-hip-hop-history-america/8Hcx5Mb6F3RANDUilWKMJ/

The 50 Greatest Hip Hop Songs of All Time
rollingstone.com/music/music-lists/the-50-greatest-hip-hop-songs-of-all-time-150547/

The Mercator Projection and the AuthaGraph
geoawesomeness.com/best-map-projection/

& Juliet (Broadway musical)
andjulietbroadway.com

KPOP (Broadway musical)
kpopbroadway.com

The History Makers | Katherine Dunham
thehistorymakers.org/biography/katherine-dunham-40

Alvin Ailey American Dance Theater | Alvin Ailey bio
alvinailey.org/alvin-ailey-american-dance-theater/alvin-ailey

Hiplet (Chicago Multicultural Dance Center)
hipletballerinas.com

Metro | "Hiplet – or hip-hop ballet – is helping Afro-American dancers own classical dance"
shorturl.at/puwx4

TIME | "How Ballet Dancer Misty Copeland Shattered Barriers"
shorturl.at/qzX35

Videos

PBS/All Arts | Hip Hop Nutcracker at NJPAC
pbs.org/video/hip-hop-nutcracker-at-njpac-an-all-arts-presentation-czdp88

Disney's The Hip Hop Nutcracker
disneyplusoriginals.disney.com/movie/the-hip-hop-nutcracker

KRS-One Teaches The Meaning Of The Word Hip hop
youtube.com/watch?v=GQLSnglyots

Dance Appreciation Series: Introduction to The Nutcracker
youtube.com/watch?v=4p5bYe519So

Ballet vs Hip Hop I Bad Liar – Imagine Dragon
youtube.com/watch?v=J1aTDaga-qE

Beginner hip hop lesson:
 How to Do the 6-Step Kids Hip-Hop Moves
youtube.com/watch?v=PDgQPJATvRk

Jennifer Weber's "The Hip Hop Nutcracker" Interview
youtube.com/watch?v=r7hEev7LZIs

Artist Spotlight: Hip Hop Nutcracker's Jennifer Weber
m.facebook.com/watch/?v=277936937567416&_rdr

History of Hip Hop in the Bronx - Arts in the City
youtu.be/D5ZpQ73R_z4

Top 100 - The Best Hip-Hop Albums of All Time
youtu.be/mke7QR2ag7c

DJ Kool Herc Describes His Early Block Parties (1994, Rap City)
youtu.be/egajPAGYTBo

The Evolution of Hip-Hop (1979 - 2017)
youtu.be/PrqDFDEJMmU

Books

Serrano, Shea. *The Rap Year Book: The Most Important Rap Song From Every Year Since 1979, Discussed, Debated, and Deconstructed*. Abrams Image, 2015.

D, Chuck. *Chuck D Presents This Day in Rap and Hip-Hop History*. Black Dog & Leventhal, 2017.

Chang, Jeff. *Can't Stop Won't Stop: A History of the Hip-Hop Generation*. Picador, 2005.

njpac staff

**Steven M. Goldman, Esq.
& Barry H. Ostrowsky**
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Randal Croudy
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Coordinator, Business Operations

Angela Peletier
Coordinator, Professional Learning
& Training

Antonella Sanchez
Coordinator, Program Operations

Natalie Dreyer
Director of Arts Integration

NJPAC Arts Education performances team:

Randal Croudy, Natalie Dreyer, Rosa Hyde, Danielle Vauters. On the Mic is an NJPAC Arts Education production, produced in partnership with CM Studios. 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

Major support for City Verses provided by



In partnership with



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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.