



A NON-PROFIT SOCIETY

HIP HOP WORKSHOP

for **Kindergarten** to **Grade 12**

Experience the **joy** of **dance**!

Inspire your **students** with this
exciting school program.



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WHO WE ARE



A Star Society for the Performing & Fine Arts provides financial support for disadvantaged and at-risk children and youth to take our valuable dance programs. These programs motivate students, increase self-esteem, build confidence and create community. Besides excellent training in dance, students can become empowered to actualize their potential, be socially responsible and create positive change.

Purpose

The purpose of A Star Society is to advance education in the performing and fine arts by providing instruction and support to individuals in dance, music, theatre and fine arts; and advance education of the public by raising its awareness of dance, music, theatre and other artistic works through direct presentation.

Our Mission and Philosophy

At A Star Society we believe that the Arts have the power to influence and affect changes in the world. Not only does it make a difference to the artists who produce the message it also affects the public who receive the message. Messages that are meaningful to the artists and the community underlie all of our work. Besides influencing, educating and guiding the students in these programs, it is a priority that our audiences are engaged and enlightened by our presentations.



A Multidisciplinary School for all Ages and Levels offering Dance, Drama, Music, and Arts

After years of collaborative partnership focusing on quality education in the arts and developing A Star Society's Free Style Fridays, and High School High programs, Anita Perel-Panar and Jheric Hizon have joined forces to create Boogaloo Academy. Along with their unique talents, expertise, and experience Anita and Jheric bring their strong educational philosophies, values and ethics to establish this state-of-the-art institution. Boogaloo Academy provides space, scholarship classes, and other 'in kind' support for A Star Society's programs and events.



ANITA PEREL-PANAR, M.A. Artistic Director

Anita Perel-Panar has been educating children in music, dance, and drama for over 30 years. Her fascination with artistic potential, inherent motivation, imagination and creativity, formed the basis of all her studies. Anita has a Masters of Arts Degree with a thesis on *The Development of Artistic Awareness in Children*; Bachelor of Arts degrees in English, Music and Drama, and extensive training in ballet and other forms of dance. Anita's passion for the arts, coupled with her love for teaching, led her to establish A Star Studio, A Star Productions, A Star Society and Boogaloo Academy. Her dream to integrate the arts where students can develop their creative, expressive and physical potential is now a reality. She is thrilled to be working with our talented and dedicated teachers who share her vision and join her in providing an excellent education for all our students.

JHERIC HIZON (B-Boy "Twist") Choreographer

Jheric Hizon is a pioneer in the Vancouver street dance scene, having taught many of Vancouver's hip hop teachers. He maintains a hectic schedule as an international dance instructor, choreographer, adjudicator, and performer. He was chosen to choreograph and perform in the Vancouver Olympics 2010 Closing Ceremonies. Other performances include The Black Eyed Peas, Dance Delight, Concert openings, Mercedes Benz, Nike Presto, Disney Radio, and Ayumi Hamasaki (Japan's Queen of Pop). Apart from dancing, he has appeared in several television shows, commercials, documentaries and a feature film. Along with his performing career, he's had the privilege of judging and teaching over 30,000 dancers across North America and Southeast Asia at dozens of dance studios, conventions and competitions. Jheric specializes in Hip Hop and Breaking. He is a member of the Now Or Never Break Dance Crew, who won the title of Canadian Breaking Champions in 2008. They represented Canada, competing with 20 other countries in front of an audience of 25,000 people and placed among the world's best break dance crews at Battle of the Year International Germany (the world's largest break dance battle).

BENEFITS FOR STUDENTS



A Star Society has provided dance workshops to over 90 schools in the lower mainland. With our expert instruction, focus on individualized attention, and enhancement of self-esteem, participants access their artistic abilities and reach their own creative, expressive and physical potential. They are encouraged to explore their personal style and expression and they become more self-aware: discovering aspects of themselves that they may never have known.

Research shows that programs such as ours support the development of executive functions in children and youth. These critical skills include: creativity, cognitive flexibility, discipline, inhibitory self control, and working memory. Well-developed executive functions are correlated to school success, job success, marital harmony, and success in life. (*Diamond, 2010*).

Michigan State University researchers just published a study drawing a strong line between creative arts and scientific acumen. 93% of the students who graduated from science, technology, engineering and math programs have music or artistic training at some point in their lives. These graduates reported applying skills such as imagination and intuition to solve complex technological problems in their careers.

The benefits of this program include:

- Increased coordination, body awareness, spatial awareness, balance, strength, flexibility
- Increased concentration, focus, memory, listening skills, attention to detail
- Improved creativity, musicality and literacy skills
- Enhanced group synergy, team building and team dynamics, feelings of belonging
- Relying on and trusting one another; understanding that each one is contributing to the success of the whole group
- Community building, providing social support, addressing social needs
- Leadership development
- Self-esteem and confidence building, Identity-affirmation: learning to believe in themselves

Benefits cont'd

- Anti-bullying awareness
- Anti-discrimination awareness
- Mentorship: Youth are exposed to exemplary mentors- role models of popular culture, who can motivate and influence students to make good choices, have strong values and lead healthy lifestyles. These sought after choreographers and recipients of prestigious world-class awards, impart values of good work ethics and commitment, striving for excellence, working together, supporting and accepting one another.

Through the medium of dance, students learn values, ethics and professional expectations, which help to foster understanding and awareness. As the students bond with each other, they organically understand one another facilitating the prevention of bullying and discrimination.

“What a positive impact the lunch time dance program is having on our students at Graham Bruce School...and in such a relatively short time! Last week I checked in with one of our Grade 4/5 teachers about how the girls in her class were getting along. She informed me that the girls are getting along much better and seem happier. This is good news because a few months ago we had some significant bullying going on between the girls in the class. I can also tell from my interactions with the students that they seem more positive and confident. Some of them are now even coming to dance class wearing shirts that say dance or shirts with dancers on them. Thank you.”

~ **Lani Morden**, Principal of Graham Bruce Elementary & Collingwood Neighbourhood School



SCHOOL HIP HOP WORKSHOPS

School professionals have commented on how all encompassing this experience has been for their students' academic, physical, social and emotional well-being. Every student is engaged and focused including those who have challenges in their academic and social school life. These students' enthusiasm and full participation have allowed their teachers to see them in a new light: that these same students can focus, complete a project, and experience success. Research shows that more instances of experiencing success is highly correlated to an individual's optimism and resilience. Teachers report that they use ideas from A Star Society instruction to recreate this full participation and enthusiasm for their other academic subjects.

At the end of 5 days of instruction per grouping, students are able to perform and excite an audience with their newfound skills. This brings together the whole community of parents, teachers, administration, staff and classmates. Everyone is inspired and motivated by this culminating experience.

VIDEOS

Grade 2 Performance *

<http://youtu.be/Rr7DkssMQrA>

Grade 3 Performance *

<http://youtu.be/2K90f8TsGfl>

Grade 7 Performance *

<http://youtu.be/fz7FhNGxuag>

Vancouver School Board Highlight Reel

http://youtu.be/dwaDLD7Z_KY

School Hip Hop Dance Documentary

<http://youtu.be/BFCaN44ZUIY>

*These videos are meant to be used for educational purposes only

Over the years we have noticed significant differences between the children in schools that have continually participated in our program year after year, and the children in schools who have just started taking our workshop for the first time.

All kindergarten and grade one classes are at the introductory level. All the other classes from grades 2 to 7, are able to quickly learn more difficult choreography in the schools that have previously experienced our workshop. Not only are they focused, motivated, and excited to learn, but their enthusiasm and spirit is contagious. Almost everyone volunteers to perform solos that they create alone or with friends for the final presentation. The grade 6s and 7s are able to perform complex choreography, which is very exciting. The energy is high and the whole community of teachers, staff, parents and classmates are thrilled by their performance.

At schools that have not previously experienced our program, the response is very similar, except for the grades 6s and 7s. These pre-teens are usually much more cautious, shy, and inhibited. Very few students volunteer to do solos or to create something with their friends. The energy and excitement in this age group is drastically lower.

Research supports what we see in these new schools. Children become more inhibited, reserved, less creative and expressive when they become pre-teens. This is because they become "more affected by the views of others which inhibit their creativity and expression". (*Edward De Bono, 1982*)

If children have the opportunity to experience developmentally appropriate activities like our hip hop dance workshop, evidence shows that children grow up to be more creative, confident and expressive, more able to perform, make presentations, debate and problem solve.

PREPARING FOR THE WORKSHOP

What to Expect

In four lessons we prepare the routine, which is rehearsed and performed on the 5th lesson. Schools can also choose to have more than 4 lessons of instruction per grade for this workshop.

Scheduling

The Hip Hop teacher adds on to the choreography in each lesson with all class groups learning different routines. It is important that the same class group stays together for the duration of the program. The classes can be scheduled in any order provided that class groupings are of similar ages and that the students have a minimum of 4 lessons each. It is preferable that class groups are not scheduled to come twice on the same day.

Sample Schedule

| PERIOD | TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|----------|-------------------------------|---|---|---|---|-----------------------|
| 1 | 9:00-9:45 (45min) | 58* Div 1/2 Gr 6/7 | 58 Div 3 Gr 4/5 | 58 Div 4/5 Gr 4/5 | 66 Div 6/7 Gr 3 | Extra Practice |
| 2 | 9:45-10:30 (45min) | 58 Div 3 Gr 4/5 | 58 Div 4/5 Gr 4/5 | 66 Div 6/7 Gr 3 | 55 Div 8/9 Gr 2 | |
| | 10:30-10:50 (45min) | Recess | | | | |
| 3 | 10:50-11:30 (40min) | 58 Div 4/5 Gr 4/5 | 66 Div 6/7 Gr 3 | 55 Div 8/9 Gr 2 | 58 Div 10/11 Gr 1 | Rehearsal |
| 4 | 11:30-12:05 (35min) | 66 Div 6/7 Gr 3 | 55 Div 8/9 Gr 2 | 58 Div 10/11 Gr 1 | 58 Div 12/13/14 Kindergarten | |
| | 12:10-1:00 | Lunch Break | | | | |
| 5 | 1:00-1:40 (40min) | 55 Div 8/9 Gr 2 | 58 Div 10/11 Gr 1 | 58 Div 12/13/14 Kindergarten | 58 Div 1/2 Gr 6/7 | Performance |
| 6 | 1:40-2:20 (40min) | 58 Div 10/11 Gr 1 | 58 Div 12/13/14 Kindergarten | 58 Div 1/2 Gr 6/7 | 58 Div 3 Gr 4/5 | |
| 7 | 2:20-3:00 (40min) | 58 Div 12/13/14 Kindergarten | 58 Div 1/2 Gr 6/7 | 58 Div 3 Gr 4/5 | 58 Div 4/5 Gr 4/5 | |

*(# of students)

Formations

The students are organized in 4 or 5 lines of 10 to 12 students per line facing front with window spaces in between them. We often use partners so please use even numbers in each row. If the students know where they are standing and who their partners are in advance, this would save time. Alternately, we can organize the students very quickly on the first day. The lines stay the same for the whole workshop because the students are choreographed doing different things in their own lines.

Here is an idea of how to place the students:

Front Row

Please carefully choose students who have had experience in dance, gymnastics, karate, or who are comfortable to be in the front row. Although it seems great to stand in the front, it can be stressful for some students who would be happier to stand behind and follow someone else! We want to make this a great experience and some kids can really dance it out when they are following, but when we put them in the front they freeze up.

Rows

We also place the students behind each other in rows so if we have 4 lines there should be spaces between the students and the 4 students should be standing in rows behind each other across the line of 12 like this:

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X      X      X      X      X      X      X      X      X      X      X      X
X      X      X      X      X      X      X      X      X      X      X      X
X      X      X      X      X      X      X      X      X      X      X      X
X      X      X      X      X      X      X      X      X      X      X      X
```

We often divide the groups in half or in thirds so that each group is doing something different.

Student Choreography

Students are given the opportunity to choreograph their own sections doing cartwheels, break dance, performing solos or small group dances within the routine. During this performance section, the rest of the group stands in the back cheering them on while clapping or dancing simple moves. The choreography accommodates to the numbers of students who decide to perform.

Rehearsals

The dances are rehearsed until all the students are confident with knowing their parts. On the day of the performance, each group does a final rehearsal for 20 minutes. We also practice walking on to the performance area from their seats on the gym floor so that the least amount of time is spent on each group getting up and sitting down at the show.

The Role of the Teachers at the School

All teachers are more than welcome to join in the fun! You can learn many of the latest moves along with your students. We have found that the teachers that have been excited about our arrival, who have talked to their students and given them an idea of what to expect, have had the best behaved and focused students in the program. We rarely have any discipline problems or any students that are not engaged in the program, but please feel free to discipline your students, organize partners or move students to different locations if it is necessary. You can watch the class, take notes, video, or leave them with us if you have something else to do.

We have also taught the teachers during the workshop and they have often surprised their students with a performance of their own on the day of the show! Many teachers have been asking for a Hip Hop workshop for their own school's Professional Day. Please contact us if you would like to do so.

Music Cd or Memory Stick

A CD or memory stick with the popular music with appropriate lyrics that was used for all the classes will be provided. We are hoping that the teachers will have a chance to practice with the music during the few days between the workshop and the performance. This helps the students integrate the information, which adds to the overall hip hop experience!

Waiver for Media

It would be great to have the waiver form sent home with the information about the Hip Hop Workshop so for permission to record the performance. Often schools use this video for their own assemblies.



Performance

On the day of the performance we rehearse each class for about 20 minutes, so all the students will have a chance to practice with us once more, before they perform for an audience. Classes often watch each other so the students experience performing for an audience before the show. The performance usually takes place on the day of the 5th lesson. Some schools choose to wait and have the performance a week or so after the workshop. This gives the whole school the chance to practice, process and think about what they have learned and work on fixing moves that need a bit more work. This extra week also allows for the experience to last longer and for all the students to engage in adding on some finishing touches. A teacher from A Star Society is available to come to the school during this week, if necessary. To date, even though we have dropped in, we have been told no help was needed and that everyone was doing just fine!

Set Up for Performance

Since our groups are so large and many of the students want to do some cartwheels or other large moves, we are not able to perform on the stage. The performance takes place on the gym floor with all the students and parents sitting on and in front of the stage.



Participating Schools

We have had the pleasure of working with the following schools:

Point Grey Secondary, Lord Byng Secondary, University Hill Elementary, Emily Carr Elementary, McBride Elementary, Tyee Elementary, West Point Grey Academy, Jules Quesnel Elementary, David Livingstone, Quilchena Elementary, L'École Rose Des Vents, St. George's School, Sir Wilfred Laurier, Laurier Annex, Lord Kitchener Elementary, Chief Maquinna Annex, Waverley Elementary, Moberly Elementary, Sir James Douglas Elementary, Lord Strathcona Elementary, Hume Park Elementary, F.W. Howay Elementary, Coast Meridian Elementary, Shaughnessy Elementary, Edith Cavell Elementary, Henry Anderson Elementary, Kingsford Smith Elementary, Queen Elizabeth Elementary, Tecumseh Elementary, McKechnie Elementary, John Oliver Secondary, King David High School, Hastings Elementary, Lord Nelson Elementary, L'Ecole Bilingue Elementary, McRoberts Secondary, Champlain Heights Annex, Moody Elementary, Queen Mary Elementary, David Lloyd George Elementary, Porter Elementary, General Wolfe Elementary, Van Horne Elementary, Talmud Torah, Queensbury Elementary, MacNeill Secondary, Thunderbird Elementary, Lord Roberts Elementary, MacCorkindale Elementary, MacKenzie Elementary, Southlands Elementary, Davie Lloyd George Elementary, Kingsford Smith Elementary, Anne Hebert Elementary, Champlain Heights Elementary, West Point Grey Academy, Trudeau Elementary, Maple Grove Elementary, Stratford Hall, Simon Fraser Elementary, Grenfell Elementary, Nootka Elementary, Carnarvon Elementary, Tennyson Elementary, Richmond, Burnaby and Surrey School Districts and more!

PRO D DAY FOR EDUCATORS



Our Professional Development Hip Hop Workshop for Educators has become a popular bi-annual event with a registration of more than 80 participants.

Enjoy an active workshop learning the latest dance styles from A Star Society's renowned Hip Hop Instructor Jheric Hizon. In this 3 hour session, you will learn the foundations of Hip Hop, Grooving, Breaking and Funk Styles as well as how to break it down and teach it to your own students. We also offer Contemporary/Jazz instruction at some of our Professional Development Days. Ask us about our customized workshops for your own school's Professional Development Day!

TESTIMONIALS

A BIG THANK YOU to you and Jheric for the amazing job you did with the kids during their week of hip hop! We were all so impressed with how awesome each group's hip hop dance performance was and it just got better and better! Wow... that's incredible you were able to achieve that in 4 days! Big hugs to you and thank you again for all of your time, hard work and positive energy! The kids LOVED it and so did all the parents and staff :) Wishing you all the best.

~ **Janey Lee**, *Kindergarten Teacher, Thunderbird Elementary, Vancouver*

Not only does A Star Society's wonderful program help develop physical skills and abilities, but the program also emphasizes positive attitudes, encouragement of others, and hard work and sportsmanship. The staff was fantastic with our students, and certainly modeled enthusiasm and care for the students. This program provides an incredible opportunity for students to excel and especially those students who may not excel in other sports.

~ **Henry Peters**, *Principal, Lloyd George Elementary School*

My current research explores the meaning-making processes of youth dancers, examining how they construct and invest their identities into the art that they create. In addition, I look at how these processes correspond to and support traditional print literacy skills and success in mainstream schooling. I am finding that when youth are supported to express themselves through their preferred kinesthetic modality, that success is mirrored in increased engagement in learning overall. A Star offers our students the chance to dance that will support them in their overall academic, emotional, and social growth.

~ **Kim Meredith**, *PhD Candidate UBC Department of Language and Literacy Education*

Instruction was excellent, engaging and fun. Classes were entirely geared to each grade level, by Anita's (Perel-Panar) talented and creative teacher. Now Weeks later, the kids are still dancing every chance they get!

~ **Mr. Beach**, *University Hill Elementary School, Principal*

The Emphasis of the program has been on rhythm and movement set to music and fulfills many curricular outcomes. And the response has been overwhelmingly positive!

~ **Richard Zerbe**, *Jules Quesnel Elementary School, Principal*

From April 8th to 17th all students and staff were dancing with local and internationally acclaimed dance artist, Jheric Hizon. Jheric along with Anita Perel-Panar led daily dance sessions for us all. Oh the fun we had! It was amazing to see how fast and well students learned the choreographed steps. Students, through their dancing, demonstrated great courage, imagination, curiosity, self-awareness, perseverance, adaptability and passion. In a very short time we had eight quite polished numbers for our two performances, which were held on Wednesday, April 17th. It was nice to see that so many parents were able to attend. There was great joy and excitement all day. There is something about dancing that just keeps you smiling and laughing! We did plenty of both!

~ **School Principal**

I just wanted to tell you how much the kids love the hip hop classes that were recently offered at University Hill. Since they started, my daughter and her grade one friends have been hip hopping all the way from the school bus! We attended a birthday party, and hip hop dancing was the feature activity for all the kids, who ranged in age up to grade five. So thank you!

~ Parent Letter

Anita and Jheric were fantastic with our students – they were not only professional in their instruction and choreography, but they also displayed enthusiasm, warmth, and had fun when interacting with our kids. The overall environment created by A Star is very healthy and positive. By the end of the week, when we were ready to perform their numbers, I barely had to offer any guidance to many of these kids, which is a testament to the high level of instruction being offered. The hip hop performance that A Star organized was a huge success. I was totally overwhelmed by how many family members and friends came to our school to see this performance. It made me quite emotional because events like this have a massive and positive impact on our community. I guarantee you that the performance will be talked about for quite some time. Everyone that was there offered comments of gratitude, appreciation, and spoke of how truly impressed they were of the performance. Parents were so proud of their kids, and some were frankly amazed at what their child was capable of. For many, it filled their hearts with happiness. Even some of our staff members who were not there for any of the classes, were blown away! It truly was a rewarding experience.

~ Ken Costea, PE Instructor, Thunderbird Elementary

SOCIAL RESPONSIBILITY AND CREATING COMMUNITIES



Heart Mind Body Group with Shane Koyczan

FREESTYLE FRIDAYS

Freestyle Fridays originated to give students a safe place to go after school on Friday nights. This evolved to become leadership groups of teens who would get together to share ideas about choreography, create socially responsible works, prepare and plan many events, fundraisers, and performances. One of groups created, choreographed, and performed their own anti-bullying message. This has been performed many times, including with Shane Koyczan the composer of the poem, and most recently at TedxKids 2013 in association with Ted Talks.

VIDEOS

Instructions for a Bad Day

<http://youtu.be/bY50GGzs0qg>

Instructions for a Bad Day at TEDxKids@BC

<http://youtu.be/isy58pZvJiQ>

International Recognition

A Star Society has choreographed two anti-bullying flashmobs in Vancouver and Richmond. The Vancouver anti-bullying flash mob directed by Anita Perel-Panar and choreographed by Jheric Hizon has become the top favourite most-discussed YouTube video in Canada, influencing and affecting over 1.4 million viewers worldwide.

VIDEOS

Anti-Bullying Flash Mob - Oakridge Centre Vancouver

<http://youtu.be/MhYyAa0VnyY>

Anti-Bullying Flash Mob - Aberdeen Centre Richmond

<https://youtu.be/GFoYlezk3Po>

School officials throughout the United States have been calling to request that our video of youth flash mob dancers be featured in their school assemblies. Most recently, we have been contacted for permission to air the Anti bullying Flash Mob on the Greek State Television Channel NET, on May 25, 2013.