

Trend N Motion:

Animal Dance Kingdom

Educational Guide, Grades PreK-5



About the Performance

Animal Dance Kingdom is a high energy, and entertaining children's performance dedicated to dance, education, movement engagement, and fun! In this interactive performance, Trend N Motion dancers use a variety of dance styles to teach children about nature with fun animal facts. Audiences follow along and get their own bodies moving in dances that emulate animal movements in this energetic program for the whole family.



About the Artists

Trend N Motion is a diverse team of hip hop dancers who genuinely love expressive movement. They are a dance group dedicated to preserving Art in Urban Areas and beyond who love to dance and share their passion with others. Their goal is to teach people about the art of dance, and to keep it alive. The group formed in 2012 after the loss of a friend and young artist who aspired and inspired others to chase a dream with love and passion. Their thematic interactive performances encourage physical activity, artistic exploration, and build spatial awareness. Their productions are energetic and interactive and a great choice for PreK-5 grade performances!

Program Learning Goals

1. To inspire and empower students through dance and movement.
2. To experience Latin American, African, and hip hop dance and rhythms.
3. To explore animals and the sounds and movements that they make.

Essential Questions

1. How can music help us to express ourselves?
2. What are the similarities between dance movements and those found in the animal kingdom?
3. How does music and dance connect to your emotions?

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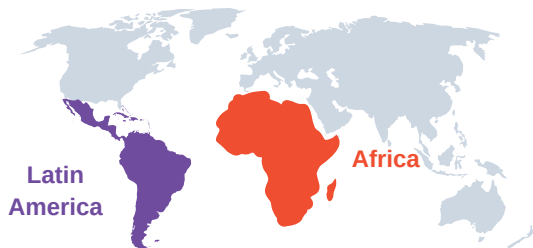
Animal Vocabulary

- **Mammal:** a warm blooded animal with a backbone identified by its fur or hair
- **Prey:** an animal that is hunted and eaten by another for food
- **Herd:** a large group of animals

Movement Vocabulary

- **Pounce:** a quick jump or sudden swoop to catch prey
- **Prance:** to move with high springy steps
- **Hop Shimmy:** to leave the ground off two feet then landing on two feet and shaking your body

Key Facts and Cultural Context for Students



Featured Dance Styles

Trend N Motion performances feature movement from **Latin American**, **African**, and **hip hop** dance traditions. They do everything from breaking to salsa to Afrobeat to ballet and more!

Hip Hop History

Hip hop culture began in the 1970s in the **South Bronx, New York City** among African American and Latino youth. **DJs** ("disc jockeys"), or people who perform recorded music for an audience, started combining the beats and rhythms from one song with another. This is called **sampling**. DJs also physically moved records on turntables to create unique sounds in the music. **MCs** ("masters of ceremony"), or the official hosts of an event, began experimenting with speaking on top of these tracks in rhythm. They used poetic devices and emphasized rhyming words to create a beat within the lyrics. This became known as **rap**. Dancers called **b-boys** ("break boys") and **b-girls** ("break girls") created new movements to go with hip hop music. They would compete with each other to see who could do the most complicated and impressive moves. This became known as **breakdancing** and has also expanded to many other styles.



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Pre-Performance Discussion Questions

- What kinds of dance are you familiar with? Where are those dances popular?
- What animals do you know? What sounds do they make? How do they move?
- What do you know about hip hop? What would you like to know? How could you find out more?

Pre-Performance Activity: Creating Animal Characters

LEARNING GOALS:

- To explore different animal sounds and movement
- To encourage and inspire students' performance

MATERIALS:

Animal coloring pages (see *pages 4-8*), coloring supplies, music for dancing

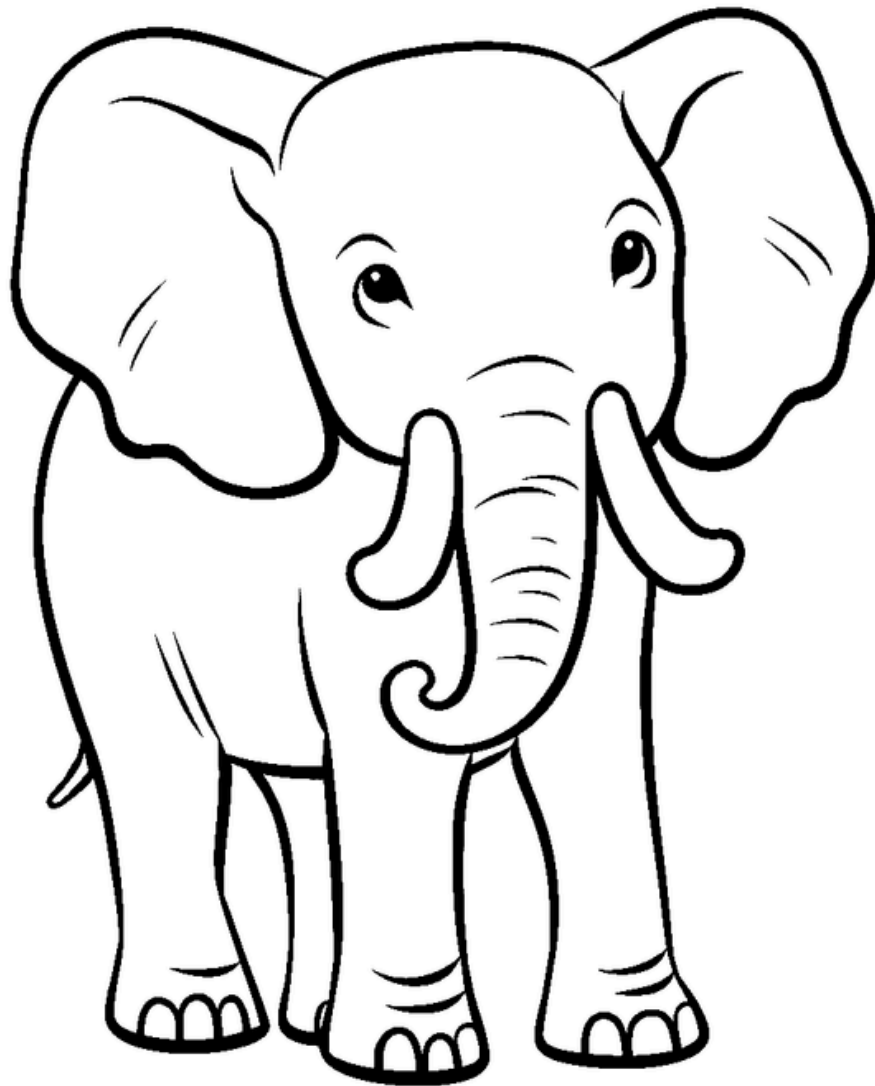
DIRECTIONS:

1. Have each student choose an animal coloring page and color it.
2. Discuss each animal. What sounds does the animal make? How does it move?
3. Divide students into 5 groups and assign each one an animal (elephant, zebra, bunny, lion, spider). Have each group practice their animal's sounds and movements together as a "herd".
4. Have each group perform as a "herd" for the rest of the class.

EXTENSION:

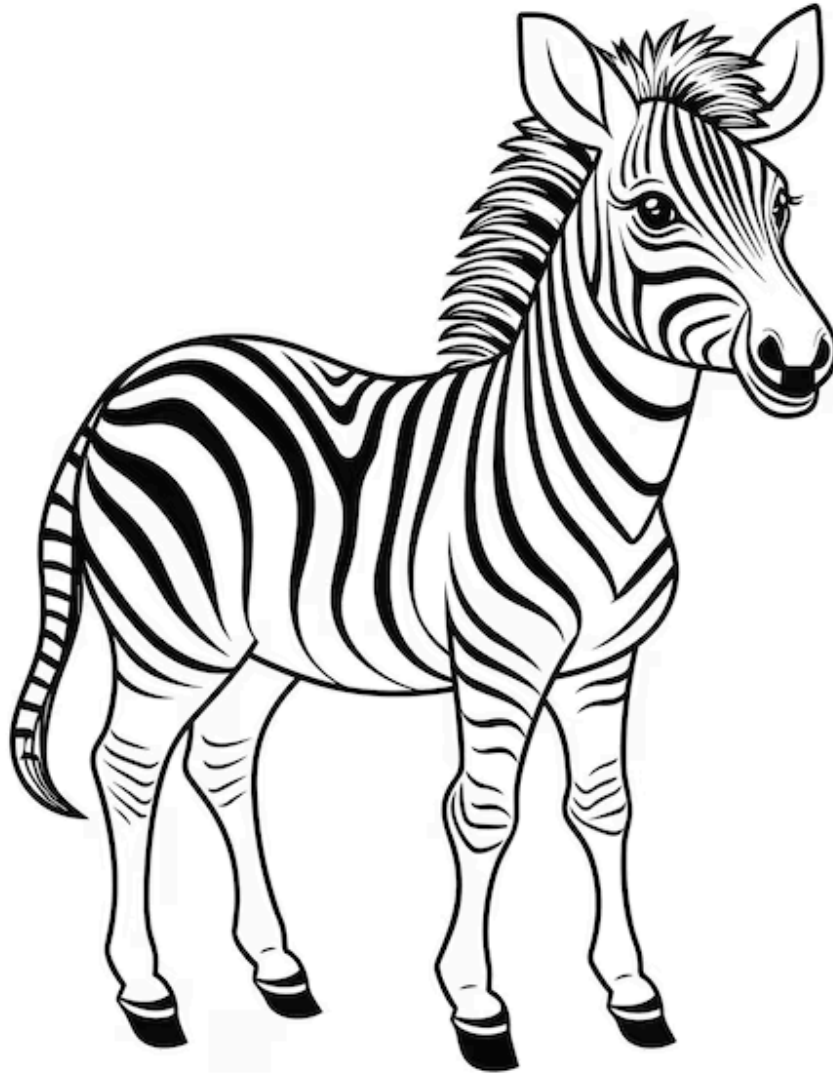
Play the class's favorite music and encourage students to have an animal dance party as their animal characters!





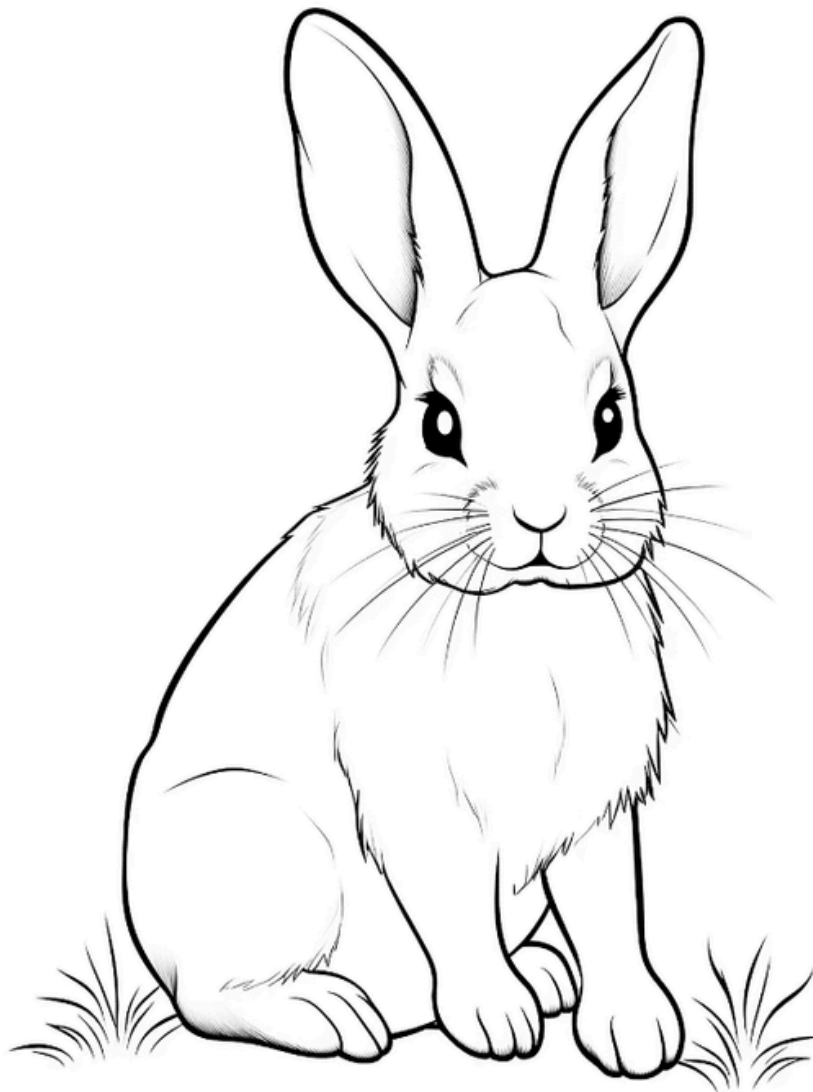
ELEPHANT

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ZEBRA

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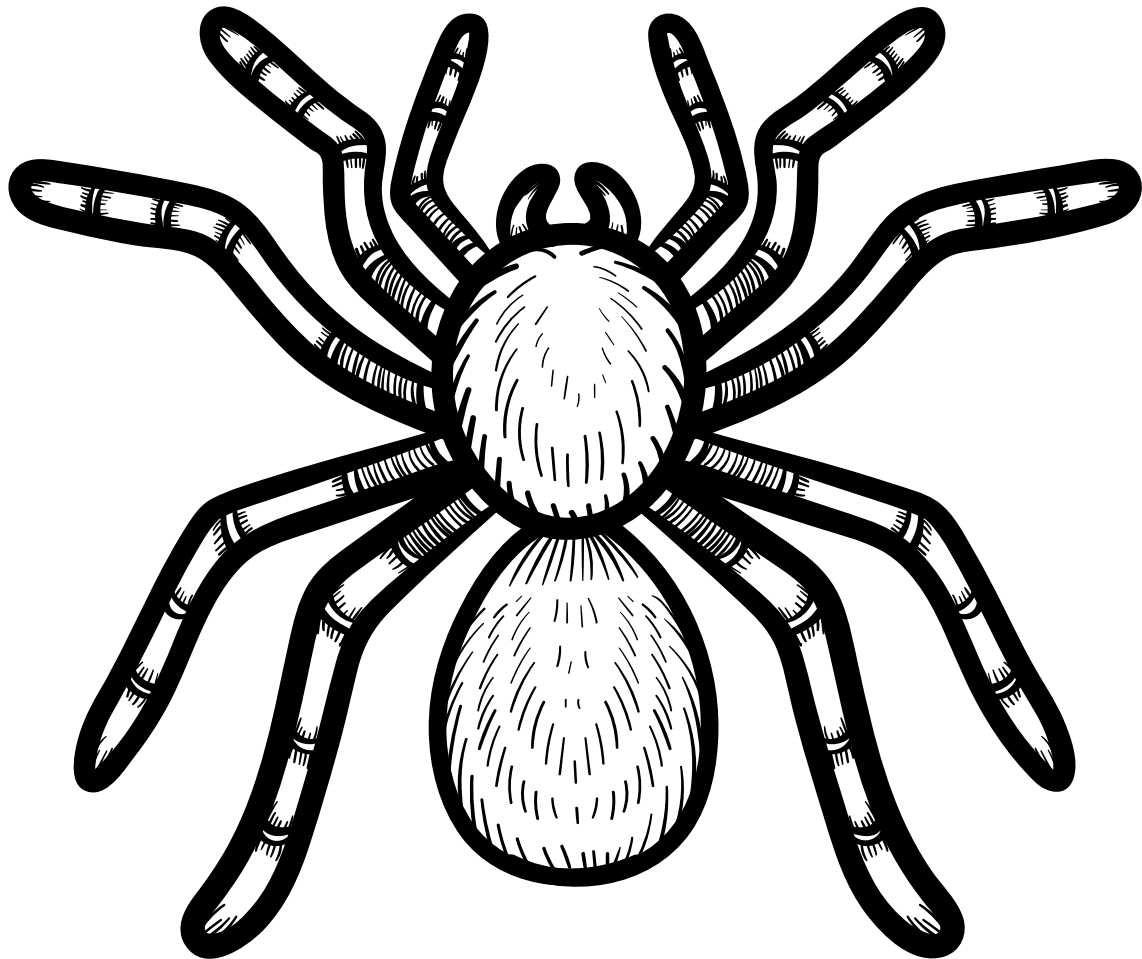


BUNNY

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LION



SPIDER

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Post-Performance Discussion Questions

- What was your favorite dance from the performance? What did the movements symbolize?
- How do the dances and music from the performance compare to the dances and music you listen to?
- What did you learn about dance and hip hop?

Post-Performance Activity: Animal Cypher

LEARNING GOALS:

- To explore different animal sounds and movement
- To encourage and inspire students' performance

MATERIALS:

Colored paper, coloring supplies, craft supplies (i.e. felt, pom poms, feathers, googly eyes, buttons, etc.), scissors, glue, yarn

DIRECTIONS:

1. Have each student pick one animal and dance from the performance.
2. Create a face mask for that animal. Think about what the animal looks like. Does it have big ears or small ears? Whiskers? Tusks? Stripes? Use yarn to make a strap for the mask so it can be worn.
3. Practice the animal dance move while wearing the mask.
4. Play the class's favorite music. In a large circle, take turns going into the middle to perform the dance move. Encourage everyone else in the circle to cheer and/or make their animal noises.
5. Finish by having everyone dance together!



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Further Resources

- [Trend N Motion Website](#)
- [The Kennedy Center's Digital Hip Hop Culture Collection](#)
- Elizabeth, Jordannah: *A Child's Introduction to Hip-Hop: the Beats, Rhymes, and Roots of a Musical Revolution*, Black Dog & Leventhal Publishers, 2023
- Giovanni, Nikki: *Hip Hop Speaks to Children: 50 Inspiring Poems with a Beat*, Sourcebooks Explore, 2008
- Hill, Laban Carrick: *When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop*, Roaring Brook Press, 2013

Curricular Connections

Arts Standards: Dance and Music

Creating

- Generate and conceptualize artistic ideas and work. (D.Cr.01, M.Cr.01)
- Organize and develop artistic ideas and work. (D.Cr.02, M.Cr.02)

Performing

- Convey meaning through the presentation of artistic work. (D.P.06, M.P.06)

Responding

- Perceive and analyze artistic work. (D.R.07, M.R.07)
- Interpret intent and meaning in artistic work. (D.R.08, M.R.08)
- Apply criteria to evaluate artistic work. (D.R.09, M.R.09)

Connecting

- Synthesize and relate knowledge and personal experiences to make art. (D.Co.10, M.Co.10)
- Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. (D.Co.11, M.Co.11)

English Language Arts and Literacy Anchor Standards

Speaking and Listening

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.PK-12.2)
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.PK-12.3)

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Curricular Connections, continued

History and Social Science

Pre-K

- Topic 1: Civics: fairness, friendship, responsibility, and respect (HSS.Pre-K.T1)
- Topic 3: History: personal experiences and memories (HSS.Pre-K.T3)

K

- Topic 1: Civics: classroom citizenship (HSS.K.T1)
- Topic 3: History: shared traditions (HSS.K.T3)

Grade 1

- Topic 1: Civics: communities, elections, and leadership (HSS.1.T1)
- Topic 3: History: unity and diversity in the United States (HSS.1.T3)

Grade 2

- Topic 3: History: migrations and cultures (HSS.1.T3)

