Entry dated: October 4\textsuperscript{th} 2014

This is the diagram I used when planning my work for the project. It was very useful in helping me to plan and organize my work.
In this extract I show the development of my planning for the character development and the product that I will produce.
Survey results. Not as good as expected but I do have some data to work with for my project.
Here I am showing how the product developed after I met with my supervisor and listened to their suggestions. It shows my careful calculations of ingredients and combination of the ingredients to make the product. All did not go well during this process. Still I recorded what happened by writing about it and taking pictures.
Reflecting on my classes
ENTRY DATED DECEMBER 10TH 2014

At the beginning of this week, I sent out questions to be answered by both teachers. I wanted to get constructive feedback to be able to make any last minute improvements of my product, which is why sending it to the people this product would be directed towards and beneficial for is ideal. I have gone through the answers gotten and will be making a few changes listed below:

- go through ‘ultimate goal’ and see whether I can make it less vague
- recommend games as I had researched that should be introduced when concentration is lacking
- suggest moving freely to the music and teamwork, choreography creating exercises!

Here are the documents with the answers to my questions! (This was done online for convenience because lots of people were in Tbilisi including my teachers who came to watch today / Saturday!

Evaluation of the product questions – answers by Mr. XXXX
Evaluation of the product questions – answered by Ms XXXXX
Evaluation of the product questions – answered by Ms XXXXX
Reflecting on my classes
ENTRY DATED FEBRUARY 12TH 2015

Yesterday I conducted all three of my classes, and I would say they went well! :) Below I have reflected upon all three lessons individually.

Grade 5
The class ran very smoothly and the kids seemed to enjoy the class. The warm up ran very successfully and the kids were able to follow my instructions very well. There were a few chattery kids (particularly boys) and I would say that I dealt with that behavior well and changed their positions in the two lines I had placed the class to stand in. The choreography I now realize was quite complex, but the kids managed amazingly well and remembered it without problems. I vocally counted out loud and warned when a change of movement was getting close. I had to make a few on the spot modifications and make a movement be repeated for 4 eights instead of 2 and cut out the following move just because of time measures, and I now realize the choreography was quite challenging – but I’d say, in a good way. Before running through it with music, I went through the steps with counts and showed them slowly with explanation of how the movement was conducted. I added one movement that we went through to the sequence each time and we ran through it to the music and then added the next movement – this was very effective and they remembered the movements well this way. One thing I regret not doing as I had planned on doing was writing the movements on the whiteboard. I was under such time pressure and things ran smoothly that it did not come in to mind, though it may have been beneficial and I should have done it. The cool down was very efficient and I did not encounter problems at all as the stretches were rather simple but effective.
APPENDIX E  Examples of Data Gained from Study

Entries dated January 20th 2015

Below you can see the pie charts that I made using the acquired results from the surveys completed by the children I taught in Grade 4, Grade 5. I am very pleased with my results! :)

I am happy to see that according to my results from my four classes, the music does not seem to have been too fast for the kids to handle. I paid close attention to the music that I chose in both the appropriateness of lyrics but also the steadiness of the beats. I chose the firmest beats I could find.
The pie chart above suggests that I found a good level to challenge but not frustrate students, which is important and a very positive result. Lots of students (mainly girls) marked the class as being too easy and as an explanation wrote that they participate in dance classes. I am pleased with the result, as I was able to challenge kids with prior experience, but not frustrate beginners (which was the case for many students). It is an important part of teaching to find a good median level that is within reach for all students!

Would you enjoy PE lessons like you just had, the unit being hip-hop dance?

I am happy with the response in the pie chart above because dance being a unit in PE is a tricky one because there is often the least interest (mostly from boys but even some girls who prefer ball sports, for instance). That being said, I am happy with the result and found there to be boys and girls who marked “yes” and “no”, not only girls marking “yes” which made me happy!
APPENDIX  F  Examples of Hip Hop Moves To Be Used with Grade 4 and 5

Entries dated November 20th 2014

<table>
<thead>
<tr>
<th>STEP</th>
<th>DIRECTION</th>
<th>TURN</th>
<th>FOOT WORK</th>
<th>ARMS</th>
<th>ELEVATION</th>
<th>BEND</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hip in</td>
<td>TMR</td>
<td>Arms straight down &amp; slightly side with hands in tracers, palms facing back</td>
<td>Lower slightly</td>
<td>Smooth; knees open pointing to sides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>L knee up &amp; side</td>
<td>.....</td>
<td>LA straight down &amp; slightly side w/LH fist, RH fist slightly out from R side of body w/R elbow bent &amp; pointing R</td>
<td>Normal elevation</td>
<td>Sharp; L knee pointing L, LF behind R knee, head looks L &amp; down</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>LF down &amp; side (crossing behind RF)</td>
<td>1/4 R</td>
<td>RHO forming a &quot;O&quot; shape slightly above R shoulder, R elbow fully bent &amp; pointing forward, LA straight down at side w/LH blade &amp; fingers pointing down</td>
<td>Lower slightly</td>
<td>Slightly R</td>
<td>Smooth; head looks over R shoulder</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>LF forward</td>
<td>1/4 L</td>
<td>RA forward &amp; slightly bent w/RHO, R palm facing up, LA down at side</td>
<td>Normal elevation</td>
<td>Body straight</td>
<td>Smooth; head looks forward, RA slowly comes down</td>
<td></td>
</tr>
</tbody>
</table>

Here are main hip hop grooves that I will definitely be teaching and using in my class. I will incorporate the key element of hiphop of the bounce with all of these!

- **two-step** – the simplest dance move which involves stepping and putting the feet together again, only in hip hop we incorporate the bounce to add an effect that makes it distinguishably hip hop!
  - jumps
  - ball-change and padabure – two rather similar and simple dance moves that are interpreted in hip hop simply by adding personal attitude through the bounce [http://www.videojug.com/film/how-to-dance-hip-hop-for-beginners](http://www.videojug.com/film/how-to-dance-hip-hop-for-beginners)
  - slide and cross leg behind leg that weight is placed on
  - step-leg back
  - shoulder work (rolls, leans)
Thanks to:
