

## LESSON 2: ZYDECO BOUNCE

### Grade-Level Outcomes

#### Primary Outcomes

**Dance & rhythms:** Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in 1 form of dance (e.g., ballet, modern, hip hop, tap). (S1.H2.L1)

**Movement concepts, principles & knowledge:** Identifies and discusses the historical and cultural roles of games, sports, and dance in a society. (S2.H1.L2)

#### Embedded Outcome

**Self-expression & enjoyment:** Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)

### Lesson Objectives

The learner will:

- combine sidesteps, kicks, and knee lifts successfully using right and left to the beat of the music.
- explain the Zydeco Bounce.

### Equipment and Materials

- Computer, MP3 player, or CD and CD player
- Recommended song: “Zydeco Bounce” by TK Soul

### Introduction

*Today’s dance, Zydeco Bounce, has different moves depending on where in Louisiana it originated. You will learn the soul version today. The Zydeco Bounce has three major moves: sidesteps, single steps, and knee lifts on the right and left while turning quarter turns to the left. Let’s begin with sidesteps and single steps and then move to medium and high knee lifts with turns. Then, we’ll combine all moves and celebrate with music. Let’s start moving! Let’s warm up with the Hand Jive and Macarena.*

## Instructional Task: Warm-Up

### ■ PRACTICE TASK

Perform the Hand Jive and Macarena to warm-up for the new dance.

### Student Choices/Differentiation

Review the dances, if needed.

### What to Look For

- All hand and arm movements are performed to the rhythm of the music.
- Students are performing the movements on the correct count.

## Instructional Task: Zydeco Bounce

Sequence 1: Sidesteps, single steps, and right, left.

### ■ PRACTICE TASK

Step 1: Practice the sequence without music.

- Four sidesteps to the right
- Four sidesteps to the left

Step 2: Perform single steps four times, alternating right and left steps with a slight bounce in step (right, left, right, left).

## Extension

Practice the steps with music.

## Student Choices/Differentiation

- Start with a slow tempo and progress to song speed.
- Use alternating kicks instead of single steps.

## What to Look For

- All hand and arm movements are performed to the rhythm of the music.
- Students are performing the correct sequence of steps.

## Instructional Task

Sequence 2: Knee raises, medium and high with a quarter turn to the left.

### ■ PRACTICE TASK

Step 3: Practice the sequence without music.

- Two medium-level knee raises, alternating knees, starting with the right knee (right, left)
- Two high knee raises, one with the right knee and one with the left knee, while doing a quarter turn to the left

Step 4: Put the whole dance sequence together.

## Extensions

- Practice with music until students are successful.
- Have students repeat the dance with a different piece of music.

## Refinement

Emphasize high knee lifts.

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**EMBEDDED OUTCOME: S.5.H.3.1.1** Encourage students to use their arms in their own way once they have the steps down (e.g., clap above head) to allow for individual expression.

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## Student Choices/Differentiation

- Slow the tempo.
- Students may review a video clip of the dance on a device.

## What to Look For

Students are performing both medium and high knee lifts.

## Instructional Task: Origins of the Zydeco Bounce

### ■ PRACTICE TASK

After practicing the dance, discuss the cultural aspects of zydeco music and dance.

## Guiding questions for students:

- Does anyone know where zydeco music comes from? (Answer: southwest Louisiana, southeast Texas, black Creole and Cajun culture)
- What kinds of special instruments can you hear in the music we danced to today? (Answer: accordion, washboard, spoons, triangle, and so on)
- What musical influences do you hear in zydeco music? (Answer: blues, R&B, jazz, gospel, Creole, Cajun)
- Like the music, zydeco dance integrates many different kinds of dance forms, such as waltz, two-step, shuffles, and blues. What kinds of steps did we use today?

## **Student Choices/Differentiation**

- Use visual aids that show musical instruments and types of food common to the culture.
- Show video clips of dance steps.

## **What to Look For**

Students are asking good questions.

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## **Formal and Informal Assessments**

Exit slip: What makes zydeco music and dance unique?

## **Closure**

- How difficult was the Zydeco Bounce? Which move was easy and which move was hard?
- How did the music make you feel?
- Were there any moves in this dance that were in other dances you learned? If so, what?
- You'll be learning the Alley Cat in our next class. Be ready to move!

## **Reflection**

- Were students enjoying the dance?
- Were students encouraging to others?
- Did students appreciate that dance is a cultural form?

## **Homework**

- Next class, you will learn the Alley Cat. Ask your parents or grandparents if they ever learned the Alley Cat, and watch the video clip on the school's physical education website for an idea of what the dance looks like.
- If you are really interested in zydeco culture, you can listen to a radio documentary at [www.zydeconation.org](http://www.zydeconation.org).

## **Resources**

Zydeco Nation: [www.zydeconation.org](http://www.zydeconation.org)

Zydeco Historical and Preservation Society: [www.zhps.org](http://www.zhps.org)

Internet keyword search: "Zydeco Bounce"