

# De Colores

## Lesson Plan for Primary Music

### OVERVIEW & PURPOSE

The primary focus of this lesson plan is to reinforce the concept of same and different (patterns) in music while connecting to Mexican culture through song, dance, and literature. Students will move to the same and different pattern of the song through their group created dances. While students can master this skill over time, you may need to support them by prompting the switches in the music until students are able to do so without you!

As for the details, you know your students best. I have the steps I would take for teaching this to a Kindergarten through second grade class; however, the details may look different in each grade. For example, in Kindergarten, I will teach same and different, where in second grade, I will introduce the concept of form.

### EDUCATION STANDARDS

MU:Cr2.1

MU:Re7.1

MU:Cr3.1

MU:Re7.2

MU:Pr4.1

MU:Cn10.1

MU:Pr4.2

MU:Cn11.1

### OBJECTIVES

Students will

1. Identify colors in the Spanish language.
2. Identify the concept of same and different.
3. Create and perform a same and different dance.

### MATERIALS NEEDED

1. [Green is a Chili Pepper](#) by Roseanne Greenfield Thong, Illustrated by John Parra
2. Class set of scarves (or ribbons): red, orange, yellow, green, blue, purple, pink, white, and brown.
3. Recording of the Mexican folk song, *De Colores*.
4. This [Graphic](#) of the different colors in Spanish.

### LESSON TIME

45 minute lesson

**CONNECT TO THE PREZI:** Use the Prezi for an introduction to Mexican music and culture. The students will find many *de colores* (colorful) art examples under the Art section.

## ACTIVITY

### Introduction

Read the students the book, [Green is a Chili Pepper](#). On each page, identify the Spanish vocabulary and find the pictures in the book for a visual connection to the vocabulary.

[Display this graphic for the students to reference.](#)

### Music Classroom Activity

Pass out scarves that coordinate with the colors in the book [Green is a Chili Pepper](#), one for each student.

Play a recording of “De Colores” for the students. While the music is playing, call out a color in its Spanish name and those students can stand and dance with their scarves. When the next color is called, the students will sit, and the remaining students will get their turns. It’s really fun to surprise them with, “ALL COLORS!” or “¡Todos los Colores!”

Play the song again. This time have the students put their ribbons/scarves down in front of them and listen with their ears. Lead the students in identifying that the song has two different parts: here you can use the vocabulary same and different or A and B (you can show a graphic of an apple for A [make three apple graphics] and a banana for B [make two banana graphics] to help reinforce this concept). A is the first three lines of the melody, and B is the last two lines. Play the song again, but this time, model scarf movement for the students to mirror. Put together a simple pattern for the A, and a contrasting pattern for B. (A dance pattern is described as putting simple movement patterns together, for example: Sweep scarf up, sweep scarf down, make a circle.)

Divide the class into groups of 3 or 4. Each group will work together to create a dance pattern for the A section and a contrasting dance pattern for the B section. Make sure to check in with each group while they are creating their scarf dance patterns. This both helps by being available to answer any questions they may have, and also helps them practice using their new vocabulary.

Once the dance scarf patterns are created, provide students an opportunity to share their ideas by performing for each other. All together, students will perform their dances to *De Colores*.

### Extension

- Mix up the movement groups and choose one student per group to teach their A movement to their new group. Play the song again with the new A groups, and have students improvise a new B section!

- Use the Art Tab of the Prezi to continue this exploration of Mexican culture through color!

*Prepared by Rachel Puleo*