

# Don Gato

## *Lesson Plan for Intermediate Music 3rd-5th Grade*

### OVERVIEW & PURPOSE

The primary focus of this lesson plan is to create an instrumental accompaniment for the ballad, “Don Gato.” There is an additional movement activity to help highlight the storytelling quality of “Don Gato.” Feel free to teach any or all of the activities, and of course, they can learn to sing it and perform it that way, too! Students will create and perform an accompaniment and movement for a song. 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 third through fifth grade class; however, the details may look different in each grade. For example, in 3rd grade, the students will probably all play the same accompaniment patterns, where in fifth grade, the students may have multiple parts or perform across multiple instrument parts.

### 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. Create and perform an instrumental accompaniment for the ballad, “Don Gato.”
2. Create and perform dramatic movements for the ballad, “Don Gato.”

### MATERIALS NEEDED

1. The book [Senor Don Gato](#) Illustrated by John Manders
2. [Recording of “Don Gato”](#) in English.
3. [These Building Block Cards](#) - 1 set per group of 4 students
4. These Visuals: [Blank](#) and [Complete](#)

## LESSON TIME

60 Minute Lesson

## ACTIVITY

### Introduction

Using the book Senor Don Gato, sing the song to the students. While singing, dramatically tell the story. This will help the steps below! Prompt the students to retell the story.

Display the picture story graphic for the students to reference. Ask the class, “Do all of the verses have the same mood or feeling?” Identify that throughout storytelling, stories will have conflicts and ways to fix them!

**CONNECT TO THE PREZI:** A *corrido* is a song that tells a story, much like the ballad “Don Gato.” Corridos are in the vocal music section of the Prezi.

### Music Classroom Instrumental Accompaniment Activity

Introduce the building block cards to the students. If you prefer a different way to get your students composing, feel free to use that instead! This is my favorite method for teaching rhythmic composition.

The teacher will model grouping four of these building block cards together to create an ostinato. Students will repeat each pattern. When ready, have some student volunteers create a four building block pattern for the class to repeat.

In groups, students will use the rhythm cards to compose an 8-beat ostinato to perform with the song. This can be implemented or modified in many ways:

- Clap the ostinato
- Perform with layers of body percussion
- Perform together on the same unpitched percussion instrument
- Divide the cards up among various unpitched percussion instruments

To perform, each group will perform their compositions with a different verse.

### Large Music Classroom Movement Activity

In groups, students will create creative movements to support the story. Identify the mood of each line in their verse. Happy, sad, active, mysterious? The better the descriptor words, the more creative their movement will be!

Divide students in six groups. Pass each group one verse of “Don Gato.” In groups, students will

create dramatic movement to show each verse.

*For dramatic movement, I would be careful to make sure you don't say something like "act out the song." Dramatic movement should be more of an expression of the musical qualities, for example: tempo changes of the story, happy versus sad parts. You will get a more musically satisfying performance, and your students won't leave your room saying, "I was a dead cat today."*

Using a recording or with the teacher singing, the students will perform their dramatic movement to perform the story with "Don Gato." If you taught the activity to create an accompaniment, I would have a group accompany another group's movement verse so each student has a turn doing both.

*Prepared by Rachel Puleo*