



Piano II, Unit 5

Popcorn Party, Soulful Sunset & Rhythm Listening

For the Home Educator

This lesson is focused on practicing the recital song *Popcorn Party* and also introduces a second optional song for the recital, *Soulful Sunset*. Clapping **rhythm** is also continued with added listening activities that will help your child to connect what they hear to music notation.

Signs of Readiness

This lesson was designed for children ages 5–10 who have completed the first piano course in this series, Piano I. Your child should be able to read and play notes B, C, D, and E using quarter notes and quarter rests while using both their left and right hands. Using a piano keyboard is highly recommended, but a piano app on a touchscreen device will minimally suffice.

Common Misconceptions

When reading music notation many people don't realize they can divide their practice into work on the pitch, the various notes, or the **rhythm**. This is demonstrated in *Jason Claps Rhythms of Our Recital Songs* in which Jason claps the repeating **rhythms** of the songs your child is learning.

Key Vocabulary

Use these definitions to explain key terms that are used in the activities below.

Word or Phrase	Definition
neumes	“a way to write music using curving lines”
rhythm	“patterns of sounds and silences in time”
staff	“the five lines used in European music notation”

Lesson Options:

Use the lesson elements below to create a single-day or multiday lesson.

Digital Playlist: Generally, your child will complete the Digital Playlist first, then follow up with some or all of the activities described below. As you select and do those activities with your child, you may wish to reassign some or all of the digital activities for additional practice.

Explore Activity: This follow-up is designed to be used closely with the Digital Playlist to help your child understand the topic.

Dig Deeper Activity: This offline activity provides an additional learning experience with the same topic.

Extend Activity: This offline activity extends your child's understanding and application of the same topic.



Explore Activity

Steps

1. Rewatch *Popcorn Party Demonstration & Slow Tempo* with your child. Jason performs *Popcorn Party* for your child to hear how it should sound and then invites them to play along with him at a slow speed.
2. If your child finds the slow speed easy, have them move to *Popcorn Party Medium & Fast Tempo*.
3. (Optional) If your child plans to learn *Soulful Sunset*, have them listen to Jason perform the song, then play along with him, first in sections and then all the way through slowly.
4. Ask your child to follow Jason's cues to clap the **rhythms** after him.

Modifications

- Beginning learners will benefit from focusing on only one song for the recital.

Dig Deeper Activity

Steps

1. Rewatch *Jason Claps Rhythms of Our Recital Songs*.
2. Remind your child that clapping the **rhythm** to a song can help in learning. Separating pitch from **rhythm** allows musicians to focus on one aspect of the music at a time.
3. Print or display the Rhythms Listening Practice Resource Page.
4. Play *Rhythms Listening Practice* and ask your child to point to the **rhythm** they hear. The **rhythm** will be played three times with a pause between for your child to clap the **rhythm** after hearing it.
5. Ask your child to show or point to which **rhythm** they think they heard: card A, B, C, or D.
6. The answer key is:

Track 1: A

Track 5: C

Track 2: C

Track 6: B

Track 3: B

Track 7: A

Track 4: D

Track 8: D

Materials

- Rhythms Listening Practice Resource Page (included at the end of this lesson)

Modifications

- Beginning learners will benefit from making their answer choice after hearing the rhythm three times.



Extend Activity

Steps

1. Rewatch *Pop In with the Pop Ups: Music Notation* with your child, paying special attention to the aspects that changed in music notation over time.
2. Print or display the Music Notation from Long Ago Resource Page. The numbers show the order in which these notation systems were introduced in history.
3. Ask your child to spot the differences in the notation systems, here are some examples:
 - a. Notation 1 has a single **staff** line, squiggly lines (**neumes**), and small noteheads.
 - b. Notation 2 has four lines for the **staff**. The noteheads and squiggly lines (**neumes**) are similar.
 - c. Notation 3 has four lines but the noteheads are larger and sit on or between lines.
 - d. Notation 4 has five lines and the noteheads have stems. Some noteheads are black and some are white, and they are placed on the line or within the spaces.

Materials

- Music Notation from Long Ago Resource Page (included at the end of this lesson)

Modifications


- **More advanced learners** may enjoy learning more about the development of music notation and the history of many of the symbols that are being introduced throughout this course.




Rhythm Listening Practice

Match the rhythm you hear to the music notes.


A




B



C



D

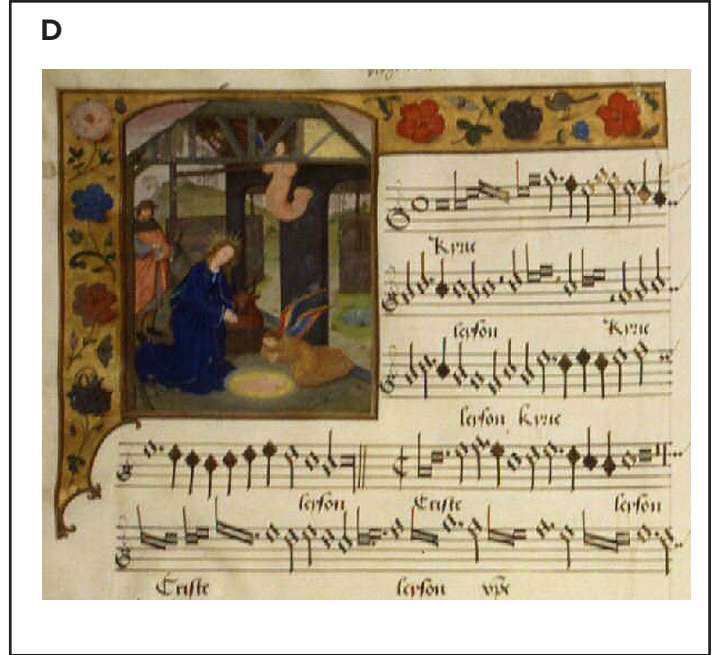
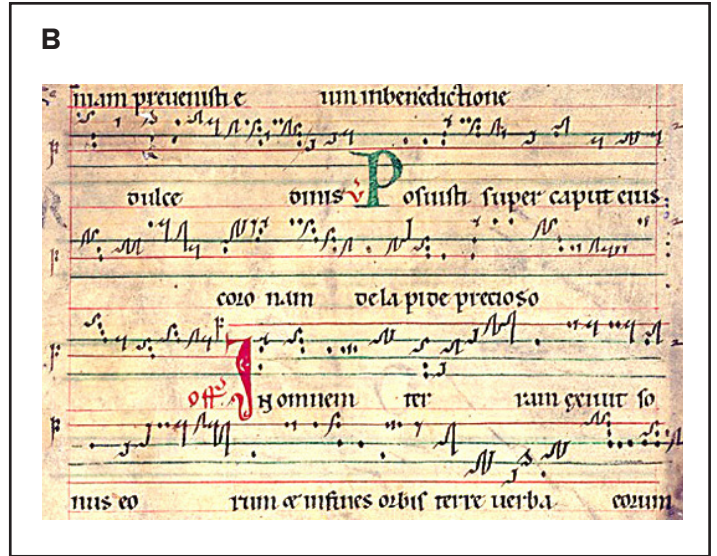




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Music Notation from Long Ago

Look at the images below to see how music notation has changed over the years.





Soulful Sunset

C	B	B	B	B	C		C	C	
A			A		C			C	
B	B	B	B	C			C	C	
A			A	C				C	
B	B	B	B	C			C	C	
A			A	C				C	
B	B	B	B	C			C	C	
A			A	C				C	