

FIRESIDE MUSIC & MOTION®

Let's Picture Music!

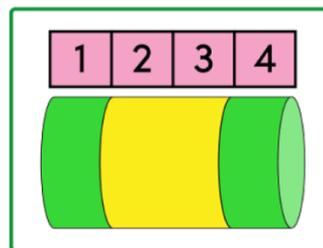
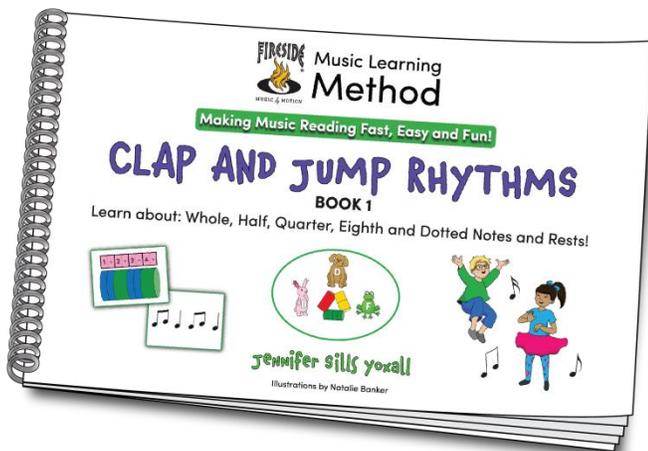
Lesson Series



## Learning Rhythms!

Teach your students  
to LOVE counting out loud  
with *Clap & Jump Rhythms*

## 3 Sample Lessons



The Carrot, the Dog, the Egg and the Frog  
(...and the Bunny)

Book Series Companion Product

# Learning Rhythms – 3 sample lessons

Call 203-738-6787 with any questions – we are happy to help!

**Goal:** Using *Clap & Jump Rhythms*, understand and be able to count :

- 1) whole, half and quarter notes
- 2) whole, half and quarter rests
- 3) dotted half notes

**Student Materials:** Nothing needed!

## **Teacher Screen Share:**

**Lesson 1:** (Introducing whole, half and quarter notes)

1. Optional –PDF p. 6 of this lesson, Rhythms
2. PDF p. 7 of this lesson, Notes

**Lesson 2:** (Practicing whole, half and quarter notes and introducing corresponding rests):

1. *Clap and Jump Rhythms* book
2. PDF p.8 of this lesson, Rests

**Lesson 3:** (introducing and practicing dotted half notes and reviewing whole, half and quarter notes and rests)

1. PDF p. 9 of this lesson, Dotted Half Notes
2. *Clap & Jump Rhythms* book

\* When Sharing *Clap & Jump Rhythms*, view it in “Read Mode”, with “Page Display” set to “2-page scrolling”. As necessary, zoom out a bit to see Book 4 pages at a time. References in these lessons to “Book Pages” are to the printed numbers at the bottom of the book (as opposed to PDF pages).

## **Lesson 1**

### **(Introducing whole, half and quarter notes)**

**1. Background (Optional):** (Share PDF p. 6 of this lesson, Rhythm) Explain that you will hum (or play) a tune and they should call out the name once they recognize it. Hum/play “Happy Birthday” with a very incorrect rhythm. Once they name it, ask why it was so hard to recognize. What was wrong with it? (How long notes were held, how fast they were played, how much space was between them). Ask if they know what all that is called (rhythm). How would it sound if a group sang together with everyone singing different rhythms? Why is rhythm so important? (Can’t recognize songs or sing/play together if it is incorrect). Review PDF p.6 of this lesson. Then explain that we will start learning about rhythm by learning 3 kinds of notes and putting them into 4-beat measures.

**2. Whole Notes:** (Share PDF p. 7 of this lesson, Notes) Discuss the whole note. What it looks like (a “hole” in the ground), how many beats it gets (4). Explain that, to make it easier, we will “picture” our notes as cylinders of different lengths and colors that we will put into 4-beat measures as shown. Point out that a whole note lasts 4 beats – or the “whole” measure – which is another way to remember its name (in addition to it looking like a hole in the ground).

**3. Clap or Jump Whole Notes:** Have students clap or jump whole notes while they count out loud. To clap, they hold their hands together and count up to four for each clap. **It is very important that they keep their hands together for all 4 beats.** To jump the whole notes, they hold one leg up for a count of 4, then jump to hold the other leg up for a count of 4, alternating legs. **It is very important that they hold their leg UP for the entire 4 beats.** Clap or jump several whole notes.

**4. Half Notes:** Discuss half notes. Explain that they get half the number of beats as a whole note, and that they take up half of a 4-beat measure. Ask how many half notes in one measure and how many beats a half note gets. Have students clap or jump a series of half notes. Be sure that they say “1,2” for the first half note and “3,4” for the second (NOT “1,2, 1,2”). Ask why they are saying “three four” on the second half note. Is it because it gets 3 or 4 beats? (No, it’s because it takes up the 3<sup>rd</sup> and 4<sup>th</sup> beats of the measure). Again, be sure that they keep their hands glued together or their feet up for the entire two-beats of each note.

**5. Quarter Notes:** Explain quarter notes, noting that they take up one-fourth or a quarter of the measure. Ask how many quarter notes in a measure. Have students clap or jump quarter notes

## Lesson 2

### (Practicing whole, half and quarter notes and introducing corresponding rests)

**1. Review:** (Share *Clap & Jump Rhythms* Book pp. 1-2). Explain that we're going to refer to the notes on the left side of the page as "Note Pictures" and the notes on the right side as "Note Patterns." Also explain that we'll refer to the 4 boxes on each page as box 1 (top left), 2 (top right), 3 (bottom left) and 4 (bottom right).

Choose box 1, 2, or 3 on p. 1 and clap it for your students. Ask if they can identify which box it was. What kind of note(s) were in the measure? Then ask if they can figure out which Note Pattern on the right side page it corresponds to. Ask them to clap or jump the rhythm while counting it out loud. Repeat with the other two boxes.

**2. Mixed notes:** Ask what is different about box 4 on page 1 from the measures we've worked with so far (it has two different kinds of notes). Ask for a volunteer to clap or jump it. Then ask for a volunteer to identify the corresponding note pattern on p. 2.

**3. Rests:** (Share PDF p. 8 of this lesson, Rests). Explain that rests are periods of silence. Discuss whole, half and quarter rests as presented on PDF p. 8. Show the students that in the note pictures, rests are blank spaces that take up the same number of beats as their corresponding notes. Demonstrate upturned fists as how we "clap" a rest and squatting as how we "jump" a rest (**this is discussed in *Clap & Jump Rhythms* PDF p. 6**). Have students clap or jump the measures that show the rests on this lesson PDF p. 8.

**4. Practice mixed notes and rests: :** (Share Book pp. 3-14 in *Clap & Jump Rhythms* – zoom out until four book pages at a time are visible). Point to a note picture on the left and ask for a volunteer to clap or jump it. Then have the whole class clap or jump it. Next, ask the class to figure out which box on the right side is the corresponding note pattern. Ask for a volunteer to give the answer. Repeat this with various note pictures.

As an alternative to you choosing the picture on the left to clap or jump, you can show several pages on the screen and call on a student to choose a note picture to clap or jump for the rest of the class to figure out.

For more fun, add music! (Be careful it isn't too fast or it will be too difficult)

### **Lesson 3** **(Introducing and practicing dotted half notes)**

- 1. The Dotted Half Note:** (Share PDF p. 9 of this lesson). Explain the dotted half note by discussing the information and filling in the blanks with help from the students.
  
- 2. Practice clapping or jumping dotted half notes:** (Share Book pp. 13-14 from *Clap & Jump Rhythms*) Point to a note picture on the left and ask for a volunteer to clap or jump it. Then have the class clap or jump it. Next, ask the students if they can figure out which box on the right side page is the corresponding note pattern. Ask for a volunteer to answer.
  
- 3. Practice mixed notes and rests, including dotted half notes:** (Share Book pp. 3-14 in *Clap & Jump Rhythms* – zoom out a bit until 4 pages at a time are visible). Point to a note picture on the left and ask for a volunteer to clap or jump it. Then have the class clap or jump it. Next, ask the students if they can figure out which box on the right side page is the corresponding note pattern. Ask for a volunteer to answer.

As an alternative to you choosing a pattern for the class to clap or jump, you can ask for a volunteer to choose a Note Picture to clap or jump for the rest of the class to figure out.

For more fun, add music! (Be careful it isn't too fast or it will be too difficult)

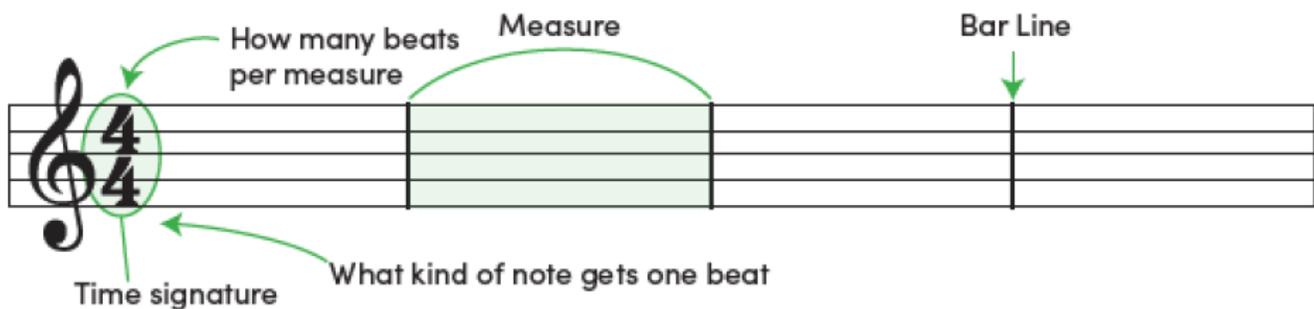
# RHYTHM

## Some elements of rhythm

- How long to hold notes
- How fast they go
- How much space is between them

When we write music, in order to make it easier to read, we divide it into equal parts called “measures”. Measures are the spaces between lines called “bar lines.”

The time signature is next to the clef sign. The top number tells you how many beats are in a measure and the bottom number tells you what kind of note gets 1 beat.



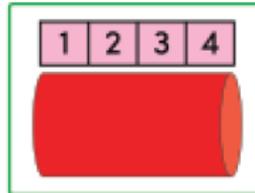
# NOTES

## WHOLE NOTE

Looks like: 

Picture the note in a 4-beat measure:

Number of beats: 4



### Memory Aid

A whole note takes up a whole 4-beat measure and looks like a hole in the ground.

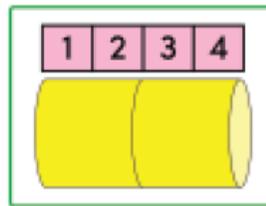
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## HALF NOTE

Looks like: 

Picture the notes in a 4-beat measure:

Number of beats: 2

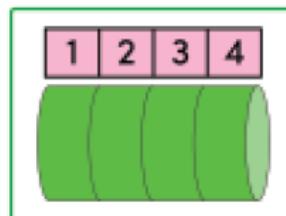


## QUARTER NOTE

Looks like: 

Picture the notes in a 4-beat measure:

Number of beats: 1



# RESTS

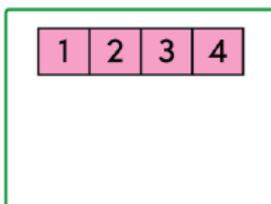
## WHOLE REST

Looks like:



Picture the rest in a 4-beat measure:

Number of beats: 4



**Memory Aid:**

A "whole" gentleman taking off his hat to a lady would take it off and tip it entirely upside down, looking like a whole rest.



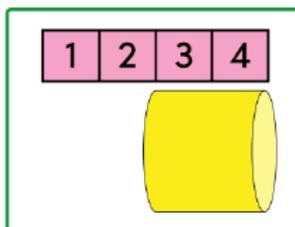
## HALF REST

Looks like:



Picture the rest in a 4-beat measure:

Number of beats: 2



**Memory Aid:**

A "half" gentleman would just take his hat off to the side of his head, looking like a half rest.



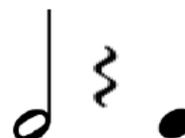
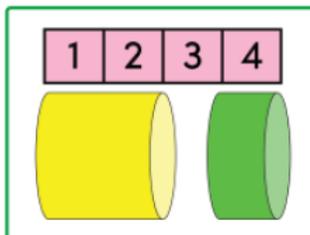
## QUARTER REST

Looks like:



Picture the rest in a 4-beat measure:

Number of beats: 1



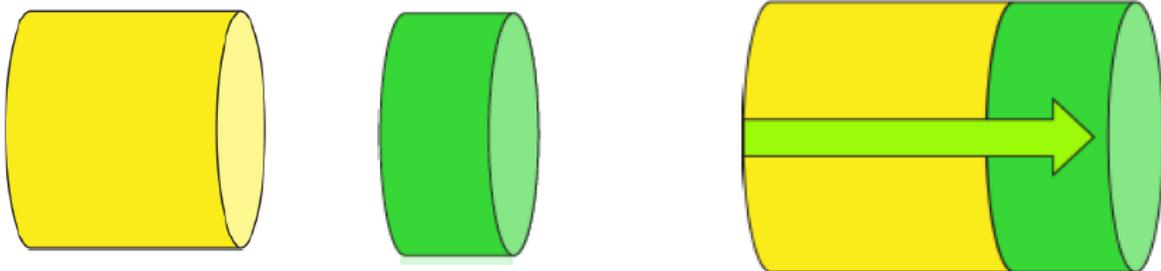
# DOTTED HALF NOTES



A dot adds one half the value of a note.

A half note gets \_\_\_\_\_ beats. Half of that is \_\_\_\_\_ beat. So the dot adds \_\_\_\_\_ beat to the half note. When you add \_\_\_\_\_ plus \_\_\_\_\_ you get a total of \_\_\_\_\_ beats for the dotted half note.

We will picture a dotted half note as a half note plus a quarter note (1/2 of a half note), like this:



A half note

plus

a Dot

equals a

Dotted Half Note

