MUSIC THAT STICKS

Bop Factory Educator Companion

A classroom-first teaching pack for music fundamentals, rhythm copying, note reading, listening and expressive movement.

For educators, caregivers and music leaders. Use with Mission Rhythm online or as printable unplugged activities. No microphones, student accounts or automated movement scoring are required.

Inside this pack

- Six practical lesson plans with modeling prompts and differentiated participation
- Progressions from four steady beats to short rhythmic patterns and notation
- Teacher-led Groove Garden Copy Orbit protocol
- Simple checkpoints, explanations and classroom observation rubric
- Quiet/Silent Play and seated-participation guidance

Planning note: Suggested instructional activities; not a certified curriculum or diagnostic assessment.

How to teach with Mission Rhythm

A predictable five-part lesson

1 • Discover (2 min)	Show one idea visually or with an instrument. Define the term in everyday language.
2 • Model (2 min)	Orbit or the teacher demonstrates once. Learners watch before responding.
3 • Guided practice (3–5 min)	Give several attempts with replay and immediate descriptive feedback.
4 • Apply (3–5 min)	Change the instrument, rhythm or context while keeping the same concept.
5 • Remember (1–2 min)	Ask one transfer question; revisit in the next session.

Participation and accessibility

- Audio-off: use visual dot patterns, note cards or gesture cues; do not claim listening skills were assessed.
- Seated play: finger-tapping, hand signs, shoulder sways, or pointing can substitute for marching.
- Emerging readers: pair written instructions with icon examples and adult modeling.
- Never automatically mark physical clapping as correct without an adult observing it.
- Keep separate class profiles and reset only the current session when appropriate.

01 Find the steady beat

Objective: Learners maintain an even four-beat pulse.

Model

Clap four evenly spaced beats, then ask learners to tap or point with you. Contrast even pulse with an uneven sequence.

Guided practice

Show 4 evenly spaced dots; children point to each dot as teacher counts 1–2–3–4. Try at slow then moderate speeds.

Check & explain

Ask: “Which pattern keeps the beats evenly spaced?” Explain: steady means the spacing stays regular.

Differentiation

Early learners: copy two beats at a time. Developing learners: extend to four or eight positions. Advanced learners: explain their choices or invent an alternate pattern.

Classroom evidence

Teacher observes: watched the model • attempted the activity • identified the concept • benefited from additional support. Use “Demonstrated / More practice” rather than automatic mastery claims.

02 Sound versus silence

Objective: Learners distinguish a performed beat (hit) from a rest.

Model

Model clap, clap, rest, clap. Keep the pulse moving through the rest.

Guided practice

Draw ■ ■ □ ■ across 4 boxes. Learners point or clap on filled boxes, stay quiet at open box.

Check & explain

Mistake cue: “The third beat is a rest. We still count it, but we do not clap.”

Differentiation

Early learners: copy two beats at a time. Developing learners: extend to four or eight positions. Advanced learners: explain their choices or invent an alternate pattern.

Classroom evidence

Teacher observes: watched the model • attempted the activity • identified the concept • benefited from additional support. Use “Demonstrated / More practice” rather than automatic mastery claims.

03 Copy Orbit together

Objective: Learners copy four- and eight-position patterns, then check their own choices.

Model

Let Orbit show the whole pattern. Teacher speaks counts in time; students echo or select boxes.

Guided practice

Practice ■ □ ■ ■, then ■ ■ □ ■, then eight positions ■ □ ■ ■ | □ ■ □ ■. Repeat with assistance.

Check & explain

Ask learner to identify one wrong position and explain whether it should be a sound or a rest.

Differentiation

Early learners: copy two beats at a time. Developing learners: extend to four or eight positions. Advanced learners: explain their choices or invent an alternate pattern.

Classroom evidence

Teacher observes: watched the model • attempted the activity • identified the concept • benefited from additional support. Use “Demonstrated / More practice” rather than automatic mastery claims.

04 Notes and duration

Objective: Learners compare quarter note, half note and quarter rest in common time.

Model

Tap one beat for a quarter note, sustain a sound for two quarter-note beats for a half note; remain silent for a quarter rest.

Guided practice

In 4/4, use two half notes (2+2), four quarters (1+1+1+1), or half + quarter + quarter (2+1+1).

Check & explain

Mistake cue: “A half note takes two quarter-note beats. Count the full measure again.”

Differentiation

Early learners: copy two beats at a time. Developing learners: extend to four or eight positions. Advanced learners: explain their choices or invent an alternate pattern.

Classroom evidence

Teacher observes: watched the model • attempted the activity • identified the concept • benefited from additional support. Use “Demonstrated / More practice” rather than automatic mastery claims.

05 Meet the staff

Objective: Learners identify the five lines and four spaces, then locate treble-clef notes.

Model

Use a large five-line staff; demonstrate bottom line E and bottom space F in treble clef.

Guided practice

Start with E, F, G, A and gradually add more notes. Let learners point before selecting a label.

Check & explain

Mistake cue: “The bottom line is E; F sits in the space directly above it.”

Differentiation

Early learners: copy two beats at a time. Developing learners: extend to four or eight positions. Advanced learners: explain their choices or invent an alternate pattern.

Classroom evidence

Teacher observes: watched the model • attempted the activity • identified the concept • benefited from additional support. Use “Demonstrated / More practice” rather than automatic mastery claims.

06 Hearing music in layers

Objective: Learners identify a pulse layer, a melodic layer and a rhythmic texture.

Model

Use introductory Build an Ensemble with up to three layers; mute/unmute one at a time.

Guided practice

Ask: “What changed when the shaker disappeared? Which layer carries the tune?”

Check & explain

Accept reasonable descriptions. Distinguish instrument role from instrument family; not every instrument always serves one role.

Differentiation

Early learners: copy two beats at a time. Developing learners: extend to four or eight positions. Advanced learners: explain their choices or invent an alternate pattern.

Classroom evidence

Teacher observes: watched the model • attempted the activity • identified the concept • benefited from additional support. Use “Demonstrated / More practice” rather than automatic mastery claims.

Misconceptions & helpful feedback

Beat vs rhythm	The beat is the regular pulse. Rhythm is the pattern of sounds and silences fitted against it.
Rest	A rest is counted silence. The beat continues even when no instrument is played.
Half note in 4/4	A half note holds for two quarter-note beats; it is not a one-beat note.
Higher pitch vs louder	Pitch is how high or low a sound is. Loudness is about volume.
Instrument family	Group instruments by how they make sounds; discuss exceptions rather than relying only on appearance.
Quiet/Silent Play	Visual matching demonstrates recognition of symbols, not proof of hearing accuracy.

Non-punitive correction script

> “Good try! Let’s look at the pattern. The open box means rest, so we stay quiet there. Watch me once, then try the same pattern again.”

Suggested review cadence

Repeat a 60-second concept check in the next classroom session and again after a few days. This is practice scheduling, not an automated claim about long-term retention.

Classroom implementation sheet

15-minute guided session

0:00–2:00	Welcome, name one learning goal and choose comfort settings.
2:00–5:00	Watch and listen to one modeled rhythm or note value.
5:00–10:00	Guided Copy Orbit: practice, explain a rest, retry together.
10:00–13:00	Apply: new pattern or different instrument layer.
13:00–15:00	Review and teacher observation; preserve Passport progress.

What to document

Date: _____ Class/profile: _____

Learning objective: _____

Evidence observed: _____

Next teaching step: _____

Educator reminder: A Passport stamp marks participation or completion. It does not by itself certify mastery of a musical skill.

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