FIVE STEPS TO "POP-IT"

1. Purchase a 6x6 Pop-It to get started! Pop-Its are made of silicone and are often marketed as sensory toys that help relieve anxiety and stress. It is similar to the magical feeling of popping bubble wrap. You can find these at many stores or at Amazon: https://amzn.to/3qeazmQ.

2. Before exploring the Pop-It game templates we've provided, try out some of the general Pop-It ideas that don't require any additional materials. Pro tip: prepare by pushing everything out of resting position and popping the back. You'll get the loudest pops this way!

3. Choose an activity template included in our starter pack: **Pop-It Rhythms!**, **Pop-It Notes!**, or **Pop-It Dynamics!** Each template is compatible with a 6x6 Pop-It. Students can follow along with the paper templates, or you can copy each template onto a Pop-It with a fine-point sharpie.

4. Make your games more challenging as students get better. You could add sharps and flats to the Pop-It Notes! template, for example.

5. Be creative and come up with your own Pop-It games by using the blank Pop-It Piano! template we've included or extra Pop-Its in your stock. For example, you can add terms or composer names to make a trivia game or use the Pop-It to keep track of a musical bingo game you design. The sky is the limit!

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GENERAL POP-IT IDEAS

- Play the Pop-It as a percussion instrument and get students to "pop to the pulse" of different tempos
- Have students pop the pulse or rhythm of one hand of the music while you play the other—then switch!
- Call out finger numbers and have your student pop with that finger
- Students can pop every time they play a small section accurately until they fill a row, then they move on to another section and pop the next row—they get to pop them all when the board is full
- Practice popping with a good finger position in lessons(it's hard to pop with flat fingers!)
- Let a fidgety student pop while you are both discussing concepts
- Have students search a certain element in a new piece (whole notes, eighth notes, slurs, etc.) and pop for each one they find
- Listen for the staccato sound of the pop and have students match it on the piano
- Have a student pop for every scale they can play and see how many pops they can get!
- Use the 6x6 Pop-It for counting in 6/8 time—each line of 6 holes represents a measure of 6 beats, and the student places a marble for each note of the rhythm (then, they get to clap each line!)

POP-IT RHYTHMS

- **Pop the notes** – have the student locate and pop all the notes on the board
- **Pop the rests** – have the student locate and pop all the rests on the board
- **Trivia time** – ask questions about each note or rest and pop when correct
- **Musical math** – the teacher pops a rhythm and the student has to pop another rhythm that adds up to the same number of beats (example: teacher pops 4 eighth notes so the student could pop 2 quarter notes to match)
- **Fill in a measure** – the teacher pops some notes and asks which one(s) are needed to finish a measure in a particular meter
- **Rhythm match** – the teacher pops a note and the student pops a rest of the same value
- **Rhythm clap** – only push out certain rhythms and have the student clap or pop them in time (tip: cover the other holes with a marble)
- **Clean the board** – the student claps each line and pops when correctly complete until they finish the whole board (note: each line gets progressively harder in this template)
- **Improvisation ideas** – you or the student pop a few rhythms, then they improvise a piece based on those rhythms

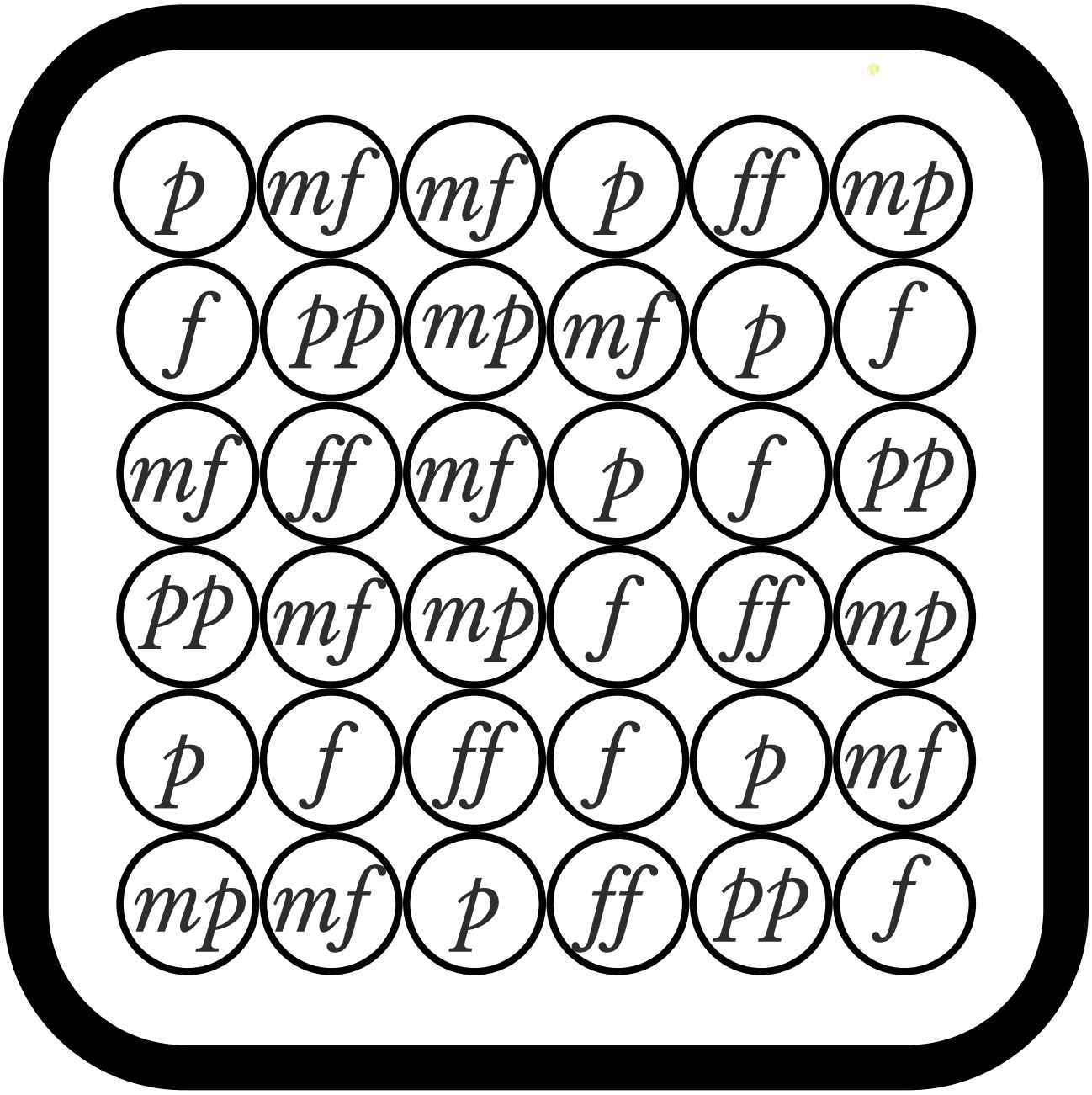
POP-IT NOTES

- **Note finder** – the student finds one of each note name or specific notes that you call out
- **Step search** - practice finding steps by popping a starting note then having students search for a step up or down
- **Skip search** – practice finding skips by popping a starting note then having students search for a skip up or down
- **Five-finger pattern fun** – you pop a note then the student plays the five-finger pattern or scale that starts on that note
- **Interesting Intervals** – pop two notes and have the student call out the interval (2nd, 3rd, etc.) or you call the interval and the student has to find the pair of notes that match
- **Collect-a-Chord** – students find a chord on the pop-it board (this one only accommodates white key chords like C, F, and G but you can add accidentals for more advanced students)
- **Clean the board** – have the student pop every note they can find on the piano until the board is clean!
- **Improvisation ideas** – you or the student pop a few notes, then they improvise a piece based on those notes

POP-IT DYNAMICS

- **Quiet search** – the student pops all the "soft" dynamics (like piano and mezzo piano)
- **Loud search** – the student pops all the "loud" dynamics (like forte and mezzo forte)
- **Getting louder** – have the student pop dynamics in order, from soft to loud
- **Pop then play** – pop a random dynamic and then have the student play a note at that dynamics (hint: you can combine this with **Pop-It Notes** by popping both a note and dynamic for them to play!)
- **Dynamic ear training** - play excerpts for your student and have them pop the dynamics that you use
- **Pop your piece** – the student pops all the dynamics they find in a piece they are practicing in lessons
- **Animal match** – have students pop all the dynamics that match animal sounds, like lion for loud sounds and a mouse for soft sounds
- **Improvisation ideas** – you or the student pop a few dynamics, then they improvise a short piece with those sounds

POP IT



DYNAMICS

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G	E	F	B	D	C
C	G	A	E	G	B
E	B	D	A	F	G
D	A	C	F	E	F
A	F	C	B	G	D
C	E	A	F	B	D

NOTES

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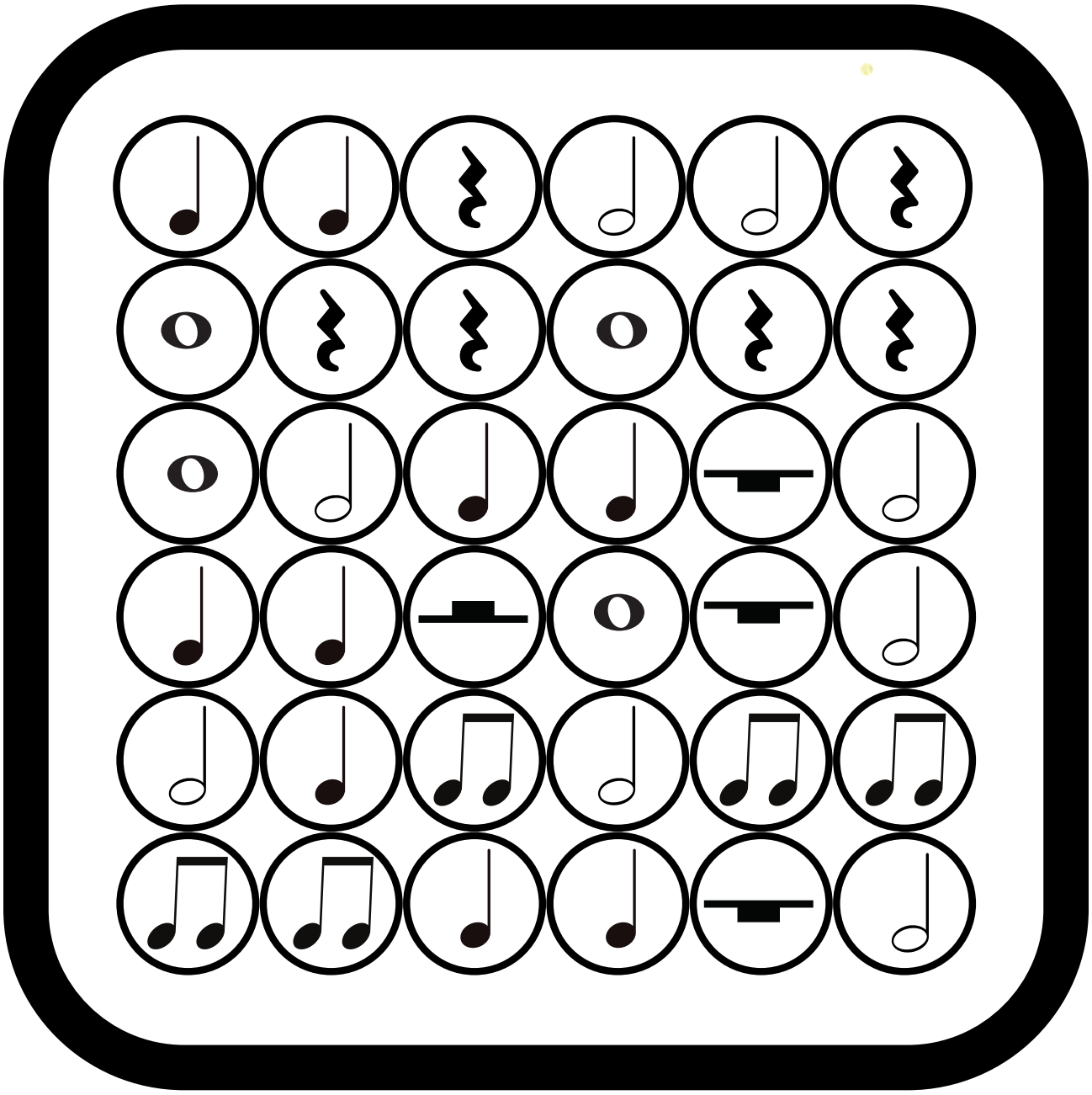

RHYTHMS

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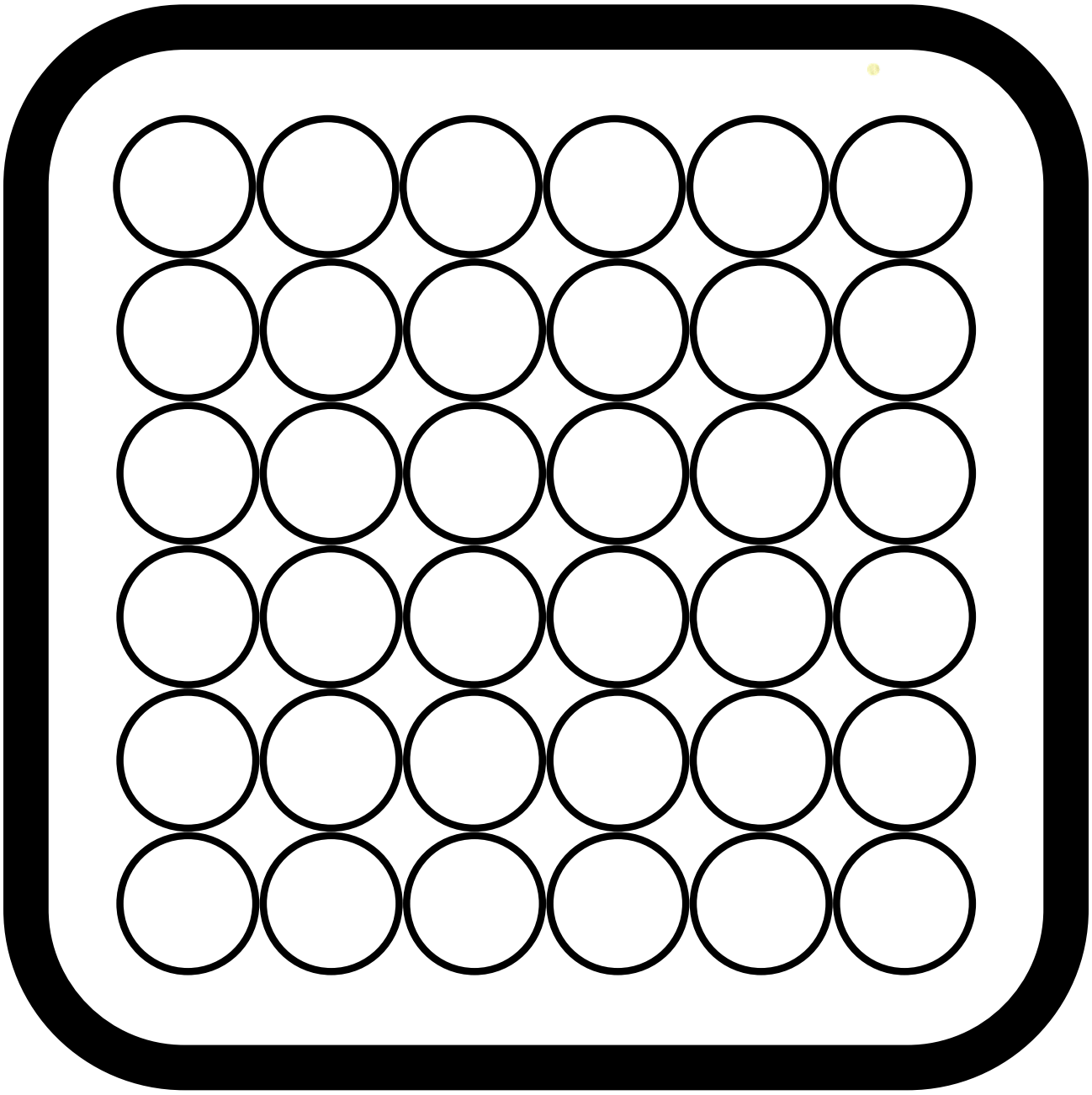

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