

## INTRODUCTION

The purpose of the Rhythm Vocabulary Charts in this book is to lead the student toward rhythmic understanding and independence.

Two types of rhythm reading skills should be utilized throughout the Charts: simultaneous scanning, which is a right brain function, and linear scanning, which is a left brain function.

My Rhythm Syllable System, as indicated on page 3, leads the student toward aural, simultaneous scanning, whereas a number system (i.e., 1 and 2 and) leads the student towards visual linear scanning. BOTH METHODS SHOULD BE TAUGHT THROUGHOUT THE CHARTS, MY RHYTHM SYLLABLES FIRST, A NUMBER SYSTEM SECOND. A list of books relating to right/left brain learning can be found on page 64, and information relative to reading skills and technics is contained in them.

SUBDIVISION, UTILIZING A NUMBER SYSTEM SHOULD BE USED FROM CHART 6 AND CONTINUED THROUGHOUT THE CHARTS.

As you proceed through the Charts, the advantages as well as limitations of any rhythm counting system will become apparent. It is best to learn several rhythm counting systems and then utilize the most advantageous system for any given situation (i.e., syllables).

The Rhythm Vocabulary Charts are sequenced in order of difficulty. Each concept is dealt with individually and then expanded in subsequent charts. Previous experience can start at the place in the Charts where their understanding is clear.

## SUGGESTED TECHNICIS

The following steps should be taken sequentially, first saying a number system.

1. Say each line and clap the notes.
2. Say each line and tap the notes with the right hand.
3. Say each line and tap the pulse with the hand.
4. Say each line and tap the pulse with hand.
5. Hand tapping directions can be right or left.
6. Foot tapping (pulse) is optional.
7. As understanding and coordination improve, be to go as fast as possible.

\* If no difficulty is experienced, proceed to the next chart.



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## SUETA RHYTHM SYLLABLES

SYLLABLES	$\frac{2}{4}, \frac{3}{4}, \frac{4}{4}, \frac{5}{4}$ etc.	$\frac{2}{2}, \frac{3}{2}, \frac{4}{2}, \frac{5}{2}$ etc.	$\frac{3}{8}, \frac{4}{8}, \frac{5}{8}, \frac{6}{8}$ etc.	$\frac{3}{16}, \frac{4}{16}, \frac{5}{16}, \frac{6}{16}$ etc.
Too oo oo oo oo oo				
Too oo oo oo				
Too oo oo				
Too oo*				
Too oo*				
Too				
Ta'e (Tuh'e) and Tie Refer to Chart 18				
Ta (Tuh)				
T (spoken letter T)				
Da Da Da (Duh Duh Duh)				
Doo Doo Doo				
Di (i as in it)				
D (spoken letter D)				

\* The reason for using the same  
The space below my Rhyth-  
When using my Rhythm Ⓢ



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# CHART 1

**A**

Right Hand  
Too oo oo oo

Left Hand

simile

simile


simile

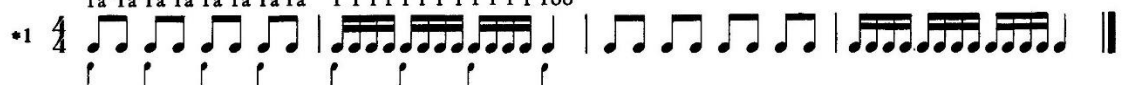
simile


**B**


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### CHART 15

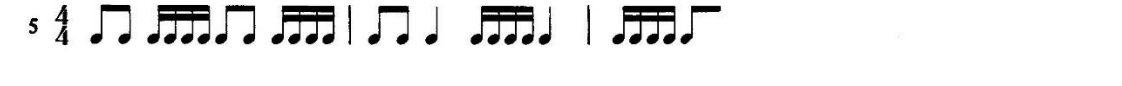
T T T T  
 = sixteenth notes - 4 notes to one count


\*1  $\frac{4}{4}$  Ta Ta Ta Ta Ta Ta Ta Ta TTTTTTTTTTTTTT Too  



2  $\frac{4}{4}$   



3  $\frac{4}{4}$   



4  $\frac{4}{4}$   


5  $\frac{4}{4}$   


6  $\frac{3}{4}$   


7  $\frac{3}{4}$   


8  $\frac{2}{4}$   


9  $\frac{2}{4}$   


\* Teacher can

M-403




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# CHART 20

## SYNCOPTION

Ta Ta a Ta      Ta Too Ta  


1  $\frac{4}{4}$  Ta Ta a Ta Too Too  


2  $\frac{4}{4}$  Ta Too Ta Too Too  


3  $\frac{4}{4}$   


4  $\frac{4}{4}$   


5  $\frac{4}{4}$   


6  $\frac{4}{4}$   


7  $\frac{3}{4}$   


8  $\frac{3}{4}$   


9  $\frac{2}{4}$   






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### CHART 54


1 

2 


3 


4 

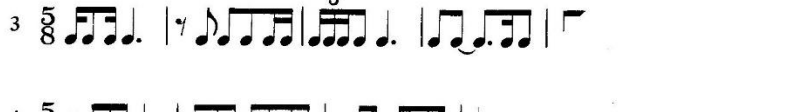
5 


6 


### CHART 55

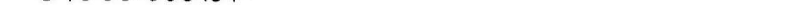
1 

2 

3 

4 

5 


6 





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## CHART 66


1  $\frac{4}{4}$  





2  $\frac{2}{2}$  





3  $\frac{5}{8}$  



4  $\frac{5}{16}$  



5  $\frac{3}{8}$  





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