RHYTHM IS EASY

Sequential Rhythm Learning System - 3/4

www.RhythmIsEasy.com

3/4 - All cards are one measure with three beats per card/measure.

Set 1 - Reviews all previous notation and introduces the tie "connecter" for the dotted quarter and eight note combination rhythm used in 4/4, Set 9. Retire all other sets.

1. Place the new cards in front of the student. The student usually notices that these cards are a different color from the previous cards. Questions to ask:
   a. Is anything different about these cards other than the color?
   b. How many beats per card?
2. Clap and count the beats on several cards to establish there are 3 beats on each card.
3. Explain that the feeling of 3 beats is different than the feeling of 4 beats.
   a. Three beats has more of a swinging feeling. Four beats have a more march-like feeling.
   b. It is helpful to get the feeling of 3 in the body each day before doing the 3 beat cards.
   c. This can be done easily by doing body percussion of pat, clap, click (or flick if the student is unable to snap fingers.)
   d. Say, "One, two three" with each body percussion pattern.
   e. Continue for 6-12 times continuously until the feeling of 3 beats becomes more comfortable and familiar.
4. Now begin two cards at a time. Skip around through the set doing 2 here and there to show that the first two thirds of the cards are familiar and only the amount of beats have changed.
5. When you get to the dotted quarter and eighth note cards demonstrate and explain that each rhythm has a "partner" card that looks different, but sounds the same. Place the familiar card directly above new "partner" card and explain how tie "connector" works.
   a. We take off the “t” and say "ah" of the "tah." The note is held for the extra value without being patted or played again.
   b. Clap and say both cards. Have student listen carefully to hear that the sound is the same, even though it looks different.
   c. Remind them that words in our language work the same way. These are called homographs or homonyms. Some examples are:
      i. see, sea to, two, too there, their
      ii. bear, bare red, read fare, fair
   d. Sometimes we need two different ways to write the same rhythms. So, these are our homonyms or homographs in music.
   e. The last partner set is exactly the same notation with changed stem direction. Say, "tah-oh-ah-tay."
6. Practice these new partners carefully at the lesson. Also explain that:
   a. The first section of cards with the familiar rhythm symbols can be shuffled right away.
   b. The student should keep the "partners" together in a separate group until they can be easily recognized, patted and played.
   c. When the new rhythms are familiar and very easy, all of the cards can be shuffled together.
   d. Do the cards two at a time at first, then four at a time with the metronome. Since the meter has changed, the student should now say, “One, ready, go!” with the metronome.

Set 2 – Introduces the syncopated rhythm of eighth, quarter, eighth and it homograph "partner" using the tie connector. (“tah-TAY-ah-tay”)

WARNING: Everything that the student has done up to this set has been easier. Be sure the student is a "super expert" on all 4/4 Sets 1 – 9 and 3/4 Set 1 before introducing this new 3/4 set. Retire all other sets.

1. Place the new cards in front of the student. Explain the tie "connector." The note that is connected is held for the extra value without being patted or played again
   a. After the eighth note "tah," the "tay" is tied to the "tah" of the next pair of eighth notes. So, we take off the “t” and say the "ah" of “tah.”
   b. The "ah" added to the "tay" is said, "TAY-ah.”
   c. When patting, our hand move on the thighs so that the note is held for the extra value without being patted or played again for “tah-TAY-ah-tay” (Twinkle “B”)
2. When the student can do this easily, place the familiar tie "connector" card above the new "partner" card and line up the beats. Here again, each card has a "partner" rhythm that looks very different, but sounds exactly the same.
   a. The quarter note between the two eighth notes begins on the "tay" part of the beat.
   b. It takes two eighth notes to make this one beat quarter note.
   c. The quarter note begins on "tay" and includes the "tah" that follows it.
   d. As with the tie "connector," we will again take off the “t” and only say the "ah" of the "tah."
   e. The "ah" is added to the end of the "tay" and is said, "TAY-ah."
   f. So, the "TAY-ah" comes between the "tah" and the "tay" is said, "tah-TAY-ah-tay."
   g. Explain that "tah-TAY-ah-tay" will be a group or consistent unit on these cards.
3. Cards 1 & 2 of this set include the quarter rest so the only thing that is to be patted and played is the "tah-TAY-ah-tay" combination for ease in hearing, understanding and performance.
4. Now practice ALL of the other two card partner sets.
5. Remind student to keep these "partners" together until they are easily recognized and performed.
6. The next to last partner set is a partner mirror. The familiar "tah-oh-ah-tay" will be easy, and it's "mirror" is said, "tah-tay-ah-oh."
7. Do these cards with the metronome as soon as the new words are familiar and well learned. The student should say, “One, ready, go!” with the metronome. When the partners are well learned, shuffle all the cards and do two and then four at a time with the metronome.

Helpful Hint: These rhythms can also be explained using the words "short" and "long" for each of the notation symbols including the rests. Use "longer" for the half notes. This usually helps the parent to understand and be more comfortable with this syncopated notation.

Set 3 – Introduces eighth rest (short or “baby rest”) preceding the eighth note on the “tay” or second half of the beat.

1. The eighth rest is on the beat in the “tah” position and the eighth note is between beats in the “tay” position.

2. Open hands close together and say a quick short "rest" followed by the patted "tay."
3. Explain that this rest is a short, quick "baby rest" just before the "tay."
4. Practice two cards at a time with the metronome and student calling, "One, ready, go!"
5. When well learned, alternate with Set 1 and/or Set 2 in groups of four at a time with the metronome.

Set 4 - Introduce a new combination of symbols that includes "baby" rest (eighth rest) and the "big" longer quarter rest.

1. Card 1 will be recognized and easy.
2. Demonstrate the "baby" rest with hands close together and the "big" rest with hands completely outstretched on either side of the body. By stretching out the arms completely, it allows enough time to have a complete beat of silence on the quarter rest and the correct feeling for the length of the rest.
3. Do two cards at a time with the metronome.
4. When well learned, alternate with Set 1, 2 and/or Set 3 in groups of four at a time with the metronome.

Set 5 - Introduces a new combination of notes – eighth note ("tah") preceding the eighth rest.

1. Place card 1 of Set 4 above the new set. The student will see immediately that the only difference in the cards is the reverse placement of the eighth note and eighth rest. The note and the rest have changed places!
2. Have the student tell you the difference, and ask what to say for this new combination. Most students say, "tay-rest." Remind them that "tay" always follows the "tah." This time the note comes before the rest, so this combination is said, "Tah-rest."
3. It will take extra thinking to pat first and rest second after all of the practice with "rest-tays."
4. Ask them the keep practicing Set 4 occasionally while practicing Set 5 daily.
5. When the new set is well learned, place Sets 4 & 5 side by side and practice them together in groups of two.
6. Next move a card from each stack to the right or left and place it next to the stack. There will be two cards from each stack next to each other for a total of four cards. Each card will be practiced twice in a row for and added ease and reinforcement.
7. In order to "graduate" from these two sets, both sets should be done alternating in groups of four with the metronome.

Helpful Hints

1. Using a variety of rhythm instruments makes the game more fun and adds fun and challenge to the rhythm practice sessions.
2. A student can be the "metronome" while the others pat and play the rhythms.
3. The more you can have these activities as a game, the faster and better the rhythms on these cards will be learned and the more fun everyone will have!