

BOOK TWO

# **Rhythm Vocabulary Charts**

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**For Effective  
Rhythmic Development**

**by ED SUETA**

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## INTRODUCTION

The Rhythm Vocabulary Charts in Book Two are a continuation of the basic rhythmic foundation found in Book One. The purpose of the Charts is to lead the student toward rhythmic understanding and independence.

Two types of rhythm reading skills should be taught 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 throughout the Charts, leads the student toward simultaneous scanning, whereas a number system, as well as other syllable systems, lead the student toward linear scanning. BOTH METHODS SHOULD BE TAUGHT THROUGHOUT THE CHARTS, MY SYLLABLE SYSTEM FIRST, A NUMBER SYSTEM SECOND. As the student matures, the emphasis should be shifted from simultaneous scanning (rhythm syllables), to linear scanning (number system). SUBDIVISION SHOULD BE UTILIZED STARTING WITH CHART 33 AND CONTINUED THROUGHOUT BOOK TWO.

As you proceed through the Charts with maturing students, the advantages as well as limitations of any rhythm system will become apparent. It is best to learn several rhythm counting systems and utilize the most advantageous system for any given situation.

The Rhythm Vocabulary Charts are sequenced in order of difficulty. Each rhythmic concept is dealt with individually and then expanded in subsequent Charts. Older students with previous experience can start at the place in the Charts where their understanding is not clear.

OVERHEAD TRANSPARENCIES are available and can be utilized in conjunction with this book in the classroom.

### SUGGESTED TECHNICS FOR OBTAINING BEST RESULTS:

- \*1. Say each line and clap the notes.
- \*2. Say each line and clap the notes with the right hand (on desk top or right knee).
3. Say each line and tap the pulse with the left hand and tap the notes with the right hand.
4. Say each line and tap the pulse with the right hand, and tap the notes with the left hand.
5. Hand tapping directions can be reversed for left handed students.
6. Foot tapping (pulse) is optional, but strongly recommended.
7. As understanding and coordination develop, increase speed. The ultimate goal should be to go as fast as possible.

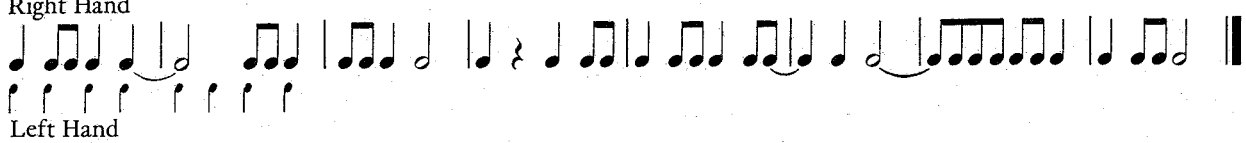
\*If little or no difficulty is experienced with steps 1 and 2, the student can start with step 3.

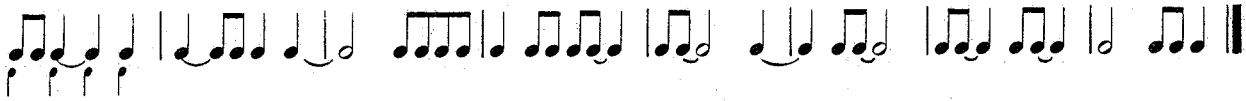
# SUETA RHYTHM SYLLABLES


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)				

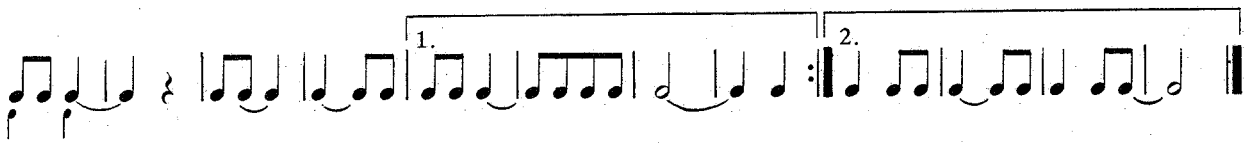
\* The reason for using the same syllables for these notes is that the second pulse is common to both. The space below my Rhythm Syllables can be used to indicate a linear scanning system (numbers) which is to be used throughout the charts. When using my Rhythm Syllables, all rests one count or less are said "rest". All rests of more than one count are counted numerically.


## CHART 33

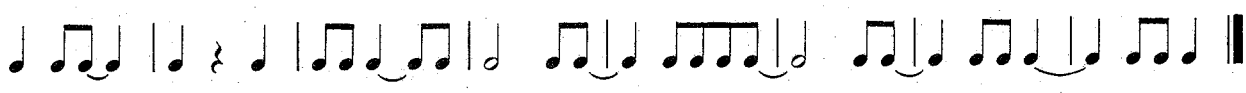
1  $\frac{4}{4}$   Right Hand  
Left Hand

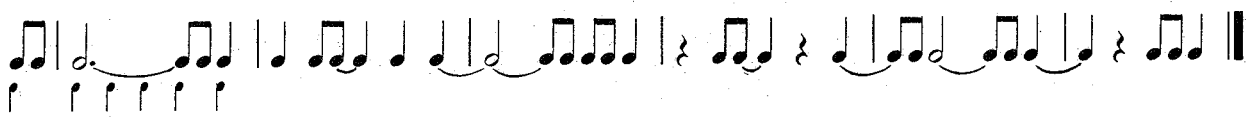
2  $\frac{4}{4}$  


3  $\frac{2}{4}$  


4  $\frac{2}{4}$  


5  $\frac{3}{4}$  

6  $\frac{3}{4}$  

7  $\frac{5}{4}$  


8  $\frac{6}{4}$  

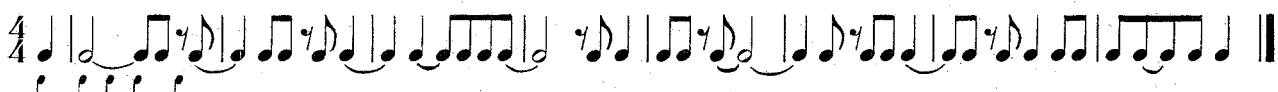
9  $\frac{7}{4}$  


10  $\frac{2}{4}$  




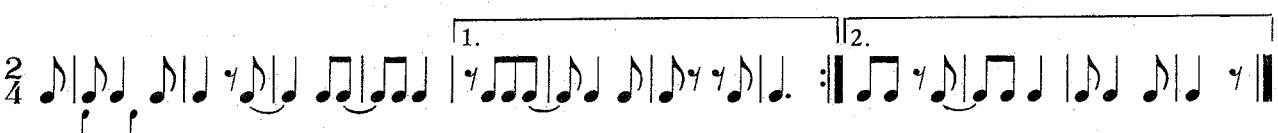
## CHART 35


1  $\frac{4}{4}$  

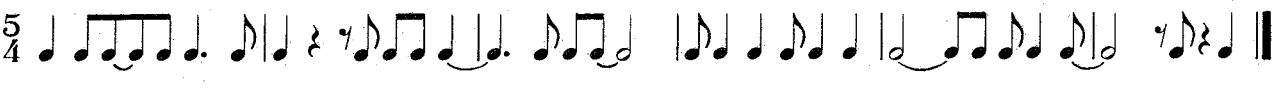
2  $\frac{4}{4}$  


3  $\frac{3}{4}$  


4  $\frac{3}{4}$  

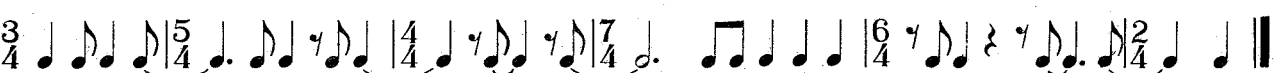
5  $\frac{2}{4}$  

6  $\frac{2}{4}$  

7  $\frac{5}{4}$  

8  $\frac{6}{4}$  

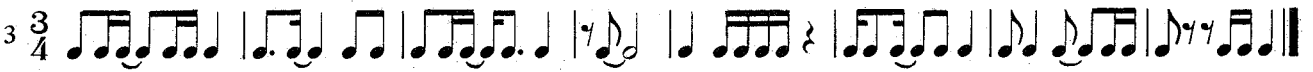
9  $\frac{7}{4}$  

10  $\frac{3}{4}$  

### CHART 36

1  $\frac{2}{4}$  

2  $\frac{2}{4}$  

3  $\frac{3}{4}$  

4  $\frac{3}{4}$  

5  $\frac{4}{4}$  

6  $\frac{4}{4}$  

7  $\frac{5}{4}$  


8  $\frac{3}{4}$   $\frac{5}{4}$   $\frac{4}{4}$   $\frac{7}{4}$   $\frac{6}{4}$  


$\frac{6}{4}$   $\frac{4}{4}$   $\frac{7}{4}$   $\frac{3}{4}$  








## CHART 38

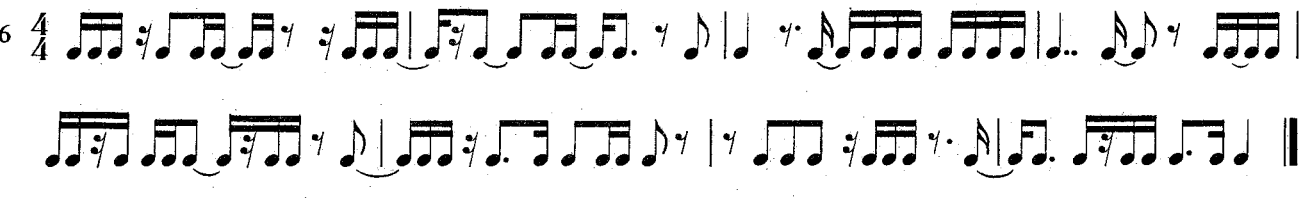
1  $\frac{2}{4}$  


2  $\frac{2}{4}$  


3  $\frac{3}{4}$  

4  $\frac{3}{4}$  

5  $\frac{4}{4}$  

6  $\frac{4}{4}$  

7  $\frac{5}{4}$  

8  $\frac{4}{4}$  

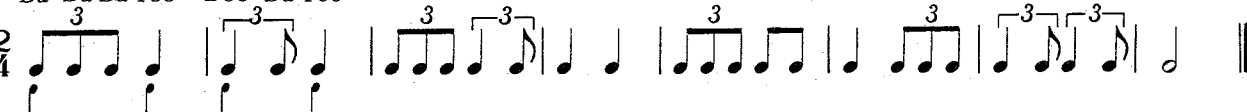







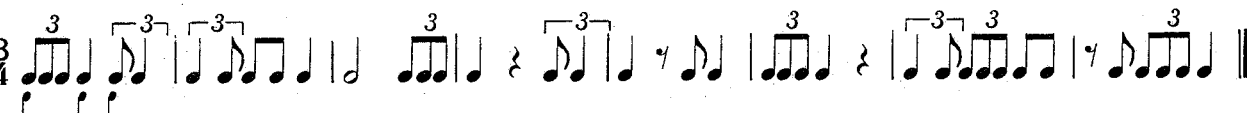
# CHART 42

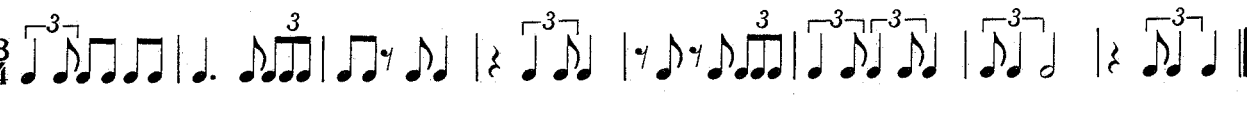
Da Da Da Too Doo Da Too


1  $\frac{2}{4}$   ||

Da Doo Da Doo Too Too

2  $\frac{2}{4}$   ||


3  $\frac{3}{4}$   ||

4  $\frac{3}{4}$   ||

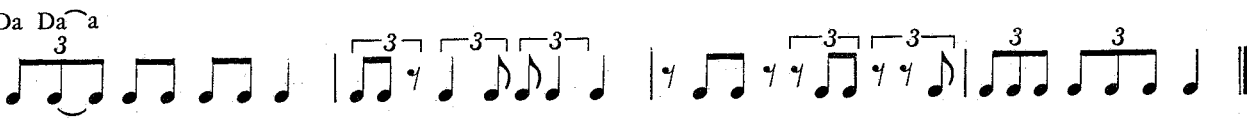
5  $\frac{4}{4}$   ||

6  $\frac{4}{4}$   ||

Da<sup>a</sup> Da

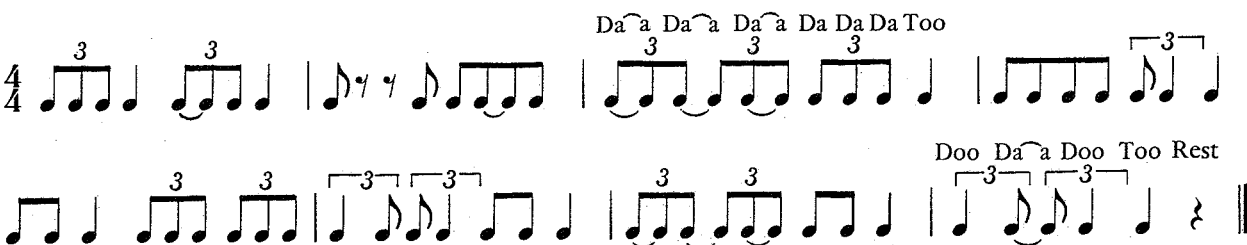
7  $\frac{4}{4}$   ||

Da Da<sup>a</sup>

8  $\frac{4}{4}$   ||

Da<sup>a</sup> Da<sup>a</sup> Da<sup>a</sup> Da Da Da Too


Doo Da<sup>a</sup> Doo Too Rest

 ||





# CHART 44


Di Di Di Di Di Di Too


1  $\frac{2}{4}$  

Di Di Di Ta

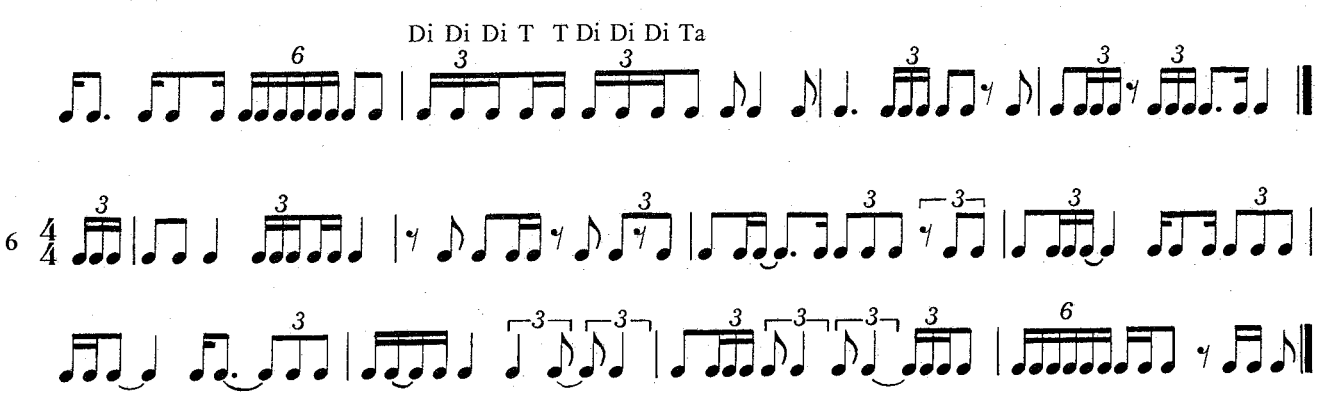
2  $\frac{2}{4}$  


3  $\frac{3}{4}$  

4  $\frac{3}{4}$  

5  $\frac{4}{4}$  

Di Di Di T T Di Di Di Ta

6  $\frac{4}{4}$  

7  $\frac{4}{4}$  

# CHART 45

1 *Da Da Da Too*

2 *Doo Da Doo Da*

3 *Di Di Di Di Di Di Too* *Da Doo Too*

4

5

6

7

8

9

10

11

12



## CHART 46

1  $\frac{2}{4}$  *Da Da Da Da Da Da Da Da Da Da Da Da Da Doo Doo Doo*

2  $\frac{2}{4}$  *Doo Da Da Doo Doo Da a Doo Doo Da a Doo Doo Doo Doo*

3  $\frac{2}{4}$  *Da rest Da rest Da rest*

4  $\frac{4}{4}$

5  $\frac{4}{4}$

6  $\frac{4}{4}$

7  $\frac{4}{4}$

8  $\frac{5}{4}$   $\frac{3}{4}$   $\frac{7}{4}$   $\frac{2}{4}$   $\frac{6}{4}$

6  $\frac{6}{4}$



### CHART 48

1 2 3 4 5 6 7 8 9 11



## CHART 50

1 

2 


3 

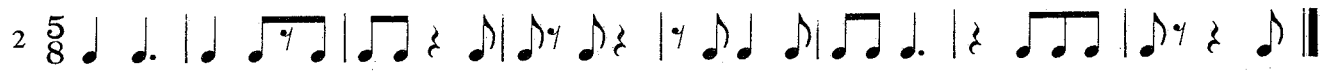
4 

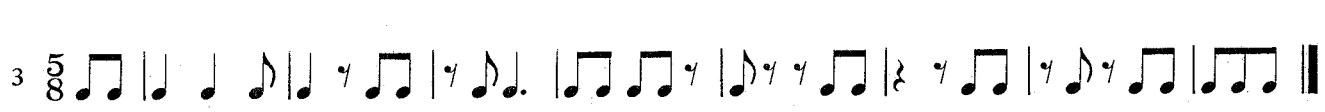
5 


6 

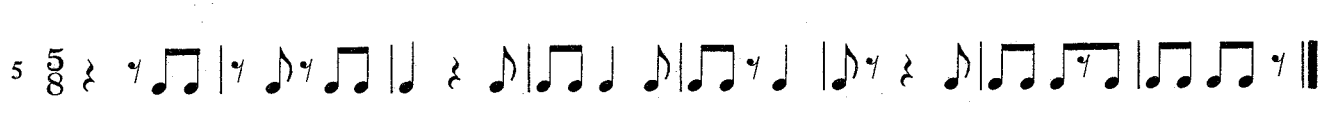
## CHART 51

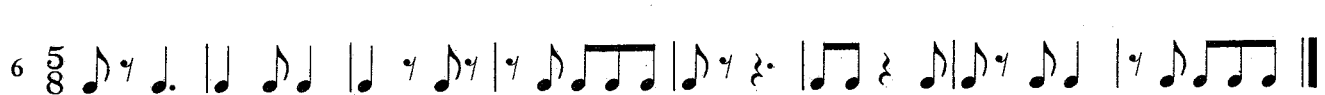
1 

2 


3 


4 

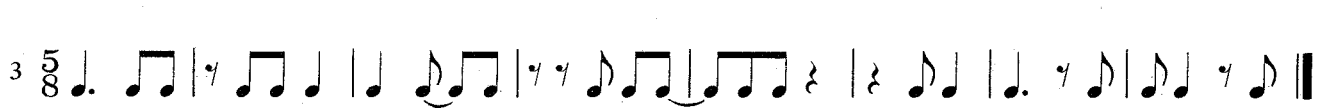
5 


6 

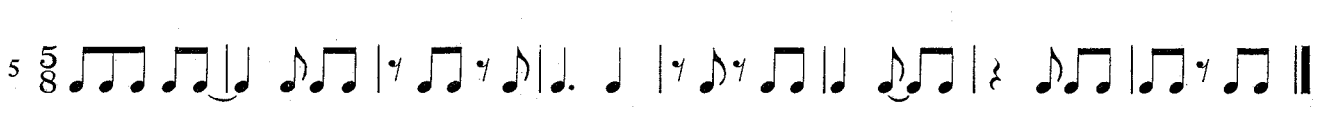
## CHART 52


1 

2 

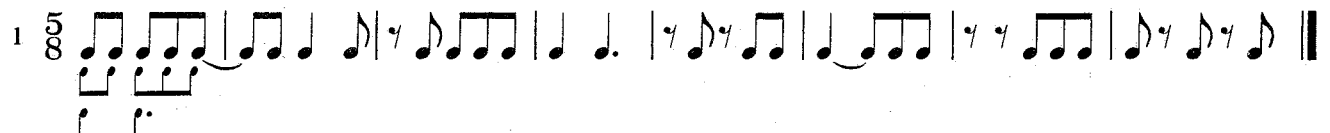
3 


4 


5 


6 

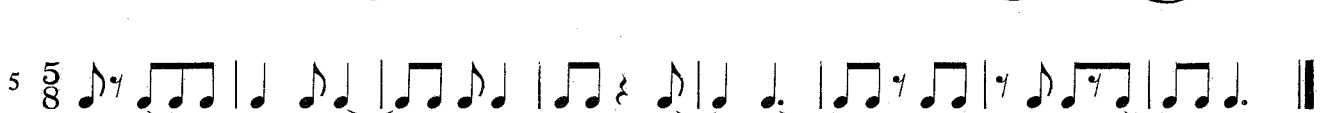
## CHART 53


1 

2 




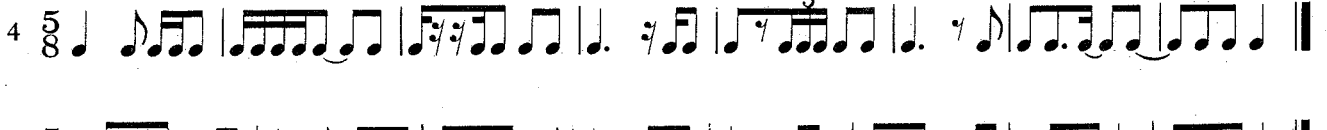
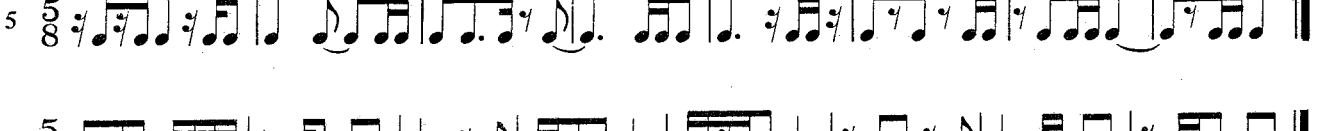

3 

4 


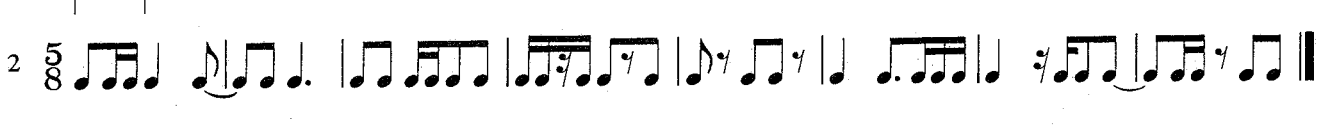
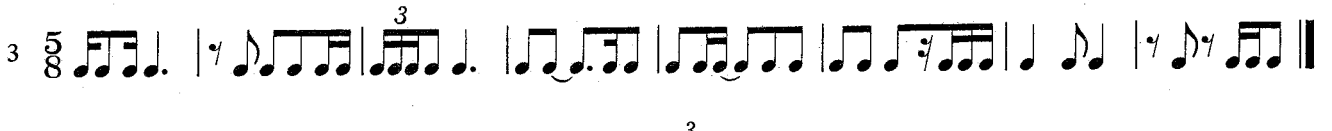
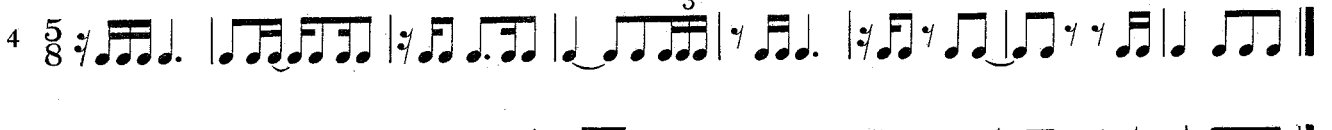


5 

6 

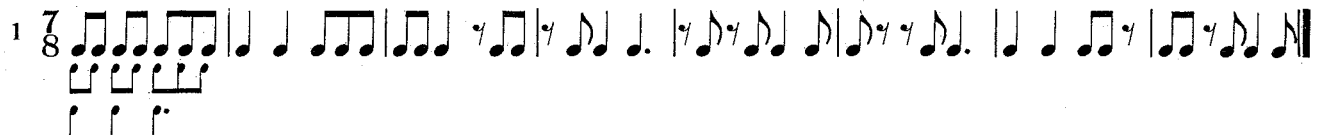
### CHART 54

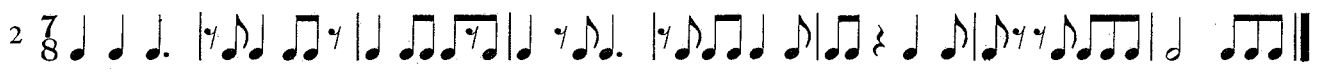
1  2  3  4  5  6 


### CHART 55


1  2  3  4  5  6 


### CHART 56


1  $\frac{7}{8}$  

2  $\frac{7}{8}$  


3  $\frac{7}{8}$  


4  $\frac{7}{8}$  


5  $\frac{7}{8}$  

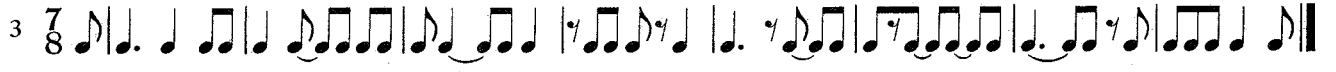
6  $\frac{7}{8}$  

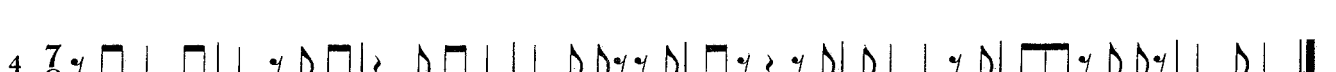
### CHART 57


1  $\frac{7}{8}$  

2  $\frac{7}{8}$  

3  $\frac{7}{8}$  

4  $\frac{7}{8}$  

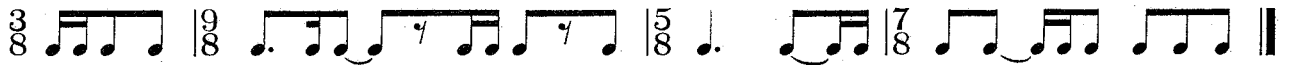
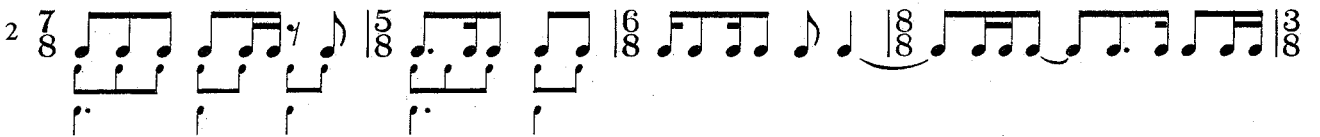
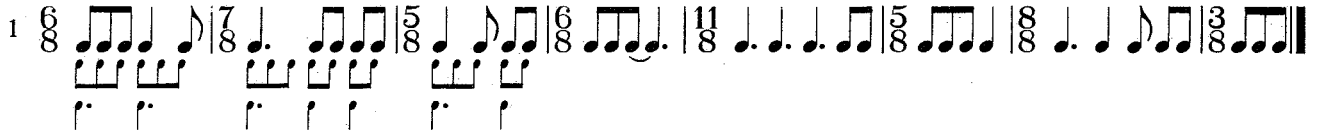
5  $\frac{7}{8}$  

6  $\frac{7}{8}$  





## CHART 59



## CHART 60

1  $\frac{2}{4}$   $\frac{3}{8}$   $\frac{4}{4}$   $\frac{5}{8}$   $\frac{2}{4}$   $\frac{3}{8}$  ||

2  $\frac{3}{4}$   $\frac{3}{8}$   $\frac{4}{4}$   $\frac{5}{8}$   $\frac{2}{4}$  ||

3  $\frac{3}{8}$   $\frac{4}{4}$   $\frac{5}{8}$   $\frac{3}{4}$   $\frac{2}{8}$   $\frac{2}{4}$   $\frac{4}{8}$  ||

4  $\frac{6}{8}$   $\frac{3}{4}$   $\frac{5}{8}$   $\frac{4}{4}$   $\frac{3}{8}$   $\frac{2}{4}$   $\frac{5}{4}$   $\frac{3}{8}$  ||

5  $\frac{4}{4}$   $\frac{6}{8}$   $\frac{5}{4}$   $\frac{5}{8}$   $\frac{3}{4}$  ||

6  $\frac{5}{8}$   $\frac{3}{8}$   $\frac{4}{4}$   $\frac{7}{8}$   $\frac{5}{4}$  ||

7  $\frac{5}{4}$   $\frac{3}{8}$   $\frac{3}{4}$   $\frac{3}{8}$   $\frac{6}{4}$  ||

8  $\frac{7}{8}$   $\frac{4}{4}$   $\frac{5}{8}$   $\frac{3}{8}$   $\frac{5}{4}$  ||

9  $\frac{5}{4}$   $\frac{6}{8}$   $\frac{2}{8}$   $\frac{3}{4}$  ||

## CHART 61

1  $\frac{4}{4}$   $\frac{3}{8}$   $\frac{2}{4}$   $\frac{5}{8}$   $\frac{3}{4}$

2  $\frac{3}{4}$   $\frac{7}{8}$   $\frac{5}{4}$   $\frac{3}{8}$   $\frac{4}{4}$

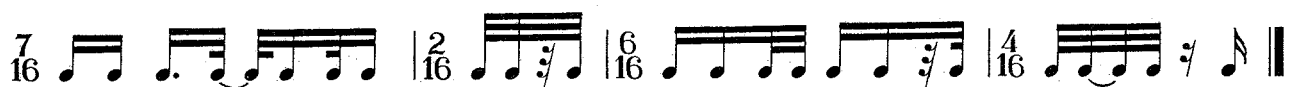
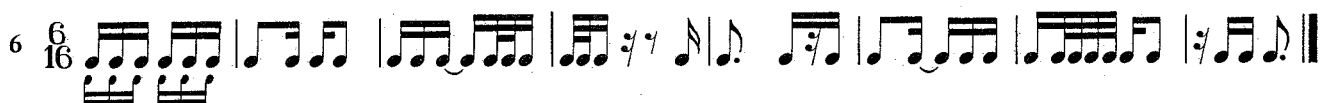
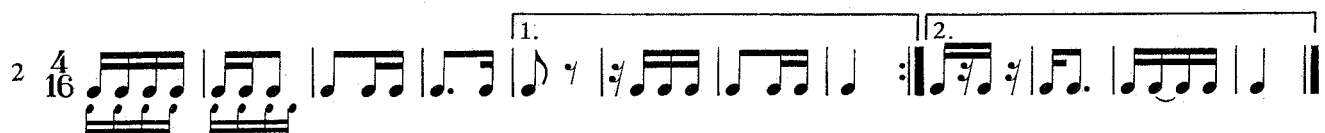
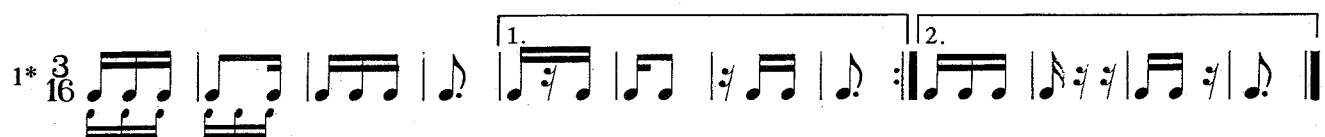
3  $\frac{2}{4}$   $\frac{5}{8}$   $\frac{5}{4}$   $\frac{3}{8}$   $\frac{3}{4}$   $\frac{6}{8}$   $\frac{3}{4}$

4  $\frac{3}{8}$   $\frac{4}{4}$   $\frac{5}{8}$   $\frac{2}{4}$   $\frac{6}{8}$   $\frac{5}{4}$   $\frac{3}{4}$   $\frac{3}{4}$   $\frac{6}{8}$

5  $\frac{6}{8}$   $\frac{2}{4}$   $\frac{3}{8}$   $\frac{3}{4}$   $\frac{5}{8}$   $\frac{4}{4}$   $\frac{2}{8}$   $\frac{5}{4}$   $\frac{5}{8}$

6  $\frac{2}{4}$   $\frac{3}{8}$   $\frac{5}{8}$   $\frac{3}{4}$   $\frac{3}{4}$   $\frac{5}{4}$   $\frac{3}{4}$   $\frac{5}{4}$

## CHART 62


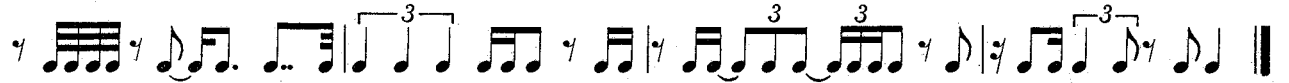




\* Linear scanning (numbers) becomes indispensable for  $\frac{3}{16}$ ,  $\frac{4}{16}$  etc.










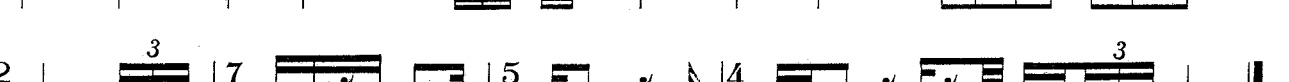
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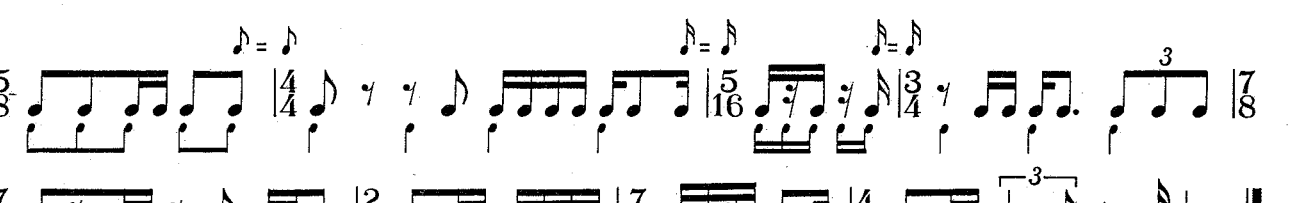
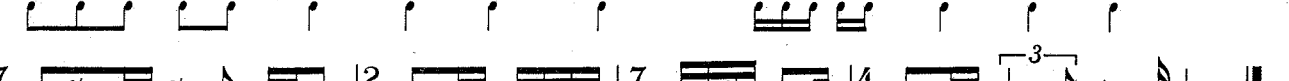
1  $\frac{4}{4}$    $\frac{4}{4}$  

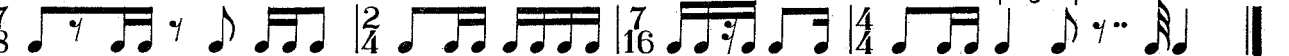
2  $\frac{5}{8}$    $\frac{5}{8}$  

3  $\frac{2}{4}$    $\frac{2}{4}$  

4  $\frac{2}{2}$    $\frac{5}{2}$  

5  $\frac{4}{4}$    $\frac{5}{16}$  

6  $\frac{5}{8}$    $\frac{4}{4}$  

7  $\frac{7}{8}$    $\frac{2}{4}$  