

BOOK ONE

Rhythm Vocabulary Charts

**For Effective
Rhythmic Development**

by ED SUETA

INTRODUCTION

The thirty two Rhythm Vocabulary Charts in this book contain a basic rhythmic foundation for the developing musician. The purpose of the Charts is to lead the student toward rhythmic understanding and independence.

Two types of music 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 leads the student toward linear scanning. BOTH METHODS SHOULD BE TAUGHT THROUGHOUT THE CHARTS, MY RHYTHM SYLLABLES FIRST, A NUMBER SYSTEM SECOND. As the student matures, the emphasis should be shifted from simultaneous scanning (rhythm syllables) to linear scanning (number system). The number system used will be the one preferred by the teacher. Ultimately, the student should be able to read music using either method.

The Rhythm Vocabulary Charts are sequenced in order of difficulty. Each rhythmic concept is dealt with individually and then expanded in subsequent Charts. Beginners can start with Chart One. 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 TECHNIQS FOR OBTAINING BEST RESULTS:

1. Say each line and clap the notes.
2. Say each line and tap 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. Hand tapping directions can be reversed for left handed students.
5. Foot tapping (pulse) is optional, but strongly recommended.
6. As understanding and coordination develop, increase speed. The ultimate goal should be to go as fast as possible.

SUETA RHYTHM SYLLABLES

SYLLABLES	2/4, 3/4, 4/4, 5/4 etc.	2/2, 3/2, 4/2, 5/2 etc.	2/8, 3/8, 4/8, 5/8, 6/8 etc.
Too oo oo oo oo oo	—	—	
Too oo oo oo		—	—
Too oo oo			
Too oo*			
Too oo*			
Too			
Tâê (Tuhê and Tie) Refer to Chart 18			
Ta (Tuh)	Ta Ta Ta 	Ta Ta Ta 	Ta Ta Ta
T (spoken letter T)	T T T T T 	T T T T T 	T T T T T
Da Da Da (Duh Duh Duh)			

* The reason for using the same syllables for these notes is that the second pulse is common to both.

CHART 1

A

Right Hand

Too oo oo oo

simile

Left Hand

Too oo oo

simile

Too oo

simile

Too

simile

B

simile

CHART 3

1 $\frac{4}{4}$

2 $\frac{4}{4}$

3 $\frac{4}{4}$

4 $\frac{4}{4}$

5 $\frac{4}{4}$

6 $\frac{4}{4}$

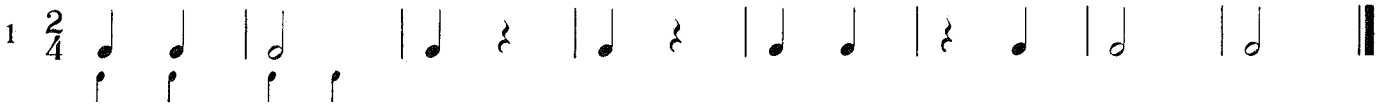
7 $\frac{4}{4}$


8 $\frac{4}{4}$

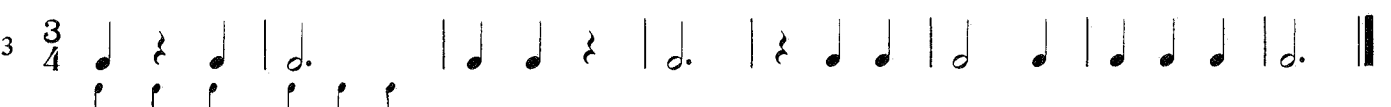
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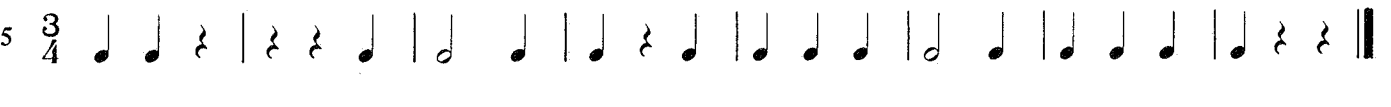
CHART 5


1 $\frac{2}{4}$ 


2 $\frac{2}{4}$ 


3 $\frac{3}{4}$ 

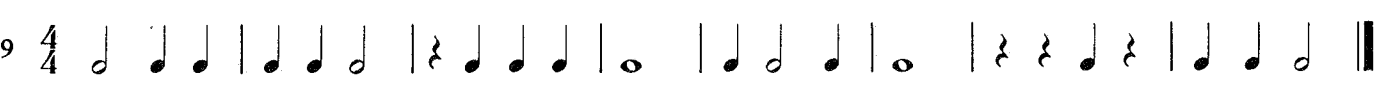
4 $\frac{3}{4}$ 

5 $\frac{3}{4}$ 

6 $\frac{4}{4}$ 

7 $\frac{4}{4}$ 

8 $\frac{4}{4}$ 

9 $\frac{4}{4}$ 

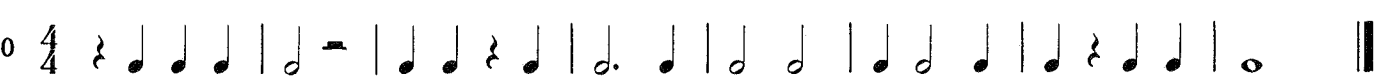
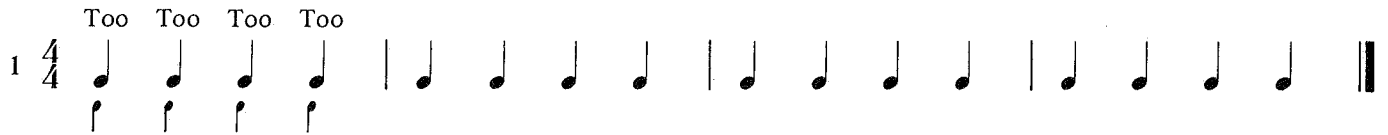
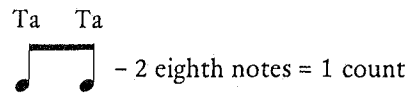

10 $\frac{4}{4}$ 

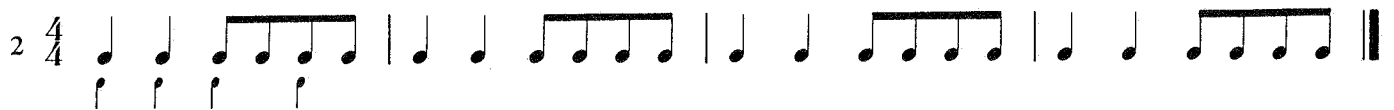
CHART 6




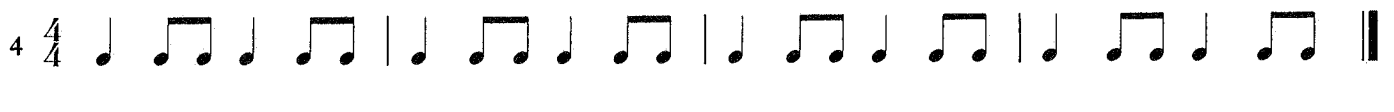
* In addition to Rhythm Syllables, the teacher can indicate the number system to be used with eighth notes.


CHART 7

1 $\frac{4}{4}$ 

2 $\frac{4}{4}$ 

3 $\frac{4}{4}$ 

4 $\frac{4}{4}$ 

5 $\frac{4}{4}$ 




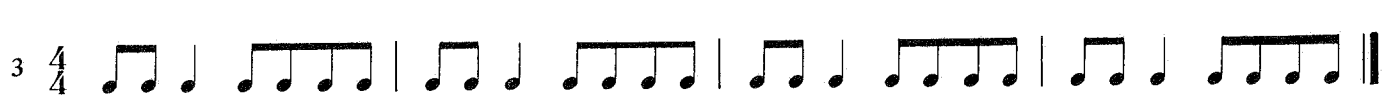
6 $\frac{4}{4}$ 

CHART 8

1 $\frac{4}{4}$ 

2 $\frac{4}{4}$ 

3 $\frac{4}{4}$ 


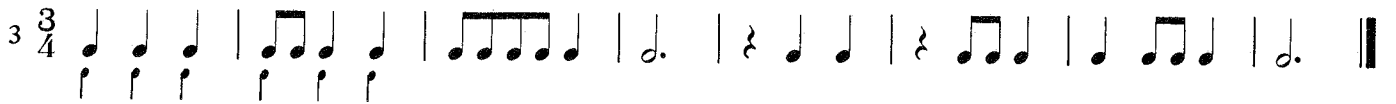
4 $\frac{4}{4}$ 

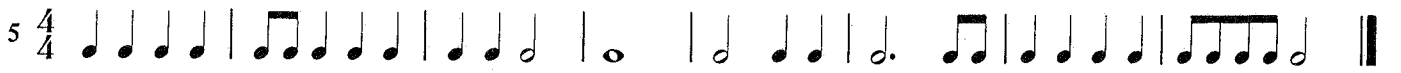
CHART 9

1 $\frac{2}{4}$ 

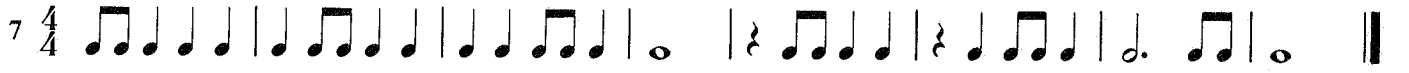
2 $\frac{2}{4}$ 

3 $\frac{3}{4}$ 

4 $\frac{3}{4}$ 

5 $\frac{4}{4}$ 

6 $\frac{4}{4}$ 

7 $\frac{4}{4}$ 

8 $\frac{4}{4}$ 

9 $\frac{4}{4}$ 

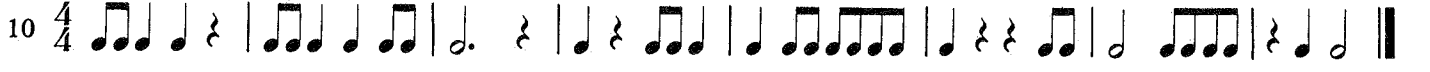
10 $\frac{4}{4}$ 

CHART 10

Too oo Ta

The first part shows a quarter note with a dot (Too) followed by a dotted quarter note (oo). The second part shows a quarter note with a dot (Ta).

*1a $\frac{4}{4}$

Too Ta Ta Too Too

Exercise *1a in 4/4 time. It consists of two measures. The first measure contains four quarter notes: Too, Ta, Ta, Too. The second measure contains four quarter notes: Too, Ta, Ta, Too. The notes are written on a single staff with stems pointing down.

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

Too oo Ta Too Too

Exercise 1b in 4/4 time. It consists of two measures. The first measure contains four quarter notes: Too, oo, Ta, Too. The second measure contains four quarter notes: Too, Ta, Ta, Too. The notes are written on a single staff with stems pointing down.

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

Too oo Ta Too Too

Exercise 1c in 4/4 time. It consists of two measures. The first measure contains four quarter notes: Too, oo, Ta, Too. The second measure contains four quarter notes: Too, Ta, Ta, Too. The notes are written on a single staff with stems pointing down.

2a $\frac{4}{4}$

Exercise 2a in 4/4 time. It consists of two measures. The first measure contains four quarter notes: quarter, quarter, quarter, quarter. The second measure contains four quarter notes: quarter, quarter, quarter, quarter. The notes are written on a single staff with stems pointing down.

2b $\frac{4}{4}$

Exercise 2b in 4/4 time. It consists of two measures. The first measure contains four quarter notes: quarter, quarter, quarter, quarter. The second measure contains four quarter notes: quarter, quarter, quarter, quarter. The notes are written on a single staff with stems pointing down.

2c $\frac{4}{4}$

Exercise 2c in 4/4 time. It consists of two measures. The first measure contains four quarter notes: quarter, quarter, quarter, quarter. The second measure contains four quarter notes: quarter, quarter, quarter, quarter. The notes are written on a single staff with stems pointing down.

3a $\frac{4}{4}$

Exercise 3a in 4/4 time. It consists of two measures. The first measure contains four quarter notes: quarter, quarter, quarter, quarter. The second measure contains four quarter notes: quarter, quarter, quarter, quarter. The notes are written on a single staff with stems pointing down.

3b $\frac{4}{4}$

Exercise 3b in 4/4 time. It consists of two measures. The first measure contains four quarter notes: quarter, quarter, quarter, quarter. The second measure contains four quarter notes: quarter, quarter, quarter, quarter. The notes are written on a single staff with stems pointing down.

3c $\frac{4}{4}$

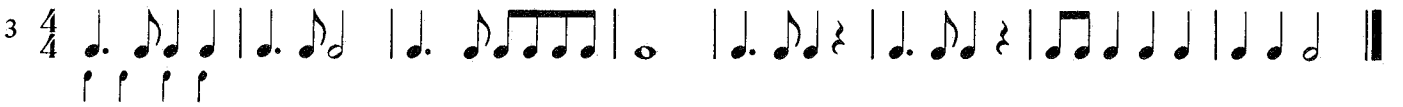
Exercise 3c in 4/4 time. It consists of two measures. The first measure contains four quarter notes: quarter, quarter, quarter, quarter. The second measure contains four quarter notes: quarter, quarter, quarter, quarter. The notes are written on a single staff with stems pointing down.

* In addition to the Rhythm Syllables, the teacher can indicate the number system to be used with dotted quarter-eighth.

CHART 11

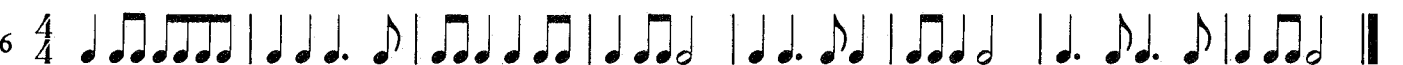
1 $\frac{4}{4}$ 

2 $\frac{4}{4}$ 

3 $\frac{4}{4}$ 

4 $\frac{4}{4}$ 

5 $\frac{4}{4}$ 

6 $\frac{4}{4}$ 

7 $\frac{3}{4}$ 

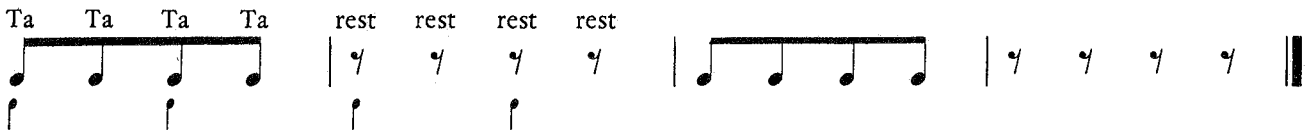
8 $\frac{3}{4}$ 


9 $\frac{2}{4}$ 


10 $\frac{2}{4}$ 


CHART 12


∩ = eighth rest


*1 $\frac{2}{4}$ Ta Ta Ta Ta | rest rest rest rest | 

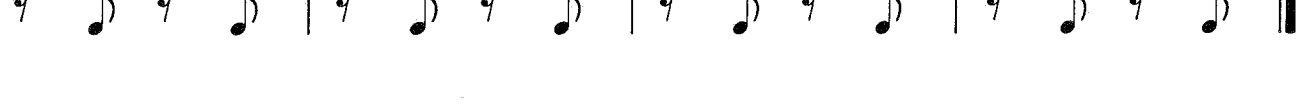
2 $\frac{2}{4}$ 


3 $\frac{2}{4}$ 

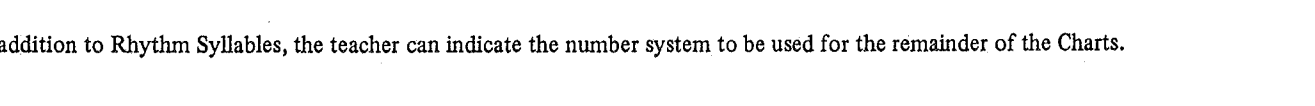
4 $\frac{2}{4}$ 

5 $\frac{2}{4}$ 

6 $\frac{2}{4}$ 

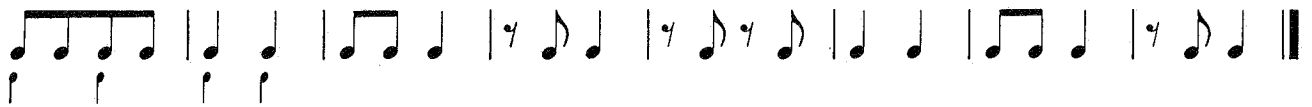
7 $\frac{2}{4}$ 


8 $\frac{2}{4}$ 


9 $\frac{2}{4}$ 

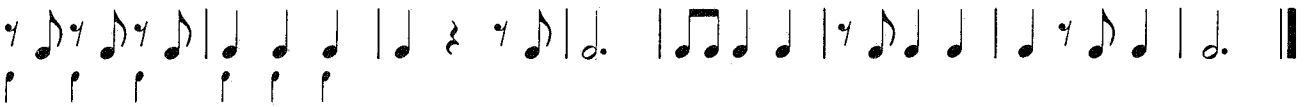
* In addition to Rhythm Syllables, the teacher can indicate the number system to be used for the remainder of the Charts.

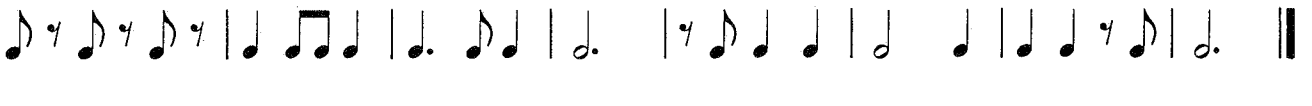
CHART 13


1 $\frac{2}{4}$ 


2 $\frac{2}{4}$ 


3 $\frac{2}{4}$ 


4 $\frac{3}{4}$ 

5 $\frac{3}{4}$ 

6 $\frac{3}{4}$ 

7 $\frac{4}{4}$ 

8 $\frac{4}{4}$ 

9 $\frac{4}{4}$ 


10 $\frac{4}{4}$ 

CHART 14

ALLA BREVE (CUT TIME)

♩ or $\frac{2}{2}$ - $\frac{2}{2}$ counts in a measure
 ♩ = 1 count (Too)

A

1 $\text{♩ or } \frac{2}{2}$ Too oo | 1 - 2 | ♩ | - ||

2 $\text{♩ or } \frac{2}{2}$ Too Rest | ♩ - | Rest Too | - ♩ ||

3 $\text{♩ or } \frac{2}{2}$ Ta Rest Ta Rest | ♩ ♯ ♩ ♯ | Rest Ta Rest Ta | ♯ ♩ ♯ ♩ | ♯ ♩ ♯ ♩ ||

B

1 ♩ ♩ ♩ | ♩ | ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ | ♩ ||

2 $\frac{2}{2}$ ♩ ♩ | ♩ ♩ | ♩ ♩ ♩ ♩ | ♩ | ♩ ♩ ♩ ♩ | ♩ | ♩ ♩ | ♩ ||

3 ♩ ♩ - | ♩ - | ♩ - | ♩ | - ♩ | - ♩ | ♩ - | ♩ ||


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

5 ♩ ♩ ♯ ♩ ♯ | ♩ ♯ ♩ ♯ | ♩ ♩ ♩ ♩ | ♩ | ♯ ♩ ♯ ♩ | ♯ ♩ ♯ ♩ | ♩ ♯ ♯ ♩ | ♩ ||

6 $\frac{2}{2}$ ♩ ♩ | ♩ ♩ | ♩ ♩ | ♩ | ♯ ♩ ♯ ♩ | ♩ ♩ | ♩ ♩ | ♩ ||

7 ♩ ♩ ♩ | ♩ - | ♩ ♯ ♩ ♯ | ♩ ♩ | ♩ ♩ ♩ ♩ | ♩ ♩ | ♩ ♩ ♩ | ♩ ||

CHART 15

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

1 Ta Ta Ta Ta Ta Ta Ta Ta T T T T T T T T T T T T T T T T o o

2

3

4

5

6

7

8

9

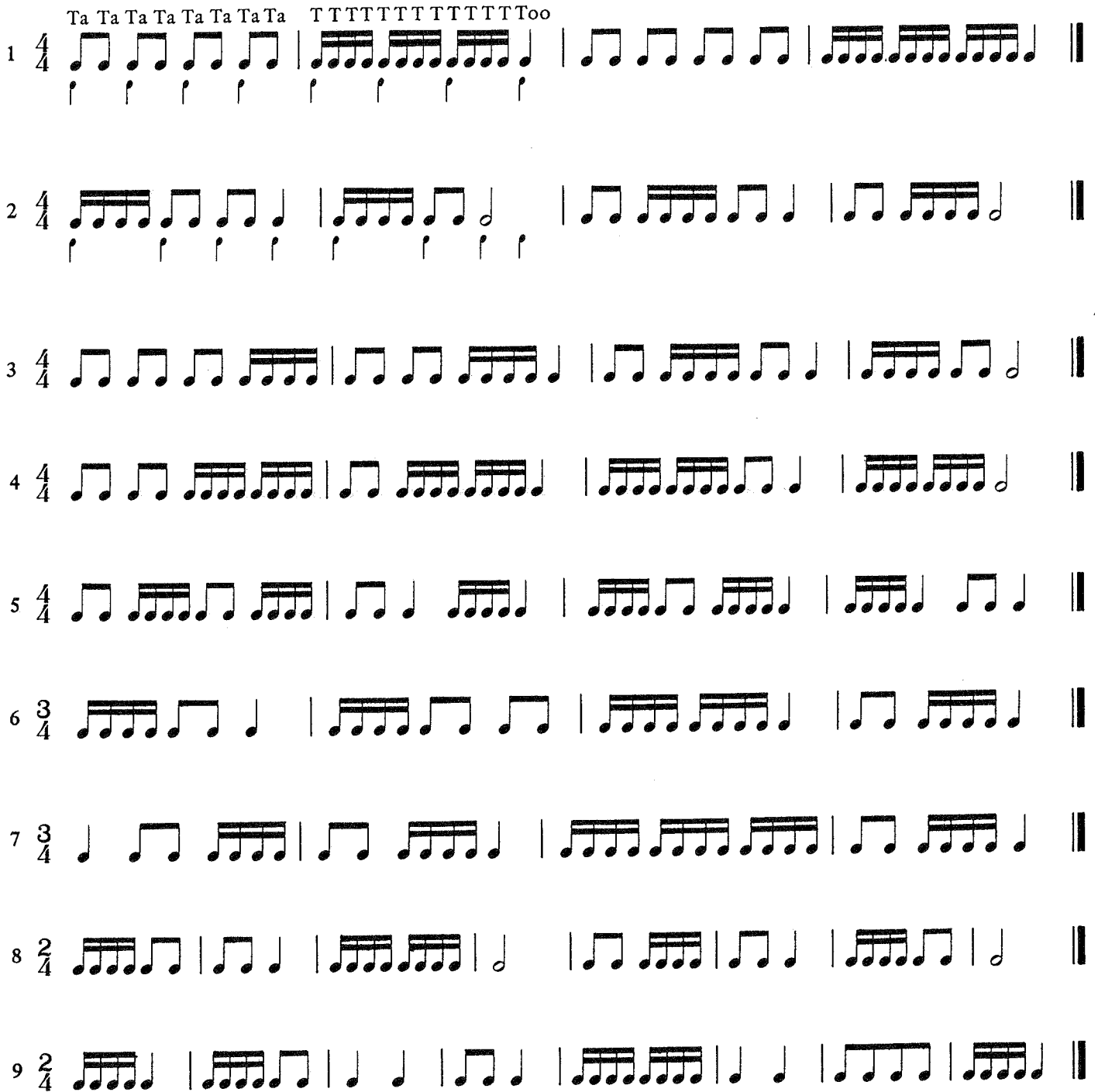




CHART 16

T T Ta
 - 2 sixteenths and eighth = 1 count

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


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

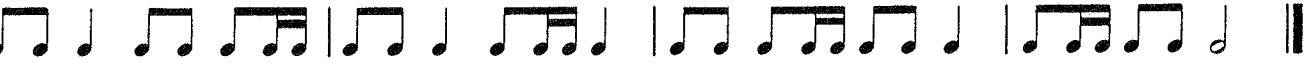
CHART 17


Ta T T
 - eighth and 2 sixteenths = 1 count


Ta T T T Ta T T Ta T T Too


1 $\frac{4}{4}$ 


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 $\frac{2}{4}$ 





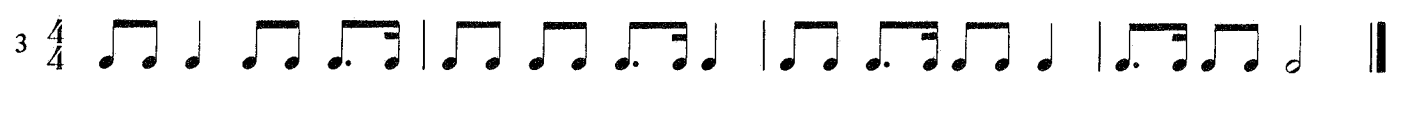
9 $\frac{2}{4}$ 


CHART 18

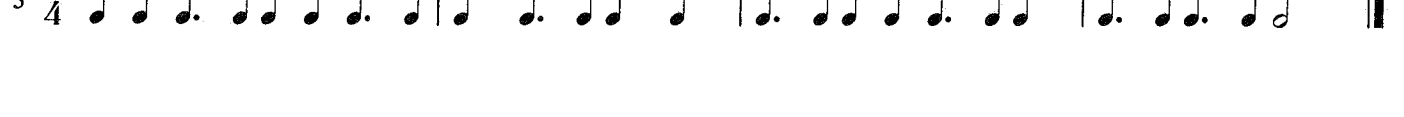
Taê T*
 - dotted eighth and sixteenth = 1 count

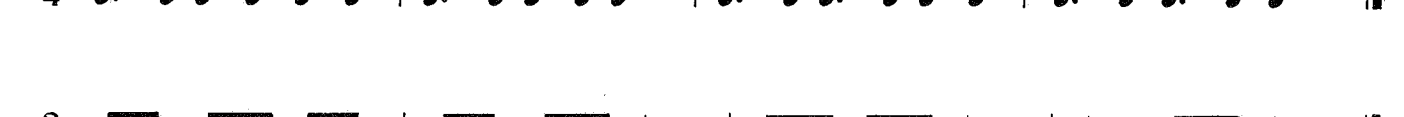
1 $\frac{4}{4}$ Ta TT Taê T Taê T 


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 $\frac{2}{4}$ 

* Taê blends into one syllable Tie for fast tempi.

CHART 19

SYNCOPIATION

Ta Ta a Ta



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



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



3 $\frac{4}{4}$



4 $\frac{4}{4}$



5 $\frac{4}{4}$



6 $\frac{4}{4}$



7 $\frac{3}{4}$



8 $\frac{3}{4}$



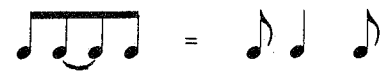
9 $\frac{2}{4}$




CHART 20

SYNCOPIATION

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 $\frac{2}{4}$

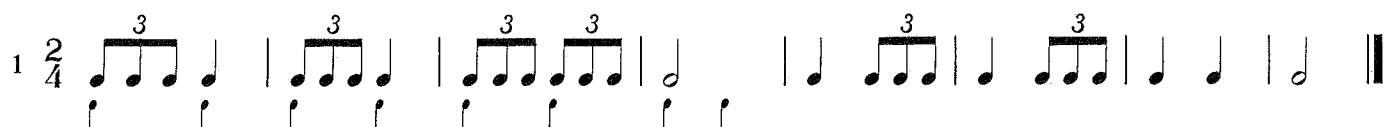


CHART 21

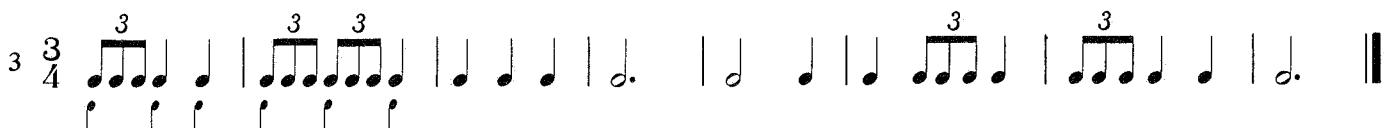
Da Da Da

 = Triplet - 3 notes to one count

Da Da Da Too

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 $\frac{4}{4}$ 

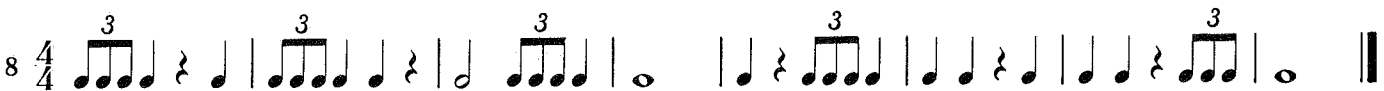


8 $\frac{4}{4}$ 

CHART 22

$\frac{6}{8} =$ 6 counts in a measure $\frac{3}{8} =$ 3 counts in a measure
 $\frac{6}{8} =$  1 count (Too) $\frac{3}{8} =$  1 count (Too)

1 Too Too Too Too Too Too

2 Too oo oo Too oo oo 1 2 3 4 5 6

3 Too oo Too oo oo Too

4 Too Rest Too Too oo oo

5 Too Rest Rest Too Rest Rest

6 Too Too Too Too oo oo

7

8

9

10

CHART 23

1 $\frac{4}{4}$

2 $\frac{3}{4}$

3 $\frac{2}{4}$

4 $\frac{5}{4}$

5 $\frac{5}{4}$

6 $\frac{6}{4}$

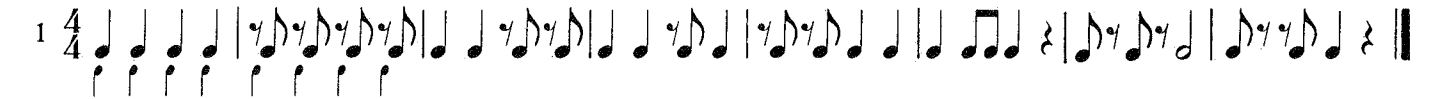
7 $\frac{7}{4}$

8 $\frac{7}{4}$


9 $\frac{6}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ $\frac{3}{4}$ $\frac{5}{4}$ $\frac{7}{4}$ $\frac{4}{4}$

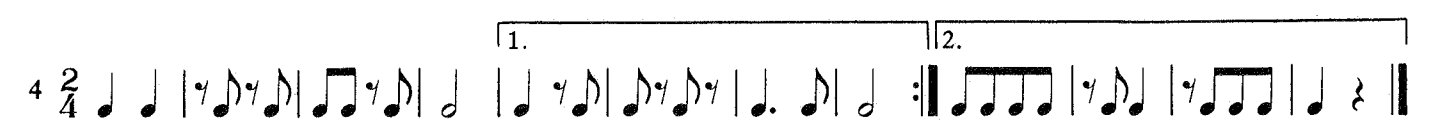
10 $\frac{7}{4}$ $\frac{4}{4}$ $\frac{5}{4}$ $\frac{3}{4}$ $\frac{2}{4}$ $\frac{6}{4}$ $\frac{4}{4}$


CHART 25


1 $\frac{4}{4}$ 


2 $\frac{4}{4}$ 


3 $\frac{4}{4}$ 


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 $\frac{5}{4}$ 

CHART 26

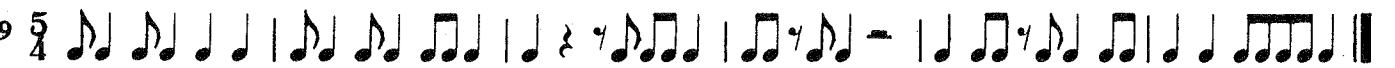
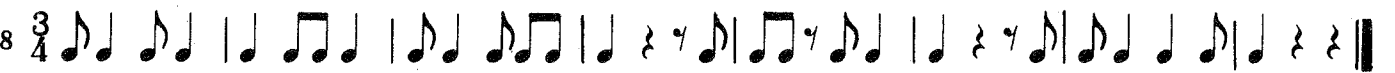
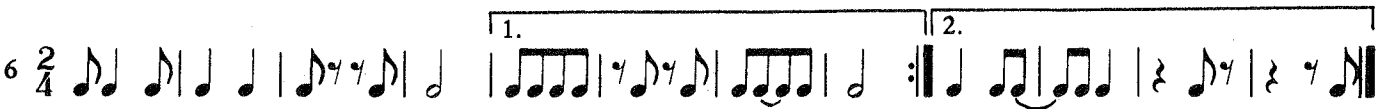
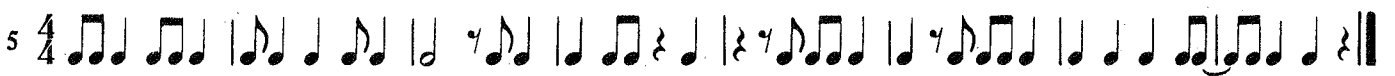
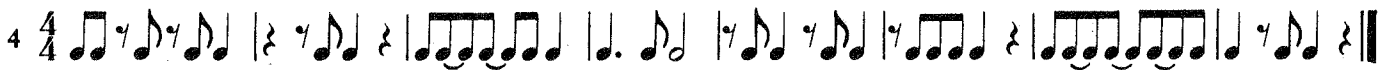
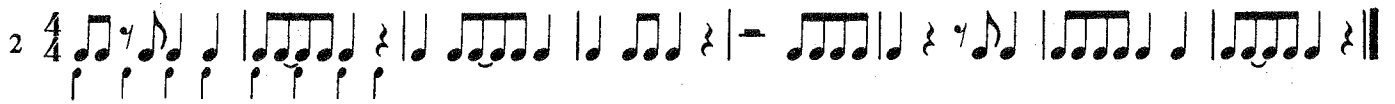
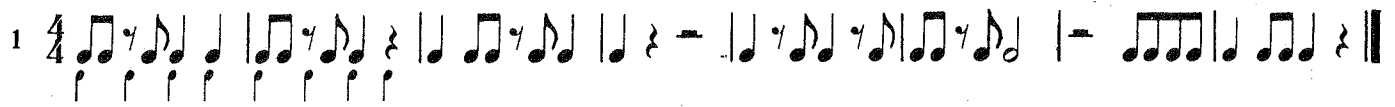



CHART 27

*1 

2 

3 

4 

5 

* Refer to Chart 14 for C Rhythm Syllables.

CHART 28

Ta Ta Ta Ta T T T T T T T T Ta Ta T T Ta Too Rest

1 

2 

3 

4 

5 

6

* In addition to Rhythm Syllables, the teacher can indicate the number system to be used for C .

CHART 29

(2) 1 da da 2 da da 1 2 1 da 2 1 da da 2
 (6) 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6

*1 

2 

3 

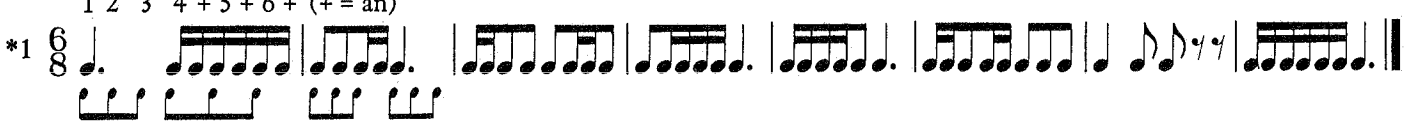
4 


5 

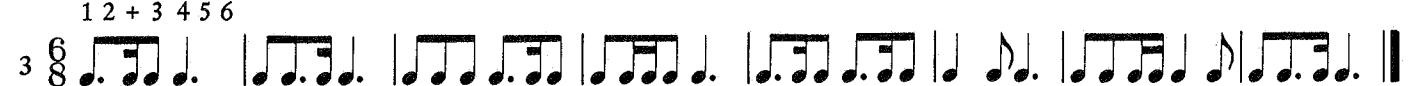
6 


CHART 30

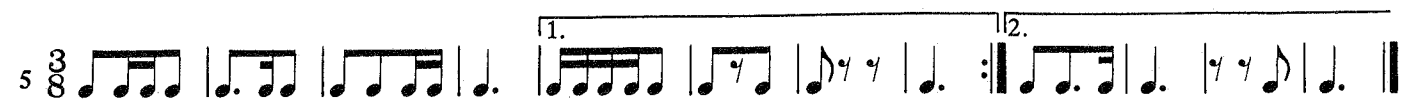
1 2 3 4 + 5 + 6 + (+ = an)


*1 

2 

3 


4 


5 


6 


* Linear scanning (numbers) becomes indispensable for 6/8 in 6 as well as 2.


CHART 32


1 C  ||


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


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

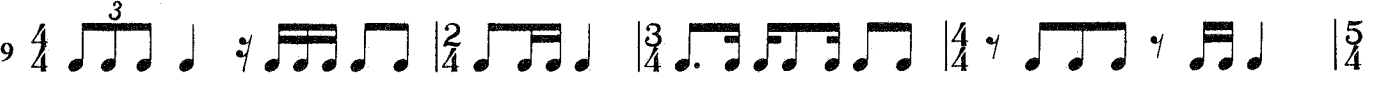
4 C  ||

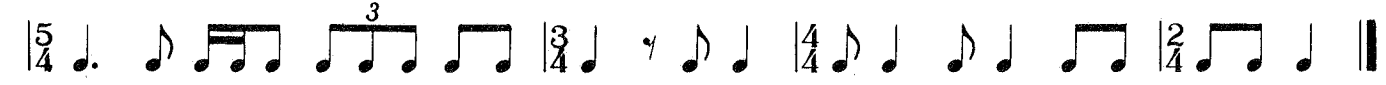
5 $\frac{3}{4}$  ||

6 $\frac{6}{8}$  ||

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

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

9 $\frac{4}{4}$  ||

10 $\frac{2}{4}$  ||