

RHYTHM IS EASY

Sequential Rhythm Learning System - 2/4

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2/4 - All cards are one measure with two beats per card/measure.

Set 1 - Reviews previous notation and introduces four sixteenth notes as a group (“tah-kuh-tay-kuh.”) Retire all other sets.

1. Place the new cards in front of the student with the first four cards in order from 1-4 in a row, and the remaining cards stacked behind card 4.
 - a. The student will notice these cards are a different color from the previous cards and the last card has new symbols.
 - b. Talk about the fact that there are now two beats per card/measure.
 - c. Place card 3 above card 4.
 - i) Point out “tahs” and “tays” are still in the same place, but that a new note follows each creating twice as many notes in the same amount of space and time.
 - ii) The name of the new notes is “kuh.” The new combination is “tah-kuh-tay-kuh.”
 - iii) Practice card 4 a couple of times. Students love that these go fast!
2. Begin with all four cards. The student will want to go really fast on the group of 16th notes.
 - a. It is essential that a slow enough tempo be chosen so that the metronome be can be used from the beginning to keep a steady tempo and good consistent beat throughout.
 - b. You may even need to have the metronome beat two ticks per beat to make it slow enough to keep it steady and even.
3. After patting and playing, change only the last card in the stack. Keep the metronome going for the correct feeling of the beat. Keep the first three cards in place.
4. Ask the student to keep this same format throughout the week. The stack of cards can be shuffled, but the first three cards should remain in same order.
5. The next ability level is to shuffle all of the cards and continue to do them two or four at a time with the metronome.

Set 2 - Introduces the group of eighth and two sixteenths notes (“TAH-tay-kuh.”) Retire the other set.

1. Place the new cards in front of the student. Place card 1 above card 2.
 - a. Point out the space in the pattern.
 - b. Ask which one is missing from the “tah-kuh-tay-kuh” pattern.
 - c. The “tah” is still there along with the “tay-kuh.”
 - d. The student will find that the first “kuh” is missing from the group.
 - e. The eighth note “tah,” includes that “kuh” and the “tay-kuh” is still at the end
 - f. We say, “TAH-tay-kuh.”
2. Place card 1 in front of card 2. After patting and playing, keep card 1 in place and change only the last card in the stack.
3. When these can be done easily, all the cards can be shuffled and done two or four at a time with the metronome.
4. Next do set one and set two together with the metronome.

Set 3 – Introduces the group of two sixteenths and an eighth note (“tah-kuh-tay.”)

1. Place the new cards in front of the student. Place card 1 above card 2.
 - a. Ask which one in the “tah-kuh-tay-kuh” pattern is missing this time.

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- b. The student will find that the second "kuh" is missing from the end of the group,
 - c. The "tah-kuh" is at the beginning and the eighth note "tay," includes the "kuh" at the end.
 - d. We say, "Tah-kuh-tay."
2. Place card 1 in front of card 2. After patting and playing, keep card 1 in place and change only the last card in the stack.
 3. When these can be done easily, all the cards can be shuffled and done two or four at a time with the metronome.
 4. In order to "graduate" from sets 2 and 3, both sets should be done easily in alternating groups of four with the metronome.

Set 4 - Introduces the dotted eighth and sixteenth note ("TAH-ay-kuh") Retire other sets.

1. Place the new cards in front of the student. Place card 1 above card 2.
 - a. Ask which ones in the pattern are still there.
 - b. The student will find that the first "tah" and the "kuh" at the end remain.
 - c. The "tay" has turned into a dot and has joined with the "TAH."
 - d. Take the "t" off of the "tay" and say "ay." We say, "TAH-ay-kuh."
2. Place card 1 in front of card 2. Keep card 1 in place. After patting and playing, change only the last card in the stack.
3. When these can be done easily, all the cards can be shuffled and done two or four at a time with the metronome. Then add in any of the other sets alternating with this set.

Set 5 - Introduces the sixteenth, eighth and sixteenth note ("tah-kuh-ay-kuh")

1. Place the new cards in front of the student. Place card 1 above card 2.
 - a. Point out that there is a space in the pattern.
 - b. Ask which one in the pattern is missing.
 - c. The student will find that the "tay" is missing,
 - d. The "tay," has joined with the "kuh." So we take off the "t" from the "tay" and say the "ay" of "tay" to form the "KUH-ay."
 - e. We say, "Tah-KUH-ay-kuh."
2. Place card 1 in front of card 2. Keep the card 1 in place. After patting and playing, change only the last card in the stack.
3. When these can be done easily, all the cards can be shuffled and done two or four at a time with the metronome.
4. In order to "graduate" from sets 4 and 5, both sets should be done easily in alternating groups of four with the metronome.

Set 6 - Introduces the two sixteenths and eighth rest ("tah-kuh-rest.") Retire all other sets.

1. Place the new cards in front of the student. Place card 1 above card 2.
 - a. Ask what this pattern is going to say.
 - b. Most students will see the rest and tell you "tah-kuh, rest."
 2. Place card 1 in front of card 2. Keep the card 1 in place. After patting and playing, change only the last card in the stack.
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3. When these can be done easily, all the cards can be shuffled and done two or four at a time with the metronome

Set 7 - Introduces the eighth rest and two sixteenths (“rest-tay-kuh”)

1. Place the new cards in front of the student. Place card 1 above card 2.
 - a. Ask what this pattern is going to say.
 - b. Most students say “rest-tah-kuh.”
 - c. Remind the student that the “tay-kuh” is at the end of the pattern and that the rest is in the “tah-kuh” position on the beat. So, we say, “Rest, tay-kuh.”
2. Place card 1 in front of card 2. Keep the card 1 in place. After patting and playing, change only the last card in the stack.
3. When these can be done easily, all the cards can be shuffled and done two or four at a time with the metronome.
4. In order to “graduate” from sets 6 and 7, both sets should be done in alternating groups of four with the metronome.

Helpful Hints

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