

RHYTHM IS EASY

Sequential Rhythm Learning System - 6/8

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6/8 - All cards are one measure with 6 beats per card/measure.

Set 1. Retire all other sets.

1. Place the new cards in front of the student with card #1 on top.
 - a. The student will notice that these cards are a different color from previous cards, and that there are two groups of three eighth notes for a total of 6 beats.
 - b. Talk about the two sets of three beats per card/measure with the eighth note receiving one beat or count.
 - c. "What should we call this new note at the end of each group?"
 - d. Be sure to give the student plenty of "think time." The student will learn and remember the notes names easier and better if time is given to figure out what to say. Students often come up with great answers. Then tell them what you want to call it.
 - e. The name of the new note is "tee." The new combination is called, "tah, tay, tee."
 - f. Practice this card several of times.
 2. Explain that the feeling of two sets of 3 beats is different than the feeling of 2 or 4 beats.
 - a. These two sets of three beats have 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 6 beat cards.
 - i) This can be done easily by doing body percussion of pat, clap, click (or flick if the student is unable to snap.)
 - ii) Say, "**One**, two three, **four**, five, six" with each action. Explain that the first note in each group sings most creating **two main pulses** in each measure
 - c. Continue for several times until the feeling of the two groups of 3 beats become more familiar and comfortable.
 3. Move card #1 to the left of the stack revealing card #2.
 - a. Ask, "How many beats will the dotted quarter note receive?"
 - b. Place Card #1 at the top of card #2 to show how each dotted quarter note takes the same amount of space and time as each three note group.
 - c. Talk about the quarter note now receives two beats and the dot gets one beat (half of the value of the note or rest that it is next to) for a total of three beats.
 - d. In order to feel the beats and hold this note for the correct length, we need to have a vowel sound for each beat. Say, "TAH-ay-ee."
 - e. Practice cards 1 & 2 together until it is smooth and comfortable.
 - f. Then move cards 3 & 4 to the right of cards #1 & #2 and practice all four cards.
 - g. After patting, play the rhythms while saying the note pattern names.
 - h. Often it helps to trade cards 3 & 4 and do this four card set again to make it easier.
 4. Move cards 2, 3 & 4 out of the way keeping card #1 in place at the left.
 - a. Card 5 should now appear at the top of the remaining cards to the right of card #1. Ask, "What should we say for this new combination of notes?"
 - b. Place Card 1 at the top of card 5 to see how the quarter note and eighth note match up with the group of three eighth notes.
 - c. Remind the student that it always takes two eighth notes to make one quarter note. So, say, "tah-ay" for the quarter note. The eighth note at the end is the new "tee."
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- d. Say, "TAH-ay, tee" for the quarter note and eighth note combination.
- e. Practice card 1 & 5 until smooth and comfortable.
- f. After patting, play the rhythms while saying the note pattern names.
5. Now add cards 6 & 7 to the right of 5, and do all four as a group as above.
 - a. Then replace 6 & 7 with cards 8 & 9 and practice these four cards as a group..
 - b. Ask the student to keep the format of card 1 to the left of the others throughout the week
The remaining cards can be shuffled, but keep card 1 to the left of the other cards.
6. The next ability level is to add the metronome.
7. After these combinations become easy, shuffle all of the cards and continue to do them two or four at a time with the metronome always saying the note pattern names and saying, "One, ready, go!"

Set 2 – To introduce this set, place **card 1 of Set 1** to the left of the **Set 2** and ask, "What should we say for this new pattern of notes?"

1. Place **card 1 of Set 1** above card 1 of Set 2.
 - a. Remind the student that it always takes two eighth notes to make one quarter note.
 - b. Point out that the quarter note begins on the "tay" and includes the "tee" beat. So, we will say "tay-ee" for this placement of the quarter note.
 - c. So, with the eighth note first, say, "tah, TAY-ee."
 - d. Practice these two cards until comfortable.
2. Place cards 2 & 3 to the right of the two and do all four cards as a group.
3. Keep Set 1, card 1 & Set 2, card 1 in place to the left as cards 2 & 3, 4 & 5 and 6 & 7 are changed out as above for the remainder of the set.
4. After patting, play and say the pattern note names each time with the metronome.
5. When these can be done easily, all of set 1 and set 2 cards can be shuffled and done two or four at a time with the metronome.

Set 3 – To introduce this set, place **card 1 of Set 1** to the left of the set and ask, "What should we say for this new pattern of notes?"

1. Place **card 1 of Set 1** above Set 3, card 1.
 - a. It is easy to see the very familiar "tah-tay" followed by the rest.
 - b. Say "tah-tay, rest."
 - c. Practice cards these two cards until comfortable.
 - d. Place cards 2 & 3 to right and do all four cards as a group.
 - e. Keep cards Set 1, card 1 & Set 3, card 1 in place to the left as cards 2 & 3, 4 & 5 and 6 & 7, 8 & 9 are changed out as above for the remainder of the set.
2. Follow steps 2 & 3 as above in Set 2 for fluency in reading, patting and playing with the metronome.

Set 4 - To introduce this set, place **card 1 of Set 1** to the left of the set and ask, "What should we say for this new pattern of notes?"

1. Place **Set 1, card 1** above Set 4, card 1.
The student will recognize the "tah-ay" followed by the rest. Say, "tah-ay, rest."
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2. Continue as above keeping **Set 1, card 1** and Set 4, card 1 in place as you practice the remainder of the cards in this set to their right.
3. Then follow steps 2 & 3 as above in Set 2 for fluency in reading, patting and playing with the metronome.

Set 5 - To introduce this set, place **card 1 of Set 1** to the left of the new set and ask, "What should we say for this new pattern of notes?"

1. Place **Set 1, card 1** above Set 5, card 1.
 - a. The quarter rest received two beats and needs to have two separate sounds of "re-est"
 - b. Say, "re-est, tee."
2. Continue as for Sets 1 – 4 above keeping **Set 1, card 1** and Set 5, card 1 at the left as these new cards are learned and mastered with the metronome..

Set 6 - To introduce this set, place **card 1 of Set 1** to the left of the new set and ask, "What should we say for this new pattern of notes?"

1. Place **Set 1, card 1** above Set 6, card 1.
 - a. This time the rest comes first followed by the two eighth notes.
 - b. The first eighth note begins on the "tay" beat for "tay-tee."
 - c. Say, "rest, tay-tee."
2. Continue as for Sets 1 – 5 above keeping **Set 1, card 1** and Set 6, card 1 at the left as these new cards are learned and mastered with the metronome..

Set 7 - To introduce this set, place **card 1 of Set 1** to the left of the new set and ask, "What should we say for this new pattern of notes?"

1. Place **Set 1, card 1** above Set 7, card 1.
 - a. As in Set 2, the quarter note starts on the "tay" beat and says "tay-ee."
 - b. Say, "rest, tay-ee."
2. Continue as for Sets 1 – 6 above keeping **Set 1, card 1** at the left as these new cards are learned and mastered with the metronome.

Set 8 - To introduce this set, place **card 1 of Set 1** to the left of the set and ask, "What should we say for this new pattern of notes?"

1. Place **Set 1, card 1** above Set 8, card 1.
 - a. The "tah" and "tee" notes have the rest between them.
 - b. Say, "tah, rest, tee."
2. Continue as for Sets 1 – 6 above keeping **Set 1, card 1** at the left as these new cards are learned and mastered 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 others clap and play the rhythms.
 3. The more you can have these activities as a game, the faster and better the cards will be learned and the more fun everyone will have!
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