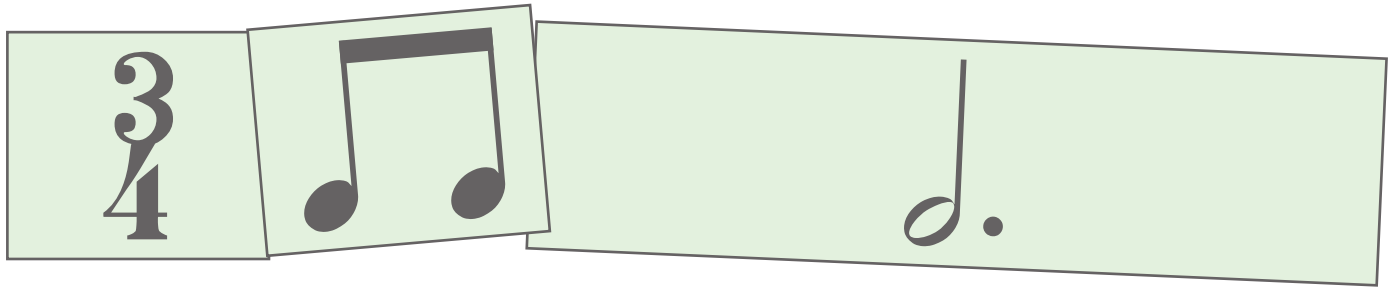
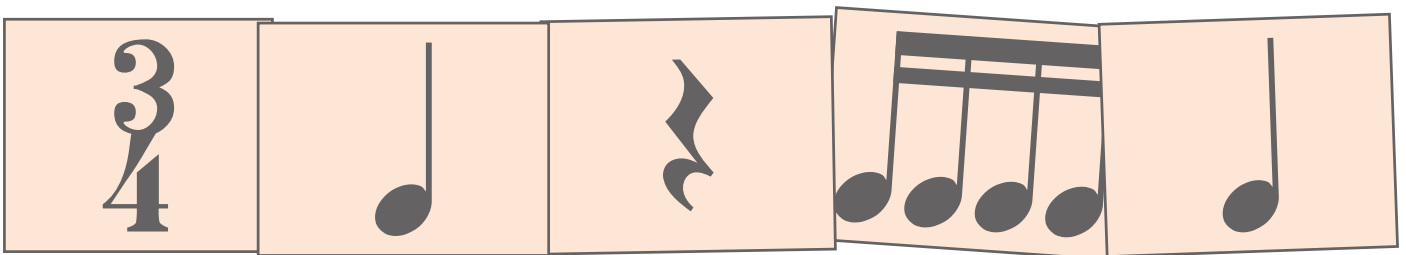
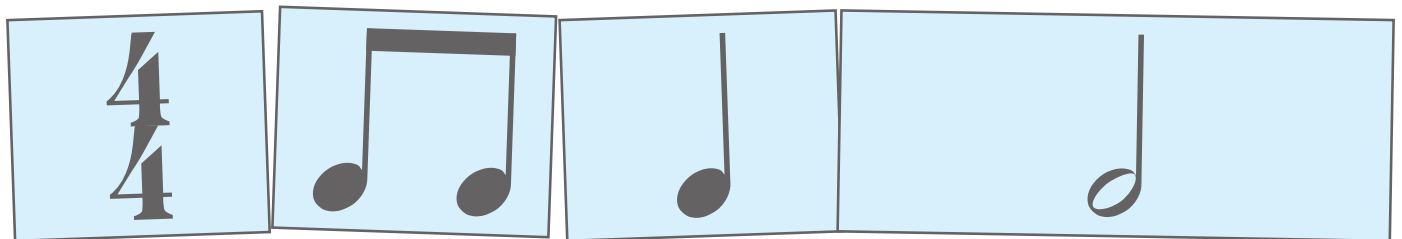


CONCEPTS COVERED: Note values       

STUDENT LEVEL: Beginner to early intermediate/grade 2



Relative Rhythms













Relative Rhythms

HOW TO USE

There are many ways to use the Relative Rhythm cards, here are a few ideas to get you started:

- Lay out a series of cards in a row and ask your student to clap, tap, say or play them on a rhythm instrument.
- Ask your student to compose a four bar rhythm and then use this to improvise.
- Create a pattern for clapping and turn over one card at a time until the student is clapping/vocalising the complete pattern from memory.
- Play a pattern and ask your student to create the rhythm with the cards.
- Use a random selection cards as a starting point for an improvisation or composition.

SUGGESTED VOCALISATIONS

- | | |
|--|---|
| •  = Ta-2-3-4 | •  = Ta |
| •  = Ta-2-3 | •  = Tis |
| •  = Tas-2 | •  = Ti |
| •  = Ta-2 | •  = Ti-ti |
| •  = Tas | •  = Ti-ka-ti-ka |

These suggested vocalisations are by no means the only way to approach these rhythms, feel free to use whichever rhythm system you are comfortable with.

ASSEMBLY

To assemble:

- Print out the cards (pages 3-4).
- Cut apart the cards along the dotted lines.
- Laminate if desired.
- You might also like to gather some popsicle sticks or match sticks to use as barlines.

Relative Rhythms

LEARNING OBJECTIVES

The main purpose of these cards is to emphasise the relationship between the different note values and their relative nature. For the biggest benefit make sure the rhythms are clapped or played at different tempos and in different ways.

NOTE/REST VALUES INCLUDED

- Quavers (eighth notes)
- Crotchets (quarter notes)
- Dotted crotchets (dotted quarter notes)
- Minims (half notes)
- Crotchet rests (quarter note rests)

				4 4
				4 4 4
				4 4 4
				3 4
				3 4
				3 4
				2 4
				2 4
				2 4

