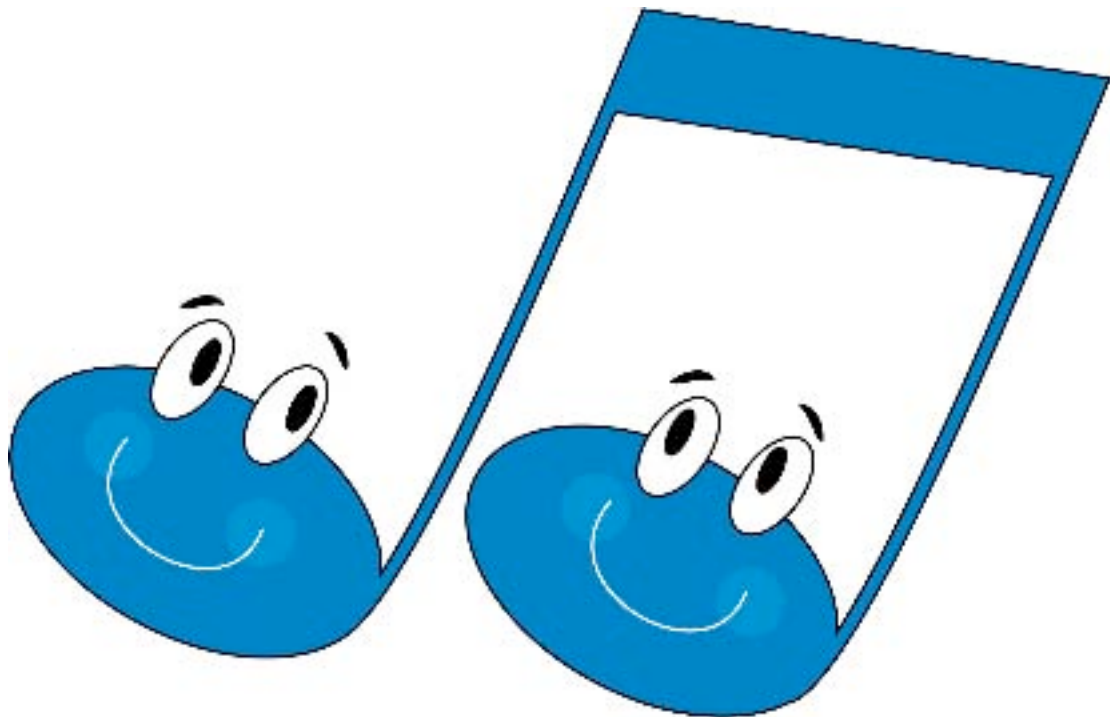


Know Your Rhythms



Reproducible teaching worksheets, assessments, ear training activities, crosswords, games and more to help your students learn note values and time signatures.

This publication includes instructional PowerPoints.



Veronica Harper
Themes & Variations

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Practice Makes Perfect!

Name: _____ Class: _____

If you listen to a piece of music, you will discover that some beats feel stronger than others. Musicians say that these are **accented** beats.



A **bar line** comes before an accented beat dividing music into units called **measures** or **bars**. A measure is the distance between two bar lines.

Draw quarter notes or rests so there is one beat in each box. The first example has been done for you.

1 2 3

$\frac{3}{4}$			

Complete the measures using quarter notes and rests. Every measure in $\frac{3}{4}$ time has **three** beats.

1 2 3 1 2 3 1 2 3 1 2 3

1 2

$\frac{2}{4}$		

Complete the measures using quarter notes and rests. Every measure in $\frac{2}{4}$ time has **two** beats.

1 2 1 2 1 2 1 2



Rhythm Assessment 2

Name: _____ Class: _____

Instructions: Listen to the rhythm that your teacher claps. Circle the rhythm clapped.

A

B

C



SAMPLE



Rhythm Spell 1

Name: _____ Class: _____

Instructions: Each rhythm pattern is given a letter. Build words by putting the letter of the rhythm clapped in the blank. All of the rhythms are in $\frac{4}{4}$ time.

L.

Y.

S.

W.

E.

K.

H.

M.

I.

SAMPLE

Spell the Phrases.

A A C C T T

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

 G N A T U R .

19 20 21 22 23 24 25 26 27

Spell the Words.

 T T T C

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16



Connect the Dots 1

Name: _____ Class: _____

Part A: Begin on the point marked start. Listen to the rhythm that your teacher claps and draw a straight line to that point. All rhythms are in $\frac{4}{4}$ time.

START

Part B: Can you clap the rhythms in "Starlight"?

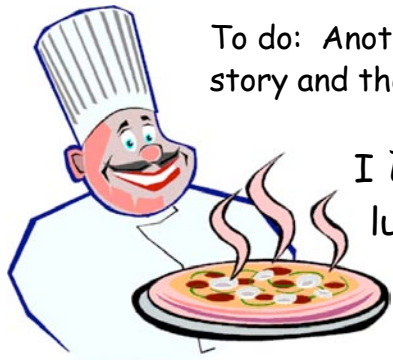
Traditional

Star - light, star bright, first star I see to - night.

Wish I may, wish I might, have the wish I wish to - night.

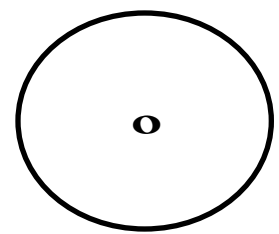
Pizza Pizza!

Name: _____ Class: _____

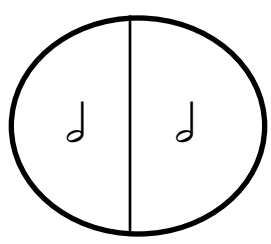


To do: Another way to think about note values is by using fractions. Read the story and then answer the questions below.

I love pizza! I could eat it for breakfast, lunch and supper! I have a **WHOLE** pizza.



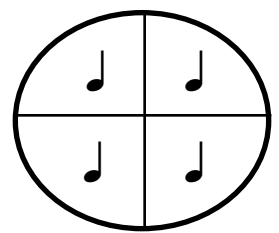
WHOLE



HALF

I want to share my pizza with Carter. We will each get one **half** ($\frac{1}{2}$) of the pizza.

If we share it with two more friends we will each receive one **quarter** ($\frac{1}{4}$) of the pizza.



QUARTER

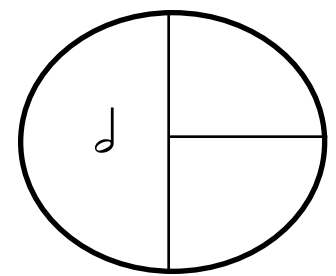
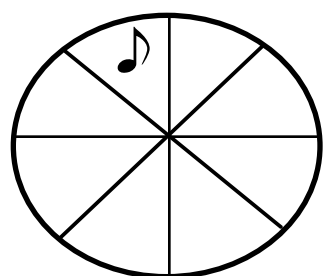
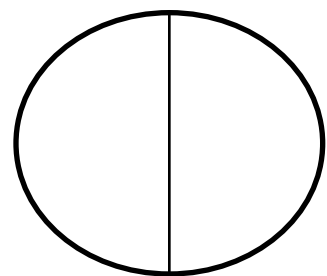
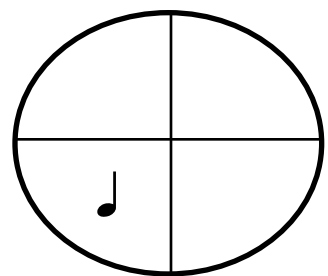


EIGHTH

We could also cut the delicious pizza into eight pieces so each slice is one **eighth** ($\frac{1}{8}$) of the pizza.

But why would I do that.....when I could eat it all by myself!!!

Part A: Draw one note on every slice of pizza to correctly complete the pizzas. The notes that may be used are: Half notes (\downarrow), quarter notes (\downarrow) and eighth notes (\downarrow). Use every note at least once.





Sixteenth Note Mystery Message

Name: _____ Class: _____

					♪			♪
♪	♪	—		♪♪♪		♪	—	♪
	♪			♪		♪		
♪	♪			♪		♪		♪
	♪♪♪			○				
	○	♪		♪		♪	♪	○
		♪				♪		
				♪				

SAMPLE

To do: Color the squares according to the instructions below.

- Quarter notes green
- Half notes orange
- Pairs of eighth notes blue
- Sixteenth notes brown
- Quarter rests red
- Half rests pink
- Whole notes yellow
- Dotted notes purple
- All blank squares purple

Riddle: Use the completed puzzle to answer this riddle.

~ What joins two notes together that are of the same pitch? _____



Note Value Tic-Tac-Toe

Name: _____ Class: _____

Instructions: Find a partner. One of you will be the "X" and the other the "O". Take turns clapping a rhythm. If you correctly clap the rhythm you can draw an "X" or "O" on the space. The first student to get three of their symbols in a row horizontally, vertically or diagonally is the winner. All of the rhythms are in $\frac{4}{4}$ time. Good luck!

GAME 1

GAME 2

SAMPLE



Practice Counting Sixteenth Notes

Name: _____ Class: _____

Part A: Add the note and rest values. Write the note or rest value on the lines underneath. All examples are in $\frac{4}{4}$ time.

1. = 2

4. = 5

2. = 3

5. = 7

3. = 9

6. = 6

Part B: Subtract the note and rest values. All examples are in $\frac{4}{4}$ time.

1. = 1

4. =

2. = 3

5. =

3. =

6. =

Part C: Balance the scales. Draw the correct note or rest which is equal to the value of the left side. All examples are in $\frac{4}{4}$ time. The first example has been done for you.

1. =

4. =

2. =

5. =

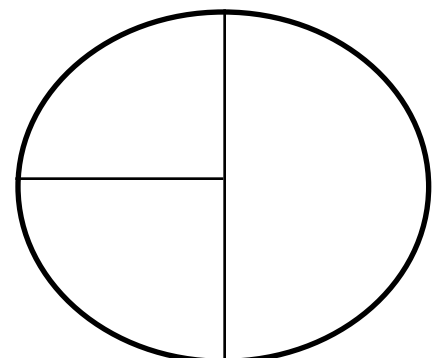
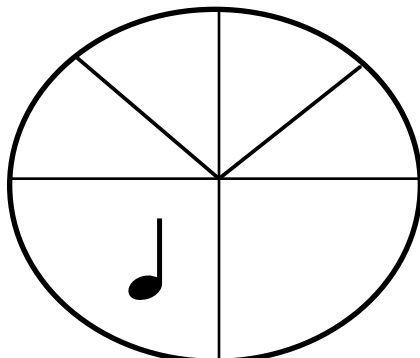
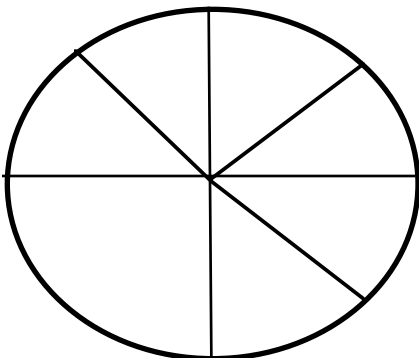
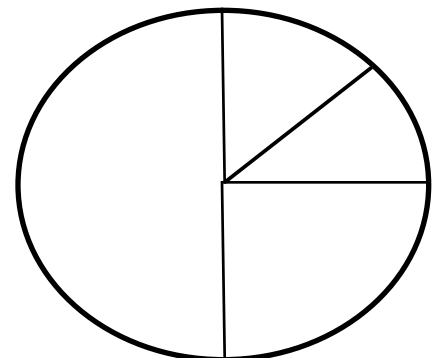
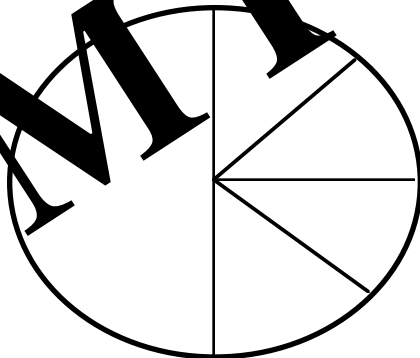
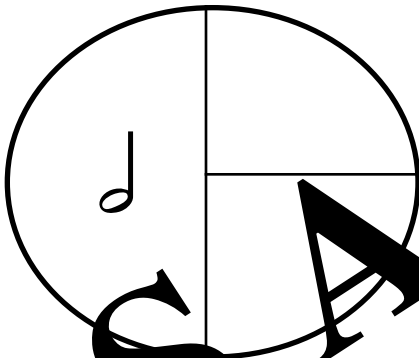
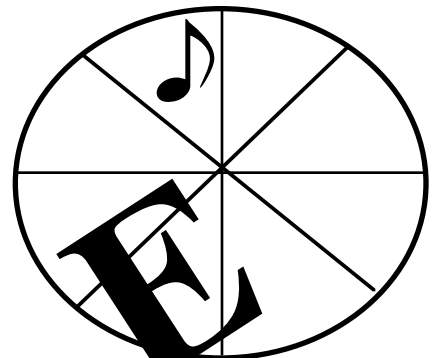
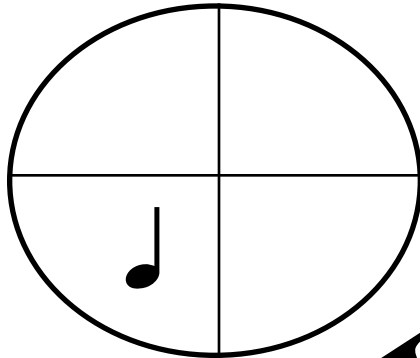
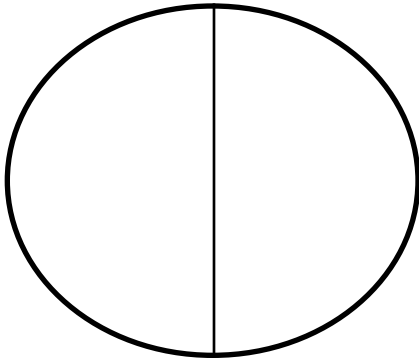
3. =

6. =

Note Value Pizzas

Name: _____ Class: _____

Part A: Draw one note on every slice of pizza to correctly complete the pizzas. The notes that may be used are: Half notes (♩), quarter notes (♪) and eighth notes (♫). Use every note at least once. The note values are in $\frac{4}{4}$ time.



SAMPLE



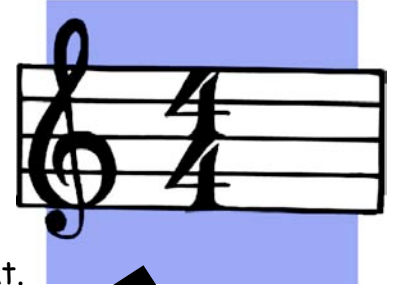
Time Signatures

Name: _____ Class: _____

The **time signature** is found at the beginning of a piece of music. There are two numbers with one of the numbers placed above the other.

What do these numbers mean?

The number on the **top** tells us how many beats are in each measure of music.



The number on the **bottom** tells us what kind of note gets a single beat.

$\frac{4}{4}$ = **Four** beats in each measure.

$\frac{4}{4}$ = A **quarter** note receives one beat.

$\frac{3}{4}$ = **Three** beats in each measure.

$\frac{3}{4}$ = A **half** note receives one beat.

$\frac{2}{4}$ = **Two** beats in each measure.

$\frac{2}{4}$ = A **quarter** note receives one beat.

$\frac{6}{8}$ = **Six** beats in each measure.

$\frac{6}{8}$ = An **eighth** note receives one beat.

Part A: Write how many beats are in each measure for the different time signatures.

1. $\frac{4}{4}$ — 2. $\frac{3}{4}$ — 3. $\frac{2}{4}$ — 4. $\frac{6}{8}$ — 5. $\frac{3}{2}$ —

Part B: Fill in the top numbers in these time signatures.

1. $\frac{\square}{8}$ 2. $\frac{\square}{4}$ 3. $\frac{\square}{2}$ 4. $\frac{\square}{4}$

Part C: For each time signature, write the name of the note that gets one beat. Draw the note in the box. The first example has been done for you.

1. $\frac{6}{8}$ A(n) eighth note receives one beat.
2. $\frac{4}{4}$ A(n) _____ note receives one beat.
3. $\frac{3}{2}$ A(n) _____ note receives one beat.
4. $\frac{2}{4}$ A(n) _____ note receives one beat.