

# Easy Rhythm

# Flashcards

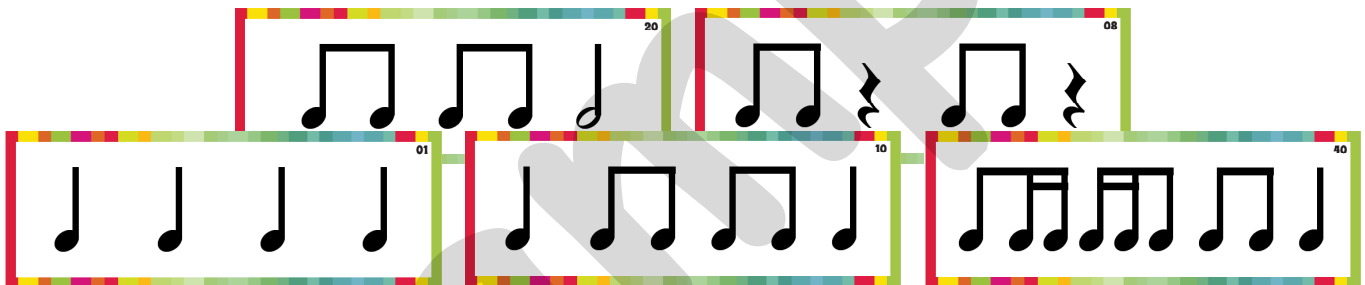


Themes & Variations

# Easy Rhythm Flashcards

by Denise Gagné

**40 Flashcards**  
for Beginning Readers



**Saves You Hours Of Work - Just Cut & Use!**

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# Easy Rhythm Flashcards

Easy Rhythm Flashcards help elementary students become better rhythm readers. Many of the rhythms are derived from familiar songs. Easy Rhythm Flashcards use the following note values: ♩ ♪ ♫ ♬ ♭ ♮ ♯ ♭. These are the rhythms that you will need for students that are beginning rhythm reading in Grades K - 4. If you need more advanced rhythms, use "Rhythm Flashcards" which has 100 color coded flashcards, sequenced for use in Grades 1 - 6. Cut the flashcards in half before using. Laminate them if you can, but they will be durable even without laminating.

**Some ways to use the flashcards are suggested here. There are many possibilities!**

**1. Teaching and Practicing New Rhythms:** Use these flashcards to teach rhythms. It is easiest for students to say the rhythms using time names. When they know them well, have them clap them or play them on rhythm instruments. The rhythm reading syllables that I use are:

♩ = ta ♪ = ti-ti ♫ = ti-ka-ti-ka ♬ = ti-ti-ka ♭ = ti-ka-ti ♮ = two-oo ♯ = fo-o-o-our.

This system has been effective for my students but you can use any counting system with the flashcards.

**2. Disappearing Flashcards:** Show the flashcard on beat one, then put it face down until they have said it, clapped it, or played it. Flash the next flashcard on beat one of the next bar, then put it face down until they have completed it. This helps to develop reading ability as the students have to read the entire flashcard very quickly. Establish a steady tempo and encourage the students to maintain the tempo. They will tend to rush.

**3. Which Flashcard Did I Clap?** Choose four flashcards and display them for your students. Clap one of them. Ask them to identify which flashcard was clapped.

**4. The Price Is Right!** Choose four flashcards and display them for your students to see in the wrong order. Sing or play them in the correct order and invite students to "Come on Down" and put them in the correct order. If they get them right, ring a bell.

**5. Rhythm Dictation:** Clap or play the pattern on the flashcard to your students. Have the students notate the pattern using toothpicks, popsicle sticks or pencil and paper. Hold up the flashcard for them to check their answers.

**6. Rhythm Bingo:** Sixteen flashcards allow enough variations to make a rhythm bingo game. Make a class set of bingo cards with different combinations of six rhythms on each one. Make counters by cutting small squares out of construction paper. Shuffle the flashcards, choose the top one and clap it. If your students are inexperienced, show them the flashcard to check if they have it on their card. More advanced students should be able to pick out the correct rhythm without seeing the flashcard. With six rhythms per bingo card, you can have games that require the students to complete the top row, the bottom row, all the corners, or a blackout.

**7. Playing Practice:** Use the flashcards for rhythm playing practice on recorders or other melody instruments. Assign a note (Concert Bb for band instruments or G on recorder) and have students play the cards.

**8. Ostinato:** Choose one flashcard to be an ostinato. Have one group in your class perform the ostinato while the rest of the class performs four to eight flashcards.

**9. Rhythm Canon:** Choose four or eight flashcards and display them for your students to see. Divide the class into two groups. Have group one begin first. After one or two flashcards, have the second group begin. Try beginning the canon at different entry points - after one, two, three or four flashcards. A variation of this would be having one group read the flashcard as you show them and the other group would echo what the readers clap.

10. **Clap and Pat:** When using flashcards 1 - 30, ask the students to pat ta's on their legs and clap the ti-ti's. Try this with instruments. (Example: Play the ♪♪ on rhythm sticks and the ♪ on hand drums.)

11. **Flashcard Turnover:** Choose four flash cards and display them for your students to see and have them say them in order. Ask them to put the rhythm of one flashcard 'inside their head' and turn over that flashcard. Have the students say all four rhythms again, including the one that is turned over, which they do from memory. Continue turning flashcards over one at a time until the students have all four flashcards memorized. This is an excellent way to extend memory skills!

12. **Turnover Mixup:** Begin this activity in the same way as #11. Flashcard Turnover. When the students have all four flashcards memorized, switch two flashcards and ask them to say the rhythms in the new order. It sounds impossible, but I've had Grade 2 students who could do this! If I have a good class, I might switch the flashcards a second time. After they have said the pattern in the new order, I ask if anyone can remember the original order of the flashcards. This activity is fun, challenging, and an excellent way to extend thinking skills!

13. **Upside Down:** Turn the flashcards upside down. This helps the students get used to stems going in either direction.

14. **Assessment:** Use the flashcards for testing students individually. Choose the patterns that you want to assess and hold up for individual students to see and say to you.

15. **Another Assessment Idea:** Hand out the flashcards that you want to assess face down on the student's desk so that only the student who has the flashcard knows what is on it. Have the student clap the pattern and have the class tell what the rhythm is. This requires the student's clapping to be accurate, and the class to know the patterns well.

16. **Rhythm Performance:** Choose three or four different patterns and use them as a rhythm performance piece.

Example:      12. ♪ ♪ ♪ ♪      Drum  
                  04. ♪♪ ♪♪ ♪♪ ♪      Shaker  
                  11. ♪ ♪ ♪ ♪      Claves  
                  13. ♪ ♪ ♪ ♪      Triangle

Have the drums repeat their pattern at least four times alone, then continue. Add the shakers, repeating their pattern four times, then have them continue. Add the claves, repeating their pattern. Add the triangle part and have all instruments play together before having the instruments end together, or drop out one at a time. This activity helps students to develop independence of parts and can be successful with students as young as Grade 1. It is a favorite activity for all grades! This activity is equally successful with body percussion. You can choose any rhythms that you want to reinforce.

17. **Name That Tune!** Choose four or five songs from the flashcard list that your students know well and write the titles on the board. Show the flashcards in random order and have your students match the flashcard to the title.

Example:      02. ♪ ♪ ♪ ♪      Rain Rain  
                  04. ♪♪ ♪♪ ♪♪ ♪      Old MacDonald  
                  07. ♪ ♪ ♪ ♪      Pease Porridge Hot  
                  12. ♪ ♪ ♪ ♪      Hot Cross Buns

This can be an assessment activity as well. Write the song titles on the board, including at least one extra title. Show the flashcards in random order. Then the students write down the song title that matches each flashcard.

18. **Play Along:** Choose a piece of music with a moderate steady tempo. Choose four rhythm flashcards that have the same time signature as the music. Have the students play the four measure pattern with the music. They can play the rhythms using body percussion or instruments.

19. **What Pattern Did We Clap?** Divide the class in half. Show half the class the rhythm flashcard and have them clap it. The other half of the class has to say the rhythm.

20. **Steal the Bacon:** Divide the class into two teams, who line up facing each other. Put two flashcards on the floor between them. Clap one flashcard. The first team to snatch the correct flashcard wins.

21. **Vivace vs Allegro:** Divide the class into 2 teams. Hold up a flashcard that only 1 team can see. That team (Vivaces) claps the card without saying rhythm names. If that team claps it correctly, they get a point. The other team (Allegros) says the rhythm that they heard. If they say it correctly using rhythm names they get a point. You can declare a winner, but I usually hope that we have a tie!

22. **Chair or Hula Hoop Rhythms:** Put 8 hula hoops or 8 chairs at the front of the room. Form teams with 6-8 students. Clap a rhythm, and the teams race to create the rhythm with bodies. If the rhythm is ♪ ♪ ♪ ♪ teams create the rhythms by putting into the hoops the same number of students as there are sounds on a beat.

23. **Poison Rhythm:** I saved the very best for last. Choose one flashcard from the level that you are working on, and designate that rhythm the “poison” rhythm. For example, in level 2, designate ♪ ♪ ♪ ♪ as the poison rhythm. Shuffle the cards, then start clapping rhythms that the students echo. They are to echo every rhythm that they hear, except for the poison pattern. Have the class stand at the start of the game, then as kids echo the poison pattern, they go out. (They can continue playing from seats, but play just for fun.) This is sure to become a favorite game in your classroom!

# Easy Rhythm Flashcard List

- |     |           |                        |     |               |                |
|-----|-----------|------------------------|-----|---------------|----------------|
| 1.  | ♪ ♪ ♪ ♪   | Snail Snail, Starlight | 21. | ♪ ♪ ♪ ♪       |                |
| 2.  | ♪ ♪ ♪ ♪   | Rain Rain, Cuckoo      | 22. | ♪ ♪ ♪         |                |
| 3.  | ♪ ♪ ♪ ♪   | Ring Around The Rosie  | 23. | ♪ -           |                |
| 4.  | ♪ ♪ ♪ ♪ ♪ | Old MacDonald          | 24. | ♪ ♪           |                |
| 5.  | ♪ ♪ ♪ ♪   | Lemonade               | 25. | ○             |                |
| 6.  | ♪ ♪ ♪ ♪   | This Old Man           | 26. | ♪ ♪ ♪ ♪ ♪ ♪ ♪ | Tideo          |
| 7.  | ♪ ♪ ♪ ♪   | Pease Porridge Hot     | 27. | ♪ ♪ ♪ ♪ ♪ ♪   |                |
| 8.  | ♪ ♪ ♪ ♪   | This Old Man           | 28. | ♪ ♪ ♪ ♪ ♪     |                |
| 9.  | ♪ ♪ ♪ ♪   | Pease Porridge Hot     | 29. | ♪ ♪ ♪ ♪ ♪ ♪   |                |
| 10. | ♪ ♪ ♪ ♪   | Hot Cross Buns         | 30. | ♪ ♪ ♪ ♪ ♪ ♪   |                |
| 11. | ♪ ♪ ♪ ♪   | Who's That?            | 31. | ♪ ♪ ♪ ♪ ♪ ♪ ♪ |                |
| 12. | ♪ ♪ ♪ ♪   | Old Blue               | 32. | ♪ ♪ ♪ ♪ ♪ ♪   |                |
| 13. | ♪ ♪ ♪ ♪   | Who's That?, Trampin'  | 33. | ♪ ♪ ♪ ♪ ♪ ♪   |                |
| 14. | ♪ ♪ ♪ ♪   |                        | 34. | ♪ ♪ ♪ ♪ ♪ ♪   |                |
| 15. | ♪ ♪ ♪ ♪   |                        | 35. | ♪ ♪ ♪ ♪ ♪ ♪   |                |
| 16. | ♪ ♪ ♪ ♪   |                        | 36. | ♪ ♪ ♪ ♪ ♪ ♪   |                |
| 17. | ♪ ♪ ♪ ♪   |                        | 37. | ♪ ♪ ♪ ♪ ♪ ♪   |                |
| 18. | ♪ ♪ ♪ ♪   |                        | 38. | ♪ ♪ ♪ ♪ ♪ ♪   |                |
| 19. | ♪ ♪ ♪ ♪   |                        | 39. | ♪ ♪ ♪ ♪ ♪ ♪   |                |
| 20. | ♪ ♪ ♪ ♪   |                        | 40. | ♪ ♪ ♪ ♪ ♪ ♪   | Skip To My Lou |

01



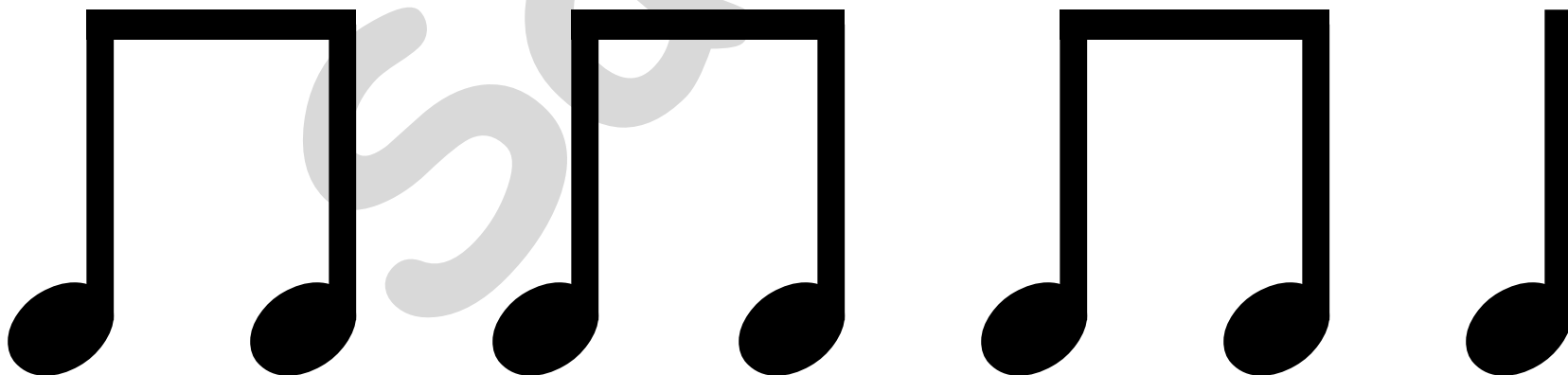
02



03



04



01



02





03



04

