

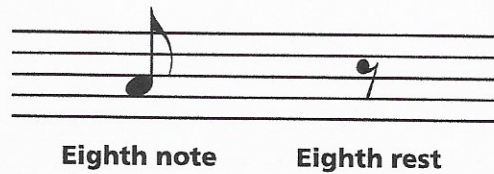
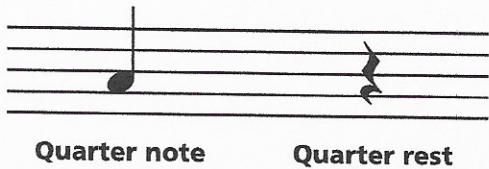
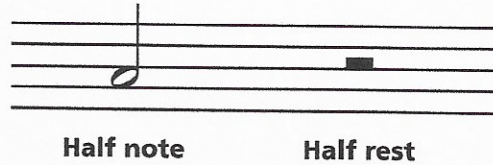
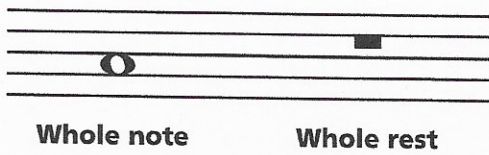
UNIT 2

Rhythm

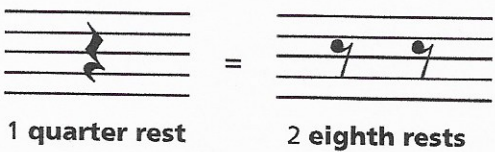
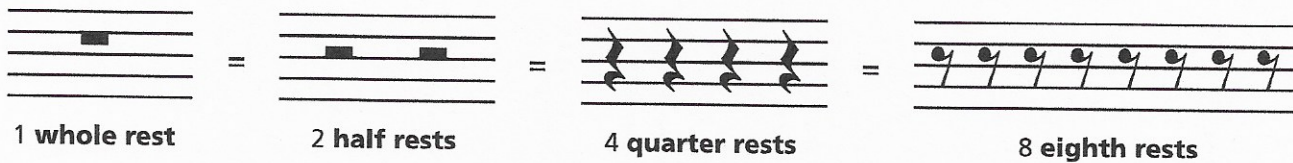


LESSON 1 *Rests*

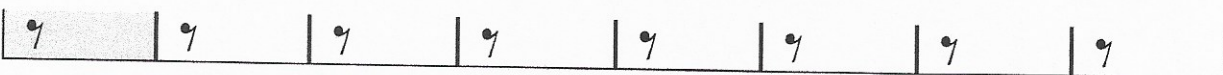
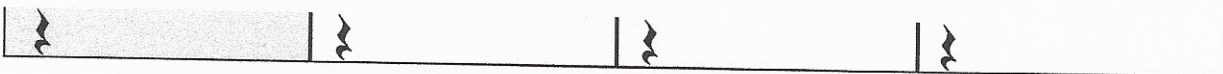
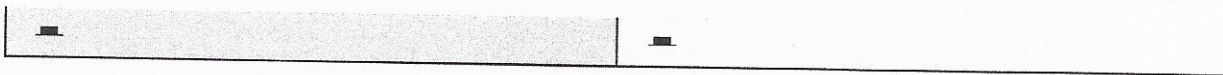
Music is more than just one **note** or musical sound after another. Sometimes there is silence in the music. The musical symbol for silence is called a **rest**. For every type of note (**whole note**, **half note**, **quarter note**, **eighth note**) there is a **rest**.



MusicMath



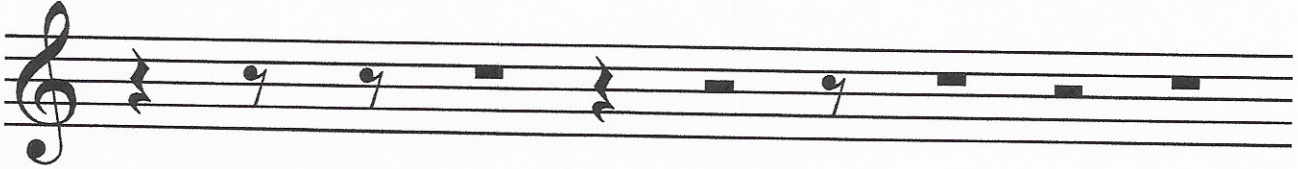
Here's another way of showing the length of these **rests**:



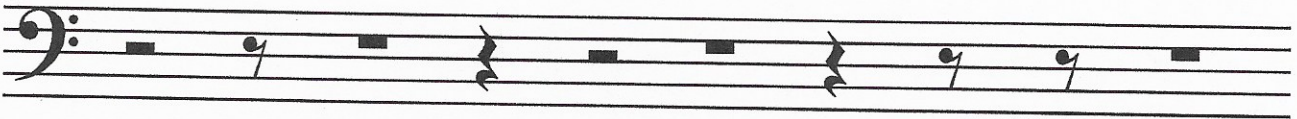
LESSON 1 *Rests*

REVIEW

Circle all the **whole rests** on this staff.



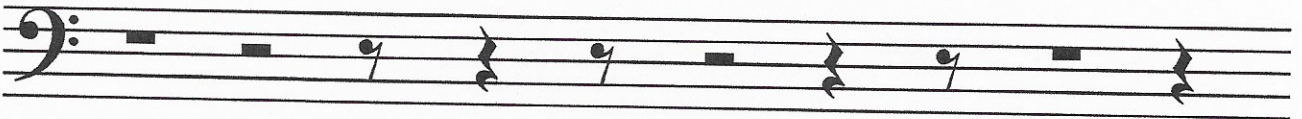
Circle all the **half rests** on this staff.



Circle all the **quarter rests** on this staff.

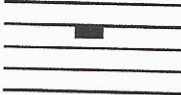
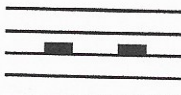


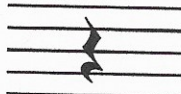
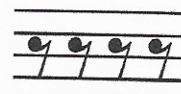
Circle all the **eighth rests** on this staff.

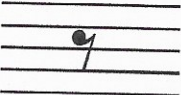



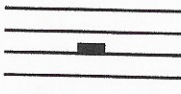

MusicMath



Write T if the MusicMath is True. Write F if the MusicMath is False.

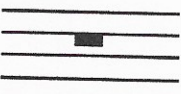
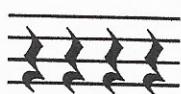
1.  =  T

4.  = 

2.  = 

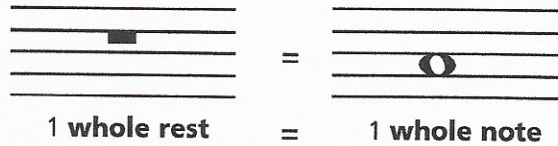
5.  = 

3.  = 

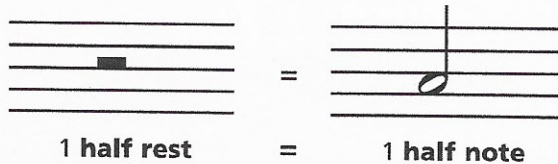
6.  = 

LESSON 2 *Whole Rest and Half Rest*

This is a **whole rest**. The silence of a **whole rest** lasts as long as the sound of a **whole note**.

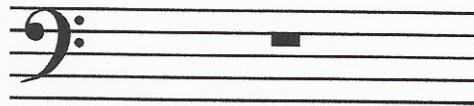


This is a **half rest**. The silence of a **half rest** lasts as long as the sound of a **half note**.

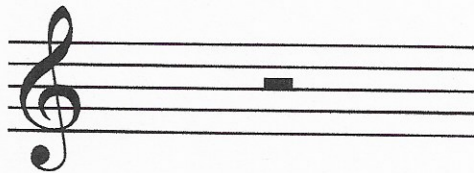


Here's how to draw a **whole rest** and a **half rest**. They look the same, but they're not. If you look closely, you'll see that. . .

A **whole rest** always "hangs" from the fourth line.

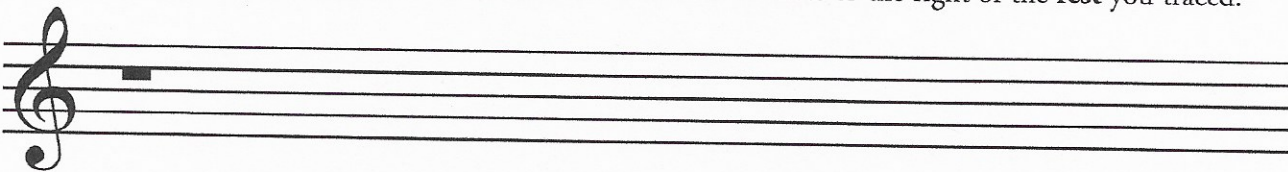


A **half rest** always "sits" on the third line.

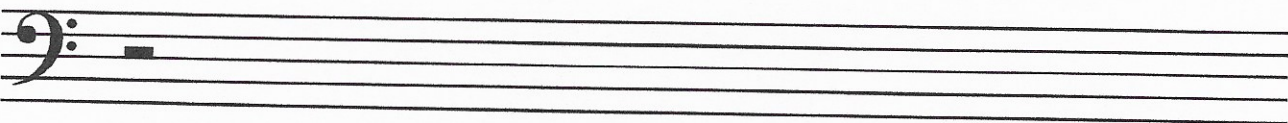


Some people remember the difference between a **whole rest** and a **half rest** this way: because a **whole rest** lasts longer than a **half rest**, it is "heavier." So it has to "hang" from a line. Because a **half rest** is shorter, it is "lighter," and can "sit" on a line.

Trace the **whole rest** shown below. Then draw five more **whole rests** to the right of the **rest** you traced.



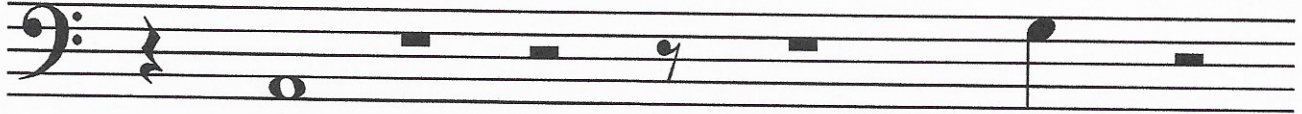
Trace the **half rest** shown below. Then draw five more **half rests** to the right of the **rest** you traced.



LESSON 2
REVIEW

Whole Rest and Half Rest

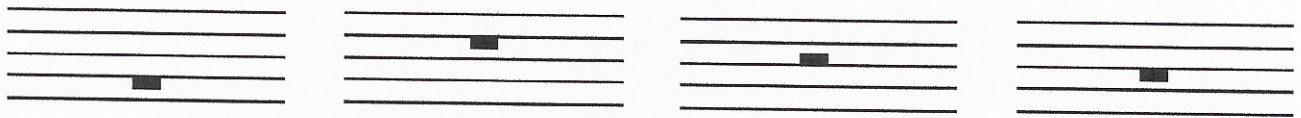
Circle all the **whole rests** in the staff below.



Circle all the **half rests** in the staff below.



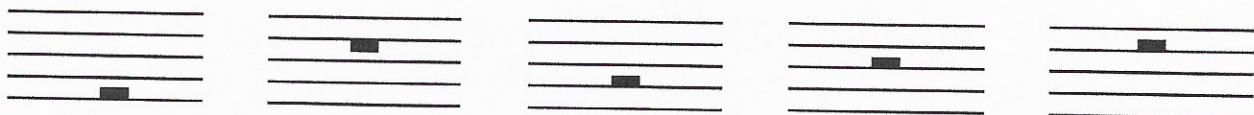
Only one of the **rests** below is a correct **whole rest**. Circle it.



Only one of the **rests** below is a correct **half rest**. Circle it.



Whole rest or **half rest** or neither? Circle the correct answer.



Whole rest

Half rest

Neither

Whole rest

Half rest

Neither

Whole rest

Half rest

Neither

Whole rest

Half rest

Neither

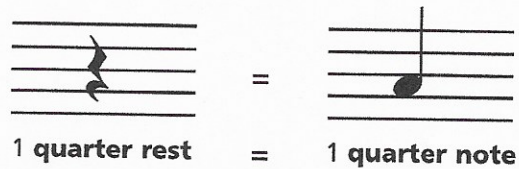
Whole rest

Half rest

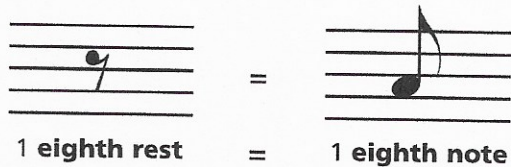
Neither

LESSON 3 *Quarter Rest and Eighth Rest*

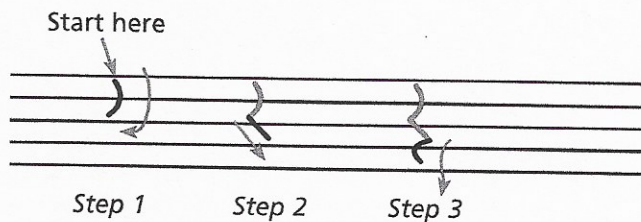
This is a **quarter rest**. The silence of a **quarter rest** lasts as long as the sound of a **quarter note**.



This is an **eighth rest**. The silence of an **eighth rest** lasts as long as the sound of an **eighth note**.

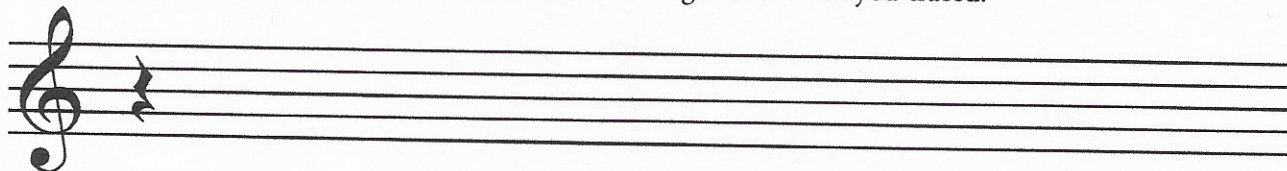


A **quarter rest** is drawn in three steps, like this:

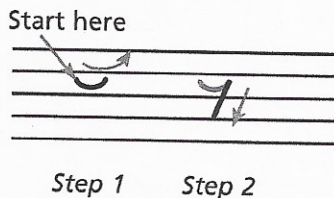


Trace the **quarter rest** shown below.

Then draw five more **quarter rests** on the **staff** to the right of the rest you traced.

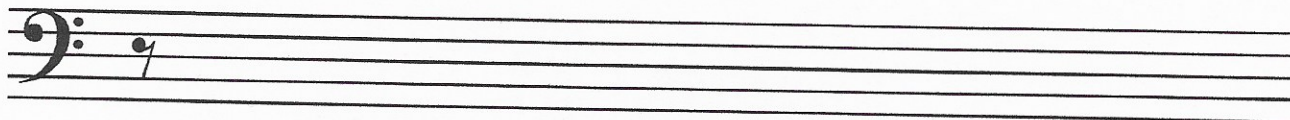


An **eighth rest** is drawn in two steps, like this:



Trace the **eighth rest** shown below.

Then draw five more **eighth rests** on the **staff** to the right of the **rest** you traced.



LESSON 3
REVIEW

Quarter Rest and Eighth Rest

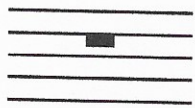
Circle all the **quarter rests** in the staff below.



Circle all the **eighth rests** in the staff below.

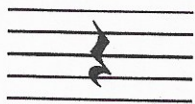


What kind of **rests** are shown below? Circle the correct answer.



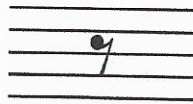
Whole rest

Eighth rest



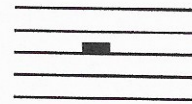
Quarter rest

Eighth rest



Half rest

Eighth rest




Whole rest

Half rest





Half rest


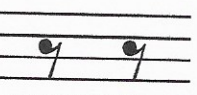
Quarter rest

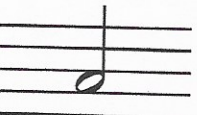
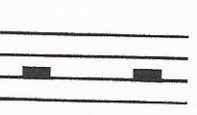
MusicMath 

True or false? Circle the correct answer for each.

1.  =  True False

2.  =  True False

3.  =  True False

4.  =  True False

LESSON 4 *Barlines and Measures*

Look at the **notes** on this **staff**.



Suppose your teacher asked you to play this **note**. She would have to say, "Play the tenth **note** on the **staff**," and you would have to count from left to right until you found it.

Notes are easier to read on a **staff** when they are divided into groups.

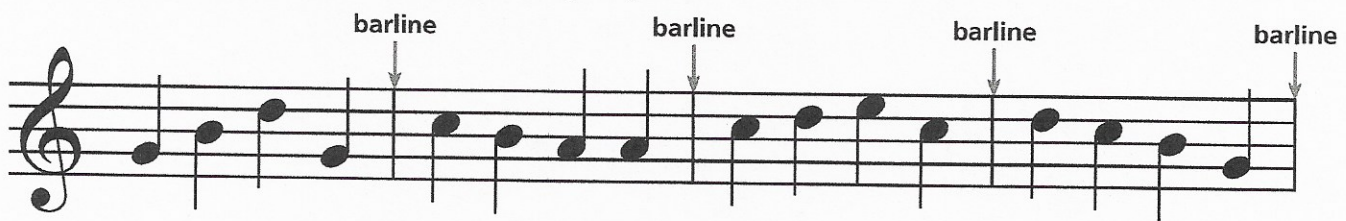
Notes are divided into groups with lines called **barlines**, like this:



The groups of **notes** between the **barlines** are called **measures**.

(They can also be called **bars**, but we'll call them **measures**.)

Now your teacher can say, "Play the second **note** in the third **measure**," and you can find it more quickly.



MUSICAL RULE — There is always a **barline** at the end of every **staff**.

Put a **barline** after every fourth **note**.



Put a **barline** after every third **note**.



LESSON 4
REVIEW

Barlines and Measures

Circle the second **note** in the second **measure** and the third **note** in the fourth **measure**.

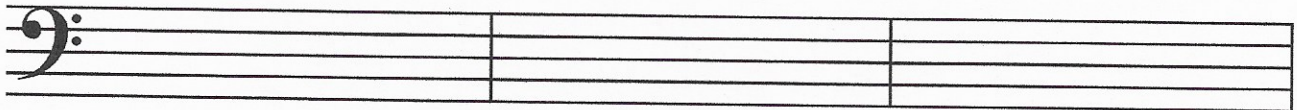


Rests can be written in place of **notes** in a **measure**, like this.

Circle every **half note** and every **half rest** in this example.



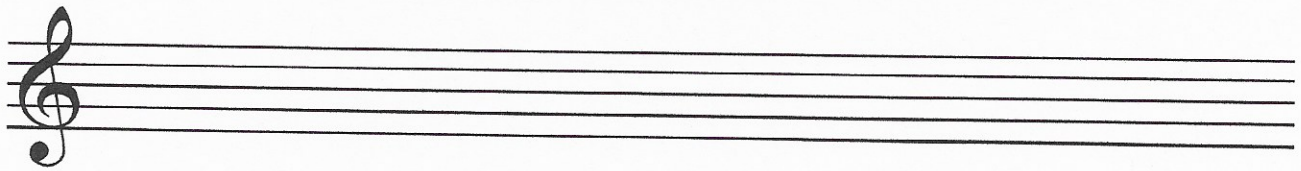
Put three **quarter notes** and one **quarter rest** in each **measure**, using the instructions below the staff. Place the **quarter notes** anywhere on the **staff**, some on **lines** and some in **spaces**.




note note note rest note rest note note rest note note note

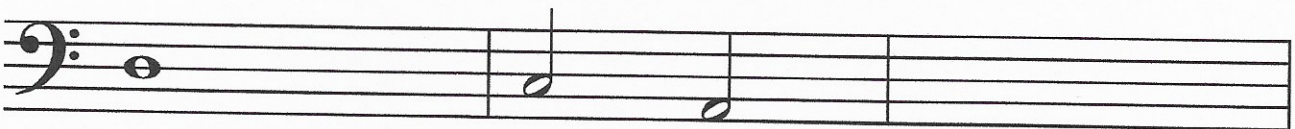
Using **barlines**, divide the **staff** below into four **measures**.

Then place one **half note** and one **half rest** in each **measure**.



MusicMath 

The first **measure** has a **whole note**. The second **measure** has two **half notes**. Place four **notes** in the third **measure** that equal the value of the **notes** in the first two **measures**.



What kind of **note** did you place in the third **measure**? _____

LESSON 5 *Beats*

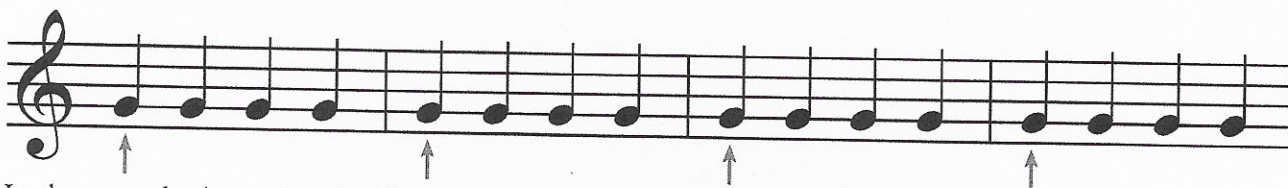
Do you know how to feel your heartbeat? Place the first two fingers of either hand on the left or right front of your neck and you will feel your heartbeat. This steady heartbeat is also called your pulse. Each pulse of your heart is called a beat.

Music has a steady pulse, too. Just like your heart, each pulse of music is called a **beat**.

Tap your fingers on your desk with a steady **beat**. Follow the **notes** below with each tap. Each **quarter note** gets one tap of your fingers. On this **staff** each **quarter note** gets one **beat**.

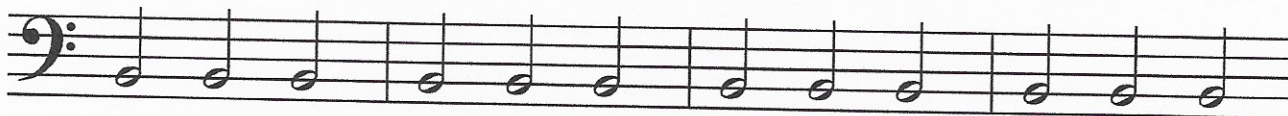


Now tap it again, but this time, tap a little louder on the first **note** in each **measure**.



In the example above, there are four **quarter note beats** in each **measure**. **Half notes** and **eighth notes** can be used as a beat, too.

There are three **half note beats** in these **measures**.



There are six **eighth note beats** in these **measures**.

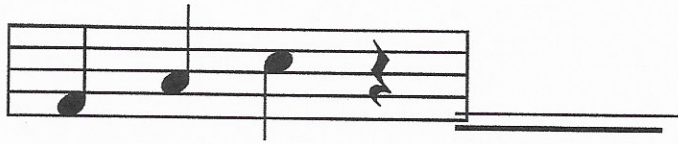


Rests can be **beats**, too. Tap each of these **notes**, but don't tap the **rests**. Feel the pulse of the **beat** for the **rest**, but don't tap it.



LESSON 5 *Beats*
REVIEW

If a **quarter note** gets one **beat**, how many **beats** are there in this **measure**?



If a **half note** gets one **beat**, how many **beats** are in this **measure**?



If an **eighth note** gets one **beat**, how many **beats** are in this **measure**?



In the **staff** below, a **quarter note** gets one **beat**.
Place **barlines** after every three **beats**.

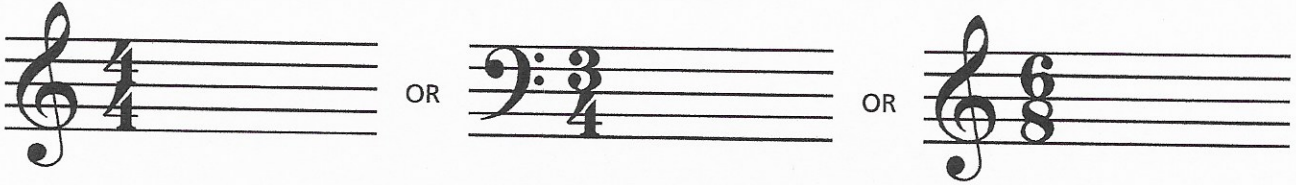


In the **staff** below, a **quarter note** gets one **beat**.
Place **barlines** after every four **beats**.



LESSON 6 *Time Signature*

How do music readers know how many **beats** there are in a **measure**? They know because at the beginning of a piece of music, to the right of the **clef** sign, are two numbers, one above the other, like this:

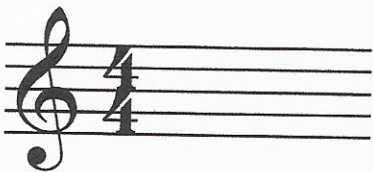


These two numbers are called a **time signature**. (It's also called a **meter signature**, but we'll call it a **time signature**.)

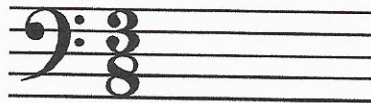
The top number of the **time signature** tells us how many **beats** there are in each **measure**.

The bottom number of the **time signature** tells us which **note** gets one **beat**. Here's how to know which **note** gets one **beat**:

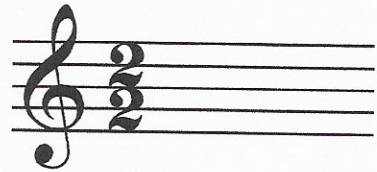
- if the bottom number is a 2, a **half note** gets one **beat**.
- if the bottom number is a 4, a **quarter note** gets one **beat**.
- if the bottom number is an 8, an **eighth note** gets one **beat**.



This **time signature** is four-four. There are four **beats** in each **measure** and a **quarter note** gets one **beat**.

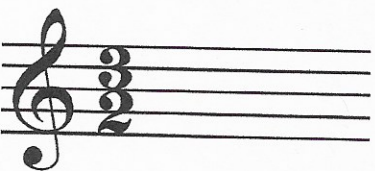
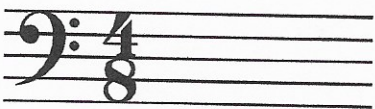
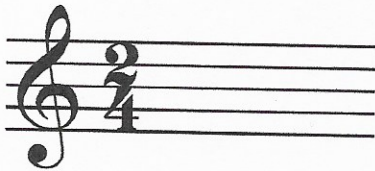


This **time signature** is three-eight. There are three **beats** in each **measure** and an **eighth note** gets one **beat**.



This **time signature** is two-two. There are two **beats** in each **measure** and a **half note** gets one **beat**.

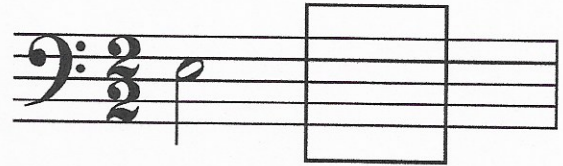
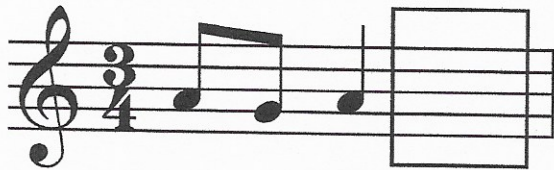
Circle the **note** which gets one **beat** in each of the following examples.



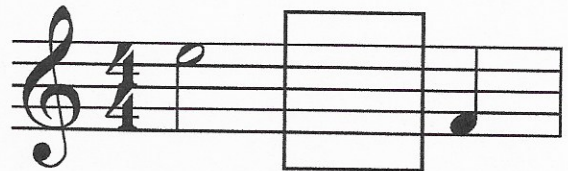
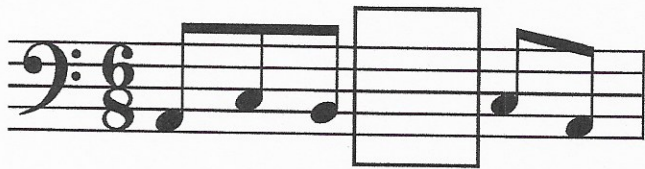
LESSON 6
REVIEW

Time Signature

The last **note** is missing in each **measure**. Write one **note** in each box to complete each **measure**. Put the **note** on any **line** or in any **space**. (Remember, the **time signature** will tell you how many **beats** are in each **measure**, and what **note** gets a **beat**.)



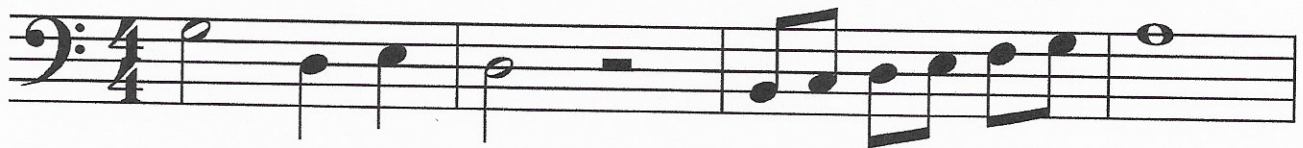
Write one **rest** in each box to complete each **measure**.



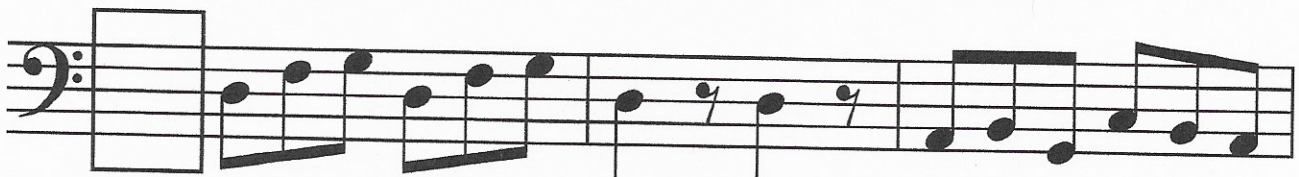
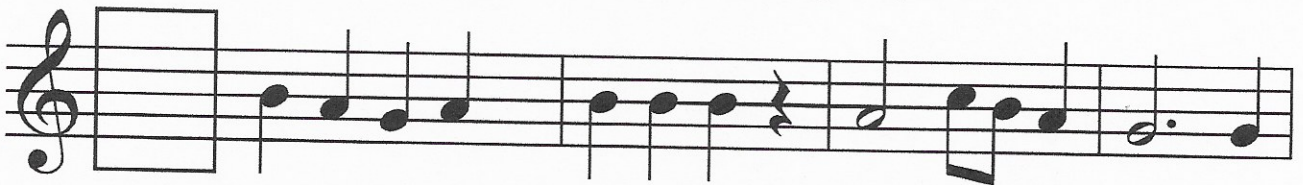
On the **staff** below, one **measure** has too many **beats**. Circle the **measure** with too many **beats**.



On the **staff** below, one **measure** doesn't have enough **beats**. Circle that **measure**.



Write the correct **time signature** in the box for each of the following examples.



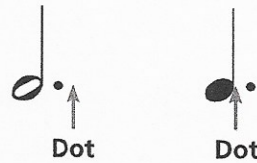
LESSON 7 *Dots*

The fourth **measure** in this musical example in three-four **time signature** is blank. Suppose we wanted to sing one **note** for the three **beats** in the **measure**. What **note** would we put there? A **quarter note** gets one **beat** and a **half note** gets two **beats**. But there is no **note** which gets three **beats**. What do we do?



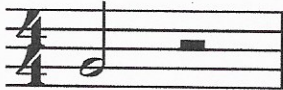
We can lengthen a **note** by placing a **dot** after it. Like this:

A **dot** after a **note** lengthens a **note** by half.

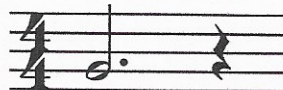


MUSICMATH

Half note



2 beats

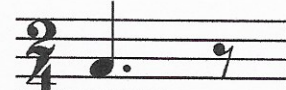


3 beats

Quarter note



1 beat



1½ beats

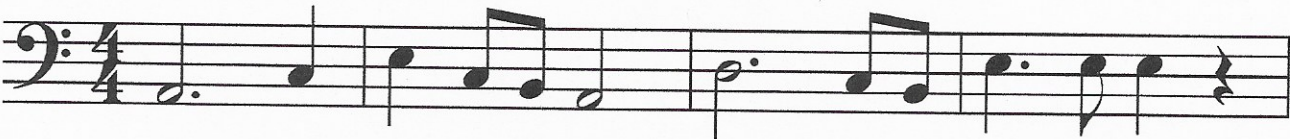
Whole notes and eighth notes can also be **dotted**.

However, **dotted half notes** and **dotted quarter notes** are more common.

So we can fill the fourth **measure** of the example at the top of the page with a **dotted half note**. Like this:



Here are some other examples of music using **dotted notes**.




Rests can be dotted, too, . . .

. . . like this:



LESSON 7 *Dots*
REVIEW




MusicMath 

Write the correct **note** in each blank space.




1.  =  + _____

4.  =  +  + _____

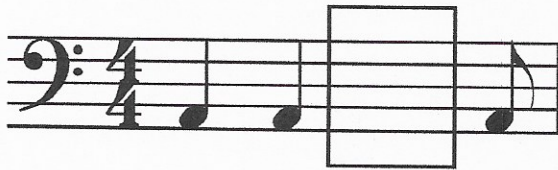
2.  =  + _____

5.  =  +  + _____

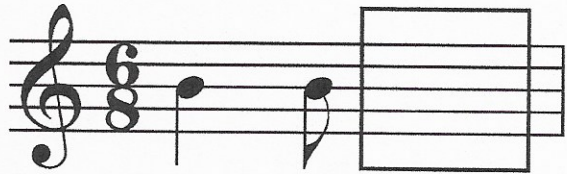
3.  =  + _____

6.  = 
+  + _____

Fill in the correct **dotted note** in the box.




Fill in the correct **dotted rest** in the box.



Place **barlines** in the correct places on this **staff**.

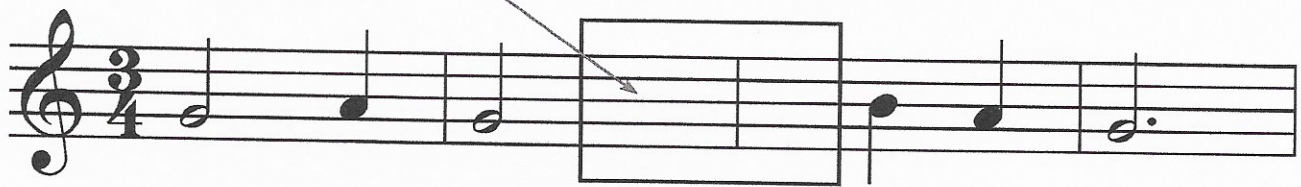


In the **staff** below, circle the **measure** which has too many **beats**.

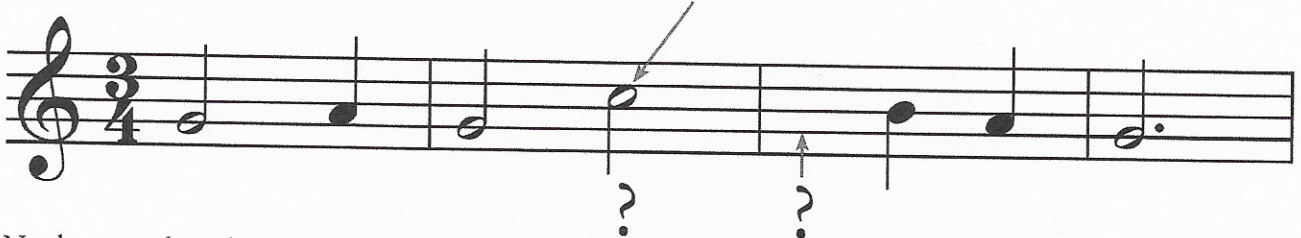


LESSON 8 *Ties*

Suppose we wanted to play one **note** here that lasts for two **beats**.

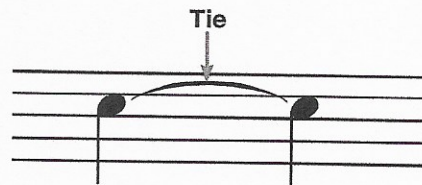


A **half note** gets two **beats**, so could we put a **half note** here?



No, because then there would be too many **beats** in **measure 2**. The **time signature** tells us there must be three **beats** in each **measure**, and now **measure 2** has four **beats**.

We can solve this by adding a **note** with a curved line called a **tie**. In the last lesson, we learned how to lengthen a **note** by adding a **dot**. We can also lengthen a **note** by **tying** it to another **note** on the same line or in the same space, like this:



So here's how to play or sing a **note** for two **beats** at the end of **measure 2**. We add a **quarter note** which is **typed** to the **quarter note** in the at the beginning of **measure 3**.



The **quarter note** in **measure 2** gets one **beat**, and the **quarter note** in **measure 3** gets one **beat**. When we **tie** these two **quarter notes** together, they sound for two **beats**, the same as a **half note**.

MUSICAL RULE — Two **notes** which are **typed** must be on the same line or in the same space. **Ties** can cross **barlines**. **Ties** go the opposite direction from a **note's stem**.

Like this . . .



. . .not like this.



Like this . . .



. . .not like this.

