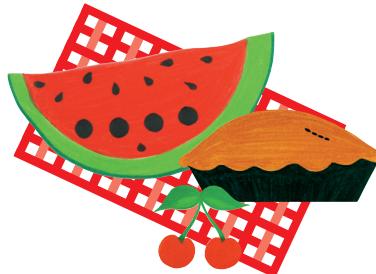


# Rhythm Pies!™

Lenna R. Harris



Dear Music Teacher:

Keeping the beat is as natural to children as breathing. Teaching rhythm to children can be easy, but many conventional counting methods are not easy for children. We expect students to divide musical measures into fractional parts as early as first grade but fractions are not taught until fourth or fifth grade.

By the age of five or six, children can tell you how many parts are in a word and they love clapping games. They can easily repeat clapped rhythms. Rhythm Pie™ Charts use flavor syllables and colorful charts to enable students to label rhythms while sparking creativity and self confidence.

I start using Rhythm Pie™ Charts with my Kindergarten class and continue using them throughout their elementary years. The charts are helpful when teaching third graders melody instruments. Students begin to make the connection between music and mathematics and are able to successfully transition from feeling rhythms to reading rhythms.

The CD ROM enables you to print parts for your students. You can print the Rhythm Pie™ Charts in black and white or in color if you have a color printer. Reproducible rights are granted only to the teacher purchasing the book for use with his or her students. We ask that each teacher wishing to use this book purchase their own copy.

Music will serve as a source of joy and accomplishment throughout students' lives. By teaching music reading skills, Rhythm Pie™ Charts encourage young students to participate in chorus, band and orchestra. It is my sincere hope that your use of Rhythm Pie™ Charts will aid in instilling a love of music in your students.

Musically yours,

*Lenna Harris*

Illustrations: Sasha Walsh

Design: Robin Feuerstein

Cover Design: Linda Neely Andrus

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## **GENERAL SUGGESTIONS**

Rhythm Pie™ Charts are ideal for teaching music reading skills to your young students. The following general suggestions have been used with all of the charts with great success. You, no doubt, will have your own unique and creative ways to use the charts.

You may teach the Rhythm Pie™ Charts in a variety of ways. Have your students:

- say the charts aloud “ONE, TWO, CLAP AND SAY.”
- clap or tap the charts using rhythm sticks, mallets or unpitched rhythm instruments.
- sing the charts first using the same pitch. Next assign different pitches to different groups.
- create a pot-n-pan band by bringing in old pots and pans, spatulas and spoons. Different size pots and pans will produce different timbers.
- make class compositions based upon the charts. Play the charts with pitched rhythm instruments using “ONE, TWO, TAP AND PLAY.”

In order to facilitate assessment, you will want to reduce the number of students clapping the charts at one time so you may more easily watch, listen and assess their progress. You may accomplish this goal in a number of ways.

- Divide students into groups according to the months of their birthdays (i.e., go through each individual month or group the months – everyone with a birthday in January, February and March, then April, May and June, etc.).
- Have the girls clap the chart and then have the boys clap the chart.
- Separate the class into groups based upon other criteria like names beginning with certain letters, eye color, etc.
- Create two or more groups by giving your students different color rhythm sticks. Have each group of students with the same color rhythm sticks tap the charts.

In order to help your students transfer their music reading skills, have them match rhythm patterns from the charts to rhythm patterns in songs from their classroom texts.

Print a number of charts from the CD ROM. Line the charts up on the floor and assign pitched or unpitched rhythm instruments for each line or for each chart. The children love making music and you will find that they quickly learn the rhythms. You may also reproduce the individual symbols and create your own lines and charts.

The charts are an excellent tool for substitute teachers. Students enjoy showing the substitute teacher how to use the charts. Leave a lesson plan which includes a rhythm review.

After completing all of the charts, go back to the beginning and have students say each chart using the syllable system of your choice.

**MOST OF ALL – HAVE FUN!!** Let us know what variations you use for the Rhythm Pie™ Charts!

## **CHART BY CHART SUGGESTIONS**

### **CHART 1 AND 2**

Keeping your voice steady is important to establish tempo. To begin each chart, point to the first line and say aloud “ONE, TWO, CLAP AND SAY” or “ONE, TWO, TAP AND PLAY” (for instruments). Have your students say the name of the symbol as they clap or tap it. Let students know that every measure has four beats and every chart has four measures.

### **CHART 3 AND 4**

In Chart 3, the fruit is separated and the words have two syllables. Help students feel the pulse. Chart 4 is the same as Chart 3 but the fruit is not divided. Do not move on to Chart 5 until your class understands one and two clap sounds.

### **CHART 5, 6, 7 AND 8**

Charts 5-8 put the fruit in different places rather than only on beat three of each measure. Students begin to look for “tricky” spots and enjoy being challenged.

Chart 7 is the first of five “Make Your Own” Pie Charts. The “Make Your Own” Pie Charts are an excellent assessment tool. You may print multiple copies from the CD ROM which will print the charts automatically on 11” x 8 1/2” paper. You may also photocopy the chart from the book itself. Since the book is 12” x 9” you will have to use legal size paper or shrink the chart to 90%. Printing in color adds a nice touch.

You may wish to project a blank “Make Your Own” Pie Chart on a board or screen. Engage your class by having students come up and fill in the chart. Each child can contribute by filling in a square (beat). If you teach from a cart, you may use a traditional blackboard with color chalk.

If you prefer, have students fill in the chart individually in class. Take a few of the students’ charts and clap them as a group. You can assign “Pie Pals” and have students clap each other’s charts. You may wish to give students a blank chart to fill in at home and have a parent sign the chart. They may also bring home a completed chart and clap it for family and friends.

### **CHART 9, 10, 11 AND 12**

Stems are added to the pie plates as the crust begins to disappear. Some students may comment that the pie pans now have “handles.” In Chart 10, the pies begin to resemble quarter notes. The transition of the cherries to notes begins to occur in Chart 11. Continue to call quarter notes “pies” and the eighth notes “cherries,” but let the children know that they are clapping true music notes. These are crucial charts. Make sure your students master these charts before moving on.

## CHART 13, 14 AND 15

A quarter rest is introduced as “Shhh.” You may have students bring their fingers up to their lips when they make the sound. Children continue to make the transition from seeing pies and cherries to seeing notation.

## CHART 16, 17 AND 18

These charts serve as continued practice with elements students have already learned. For an alternative, you may wish to change the instructions by saying “ONE, TWO, JUST CLAP.” Taking away their voices provides you with another form of assessment.

Chart 17 is the second of five “Make Your Own” Pie Charts. Please refer to the suggestions for Chart 7. Give students the option of using fruit or notes to fill in the charts. This technique is a good way to assess their progress. Students choosing to use notes may be more advanced in their development.

## CHART 19 AND 20

The word “Yummmm” is introduced, representing two beats or a half note. “Yummmm” appears as a word in Chart 19 and as a half note in Chart 20. You may wish to have students rub their tummies two times for each “Yummmm.”

## CHART 21, 22 AND 23

These charts serve as continued practice with elements students have already learned.

Chart 23 is the third of five “Make Your Own” Pie Charts. Please refer to the suggestions for Chart 7. Students should now use only notes to make their charts, but if they like, they may still color the eighth note (cherry) head red.

## CHART 24, 25 AND 26

These charts are used for evaluation. You may wish to have students read the charts in a variety of different ways (left to right, right to left, top to bottom, etc.).

## CHART 27, 28 AND 29

Chart 27 incorporates the addition of sixteenth notes to the eighth, quarter and half notes students have already learned. The seeds in the watermelons will transform into sixteenth notes. These charts are especially popular with second and third grade students who enjoy the challenge of learning more complex rhythm patterns.

Charts 28 and 29 contain a number of rhythm combinations with quarter notes, eighth notes, sixteenth notes and quarter rests. All the seeds in the watermelon begin to disappear except for the four seeds which will form the note heads for the sixteenth notes. Make sure your students realize that each watermelon takes up only one beat on the chart. To ensure students’ understanding of  $\frac{4}{4}$  time, you must help them understand steady beat placement.

## CHART 30

The seeds in the watermelon are now sixteenth notes, but continue to refer to them as watermelons.

## CHART 31

The “Make Your Own” Pie Chart may be used for assessment. Please refer to the suggestions for Chart 7.

## CHART 32, 33 AND 34

The rind of the watermelon is getting smaller and smaller. Students are excited to point out the differences as the watermelon changes form. Chart 34 uses all the rhythm combinations that have been introduced. Listen and assess!

## CHART 35 AND 36

Chart 35 also uses all of the rhythm combinations. Both Charts 35 and 36 have very little watermelon rind left. Explain to your students that sixteenth notes have two beams while eighth notes have one. This is an ideal time to introduce parts of notes (note heads, stems, beams, flags, etc.).

## CHART 37

In chart 37, the watermelon rind is almost flat and the sixteenth notes continue to transform.

## CHART 38 AND 39

Charts 38 and 39 may be used for extended rhythm practice. Have students tap the rhythms with rhythm sticks, spoons and pans or unpitched rhythm instruments.

## CHART 40 AND 41

The colors are gone and the rhythms are in place.

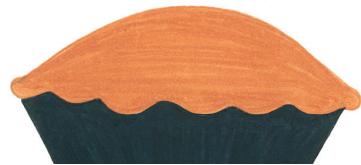
## CHART 42

Chart 42 is the final “Make Your Own” Pie Chart.

**CONGRATULATE YOUR STUDENTS ON THEIR GREAT RHYTHM READING SKILLS!**



Pie



Pie



Pie



Pie



Pie



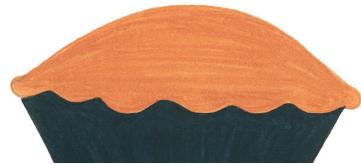
Pie



Pie



Pie

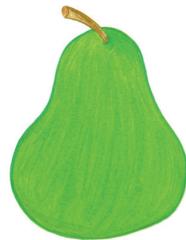




Pie



Pie



Pear



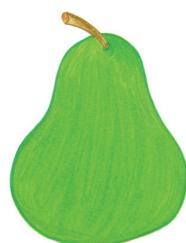
Pie



Peach



Plum

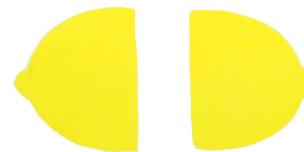


Pear

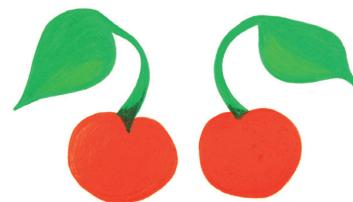




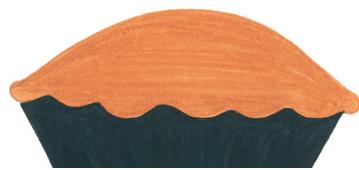
Ap-ple



Lem-on



Cher-ry



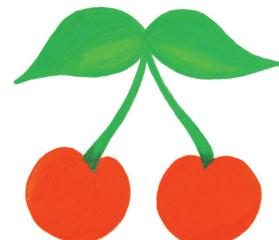
Pump-kin



Apple



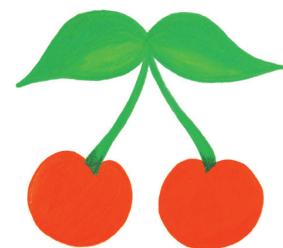
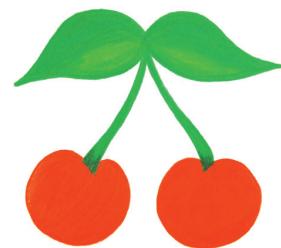
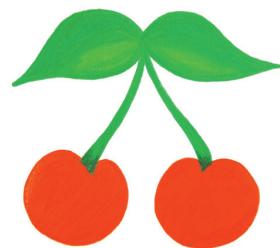
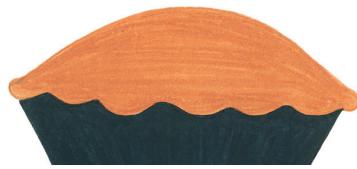
Lemon

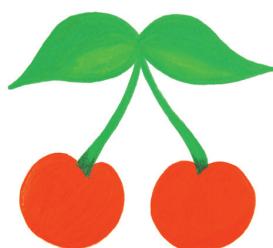
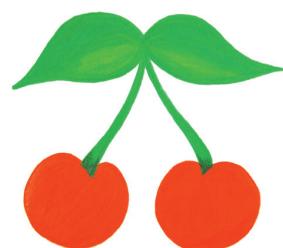
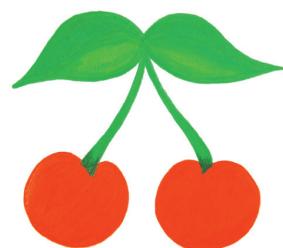
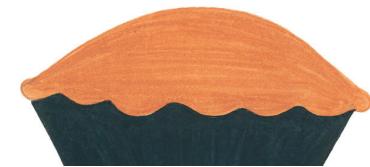
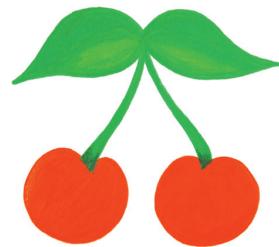
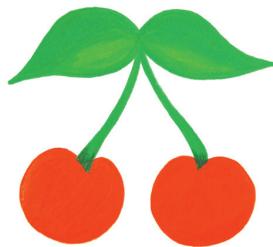


Cherry



Pumpkin



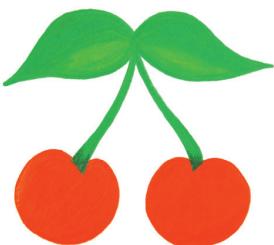
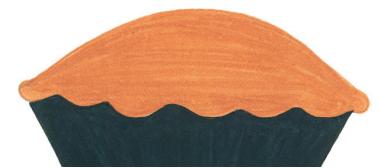
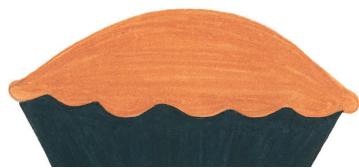
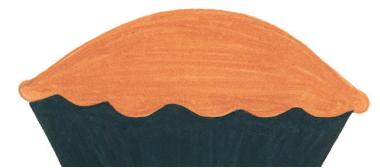
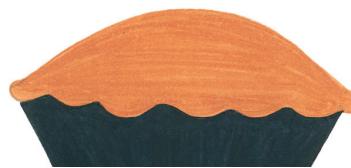
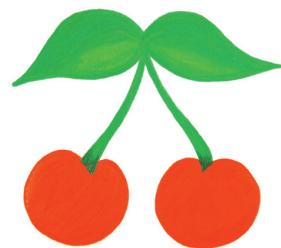
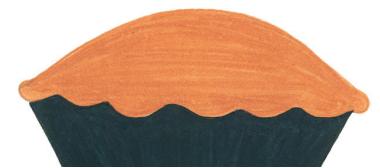
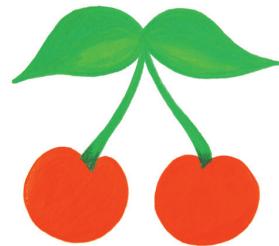
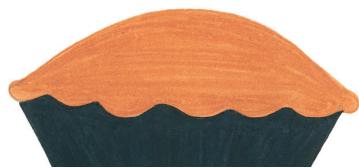


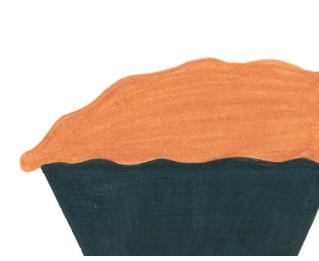
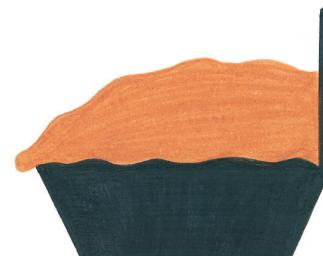
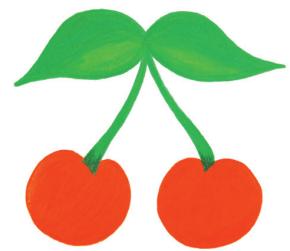
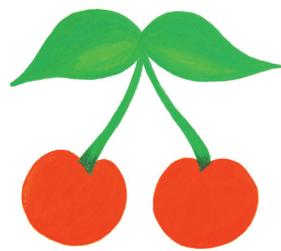
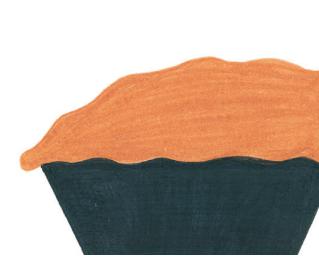
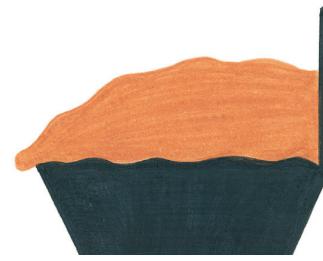
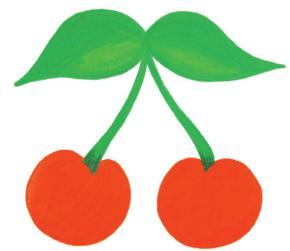
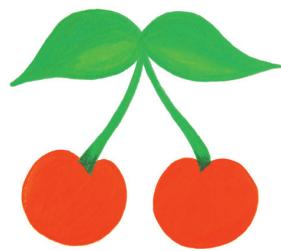
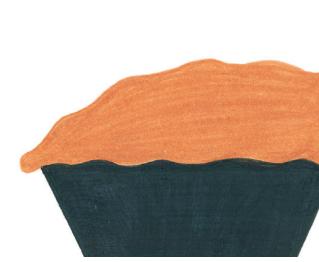
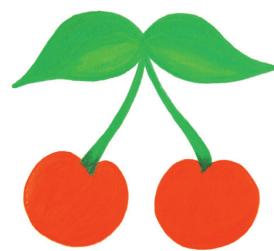
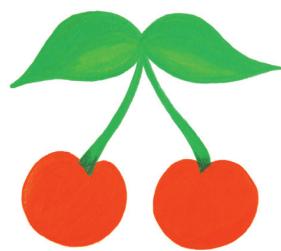
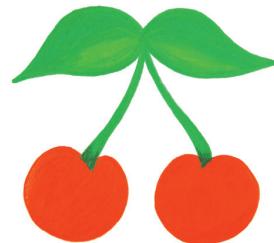


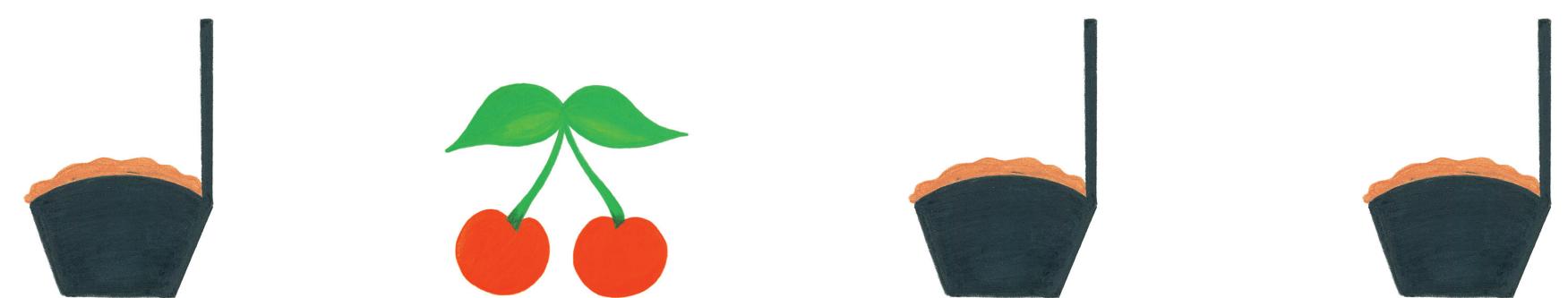
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Name \_\_\_\_\_



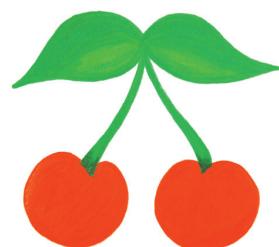








Pie



Cherry



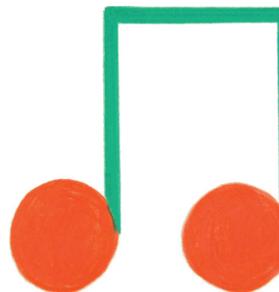
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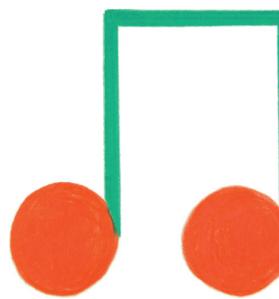
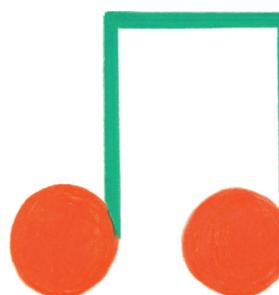
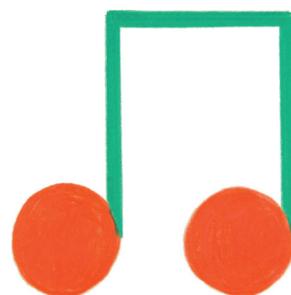
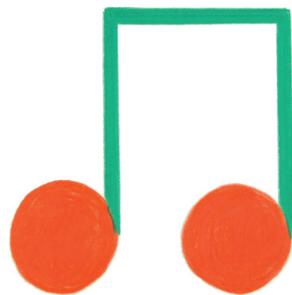
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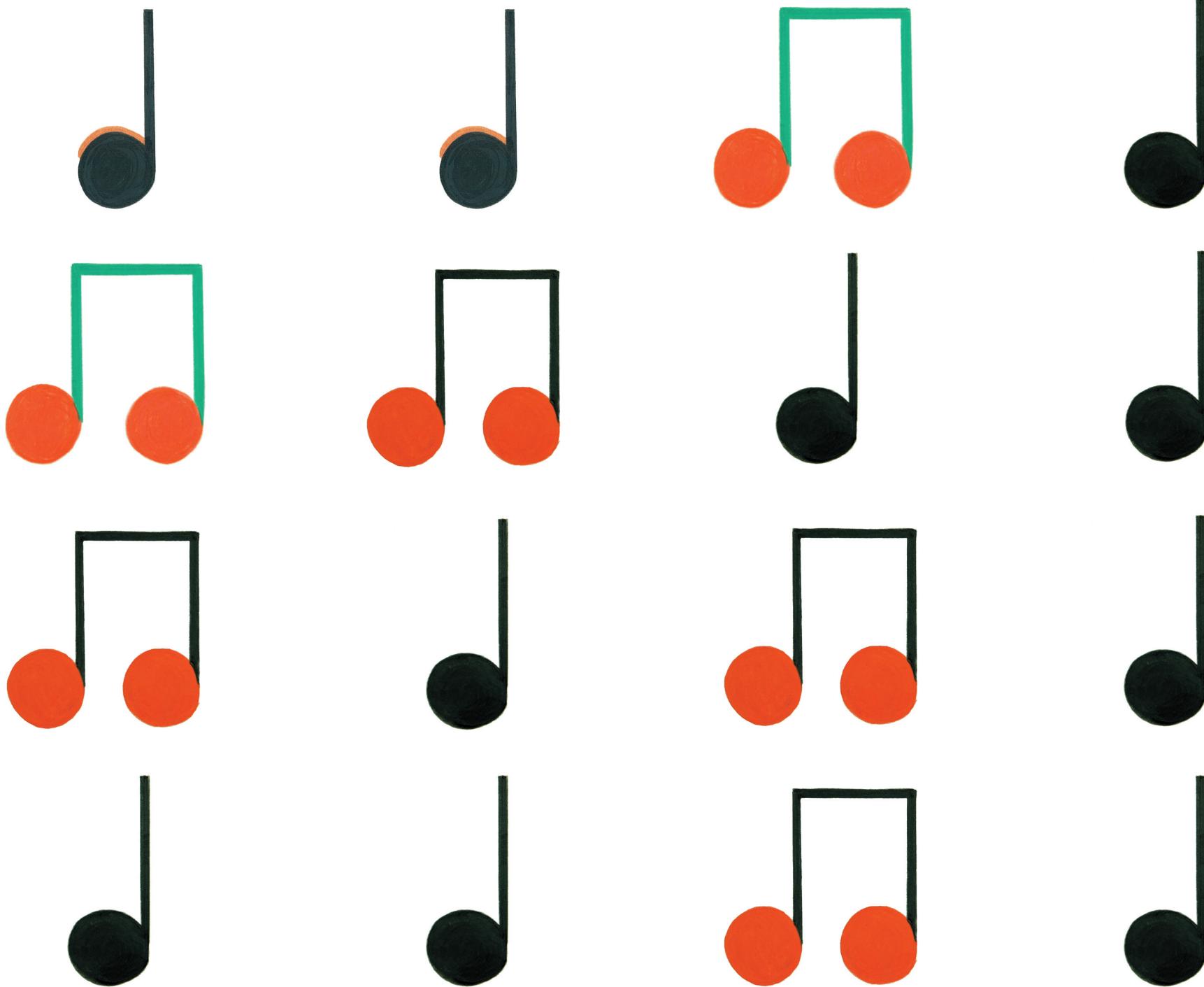


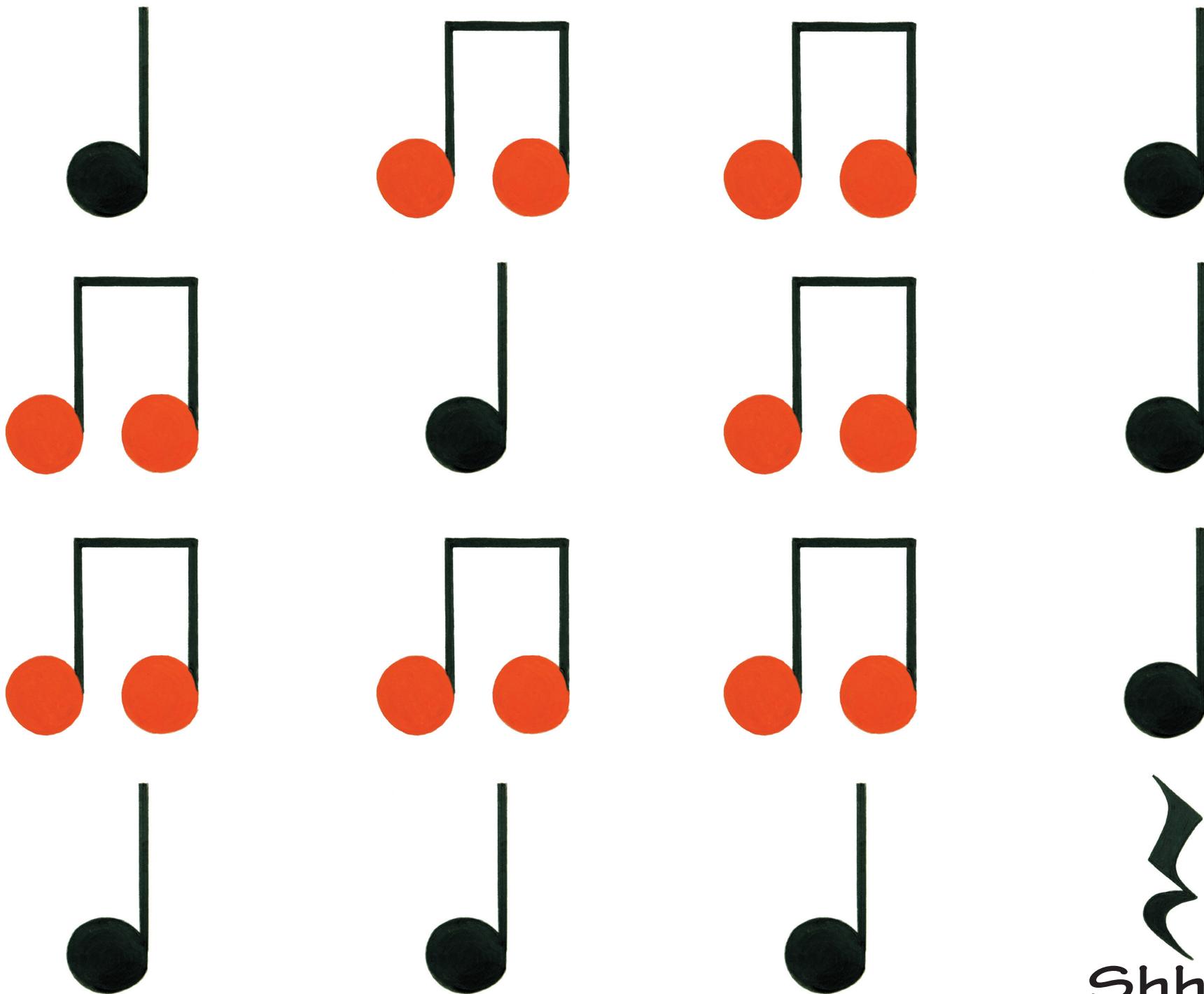
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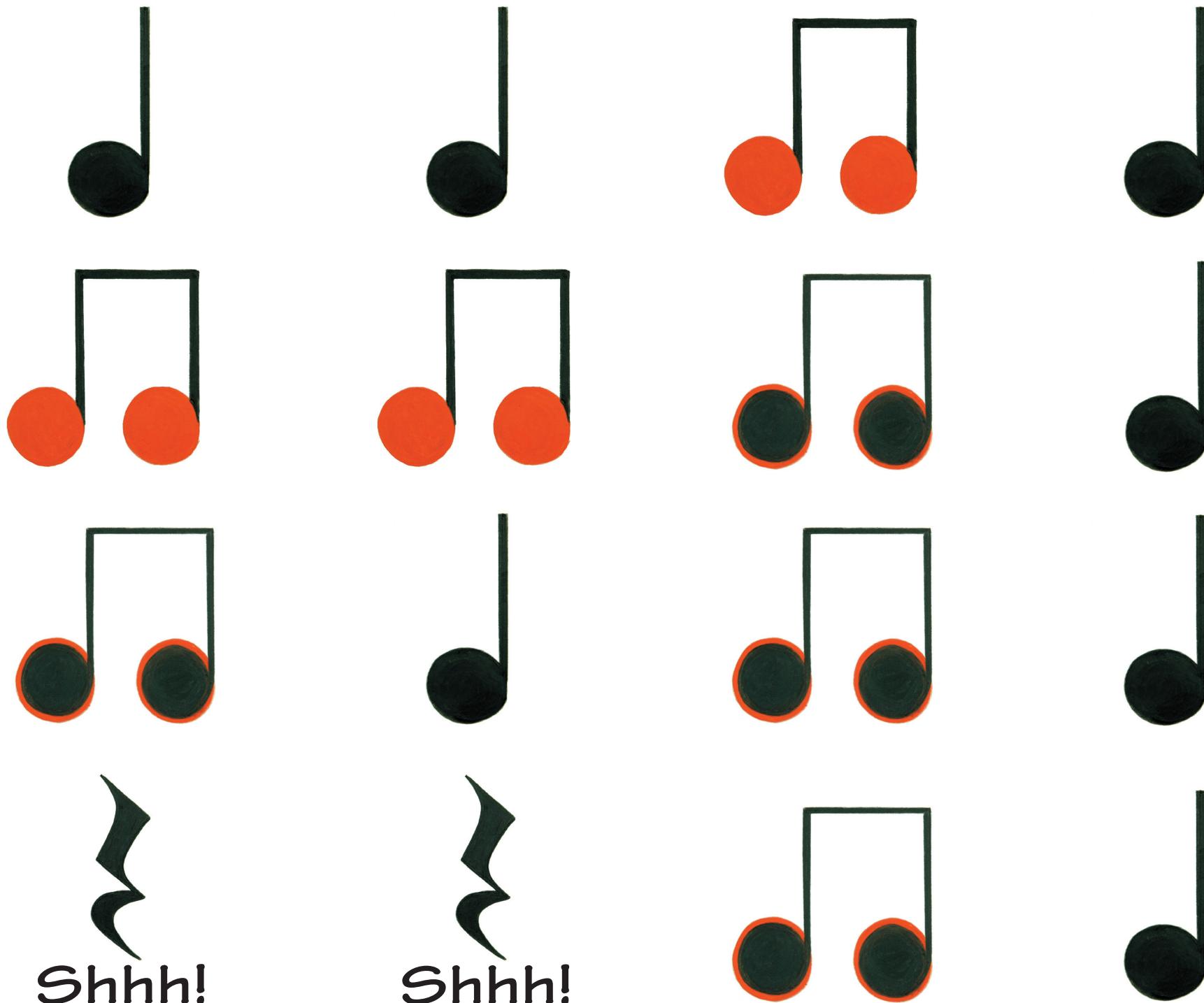
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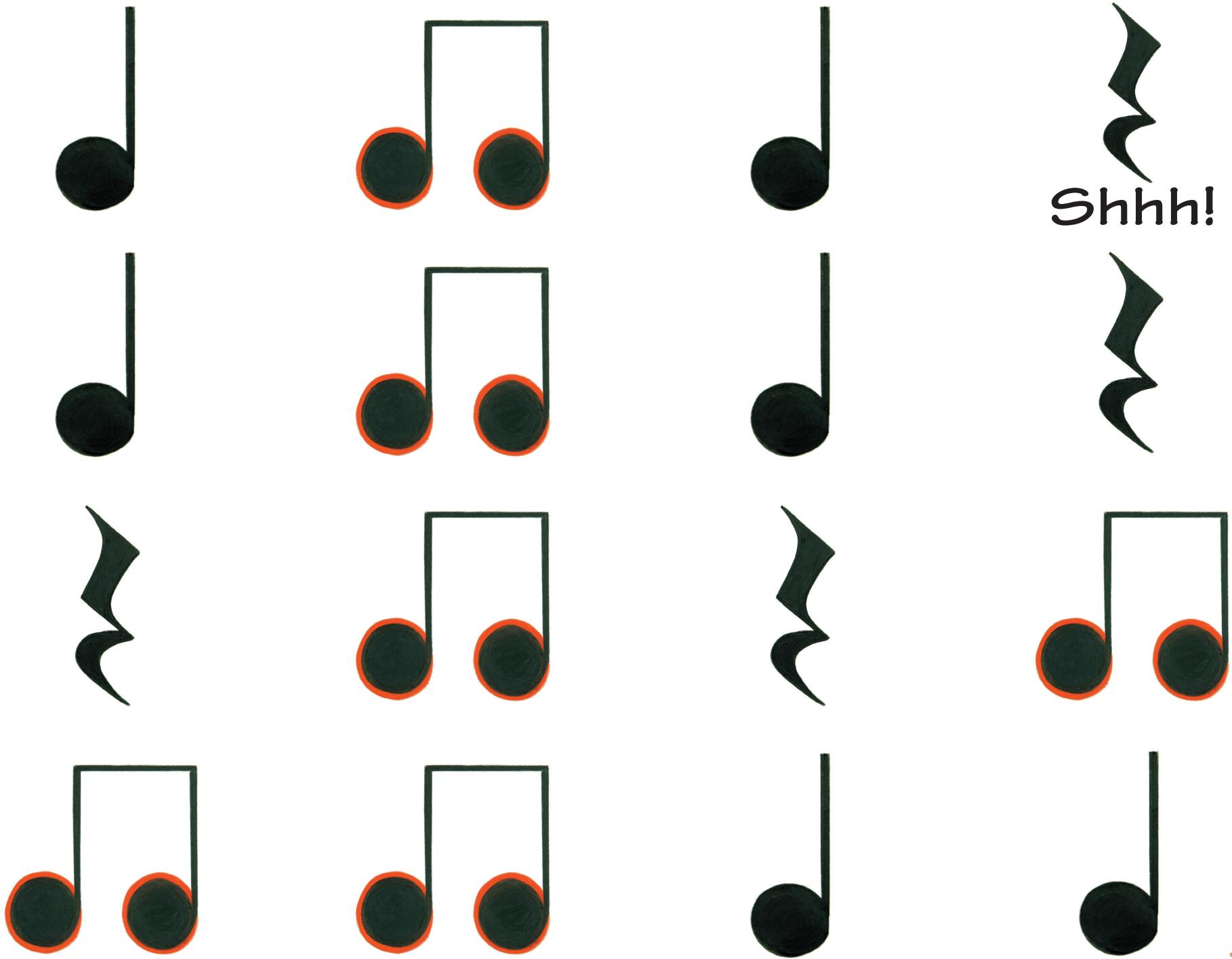


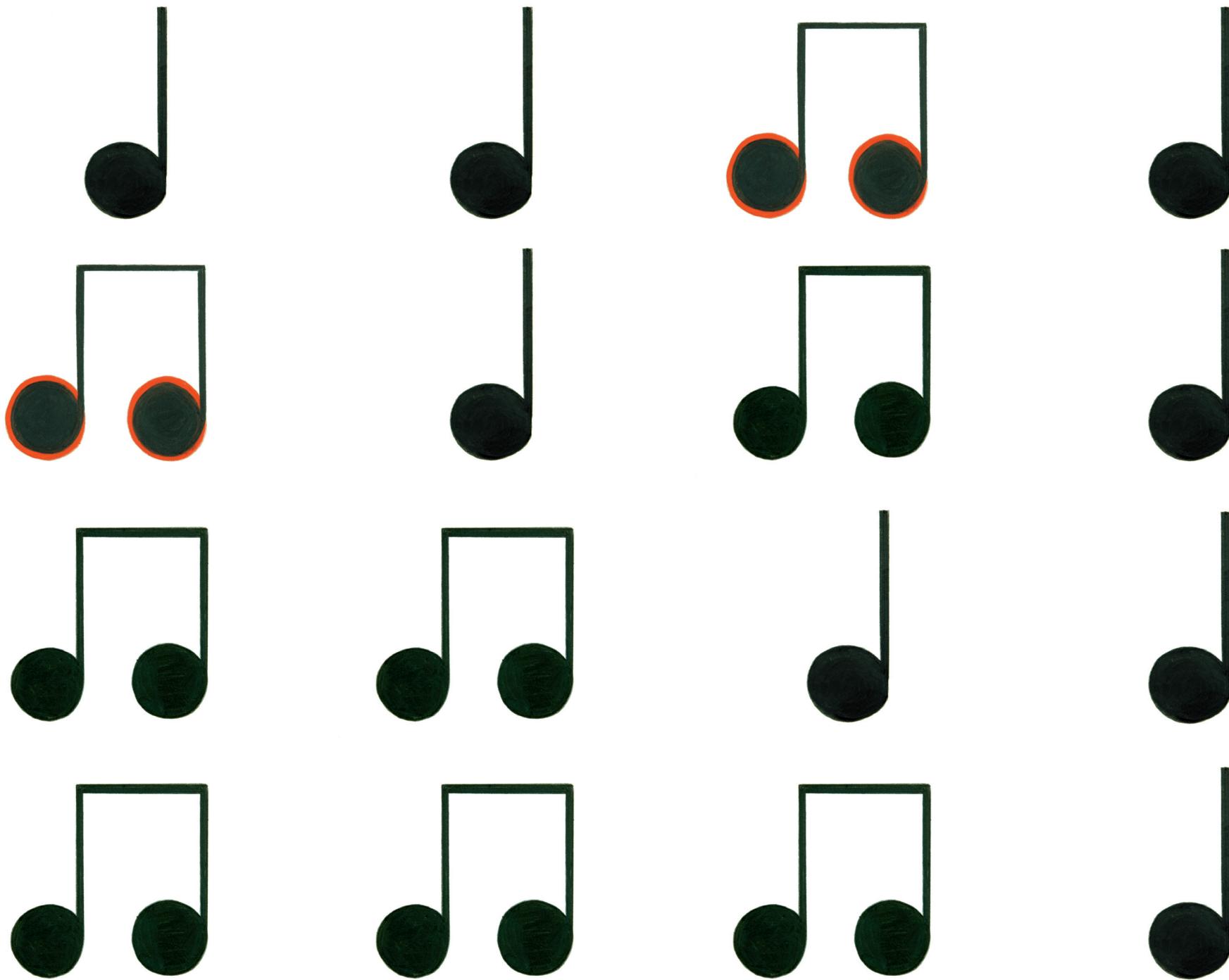




Shhh!





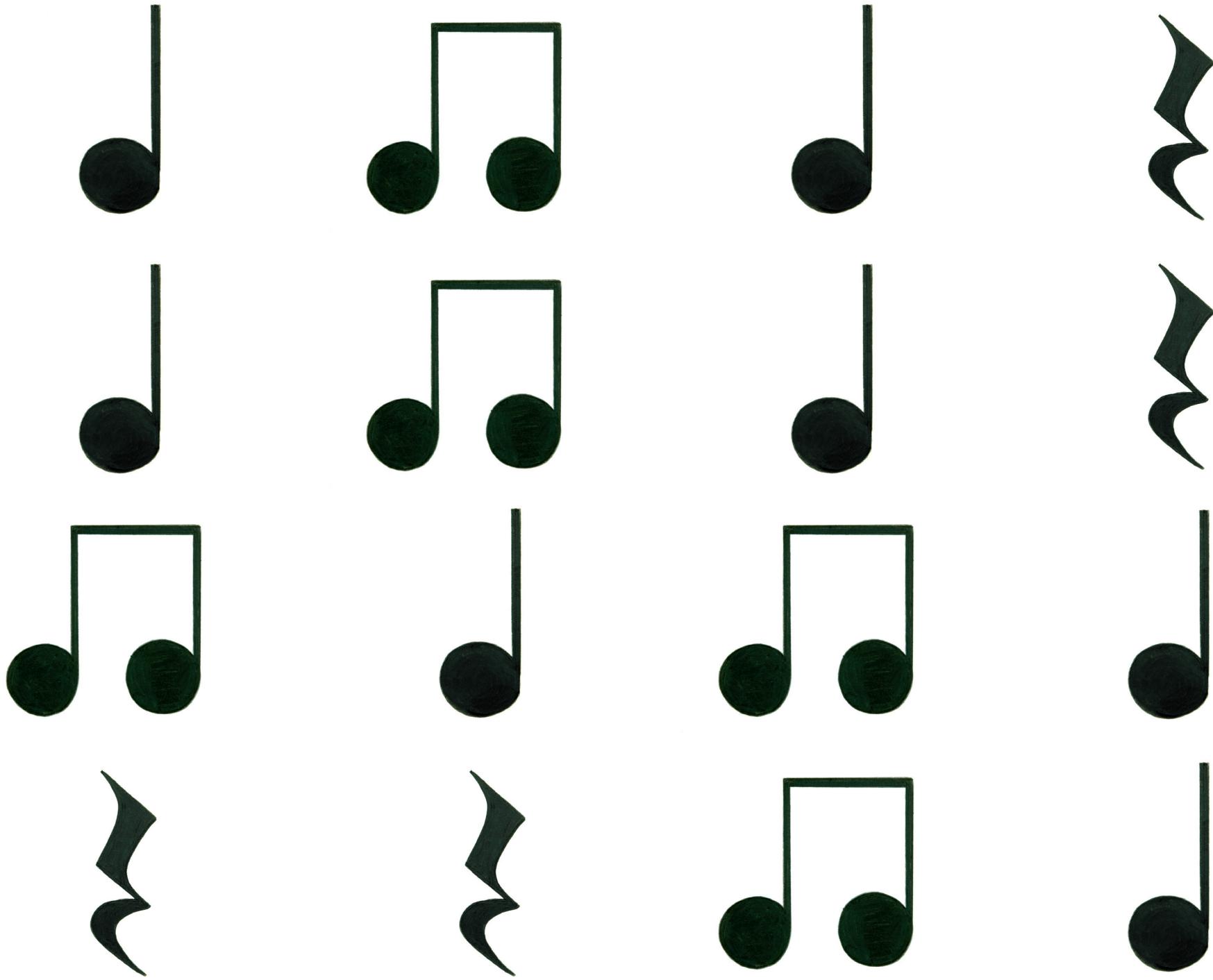


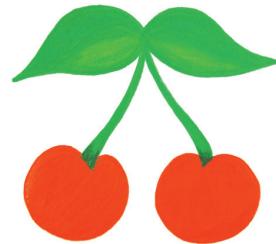


## *Make Your Own*

Name \_\_\_\_\_







Yummmmm

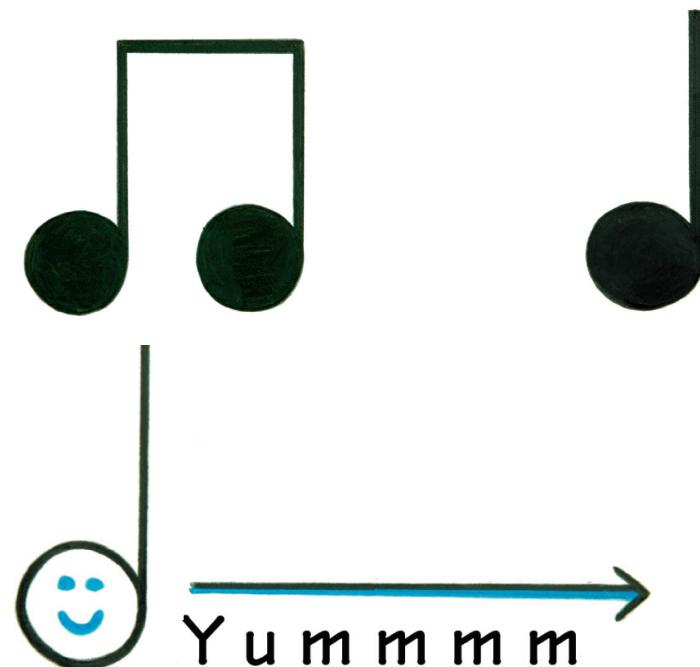
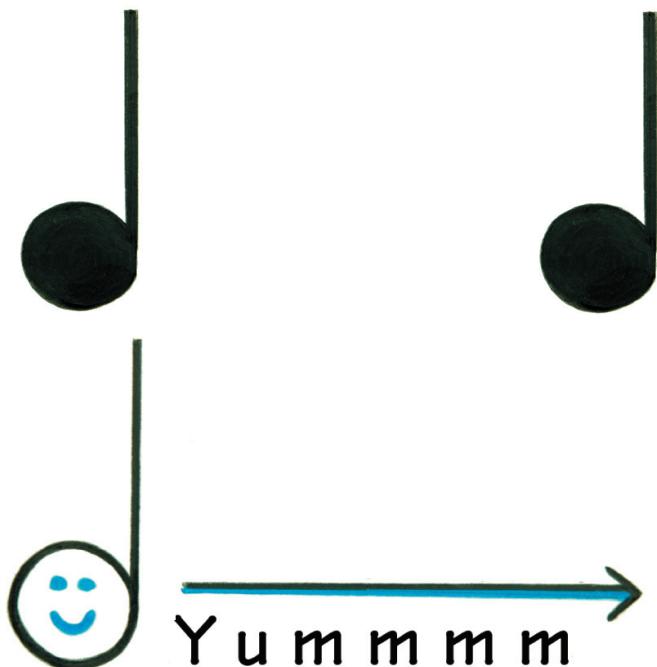
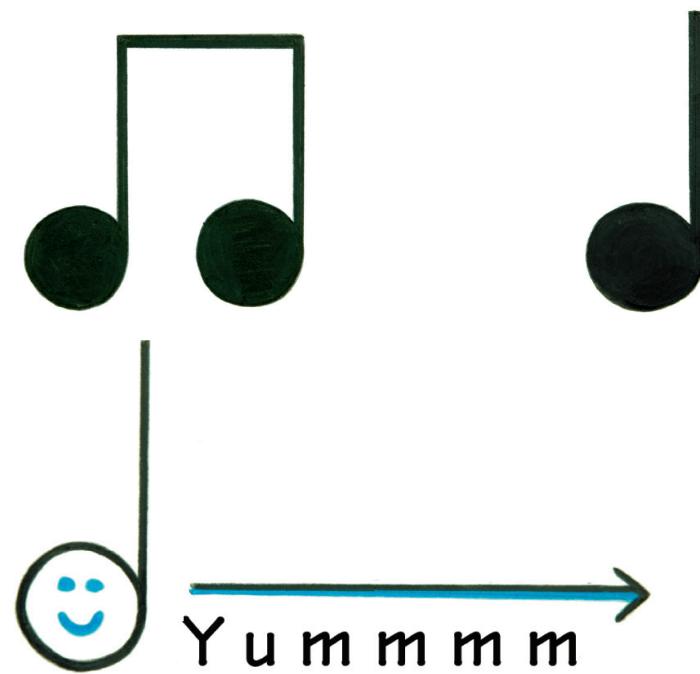
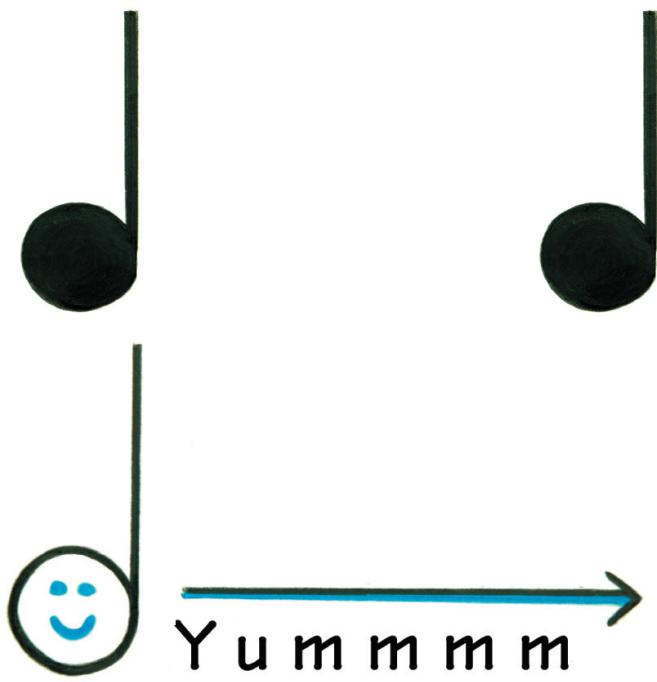


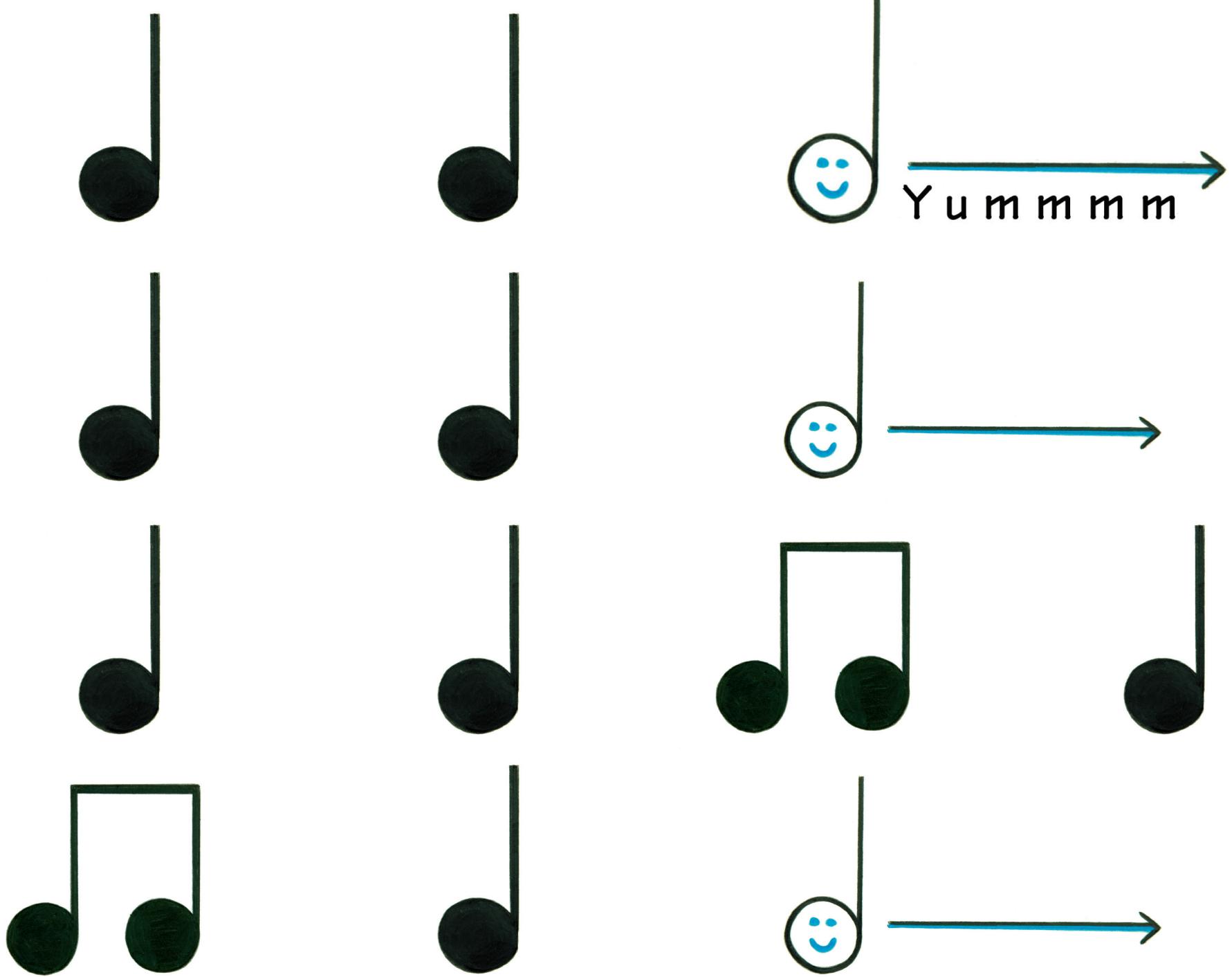
Yummmmm



Yummmmm

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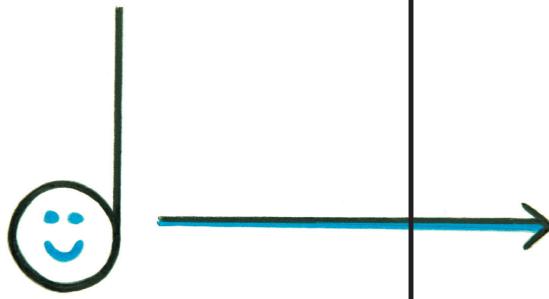


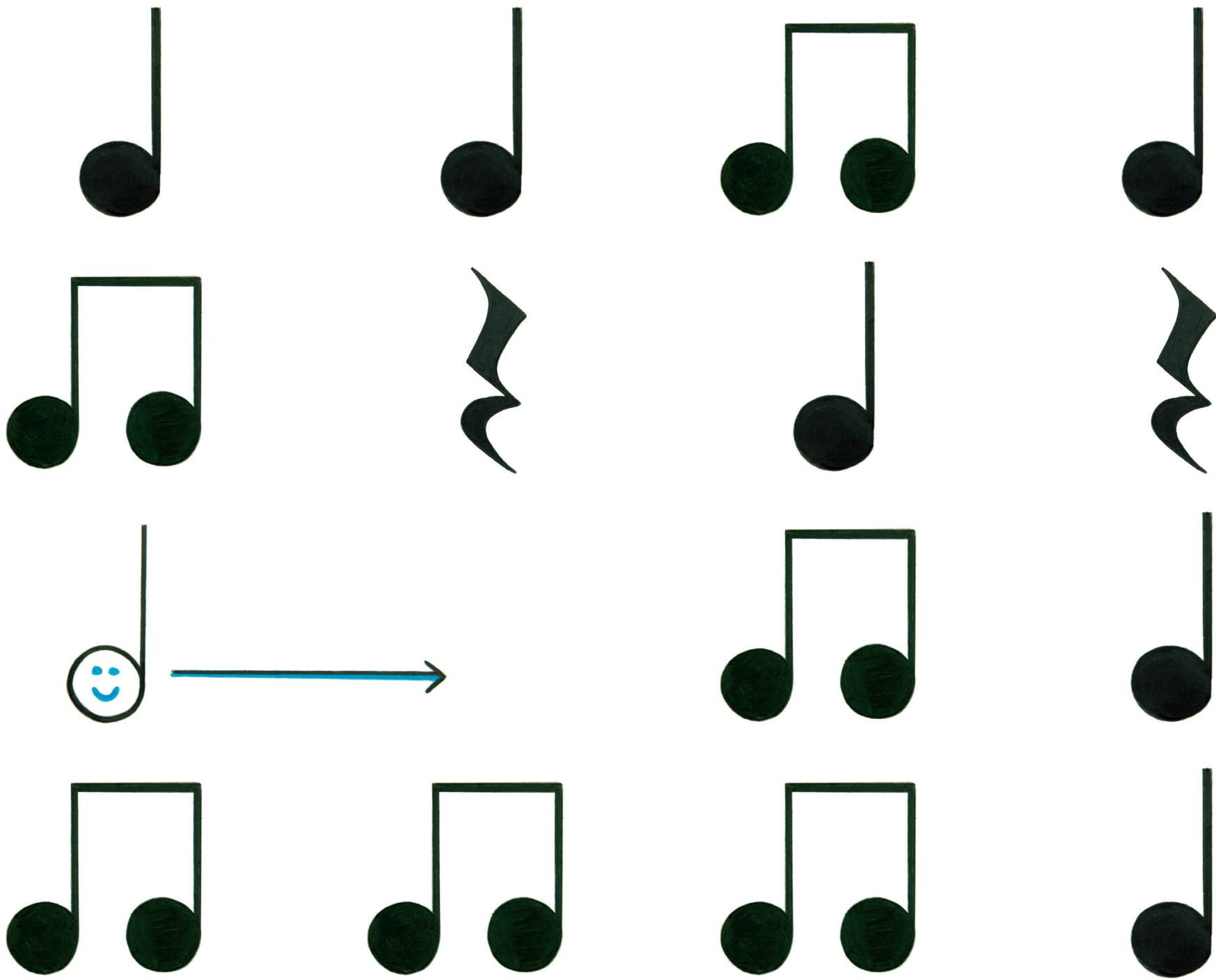


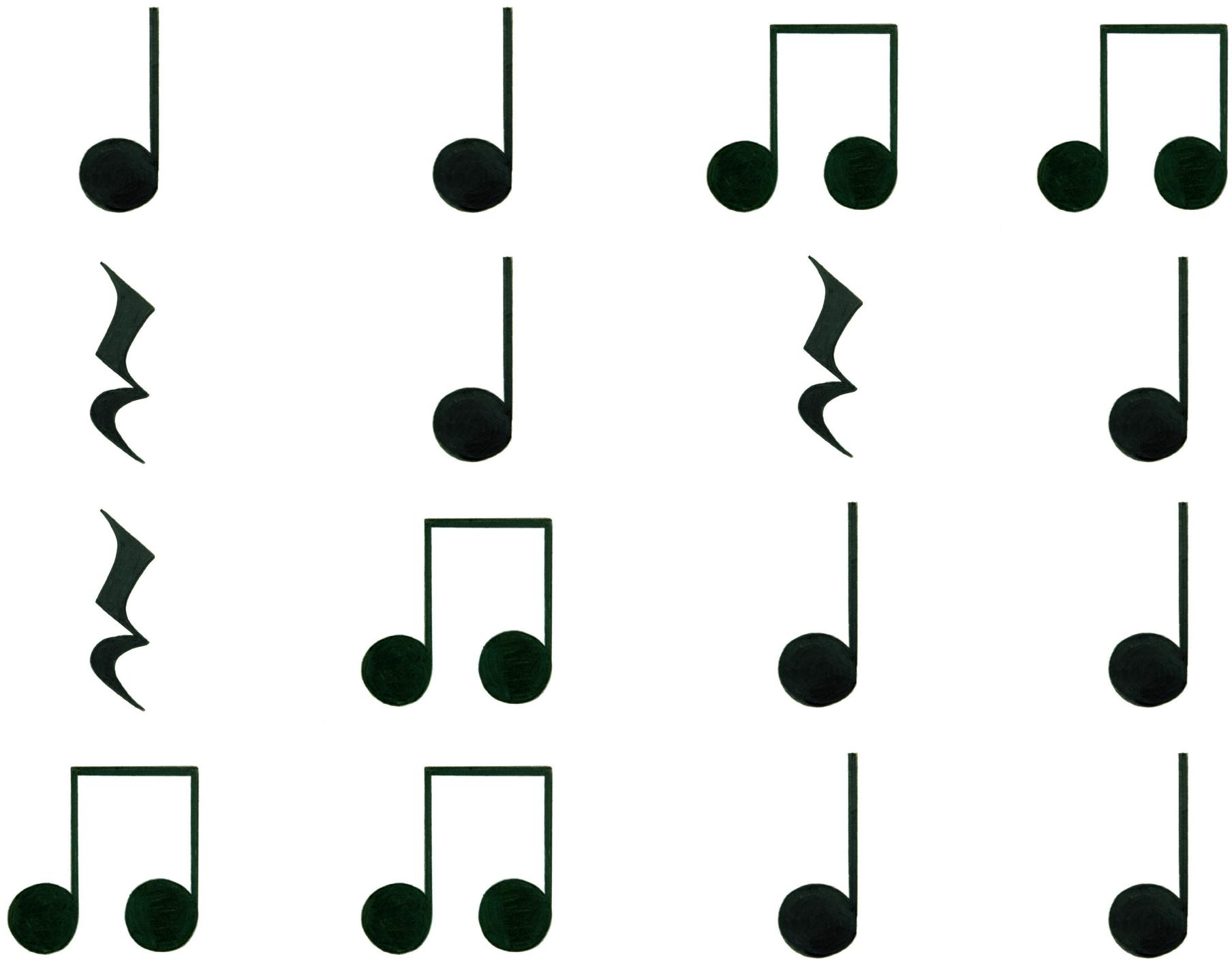


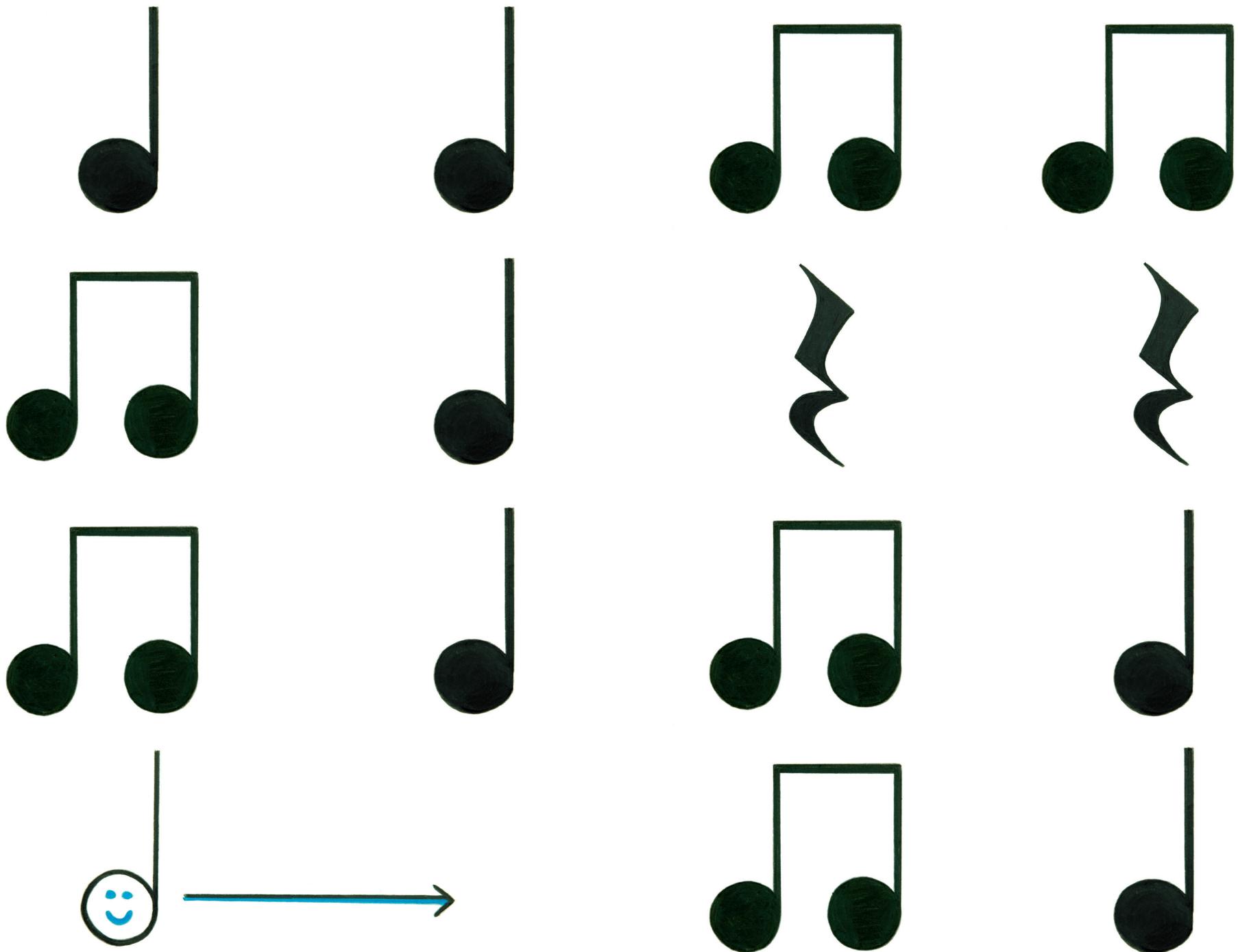
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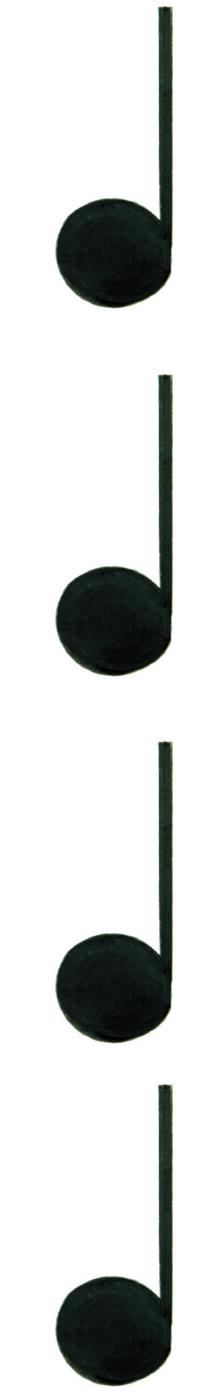
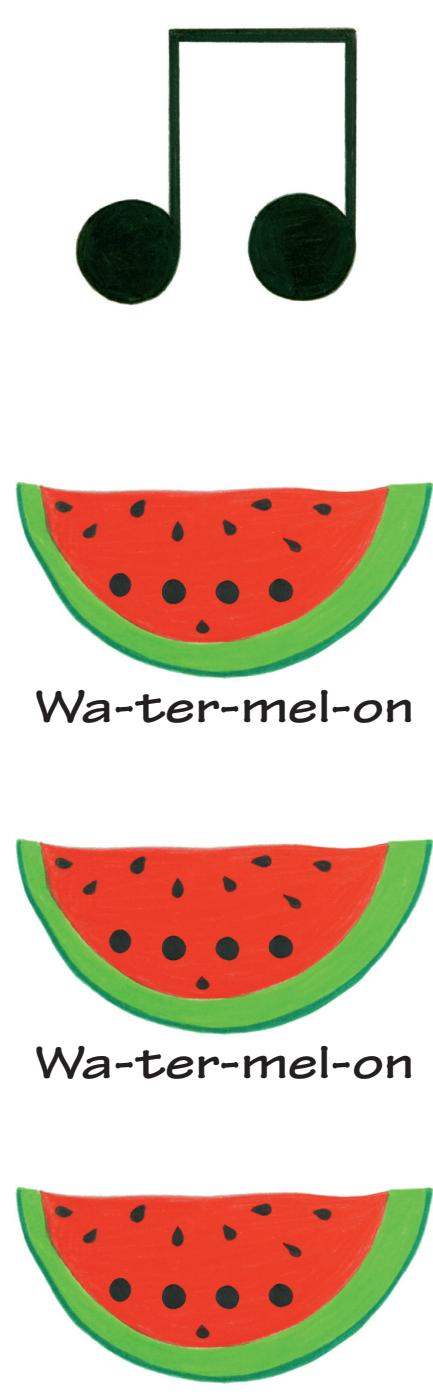
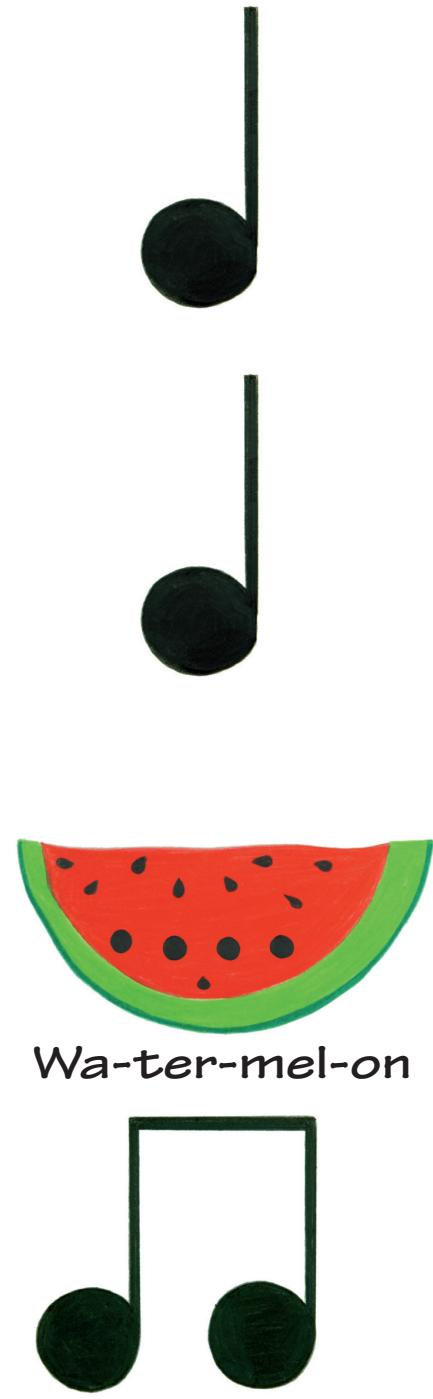
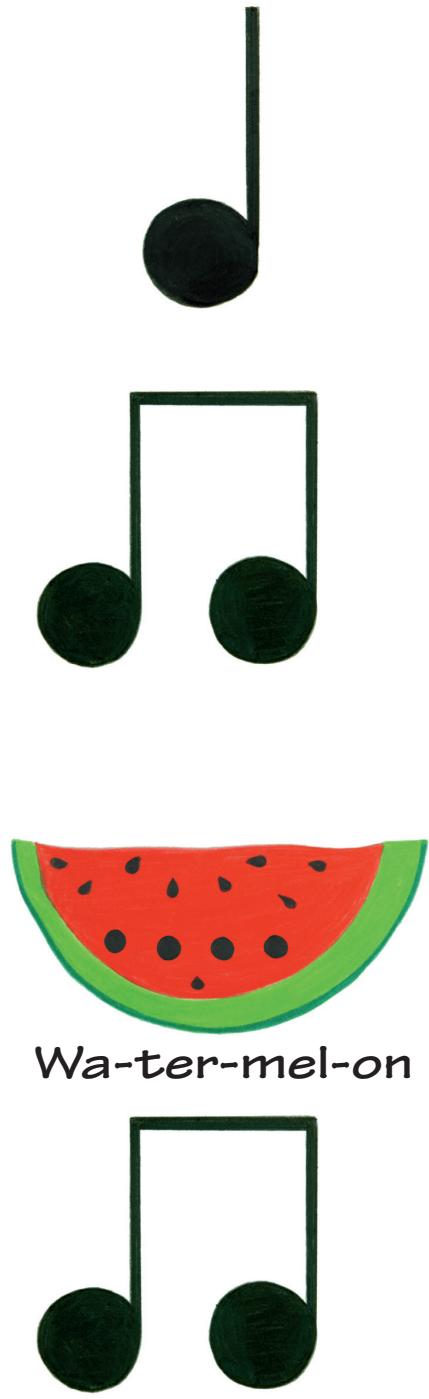
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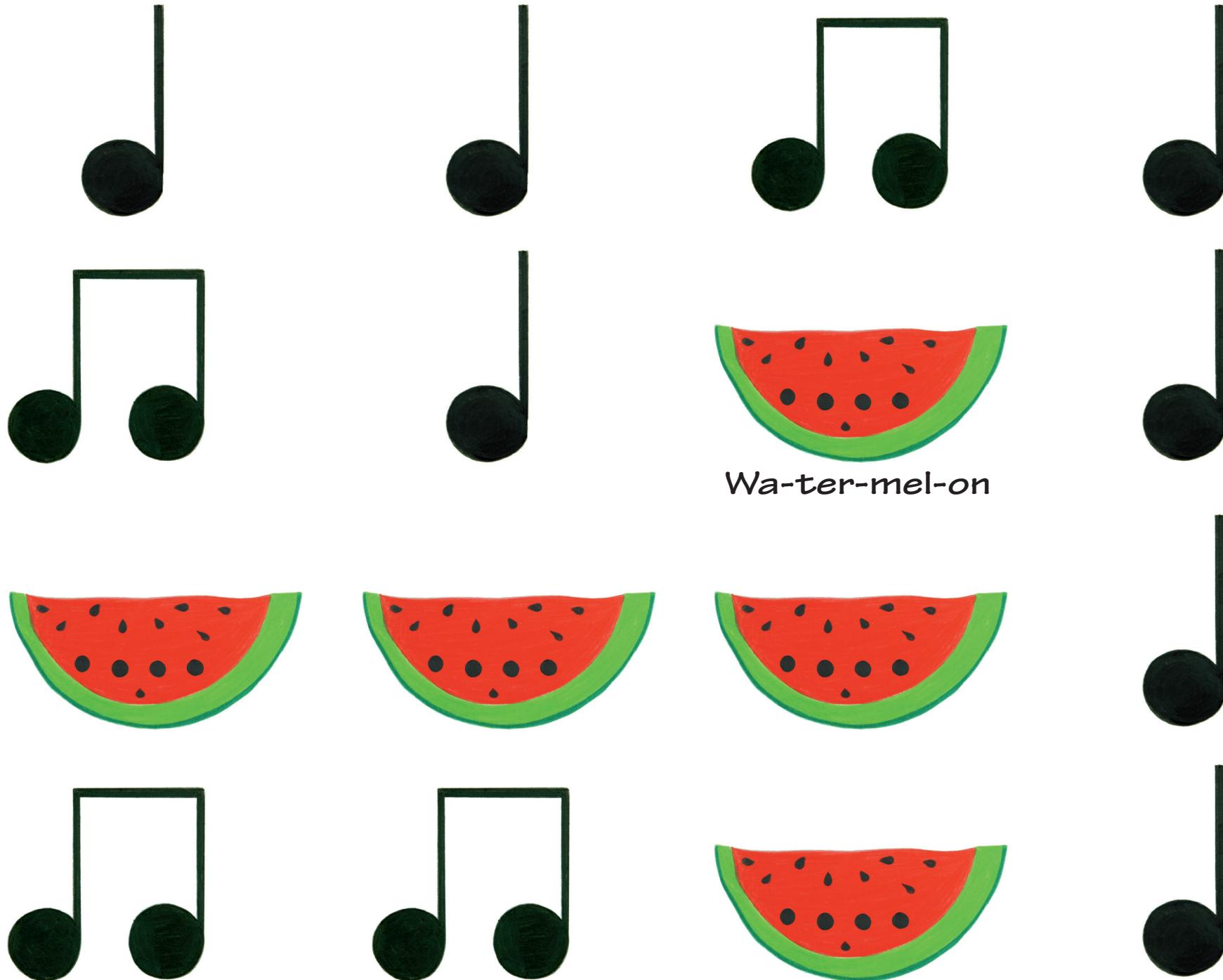


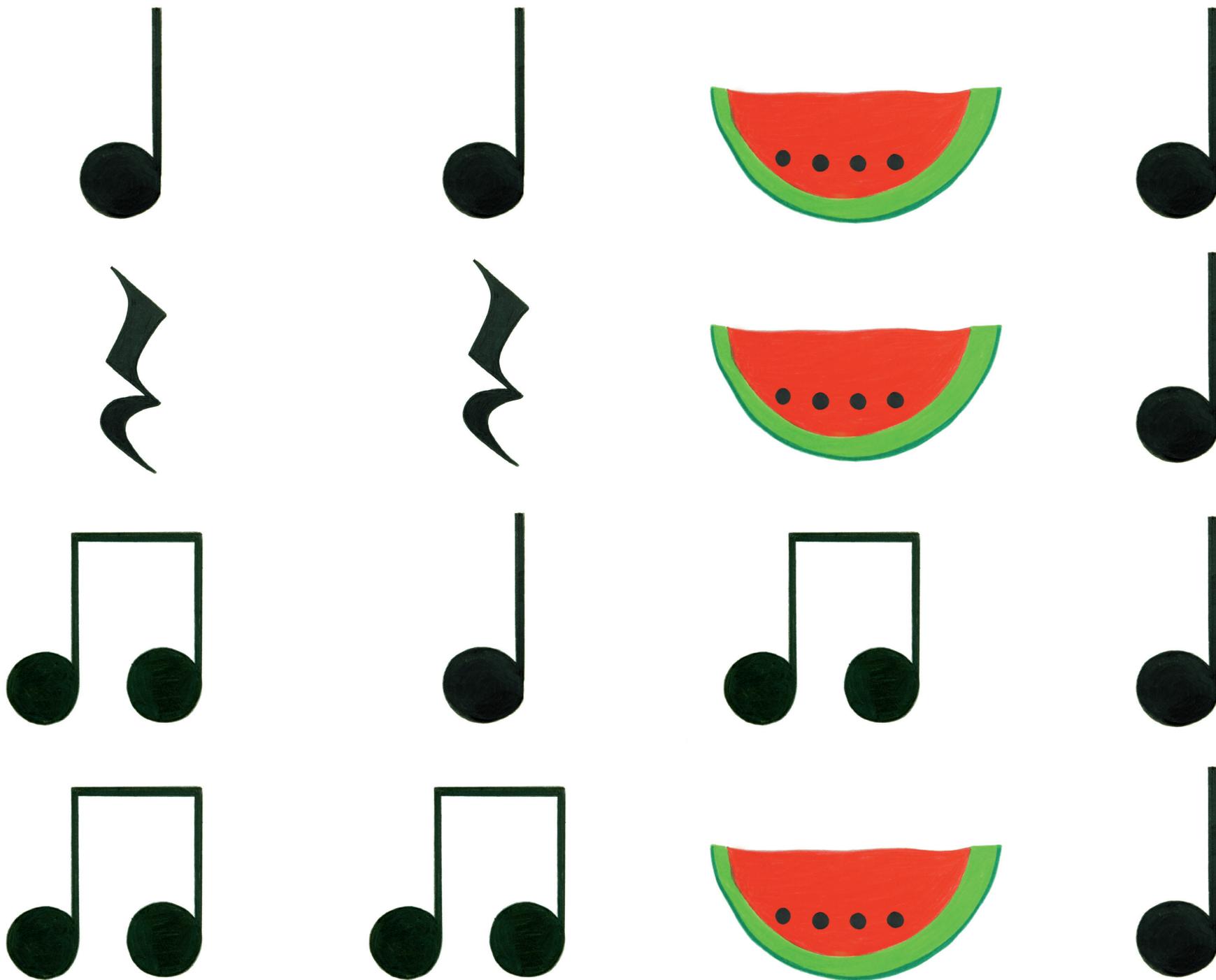


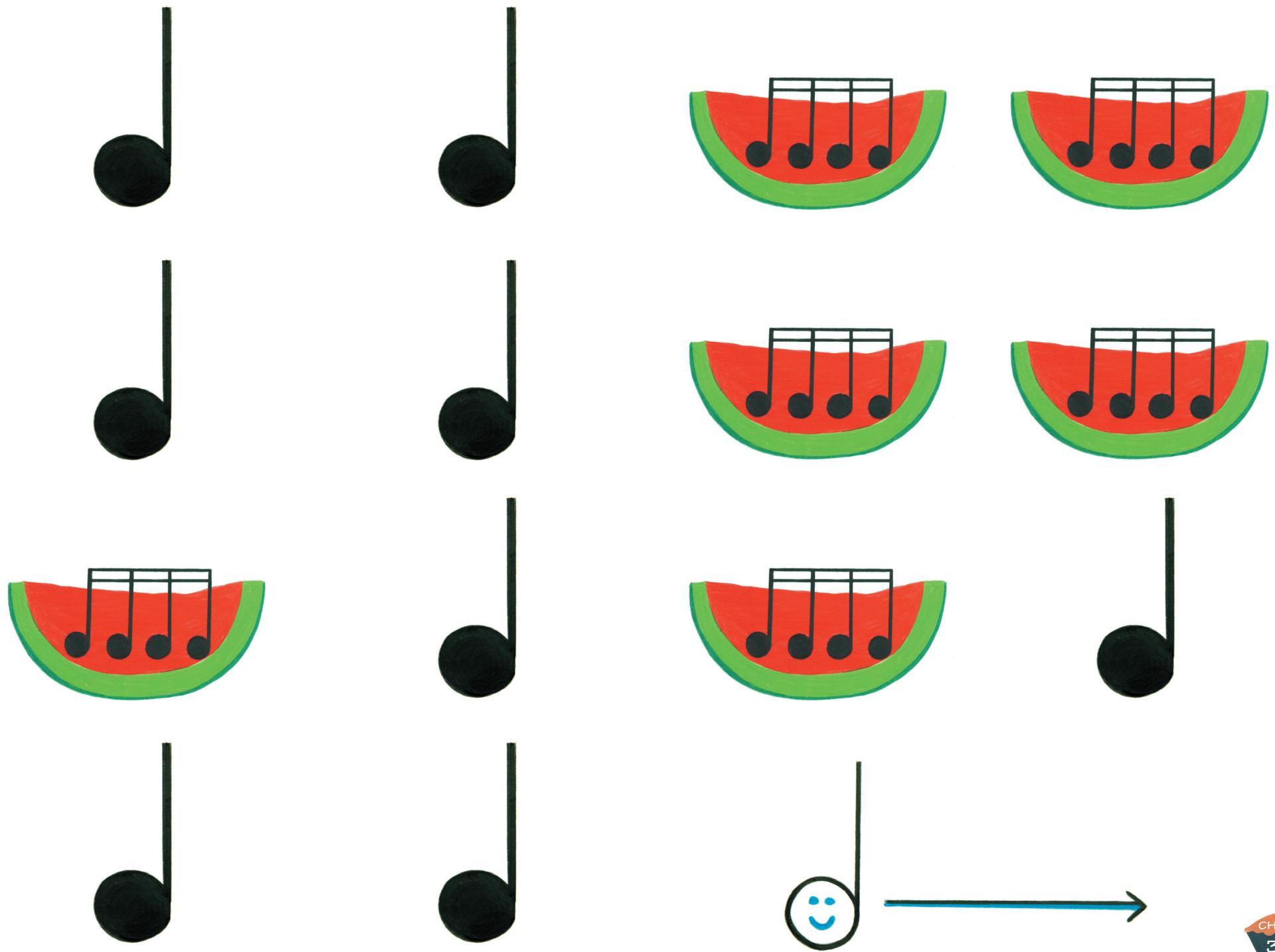








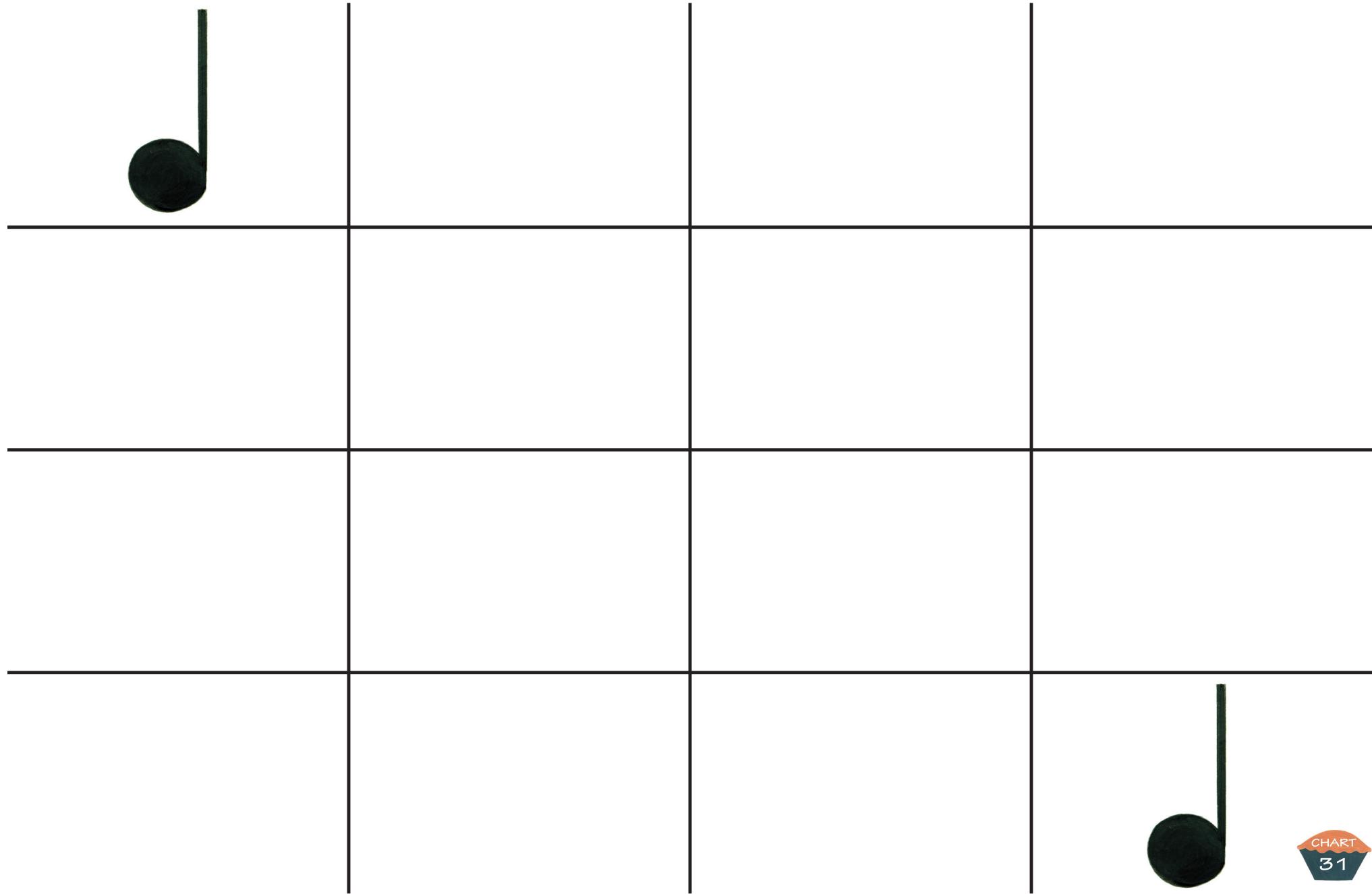


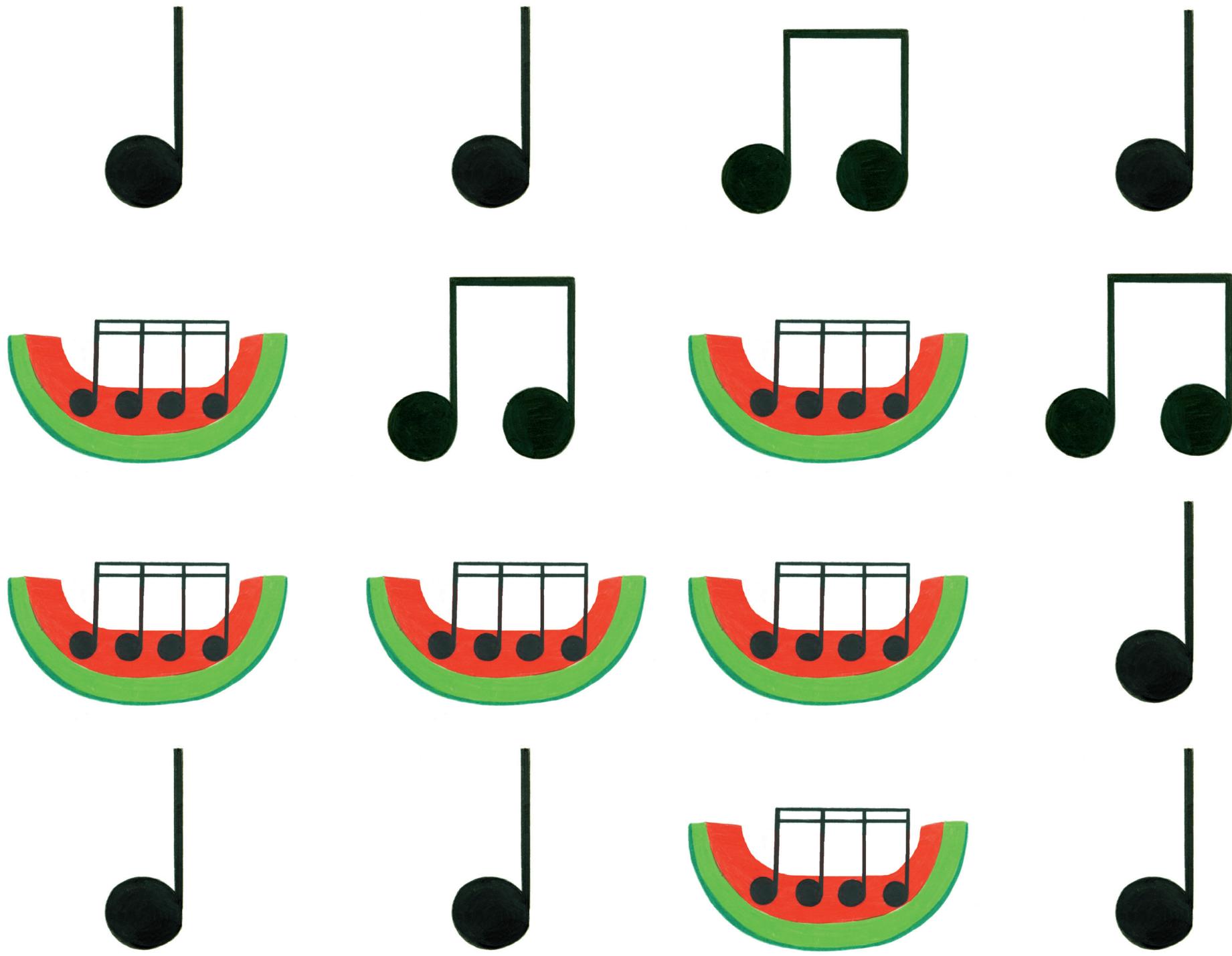


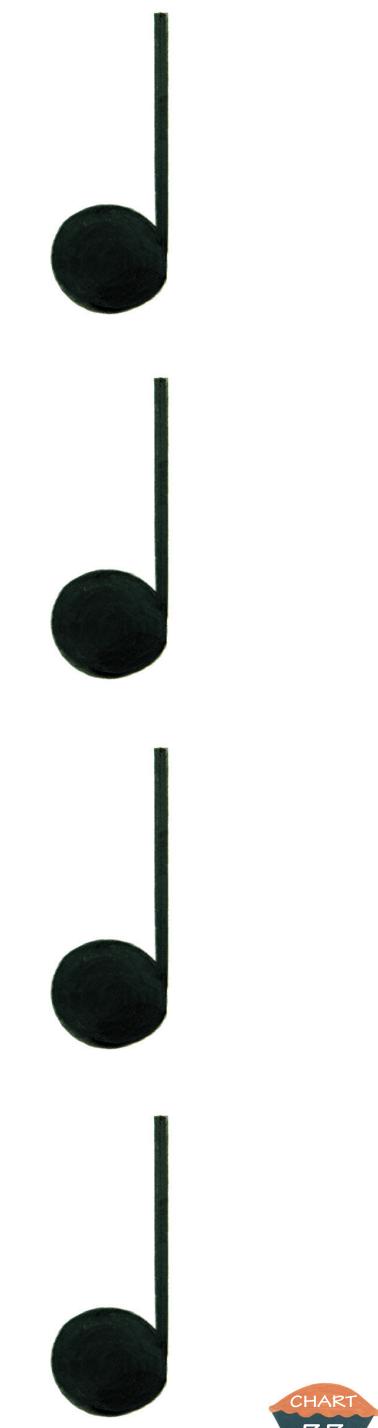
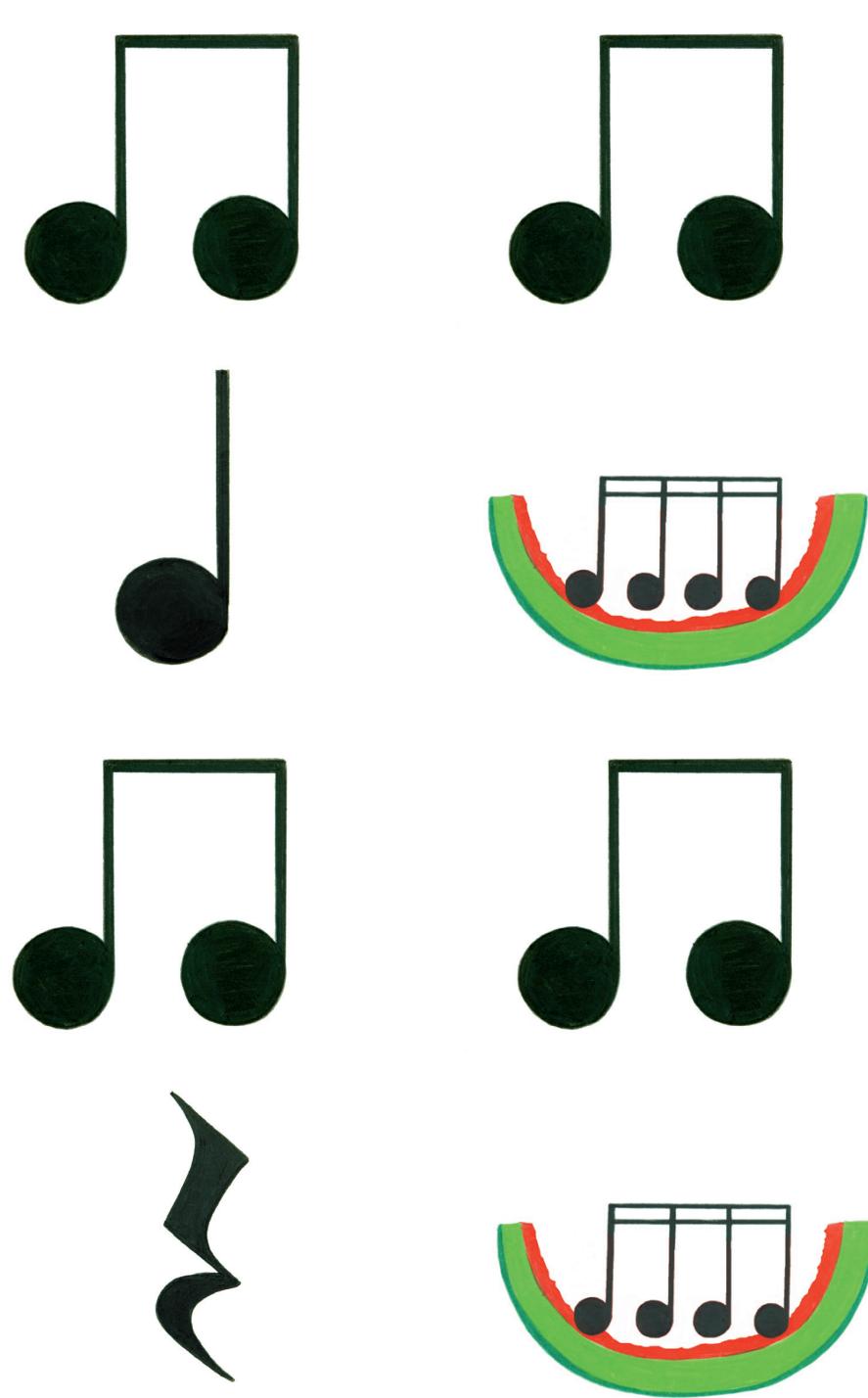
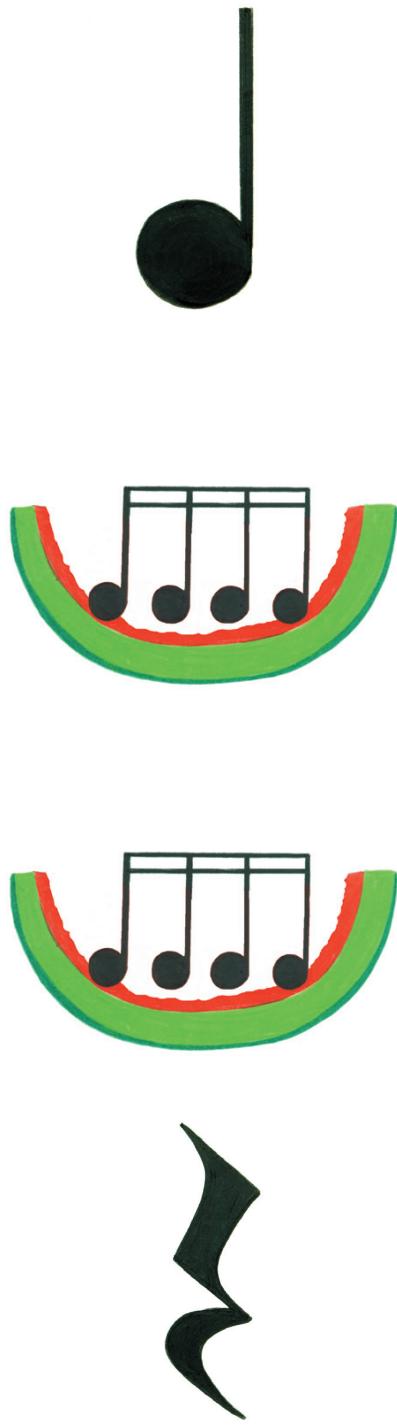


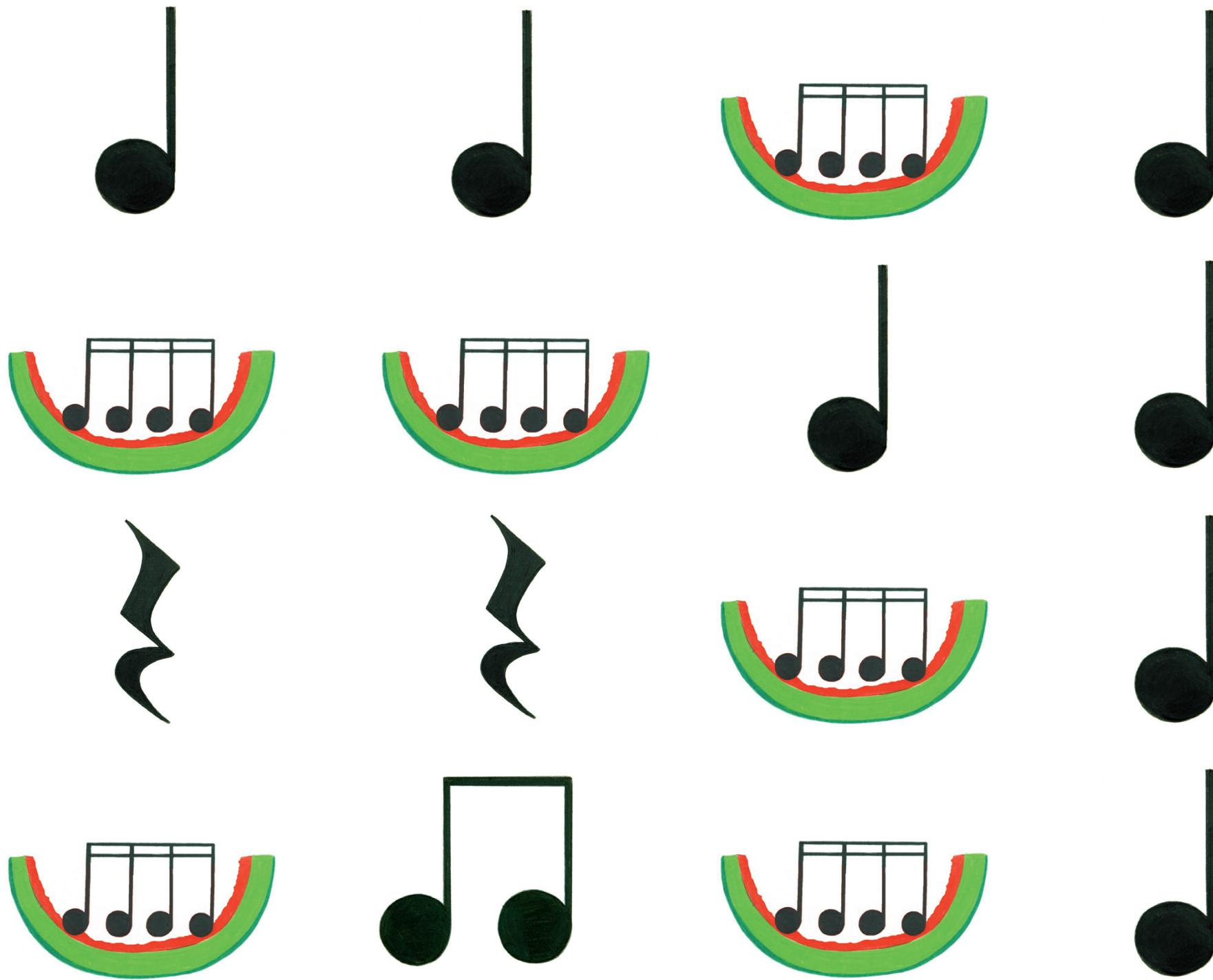
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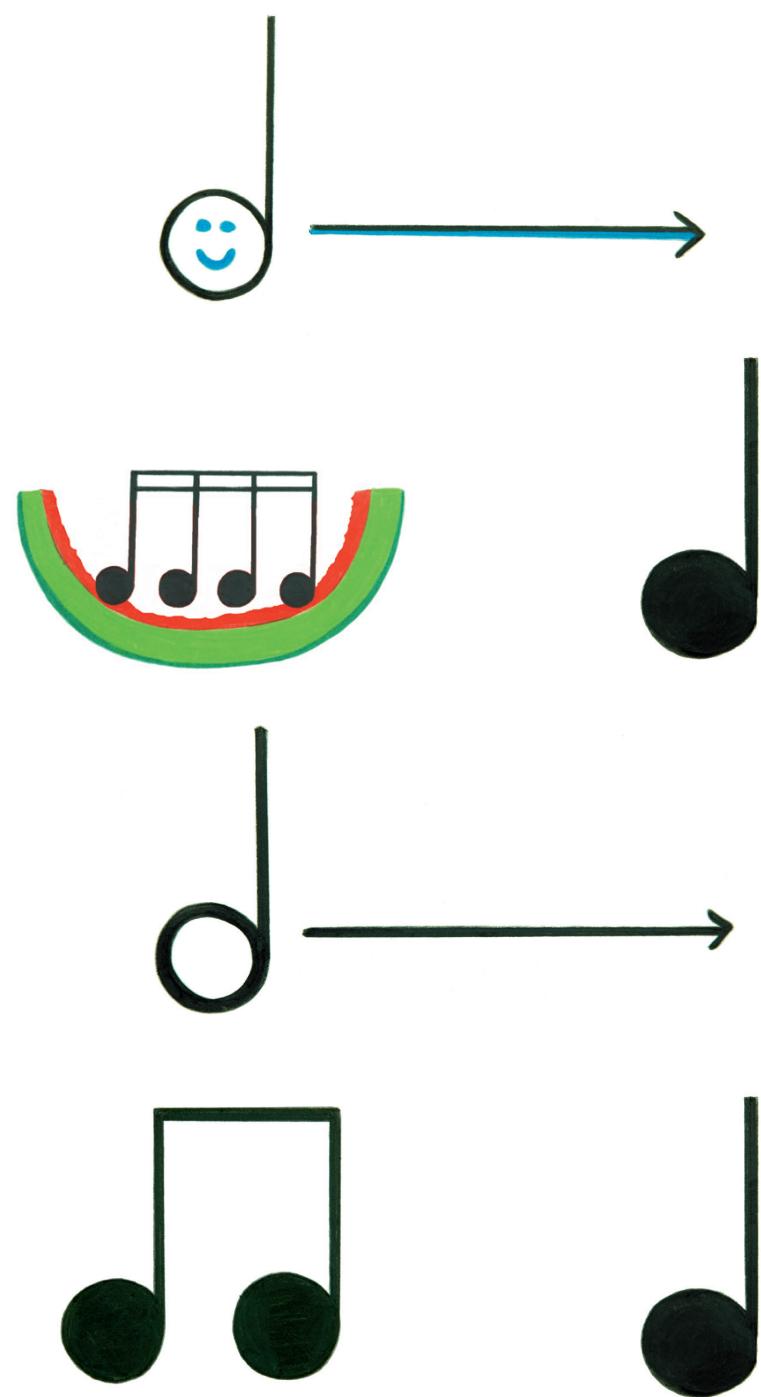
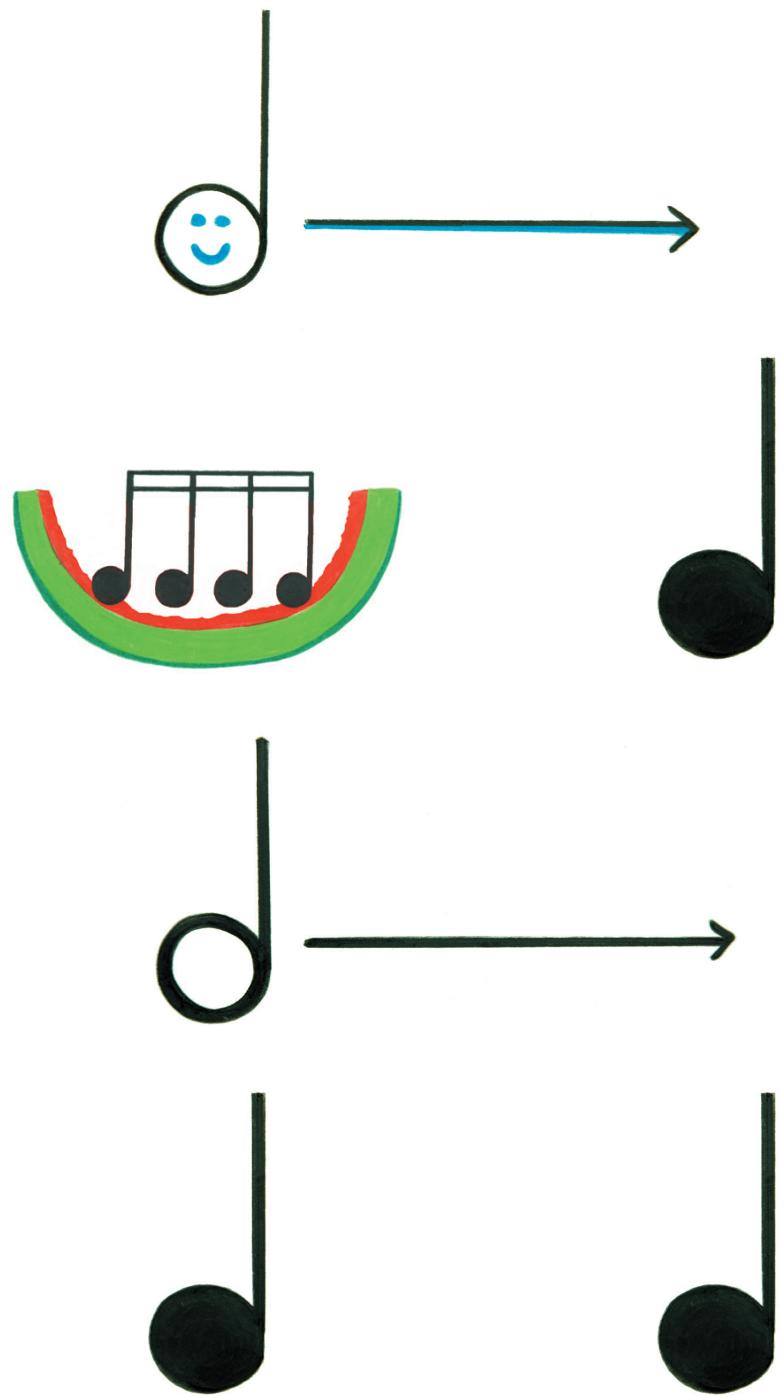
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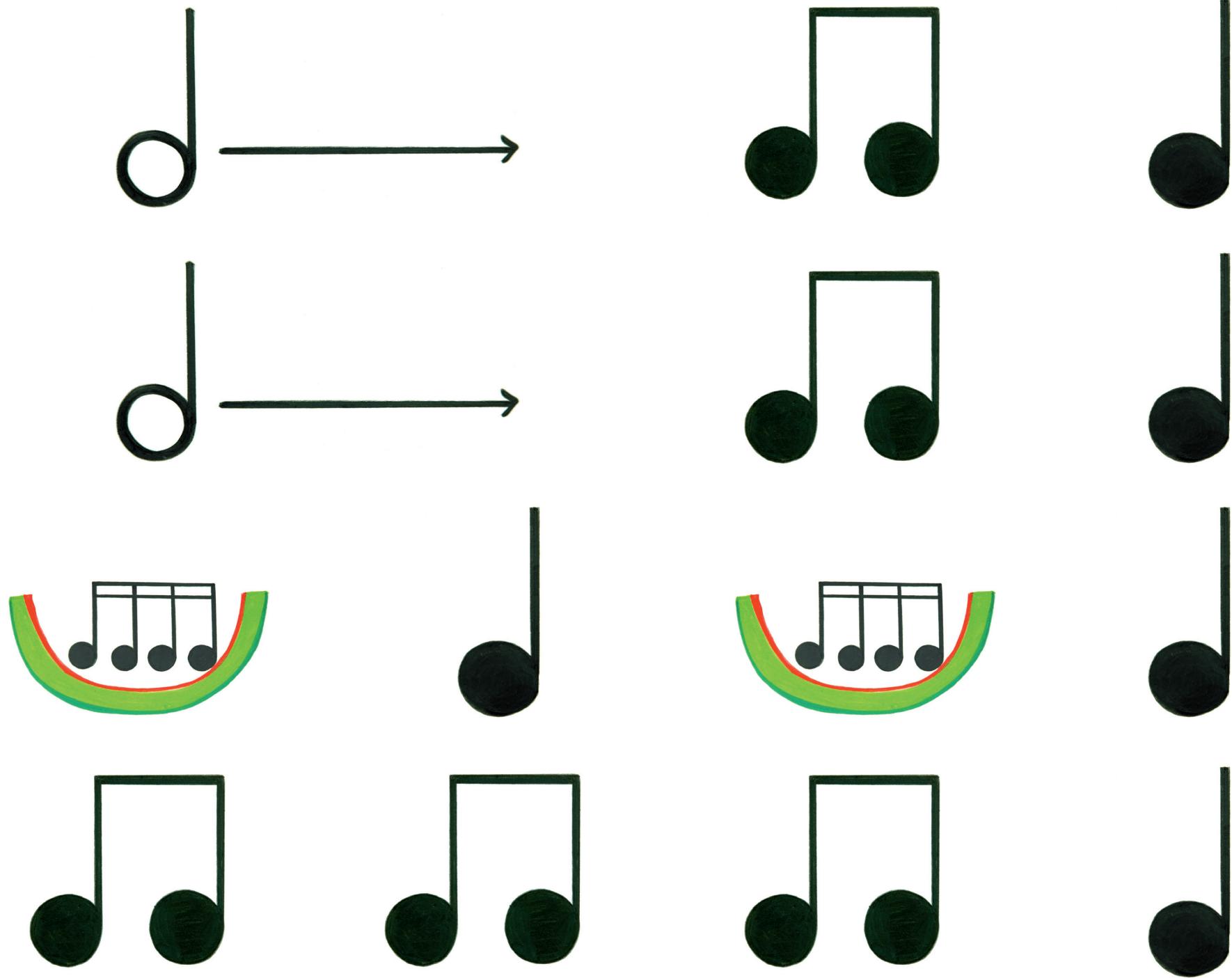


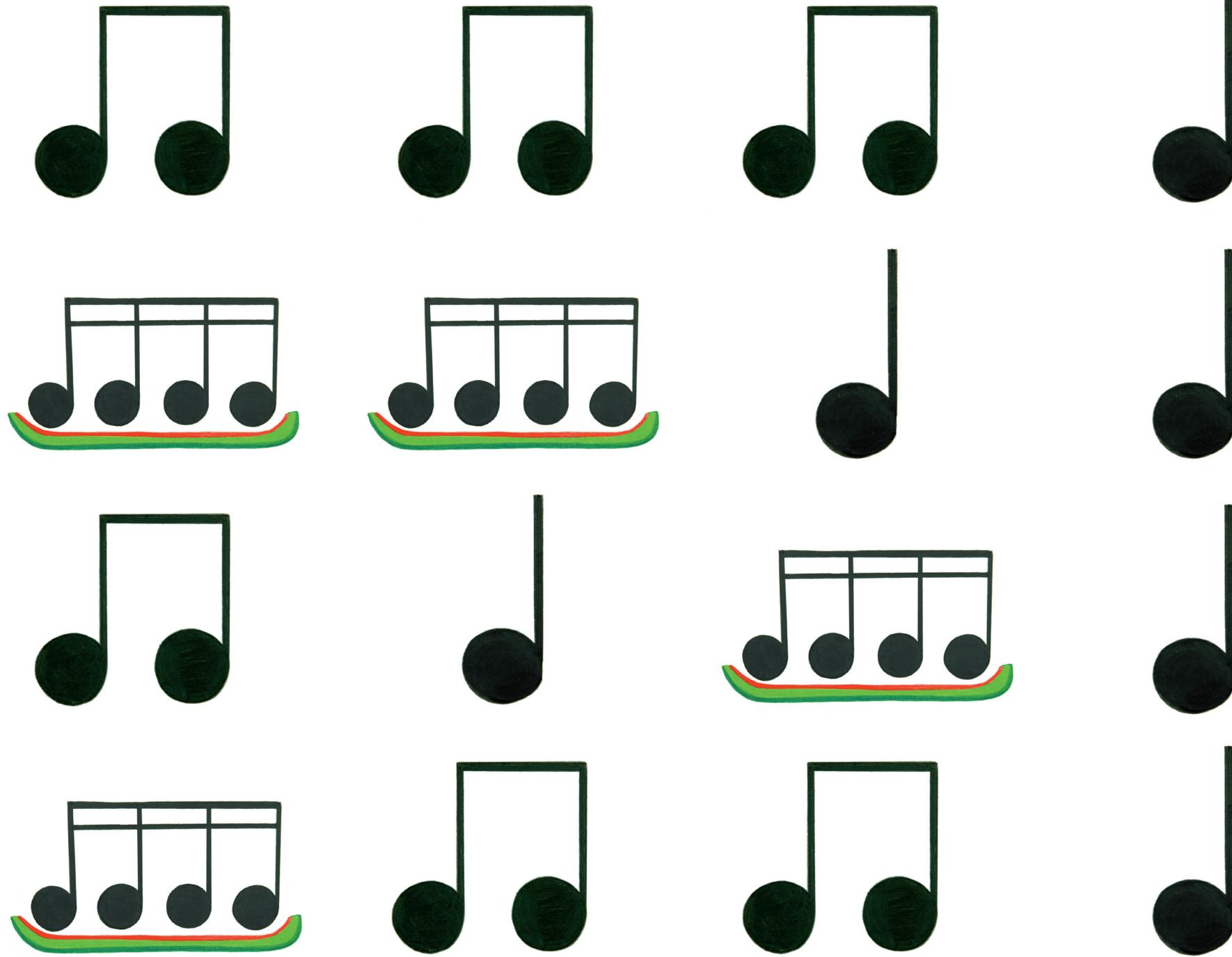


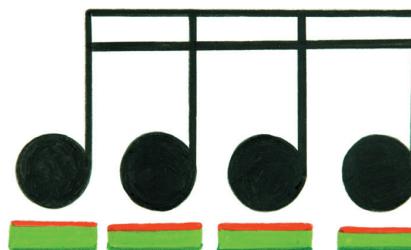
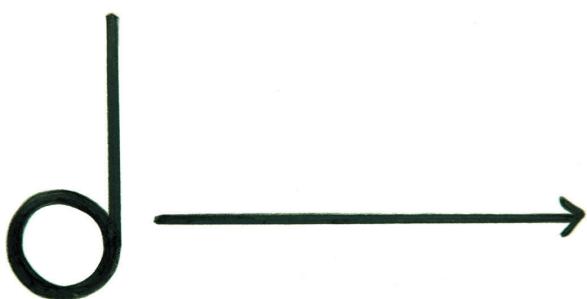
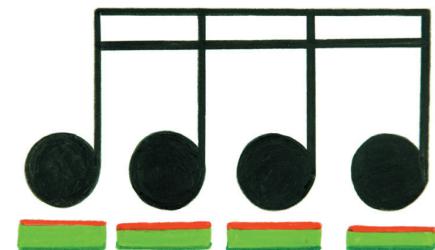
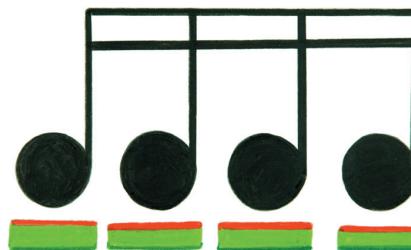
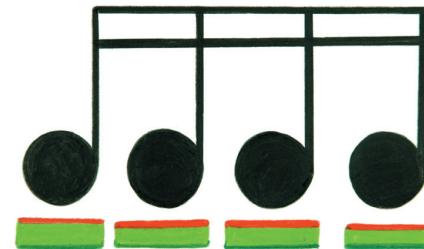


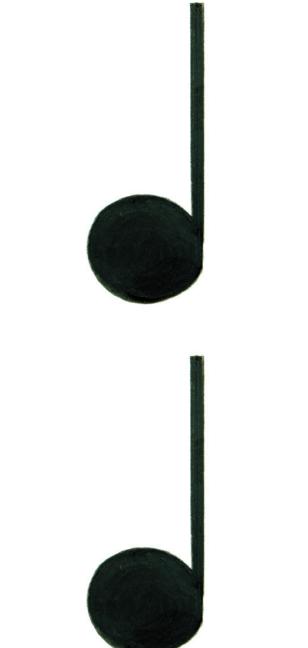
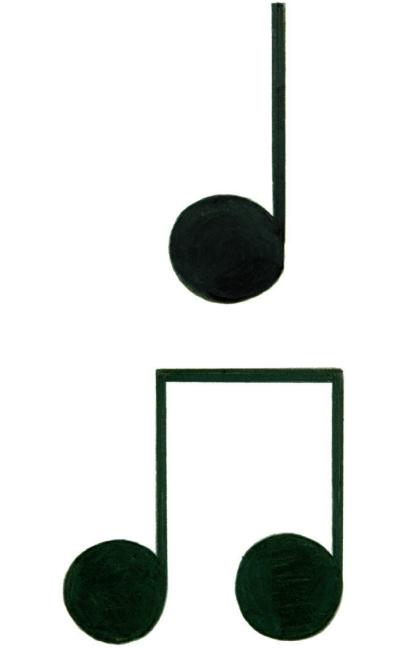
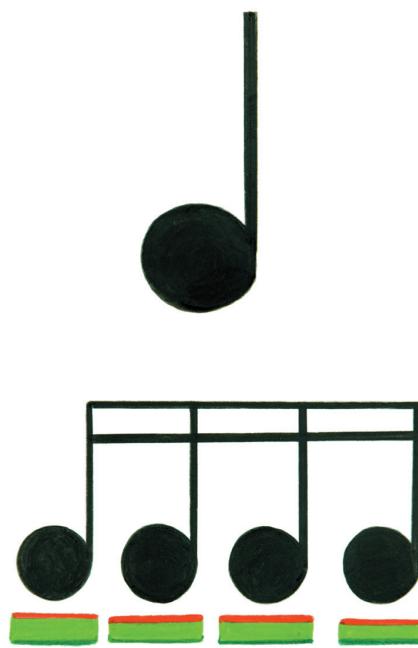
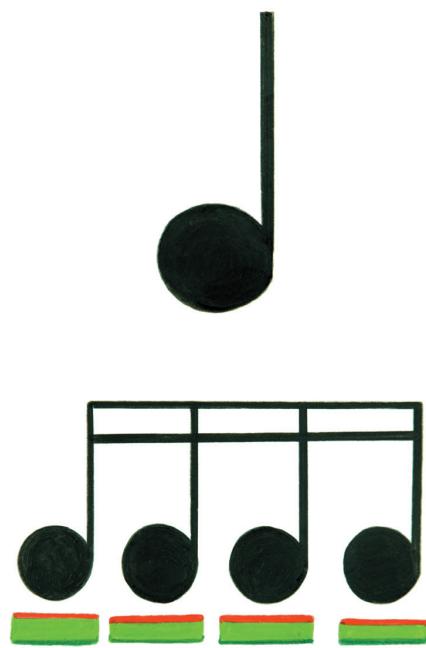
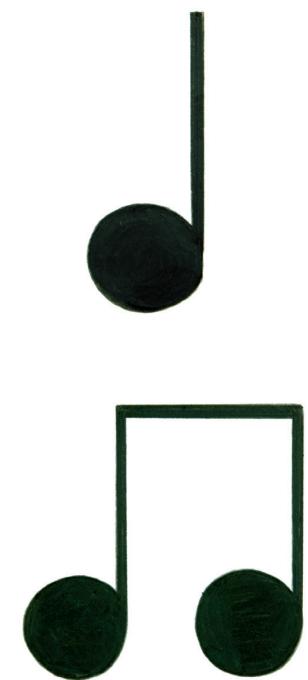
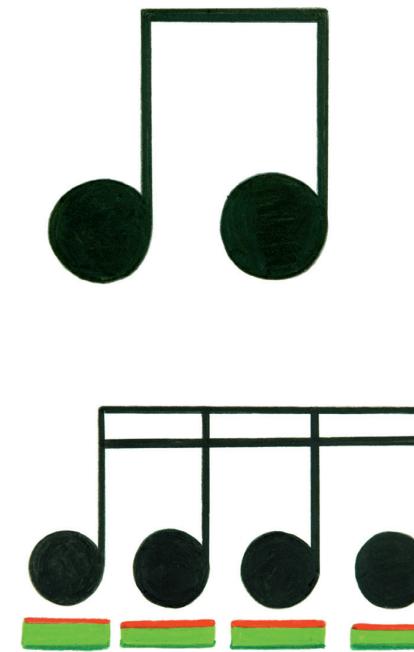
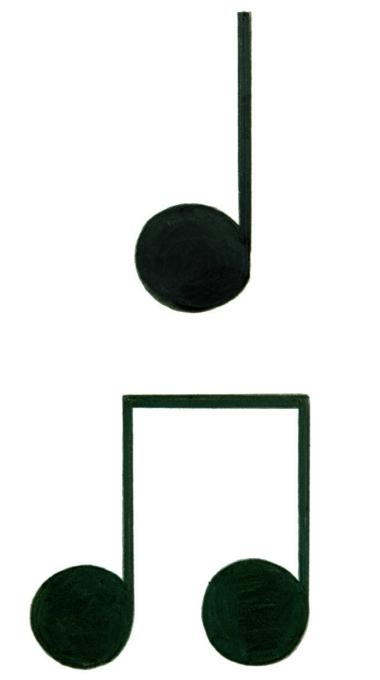


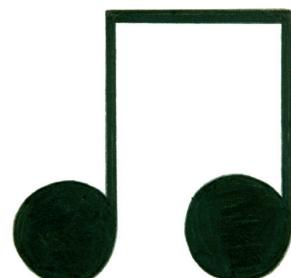
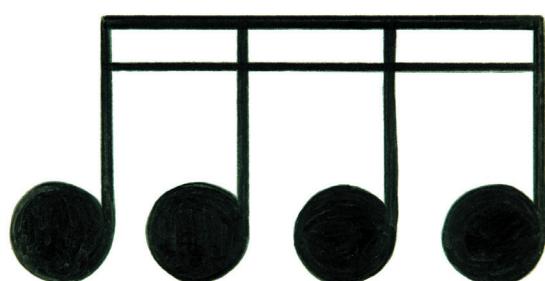
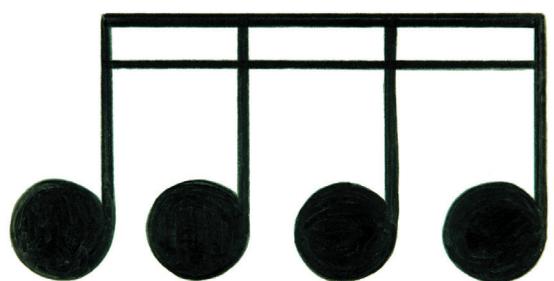
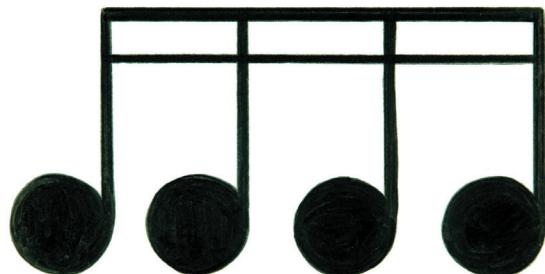


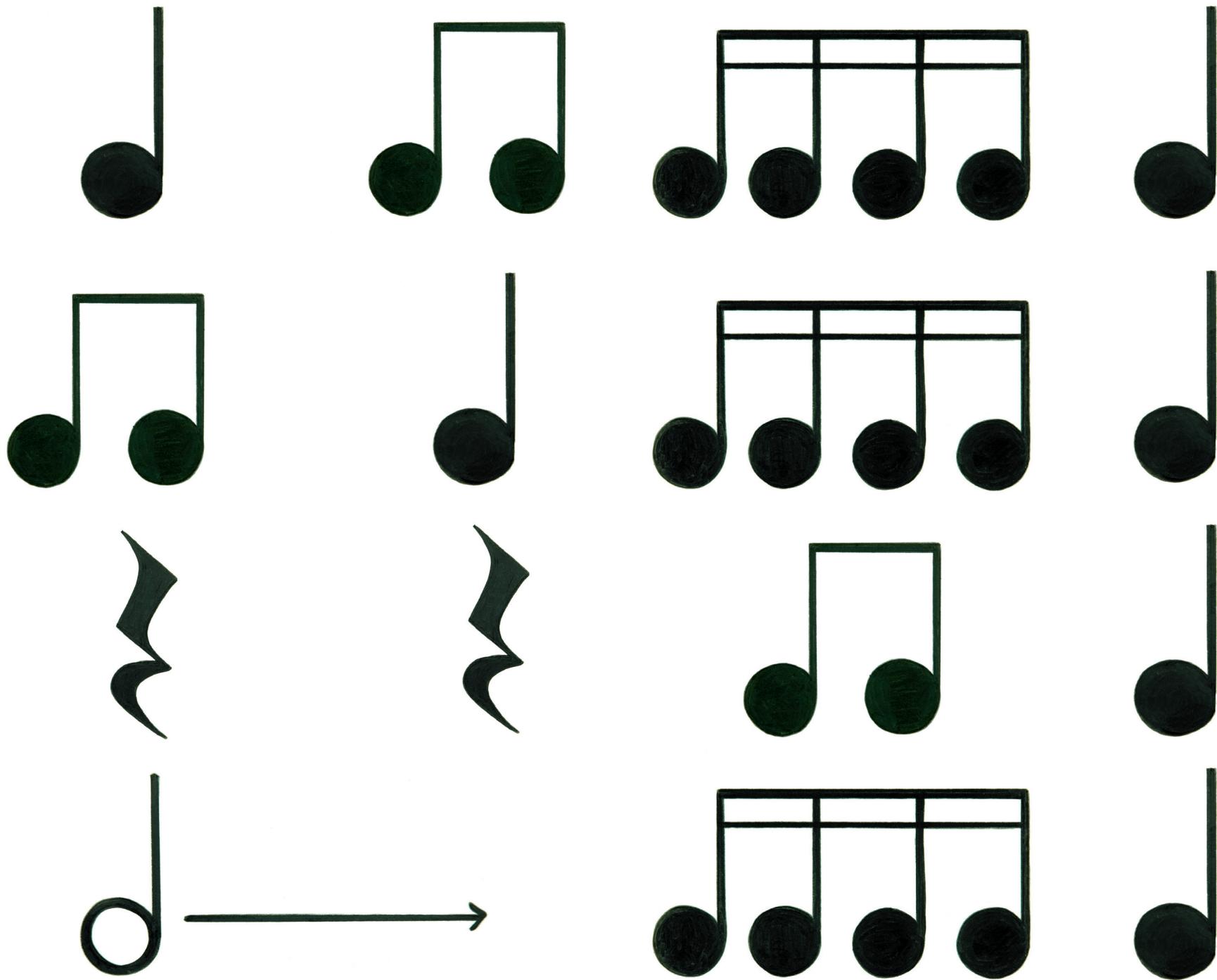














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