Rhythm Time Lines Analysis Assessment

Directions: Please write the counting below the following measures to determine if, or when, the present counting system(s) you use breaks down. Keep an eye out for situations where you are forced to contradict, or re-define rhythmic symbols already being used.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Sub Level &quot;A&quot;</th>
<th>Sub Level &quot;B&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Duple Meter</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Duple Meter</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Triple Meter</td>
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<td>6</td>
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<td>7</td>
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<td>8</td>
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<tr>
<td>9</td>
<td>Triple Meter</td>
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<td>10</td>
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<td>11</td>
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<tr>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Triplets</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Doublets</td>
<td></td>
</tr>
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<td>16</td>
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<td>17</td>
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<td>18</td>
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<tr>
<td>19</td>
<td>Irregular Meters</td>
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<td>20</td>
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<td>21</td>
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<tr>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Multi Dimensional Irregular Meters</td>
<td></td>
</tr>
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<td>24</td>
<td></td>
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<tr>
<td>25</td>
<td></td>
<td></td>
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<tr>
<td>26</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Write "NA" (not apply) under any of the rhythm areas you have not yet covered in your curriculum, or, you feel is inappropriate for the age group of your students.
The "Rhythm Universe"

An Overview of Rhythm Time Lines and Spacial Relationships

The Four Basic Time Lines "dashes, dots, digits, and dits"

Duple Meter Sub Level "A" (dashes)

Duple Meter Sub Level "B" (dots)

Triple Meter Sub Level "A" (digits)

Triple Meter Sub Level "B" (dits)

Parallel Dimensions

Note: The top four and bottom four lines are written different, but played the same.

Doublets Sub Level "A"

Doublets Sub Level "B"

Triplets Sub Level "A"

Triplets Sub Level "B"

Rhythm Analysis:

Step #1 - "DEFINE" the time line.
The "Rhythm Universe"  An Overview of Rhythm Time Lines and Spacial Relationships

The Four Basic Time Lines  "dashes, dots, digits, and dits"

Duple Meter Sub Level "A" (dashes)

\[ \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \]

Duple Meter Sub Level "B" (dots)

\[ \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \]

Triple Meter Sub Level "A" (digits)

\[ \frac{1}{3} \quad \frac{1}{3} \quad \frac{1}{3} \quad \frac{1}{3} \quad \frac{1}{3} \quad \frac{1}{3} \quad \frac{1}{3} \]

Triple Meter Sub Level "B" (dits)

\[ \frac{1}{3} \quad \frac{1}{3} \quad \frac{1}{3} \quad \frac{1}{3} \quad \frac{1}{3} \quad \frac{1}{3} \quad \frac{1}{3} \]

Parellel Dimensions  
(triplets and doublets)

Note: The top four and bottom four lines are written different, but played the same.

Doublets Sub Level "A"

\[ \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \]

Doublets Sub Level "B"

\[ \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \quad \frac{2}{3} \]

Triplets Sub Level "A"

\[ \frac{3}{3} \quad \frac{3}{3} \quad \frac{3}{3} \quad \frac{3}{3} \quad \frac{3}{3} \quad \frac{3}{3} \quad \frac{3}{3} \]

Triplets Sub Level "B"

\[ \frac{3}{3} \quad \frac{3}{3} \quad \frac{3}{3} \quad \frac{3}{3} \quad \frac{3}{3} \quad \frac{3}{3} \quad \frac{3}{3} \]

Rhythm Analysis:

Step #1 - "DEFINE" the time line.

Step #2 - "IDENTIFY" the symbols and any combined values.
The "Rhythm Universe"  
An Overview of Rhythm Time Lines and Spacial Relationships

The Four Basic Time Lines  "dashes, dots, digits, and dits"

Duple Meter Sub Level "A"  (dashes)

\[
\begin{array}{c}
\begin{align*}
\frac{2}{4} & \quad \frac{3}{4} \\
\downarrow & \quad \uparrow \quad ( \downarrow ) \quad \uparrow \\
\end{align*}
\end{array}
\]

Duple Meter Sub Level "B"  (dots)

\[
\begin{array}{c}
\begin{align*}
\frac{2}{4} & \quad \frac{3}{4} \\
\downarrow & \quad \uparrow \quad \text{( dots )} \\
\end{align*}
\end{array}
\]

Triple Meter Sub Level "A"  (digits)

\[
\begin{array}{c}
\begin{align*}
\frac{6}{8} & \quad \frac{3}{4} \\
1 & 2 & 3 & (12) & 3 & 1 & (23) & (1) & 2 & 3 & (123) \\
\end{align*}
\end{array}
\]

Triple Meter Sub Level "B"  (dits)

\[
\begin{array}{c}
\begin{align*}
\frac{6}{8} & \quad \frac{3}{4} \\
1 & 2 & 3 & (123) & 1 & 2 & 3 & (123) \\
\end{align*}
\end{array}
\]

Doublets Sub Level "A"

\[
\begin{array}{c}
\begin{align*}
\frac{6}{8} & \quad \frac{3}{4} \\
2 & 2 & (2) & (123) & (123) \\
\end{align*}
\end{array}
\]

Doublets Sub Level "B"

\[
\begin{array}{c}
\begin{align*}
\frac{6}{8} & \quad \frac{3}{4} \\
2 & 2 & (2) & (123) & (123) \\
\end{align*}
\end{array}
\]

Triplets Sub Level "A"

\[
\begin{array}{c}
\begin{align*}
\frac{3}{4} & \quad \frac{3}{4} \\
\text{Tri} & \quad \text{Tri} & \text{Tri} & \text{Tri} & \text{Tri} \\
\end{align*}
\end{array}
\]

Triplets Sub Level "B"

\[
\begin{array}{c}
\begin{align*}
\frac{3}{4} & \quad \frac{3}{4} \\
\text{Tri} & \quad \text{Tri} & \text{Tri} & \text{Tri} & \text{Tri} \\
\end{align*}
\end{array}
\]

Parellel Dimensions  
(triplets and doublets)

Note: The top four and bottom four lines are written different, but played the same.

Rhythm Analysis:

Step #1 - "DEFINE" the time line.

Step #2 - "IDENTIFY" the symbols and any combined values.

Step #3 - "SHOWCASE" the rests.

This is how you "D.I.S." your rhythms.