

Free Video Tutorials and
Reproducible PDF Worksheets
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Basic Elements of Reading and Writing Music

Stephen Hill

K-12 Band and Orchestra
Whittier Christian Schools and California High School


SARAHTIM Music Publishing




This series of 40 videos and accompanying worksheets was designed to introduce my students to the basic vocabulary and fundamental elements of reading and writing music. It is not intended as an in-depth study of all that Music Theory entails.

Though written with my students in mind and from the perspective of how I presented the concepts, the videos and worksheets are available to anyone who may find them helpful.

You can view the video tutorials and download the PDF worksheets from my website at www.stephenhillcomposer.com under *Resources*. The videos are also viewable on YouTube at <https://www.youtube.com/@stephenhillcomposer>.

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About the Composer... **Stephen Hill** (b. 1958) was born and raised in Southern California. He studied composition with Philip Westin at Cerritos College (CA), W. Francis McBeth at Ouachita Baptist University (Arkansas), and Byong Kon Kim at California State University, Los Angeles. Stephen's studies with these composers connect him to a lineage that includes their teachers, Roy Harris, Ingolf Dahl, Clifton Williams, Bernard Rogers, Bernhard Heiden, and Howard Hanson. Stephen composes for the simple joy of it.

For over 40 years, Stephen taught K-12 instrumental music in the Private Christian School (Whittier Christian) and Public School (California High School) settings. Although semi-retired, Stephen continues to work with students by teaching part-time at California High School and maintaining his private music studio, where he plays and teaches Woodwinds, Brass, Strings, and Piano. Stephen also plays with the church orchestra where he attends. When teaching full-time, he was primarily a "summer" composer. No longer teaching full-time, Stephen has the privilege of composing beyond just the summer months and publishes through his company, SARAHTIM — a title that comes from simply combining the names of his daughter, Sarah, and son, Timothy. (*Notes by Dr. John Burdett, Azusa Pacific University*)

“Where there is devotional music, God is always at hand with His gracious presence.” J.S.Bach

“The Lord is my shepherd...” (Psalm 23)

*To listen to Stephen's music, view pdf and video scores visit:
www.stephenhillcomposer.com*


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Basic Elements of Reading and Writing Music

27.

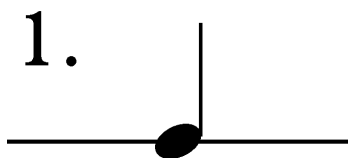
Sight Rhythms:
Sixteenth Notes

Stephen Hill
K-12 Band and Orchestra
Whittier Christian Schools and California High School

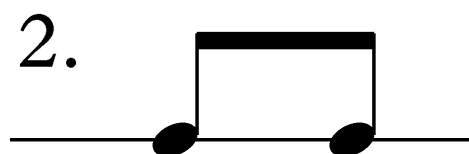

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Introduction to Basic Sight Rhythms

Word Helpers



Blue



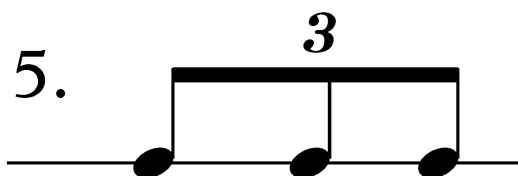
Jel - lo



Run Po-ny



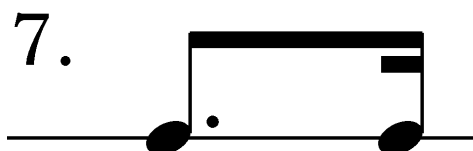
Ten-nis Shoe



Straw-ber - ry



Mo-tor-cy-cle



Daais - y



Ti-ta - ti

Time _____

Name _____

Sight Rhythms - Speed Sheet 1

♩ - Blue ♪♪ - Jel-lo ³♩♩♩ - Straw-ber-ry ♪♪ - Run Po-ny ♪♪ - Ten-nis Shoe ♪♪♪ - Mo-tor-cy-cle

Write the word or phrase used to identify how to play each rhythm.











Time _____

Name _____

Sight Rhythms - Speed Sheet 2

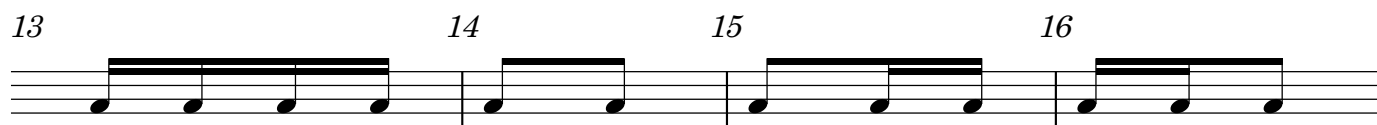
♩ - Blue ♪ - Jel-lo ³♩ - Straw-ber-ry ♪♪ - Run Po-ny ♪♪ - Ten-nis Shoe ♪♪♪ - Mo-tor-cy-cle

Write the word or phrase used to identify how to play each rhythm.











Time _____

Name _____

Sight Rhythms - Speed Sheet 3

♩ - Blue ♪♪ - Jel-lo ³♩ - Straw-ber-ry ♪♪ - Run Po-ny ♪♪ - Ten-nis Shoe ♪♪♪ - Mo-tor-cy-cle

Write the word or phrase used to identify how to play each rhythm.

1 2 3 4

5 6 7 8 3

9 10 11 12

13 3 14 15 16

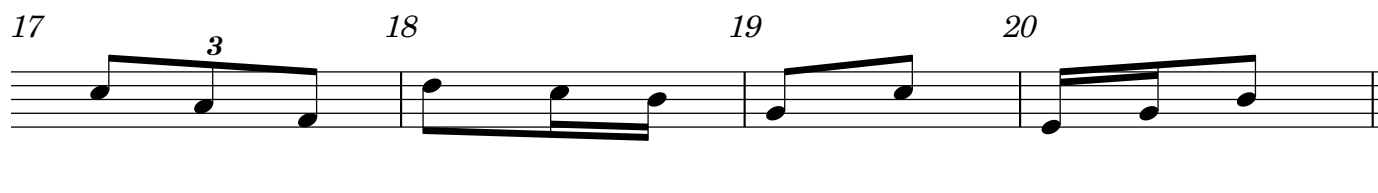
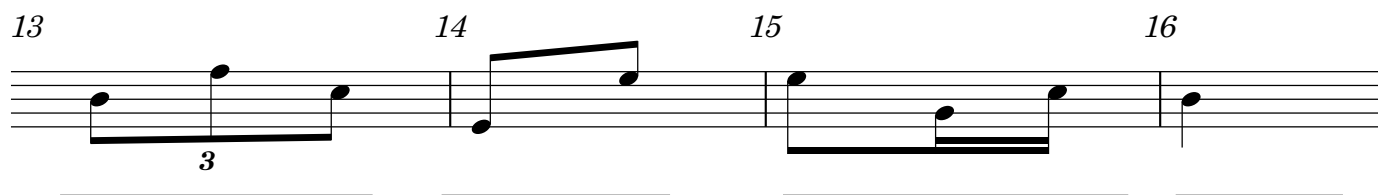
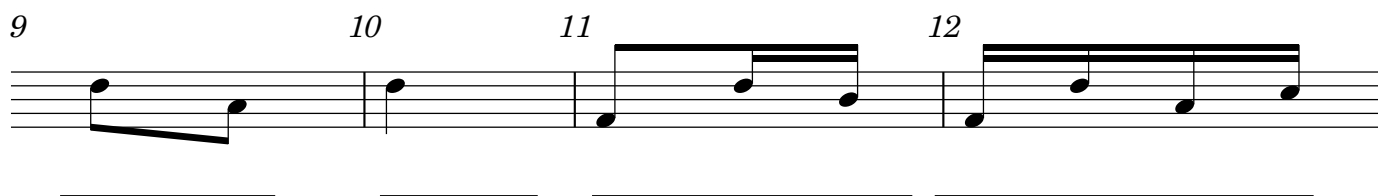
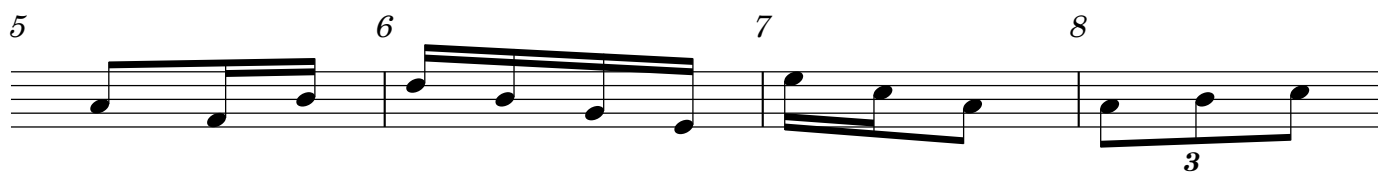
17 3 18 19 20

Time _____

Name _____

Sight Rhythms - Speed Sheet 4

Write the word or phrase used to identify how to play each rhythm.



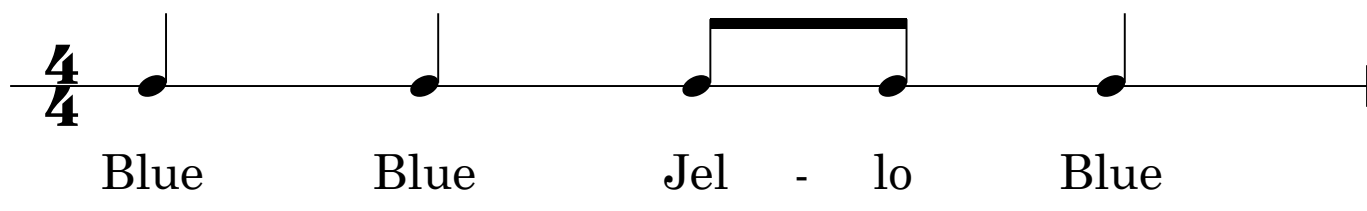
Time_____

Name_____

Rhythm Puzzles - Speed Sheet 1

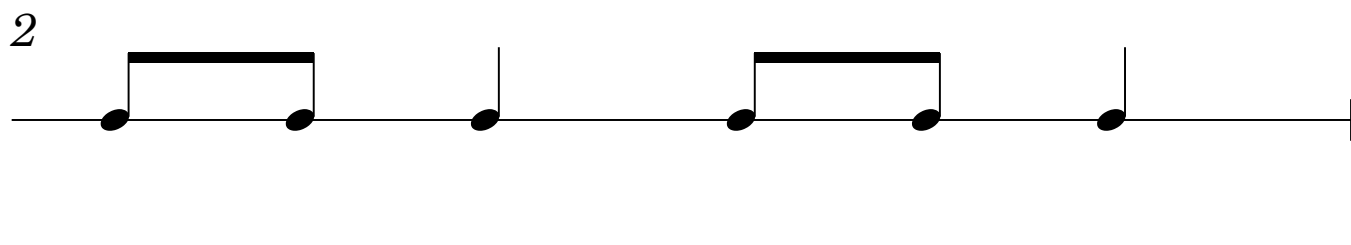
Write out the sight rhythm "*word helpers*". Then *say it*, *clap it*, and *play it*.

$\frac{4}{4}$

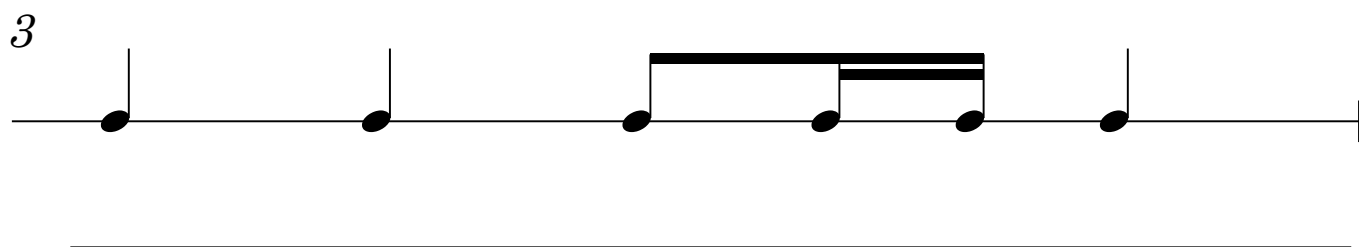


Blue Blue Jel - lo Blue

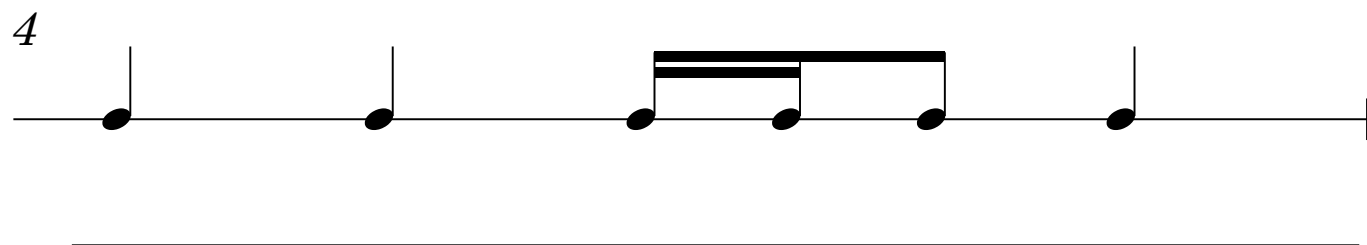
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3

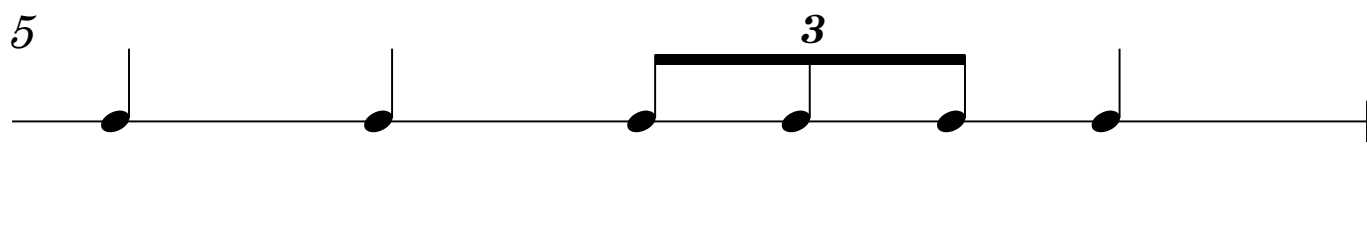


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5

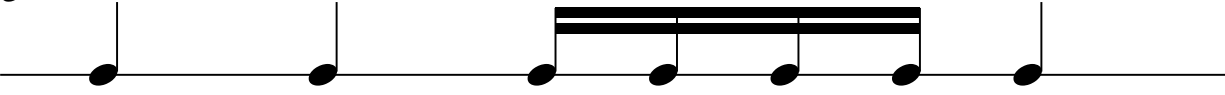
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Rhythm Puzzles - Speed Sheet 1

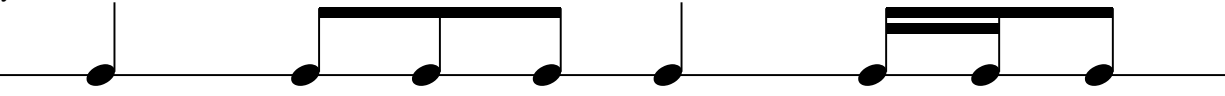
2

6



A musical staff with a single line. It contains five eighth notes: the first is on a quarter rest, the second is on a quarter rest, the third is on a quarter rest, the fourth is on a quarter rest, and the fifth is on a quarter rest. The notes are grouped by a bracket above them. Below the staff is a blank line for writing.

7



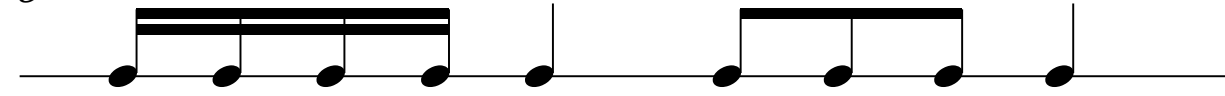
A musical staff with a single line. It contains eight eighth notes: the first is on a quarter rest, the second is on a quarter rest, the third is on a quarter rest, the fourth is on a quarter rest, the fifth is on a quarter rest, the sixth is on a quarter rest, the seventh is on a quarter rest, and the eighth is on a quarter rest. The notes are grouped by a bracket above them. Below the staff is a blank line for writing.

8



A musical staff with a single line. It contains eight eighth notes: the first is on a quarter rest, the second is on a quarter rest, the third is on a quarter rest, the fourth is on a quarter rest, the fifth is on a quarter rest, the sixth is on a quarter rest, the seventh is on a quarter rest, and the eighth is on a quarter rest. The notes are grouped by a bracket above them. Below the staff is a blank line for writing.

9



A musical staff with a single line. It contains eight eighth notes: the first is on a quarter rest, the second is on a quarter rest, the third is on a quarter rest, the fourth is on a quarter rest, the fifth is on a quarter rest, the sixth is on a quarter rest, the seventh is on a quarter rest, and the eighth is on a quarter rest. The notes are grouped by a bracket above them. Below the staff is a blank line for writing.

10



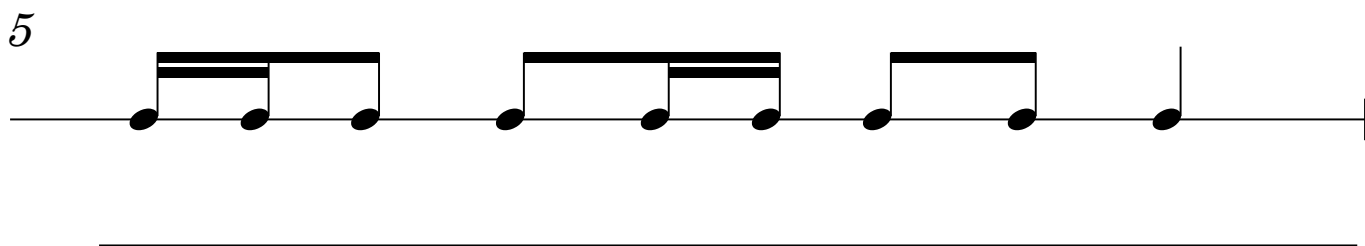
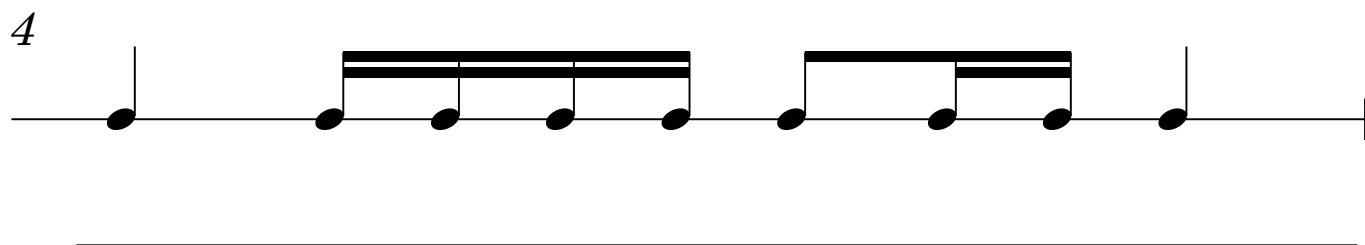
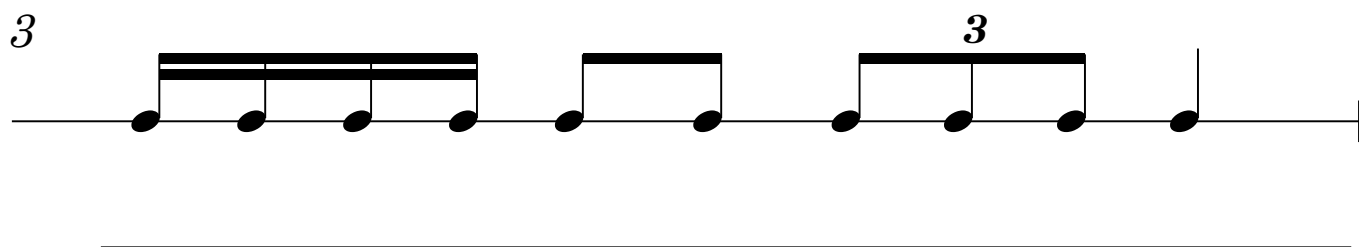
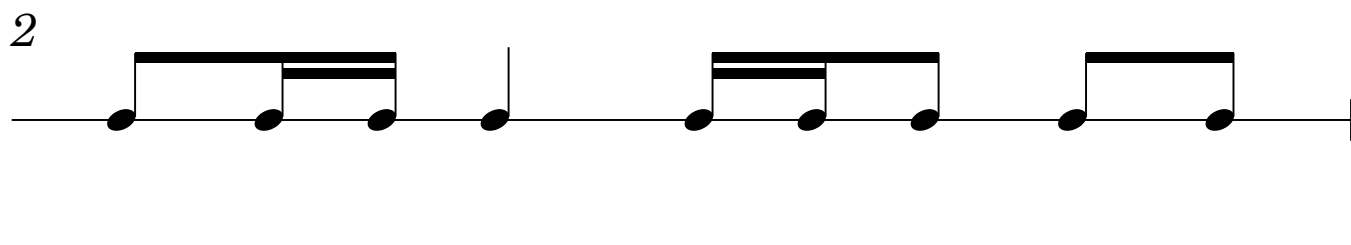
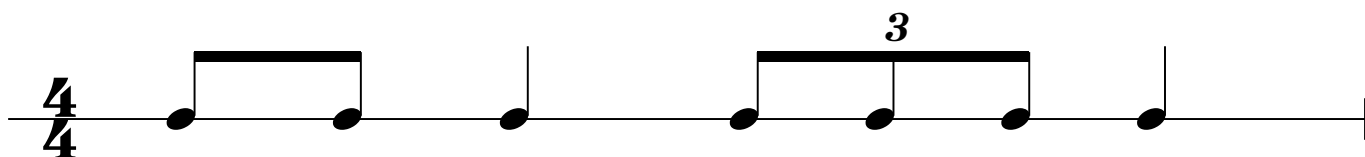
A musical staff with a single line. It contains eight eighth notes: the first is on a quarter rest, the second is on a quarter rest, the third is on a quarter rest, the fourth is on a quarter rest, the fifth is on a quarter rest, the sixth is on a quarter rest, the seventh is on a quarter rest, and the eighth is on a quarter rest. The notes are grouped by a bracket above them. Below the staff is a blank line for writing.

Time_____

Name_____

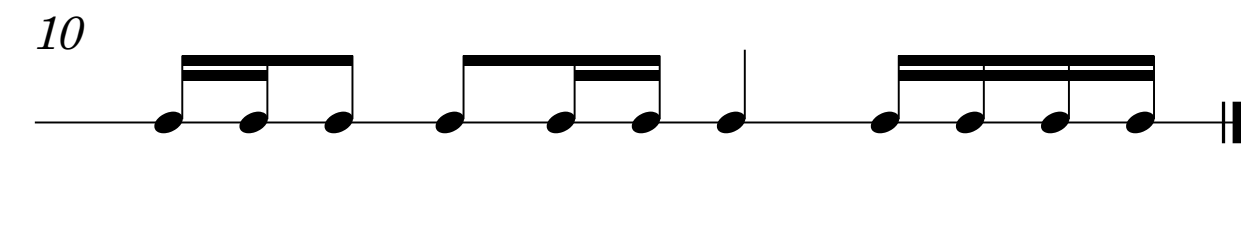
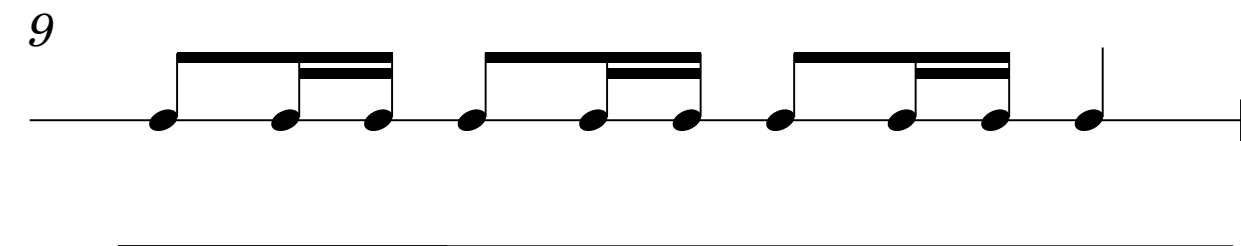
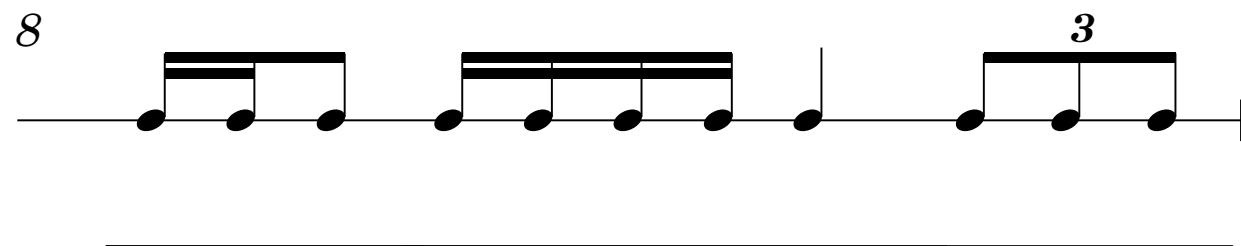
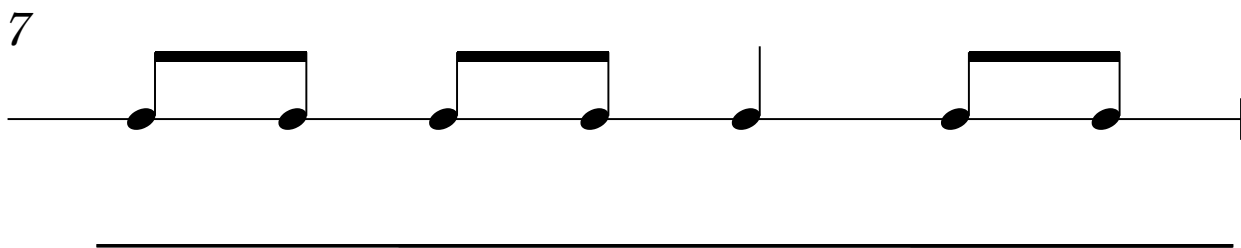
Rhythm Puzzles - Speed Sheet 2

Write out the sight rhythm "*word helpers*". Then *say it*, *clap it*, and *play it*.



Rhythm Puzzles - Speed Sheet 2

2

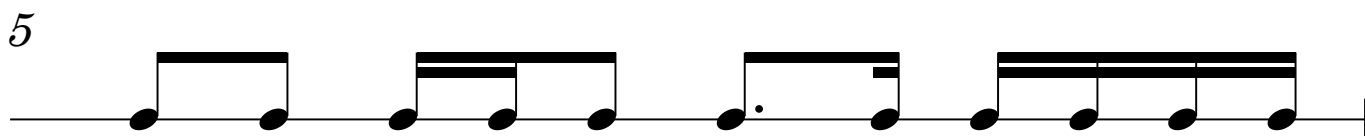
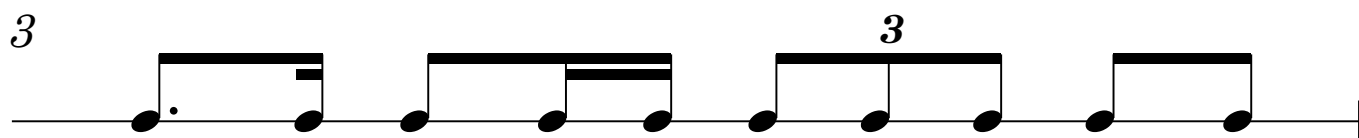
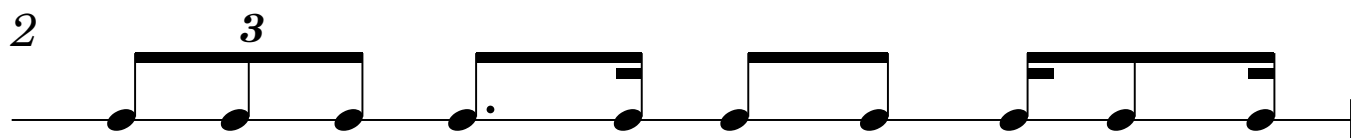
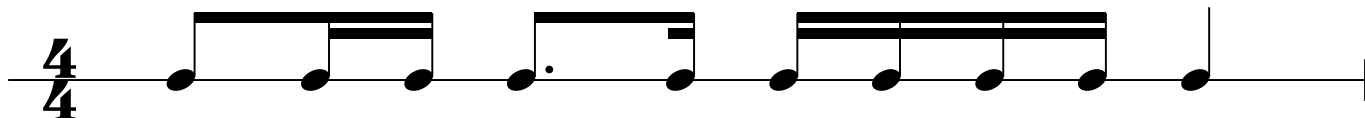


Time _____

Name _____

Rhythm Puzzles - Speed Sheet 3

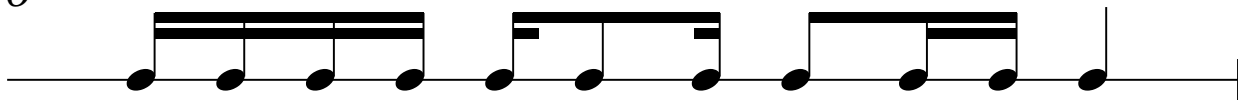
Write out the sight rhythm "*word helpers*". Then *say it*, *clap it*, and *play it*.



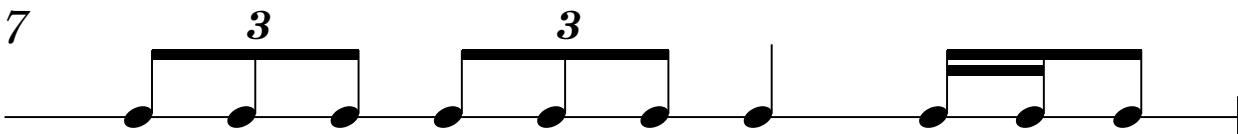
Rhythm Puzzles - Speed Sheet 3

2

6



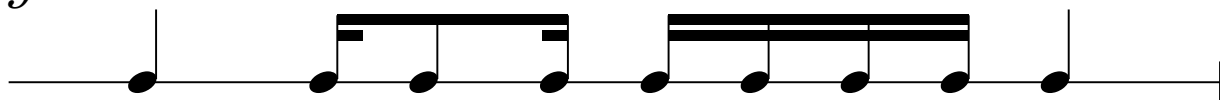
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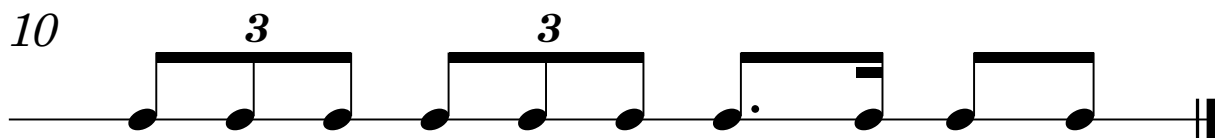
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9



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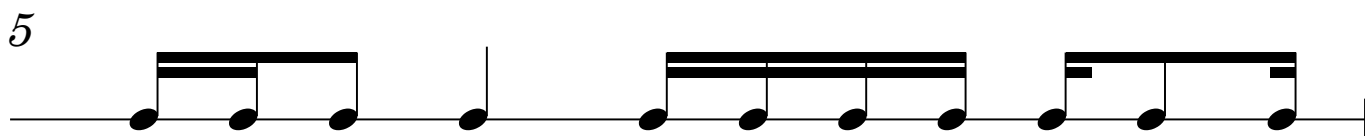
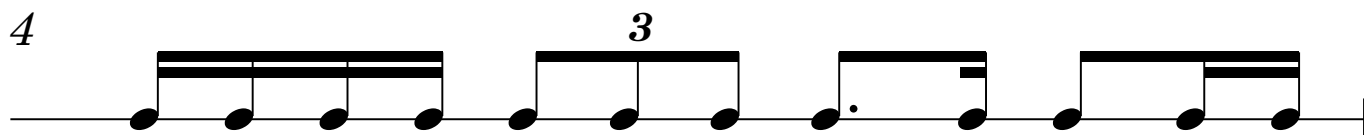
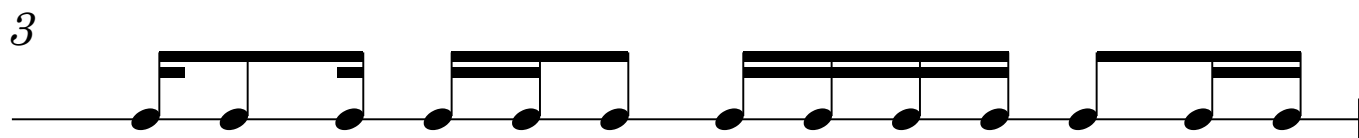
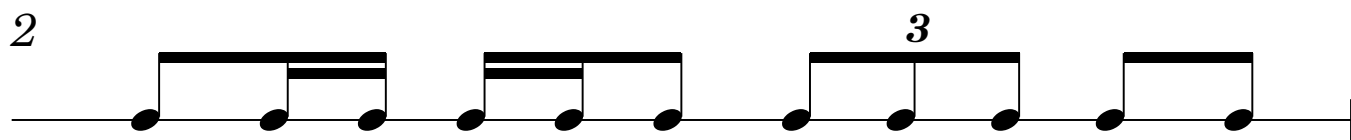
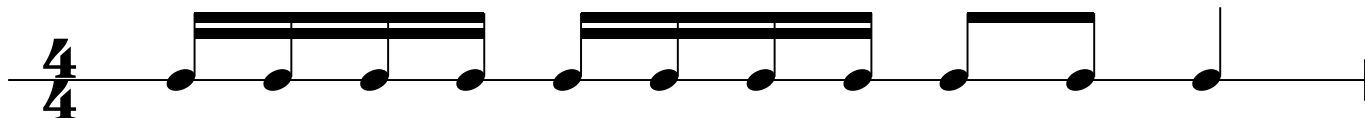


Time _____

Name _____

Rhythm Puzzles - Speed Sheet 4

Write out the sight rhythm "*word helpers*". Then *say it*, *clap it*, and *play it*.



Rhythm Puzzles - Speed Sheet 4

2

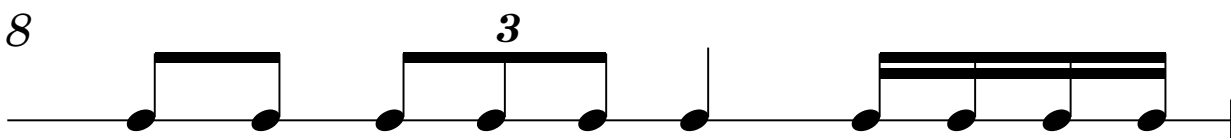
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7



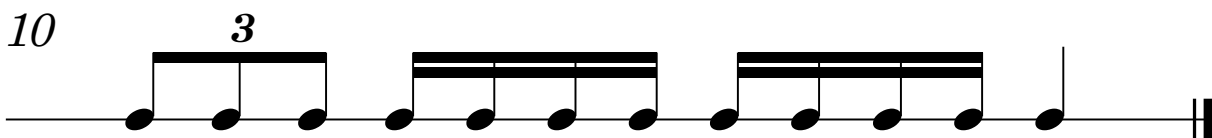
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9



10

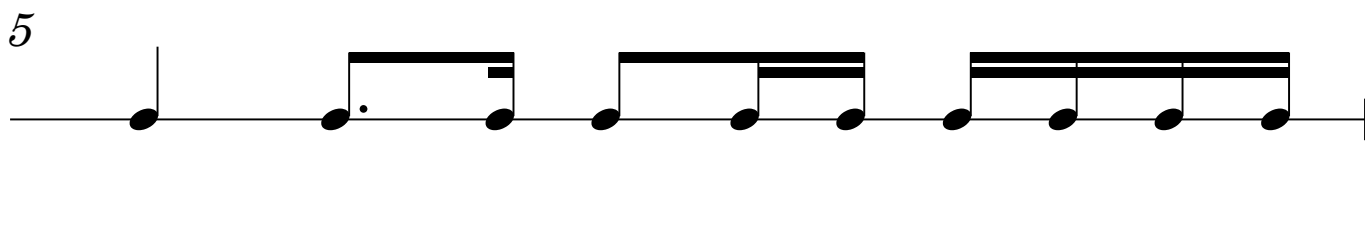
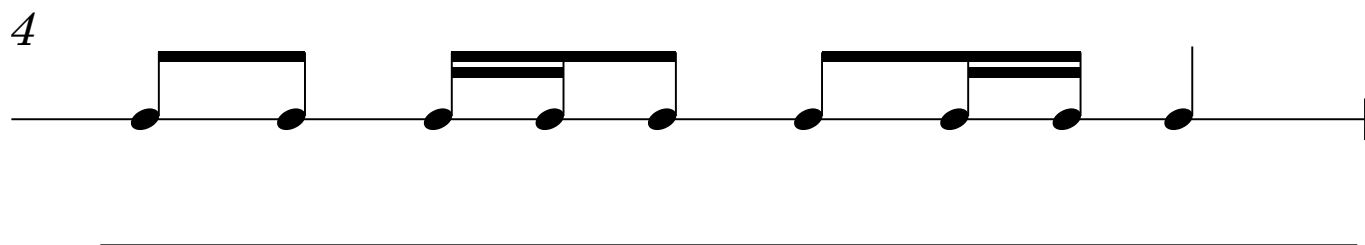
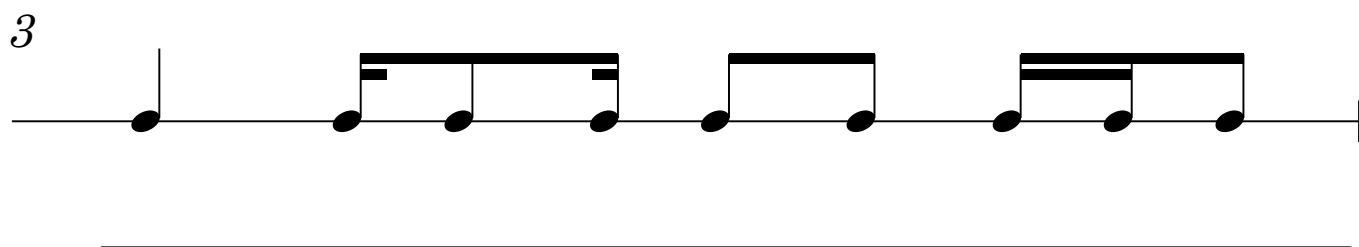
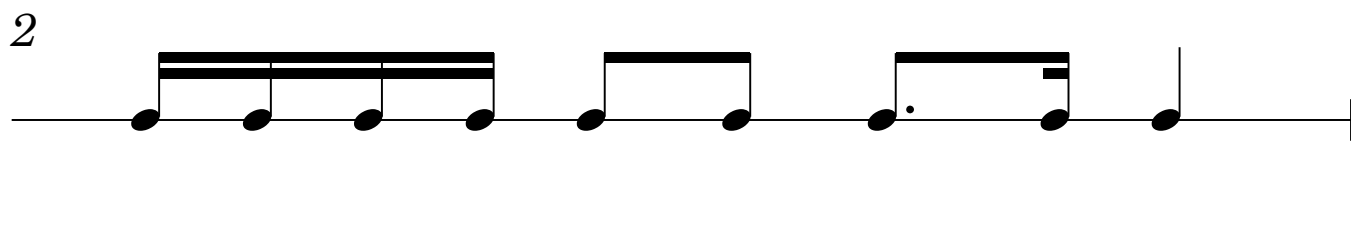
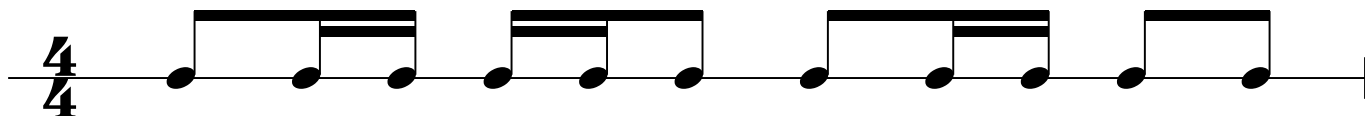


Time_____

Name_____

Rhythm Puzzles - Speed Sheet 5

Write out the sight rhythm "*word helpers*". Then *say it*, *clap it*, and *play it*.



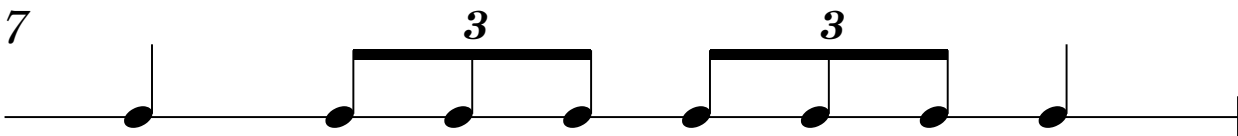
Rhythm Puzzles - Speed Sheet 5

2

6



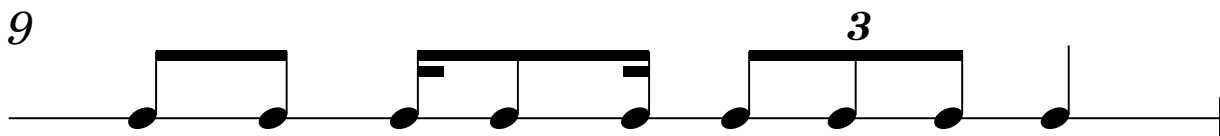
7



8



9



10



Name _____

Compose your own "Rhythm Puzzles"

Compose your own sight rhythms and write out the "*word helpers*".
Then *say it, clap it, and play it*.

4
4

2

3

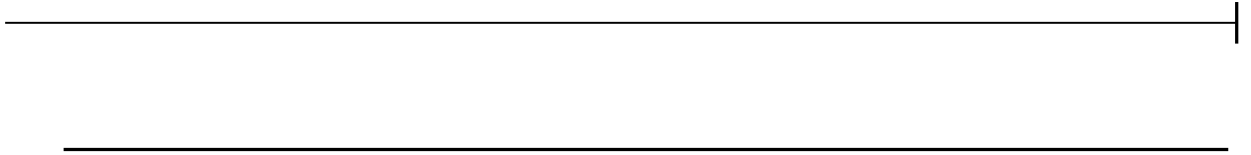
4

5

Compose your own "Rhythm Puzzles"

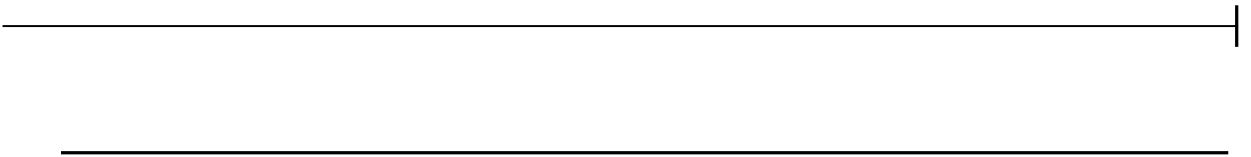
2

6



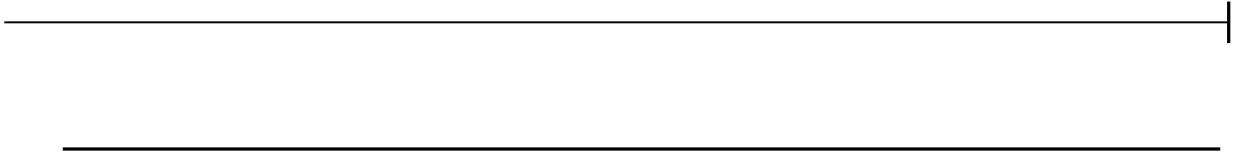
Two horizontal lines for rhythm notation. The top line ends with a vertical bar line. The bottom line is a solid horizontal line.

7



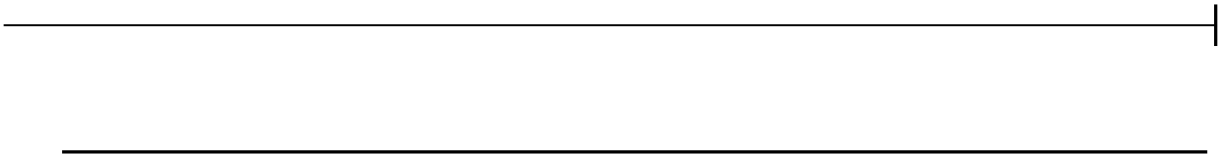
Two horizontal lines for rhythm notation. The top line ends with a vertical bar line. The bottom line is a solid horizontal line.

8



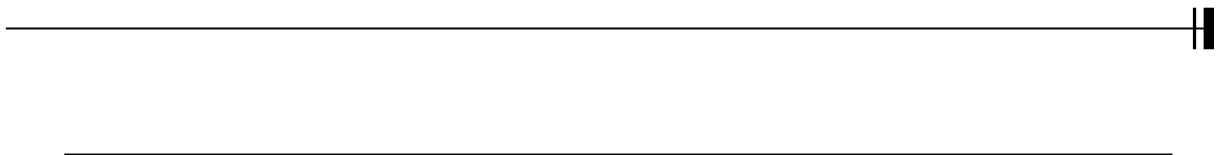
Two horizontal lines for rhythm notation. The top line ends with a vertical bar line. The bottom line is a solid horizontal line.

9



Two horizontal lines for rhythm notation. The top line ends with a vertical bar line. The bottom line is a solid horizontal line.

10



Two horizontal lines for rhythm notation. The top line ends with a double bar line. The bottom line is a solid horizontal line.