

Teaching Rhythmic Literacy:  
Takadimi Do What?

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Goal for the Session:  
to share two tools

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A rhythmic solmization  
(counting) system -  
Takadimi

An instructional  
sequence for teaching  
rhythm patterns -  
*Sound Connections*

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## Music and the Brain

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- Rhythm and Pitch appear to be processed in two different areas of the brain!
- According to Miller (1956), working memory has limited capacity; 7 units of information, plus or minus 2.
- Understanding rhythm requires context! (beat and at least division of the beat)
- Comparative Organizers: Simple and Compound meters may be introduced at the same time to facilitate hearing the difference.

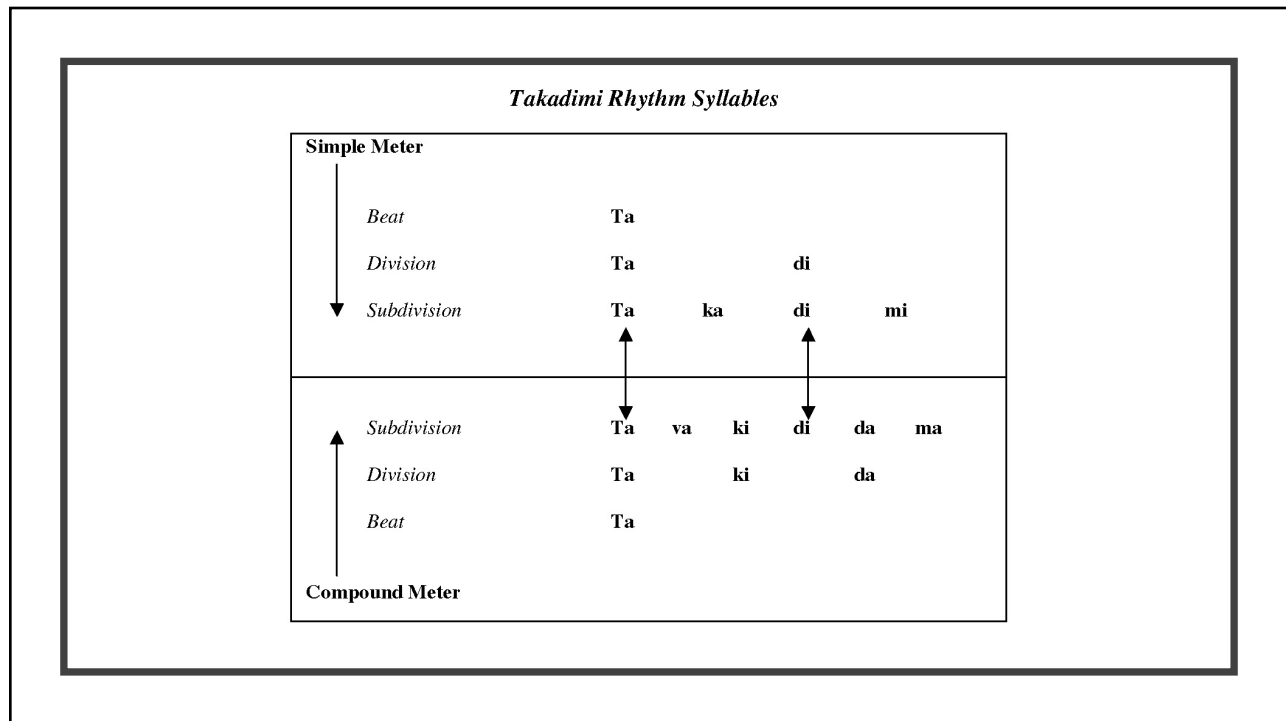
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## What is Takadimi?

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- Developed out of a need for a better system to use with music majors by Richard Hoffman, William Pelto, & John W. White (1996).
- Sound based - identification of beat first (ta) and then common patterns in the context of the beat.
- Chunked information, rather than single units of information.

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## Why Takadimi?

- Sight-Before-Sound Approach
- Alignment between Simple and Compound
- Aligns with priorities
  - Well-articulated rhythmic accuracy
  - Facilitate the generalization of identical patterns in different meters.
  - Assist in aural identification, labeling, and accurate performance of different meters.

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*Basic Rhythm Patterns Using Takadimi Syllables*

The image displays four musical staves, each with a different time signature and corresponding Takadimi syllables written below the notes. The first staff is in 2/4 time with syllables: ta ta ta di ta ta ka di mi ta ta di mi ta ta di di ta (a) di ta ki da ta ta (a). The second staff is in common time with syllables: ta ta ta di ta ta ka di mi ta ta di mi ta ta di di ta di ta ki da ta ta (a). The third staff is in 6/8 time with syllables: ta ta ta ki da ta ta va ki di da ma ta ta da ta ta ki ta ta va ki da ma ta ta di ta ta (a). The fourth staff is in 5/8 time with syllables: ta di ta ki da ta ta di ta di ta ki da ta di ta di ta di ta di ta ta di ta ta di ta.

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# Let's Experience Takadimi...

USING THE *SOUND*  
CONNECTIONS  
INSTRUCTIONAL  
SEQUENCE

PARTICIPATION  
ENCOURAGED!!

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## Sound Connections Instructional Sequence

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### I. Developing a Sound Vocabulary

1. **Neutral Echoing:** Teacher presents patterns on a neutral syllable; students echo on neutral syllable.
2. **Syllable Echoing:** Teacher presents patterns on rhythm/tonal syllables; students echo on rhythm/tonal syllables. Students label patterns with function names. Students audiate and sing patterns from Curwen Hand Signs.
3. **Echo Translating:** Teacher presents patterns on a neutral syllable; students echo patterns using rhythm/tonal syllables. Students label patterns with function names.

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## Sound Connections Instructional Sequence

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### II. Connecting Sound to Symbol

1. **Reading:** Symbol → Syllable → Sound  
Students learn to read rhythm patterns, matching new symbols to known sounds via rhythm cards, then SC Resource Binder or Sight Reading Factory.
2. **Notating:** Sound → Syllable → Symbol  
Students learn to notate aural rhythm patterns via echo translation. Initially via audible syllables; eventually via audiated syllables

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## Common Questions:

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1. What rhythm content is in each level?

A: Levels are Sound Connections distinctions, not Takadimi.

2. Can Echo Translation be skipped?

A: No, it is used to ensure that the encoding process from Sound to Syllable has occurred. It can also be used as an assessment tool!

3. How can I learn more?

A: Sound Connections Text and Resource Binder - <https://donester.weebly.com>

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## Sound Connections Rhythm Levels

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Level 1 Simple & Compound - Beat and Division (Ta, Tadi; Ta, Takida)

Level 2 Simple & Compound - Beat elongation, including ties (Ta-a)

Level 3 Simple & Compound - Syncopated Beat Divisions (Tadi-di; Taki--, Ta-da)

Level 4 Simple Subdivisions (Takadimi)

Level 5 Metric Borrowing

Level 6 Compound Subdivisions (Tavakididama)

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*Sound Connections*  
Syllable Echoing  
Level 1: Simple & Compound

*SOUND CONNECTIONS: A Comprehensive Approach to  
Teaching Music Literacy by Don P. Ester*

Video Resource by Susan E. Shirel

Echoing & Echo Translation Videos

AVAILABLE ON SUSAN SHIREL  
YOUTUBE CHANNEL

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Q & A

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## For more resources:

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[www.seshirel.com/2020-aracda-conference](http://www.seshirel.com/2020-aracda-conference)

Echoing and Echo Translation Model Videos  
Digital Rhythm Cards PowerPoints

Contact Email:  
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## Takadimi Resources

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Takadimi Short Guide:

<http://www.takadimi.net/documents/Takadimi%20short%20guide%20for%20Web.pdf>

The "Original" Takadimi Article

<http://www.takadimi.net/documents/TakadimiArticle.pdf>

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