

## LESSON 1

### Students Will Learn

That God created music.

### Additional Materials

Teacher: *God Made Music 2 Compact Disc 1*.<sup>1</sup>

### Procedure<sup>2</sup>

Can you name some things that God created? (Possible answers: Stars, trees, animals, etc.) Turn to page 2.<sup>3</sup> Use your pencil to draw inside each of the 6 frames on page 2 some things that God has created. Try to think of unusual or special things that He created. I am going to play some music as you draw. Play *Symphony 3*, movement 3 by Mendelssohn (CD21, band 1) twice as students draw. (Do not allow students to color their pictures at this time.)<sup>4</sup> After students complete their drawings, discuss the "created things" that they drew, noting the more unique things.

While you were drawing things that God created, you were listening to something else that God created. Can you guess what it was? Allow discussion. God created music. Look at page 3. Let's learn a song about God creating music. Strawberries, cherries, nuts, and bananas are all things that God created. Follow them and the words moving up and down on the page as you learn this song. Sing the red words first, then sing the green words. Teach "God Made The Music" (CD21, band 2).<sup>5</sup>

Discuss the words of the song with students. Define "melody" and "symphony." "Melody" is the tune that makes music. A "symphony" is a collection of many sounds that make music. God made the world into a symphony of sounds. What are some of the sounds that you hear every day? Birds, trees rustling, horns honking, music playing, etc. The music that I played while you drew your pictures is called a "symphony." I am going to play it again, and as you listen to this symphony, color the pictures that you drew on page 2. As you color, listen carefully for the many sounds in this symphony. ♪ Replay *Symphony 3*,



movement 3. □

<sup>1</sup>Use the *God Made Music 2 Compact Discs* (hereafter abbreviated CD21 and CD22) to teach new songs and listen to classical selections. The music on these CD's demonstrates concepts and instruments studied within the lesson. Piano accompaniments with guitar chords for all songs in *God Made Music 2* are available in the *God Made Music 2 Piano Accompaniment* book.

<sup>2</sup>Lesson procedure is presented in readable sentence format. This color text in the lesson procedure is to be read aloud or paraphrased. All other text in the procedure is instructional information meant to clarify the teaching process.

<sup>3</sup>All lessons and song arrangements contained in *God Made Music 2*

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<sup>4</sup>A pencil symbol indicates a written student response.

<sup>5</sup>The songs on CD21 and CD22 are recorded in split track. This split-track capability is not required for use with *God Made Music 2*, but is a feature on the recordings that allows the songs to be performed with an accompaniment track for assemblies or programs if desired.




# God Made The Music

Words and music by Joe and Judy Swaim  
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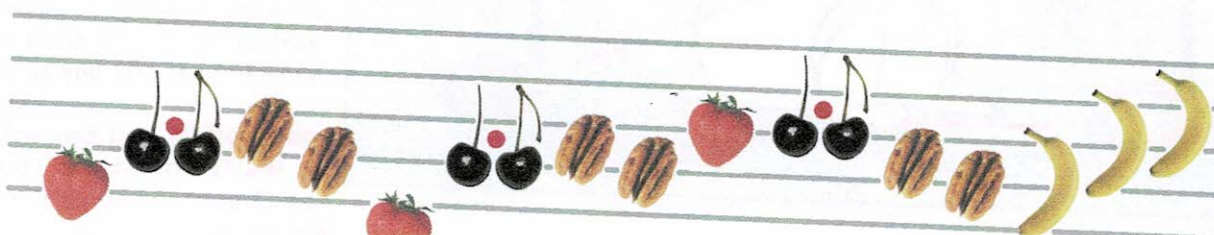
\*The dots between  
cherries apply to  
Lesson 17  
not this lesson.



1. In the be - gin - ning God, the Cre - a - tor spoke, and He said, "Let there be light."  
2. When - ev - er I hear mu - sic or sing - ing, I hear a sound I love to hear.



Then all the stars that the Lord cre - a - ted joined in a song with all their might.  
Mu - sic can make ev - 'ry - one feel hap - py, mu - sic can bring a sad heart cheer.



God made the mu - sic, God made the mu - sic, when He cre - a - ted mel - o - dy.



God made the mu - sic, God made the mu - sic, He made the world a sym - pho - ny.



## LESSON 2

### Students Will Learn

That notes make music by moving high and low, and that notes have different shapes and parts.

### Additional Materials

Teacher: *Musicards* 8, 9, 10, 11, 16, 17, 18, *CD21*.

### Procedure

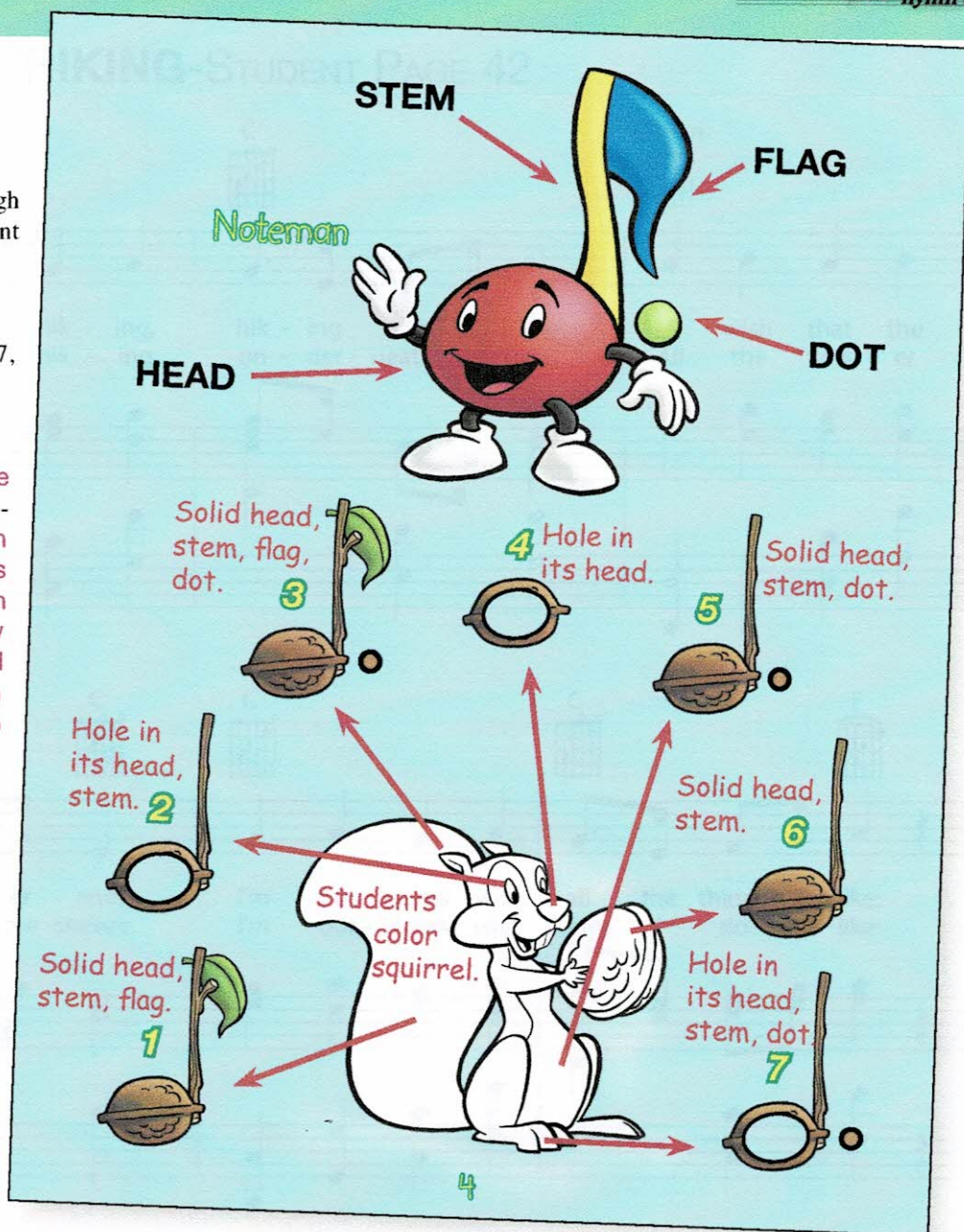
Turn to page 2. Name some things that God created. Allow discussion. We learned in our last lesson that God also created music. Let's sing the song that we learned on page 3. As you did before, follow the strawberries, cherries, nuts, and bananas moving up and down on the page as the music moves up and down. Lead students in singing "God Made The Music" (*CD21*, band 2).

The strawberries, cherries, nuts, and bananas were helpful in showing whether the music moved higher or lower, but real music uses "notes" to show whether music is moving high or low. Turn to page 4. "Noteman" is going to help us learn the parts of a note. Display *Musicards* as you give the following descriptions:

The red part of Noteman is called the head. Draw a line from the word "head" to Noteman's head. <sup>1</sup> The yellow part of Noteman is called the stem. Draw a line from the word "stem" to Noteman's stem. <sup>2</sup> The blue part of Noteman is called the flag. Draw a line from the word "flag" to Noteman's flag. <sup>3</sup> The green part of Noteman is called the dot. Draw a line from the word "dot" to Noteman's dot. <sup>4</sup> Display *Musicards* 8a. This note has just a head, but this head also has a hole in it. Sometimes note heads have holes in them.

Help the squirrel on page 4 locate his "nutty notes." Draw a line from the squirrel to the nutty notes as I tell you to.

1. Connect squirrel's tail to the "nut note" with a head, stem and flag. <sup>1</sup>
2. Connect his ear to the "nut note" with a head, stem, flag and dot. <sup>2</sup>



3. Connect his eye to the "nut note" with a hollow head and stem. <sup>3</sup>
4. Connect his nose to the "nut note" with a hollow head. <sup>4</sup>
5. Connect his nut to the "nut note" with a head and stem. <sup>5</sup>
6. Connect his tummy to the "nut note" with a head, stem and dot. <sup>6</sup>
7. Connect his foot to the "nut note" with a hollow head, stem and dot. <sup>7</sup>

Divide the class into 2 teams and conduct the following contest: I will describe a note by its parts. Try to be the first to locate that note on page 4. The first person to give the correct number of the note wins a point for their team. Refer to the text on the student page reduction for note descriptions.

Notes make music. Every sound that you hear in the music that

I am going to play has a written note. Listen for the notes to go up high and down low. As you listen to the music, you may color the squirrel at the bottom of page 4. <sup>1</sup> Play *Waltz in A Flat* by Brahms (*CD21*, band 3). □

<sup>1</sup>Always check student responses. Select students to give their answers aloud, allowing for a reiteration of concepts and for students to correct any wrong responses.