

## LESSON 1

### Students Will Learn


That music was present when God created the universe.


### Additional Materials


Teacher: *God Made Music 3 Compact Disc 1*,<sup>1</sup> *Musicards* (see below).

Student: Bible.

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

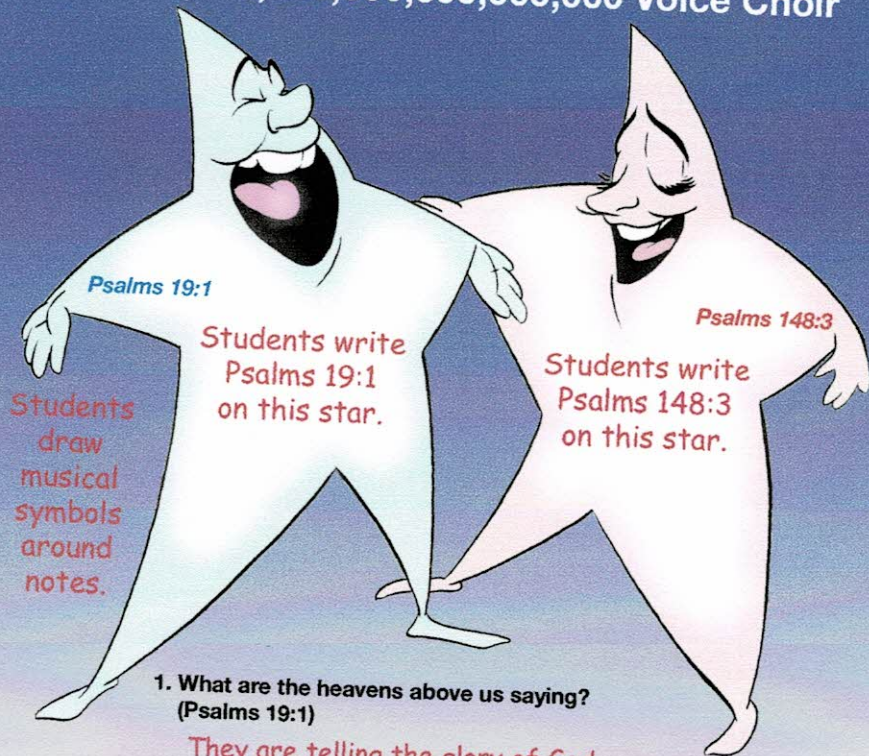
Turn to page 2.<sup>3</sup> Look at the Bible verses on the blue and pink stars. Write Psalms 19:1 on the blue star and Psalms 148:3 on the pink star. As you write your verses, I am going to play a selection of music called "The Planets." <sup>4</sup> Play *Uranus* from "The Planets" by Holst (*CD31*, band 1) as students write their verses.

The music from "The Planets" was written by a composer named Gustav Holst. He composed several songs for "The Planets," each one named after one of the planets in our solar system. The one that you heard was called *Uranus*. I am going to play *Uranus* once again. As you listen, answer questions 1 through 4 on page 2 of your workbook. Do not answer the red question at this time.  Play *Uranus* once again as students work. As the music plays, place several easy-to-draw *Musicards* around the room.

Discuss student answers and complete the red question together with the class.  No one knows for sure what the morning stars were. Some think the morning stars were angels. Others think they were the stars giving off heavenly sounds. If the morning stars were stars giving off musical sounds, how many morning stars were singing together? Look at the number at the top of page 2. Who can guess what this number is? Allow discussion. This number is 200 billion billion! That is how many stars are estimated to be in the sky...and that is how many morning stars could have been singing at creation.

Is our sun a star? Allow discussion. Our sun is 1 of the 200 billion billion stars that sang at creation. Turn to page 3 and let's learn a song about

## A 200,000,000,000,000,000,000,000,000 Voice Choir



1. What are the heavens above us saying? (Psalms 19:1)

They are telling the glory of God.

2. What are these stars doing? (Psalms 148:3)

They are praising God.

3. What kind of stars are these? (Job 38:7)

Morning stars.

4. What were the stars doing while God created the earth? (Job 38:7)


They were singing.

What do you think "Morning Stars" were?

Stars giving off sound or possibly angels or other created beings.

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our sun. Teach "Good Morning, Says The Sun" (*CD31*, band 2).<sup>5</sup>

When you read books, you read words. When you read music, you read symbols that make music. Around the room you will see some of the symbols that make music. As I play *Uranus* a final time, draw around the stars some of the musical symbols that you see around the room or in the music on page 3. The symbols you draw will indicate that the stars are making music."  Play *Uranus* a final time. □

<sup>1</sup>Use the *God Made Music 3 Compact Discs* (hereafter abbreviated *CD31* and *CD32*) 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 3* are available in the *God Made Music 3 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 3* are copyrighted by Praise Hymn, Inc. This means that only Praise Hymn, Inc. is legally authorized to make copies of these lessons and songs. All other copies are illegal. Purchase of *God Made Music 3* entitles you to use the lessons, but not copy them.

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

<sup>5</sup>The songs on CD31 and CD32 are recorded in split track. This split-track capability is not required for use with *God Made Music 3*, but is a feature on the recordings that allows the songs to be performed with an accompaniment track for assemblies or programs if desired.

1. I have a spe - cial friend who greets me ev - 'ry morn;  
 2. Some morn - ings while I sleep, my friend plays hide - and - seek;

He in - tro - duced him - self the day that I was born.  
 He slips be - hind a cloud and all he does is peek.

He prom - i - ses that I will have a pleas - ant day;  
 But if he hides too long, I'll be a sleep - y head;

His shin - ing face in - vites me to come out - side and play.  
 With - out my friend to wake me, I stay too long in bed.

**"Good Morning," Says The Sun**  
 Words and music by Judy Swain  
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"Good morn - ing," says the sun, "Please o - pen up your eyes." "Good  
 morn - ing," says the sun, "It's time for you to rise!"



## LESSON 2

### Students Will Learn

That the flutophone can be used to make music.

### Additional Materials

Teacher: Flutophone, masking tape, 1 piece of red and 1 piece of blue construction paper, CD31.

### Procedure

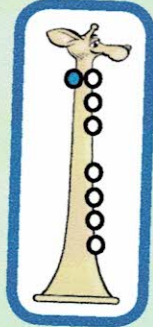
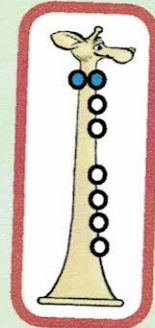
Distribute the flutophones, and distribute 1 two-inch length of masking tape to each student. Write your name on the piece of masking tape. Place the tape on your flutophone, but make sure that the tape does not cover up any holes on the instrument. Now write your name on your flutophone box.

Flutophone "Attention Position" means that your flutophone is held upright on your desk using your right hand. "Play Position" means that your flutophone is placed in your mouth ready to play. Turn to workbook page 4, and look at the giraffe inside the red and blue boxes. This giraffe is named "Fluto," and Fluto will be your guide to learning flutophone fingering this year. Place the thumb and first finger of your left hand over the holes that are colored blue. Use your right hand to hold the instrument just below the last group of holes near the bottom.

With your left thumb and first finger **completely**<sup>1</sup> covering the holes, blow into the flutophone. Begin each tone by whispering the word "too" inside your mouth. Blow just hard enough to make a clear and pleasant tone. Repeat this procedure several times until students produce a clear tone. Repeat the procedure using the Fluto fingering inside the blue box.<sup>2</sup>

Discuss with students sentences 1-7 in the yellow area on page 4. Place an "X" in front of the phrase that best completes each sentence.

Let's have a red and blue contest. If I hold up a red piece of paper, you play the note in the red box. If I hold up a blue piece, play the note in the blue box. Repeat this procedure, dividing the class into teams and select-

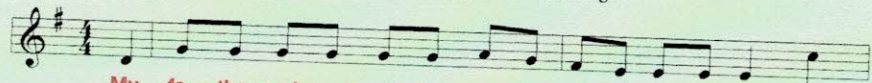


- Attention position is when my Flutophone is
  - in my mouth ready to play.
  - sitting on top of my desk.
  - inside my desk.
- During attention position I hold my Flutophone with my
  - right hand.
  - left hand.
  - no hands.
- Play position is when my Flutophone is
  - in my mouth ready to play.
  - sitting on top of my desk.
  - at my side.
- During music class, I can blow my Flutophone
  - whenever I want to.
  - whenever the teacher is not looking.
  - whenever the teacher signals.
- To get the best sound on my Flutophone, I should blow
  - softly.
  - loudly.
  - halfway between softly and loudly.
- A blue circle on the Fluto means to
  - cover my choice of green holes.
  - completely cover all green holes.
  - not cover any green holes.
- I should start each tone on the flutophone by saying
  - "excuse me."
  - "watch out."
  - "too."

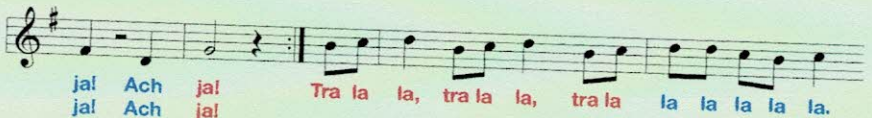
### Ach Ja!

German Folk Song.

"Ach Ja" is German for "Oh yes," or "That's right."



My fa - ther and my moth - er go a - trav' - ling to the fair; Ach  
And though they have no mon - ey, they're as rich as an - y there. Ach



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ing a representative from each team to try to be the first to play the correct note when the red or blue paper is displayed. You may wish to score each team on the chalkboard.

Look at the German folk song entitled "Ach Ja!" on page 4, explaining the meaning of the title. Teach "Ach Ja!" (CD31, band 3) on page 4 until students can sing the song without hearing the CD accompaniment.

Today you are going to play a flutophone "Ach Ja!" accompaniment. Instead of singing the words, play a note for each of the words. Play the red note when the words of the song are red, and play the blue note when the words are blue. Lead students in playing the song slowly. You may want to have a few students sing

while others play, or you may sing the song yourself while the students play to accompany your singing. Repeat the procedure several times until students master playing the red and blue notes.

Collect and store the flutophones at school. It is recommended that students not take their instruments home between music class periods. □

<sup>1</sup>It is very important that students completely cover all holes called for. Failure to cover holes completely produces an out of tune note.

<sup>2</sup>If students are playing recorders instead of flutophones, the blue box note (high C) fingering will be the following holes covered: left-hand thumb hole, left-hand middle finger hole.