

Notice all of the other symbols on the staff of "I Will Pledge My Allegiance." Can you name some of the other symbols? Students who have studied previous years of *God Made Music* should recognize clef signs, sharps, time signatures, bar lines, and double bar lines.

Display *Musicards 4a*. This line on the staff is a bar line. Use a blue crayon to circle all of the bar lines in "I Will Pledge My Allegiance" on page 3. How many bar lines did you circle? 8.

Display *Musicards 4b*. The space between bar lines is called a "measure." Complete exercise 2 on page 3.

Display *Musicards 1b*. When 2 "staves" (that's what we call it when we are describing more than 1 staff) are joined together, they are called a "grand staff."

Display *Musicards 2a*. This symbol is called a "treble clef" and it is usually on the top staff of the (turn the card to the reverse side) grand staff. It identifies higher notes on the grand staff sung by women or children. This clef appeared in the music of "I Will Pledge My Allegiance" when children sang on the recording.


Display *Musicards 3a*. This symbol is called a "bass clef" and it is usually on the bottom staff of the (turn the card to the reverse side) grand staff. It identifies lower notes on the grand staff sung by men. This clef appeared in the music of "I Will Pledge My Allegiance" when the man sang on the recording.

Display *Musicards 5a*. This is the last symbol that you are going to learn today. I saved this symbol for last because it usually appears last. This symbol is called a "double bar line," and it appears at the end of a section of music.

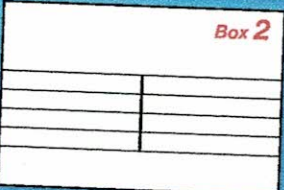
Place all of the *Musicards* on the chalk tray so that they are visible to students. Complete exercises 3 and 4 on page 3. Refer to the *Musicards* around the room to find out how to make the symbols and where to place them on the grand staff.

Use a green crayon to circle

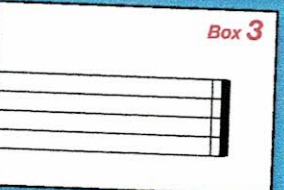
Box 1



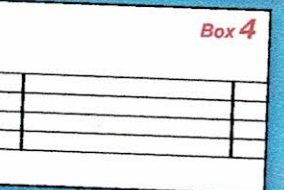
Box 2



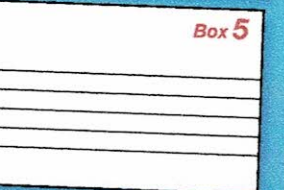
Box 3




Box 4

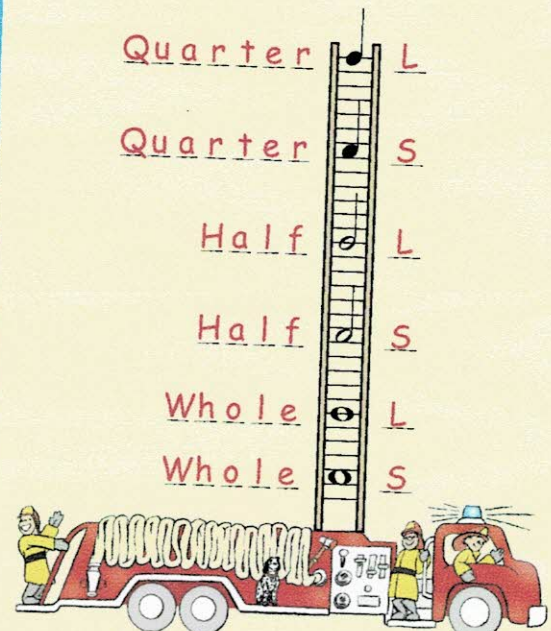


Box 5

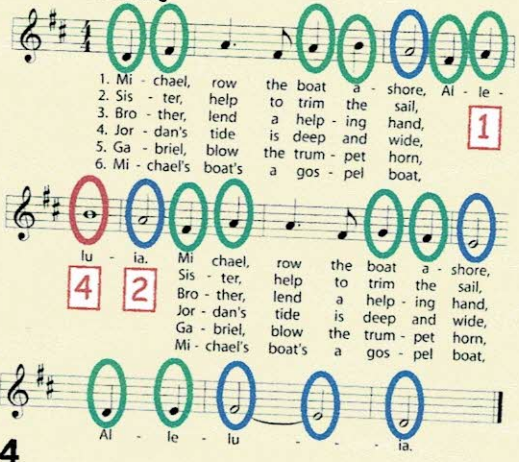


Box 6





Michael, Row The Boat Ashore
West Indies Folk Song



1. Mi - chael, row the boat a - shore, Al - le -
 2. Sis - ter, help to trim the sail,
 3. Bro - ther, lend a help - ing hand,
 4. Jor - dan's tide is deep and wide,
 5. Ga - briel, blow the trum - pet horn,
 6. Mi - chael's boat's a gos - pel boat.

lu - ia. Mi chael, row the boat a - shore,
 Sis - ter, help to trim the sail,
 Bro - ther, lend a help - ing hand,
 Jor - dan's tide is deep and wide,
 Ga - briel, blow the trum - pet horn,
 Mi - chael's boat's a gos - pel boat.

Al - le - lu - ia.

all treble clef signs in all songs on page 3. Use a brown crayon to circle all bass clef signs in the songs on page 3. Use a red crayon (for "stop") to circle all of the double bar lines in the songs. Count the number of measures in "Joyfully We Praise Thee," and write that number in the box above the song.

Turn to page 4 and look at the boxes on the left side of the page. Divide the class into 2 teams and select a representative from each team to compete. As I call a box number, each of you try to be the first to give me the musical symbol name inside that box. Score each team on the chalkboard. Vary the game by giving the symbol name and requiring students to give

the box number. Answers:

Box 1: Bass Clef.

Box 2: Bar Line.

Box 3: Double Bar Line.

Box 4: Measure.

Box 5: Staff.

Box 6: Treble Clef. □

same pitch. Raise your hand when you hear rhythm alone without melody. Play "Mars" from *The Planets* by Holst (CD41, band 2). □

¹Use the *God Made Music 4* Compact Discs (hereafter abbreviated CD41 and CD42) 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 4* are available in the *God Made Music 4 Piano Accompaniment* book.

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

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⁴A pencil symbol indicates a written student response.

⁵The songs on CD41 and CD42 are recorded in split track with instruments on the left track and voices on the right track. Split track equipment is not required to use the CD's in the classroom. However, the split track feature allows the songs to be performed with the instrumental accompaniment track for assemblies or programs if the equipment is available.

Joyfully We Praise Thee

Music by Franz Joseph Haydn, Words by Joe Swaim
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Joy - ful - ly we lift our voic - es, Joy - ful - ly we praise Thee.
Sing - ing all Thy won - drous bless - ings, Grate - ful - ly we thank Thee.
1. Thank you for the sun to warm and stars that shine the way at night,
2. Thank you for our dai - ly bread that gives us strength to live each day.
For your Ho - ly Spir - it in us guid - ing us to right.
For your Word that nev - er chang - es show - ing us the way.

I Will Pledge My Allegiance

Words and music by Judy Swaim
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1. I will pledge my al - le - giance to the flag, to the flag,
2. I will pledge my al - le - giance to this land to this land,
I will pledge my al - le - giance to the flag.
I will pledge my al - le - giance to this land.
To its Red, White and Blue I will al - ways be true.
it's the land that I love, Blest by God from a - bove.
I will pledge my al - le - giance to the flag.
I will pledge my al - le - giance to this land.

3

STAFF Systems

1. Draw a **STAFF** by connecting the dots below.

Students connect dots to make a staff.

2. Using **BAR LINES**, divide the staff below into 3 **MEASURES**.



3. Place a **TREBLE CLEF** sign and **DOUBLE BAR LINES** on the grand staff below.



4. Place a **BASS CLEF** sign and **DOUBLE BAR LINES** on the grand staff below.



LESSON 2

Students Will Learn

That music is written on treble or bass staves or on the grand staff. Music on the staff is separated by bar lines and double bar lines.

Additional Materials

Teacher: CD41, Musicards 1, 2, 3, 4, 5.

Student: Ruler, crayons.

Procedure

What is rhythm? What is melody? There are special musical symbols that tell a musician what rhythm to play or whether to make the melody go up or down. This year you are going to learn those symbols

and how to play and sing them.

Turn to page 3 and look at the section on the right-hand side of the page called "STAFF Systems." Use your ruler to connect the like-colored dots to form 5 evenly spaced lines. Display *Musicards 1a*. You just made a staff like the one shown on this card. Musical notes written on the staff tell the musician whether to sing high or low. Follow the notes in the music "I Will Pledge My Allegiance" on page 3. If the notes go up on the staff, your voice will sing higher. If the notes go down on the staff, your voice will sing lower. Teach "I Will Pledge My Allegiance" (CD41, band 3) on page 3.

LESSON 1

Students Will Learn

That our hymnals contain a musical message of praise to God, and that music contains rhythm and melody.

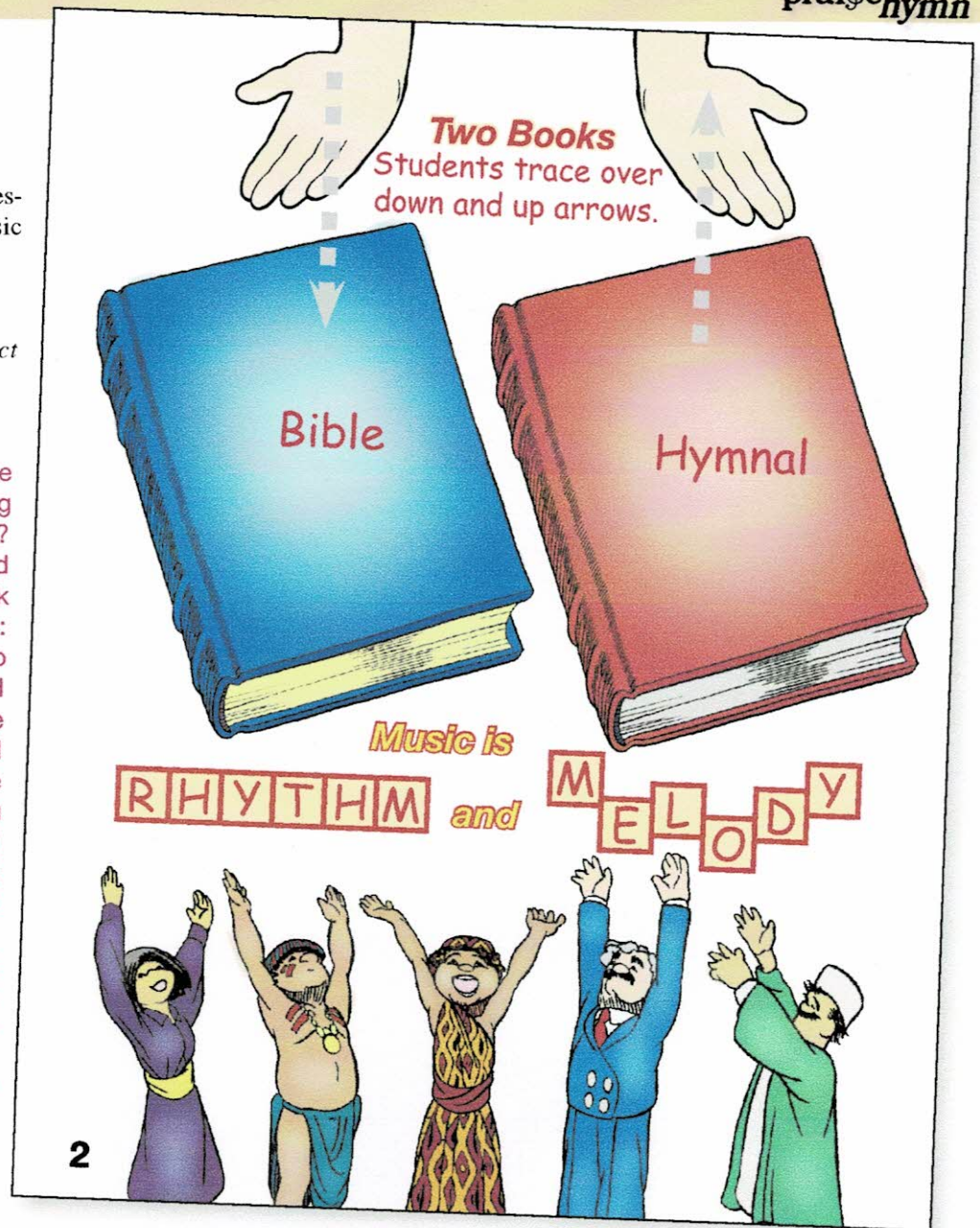
Additional Materials

Teacher: *God Made Music 4 Compact Disc 1*,¹ 1 hymnal.

Procedure²

Turn to page 2.³ What is the name of the mystery book coming **down** from the top of this page? Listen to the following clues and raise your hand when you think you know the name of this book: Pretend that the hand at the top of page 2 is God's hand. Pretend that the people at the bottom of the page are Christians from around the world. Use a red crayon to trace over the **down** arrow so that you will know that this book is coming **down from God to us**.⁴ What is the name of the book that came down from God to us? **The Bible**. Write the word "Bible" on the blue book. How did God send this book down to us? Did He give us a paper book? Allow discussion. God gave the words of the Bible to prophets and apostles. The books in our Bible are what God told them to write.

What is the name of the mystery book going **up** toward the top of page 2? Listen to the following clues and raise your hand when you think you know the name of this book: Pretend that the hand at the top of the page is God's hand. Pretend that the people at the bottom of the page are Christians from around the world. Use a blue crayon to trace over the **up** arrow, so that you will know that this book is going **up from us to God**. What could this book be? Allow discussion, and display the hymnal as an additional clue. Write the word "Hymnal" (spell on the chalkboard) on the red book that is going up from us to God. How do we send this book up to God? Allow discussion. Just as God sent the words of the Bible down to us, we send words and



music of praise up to Him. We send the words and music of our hymnal up to God when we sing the praises in it. Pretend that your workbook is a hymnal. As you sing "Joyfully We Praise Thee" on page 3, imagine words and musical notes going **up** in praise to God. Teach "Joyfully We Praise Thee" (*CD41*, band 1)⁵ on page 3.

Let's try the song again, but instead of singing, I want you to clap and say the words in rhythm. Music without a tune is called **RHYTHM** (spell on the chalkboard). Write the word "rhythm" in the even-height boxes near the bottom of page 2. But music without a tune can be boring. When we add a

tune to rhythm, we make **MELODY** (spell on the chalkboard). Write the word "melody" in the different-height boxes near the bottom of page 2. Now read the sentence at the bottom of page 2 with me: "Music is rhythm and melody."

Today we are going to listen to music that has rhythm alone and rhythm and melody combined. The name of this music is *The Planets*. The part of *The Planets* that we are going to listen to is called "Mars, Bringer of War." Listen for the powerful war-like melodies throughout the music, but also listen for some instruments to play rhythm alone, that is, rhythmic patterns on the