



Music Curriculum Year 1

Year 1

Introduction

God created humans in His own image, yet each person has their own unique qualities. Arts education should encourage and assist students to use their God-given talents to the best of their ability.

In our Christian school, the teaching of music encourages students to express praise and worship to God. Singing and the playing of instruments are both excellent expressions of worship.

“The Lord is my strength and my song.” Exodus 15:2

“Come let us sing for joy to the Lord”. Psalm 95:1

“Shout for joy to the Lord, all the earth, burst into jubilant song with music; make music to the Lord with the harp and the sound of singing, with trumpets and the blast of the ram’s horn. Shout for joy before the Lord, the King.” Psalm 98:4-6

Students will be presented with a range of musical styles: Christian, traditional, classical, contemporary and folk, with the emphasis on enjoyment and appreciation. Music is a gift from God that should be nurtured in all students. It is a gift to all, and not only for those with exceptional talent. Music is therefore a very important element in the Christian curriculum.

Music will be integrated with our God-centred curriculum, where themes of God’s character and nature are studied. Teachers can select songs to support the theme, and also present songs that teach related Scripture verses.

Content

The following aspects of music will be incorporated into lessons throughout the year

1. Creating, composing, experimenting with sound.
2. Learning and using the following skills: beat, rhythm, melody, dynamics, tempo through activities with songs based on the Pentatonic scale. The pentatonic scale uses the 1st, 2nd, 3rd, 5th and 6th notes of the scale. (e.g. CDEGA)
3. Listening, recognizing musical features and appreciation of different musical styles.
4. Singing, moving to music, clapping, tapping and playing percussion instruments to music.

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High/low; Loud/soft; Fast/ slow	9

Year 1 songs from Beacon Media CDs:

The following songs will be found on: *All Creation Sings, Sing a Joyful Song & Couldn't be Finer.*

1. God is Love

- Zacchaeus (Couldn't Be Finer Track 4)
- Down in my heart (Couldn't Be Finer Track 3)
- God loves you (All Creation Sings Track 3)

2. God is Provider

- Thank you Lord for this fine day (Couldn't be Finer Track 16)
- Do not worry (Couldn't be Finer Track 18)

3. God is our Saviour

- Welcome, Jesus (Couldn't Be Finer Track 15)
- God is my Peace (All Creation Sings Track 23)

4. God is Pure and Holy

- More like Jesus (Couldn't be Finer Track 12)
- Mud Pies (All Creation Sings Track 14)

5. God is Creator

- I've got ten fingers (Couldn't be Finer Track 2)

6. God is Wise

- Thank you Lord for this fine day (Couldn't be Finer Track 16)
- Thank you for all the good things (Couldn't be Finer Track 17)

7. God is a Servant

- A servant for Jesus (All Creation Sings Track 17)
- What can I give / Jesus take my hands (Sing a Joyful song Track 17)

8. God is Protector

- The house on the rock (All Creation Sings Track 11)
- A great big Dad (Couldn't be Finer Track 7)

9. God is Truth (Topic: Exploring materials)

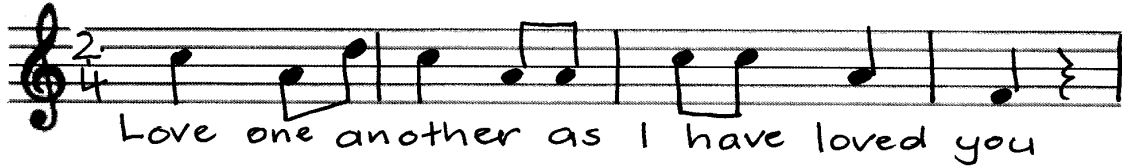
- Sunrise, Sunset (All Creation Sings Track 12)
- The house on the rock (All Creation Sings Track 11)

10. God is Lord and King

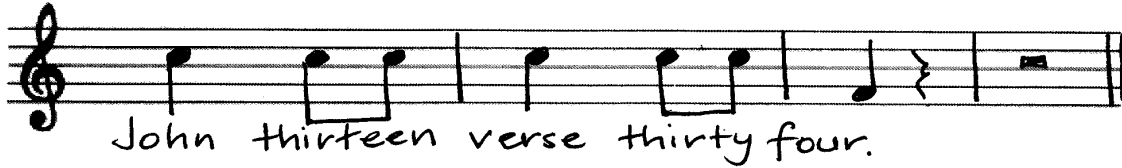
- What a mighty God we serve (All Creation Sings Track 10)

Year 1 Scripture songs (Pentatonic)

God is Love



Love one another as I have loved you

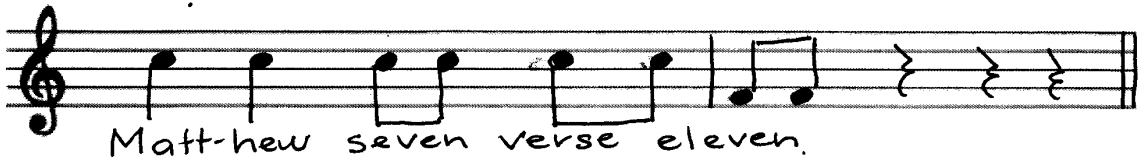


John thirteen verse thirty four.

God is Provider

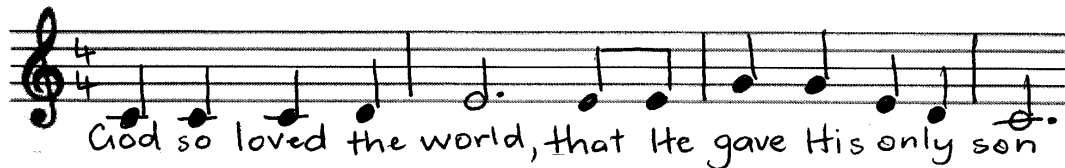


God gives good gifts to those who ask Him.

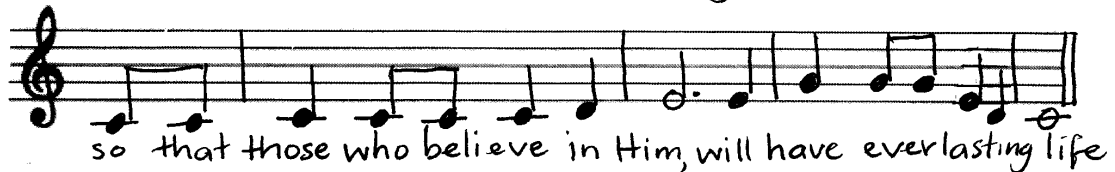


Matt-hew seven verse eleven.

God is our Saviour



God so loved the world, that He gave His only son



so that those who believe in Him, will have everlasting life



John three six-teen

God is Pure and Holy

Handwritten musical notation for the song 'God is Pure and Holy'. It consists of two staves in 4/4 time. The first staff has a treble clef and a key signature of one flat (Bb). The melody is: G4 (quarter), A4 (quarter), Bb4 (quarter), A4-G4 (beamed eighth notes), F4 (quarter), E4 (quarter), D4 (half). The lyrics 'Do what you know is right.' are written below the notes. The second staff continues the melody: D4 (quarter), C4 (quarter), Bb4 (quarter), A4-G4 (beamed eighth notes), F4 (quarter), E4 (quarter), D4 (half). The lyrics 'First Timothy one nineteen.' are written below the notes.

God is Creator

Handwritten musical notation for the song 'God is Creator'. It consists of two staves in 4/4 time. The first staff has a treble clef and a key signature of one flat (Bb). The melody is: G4 (quarter), A4 (quarter), Bb4 (quarter), A4-G4 (beamed eighth notes), F4 (quarter), E4 (quarter), D4 (half). The lyrics 'He is the maker of all things.' are written below the notes. The second staff continues the melody: D4 (quarter), C4 (quarter), Bb4 (quarter), A4-G4 (beamed eighth notes), F4 (quarter), E4 (quarter), D4 (half). The lyrics 'Jeremiah ten sixteen' are written below the notes.

God is Wise

Handwritten musical notation for the song 'God is Wise'. It consists of two staves in 3/4 time. The first staff has a treble clef and a key signature of one flat (Bb). The melody is: G4 (quarter), A4 (quarter), Bb4 (quarter), A4-G4 (beamed eighth notes), F4 (quarter), E4 (quarter), D4 (half). The lyrics 'Wise people listen to advice' are written below the notes. The second staff continues the melody: D4 (quarter), C4 (quarter), Bb4 (quarter), A4-G4 (beamed eighth notes), F4 (quarter), E4 (quarter), D4 (half). The lyrics 'Proverbs twelve fifteen.' are written below the notes.

God is a Servant

Serve the Lord with all your heart.

Romans chapter twelve verse eleven.

The first staff of music is in 4/4 time and contains the melody for the phrase "Serve the Lord with all your heart." The second staff continues the melody for "Romans chapter twelve verse eleven." Both staves are written in treble clef.

God is Protector

When I'm a-fraid I will trust in God.

Psalm fifty six verse three.

The first staff of music is in 3/4 time and contains the melody for the phrase "When I'm a-fraid I will trust in God." The second staff continues the melody for "Psalm fifty six verse three." Both staves are written in treble clef.

God is Truth

Every word of God can be trusted

Proverbs thirty verse five.

The first staff of music is in 4/4 time and contains the melody for the phrase "Every word of God can be trusted." The second staff continues the melody for "Proverbs thirty verse five." Both staves are written in treble clef.

God is Lord and King

Handwritten musical notation on a single staff in treble clef, 3/4 time. The melody consists of quarter and eighth notes. The lyrics are written below the staff: "You rule the mighty sea. You calm the stormy waves."

Handwritten musical notation on a single staff in treble clef, 3/4 time. The melody consists of quarter and eighth notes. The lyrics are written below the staff: "Psalm eighty nine verse nine."

Beat activities:

- Explain: “What is a beat?” A beat is a sound that keeps going in the same way, like a heartbeat.
- Clap beat for known rhymes or songs. (make sure children are clapping the *beat* (heartbeat) and not the *rhythm*. The *rhythm* is irregular and follows the *words* of the song. The beat is *regular*.)
- Ask children to pretend they have a drum. How would they play a beat on a drum? “Boom, boom, boom, boom.”
- Keep beat to songs by clapping or using percussion instruments.
- Put beat in the feet, hands, and on different body parts.
- Pass an object on the beat.
- Walk to the beat, but stop when the music stops. Children walk around to the room to the music, not touching or bumping into another person. They stop when the music stops, and go again when the music starts again.

Activities with percussion instruments:

(If you don't have percussion instruments, make some from blocks of wood or wooden sticks that can be tapped together and plastic containers with rice to be used as shakers.)

- Which instrument am I playing? (Have instruments such as drum, tambourine, ukulele, metal triangle, set out in a line. Children close their eyes while one is played. They have to guess which one. Then try two in a row. Then try three in a row.)
- Children can play the beat on their percussion instruments to recording. It's best not to have all playing at once. Ask the students to watch the teacher, who holds up the instrument to be played e.g. when the shaker is held up, only the shakers play. When the sticks are held up, only the sticks play.
- Stop/go. Make a traffic light sign on 2 pieces of card. When the green traffic light is held up, children play their instruments to recorded music. When the red traffic light is held up, they stop while the music keeps playing. Then green again.

Rhythm activities:

- Explain that rhythm is different to beat. Rhythm is clapping the words.
- Clap syllables of words. Make it into a chant. (e.g. names of children in the class, fruits/vegetables, animal names). You could make a picture chart of fruits, chant and clap the names as you point to the pictures: o/ran/ge, ap/ple; pine/ap/ple etc.
- Clap rhythms to well-known songs.
- Echo claps: The teacher claps a rhythm and the class clap it back.
- Learn the symbol for ta and learn how to clap 2, 3 or 4 tas in a row from symbols on cards. Three tas in a row as follows would be 3 claps:



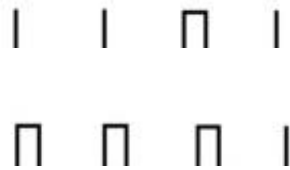
- Learn the symbol for ti-ti and learn how to clap 2, 3 or 4 ti-tis in a row from symbols on cards. Three tas in a row as follows would be 6 claps, twice as fast as tas:



- Explain the ta is like a walking sound, (step, step, step) and ti-ti is a running sound, ti-ti ti-ti ti-ti.
- Present children with a range of rhythm cards to clap, mixing up tas and ti-tis. Always keep to 2, 3 or 4 beats per card, e.g.



- Play games with the cards: Which card am I clapping?
- Children can learn to write the rhythms of action songs e.g. "Rain, rain go away, come again another day" is notated as this:



High/Low

Give practice in identifying high / low sounds.

Loud/soft

Play percussion instruments or sing loudly / softly.

Fast/slow

Play percussion instruments / move and sing to fast / slow music. Wave streamers or pieces of fabric in time to recorded music.