

# THE BEATITUDES

Blessings for a Joyful Journey



Elementary - Spring



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# Elementary SPRING

## Demonstration Recordings

- 1. Be Love, Joy, and Peace** - Based on Galatians 5:22-23, Words and Music by Jim Ailor © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 3. Blessed Are Those** - Based on Matthew 5:1-12, Words and Music by Jim Ailor © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 5. Celebrate the King!** - Words and Music by Cindy Berry © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 7. Clean As a Whistle** - Words and Music by Diane Beckstead © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 9. He's Alive Today!** - Words and Music by Joanne LeDoux, Incorporating "Christ the Lord Is Risen Today," Words by Charles Wesley, alt. 1739; Tune: EASTER HYMN, Music from *Lyra Davidica*, 1708 © 2023 Billingsly Square Music, a division of Celebrating Grace, Inc. All rights reserved.
- 11. Just Like Jesus** - Words and Music by Glenn Eernisse and Susan Eernisse © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 13. Seek First the Kingdom** - Words and Music by Dennis Allen and Nan Allen © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 15. Joyful Journey (Theme)** - Words and Music by Terry D. Taylor © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 17. At the Sound Energizer** - Activity by Keith Pate, Beat Track by Michael Graham © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 18. "Blessed Is He" Passing Game Activity** - Activity by Keith Watson, Words based on Matthew 21:9, Folk Melody from Ghana © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 20. Body Beat Energizer** - Created by Keith Watson and Allison Blumenthal, Beat Track by Stephen Kummer © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 22-23. Clap and Sing with Me Warm-up (Demo and Leader Track)** - Activity by Keith Watson, Beat Track by Stephen Kummer © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.

## Accompaniment Recordings

- 2. Be Love, Joy, and Peace**
- 4. Blessed Are Those**
- 6. Celebrate the King!**
- 8. Clean As a Whistle**
- 10. He's Alive Today!**
- 12. Just Like Jesus**
- 14. Seek First the Kingdom**
- 16. Joyful Journey (Theme)**
- 19. "Blessed Is He" Passing Game Activity**
- 21. Body Beat Energizer**



- 25. Do Re Mi Hallelujah Vocalise** - Vocalise by Keith Watson, Music by G. F. Handel, Arranged by James Barnard © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 27. "Jan Ken Pon" Activity** - Traditional Japanese Singing Game, Adapted by Keith Watson © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 29. "One Bottle of Pop" Warm-up** - Traditional Partner Song, Arranged by Allison Blumenthal © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 31. Resurrection Rhythm Sticks Activity** - Activity by Lisa Wiggins, Adapted by Allison Blumenthal, Beat Track by Stephen Kummer © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 32. "Skaters' Waltz" Paper Plates Activity** - "Les patineurs (The Skaters), Op. 183" by Emile Waldteufel, Performed by the Slovak State Philharmonic Orchestra, Alfred Walter Kosice © Courtesy of Naxos of America, Inc.
- 33. Zing-Ah Vocalise** - Traditional Vocalise, Arranged by James Barnard © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 35. Adventure Energizer (Theme)** - Created by Susan Eernisse, Music by Stephen Kummer © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 36. Blessed Chant (Theme)** - Chant by Keith Watson, Music by Stephen Kummer © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 38. Hosanna, Loud Hosanna** - Words by Jennette Threlfall, Tune: ELLACOMBE, from *Wittenburg Gesangbuch*, 1784, Adapted by William Henry Monk © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 40. The Solid Rock** - Words by Edward Mote, Tune: SOLID ROCK, by William B. Bradbury © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 42. Wonderful Words of Life** - Words by Philip P. Bliss, Tune: WORDS OF LIFE, by Philip P. Bliss © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.

- 24. Clap and Sing with Me Warm-up**
- 26. Do Re Mi Hallelujah Vocalise**
- 28. "Jan Ken Pon" Activity**
- 30. "One Bottle of Pop" Warm-up**
- 34. Zing-Ah Vocalise**
- 37. Blessed Chant (Theme)**
- 39. Hosanna, Loud Hosanna**
- 41. The Solid Rock**
- 43. Wonderful Words of Life**



### THEME MATERIALS

- "Joyful Journey"
  - Score, Student Score, Clarinet Part, and Guitar Chart
  - *The Beatitudes* Theme Poster
  - "Joyful Journey" Motions Video
- Blessed Chant Activity
  - Blessed Chant Chorus Visual
  - Blessed Chant Verse Visuals
  - Blessed Chant Motions Video
- Adventure Energizer
  - Adventure Energizer Visual
  - Adventure Energizer Video
- Four Beatitudes KIDPage
- Four More Beatitudes KIDPage

### CURRICULUM SONGS

- "Be Love, Joy, and Peace"
- "Blessed Are Those"
- "Celebrate the King!"
- "Clean As a Whistle"
- "He's Alive Today!"
- "Just Like Jesus"
- "Seek First the Kingdom"

### HYMNS

- "Hosanna, Loud Hosanna"
- "The Solid Rock"
- "Wonderful Words of Life"

### KIDPAGES

- Clean As a What?
- Easter Butterfly Mosaic
- Fill in the Music Map
- "Hosanna, Loud Hosanna" Word Search
- Melody Match
- Tell the Good News
- The Right Order
- "The Solid Rock" Missing Consonants
- The Talented Philip Bliss
- X Out XYZ

### ACTIVITIES

- "Blessed Is He" Passing Game Activity
- "Janken Pon" Activity
- Meter Bounce Activity
- Resurrection Rhythm Sticks Activity
- Salt and Light *Rondo* Activity
- "Skaters' Waltz" Paper Plates Activity

### SONG TEACHING VISUALS—GENERAL USE

- Animal Vowel Visuals
- Dynamic Sunset Visual
- Painting Phrases Visual
- Solfège Visuals

### SONG TEACHING VISUALS—HYMN-RELATED

- "Hosanna, Loud Hosanna" Percussion Pattern Cards
- "Hosanna, Loud Hosanna" Word Cue Visual
- "The Solid Rock" Boomwhackers® Accompaniment Visual
- "Wonderful Words of Life" Bell Chords Visual
- "Wonderful Words of Life" Heartbeat Visual

### SONG TEACHING VISUALS—SONG-RELATED

- "Blessed Are Those" Emoji Visuals
- "Blessed Are Those" Promise Visuals
- "Celebrate the King!" Memory Visual
- "Clean As a Whistle" Memory Visual
- Fruit of the Spirit Cards ("Be Love, Joy, and Peace")
- "He's Alive Today!" Bell Chords Visual
- "Seek First the Kingdom" Melody and Harmony Map

### WARM-UPS AND ENERGIZERS

- At the Sound Energizer
- Body Beat Energizer
- Clap and Sing with Me Warm-up
- *Do Re Mi* Hallelujah Vocalise
- "One Bottle of Pop" Warm-up
- Zing-Ah Vocalise

### DEMONSTRATION VIDEOS

- "Blessed Is He" Passing Game Video
- Body Beat Energizer Video
- "Just Like Jesus" Memory Motions Video
- Meter Bounce Video
- "Skaters' Waltz" Paper Plates Video

# Celebrate the King!

For Unison (opt. 2-Part) Voices


 Demo 5  
Track 6

 Words and Music by  
Cindy Berry

Joyfully (♩. = ca. 74)

**A** Unison or Solo  
*mp*

The musical score is written for a vocal line (treble clef) and piano accompaniment (grand staff). The key signature has one flat (Bb) and the time signature is 6/8. The tempo is marked 'Joyfully (♩. = ca. 74)'. The score is divided into three systems, with measures 6, 11, and 16 indicated at the beginning of each system. The vocal line includes lyrics: 'Celebrate the King! Lift your voice; let loud hosannas ring. Sing hosanna, praise His'. The piano accompaniment features chords and melodic lines. Dynamics include *mp* (mezzo-piano) and *mf* (mezzo-forte). A large 'Preview Only' watermark is overlaid diagonally across the score.

This arrangement works with the SATB version at [celebrating-grace.com](http://celebrating-grace.com) – 810088. Combine the two and create a multigenerational anthem.

Also available: Score and parts for Flute, Handbells, Percussion, Violin, and Cello - 820088.



16

name. Bless-ed is He who comes in the name of the Lord.

21

**A** *Unison*  
*mf*

Cel - e - brate! Cel - e - brate the King! Lift your voice;

26

let loud ho - san - nas ring. Sing ho - san - na,

31

praise His name. Bless-ed is He who comes in the name of the Lord.

# Celebrate the King!

For Unison (opt. 2-Part) Voices

Words and Music by  
Cindy Berry

*Joyfully* (♩. = ca. 74) **A** *Unison or Solo*  
*mp*

Cel - e - brate! \_\_\_\_ Cel - e - brate the King! Lift your voice; \_

10 *mf*  
\_ let loud ho-san - nas ring. Sing ho - san - na, praise His name.

17 **A** *Unison*  
*mf*  
Bless-ed is He who comes in the name of the Lord. Cel - e - brate! \_\_\_\_

23  
Cel - e - brate the King! Lift your voice; \_ let loud ho-san - nas ring.

29  
Sing ho - san - na, praise His name. Bless-ed is He who comes in the name of the

35 **B** *mp*  
Lord. Who \_\_\_\_ is this King who rides \_\_\_\_ on a don - key,

41 *mp* (9)  
en - ter-ing Je - ru - sa-lem to - day? See the crowds be - fore Him.

This arrangement works with the SATB version at [celebrating-grace.com](http://celebrating-grace.com) – 810088. Combine the two and create a multigenerational anthem.

Also available: Score and parts for Flute, Handbells, Percussion, Violin, and Cello - 820088.



47 *cresc.* *mf*

Lay the palms be - fore Him as joy - ful crowds line the way. \_\_\_\_\_

53 *poco rit.* **A'** *f a tempo*

Cel - e - brate! \_\_\_\_\_ Cel - e - brate the King! Lift your voice; \_

60 *dim.*

\_\_\_\_\_ let loud ho-san - nas ring. Sing ho - san - na, praise his name.

67 *Group 1* *mf*

Bless-ed is He who comes in the name of the Lord. Bless-ed is He who

*Group 2 (opt.)* *mf*

Bless-ed is He who comes in the name. Sing ho - san - na. Bless-ed is He who

72 *f*

comes in the name of the Lord. Bless-ed is He who comes in the name of the

*f*

comes in the name. Sing ho - san - na. Bless-ed is He who comes in the name.

77 **Ending** *poco rit.*

Lord. Cel - e - brate! \_\_\_\_\_ Cel - e - brate \_\_\_\_\_ the King! \_\_\_\_\_

Cel - e - brate! \_\_\_\_\_ Cel - e - brate \_\_\_\_\_ the King! \_\_\_\_\_

# SONG TEACHING STEPS

## "Celebrate the King!"

### 1. Introduce the song with dynamics.

- Display Dynamic Sunset Visual.
- Invite children to help identify each symbol on the visual, and discuss their meanings.
  - *p* – quiet
  - *mp* – medium quiet
  - *mf* – medium loud
  - *f* – loud
  - $\text{crescendo}$  – gradually getting louder (*crescendo*)
  - $\text{decrescendo}$  – gradually getting quieter (*decrescendo*)
- Distribute Student Scores and two different colored pencils or crayons per child.
- Have children consider the two colors they have, and choose one to represent *loud* and one to represent *quiet*.
- Tell children their job is to color-code the dynamics as they listen to the piece: circle or trace over *p*, *mp*, and  $\text{crescendo}$  with their quiet color, and *mf*, *f*, and  $\text{decrescendo}$  with their loud color.
- Play Demo 5, and guide children to color-code the dynamics as they listen.
- After listening, invite children to share places they found *mp*, *mf*, and *f*. Point out there are no *p* dynamics in this piece.
- Tell children:

*This song is about Palm Sunday, the day Jesus rode into Jerusalem on a donkey before He was crucified the following Friday. People celebrated Him by waving palms and shouting hosanna! Hosanna is a word meaning "save us" that they called out to Jesus, as well as praising Him by saying Blessed is He who comes in the name of the Lord.*

### 2. Teach Section A (mm. 5-19 and 21-35).

- Display Dynamic Sunset Visual and distribute Student Scores.
- Have children place their finger on measure 5 and locate the previously color-coded *mp*,  $\text{crescendo}$ , and  $\text{decrescendo}$  symbols in measures 5 and 6.
- Echo sing measures 5-8, demonstrating the dynamics where indicated.
- Repeat the process for measures 9-12, 13-16, and 17-19.
- Lead children in singing measures 5-19 with dynamics as the pianist plays the melody.

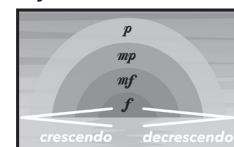
### MATERIALS NEEDED

- Score
- Student Score
- Demo 5
- Track 6
- Dynamic Sunset Visual (General)
- "Celebrate the King!" Memory Visual
- Colored pencils or crayons, enough for two contrasting colors per child
- Dry-erase board, dry-erase marker, eraser

### PREPARATION

- Copy Student Score.
- Print and prepare visuals.

### Dynamic Sunset Visual





*p*

*mp*

*mf*

*f*

Only

Preview

*crescendo*

*decrescendo*

- Address any dynamic difficulties, and repeat as needed.
- Play Demo 5, and lead children in singing measures 5-35 while indicating the dynamics through your conducting.

## Teaching Tip

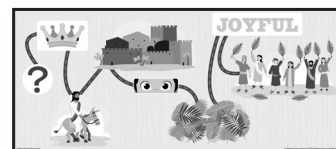
Conduct to reflect the music in order to help children sing the appropriate dynamics.

- Loud dynamics—larger motions, closer to the singers
- Quiet dynamics—smaller motions, drawn closer to yourself
- *crescendo*—gradually increase motions in size and move closer to the singer
- *decrescendo*—gradually decrease motions in size and draw in, closer to yourself

### 3. Teach Section B (mm. 37-52).

- Display “Celebrate the King!” Memory Visual.
- Invite children to offer words they think may be associated with each image on the visual.
- Distribute Student Scores and have children locate measure 37.
- Allow volunteers to identify which word or words match the images on the visual. (*who, King, rides on a donkey, Jerusalem, see, lay the palms, joyful, crowds line the way*)
- Echo sing Section B in four-measure phrases, referring to the visual.
- Sing the entire section as the pianist plays the melody.
- Invite children to identify where dynamics are used throughout this section. Then, demonstrate how to sing the entire section with dynamics and piano accompaniment.
- Lead children in singing Section B with dynamics as the pianist plays the melody.
- Have children place Student Scores under their chairs and sing the section again, using the visual to reinforce the words and your conducting gestures to reinforce the dynamics.
- Play Demo 5, and lead children in singing from the beginning through the end of Section B.

“Celebrate the King!”  
Memory Visual

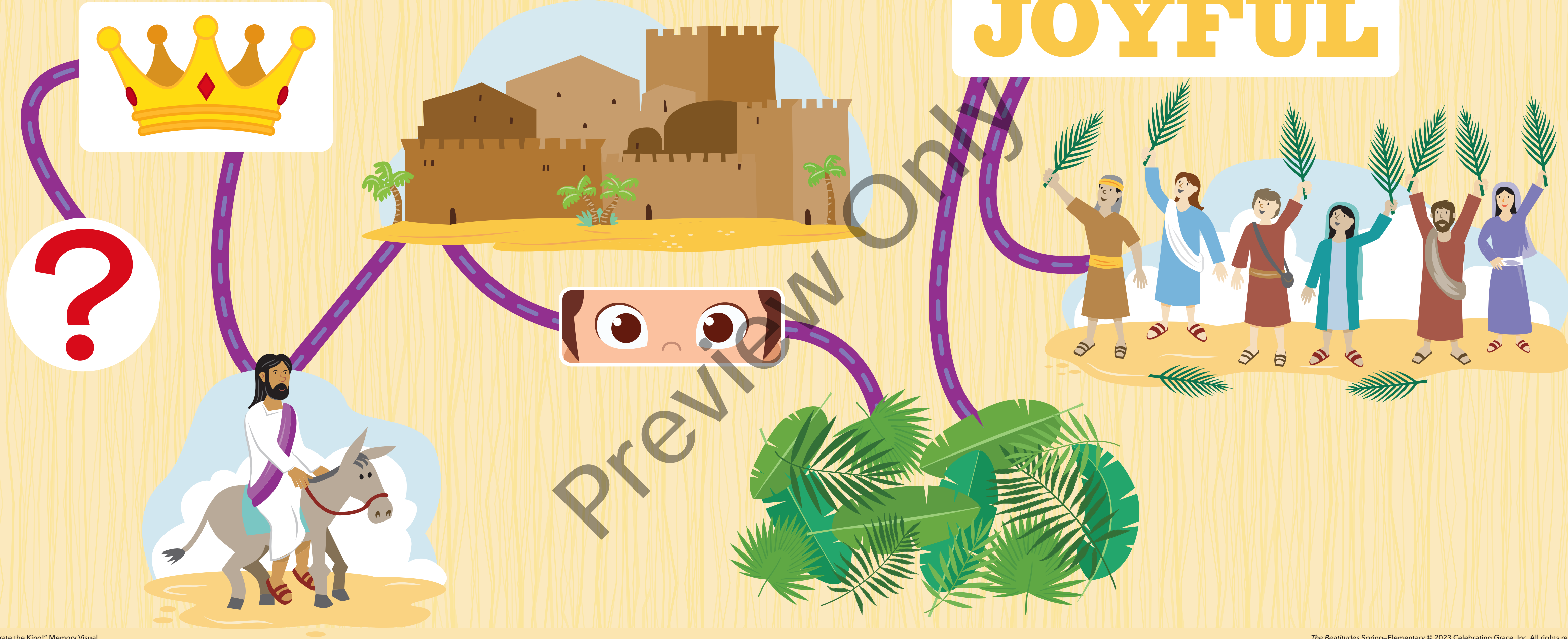


### 4. Teach Section A' with harmony (optional), and the Ending (mm. 55-84).

- Distribute Student Scores, and lead children in a discussion about the form of the song. Invite children to identify the form labels and write the order on the dry-erase board: **A A B A' Ending**.
- Tell children Section A' is simply a variation on Section A.
- Play Demo 5, and have children sing through the end of Section B, then listen to Section A' to determine how it is different from Section A. (*Blessed is He who comes in the name of the Lord* occurs three times; there is a Group 2 part.)



JOYFUL



## "Hosanna, Loud Hosanna" Word Search

### MATERIALS NEEDED

- "Hosanna, Loud Hosanna" Word Search KIDPages
- Pencils
- Demo 38 (optional)
- "Hosanna, Loud Hosanna" Student Scores (optional)

### GUIDING CHILDREN

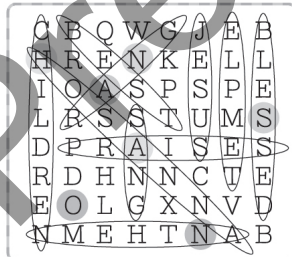
- Distribute KIDPages and pencils.
- Read the instructions on the KIDPage with children.
- Allow time for children to complete the KIDPage.
- Play Demo 38 while children work. (optional)

### EXTENSION

- Distribute Student Scores, and invite children to underline the green words from the KIDPage in their music.
- Invite children to identify unfamiliar words in the hymn, and discuss them together. (e.g., *pillared court, temple, anthem, etc.*)

### "Hosanna, Loud Hosanna" Word Search

Answers:



Answer:

H O S A N N A

### "Hosanna, Loud Hosanna" Word Search

Find and circle the green words from the hymn "Hosanna, Loud Hosanna" in the word search. Words can be found across, down, up, and backwords. Then, fill in the colored circles with the matching colored letters from the puzzle to show what was shouted on Palm Sunday.

HOSANNA, loud hosanna,  
the little CHILDREN SANG;  
through pillared court and TEMPLE,  
the lovely ANTHEM RANG.  
To JESUS, who had BLESSED them,  
close folded to his breast,  
the children sang their PRAISES,  
the simplest, and the BEST.

C	B	O	W	G	J	E	A
H	R	E	N	K	E	L	L
I	O	A	S	P	S	P	E
L	R	S	S	T	U	M	S
D	P	R	A	I	S	E	S
R	D	H	N	N	C	T	E
E	O	L	G	X	N	V	D
N	M	E	H	T	N	A	B

Answer:

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

# "Hosanna, Loud Hosanna" Word Search

Find and circle the green words from the hymn "Hosanna, Loud Hosanna" in the word search. Words can be found across, down, up, and backwards. Then, fill in the colored circles with the matching colored letters from the puzzle to show what was shouted on Palm Sunday.

**HOSANNA**, loud hosanna,  
the little **CHILDREN SANG**;  
through pillared court and **TEMPLE**,  
the lovely **ANTHEM RANG**.

To **JESUS**, who had **BLESSED** them,  
close folded to his breast,  
the children sang their **PRAISES**,  
the simplest, and the **BEST**.

C	B	Q	W	G	J	E	B
H	R	E	N	K	E	L	L
I	O	A	S	P	S	P	E
L	R	S	S	T	U	M	S
D	P	R	A	I	S	E	S
R	D	H	N	N	C	T	E
E	O	L	G	X	N	V	D
N	M	E	H	T	N	A	B

Answer:





# The Solid Rock

Edward Mote

SOLID ROCK  
William B. Bradbury

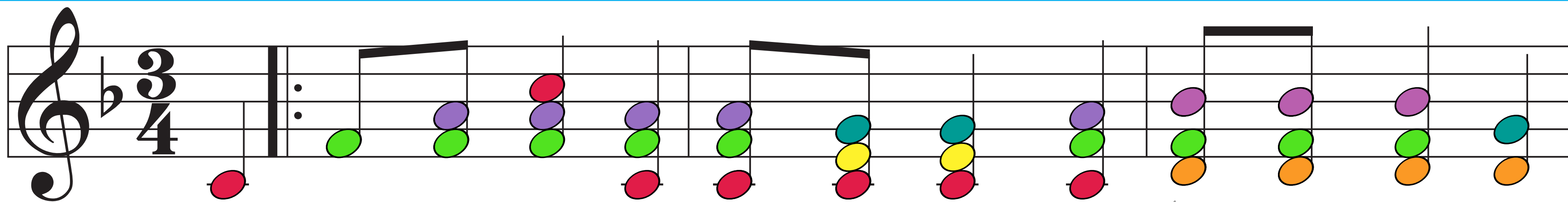
My hope is built on noth - ing less than Je - sus' blood and

4  
righ - teous - ness; I dare not trust the sweet - est frame, but

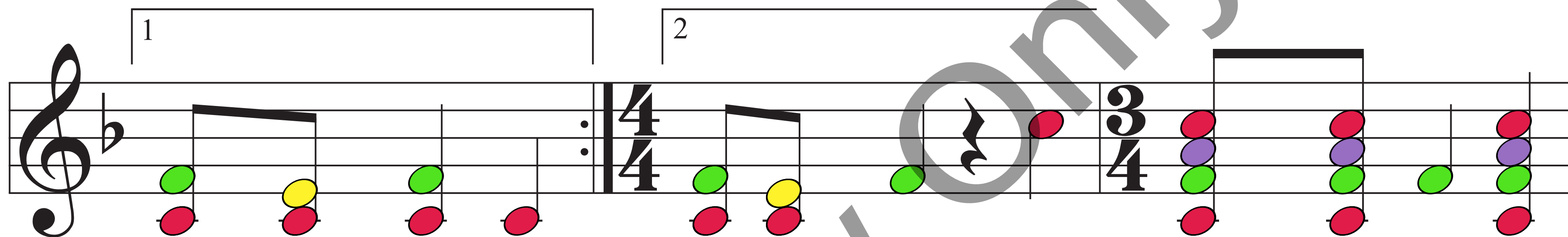
7  
whol - ly lean on Je - sus' name. On Christ, the sol - id

10  
Rock, I stand; all oth - er ground is sink - ing sand, all

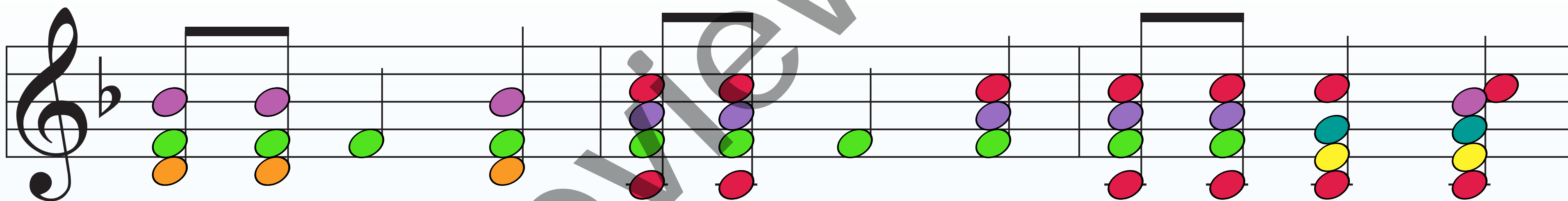
13  
oth - er ground is sink - ing sand.



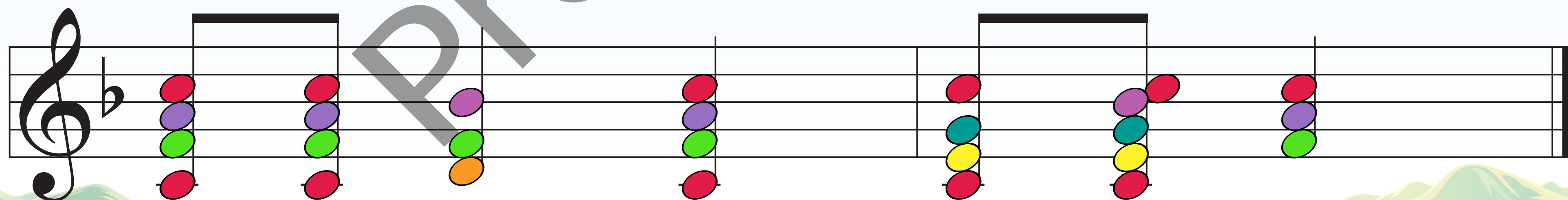
**My hope is built on noth-ing less than Je - sus' blood and  
dare not trust the sweetest frame, but whol-ly lean on**



**righ-teous-ness; I Je-sus' name. On Christ, the sol-id**



**Rock, I stand; all oth-er ground is sink-ing sand, all**



**oth-er ground is sink-ing sand.**

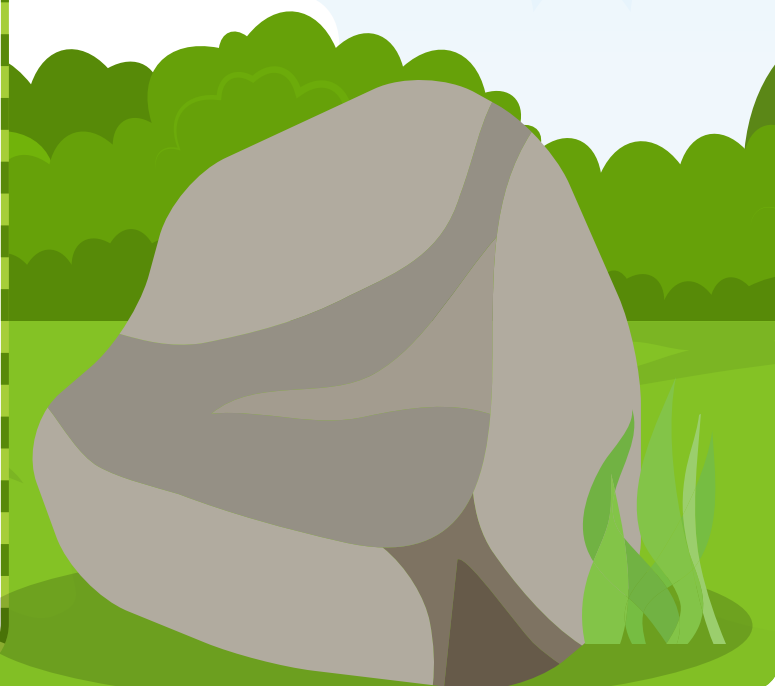
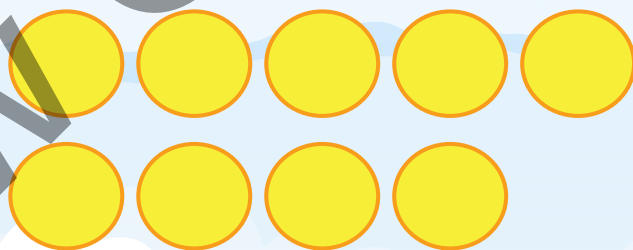
# "The Solid Rock" Missing Consonants

The words in the puzzle are missing their consonants. Match the vowels from the incomplete words in the puzzle to the complete words in the word bank and fill in the missing consonants. Then, copy the letters in the yellow boxes into the yellow circles to discover an important truth from the hymn, "The Solid Rock."

## Word Bank

sand	sinking	Christ
blood	Jesus	rock
trust	built	hope

Christ is the



# Clean As a Whistle

For Unison Voices  
with opt. Flute and Clarinet



Demo 7  
Track 8

Words and Music by  
Diane Beckstead

Easy swing (♩ = 120)

Flute (2nd time only)

Clarinet (Transposed)

Play cues 2nd time

*mf* <sup>3</sup>

*mf*

Verse

Unison

*mf*

1. Clean as a whis -
2. Clean as a whis -

*mf*

4

(whistle)

tle,  
tle,

no

pure as the snow, —  
clut - ter in sight, —

my heart and  
my path is

8

mind set a - bove, not be - low.  
clear and I'll do what is right.

*Play both times* *Play cues 2nd time*

11

(whistle)

Clean as a whis - tle, spot - less in - side, -  
Clean as a whis - tle, scrubbed to a shine, -



# Clean As a Whistle

For Unison Voices  
with opt. Flute and Clarinet

 Demo 7  
Track 8

Words and Music by  
Diane Beckstead

Easy swing (♩ = 120)

## Verse

Unison

*mf*

(whistle)



1. Clean as a whis - tle, pure as the snow, \_  
2. Clean as a whis - tle, no clut - ter in sight, \_



— my heart and mind set a - bove, not be - low.  
— my path is clear and I'll do what is right.



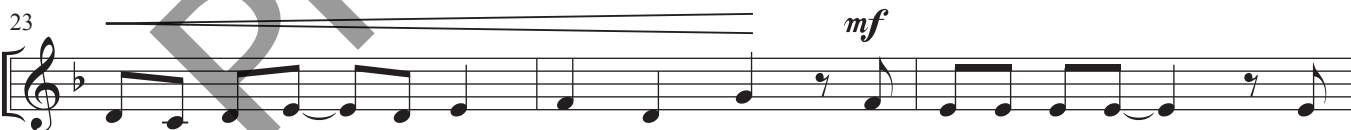
Clean as a whis - tle, spot - less in-side, \_ this house is  
Clean as a whis - tle, scrubbed to a shine, \_ no dirt - y



swept, I've got noth - ing to hide. \_ } When I am temp - ted, God  
shoes track - ing mud in my mind. \_ }



helps me say "No!" When I am temp - ted, to the Scrip - tures I go.



When I am temp - ted to do what's wrong, I think of His love \_ and



out comes a song! \_ out comes a song! \_

29 **Verse** *f* *Broadly* (♩ = 112) (claps)

3. So I'll op - en the win - dows,  
*accel. poco a poco*

32 wel-come the Son. — I'm squeak-y clean, let the com-pa-ny come! —

36 *Tempo I* (♩ = 126) (snaps)

Bright as a but - ton,

40 neat as a pin, — this house is read - y for Him — 'cause I'm

44 (palm swipes) (whistle) (stomp + jazz hands on stinger)

clean as a whis - tle!

Clarinet in B $\flat$

# Clean As a Whistle

 Demo 7  
Track 8

For Unison Voices  
with opt. Flute and Clarinet

Words and Music by  
Diane Beckstead

*Easy swing* ( $\text{♩} = 120$ ) *Play cues 2nd time* **Verse**

*mf*

8 *Play both times* *Play cues 2nd time*

14 *Play both times*

19 **Chorus**

23 1 (to meas. 2)

27 2 *molto rit.* **Verse** *Broadly* ( $\text{♩} = 112$ )

31 *accel. poco a poco*

37 *Tempo I* ( $\text{♩} = 126$ )

42



The musical score is written for a Clarinet in B-flat. It begins with a tempo of 'Easy swing' at 120 beats per minute. The first staff (measures 1-7) is marked 'mf' and includes a 'Verse' section. Measures 8-13 are marked 'Play both times' and 'Play cues 2nd time'. Measures 14-18 are also marked 'Play both times'. Measure 19 is the start of the 'Chorus'. Measures 20-22 continue the chorus. Measure 23 is the first ending, marked '1 (to meas. 2)'. Measures 24-26 are the second ending, marked '2'. Measure 27 is the start of a new section, marked 'molto rit.' and 'Verse'. Measures 28-30 are marked 'Broadly' at 112 beats per minute. Measures 31-36 are marked 'accel. poco a poco'. Measure 37 is the start of a new section, marked 'Tempo I' at 126 beats per minute. Measures 38-41 continue this section. Measure 42 is the final measure of the score.

# Clean As a Whistle

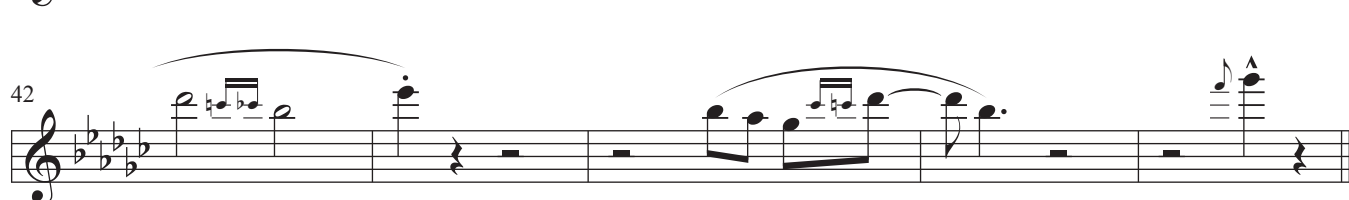
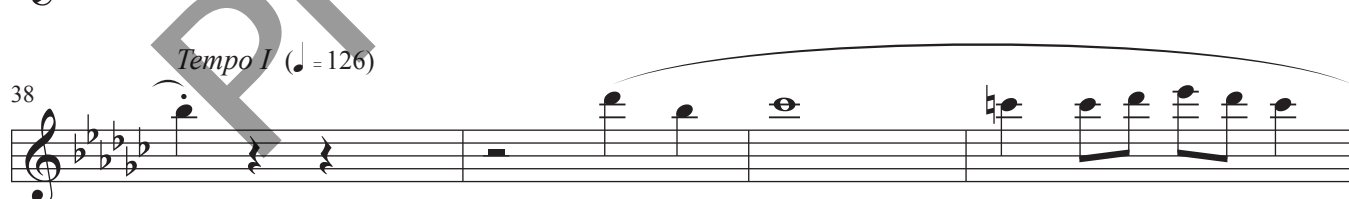
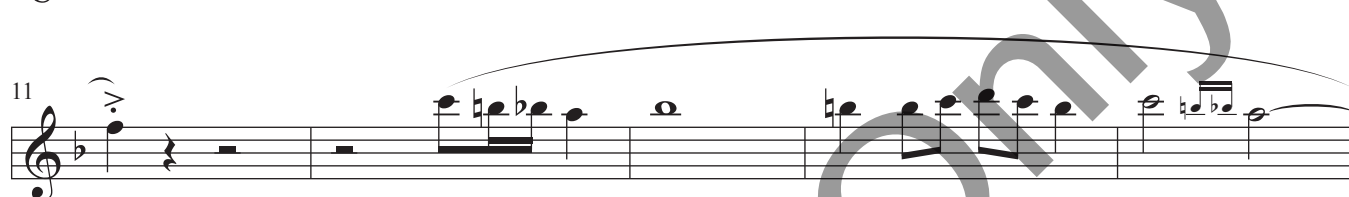


For Unison Voices  
with opt. Flute and Clarinet

Words and Music by  
Diane Beckstead

Flute (2nd time only) **Verse**

Easy swing (♩ = 120)



# SONG TEACHING STEPS

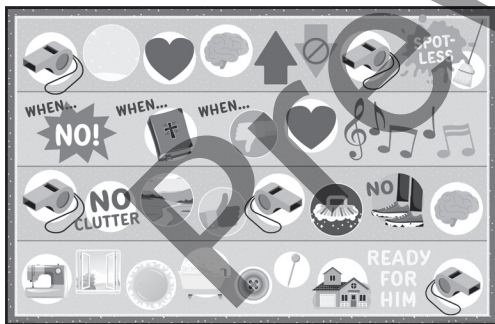
## "Clean As a Whistle"

### 1. Introduce the song with whistling, listening, and scripture.

- Ask children if anyone can whistle. Allow volunteers to demonstrate.
- Tell children the phrase *clean as a whistle* is an old figure of speech that means something is really clean.
- Echo sing and whistle measures 3-4. Encourage children who cannot whistle to pucker their lips and pretend.
- Play Demo 7, and invite children to whistle each time they hear *clean as a whistle*, and to listen for additional phrases that describe how clean (or not clean) something is. Lead children in patting or tapping the steady half-note beat as they listen.
- After listening, ask children what the song is talking about keeping clean. (our hearts, minds, and actions)
- Point out the song compares living a pure life to keeping a clean house. (*no clutter, scrubbed to a shine, this house is swept, open the windows, let the company come, this house is ready for Him*)
- Read Matthew 5:8, then echo speak the verse in two phrases:
  - **Phrase 1**—*Blessed are the pure in heart,*
  - **Phrase 2**—*for they will see God.*
- Remind children this means people who choose to obey God's Word in their thoughts, words, and actions will live joyful lives.
- Speak Matthew 5:8 together.

### 2. Teach Verse 1 (mm. 3-17).

- Display "Clean As a Whistle" Memory Visual.



- Echo sing measures 3-4, 5-6, and 7-10, referring to the cue images on the visual.
- Read Colossians 3:1-2, then echo sing measures 7-10 again, making the connection from the scripture to the song.
- Sing measures 3-10 as the pianist plays the melody.
- Echo sing measures 11-12, 13-14, and 15-17, referring to the visual.
- Explain when we live our lives in ways that obey God's Word, we will never need to be ashamed of our actions.

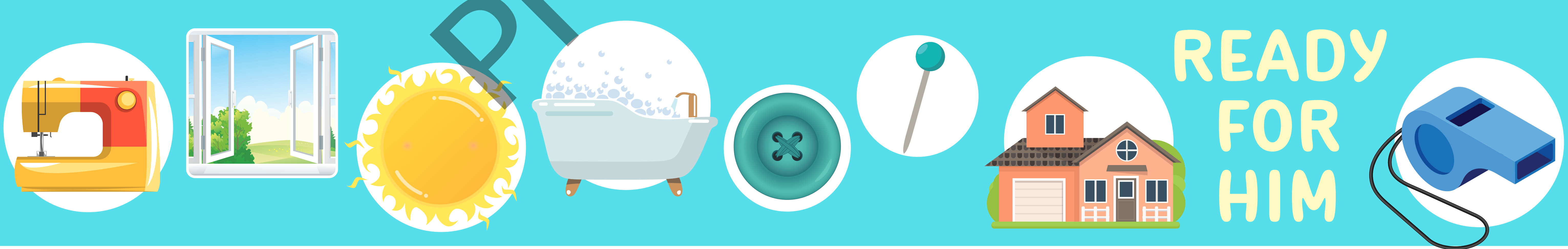
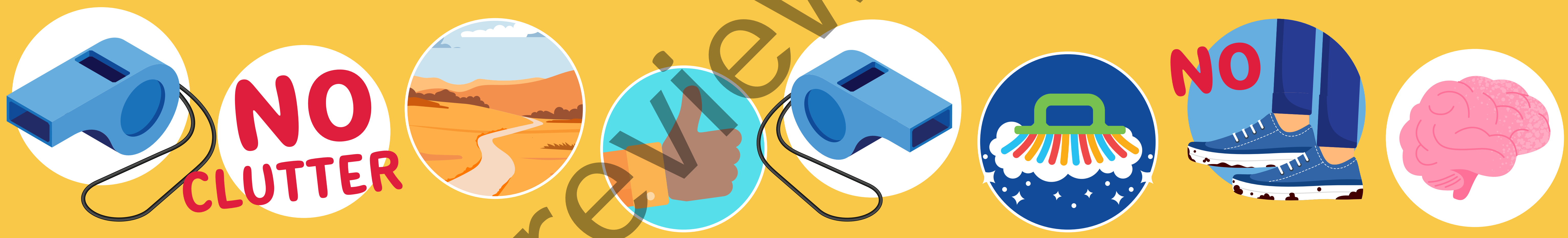
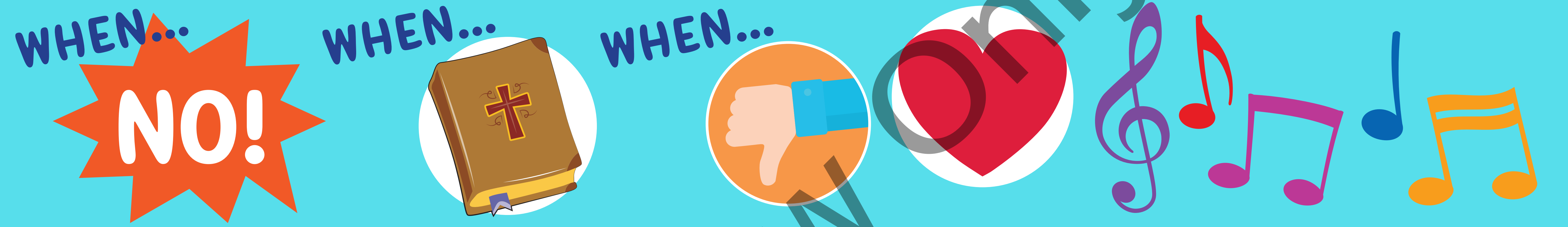
### MATERIALS NEEDED

- Score
- Student Score
- Clarinet Part
- Flute Part
- Demo 7
- Track 8
- "Clean As a Whistle" Memory Visual
- Bible, marked at Matthew 5:8, Colossians 3:1-2, Philippians 4:8, and Psalm 119:11

### PREPARATION

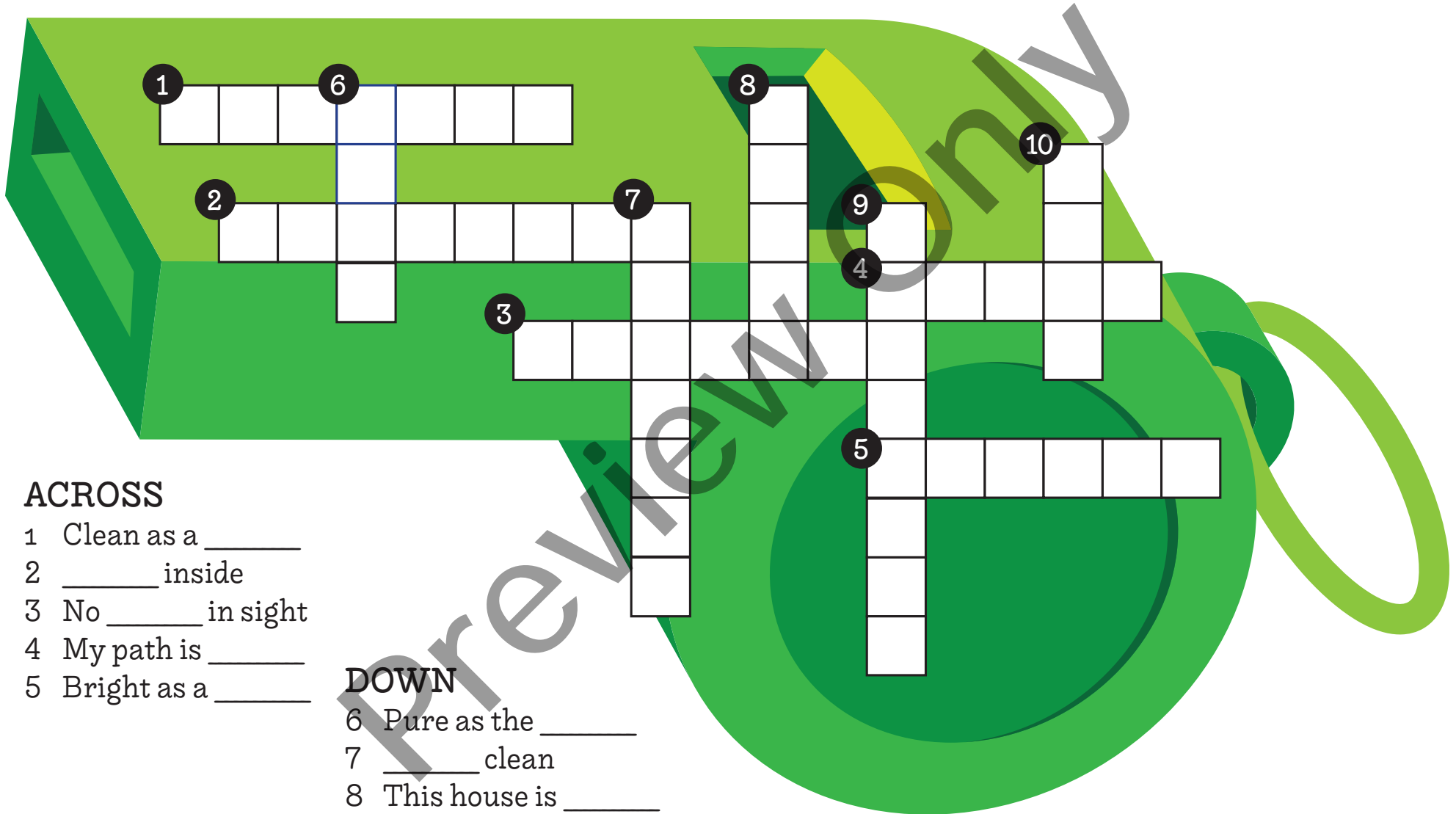
- Copy Student Score.
- Print and prepare visual.





# Clean As a What?

Use the words from "Clean As a Whistle" to fill in the blanks and complete the crossword puzzle.



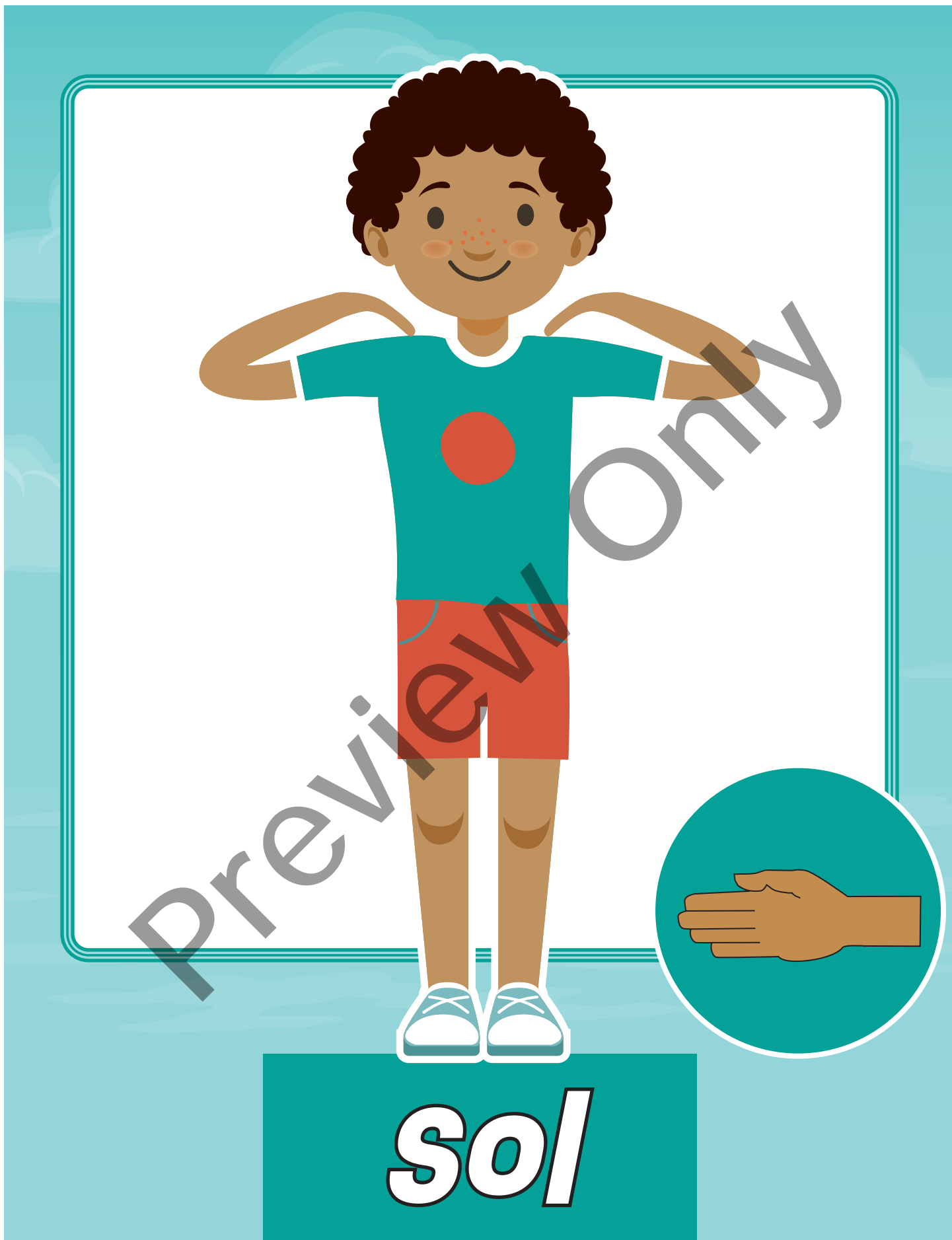
## ACROSS

- 1 Clean as a \_\_\_\_\_
- 2 \_\_\_\_\_ inside
- 3 No \_\_\_\_\_ in sight
- 4 My path is \_\_\_\_\_
- 5 Bright as a \_\_\_\_\_

## DOWN

- 6 Pure as the \_\_\_\_\_
- 7 \_\_\_\_\_ clean
- 8 This house is \_\_\_\_\_
- 9 \_\_\_\_\_ to a shine
- 10 \_\_\_\_\_ as a pin













# He's Alive Today!

For Unison (opt. 2 or 3-Part) Voices  
with opt. Handbells (or Handchimes) and opt. Trumpet

Words and Music by  
Joanne LeDoux  
Incorporating "Christ the Lord Is Risen Today"  
Words by Charles Wesley, alt. 1739  
TUNE: Easter Hymn  
Music from *Lyra Davidica*, 1708

Bells used: 4



Joyfully (♩ = 96)

Handbells (or Handchimes)

4

**A**

Al-le - lu - ia, al-le-lu - ia! Je - sus is a - live; He's a -

- Trumpet

7

live to - day! Al-le - lu - ia, al-le-lu - ia! The

10

stone is rolled a - way; He's a - live!

+ Trumpet

13

B

Spread the news on this hap - py Eas - ter day, Christ, the Lord is a -

- Trumpet

# He's Alive Today!

For Unison (opt. 2 or 3-Part) Voices  
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Words and Music by  
Joanne LeDoux  
Incorporating "Christ the Lord Is Risen Today"  
Words by Charles Wesley, alt. 1739  
TUNE: Easter Hymn  
Music from *Lyra Davidica*, 1708

*Joyfully* (♩ = 96)

**4** *mf* **A**

Al-le - lu - ia, al-le-lu - ia!

**6**

Je-sus is a-live; He's a - live to-day! \_\_\_\_\_ Al-le - lu - ia, al-le-lu - ia! The

**10** **B**

stone is rolled a - way; He's a - live! Spread the news on this

**14**

hap-py Eas-ter day, Christ, the Lord is a - live. Ri - sen in-deed,

**18** *f*

just as He said, Go tell ev-'ry-one He's a - live! Al-le-

**21** **A**

lu - ia, al-le-lu - ia! Je-sus is a-live; He's a - live to-day! \_\_\_\_\_ Al-le-

25

lu - ia, al-le-lu - ia! The stone is rolled a - way; He's a - live!

29 C *mf*

Christ, the Lord is ris'n to - day — Al - le - lu - ia.

33

Earth and heav - en join to say, — Al - le - lu - ia.

37 *f* A

Al-le - lu - ia, al-le-lu - ia! Je - sus is a-live; He's a -

41

live to - day! — Al-le - lu - ia, al-le-lu - ia! The

44 Ending *molto rit.*

stone is rolled a - way. He's a - live! —

Trumpet in B $\flat$

# He's Alive Today!

 Demo 9  
Track 10

For Unison (opt. 2 or 3-Part) Voices  
with opt. Handbells (or Handchimes) and opt. Trumpet

Words and Music by  
Terry D. Taylor  
Incorporating "Christ the Lord Is Risen Today"  
Words by Charles Wesley, alt. 1739  
TUNE: Easter Hymn  
Music from *Lyra Davidica*, 1708

*Joyfully* (♩ = 96)



Musical score for Trumpet in B $\flat$ . The score is written in 4/4 time and includes measures 1 through 44. The key signature is one sharp (F#). The score includes dynamic markings (*mf*, *f*, *molto rit.*) and articulation (accents). The score is divided into systems, with measure numbers 4, 13-18, 21-23, 27, 37, 41, and 44 indicated. The score includes a large watermark reading "Preview Only".



Handbells (or Handchimes)

# He's Alive Today!

 Demo 9  
Track 10

For Unison (opt. 2 or 3-Part) Voices  
with opt. Handbells (or Handchimes) and opt. Trumpet

Words and Music by  
Joanne LeDoux  
Incorporating "Christ the Lord Is Risen Today"  
Words by Charles Wesley, alt. 1739  
TUNE: Easter Hymn  
Music from *Lyra Davidica*, 1708

Bells used: 4



*Joyfully* (♩ = 96)

Handbell score for 4 bells, measures 1 through 46. The score is written in 4/4 time with a key signature of one flat (Bb). The tempo is marked as Joyfully (♩ = 96). The score includes dynamic markings (mf, f) and articulation (accents, slurs). The score is divided into measures 1-4, 5-11, 12-25, 26-40, and 41-46. A large 'Preview Only' watermark is overlaid on the score.

Measures 1-4: *mf*

Measures 5-11: *mf*

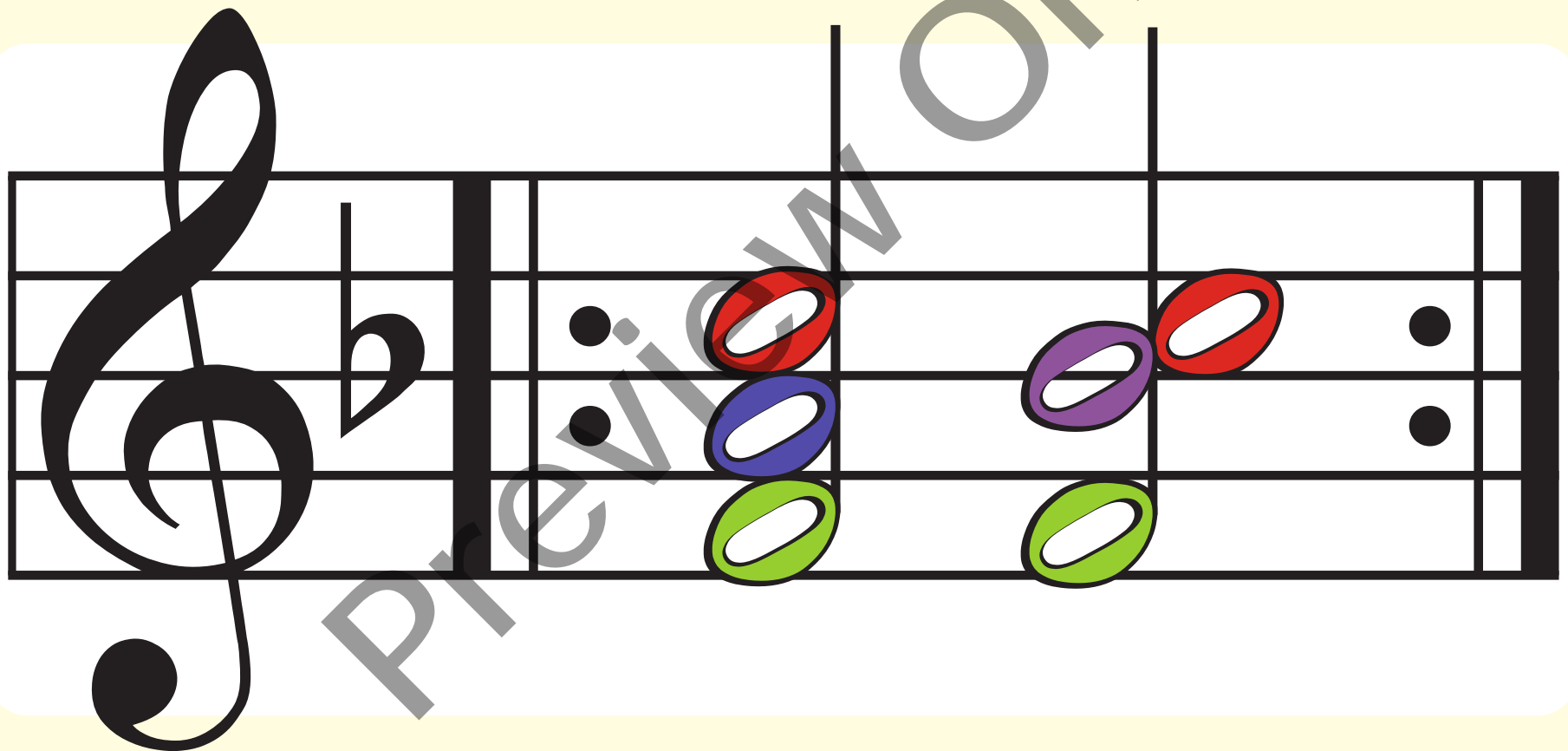
Measures 12-25: *f*

Measures 26-40: *f*

Measures 41-46: *molto rit.*

# “He’s Alive Today!”

## Bell Chords



# SONG TEACHING STEPS

## "He's Alive Today!"

### Option

Use *Do Re Mi Hallelujah Vocalise* as a warm-up for rehearsals including this song.

### 1. Introduce the song with *Alleluia*.

- Ask children if they have heard the word *alleluia* before.
- Echo speak the word one syllable at a time, using tall, open vowels: **ah-leh-loo-yah**.
- Ask children if they know any similar words. (hallelujah)
- Explain *alleluia* and *hallelujah* are two forms of the same word, and both mean *Praise the Lord!*
- Ask children to count how many times you sing the word *alleluia*. Sing measures 5-11 with piano accompaniment, then have children show their answer by holding up the number of fingers. (four)
- Tell children we will call this the *Alleluia* section, or Section A.
- Explain in the famous piece, *Messiah*, by the composer Handel, people traditionally stand during the *Hallelujah* section.

### Teaching Tip

If you have taught *Do Re Mi Hallelujah Vocalise*, help children make the connection to the same piece.

- Instruct children to stand anytime they hear the *alleluia* section, and to sit during other parts of the song. Tell children they may hear the word *alleluia* elsewhere, but only to stand during the music they recognize as the *Alleluia* section (Section A). (Section C contains the word *alleluia* twice.)
- Play Demo 9, and lead the children to keep the steady beat with their finger tips as they listen for the *Alleluia* sections.
- After listening, ask children to show on their fingers how many times they heard the *Alleluia* section. (three)

### 2. Teach Section A (mm. 5-11, 21-27, and 39-46).

- Distribute Student Scores, and echo sing Section A in four-measure phrases with the pianist reinforcing the melody.
- Point out both phrases begin the same, but end differently.
- Remind children the importance of enunciating the V-sound at the end of the word *alive* in both measures 7 and 11.
- Sing Section A as the pianist plays the melody, leading children to place the V-sound at the end of the word *alive*.

### MATERIALS NEEDED

- Score
- Student Score
- Handbell Part
- Trumpet Part
- Demo 9
- Track 10
- Dynamic Sunset Visual (General)
- "He's Alive Today!" Bell Chords Visual
- Handbells or handchimes (or resonator bells, desk bells, or barred instruments)—F, A, B $\flat$ , and C, one pitch per child
- *Do Re Mi Hallelujah Vocalise* (optional) (Warm-ups and Energizers)

### PREPARATION

- Copy Student Score.
- Print and prepare visuals.
- Gather handbells or handchimes. (Step 6)

- Point out the bell part is simply two chords, repeating over and over, and it occurs only on the Introduction and each Section A. Tell children to watch you for when to begin and when to cutoff throughout the song.
- Divide children into Groups 1 and 2, assigning the first chord to Group 1 and the second chord to Group 2. Establish a steady beat, and lead Group 1 to pat on beat 1, and Group 2 to pat on beat 3. Continue until children are secure.
- Play Demo 9, and lead children to pat on their assigned chord each time the bell part occurs. Direct children to start and stop at the appropriate time for each section.
- Demonstrate how to play a handbell or handchime, and review expectations for rest position, etc.
- Distribute handbells or handchimes, one per child.

### Teaching Tip

- If you have fewer bells or chimes than children, use additional melodic instruments (such as resonator bells, desk bells, barred instruments, etc.) or include bells or chimes from additional octaves to allow all children an opportunity to play.
- If enough instruments are not available, have a small group play the bells and rotate children through the small group.

- Point out children with F and C bells will play on both chords, and children with A and B $\flat$  bells will alternate.
- Establish a steady beat, and lead children in playing alternating chords, referring to the visual, until they are secure.
- Play Demo 9, and lead children in playing bells along with the recording, directing them to start and stop as indicated in the score.
- Select a small group of children to continue playing the bell part, while the rest of the choir sings.
- Assign harmony parts for the ending, and review if needed.
- Lead children in singing the song and playing the bell part with Track 10 or piano accompaniment.
- Assign a new group to play the bell part if time allows, and repeat.

### Teaching Tip

Use early-arriver time for bell part teaching or practice, allowing you to narrow down potential bell players for the performance. Assign at least two children to each pitch in case one is absent.

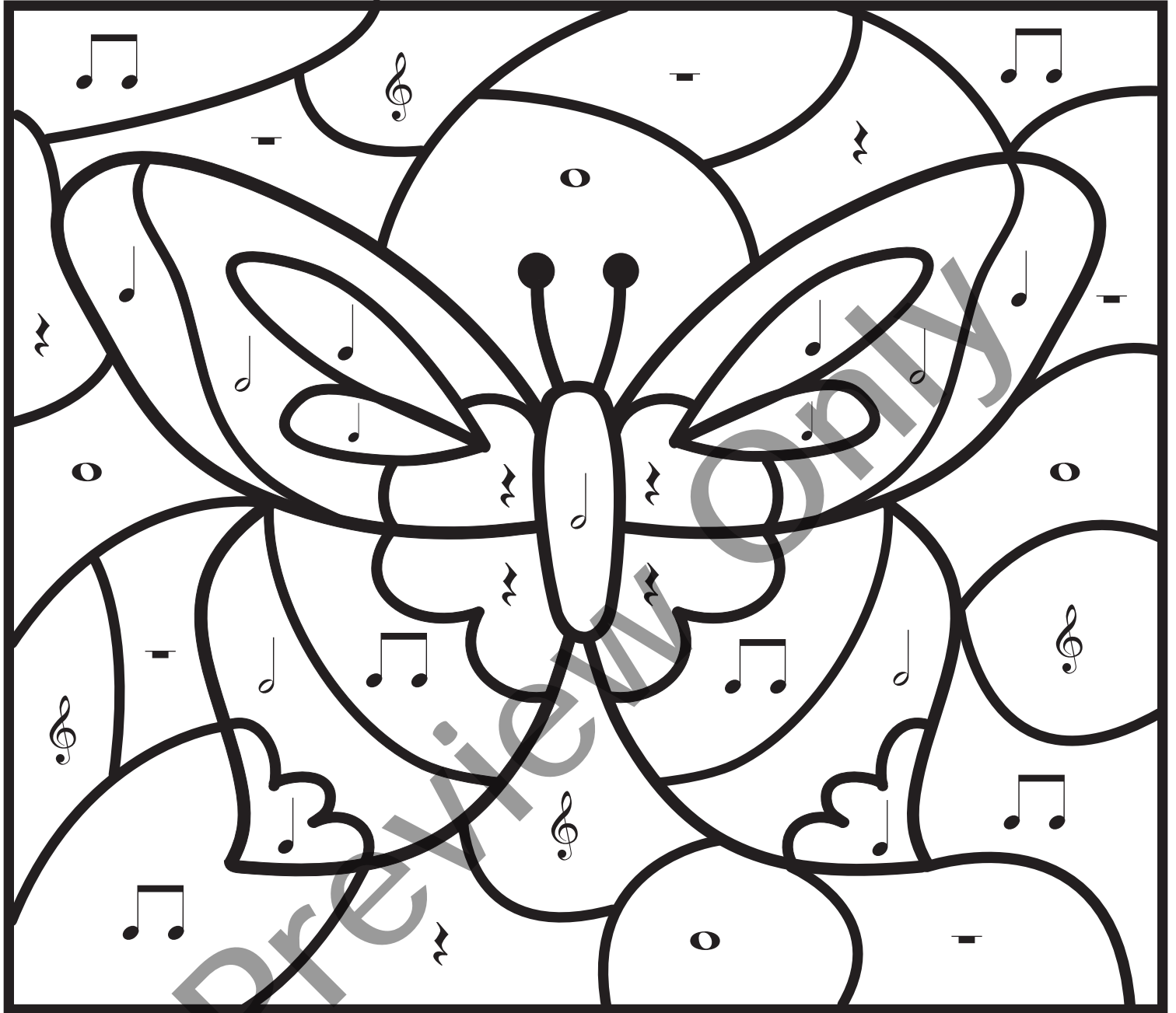
### Performance Option

Enlist a trumpet player for the performance; a part is included in the Songs folder.

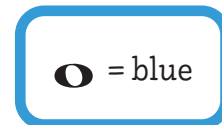
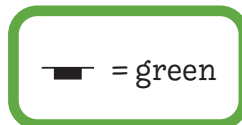
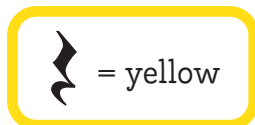
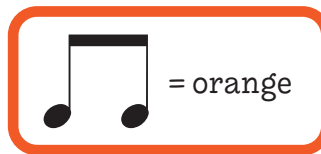
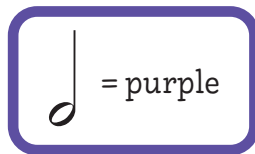
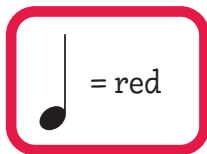
#### "He's Alive Today!" Bell Chords Visual



# Easter Butterfly Mosaic



Color each space by matching the color with the music symbol.





PAINTING

PHRASES

# Blessed Are Those

For Unison (opt. 2-Part) Voices  
with opt. Handbells (or Handchimes or Orff Xylophone)

Based on Matt. 5:1-12

Words and Music by  
Jim Ailor

Bells used: 8



*Brightly* (♩ = 116)

*Play eighth notes with  
bells on table using mallets*

*mf*

B $\flat$ /C C B $\flat$ /C C B $\flat$ /C C

5

**Verses** *Unison*  
*mf*

1. Bless-ed are those \_ who de - pend on God; \_ the  
2. Bless-ed are those \_ who are mer - ci - ful; \_ God's

B $\flat$ /C C F C/F B $\flat$ /F F

8

king-dom of God— is their theirs. Bless-ed are those— with  
 mer - cy will fill — their lives. Bless-ed are those— the  
 F C/F B $\flat$ /F C/F F C/F

11 *Ring normally*

broke - en hearts;— they'll learn how much— God on cares.  
 pure of heart;— they'll see the Lord — on high.  
 B $\flat$ /F F Gm7 C7sus C7

14 *mallets*

Bless-ed are those— with hum - ble hearts;— the earth will be - long— to  
 Bless-ed are those— who work for peace;— the chil - dren of God,— they'll  
 F C/F B $\flat$ /F F F C/F

# Blessed Are Those

For Unison (opt. 2-Part) Voices  
with opt. Handbells (or Handchimes or Orff Xylophone)

Based on Matt. 5:1-12

Words and Music by  
Jim Ailor

## Verses

Brightly (♩ = 116)

*mf* Unison



1. Bless-ed are those\_ who de - pend on God;\_ the  
2. Bless-ed are those\_ who are mer - ci - ful;\_ God's



king-dom of God\_ is theirs. Bless-ed are those\_ with  
mer - cy will fill \_ their lives. Bless-ed are those,\_ the



brok - en hearts;\_ they'll learn how much\_ God cares.  
pure of heart;\_ they'll see the Lord\_ on high.



Bless-ed are those\_ with hum - ble hearts;\_ the earth will be - long\_ to  
Bless-ed are those\_ who work for peace;\_ the chil - dren of God,\_ they'll



them. Bless-ed are those\_ who thirst for the Lord;\_ they'll  
be. Bless-ed are those\_ who suf - fer for Christ;\_ the



nev - er thirst\_ a - gain. Bless-ed are you,\_ bless-ed are you,\_ when you  
King-dom they\_ will see!

Group 2 (opt.)



nev - er thirst\_ a - gain.\_ Bless-ed are you,\_ bless-ed are you,\_ when you  
King-dom they\_ will see! \_



## "Blessed Are Those"

### 1. Listen to the song, and compare the text to scripture.

- Ask children to quickly stand up and sit back down each time they hear the word *blessed*. Play Demo 3, and guide children to stand and sit throughout the song.
- Remind children what *blessed* means in the context of the song: *Having joy and a sense of inner strength, knowing we can rely on God's presence and help in any circumstance.*
- Distribute Student Scores.
- Tell children this song is based on Matthew 5:3-10, the passage in the Bible called *The Beatitudes*. Explain that when composers and lyricists turn scripture into songs, they sometimes use different words in a different order to allow things to fit into the rhythm or rhyme they are writing.
- Read Matthew 5:3 aloud, then have a volunteer read the first *blessed* phrase of the song from their Student Score (mm. 6-9). Lead children in a discussion about the difference between the scripture and the words of the song.
- Compare the second phrase with verse 4, the third phrase with verse 5, and the fourth phrase with verse 6.
- Lead children in reading the Chorus aloud together (mm. 22-29). Point out we can experience *blessedness* by choosing to obey God's Word and follow the example of Jesus.
- Have children follow the first ending back to measure 5, and go through Verse 2. Compare the fifth *blessed* phrase (Verse 2, mm. 6-9) with Matthew 5:7, the sixth phrase with verse 8, the seventh phrase with verse 9, and the eighth phrase with verse 10.
- Speak through the Chorus together, taking the second ending.
- Pray, thanking God for the joy and strength He gives us when we choose to follow Jesus and live according to His Word.

### 2. Listen for *sol*, *mi*, and *do*, and teach the Chorus (mm. 22-38).

- Display *Solfège* Visuals—*do*, *re*, *mi*, *fa*, *sol*, and *la*.
- Establish F as tonic (*do*), and lead children in singing the *solfège* in ascending and descending order using body scale positions.
- Tell children today's focus is on *do*, *mi*, and *sol*. Echo sing a few combinations of *do*, *mi*, and *sol*. (e.g., *do-mi-sol*, *mi-mi-do*, *sol-mi-sol*, *sol-mi-do*, etc.)
- Tell children you will sing a musical phrase, and their job is to decide if the phrase ended on *do*, *mi*, or *sol*.

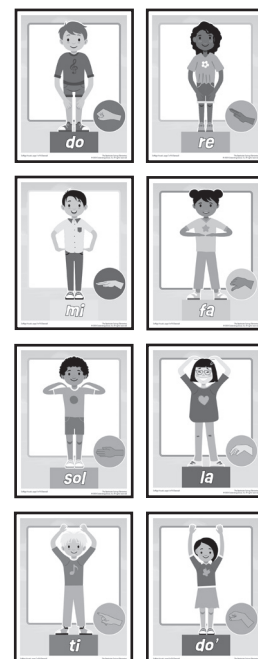
### MATERIALS NEEDED

- Score
- Student Score
- Handbell Part
- Demo 3
- Track 4
- *Solfège* Visuals (General)
- "Blessed Are Those" Emoji Visuals
- "Blessed Are Those" Promise Visuals
- Handbells (or handchimes)
- Bible, marked at Matthew 5:3-10

### PREPARATION

- Print and prepare visuals.
- Prior to Step 6, fold "Blessed Are Those" Emoji Visuals in half so words are hidden.

### *Solfège* Visuals



- On a neutral syllable (e.g., *loo*), sing measure 22 through beat 3 of measure 23 (i.e., *Blessed are you, blessed are you*). Have children determine which syllable the phrase finished on. (*do*) Have children sing and perform body scale positions for *do*, *mi*, and *sol* to check their answers.
- Repeat for measures 24-25 (*mi*), 26-27 (*do*), and 28-29 (*sol*).
- Distribute Student Scores, and echo sing measures 22-29 in two-measure phrases on a neutral syllable (or *sofège* if desired).
- Echo sing the same passage on the words.
- Have children place one finger on measure 22 and one finger on measure 31. Ask children to listen as you sing both phrases (mm. 22-25 and mm. 31-34), and decide if they are the same or different. (same)
- Lead children in singing measures 31-34.
- Repeat the process with measures 26 and 35 (mm. 26-29 and mm. 35-38). (different—*follow Christ* goes down to *do* instead of up to *sol*)
- Lead children in singing measures 35-38.
- Invite children to look at each remaining phrase of the Ending and discuss how each relates to previous material.
  - mm. 39-40 is the same as the previous phrase but ends on *mi*
  - mm. 41-43 is a rhythmically lengthened version of mm. 28-29
  - m. 44 is the same motive as the beginning of the Chorus
- Sing the Chorus through the end of the piece, skipping the first ending, as the pianist plays the melody.
- Play Demo 3. Have children keep the steady half-note beat somewhere on their body (e.g., pat legs, tap foot, finger clap) while listening to the verses, and sing the Chorus and Ending.

### 3. Teach *blessed* phrases with emojis.

- Distribute “Blessed Are Those” Emoji Visuals to eight volunteers, and have them stand at the front of the room in random order.
- Tell children each card represents a *blessed* phrase in the song, and their job is to help get the phrases back in order.
- Play Demo 3 through measure 21 as children listen, then pause the recording.
- Invite children who are not holding visuals to help put the *blessed* phrases from Verse 1 in order. Have children holding relevant visuals move to the correct place to arrange them.
- Resume the recording and lead children in singing the Chorus, allowing them to look at their Student Scores as needed.
- Have children place their scores back under their chairs and listen to Verse 2, then pause the recording.
- Have children help put the *blessed* phrases in order for Verse 2.
- Echo sing the *blessed* phrases, one at a time in order, while referring to the visuals (mm. 6-7, 10-11, 14-15, 18-19). Sing the second half of each phrase for children in between.

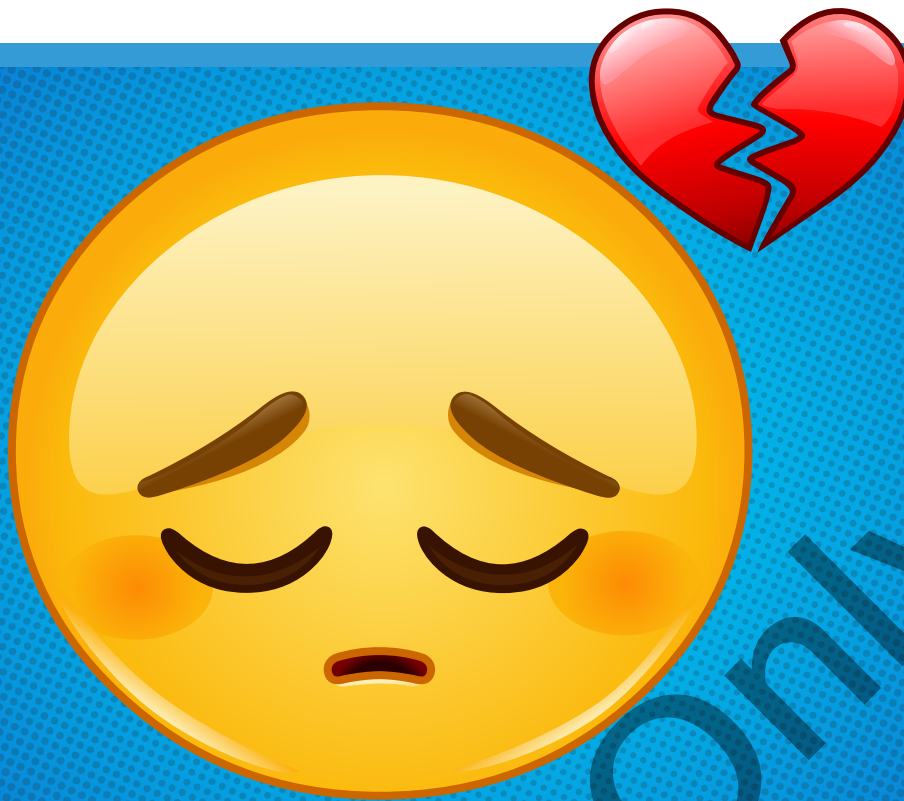
#### “Blessed Are Those” Emoji Visuals





who depend  
on God





with broken  
hearts



who thirst  
for the Lord





who are  
merciful

## Teaching Tip

Use physical gestures to reinforce when children should echo sing, and when children should listen. (e.g., place hand on chest while echo singing, gesture towards children to echo, place finger to lips while singing what children should not echo)

- Distribute Student Scores if needed, play Demo 3, and lead children in singing the *blessed* phrases, the Chorus, and the Ending.

### 4. Teach the accompanying *promise* phrases.

- Distribute "Blessed Are Those" Emoji Visuals and "Blessed Are Those" Promise Visuals to sixteen different children, allowing them to remain seated.

## Option

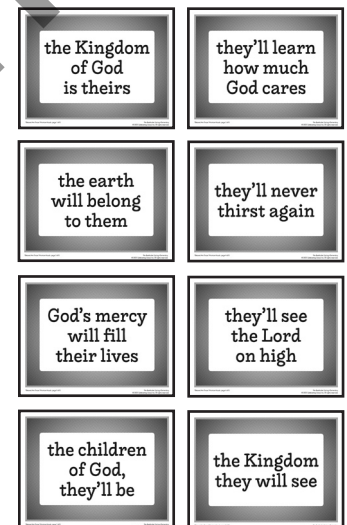
For smaller groups, display the Emoji Visuals in order at the front of the room and distribute only the Promise Visuals. Lead children to stand near the phrase that matches their promise.

- Remind children there are eight *blessed* phases, and now there are eight new cards that contain the promises that go along with each *blessed* phrase.
- Tell children with visuals their job is to go to the front of the room and face the group when they hear the words matching their visual. Have children read their visuals to know the words they are listening for, providing assistance as needed.
- Tell children without visuals their job is to keep the steady beat on their body while listening, and to help listen for the cue words of anyone near them with a visual.
- Play Demo 3, and guide children to build the *blessed* phrases and *promise* phrases in the right order by going to the front of the room at the appropriate time over the course of the song.
- Have children place their cards in order on display, and return to their seats.
- Lead children in singing the entire song with Track 4 or piano accompaniment, referring to the visuals throughout.

### 5. Teach the harmony. (optional)

- Display "Blessed Are Those" Emoji Visuals and "Blessed Are Those" Promise Visuals in matching pairs, in the order of the song.
- Play Demo 3, and lead children in the song, referring to the visuals.
- Distribute Student Scores.
- Point out the Group 2 part beginning in measure 20, and select experienced, confident singers to assign to this part while the rest of the choir remains on Group 1.
- Echo sing the Group 2 part in measures 20-21 with the pianist playing their part, as you model the movement of pitches with your hand. Then, echo sing the whole phrase beginning in measure 18.

### "Blessed Are Those" Promise Visuals



the Kingdom  
of God  
is theirs



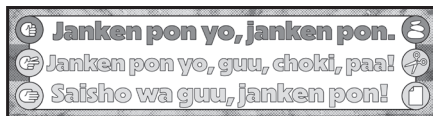
they'll learn  
how much  
God cares

# ACTIVITY TEACHING STEPS

## "Janken Pon"

### 1. Introduce a folk song from Japan.

- Tell children they will learn a folk song and game from Japan.
- Play Demo 27, and lead children in keeping the steady half-note beat with rotating body percussion as they listen. (i.e., rotate to a new body percussion movement every four measures—tap shoulders, pound fist into opposite palm, finger clap, etc.)
- Display "Janken Pon" Word Visual.



- Echo speak the words (to the rhythm of the song) in two-measure phrases while keeping the steady beat. (pronunciation guide below)
  - **Janken pon yo**—jahn-kehn pohn yoh
  - **janken pon**—jahn-kehn pohn
  - **Janken pon yo**—jahn-kehn pohn yoh
  - **guu, choki, paa**—goo choh-kee pah
  - **saisho wa guu**—sah-ee-shoh wah goo
  - **janken pon**—jahn-kehn pohn



- Echo sing in two-measure phrases, continuing the steady beat, until children are secure.
- Play Demo 27 once again, and lead children in singing along while keeping the beat.

### 2. Share the translation, and play the game.

- Display "Janken Pon" Word Visual.
- Play Demo 27, and lead children in singing the song as review.

### MATERIALS NEEDED

- Score (pages 4-5 of these Teaching Steps)
- Demo 27
- Track 28
- "Janken Pon" Word Visual
- "Janken Pon" Accompaniment Cards
- Metallophone, Xylophone, and Glockenspiel (or Boomwhackers®, handbells, handchimes, resonator bells, desk bells, etc.)
- Craft sticks (optional)
- Marker (optional)
- Container (optional)

### PREPARATION

- Copy Student Score.
- Print and prepare visuals.
- Write each child's name on a craft stick and place all sticks in a container. (optional)



- Tell children:
  - "Janken Pon" is the Japanese version of Rock, Paper, Scissors.
  - *Janken* is the name of the game, and *pon* is an exclamatory word for something that pops out.
  - *Guu* means rock, *choki* means scissors, and *paa* means paper.
- Demonstrate how to add the game to the song:
  - Pound one fist into the opposite palm to the half-note beat while singing the first four measures of the song.
  - While chanting measures 5-6, continue to move on the half-note beat, bringing fist to self, then extending fist toward your partner, then bringing fist back to self, then finally extending and showing your hand to your partner (rock, scissors, or paper) on the final *pon*.
    - **rock** (*guu*)—closed fist
    - **scissors** (*choki*)—index and middle fingers extended forward
    - **paper** (*paa*)—flat palm
- Assign or have children choose partners, and lead children in singing the song (unaccompanied) and playing the game. Repeat until children are secure, rotating partners as desired.

### Teaching Tip

To make partner rotation less chaotic, have only winners move to a new partner. Provide expectations and a set amount of time before they begin moving. (e.g., *When I say "go," winners have 5 seconds to walk to a new partner. Ready? Go! 5-4-3-2-1.*)

### 3. Sing with instrumental accompaniment.

- Display "Janken Pon" Word Visual and lead children in singing the song to review.
- Display "Janken Pon" Accompaniment Card—Metallophone.
- Demonstrate how to play the pattern on the metallophone, then assign a child to play the instrument.
- Display "Janken Pon" Accompaniment Card—Xylophone.
- Lead children to practice patting the following pattern:
  - **Beat 1**—pat left hand on left thigh
  - **Beat 2**—pat right hand on right thigh
  - **Beat 3**—left hand crosses over right hand to pat outside of right thigh
  - **Beat 4**—pat right hand on right thigh
- Demonstrate how to play the pattern on the xylophone, and assign a child to play the instrument.
- Display "Janken Pon" Accompaniment Card—Glockenspiel.
- Demonstrate how to play the pattern on the glockenspiel, then assign a child to play the instrument.

"Janken Pon"  
Accompaniment Cards

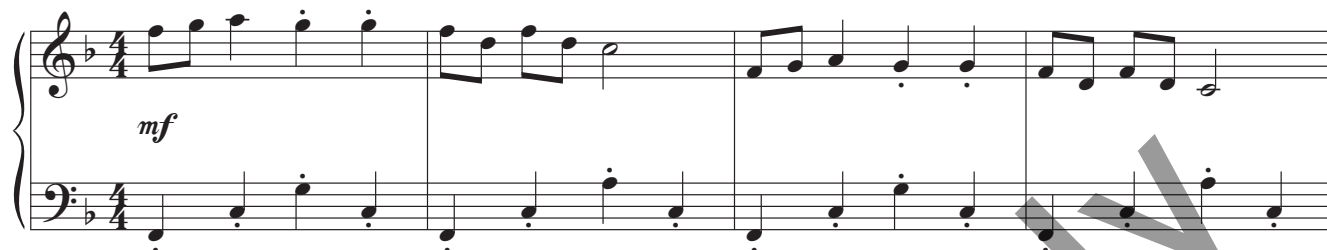


# Janken Pon

For Unison Voices  
with opt. Orff Instruments

Traditional Japanese Singing Game  
Adapted by Keith Watson

*Playfully* (♩ = 100)



5

*Glockenspiel*

*mf*

*Xylophone*

*mf*

*Metallophone*

*mf*




9 *mf* Unison

Jan - ken pon yo, jan - ken — pon. Jan - ken pon yo,

12


1 (to meas. 7) 2

guu, \_cho-ki, paa! Sai - sho wa guu, jan - ken pon! jan - ken pon!



Musical notation for Metallophone. The staff is in 4/4 time, key of B-flat major (one flat). The melody consists of two measures: the first measure has a half note on B4 and a half note on B3; the second measure has a half note on B4 and a half note on B3. The notation is enclosed in a blue dotted border.

**Metallophone**



Musical notation for Xylophone. The staff is in 4/4 time, key of B-flat major (one flat). The melody consists of two measures: the first measure has a half note on B4 and a half note on B3; the second measure has a half note on B4 and a half note on B3. The notation is enclosed in a pink dotted border.

**Xylophone**



Musical notation for Glockenspiel. The staff is in 4/4 time, key of B-flat major (one flat). The melody consists of two measures: the first measure has a half note on B4 and a half note on B3; the second measure has a half note on B4 and a half note on B3. The notation is enclosed in a yellow dotted border.

**Glockenspiel**



Janken pon yo, janken pon.



Janken pon yo, guu, choki, paa!



Saisho wa guu, janken pon!



## Body Beat Energizer

### 1. Move to the music.

#### Teaching Tip

To view a demonstration of this energizer, go to:  
[growing-in-grace.com/bodybeatenergizervideo](https://growing-in-grace.com/bodybeatenergizervideo).

- Display Body Beat Energizer Cards in the following groupings:
  - Verse 1:
    - **Head, Shoulders, Knees, Toes** (Section A)
    - **Eyes, Ears, Mouth, Nose** (Section B)
  - Verse 2:
    - **Feet, Ankles, Hips, Chin** (Section A)
    - **Thumbs, Arms, Thighs, Shins** (Section B)
- Tell children the energizer has two verses, and each verse has two sections, **A** and **B**. Point out the cards that make up Sections A and B for Verse 1.
- Explain that each Verse uses the form **A A B A**, and speak through Verse 1 as an example.
- Play Demo 20, and lead children in performing the energizer by gesturing to each designated body part at the appropriate time. (NOTE: There are three freestyle sections during which children may move as they wish: a four-measure intro, a four-measure interlude, and a four-measure outro.)

#### Teaching Tip

Use this energizer to prepare the body for singing or to provide a movement break at any point in rehearsal.

### 2. Chant and move to the energizer.

- Display Body Beat Energizer Cards in the groupings outlined in Step 1.
- Remind children of the **A A B A** form for each verse, and lead them in speaking through the words to the energizer while lightly doing the motions.
- Play Demo 20, and lead children in chanting and performing the motions to the energizer.

#### MATERIALS NEEDED

- Demo 20
- Track 21
- Body Beat Energizer Cards
- Body Beat Energizer Video
- Cardstock (optional)

#### PREPARATION

- Print and prepare visuals.
- Watch the video to become familiar with the energizer.
- Print cards on cardstock, cut apart, and laminate if desired.

#### Body Beat Energizer Cards



### 3. Mix and match the motions.

- Invite volunteers to arrange Body Beat Energizer Cards in a different order to mix up the motions.

#### Teaching Tips

A few ways to engage multiple volunteers:

- Place all the cards on the floor and allow volunteers to come up, one-at-a-time, to choose one or two cards to display, building the energizer from left to right or top to bottom.
  - Display all cards, then have several volunteers come up, one-at-a-time, to move a few cards around to new places in the order.
  - Divide children into two small groups, Verse 1 and Verse 2. Give each group eight cards and allow them one minute to arrange the cards in the order of their choice.
  - As an Early-Arriver Activity: Hide the cards around the room before rehearsal. As children arrive, invite them to search for the Body Beat Energizer Cards and display them in the order they are found.
- Once the new motions are established for Verse 1 and Verse 2, lead children in slowly speaking and performing the motions in the new order.
  - Play Track 21, and lead children in chanting and performing the motions with the music.

#### Teaching Tip

Performing the motions in a different order can be more challenging! Before attempting it with the track, remind children to have fun and to keep going no matter what happens.





**Head**



**Shoulders**



# Knees



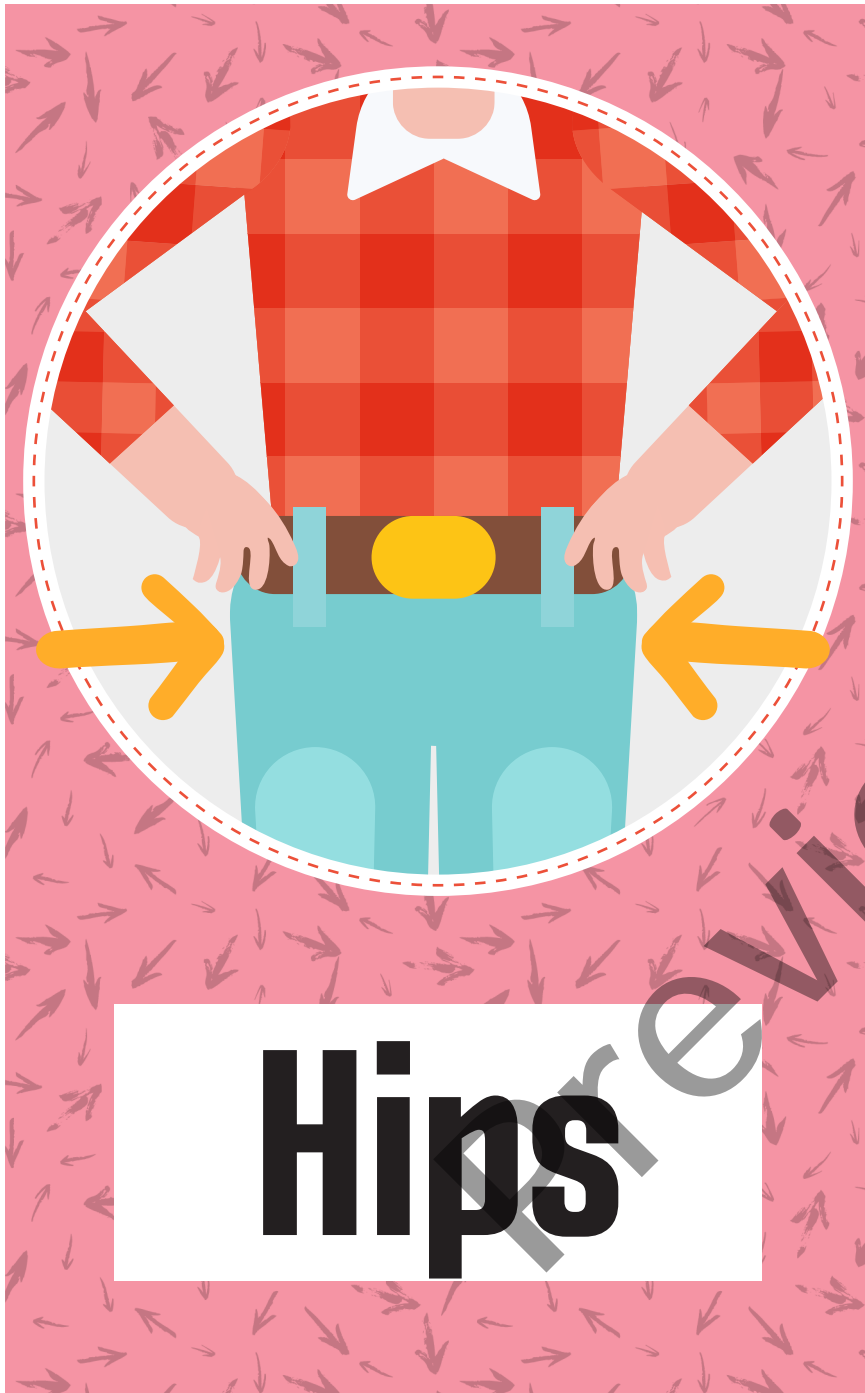
# Toes

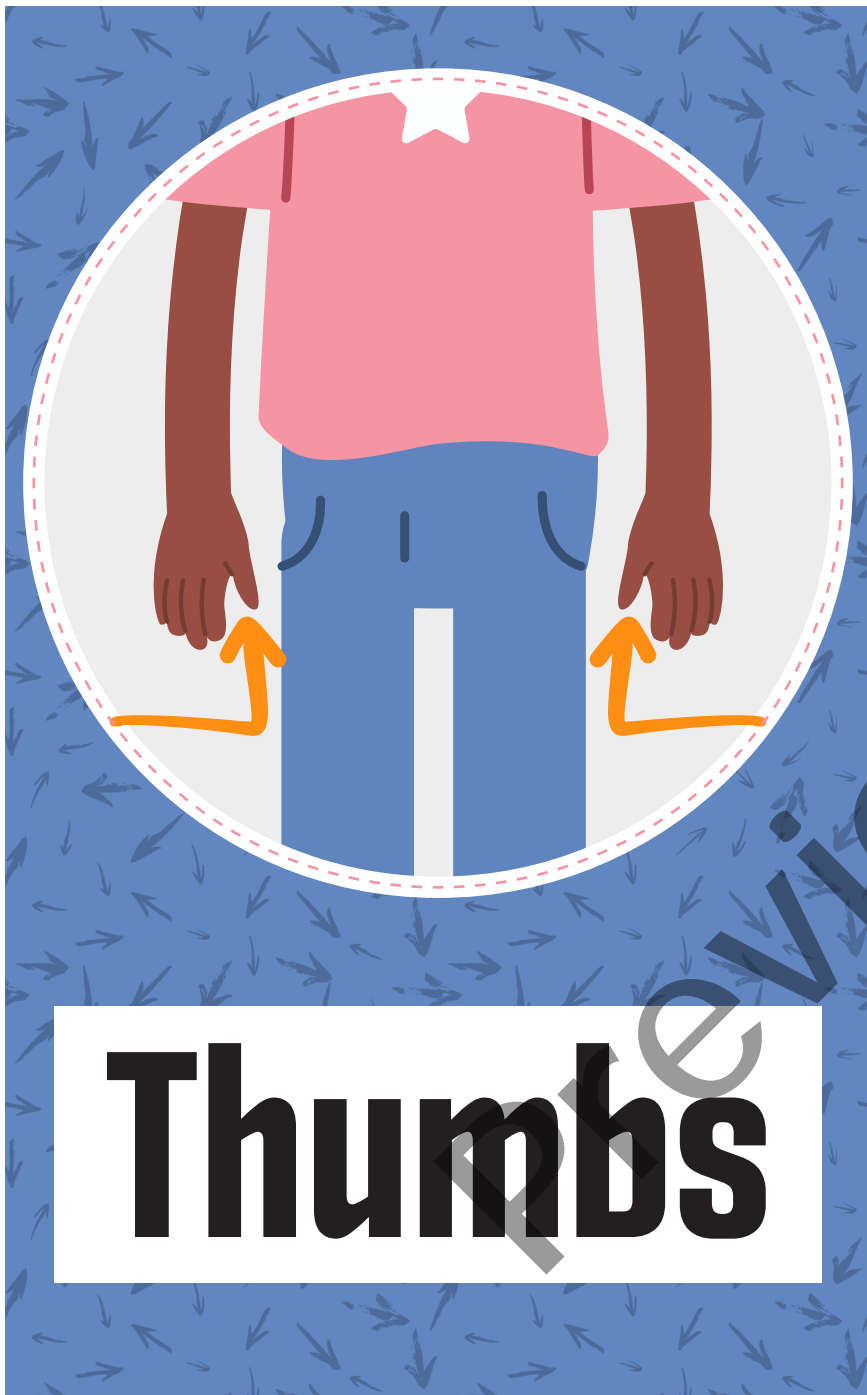


**Feet**



**Ankles**





# Thumbs



# Arms



# ACTIVITY TEACHING STEPS

## Salt and Light Rondo

### 1. Read about *salt and light*, and teach Section A of the *rondo*.

- Read aloud, or invite volunteers to help read aloud, Matthew 5:13-16.
- Lead a discussion about the passage, and invite children to share ways they can shine their light for others.
- Display Salt and Light *Rondo* Visuals 1 and 2.
- Explain *rondo* is an Italian word that means *round*. A *rondo* has a main theme that keeps coming back with new music between each repetition. In this *rondo*, section A is the main theme, and sections B and C are additional pieces of music that go in between.
- Point out the form as listed on the visual to illustrate the order: **A B A C A**
- Lead children to pat the steady quarter-note beat, and echo speak the top line words of Section A in one-measure phrases while tracking the visual with a pointer.

A

You are the salt, the salt of the earth, with  
You are the light, the light of the world, with

pow-er to bless and show God's ways.  
pow-er to shine and give God praise.

- Echo speak again in two-measure phrases, then lead children to speak the entire first half together.
- Echo speak the bottom line words in one-measure phrases, then two-measure phrases, then speak the entire second half together.
- Keep the steady beat on a drum, and have children pat the beat while speaking the entire Section A together.

### 2. Review Section A, teach Sections B and C, then put the *rondo* together.

- Display Salt and Light *Rondo* Visuals 1 and 2.
- Review Section A by setting the steady beat on a drum and leading children to pat the beat and chant the words together.
- Echo speak and clap Section B, speaking the first measure, then clapping the egg shaker part in the second measure.
- Lead children to speak and clap Section B continuously until they are secure.

### MATERIALS NEEDED

- Salt and Light *Rondo* Visuals 1 and 2
- Salt and Light *Rondo* *Ostinati* Cards
- Drums
- Egg shakers (or alternate shaker instruments)
- Tambourines (or alternate metal instruments)
- Wood blocks or claves, cabasas or guiros, and triangles (or alternate non-pitched percussion instruments), one instrument per child
- Bible, marked at Matthew 5:13-16
- Pointer

### PREPARATION

- Print and prepare visuals.

### Salt and Light *Rondo* Visuals 1 and 2

**Salt & Light Rondo**

Form: A B A C A

You are the salt, the salt of the earth, with  
You are the light, the light of the world, with

pow-er to bless and show God's ways.  
pow-er to shine and give God praise.

Section B

Don't lose your salt y taste.

Section C

Shine for all peo ple.



- Repeat the process with Section C.
- Invite children to recall what a *rondo* is, and review the order of sections as illustrated on the visual. Point out the repeat signs on all sections, indicating each section should be performed twice before moving on in the form.
- Set the steady beat on a drum, and lead children in chanting the entire *rondo* together, tracking the visuals with a pointer to reiterate the form.
- Divide children into Groups A, B, and C. (NOTE: Assign the same number of children to Groups B and C as you have egg shakers and tambourines available.)
- Distribute egg shakers to Group B and tambourines to Group C.
- Have Groups B and C practice the designated rhythms on their instruments until secure.
- Tell children their job is to only perform the section of music they have been assigned.
- Set the steady beat on the drum, and lead children to perform the entire *rondo* in their groups.
- Swap assigned sections and repeat as time allows.

### 3. Teach rhythm instrument *ostinati*.

#### Teaching Tip

An *ostinato* is the music term for a pattern that is repeated over and over, often as accompaniment. *Ostinati* is the plural form of the word.

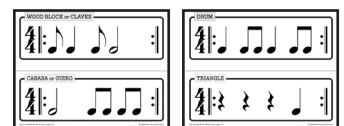
- Display Salt and Light *Rondo Ostinati* Cards.
- Invite children to identify the types of notes and rests represented on the cards. (quarter note, quarter rest, half note, eighth notes)
- Echo clap each *ostinato* card until children are confident with the rhythms.
- Divide children into four groups, one per *ostinato* card, and distribute instruments accordingly.

#### Teaching Tip

If needed, substitute other non-pitched percussion instruments within the same family (e.g., rhythm sticks instead of wood block, shaker instead of cabasa, finger cymbals instead of triangle).

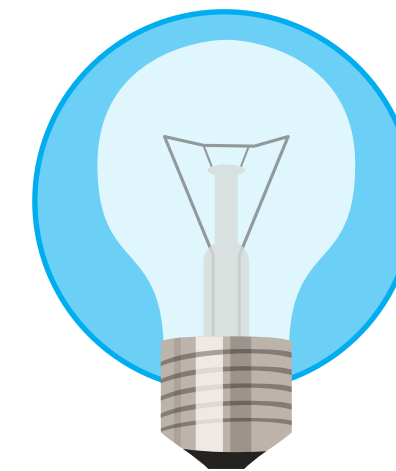
- Lead each group in practicing the rhythm of their *ostinati* on their instruments until secure.
- Lead one group to play their *ostinato*, then add other groups one at a time until all are playing together. Have them play simultaneously for several repetitions, then direct all groups to cut off together.

#### Salt and Light *Rondo Ostinati* Cards





# Salt & Light



Form: A B A C A



You are the salt, the salt of the earth, with  
You are the light, the light of the world, with



pow-er to bless and show God's ways.  
pow-er to shine and give God praise.

B

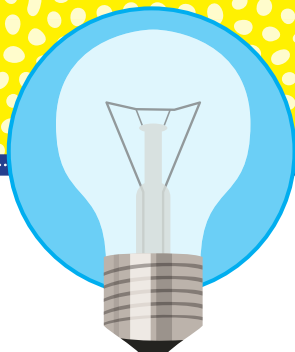
Eggshaker



Don't lose your salt-y taste.

C

Tambourine



Shine for all peo-ple.

# WARM-UP TEACHING STEPS

## "One Bottle of Pop" Warm-up

### 1. Move to the music.

- Refer to this key for the basic motions needed for the movement patterns:
  - clap**—clap your own hands
  - tap**—tap sides of fists with neighbors on right and left
  - pat**—pat your own thighs
  - back**—clap backs of hands with neighbors on right and left
  - brush**—hold palms together with fingers pointed forward and alternate brushing hands back and forth
- Demonstrate and practice each of the following movement patterns with children:



- Play Demo 29, and lead children in performing Pattern 1 for Section A, Pattern 2 for Section B, and Pattern 3 for Section C, then stop the recording.
- Divide children into three groups and assign each a movement pattern.
- Establish a moderate-tempo, steady beat and lead Group 1 to perform their pattern continuously. Invite Group 2 to join in on their own pattern, then finally lead Group 3 to join on theirs.
- Assign Group 1 to Section A, Group 2 to Section B, and Group 3 to Section C, selecting a leader for each group if desired.
- Tell children each group will perform their pattern independently, then all three groups will perform simultaneously.
- Play Demo 29, and lead each group to perform their pattern at the appropriate time. Direct all three groups to perform their pattern when all three parts are stacked.

### 2. Teach the warm-up.

- Display "One Bottle of Pop" Visual.
- Invite children to observe the illustration and discuss what is happening in the scene.
- Point out each child in the scene represents a section in the warm-up: "One Bottle of Pop," "Don't Throw Your Junk in My Backyard," and "Fish and Chips and Vinegar."

### MATERIALS NEEDED

- Score (pages 4-6 of these Teaching Steps)
- Student Score (pages 7-8 of these Teaching Steps)
- "One Bottle of Pop" Visual
- Demo 29
- Track 30

### PREPARATION

- Copy Student Score.
- Print and prepare visual.

### "One Bottle of Pop" Visual

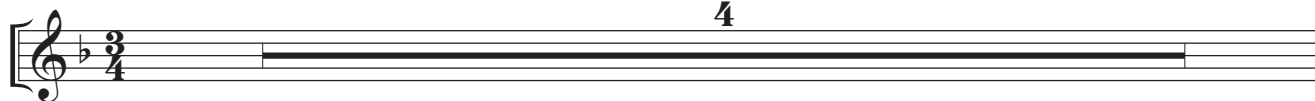
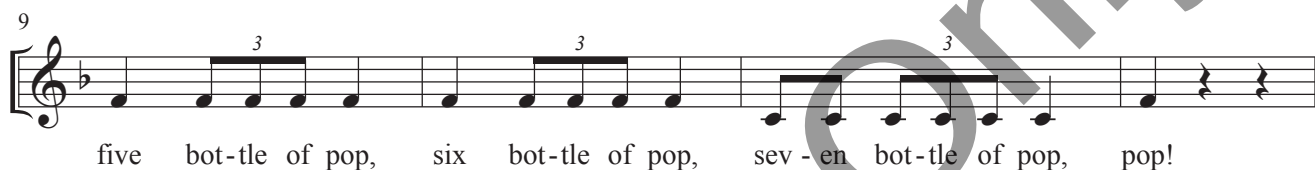
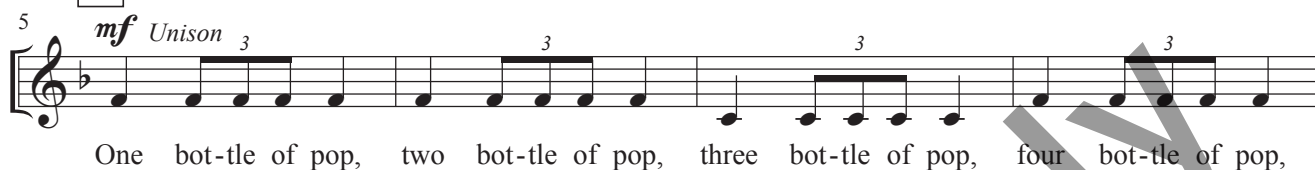
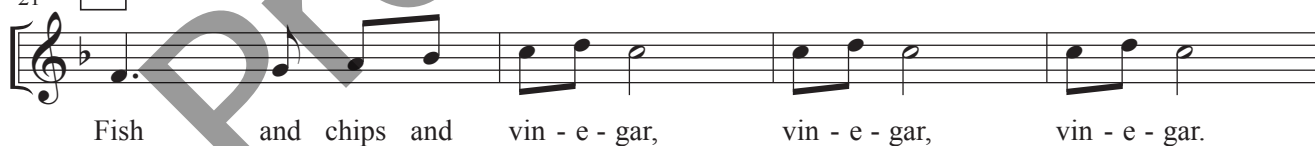


# "One Bottle of Pop" Warm-up

For 3-Part Voices

Traditional Partner Song  
Arranged by Allison Blumenthal*Happily* (♩ = 150)

4

**A****B****C**



29

**A**

One bot-tle of pop, two bot-tle of pop, three bot-tle of pop, four bot-tle of pop,

**B**

Don't throw your junk in my back - yard, my back - yard, my back - yard!

**C**

Fish and chips and vin-e-gar, vin-e-gar, vin-e-gar.

33

five bot-tle of pop, six bot-tle of pop, sev-en bot-tle of pop, pop!

Don't throw your junk in my back - yard, my back - yard's full!

Fish and chips and vin-e-gar, pep-per, pep - per, pep-per, salt!



**One Bottle  
of Pop...**

**Don't throw  
your junk  
in my  
backyard...**

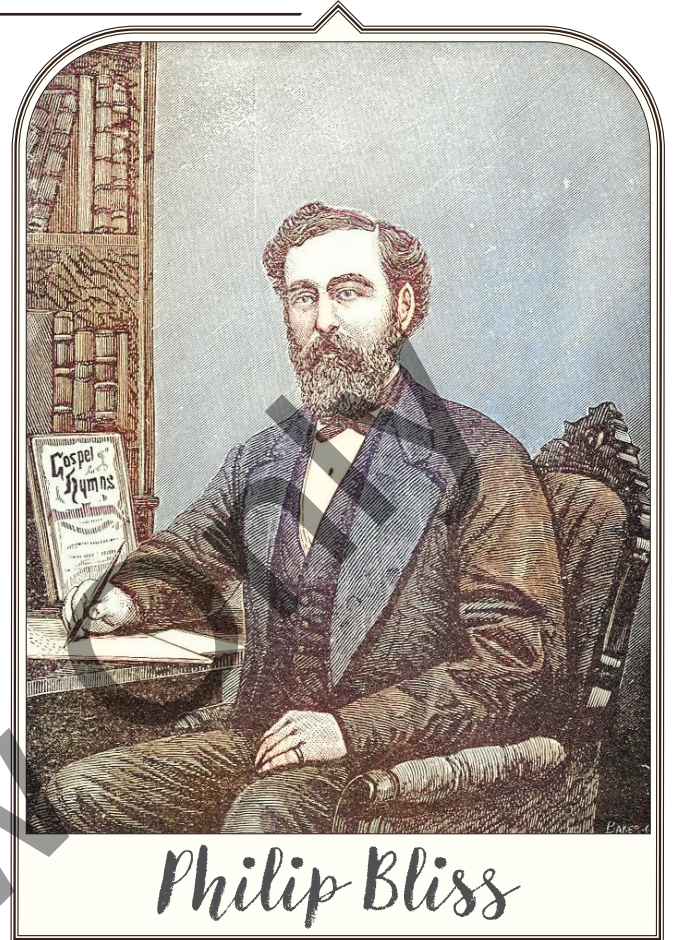
**Fish and  
chips and  
vinegar...**





# The Talented Philip Bliss

1 Philip Bliss (1838-1876) was a music  
2 teacher, composer, and singer who  
3 wrote the words and music for the  
4 hymn "Wonderful Words of Life." His  
5 musicianship and spiritual development  
6 were greatly influenced by his parents.  
7 His younger years were spent working on  
8 farms and in lumber camps. When he was  
9 ten years old, he heard a piano for the first  
10 time, and realized he wanted to become a  
11 musician. When Bliss was around 19 years  
12 old, he enrolled in a music school. He was  
13 extremely intelligent and continued to  
14 develop as a talented musician. He began  
15 traveling around the country, leading music  
16 schools and composing gospel hymns.  
17 Bliss was skilled in writing songs that could  
18 be quickly learned, easily remembered, and  
19 that would make a deep spiritual impact. As his reputation grew, Bliss worked with  
20 well-known music educators, composers, and evangelists, such as William Bradbury,  
21 George Root, Ira Sankey, and Dwight L. Moody. Many of Mr. Bliss' gospel hymns  
22 have been sung around the world, and continue to be used by congregations today.



Philip Bliss

Hymn melodies, called tunes, have names, just like hymns have titles. To discover the tune name for "Wonderful Words of Life," solve the puzzle below. The three numbers below each blank identify a letter in the story. The top number represents the line number, the middle number is the word number, and the lowest number is the letter number in the word. For example, the first blank is the eleventh line, second word, first letter.

11	12	5	14	17	9	3	18	10	6	15
2	7	3	4	6	7	6	2	3	3	5
1	4	4	8	1	5	1	6	5	3	2

# X Out XYZ

Cross out all the words that contain an X, a Y, or a Z.  
Write the remaining words in order in the blanks to complete the prayer.

DAINTY FRIZZY HANDS BOX FROZEN  
CARE YAWN FUZZY FEET LAZY SLY GO  
TAXI PLAY LOVE XYLOPHONE PLENTY  
JESUS DOZEN YES YOLK AXES SHOW  
LOVELY OXEN DELAY FIX MAKE ZOO  
ROYAL GENTLE DIZZY TEXT KIND  
SNOOZE TINY FOX TRUE EXIT JUST  
CRAZY LIKE HAZE JESUS JOY ZONE  
EXERCISE ALL YELLOW ZEAL PRAY

\_\_\_\_\_ TO \_\_\_\_\_, \_\_\_\_\_ TO \_\_\_\_\_.  
THE \_\_\_\_\_ OF \_\_\_\_\_,  
WE CAN \_\_\_\_\_. \_\_\_\_\_ US \_\_\_\_\_,  
\_\_\_\_\_, AND \_\_\_\_\_  
\_\_\_\_\_ IN \_\_\_\_\_ WE DO.

# ELEMENTARY SESSION OUTLINES - SPRING



## Session 6

### Early-Arriver Activity

Fill in the Music Map KIDPage

### Rehearsal

Review At the Sound Energizer (Energizer Teaching Steps)

*Do Re Mi* Hallelujah Vocalise–Vocalise Teaching Step 2

2. Review the vocalise, and sing independently.

“Clean As a Whistle”–Song Teaching Step 5

5. Teach Verse 3 (mm. 29-46) and explain the text.

“He’s Alive Today!”–Song Teaching Step 1

1. Introduce the song with *Alleluia*.

“Blessed is He” Passing Game Activity–Activity Teaching Step 1

1. Keep the beat, and learn the song.

“Celebrate the King!”–Song Teaching Step 2

2. Teach Section A (mm. 5-19 and 21-35).

“Joyful Journey”–Song Teaching Step 5 (Theme Materials)  
(if taught in Fall, review)

5. Review, memorize, and polish.

“Hosanna, Loud Hosanna”–Hymn Teaching Step 1

1. Introduce the hymn by accompanying with rhythm instruments.

“Janken Pon” Activity–Activity Teaching Step 2

2. Share the translation, and play the game.

### Closing

#### Devotional

Share Devotional 6 from *The Beatitudes* Spring Devotionals–Elementary.

Go to [celebrating-grace.com/96112.html](https://celebrating-grace.com/96112.html) for a free download.



# ELEMENTARY SESSION OUTLINES - SPRING



## Session 11

### Early-Arriver Activity

Review "Janken Pon" Activity (Activity Teaching Steps)

### Rehearsal

Review Body Beat Energizer (Energizer Teaching Steps)

Review Clap and Sing with Me Warm-up (Warm-up Teaching Steps)

"One Bottle of Pop" Warm-up–Warm-up Teaching Step 2

2. Teach the warm-up.

"Be Love, Joy, and Peace"—Song Teaching Step 2

2. Sing the scale, and teach Section A (mm. 5-15).

"Blessed Are Those"—Song Teaching Step 4

4. Teach the accompanying promise phrases.

Resurrection Rhythm Sticks Activity–Activity Teaching Step 3

3. Create a chant for rhythm sticks.

"He's Alive Today!"—Song Teaching Step 6

6. Sing with handbell accompaniment. (optional)

"Wonderful Words of Life"—Hymn Teaching Step 1

1. Teach the melody.

Meter Bounce Activity–Activity Teaching Step 1

1. Experience beat and rhythm.

### Closing

#### Devotional

Share Devotional 11 from *The Beatitudes Spring Devotionals–Elementary*.  
Go to [celebrating-grace.com/96112.html](https://celebrating-grace.com/96112.html) for a free download.