

MUSIC LEARNING: session one
Courtesy of www.mygrandmatime.com

WORSHIP IN THE CHRISTMAS STORY: Angels praised God at Jesus' birth. (Luke 2:13-14) The shepherds ended up praising God too! (Luke 2:20) **Praising God is contagious!** The wisemen intended to worship Jesus before they even met him! (Matthew 2:2; Matthew 2:11)

WHAT DO WE USE TO WORSHIP? (mouth, feet, knees, legs, head, heart, gifts/things, etc.)

Rhythm game- RULE OF 4! Crumple paper into ball (or make nylon balls for each student)

- 1- Stand in a circle, holding your ball in your left hand. Count to 4, passing the ball to your own right hand on 4. Pass the ball back to your own left on the next 4. Do this until you can do it smoothly.
- 2- Same as first pattern, but touch chin on 2. (IE- left, chin, left, right, right, chin, right, left)
- 3- Same as second pattern, but shoulder on 1. (IE- shoulder, chin, left, right, shoulder, chin, right, left)
- 4- Same as third pattern, but touch top of head on 3. (IE-shoulder, chin, head, right, should, chin, head, left)
- 5- Create more patterns of 4, practicing each one until you can do together well.

quarter note (4 beat base) – Make quarter notes of different colors. Each color makes a different sounds/actions. (Assign one of each of the actions - clap, snap, stomp, “whee!”- to a color of quarter note.) Assign a student or group of students to make each sound. Arrange the notes in patterns of 4. The leader does the counting while the students make the sounds. Vary your “music”. Have the students make music by rearranging the colored quarter notes and “playing” them with the various sounds/actions.

Notes show us what to play and how high or low and how long to play it.

The quarter note is the BASIC note, just like the number one is in counting. Our current rule is that it gets one count or beat.

CHORDING - Break into groups (1st, 4th, & 5th chord groupings - using bells or ?) and play the chords to “**God is so Good**”. (Grandma has this song on her Bible Songs dvd with lots of instruments.) Assign one color (red, blue, yellow) to each chord and each group. Have students follow along with beat and notes to play. What other 3 chord song can we do?... Mary Had A Little Lamb; She'll Be Comin' Round the Mountain When She Comes; Joy to the World; etc. You'll need some help to do the counting and sing the words while the students play.

From “**Teaching Students to Sing**” volumes 1 and 2 (Chris & Carole Beatty) do Posture exercises & Warm ups & The Diction Song.... (Work on the diction song throughout the series & build/increase the posture exercises and warm ups throughout this series.)

Do the T tongue twister.

<http://vocalcoach.rede-commerce.com/>

ANNOUNCE PRIZES... for anyone who makes up and says a tongue-twister with words starting with the letter T. The longest one gets a prize out of the bingo drawer (+ trading card). Everyone who does one gets an extra music trading card. – Write it at home and bring it next session.

LONG TERM PRIZES: At the end of our lesson series, the one who has the most complete set of music trading cards gets a prize. ALSO, the one who has the most of one kind of music trading card gets a prize. (Begin NOW to look for musical instruments that you can afford as these prizes! Be sure to have some extras for ties!)

PLAY MUSIC BINGO and offer a prize for the winner & a music trading card. (A repeat bingo winner must “pass” on their prize to another person who has yet to win, so keep a list of winners. The music trading card stays with the real winner.) Show players the picture of the music items they have yet to learn. Only give them the names of the music items that have already been taught. (Grandma has music bingo to print out on her website.)

Begin work on a **ZITHER** – Mark names on the back and paint/color/personalize the front side. (Watch Grandma’s video to find out how to make a zither.)

If you have extra time, or during snack time, show parts of **Stomp** videos. Use these throughout the sessions as you have extra time. (Note that students should ask parents first before they try to do this at home!)

<http://www.amazon.com/Stomp-Out-Loud-Michael-Bove/dp/0783113331>

GIVE EACH STUDENT IN ATTENDANCE THESE MUSIC TRADING CARDS: This week’s cards are **GENERAL NOTE & QUARTER NOTE cards**. (Music trading cards can be printed from Grandma’s website.)

MUSIC LEARNING: Session 2
Courtesy of www.mygrandmatime.com

WHAT IS WORSHIP? (Matthew 4) Jesus is tempted.... Satan asks Jesus to bow down and worship him. We have a choice as to who we worship. Worship is placing ourselves “under” someone/something - becoming servants, slaves, etc.

Rhythm game: Say students names by syllable on beat. You can do this by sitting in a circle around a table and tapping on the table. (Stay with our 4 beat rule.) How many names match up with 4 counts? Who doesn’t match up? How can we do their names? **RESTS!** Go all around the table without stopping to say everyone’s names.

The quarter rest gets is same as a quarter note, but it is quiet, just like a REST should be!

God is so Good – Like last session, do chords on bells by color of quarter notes. Increase this by adding singing or playing melody, bass notes, and descant notes playing or singing throughout the sessions until everyone has a part and is ready to “perform” together – as ability and instruments permit. (Add rests to the chord patterns of quarter notes today.)

From “**Teaching Students to Sing**” volumes 1 and 2 (Chris & Carole Beatty) do Posture exercises & Warm ups & The Diction Song.... (Work on the diction song throughout the series & build/increase the posture exercises and warm ups throughout this series.)

Do the W tongue twister.

<http://vocalcoach.rede-commerce.com/>

Review the T tongue twister. Have each student recite the **T tongue twister** they have brought, having all the students practice it too. Give prize to the longest tongue twister and a music card to everyone who brought one.

ANNOUNCE PRIZES... for anyone who makes up and says a tongue-twister with words starting with the letter W. The longest one gets a prize out of the bingo drawer. Everyone who brings a “W” tongue twister next session gets a trading card.

LONG TERM PRIZES: At the end of our lesson series, the one who has the most complete set of music trading cards gets a prize. ALSO, the one who has the most of one kind of music trading card gets a prize.

PLAY MUSIC BINGO and offer a prize for the winner & a music trading card. (A repeat bingo winner must “pass” on their prize to another person who has yet to win, so keep a list of winners. The music trading card stays with the real winner.) Show players the picture of the music items they have yet to learn. Only give them the names of the music items that have already been taught.

Work on a **ZITHER** – Have students catch up. Mark the zither for holes. Use a nail and hammer to make small holes. (Watch Grandma’s video to find out how to make a zither.) **HAVE ADULTS STRING AND TUNE THE ZITHERS THAT HAVE THE HOLES PUNCHED IN THEM BEFORE NEXT SESSION.**

If you have extra time, or during snack time, show parts of **Stomp** videos. Use these throughout the sessions as you have extra time. (Note that students should ask parents first before they try to do this at home!)

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GIVE EACH STUDENT IN ATTENDANCE THESE MUSIC TRADING CARDS: This week’s cards are **REST** and **QUARTER REST** cards.

MUSIC LEARNING: Session 3
Courtesy of www.mygrandmatime.com

John 4 - The Samaritan woman - Jesus met a woman was “different”. Jesus knew how to obey God’s rules, not man’s. Where do you worship? **Worship is not tied to a place but to our hearts.**

Rhythm Game: Have students write & perform their names in music using quarter notes and quarter and bar lines.

A bar line shows our music rules. (4 BEATS-currently).

WHOLE NOTES: Whole note = 4 beats (Like 4 quarters = 1 dollar) Give students a quarter and a have them put it under a paper and rub with crayon. Do this 4x in the middle of a paper, then draw a big doughnut (the whole note) around the quarter impressions. Add lines to make the impressions into quarter notes. **A whole note is worth 4 beats or 4 quarter notes.**

Practice – LA, LA, LA, LA vs. LA for 4 beats.

Work on **God is so Good**, writing out parts that use quarter notes & rests and whole notes (and bar lines) for the instruments that you have. Show how to write 1 2 3 4 under the notes on the music.

From “**Teaching Students to Sing**” volumes 1 and 2 (Chris & Carole Beatty) do Posture exercises & Warm ups & The Diction Song.... (Work on the diction song throughout the series & build/increase the posture exercises and warm ups throughout this series.)

Do the P tongue twister.

<http://vocalcoach.rede-commerce.com/>

Review the W & T tongue twisters. Have each student recite the **W tongue twister** they have brought, having all the students practice it too. Give prize to the longest tongue twister and a music card to everyone who brought one.

ANNOUNCE PRIZES... for anyone who makes up and says a tongue-twister with words starting with the letter P. The longest one gets a prize out of the bingo drawer. Everyone who brings a “P” tongue twister next session gets a trading card.

LONG TERM PRIZES: At the end of our lesson series, the one who has the most complete set of music trading cards gets a prize. ALSO, the one who has the most of one kind of music trading card gets a prize.

PLAY MUSIC BINGO and offer a prize for the winner & a music trading card. (A repeat bingo winner must “pass” on their prize to another person who has yet to win, so keep a list of winners. The music trading card stays with the real winner.) Show players the picture of the music items they have yet to learn. Only give them the names of the music items that have already been taught.

Work on a **ZITHER** – Have students catch up. Give students their first zither music, then give them more music after they play each piece correctly for you. (This should take most of the rest of the sessions. If students finish early, have them help others learn or write their own music.) Give them out in this order: Mary Had a Little Lamb; God is So Good; Oh When the Saints Go Marching In; Jingle Bells; Jesus Christ is Risen Today; Joyful, Joyful; an empty sheet to make their own music. Give each student that successfully plays a zither song for you a music trading card.

If you have extra time, or during snack time, show parts of **Stomp** videos. Use these throughout the sessions as you have extra time. (Note that students should ask parents first before they try to do this at home!)

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GIVE EACH STUDENT IN ATTENDANCE THESE MUSIC TRADING CARDS: This week’s cards are **Bar Line and WHOLE NOTE cards.**

MUSIC LEARNING: session 4
Courtesy of www.mygrandmatime.com

10 lepers are healed (Luke 17:11-19), yet only one praises God. It is sometimes hard to praise when you are a part of a group because it takes time and effort. **God deserves our thankful praise!**

Rhythm game: 2 students face each other and share 1 ball.

Pass around all four hands on each beat (count of four).

Pass ball around all four hands, but swing arms in circle while counting to 4 -a whole note!

Pass ball around all four hands, but swing arms in circle while counting to 2 – a half note!

Show patterns in notes as you do each exercise.

Review what you have learned (quarter note & rest, whole note, bar line), introduce **half note & double bar.**

Spend the time making rhythm patterns using the colored notes/rests and playing them on the various instruments either together or separately.

Work on **God is so Good**, writing out for the instruments that you have. Show how to write 1 2 3 4 under the notes on the music.

From “**Teaching Students to Sing**” volumes 1 and 2 (Chris & Carole Beatty) do Posture exercises & Warm ups & The Diction Song.... (Work on the diction song throughout the series & build/increase

the posture exercises and warm ups throughout this series.)

Do the N tongue twister.

<http://vocalcoach.rede-commerce.com/>

Review the P, W, & T tongue twisters. Have each student recite the **P tongue twister** they have brought, having all the students practice it too. Give prize to the longest tongue twister and a music card to everyone who brought one.

ANNOUNCE PRIZES... for anyone who makes up and says a tongue-twister with words starting with the letter N. The longest one gets a prize out of the bingo drawer. Everyone who brings a “N” tongue twister next session gets a trading card.

LONG TERM PRIZES: At the end of our lesson series, the one who has the most complete set of music trading cards gets a prize. ALSO, the one who has the most of one kind of music trading card gets a prize.

PLAY MUSIC BINGO and offer a prize for the winner & a music trading card. (A repeat bingo winner must “pass” on their prize to another person who has yet to win, so keep a list of winners. The music trading card stays with the real winner.) Show players the picture of the music items they have yet to learn. Only give them the names of the music items that have already been taught.

Work on a **ZITHER** – Have students catch up. Give students their first zither music, then give them more music after they play each piece correctly for you. (This should take most of the rest of the sessions. If students finish early, have them help others learn or write their own music.) Give them out in this order: Mary Had a Little Lamb; God is So Good; Oh When the Saints Go Marching In; Jingle Bells; Jesus Christ is Risen Today; Joyful, Joyful; an empty sheet to make their own music. Give each student that successfully plays a zither song for you a music trading card.

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GIVE EACH STUDENT IN ATTENDANCE THESE MUSIC TRADING CARDS: This week’s cards are **DOUBLE BAR LINE** and **HALF NOTE** cards.

MUSIC LEARNING: session 5
Courtesy of www.mygrandmatime.com

Worship in the Bible: Our praise should be from our hearts to God, not for show for others to see. (Matt. 6:1-4; Matt 5:16; Matt. 23:5) **Praise draws attention to God, not to us.**

Review what you have learned (quarter note & rest, whole note, bar line, half note, double bar) then introduce the Accent card & piano cards.

Practice **ACCENTS** with the phrase “He is a – live”. Put an accent over one of the syllables and have the students say the phrase over and over again. Change where you put the accent for practice and meaning.

Practice **PIANO** with the phrase “He is a-live”. Write the phrase several times and put the “PIANO” sign over the phrases that you want said/sung quietly. (Gospel Light has a song “He Is Alive” that can be sung in a round that is perfect for these exercises!)

MATCH GAME (make this... like the match game!) Use cards from Grandma's MUSIC MATCH GAME with symbols that you have already learned. Say the names of the symbols as you turn each card.

MAKE RHYTHM PATTERNS- using the colored notes/rests/bar lines, etc., and playing them on the various instruments either together or separately.

Work on **God is so Good**, writing out parts for the instruments that you have. Show how to write 1 2 3 4 under the notes on the music.

From "**Teaching Students to Sing**" volumes 1 and 2 (Chris & Carole Beatty) do Posture exercises & Warm ups & The Diction Song... (Work on the diction song throughout the series & build/increase the posture exercises and warm ups throughout this series.)

Do the K/C tongue twister.

<http://vocalcoach.rede-commerce.com/>

Review the N, P, W, & T tongue twisters. Have each student recite the **N tongue twister** they have brought, having all the students practice it too. Give prize to the longest tongue twister and a music card to everyone who brought one.

ANNOUNCE PRIZES... for anyone who makes up and says a tongue-twister with words starting with the letter K/C sounds. The longest one gets a prize out of the bingo drawer. Everyone who brings a "N" tongue twister next session gets a trading card.

LONG TERM PRIZES: At the end of our lesson series, the one who has the most complete set of music trading cards gets a prize. ALSO, the one who has the most of one kind of music trading card gets a prize.

PLAY MUSIC BINGO and offer a prize for the winner & a music trading card. (A repeat bingo winner must "pass" on their prize to another person who has yet to win, so keep a list of winners. The music trading card stays with the real winner.) Show players the picture of the music items they have yet to learn. Only give them the names of the music items that have already been taught.

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GIVE EACH STUDENT IN ATTENDANCE THESE MUSIC TRADING CARDS: This week's cards are **ACCENT** and **PIANO** cards.

MUSIC LEARNING: session 6
Courtesy of www.mygrandmatime.com

Matthew 14:33 - The disciples worshipped Jesus after He performed a miracle. Using their mouths, they told Him who he was! **We should worship** (be wowed, go to our knees because He is great and awesome, etc.) **Jesus for what He does in our lives** too.

Rhythm games: Form a circle and give a ball to every other person. Pass the ball from hand to hand on every beat (quarter notes – 1,2,3,4).

Pass the ball from left hand to left hand only (half notes- makes right hands the 2nd and 4th beats)

Can students figure out a way to show a whole note?

“LA” or count for each note.

Review what you have learned, and introduce **forte & hold (fermata)**. Practice forte & hold (fermata) with the phrase/song “He is a-live”.

Prepare for the Jingling Johnny March – Students can begin bringing something metallic that can “clang”. (Keys, lids, etc., work well, but nothing sharp.) They will be (poked &) tied to pieces of a dowel or broom stick to make a “Jingling Johnny”.

MATCH GAME (make this... like the match game!) Use cards from Grandma’s MUSIC MATCH GAME with symbols that you have already learned. Say the names of the symbols as you turn each card.

Work on **God is so Good**, writing out parts for the instruments that you have.

From “**Teaching Students to Sing**” volumes 1 and 2 (Chris & Carole Beatty) do Posture exercises & Warm ups & The Diction Song.... (Work on the diction song throughout the series & build/increase the posture exercises and warm ups throughout this series.)

Do the H tongue twister.

<http://vocalcoach.rede-commerce.com/>

Review the K/C, N, P, W, & T tongue twisters. Have each student recite the **H tongue twister** they have brought, having all the students practice it too. Give prize to the longest tongue twister and a music card to everyone who brought one.

THE ONLY ONE – Begin learning this Gospel Light worship song. Pass out the solos to be learned at home.

HE IS ALIVE – Begin learning this round from Gospel Light as a song, not just rhythm practice.

ANNOUNCE PRIZES... for anyone who makes up and says a tongue-twister with words starting with the letter K/C sounds. The longest one gets a prize out of the bingo drawer. Everyone who brings a “H” tongue twister next session gets a trading card.

LONG TERM PRIZES: At the end of our lesson series, the one who has the most complete set of music trading cards gets a prize. ALSO, the one who has the most of one kind of music trading card gets a prize.

PLAY MUSIC BINGO and offer a prize for the winner & a music trading card. (A repeat bingo winner must “pass” on their prize to another person who has yet to win, so keep a list of winners. The music trading card stays with the real winner.) Show players the picture of the music items they have yet to

learn. Only give them the names of the music items that have already been taught.

Work on a **ZITHER** – Have students catch up. Give students their first zither music, then give them more music after they play each piece correctly for you. (This should take most of the rest of the sessions. If students finish early, have them help others learn or write their own music.) Give them out in this order: Mary Had a Little Lamb; God is So Good; Oh When the Saints Go Marching In; Jingle Bells; Jesus Christ is Risen Today; Joyful, Joyful; an empty sheet to make their own music. Give each student that successfully plays a zither song for you a music trading card.

If you have extra time, or during snack time, show parts of **Stomp** videos. Use these throughout the sessions as you have extra time. (Note that students should ask parents first before they try to do this at home!)

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GIVE EACH STUDENT IN ATTENDANCE THESE MUSIC TRADING CARDS: This week's cards are **FORTE & HOLD (FERMATA) cards.**

Make plans and being sharing your musical talents with others!

MUSIC LEARNING: session 7
Courtesy of www.mygrandmatime.com

Luke 5:17- God is praised after Jesus heals the lame man. **Obedience is part of worship!**

Prepare for the Jingling Johnny March – Students should bring metallic things that can “clang”. (Keys, lids, etc., work well, but nothing sharp.) Have the tools to put pieces on a short dowel or broom stick to make a “Jingling Johnny”. Have students write out 1 to 4 bars of rhythms/music that they will play with their Jingling Johnny in the march. Practice music separately and together. Go over what you have learned and introduce the **whole rest & half rest**. (A whole rest is heavily hanging, a half rest is heavenly hoping!)

MATCH GAME (make this... like the match game!) Use cards from Grandma's MUSIC MATCH GAME with symbols that you have already learned. Say the names of the symbols as you turn each card.

Work on **God is so Good**, writing out parts for the instruments that you have.

From “**Teaching Students to Sing**” volumes 1 and 2 (Chris & Carole Beatty) do Posture exercises & Warm ups & The Diction Song.... (Work on the diction song throughout the series & build/increase the posture exercises and warm ups throughout this series.)

Do the L tongue twister.

<http://vocalcoach.rede-commerce.com/>

Review the H, K/C, N, P, W, & T tongue twisters. Have each student recite the **H tongue twister** they have brought, having all the students practice it too. Give prize to the longest tongue twister and a music card to everyone who brought one.

THE ONLY ONE – Continue learning this Gospel Light worship song. Be sure that the solos are learned at home.

HE IS ALIVE – Continue learning this round from Gospel Light as a song, not just rhythm practice.

ANNOUNCE PRIZES... for anyone who makes up and says a tongue-twister with words starting with the letter L sounds. The longest one gets a prize out of the bingo drawer. Everyone who brings a “L” tongue twister next session gets a trading card.

LONG TERM PRIZES: At the end of our lesson series, the one who has the most complete set of music trading cards gets a prize. ALSO, the one who has the most of one kind of music trading card gets a prize.

PLAY MUSIC BINGO and offer a prize for the winner & a music trading card. (A repeat bingo winner must “pass” on their prize to another person who has yet to win, so keep a list of winners. The music trading card stays with the real winner.) Show players the picture of the music items they have yet to learn. Only give them the names of the music items that have already been taught.

Work on a **ZITHER** – Have students catch up. Give students their first zither music, then give them more music after they play each piece correctly for you. (This should take most of the rest of the sessions. If students finish early, have them help others learn or write their own music.) Give them out in this order: Mary Had a Little Lamb; God is So Good; Oh When the Saints Go Marching In; Jingle Bells; Jesus Christ is Risen Today; Joyful, Joyful; an empty sheet to make their own music. Give each student that successfully plays a zither song for you a music trading card.

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GIVE EACH STUDENT IN ATTENDANCE THESE MUSIC TRADING CARDS: This week’s cards are **whole rest & half rest cards.**

Make plans and being sharing your musical talents with others!

MUSIC LEARNING: session 8
Courtesy of www.mygrandmatime.com

PALM SUNDAY The people had a praise parade when Jesus rode into Jerusalem. (Matt. 21:1-11; Mark 11:1-11; Luke 19:29-40; John 12:12-15) **If we don’t praise God, the rocks will!**

Prepare for the Jingling Johnny March – Students should bring metallic things that can “clang”. (Keys, lids, etc., work well, but nothing sharp.) Have the tools to put pieces on a short dowel or broom stick to make a “Jingling Johnny”. Have students write out 1 to 4 bars of rhythms/music that they will play with their Jingling Johnny in the march. Practice music separately and together. You can practice while marching too!

Go over what you have learned and introduce the **eighth rest & eighth note.** (Cut up snacks to eighths, illustrate that they come between claps, count 1and 2and 3and 4and...) In our 4 rule, they are half of a quarter note.

Rhythm games: Give each student a ball. Have them toss ball, counting (1,2,3,4) when the ball is in the hand and saying “and” when the ball is in the air. This gives us the feel of eighth notes, or half of a quarter note.

MATCH GAME (make this... like the match game!) Use cards from Grandma's MUSIC MATCH GAME with symbols that you have already learned. Say the names of the symbols as you turn each card.

Work on **God is so Good**, writing out parts for the instruments that you have.

From "**Teaching Students to Sing**" volumes 1 and 2 (Chris & Carole Beatty) do Posture exercises & Warm ups & The Diction Song.... (Work on the diction song throughout the series & build/increase the posture exercises and warm ups throughout this series.)

Do the M tongue twister.

<http://vocalcoach.rede-commerce.com/>

Review the L, H, K/C, N, P, W, & T tongue twisters. Have each student recite the **L tongue twister** they have brought, having all the students practice it too. Give prize to the longest tongue twister and a music card to everyone who brought one.

THE ONLY ONE – Continue learning this Gospel Light worship song. Be sure that the solos are learned at home. Begin practicing with a microphone for the solos only.

HE IS ALIVE – Continue learning this round from Gospel Light as a song, not just rhythm practice.

The Lord is a Mighty God – Begin learning this round. Where do you want to put the accents? Perhaps on Lord, Mighty, Praise, Him, all?

ANNOUNCE PRIZES... for anyone who makes up and says a tongue-twister with words starting with the letter M sounds. The longest one gets a prize out of the bingo drawer. Everyone who brings a "M" tongue twister next session gets a trading card.

LONG TERM PRIZES: At the end of our lesson series, the one who has the most complete set of music trading cards gets a prize. ALSO, the one who has the most of one kind of music trading card gets a prize.

PLAY MUSIC BINGO and offer a prize for the winner & a music trading card. (A repeat bingo winner must "pass" on their prize to another person who has yet to win, so keep a list of winners. The music trading card stays with the real winner.) Show players the picture of the music items they have yet to learn. Only give them the names of the music items that have already been taught.

Work on a **ZITHER** – Have students catch up. Give students their first zither music, then give them more music after they play each piece correctly for you. (This should take most of the rest of the sessions. If students finish early, have them help others learn or write their own music.) Give them out in this order: Mary Had a Little Lamb; God is So Good; Oh When the Saints Go Marching In; Jingle Bells; Jesus Christ is Risen Today; Joyful, Joyful; an empty sheet to make their own music. Give each student that successfully plays a zither song for you a music trading card.

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GIVE EACH STUDENT IN ATTENDANCE THESE MUSIC TRADING CARDS: This week's cards are **eighth rest & eighth note**.

Make plans and being sharing your musical talents with others!

MUSIC LEARNING: session 9
Courtesy of www.mygrandmatime.com

Jesus and His disciples sang a hymn at His "going away" dinner. (Matt 26:17-30; Mark 14:12-24; John 13:21-30) **Praise God, even in tough times!**

We've learned how we tell how long and when to play. How do we tell what music sound to sing or play? We sometimes do that by coloring our notes. Now we are going to begin learning about where our music sounds live. Each sound has its own line or space. All the sounds are on the staff, the place where music sounds live.

STAFF: 5 lines of masking tape, a foot apart.

Have the students jump through the staff, jumping only on the spaces, then jumping only on the lines. One foot on the lines and 2 on the spaces? The other way around? How many lines are there in a staff?... One for each finger and that makes 5. Each student uses a ruler and paper to make a staff. Write "STAFF" at the top of the page. Use the balls & roll to either a line or a space. Go over what you have learned and introduce the concept of **STAFF & MEASURE**.

Look at & talk about songs in a hymnbook. There are really two staves.

MIDDLE C - Why is it called middle C? (It is on a line in the middle of two staves.)

Make a "song" of middle C's using the eighth, quarter, half, and whole notes and their rests. Play the song using Jingling Johnnies or other instruments that you have.

Prepare for the Jingling Johnny March – Students should bring metallic things that can "clang". (Keys, lids, etc., work well, but nothing sharp.) Have the tools to put pieces on a short dowel or broom stick to make a "Jingling Johnny". Have students write out 1 to 4 bars of rhythms/music that they will play with their Jingling Johnny in the march. Practice music separately and together. You can practice while marching too!

MATCH GAME (make this... like the match game!) Use cards from Grandma's MUSIC MATCH GAME with symbols that you have already learned. Say the names of the symbols as you turn each card.

Work on **God is so Good**, writing out parts for the instruments that you have.

From "**Teaching Students to Sing**" volumes 1 and 2 (Chris & Carole Beatty) do Posture exercises & Warm ups & The Diction Song.... (Work on the diction song throughout the series & build/increase the posture exercises and warm ups throughout this series.)

Do an R tongue twister. (Make one up or find one on the net.)

<http://vocalcoach.rede-commerce.com/>

Review the M, L, H, K/C, N, P, W, & T tongue twisters. Have each student recite the **M tongue twister** they have brought, having all the students practice it too. Give prize to the longest tongue twister and a music card to everyone who brought one.

THE ONLY ONE – Continue learning this Gospel Light worship song. Be sure that the solos are learned at home. Practice with a microphone for the solos only.

HE IS ALIVE – Continue learning this round from Gospel Light as a song, not just rhythm practice.

The Lord is a Mighty God – Continue learning this round. Where do you want to put the accents? Perhaps on Lord, Mighty, Praise, Him, all?

ANNOUNCE PRIZES... for anyone who makes up and says a tongue-twister with words starting with the letter R sounds. The longest one gets a prize out of the bingo drawer. Everyone who brings a “R” tongue twister next session gets a trading card.

LONG TERM PRIZES: At the end of our lesson series, the one who has the most complete set of music trading cards gets a prize. ALSO, the one who has the most of one kind of music trading card gets a prize.

PLAY MUSIC BINGO and offer a prize for the winner & a music trading card. (A repeat bingo winner must “pass” on their prize to another person who has yet to win, so keep a list of winners. The music trading card stays with the real winner.) Show players the picture of the music items they have yet to learn. Only give them the names of the music items that have already been taught.

Work on a **ZITHER** – Have students catch up. Give students their first zither music, then give them more music after they play each piece correctly for you. (This should take most of the rest of the sessions. If students finish early, have them help others learn or write their own music.) Give them out in this order: Mary Had a Little Lamb; God is So Good; Oh When the Saints Go Marching In; Jingle Bells; Jesus Christ is Risen Today; Joyful, Joyful; an empty sheet to make their own music. Give each student that successfully plays a zither song for you a music trading card.

If you have extra time, or during snack time, show parts of **Stomp** videos. Use these throughout the sessions as you have extra time. (Note that students should ask parents first before they try to do this at home!)

<http://www.amazon.com/Stomp-Out-Loud-Michael-Bove/dp/0783113331>

GIVE EACH STUDENT IN ATTENDANCE THESE MUSIC TRADING CARDS: This week’s cards are **Staff & Measure cards**.

Make plans and being sharing your musical talents with others!

MUSIC LEARNING: session 10
Courtesy of www.mygrandmatime.com

Jesus rose up from the dead, forgiving our sins and bringing us eternal life. (Matt. 28:1-8; Luke 24: 1-12; John 20:1-9) **We can praise God forever!**

Look at music books and identify things we have learned.

STAFF: 5 lines of masking tape, a foot apart. Play games on the staff as needed.

Introduce the D note

Make a song and play C’S & D’s using Jingling Johnny rhythm instruments or other instruments that you have.

Introduce the mama and papa of music – Mrs. G and Mr. F or better known as the Mrs. Treble Clef & Mr. Bass Clef.

Prepare for the Jingling Johnny March – Students should bring metallic things that can “clang”.

(Keys, lids, etc., work well, but nothing sharp.) Have the tools to put pieces on a short dowel or broom stick to make a “Jingling Johnny”. Have students write out 1 to 4 bars of rhythms/music that they will play with their Jingling Johnny in the march. Practice music separately and together. You can practice while marching too!

MATCH GAME (make this... like the match game!) Use cards from Grandma’s MUSIC MATCH GAME with symbols that you have already learned. Say the names of the symbols as you turn each card.

Work on **God is so Good**, writing out parts for the instruments that you have.

From “**Teaching Students to Sing**” volumes 1 and 2 (Chris & Carole Beatty) do Posture exercises & Warm ups & The Diction Song... (Work on the diction song throughout the series & build/increase the posture exercises and warm ups throughout this series.)

Do an **S** tongue twister. (Make one up or find one on the net.)

<http://vocalcoach.rede-commerce.com/>

Review the R, M, L, H, K/C, N, P, W, & T tongue twisters. Have each student recite the **R tongue twister** they have brought, having all the students practice it too. Give prize to the longest tongue twister and a music card to everyone who brought one.

THE ONLY ONE – Continue learning this Gospel Light worship song. Be sure that the solos are learned at home. Practice with a microphone for the solos only.

HE IS ALIVE – Continue learning this round from Gospel Light as a song, not just rhythm practice.

The Lord is a Mighty God – Continue learning this round. Where do you want to put the accents? Perhaps on Lord, Mighty, Praise, Him, all?

ANNOUNCE PRIZES... for anyone who makes up and says a tongue-twister with words starting with the letter S sounds. The longest one gets a prize out of the bingo drawer. Everyone who brings a “S” tongue twister next session gets a trading card.

LONG TERM PRIZES: At the end of our lesson series, the one who has the most complete set of music trading cards gets a prize. ALSO, the one who has the most of one kind of music trading card gets a prize.

PLAY MUSIC BINGO and offer a prize for the winner & a music trading card. (A repeat bingo winner must “pass” on their prize to another person who has yet to win, so keep a list of winners. The music trading card stays with the real winner.) Show players the picture of the music items they have yet to learn. Only give them the names of the music items that have already been taught.

Work on a **ZITHER** – Have students catch up. Give students their first zither music, then give them more music after they play each piece correctly for you. (This should take most of the rest of the sessions. If students finish early, have them help others learn or write their own music.) Give them out in this order: Mary Had a Little Lamb; God is So Good; Oh When the Saints Go Marching In; Jingle Bells; Jesus Christ is Risen Today; Joyful, Joyful; an empty sheet to make their own music. Give each student that successfully plays a zither song for you a music trading card.

If you have extra time, or during snack time, show parts of **Stomp** videos. Use these throughout the sessions as you have extra time. (Note that students should ask parents first before they try to do this at home!)

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GIVE EACH STUDENT IN ATTENDANCE THESE MUSIC TRADING CARDS: This week's cards are **treble clef & bass clef cards**.

Make plans and being sharing your musical talents with others!

MUSIC LEARNING: session 11
Courtesy of www.mygrandmatime.com

Bible story: **God gave the first praise!** You get praise when you do a good job! When God made the world, He did a good job. (Talk about the things God made.) The Bible says that it was good! (In a way, He praised himself because He was the only one around to hear.) How does it feel to praise yourself? Would you rather praise yourself, or hear praise from someone else? God would rather hear praise from someone else, so He made us. We are to praise Him.

STAFF: 5 lines of masking tape, a foot apart. Play games on the staff as needed. Add tape to make Mrs. Treble Clef.

What rules do you have at your house? When do the rules change? Mr. and Mrs. Clef can also change the rules..... introduce **time signature & tie**.

Look at music books and identify things you have learned. Write all the time signatures that students find on the white board.

Rhythm music: Clapping/clapping in 3's, waltzing in 3's; Clapping/counting in other time signatures as is appropriate for students.

Introduce the E note.

Make a song and play C's, D's, & E's using Jingling Johnny rhythm instruments or other instruments that you have.

Prepare for the Jingling Johnny March – Students should bring metallic things that can “clang”. (Keys, lids, etc., work well, but nothing sharp.) Have the tools to put pieces on a short dowel or broom stick to make a “Jingling Johnny”. Have students write out 1 to 4 bars of rhythms/music that they will play with their Jingling Johnny in the march. Practice music separately and together. You can practice while marching too!

Practice making treble clefs & bass clefs.

MATCH GAME (make this... like the match game!) Use cards from Grandma's MUSIC MATCH GAME with symbols that you have already learned. Say the names of the symbols as you turn each card.

Work on **God is so Good**, writing out parts for the instruments that you have.

From “**Teaching Students to Sing**” volumes 1 and 2 (Chris & Carole Beatty) do Posture exercises & Warm ups & The Diction Song.... (Work on the diction song throughout the series & build/increase the posture exercises and warm ups throughout this series.)

Do an **B** tongue twister. (Make one up or find one on the net.)

<http://vocalcoach.rede-commerce.com/>

Review the S, R, M, L, H, K/C, N, P, W, & T tongue twisters. Have each student recite the **S tongue**

twister they have brought, having all the students practice it too. Give prize to the longest tongue twister and a music card to everyone who brought one.

THE ONLY ONE – Continue learning this Gospel Light worship song. Be sure that the solos are learned at home. Practice with a microphone for the solos only.

HE IS ALIVE – Continue learning this round from Gospel Light as a song, not just rhythm practice.

The Lord is a Mighty God – Continue learning this round. Where do you want to put the accents? Perhaps on Lord, Mighty, Praise, Him, all?

ANNOUNCE PRIZES... for anyone who makes up and says a tongue-twister with words starting with the letter B sounds. The longest one gets a prize out of the bingo drawer. Everyone who brings a “B” tongue twister next session gets a trading card.

LONG TERM PRIZES: At the end of our lesson series, the one who has the most complete set of music trading cards gets a prize. ALSO, the one who has the most of one kind of music trading card gets a prize.

PLAY MUSIC BINGO and offer a prize for the winner & a music trading card. (A repeat bingo winner must “pass” on their prize to another person who has yet to win, so keep a list of winners. The music trading card stays with the real winner.) Show players the picture of the music items they have yet to learn. Only give them the names of the music items that have already been taught.

Work on a **ZITHER** – Have students catch up. Give students their first zither music, then give them more music after they play each piece correctly for you. (This should take most of the rest of the sessions. If students finish early, have them help others learn or write their own music.) Give them out in this order: Mary Had a Little Lamb; God is So Good; Oh When the Saints Go Marching In; Jingle Bells; Jesus Christ is Risen Today; Joyful, Joyful; an empty sheet to make their own music. Give each student that successfully plays a zither song for you a music trading card.

If you have extra time, or during snack time, show parts of **Stomp** videos. Use these throughout the sessions as you have extra time. (Note that students should ask parents first before they try to do this at home!)

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GIVE EACH STUDENT IN ATTENDANCE THESE MUSIC TRADING CARDS: This week’s cards are **time signature & tie cards**.

Make plans and being sharing your musical talents with others!

MUSIC LEARNING: session 12
Courtesy of www.mygrandmatime.com

Miriam used the tambourine to praise God. (Exodus 15) What was she so glad about? That’s a good time to praise God. What are some of the things you are glad about? **Let’s praise God with instruments!**

Introduce the tambourine & make one out of paper plates with beans inside.

Rhythm music: Use the tambourines to make rhythms in 3’s (1, 2, 3, 1, 2, 3). Notice the accent. Try different accents in rhythms that are in 3’s and 4’s.

STAFF: 5 lines of masking tape, a foot apart with Mrs. Treble Clef. Play games on the staff as needed

Review what you know and introduce “C” or common time and the SLUR.

Introduce the F note.

Make a song and play C’s, D’s, E’s & F’s using Jingling Johnny rhythm instruments or other instruments that you have.

Prepare for the Jingling Johnny March – Students should bring metallic things that can “clang”. (Keys, lids, etc., work well, but nothing sharp.) Have the tools to put pieces on a short dowel or broom stick to make a “Jingling Johnny”. Have students write out 1 to 4 bars of rhythms/music that they will play with their Jingling Johnny in the march. Practice music separately and together. You can practice while marching too!

Practice making treble clefs & bass clefs.

MATCH GAME (make this... like the match game!) Use cards from Grandma’s MUSIC MATCH GAME with symbols that you have already learned. Say the names of the symbols as you turn each card.

Work on **God is so Good**, writing out parts for the instruments that you have.

From “**Teaching Students to Sing**” volumes 1 and 2 (Chris & Carole Beatty) do Posture exercises & Warm ups & The Diction Song.... (Work on the diction song throughout the series & build/increase the posture exercises and warm ups throughout this series.)

Do an **D** tongue twister. (Make one up or find one on the net.)

<http://vocalcoach.rede-commerce.com/>

Review the B, S, R, M, L, H, K/C, N, P, W, & T tongue twisters. Have each student recite the **B tongue twister** they have brought, having all the students practice it too. Give prize to the longest tongue twister and a music card to everyone who brought one.

THE ONLY ONE – Continue learning this Gospel Light worship song. Be sure that the solos are learned at home. Practice with a microphone for the solos only.

HE IS ALIVE – Continue learning this round from Gospel Light as a song, not just rhythm practice.

The Lord is a Mighty God – Continue learning this round. Where do you want to put the accents? Perhaps on Lord, Mighty, Praise, Him, all?

ANNOUNCE PRIZES... for anyone who makes up and says a tongue-twister with words starting with the letter D sounds. The longest one gets a prize out of the bingo drawer. Everyone who brings a “D” tongue twister next session gets a trading card.

LONG TERM PRIZES: At the end of our lesson series, the one who has the most complete set of music trading cards gets a prize. ALSO, the one who has the most of one kind of music trading card gets a prize.

PLAY MUSIC BINGO and offer a prize for the winner & a music trading card. (A repeat bingo winner must “pass” on their prize to another person who has yet to win, so keep a list of winners. The music trading card stays with the real winner.) Show players the picture of the music items they have yet to learn. Only give them the names of the music items that have already been taught.

Work on a **ZITHER** – Have students catch up. Give students their first zither music, then give them more music after they play each piece correctly for you. (This should take most of the rest of the sessions. If students finish early, have them help others learn or write their own music.) Give them out in this order: Mary Had a Little Lamb; God is So Good; Oh When the Saints Go Marching In; Jingle Bells; Jesus Christ is Risen Today; Joyful, Joyful; an empty sheet to make their own music. Give each student that successfully plays a zither song for you a music trading card.

If you have extra time, or during snack time, show parts of **Stomp** videos. Use these throughout the sessions as you have extra time. (Note that students should ask parents first before they try to do this at home!)

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GIVE EACH STUDENT IN ATTENDANCE THESE MUSIC TRADING CARDS: This week's cards are **common time and slur cards**.

Make plans and being sharing your musical talents with others!

MUSIC LEARNING: session 13
Courtesy of www.mygrandmatime.com

Trumpets are used for God by Gideon (Judges 7) **We must trust God if we are to praise Him.** How much do we really want to trust and praise God?

STAFF: 10 lines of masking tape, a foot apart with extra space between the treble clef and the bass clef. Put Mr. Bass Clef and Mrs. Treble Clef on the lines. Play games on the staff as needed Review what you know and introduce “C” or common time and the SLUR.

Introduce the F note.

Make a song and play C's, D's, E's & F's using Jingling Johnny rhythm instruments or other instruments that you have.

Prepare for the Jingling Johnny March – Students should bring metallic things that can “clang”. (Keys, lids, etc., work well, but nothing sharp.) Have the tools to put pieces on a short dowel or broom stick to make a “Jingling Johnny”. Have students write out 1 to 4 bars of rhythms/music that they will play with their Jingling Johnny in the march. Practice music separately and together. You can practice while marching too!

Practice making treble clefs & bass clefs.

MATCH GAME (make this... like the match game!) Use cards from Grandma's MUSIC MATCH GAME with symbols that you have already learned. Say the names of the symbols as you turn each card.

Work on **God is so Good**, writing out parts for the instruments that you have.

From “**Teaching Students to Sing**” volumes 1 and 2 (Chris & Carole Beatty) do Posture exercises & Warm ups & The Diction Song.... (Work on the diction song throughout the series & build/increase the posture exercises and warm ups throughout this series.)

Last session/lesson. What is their favorite tongue twister? (Make one up or find one on the net.)

<http://vocalcoach.rede-commerce.com/>

Review the D, B, S, R, M, L, H, K/C, N, P, W, & T tongue twisters. Have each student recite the **D**

tongue twister they have brought, having all the students practice it too. Give prize to the longest tongue twister and a music card to everyone who brought one.

THE ONLY ONE – Continue learning this Gospel Light worship song. Be sure that the solos are learned at home. Practice with a microphone for the solos only.

HE IS ALIVE – Continue learning this round from Gospel Light as a song, not just rhythm practice.

The Lord is a Mighty God – Continue learning this round. Where do you want to put the accents? Perhaps on Lord, Mighty, Praise, Him, all?

AWARD LONG TERM PRIZES...to the one who has the most complete set of music trading cards gets a prize. ALSO, the one who has the most of one kind of music trading card gets a prize. (Students must have brought them to the session for their cards to count!)

PLAY MUSIC BINGO and offer a prize for the winner & a music trading card. (A repeat bingo winner must “pass” on their prize to another person who has yet to win, so keep a list of winners. The music trading card stays with the real winner.) Show players the picture of the music items they have yet to learn. Only give them the names of the music items that have already been taught.

Work on a **ZITHER** – Have students catch up. Give students their first zither music, then give them more music after they play each piece correctly for you. (This should take most of the rest of the sessions. If students finish early, have them help others learn or write their own music.) Give them out in this order: Mary Had a Little Lamb; God is So Good; Oh When the Saints Go Marching In; Jingle Bells; Jesus Christ is Risen Today; Joyful, Joyful; an empty sheet to make their own music. Give each student that successfully plays a zither song for you a music trading card.

If you have extra time, or during snack time, show parts of **Stomp** videos. Use these throughout the sessions as you have extra time. (Note that students should ask parents first before they try to do this at home!)

<http://www.amazon.com/Stomp-Out-Loud-Michael-Bove/dp/0783113331>

GIVE EACH STUDENT IN ATTENDANCE THESE MUSIC TRADING CARDS: This week’s cards are **LINES OF TREBLE CLEF & LINES OF BASS CLEF cards.**

CELEBRATE!

Make plans and being sharing your musical talents with others!