

## Don't Forget Music

*Music is the most influential art form in modern times.*

No other art form affects us like music. Imagine a world without music...it would be a somber world indeed. It would actually be a world *without* one of God's creations, because God Made Music.

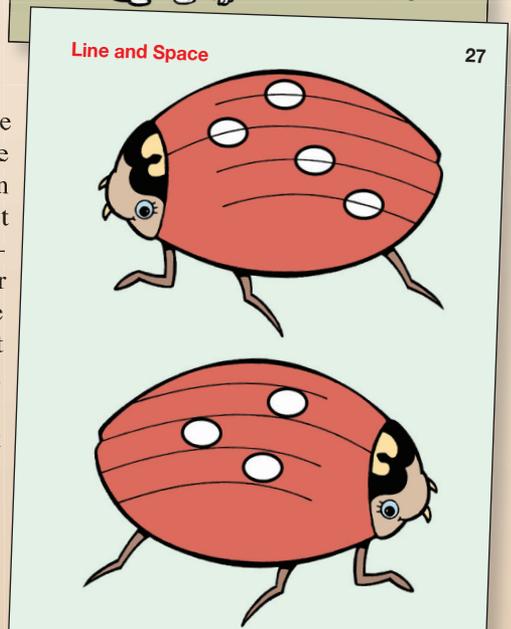
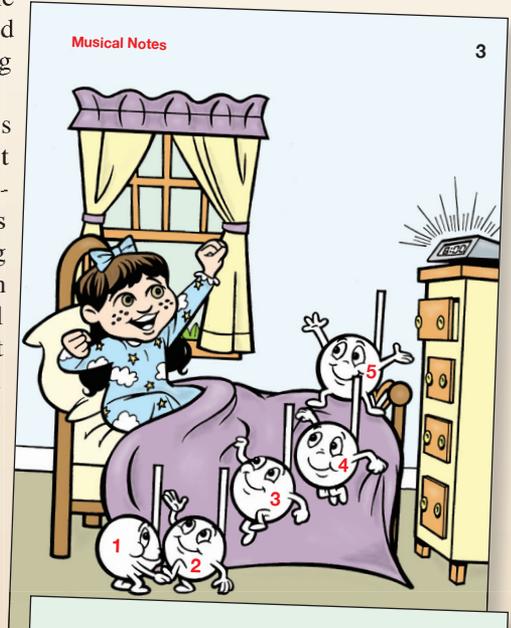
Years ago, as a result of budget shortfalls, public schools began to eliminate elementary music education. The results of that cut have been devastating. Most teenagers have never heard the stirring music of Beethoven, or Handel's "Messiah," or an opera, unless it happened to be part of a movie sound track. Many teens are hooked on one musical style only, rock music, and they have no appreciation of anything else.

Sadly, Christian schools have mimicked public schools. Most Christian schools omit music education, or at best they incorporate as an afterthought a program of singing called "music time." Music time often has no definite goal or sequential skill development and therefore falls short of music education. If your school has "forgotten" music education, this booklet will help you understand the importance and components of a thorough music education program.

### 1. Music Notation

*The first and foremost component of music education is the teaching of basic music notation.*

Music notation includes the notes, rests, and symbols that are the "language" of music. Children can enjoy music by listening to it, but greater enjoyment comes from *performing* music. Students are better able to perform music when they have mastered the musical "language" that enables them to perform competently. Music notation is actually very interesting to children, and they master it quickly when it is presented to them early and correctly. The *God Made*



My Full Name

First Middle Last

Note's Full Name

First Middle Last

27

1	E	D
	D	A

3	E	D
B	A	4
A	G	5
E	6	G
B	A	7
8	A	G
C	A	9
B	10	G
11	E	E
12	E	E

31

Music series is written with the goal of presenting notation in an enjoyable format working from *general to specific* application. “General application to specific application” means that younger children master only general knowledge about music symbols, whereas older children master specifics. In the *God Made Music 1* workbook (for first graders), Winifred, the worm, lies “flat” to teach students that the musical symbol called a “flat” lowers a pitch slightly. When Winifred is “raised up,” he indicates that a musical symbol called a “sharp” raises a pitch slightly. That is a general application of the flat and sharp symbols. However, students using the *God Made Music 5* workbook (for fifth graders) learn that a “flat” lowers a pitch exactly one-half step and that a “sharp” raises a pitch exactly one-half step. In addition, fifth graders learn the formation of a half step on the keyboard and learn how to

44

4	5	6	7
8	9	10	11

1 2 3 4 5 6 7 8 9 10 11 12 13

sing and recognize the interval of a half-step. By learning all of these concepts, students in the fifth grade learn the specific application of the flat and sharp symbols. By working from the general to the specific throughout the *God Made Music* series, students master music notation on a grade-appropriate level without becoming bored or overwhelmed.

In addition to working from general to specific, students must work in an “enjoyable format.” That means workbook activities that children will be eager to complete and activities that will allow them easy mastery of music concepts. In *God Made Music 4*, students master note and rest names and values by playing a game called “Fire Alarm.” The enjoyable game format makes it easy to master the note kinds and names.

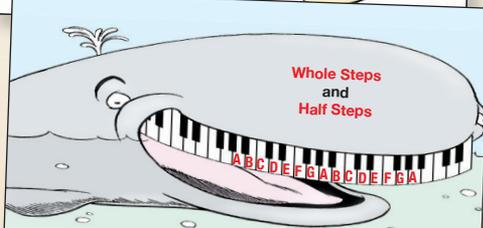
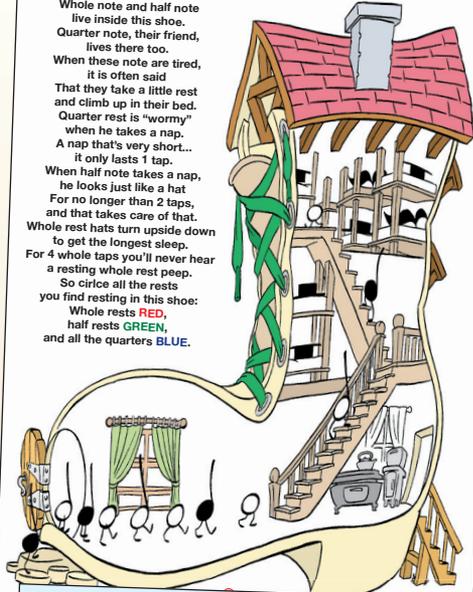
Music notation is the basic building block to performing and enjoying music and is the core of the *God Made Music* curriculum.

## 2. Music Reading

*Teaching students music notation has one goal only... teaching students to read music.*

There is a misconception about “reading music.” When we think of second grade children reading books, we automatically assume that second graders are reading on a second grade level. In other words, we assume a level of proficiency that is grade-related. Reading music is the same. Music reading is not an “either-or” situation. Children who read music usually read music on a grade-related or age-related proficiency level, and for that reason, it is best

Whole note and half note live inside this shoe.  
 Quarter note, their friend, lives there too.  
 When these note are tired, it is often said  
 That they take a little rest and climb up in their bed.  
 Quarter rest is “wormy” when he takes a nap.  
 A nap that’s very short... it only lasts 1 tap.  
 When half note takes a nap, he looks just like a hat  
 For no longer than 2 taps, and that takes care of that.  
 Whole rest hats turn upside down to get the longest sleep.  
 For 4 whole taps you’ll never hear a resting whole rest peep.  
 So circle all the rests you find resting in this shoe:  
 Whole rests **RED**,  
 half rests **GREEN**,  
 and all the quarters **BLUE**.



Those aren't your average whale teeth!

It looks like the whale in this picture swallowed a piano, because all of the whale teeth look like piano keys. Look at the “piano keys teeth” marked E and F inside the whale’s mouth. Are there any teeth in between the E and F key teeth? Are there any teeth in between the B and C key teeth? Are there any teeth in between the C and D key teeth? (Look carefully.) Are there any teeth in between the F and G key teeth? (Look carefully.)

If there are no notes in between 2 keys, the interval is called a **HALF STEP**. If there is 1 note only in between 2 keys, the interval is called a **WHOLE STEP**.

Indicate whether the distance between each interval of a 2nd below is a half step or whole step. Follow these instructions:

**Fire Alarm**

21. Arrive and put fire out. Gain 10 points.

Game 1 Score Box

Game 2 Score Box

7 Fire Truck blocked by heavy traffic. Lose 5 points.

8

9

10 Traffic clears. Gain 5 points.

11

12

13

14 Arrive at wrong address. Lose 3 points.

15

16

17

18 Find short cut. Go ahead 3 spaces.

19

20 Street closed. Go back 3 spaces.

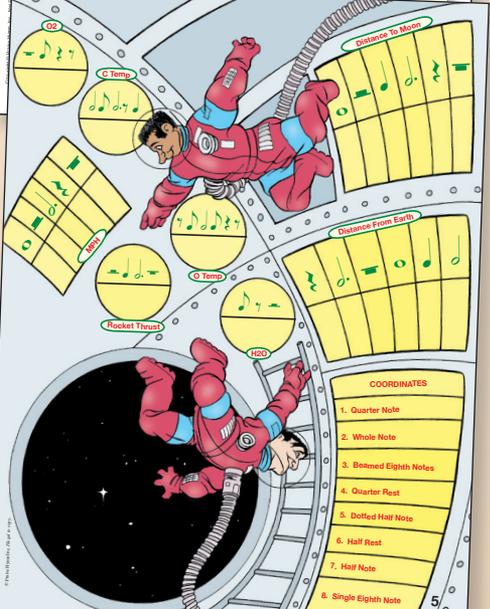
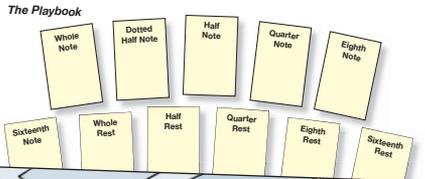
21

START ALARM

to begin teaching music reading in the lower elementary grades. Obviously, first graders using *God Made Music 1* once a week are not going to master music reading skills. However, if they begin learning music reading skills in grade 1, they should have a basic foundation for music reading by the time they reach upper grade levels.

How do you teach music reading? Teaching music notation does not guarantee that students will learn to read music. If you teach students all of the phonics rules needed for reading but never allow them to see a written sentence or read a story, they will never learn to read. Likewise, if you teach students music notation but never allow them to see those symbols in written music, your students will never learn to read music. In the logical progression of teaching a child to read music, seeing music notation in music is the natural “next step” after learning music notation. Therefore, if in your music class you are teaching students songs by rote exclusively, or if you are teaching them music notation without allowing them to see music, those students will never learn to read music.

In the *God Made Music*, we teach students a musical symbol or concept, then we allow them to “read” that symbol or concept by reading it in a piece of music. In *God Made Music 1*, first-graders learn a general interval concept that when written notes do not move up or down, they sound the “same” (as in the song “Old MacDonald”). When written notes “step” to the next line or space on the staff (as in “Butterfly”), they sound close together. When written notes



“leap” to other lines or spaces on the staff (as in “Karrie, The Kangaroo”) they sound farther apart. As students progress through the grade levels of *God Made Music*, they advance from the general observation of intervals “stepping, skipping, and leaping” to more specific interval reading and recognition. While singing “In My Merry Oldsmobile,” students locate and identify specific intervals of a 2nd, 3rd, 4th, 5th, 6th, 7th, and octave to help them sharpen their music reading skills.

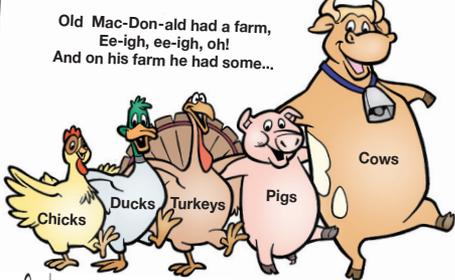
Children must see music in order to read music, and they must see music that demonstrates concepts that they are learning. *God Made Music* songs are not just randomly selected. They are carefully chosen to demonstrate concepts or composers being studied in a particular lesson. To master music reading, students must learn the music notation, then apply what they learned by reading written music. It is important for students to *see* music if they are to *read* music.

### 3. American Heritage and Fun Songs

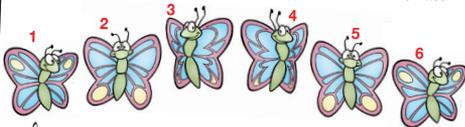
*Some Christian educators feel that they should teach only sacred songs... after all, this is a Christian school.*

What kind of music should Christian school children be singing... classical, popular, sacred? Should a Christian school teach church history only, omitting American history because it is secular? America has a rich heritage of secular songs that give an insight into historical times. If you sing only sacred songs because “we are a Christian school,” your

Old Mac-Don-ald had a farm,  
Ee-igh, ee-igh, oh!  
And on his farm he had some...

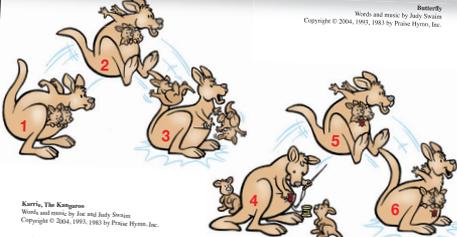


Here a chick, there a chick, Ev - 'ry - where a chick, chick.  
quack, quack, quack, quack.  
gobble, gobble, gobble, gobble.  
oink, oink, oink, oink.  
moo, moo, moo, moo.



1. But - ter - fly, But - ter - fly, caught in my net, I'd like to  
2. But - ter - fly, But - ter - fly, where will you sleep? Do you eat

Butterfly  
Words and music by Judy Swain  
Copyright © 2004, 1993, 1983 by Praise Hymns, Inc.



Karrie, The Kangaroo  
Words and music by Joe and Judy Swain  
Copyright © 2004, 1993, 1983 by Praise Hymns, Inc.



1. When Kar - rie kan - ga - roo hopped a - round, All of her  
2. Now all her chil - dren are safe in - side, They nev - er

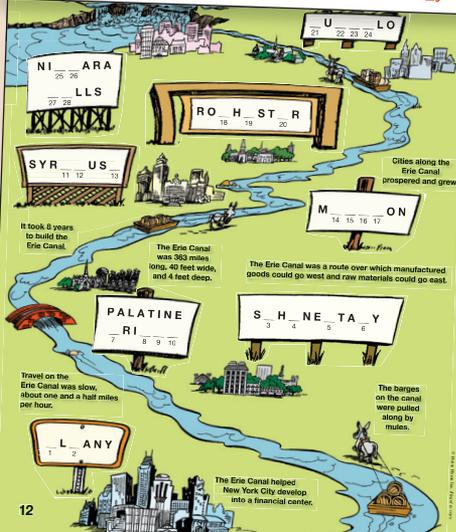


chil - dren fell out on the ground, She showed a but - ton in -  
fall out when tak - ing a ride, Kan - ga - roo chil - dren love



side her pock - et, So when she hopped she could al - ways lock it,  
ev - 'ry min - ute In - side a pouch if they're but - toned in it.

29



6 or sitting down.

Where Can I Sing?

My Favorite Spot

In a tub

or on my bike.

Standing up

In a plane high off the ground

In a car, or on a hike.

When I'm fishing at the lake,

Or when eating chocolate cake,

This is the day the *Lord* has made  
...this new day *God* created.

I pray a prayer to start the day  
...this new day *God* created.

I will be kind to everyone  
...this new day *God* created.

I will try hard to do my best

Fitting 'round the flowers, gathering nectar sweet,

Flutter tiny birds in search of things to eat.

As they fly they'll hear a song that has no words:

**Hummm...**  
Hum the hummingbirds!

Dressed in lovely colors... reds and greens and blues;

Flying forward, backward, hovering if they choose.

Though you listen carefully, you will hear

On Top Of My Pizza  
Words by The Beatles  
Copyright © 2006 by Press Music, Inc.

On top of my piz-za I got ex-tra cheese,  
But on my first bite I let loose with a sneeze,  
The sneeze was so strong that the pizza took flight, it flew to the left then it flew to the right.

It flew out the window and high in the air,  
And suddenly everyone started to stare.  
No body could tell if it were friend or foe,  
Then somebody yelled out "It's a UFO."  
Policemen arrived with their blaring sirens.  
And so did the army, air force and marines.  
They shot down my pizza all covered with cheese,  
But tiny cheese pieces blew off in the breeze.  
They landed in Boston, Miami, LA,  
My pizza lands someplace brand new every day.  
So when you eat pizza all covered with cheese,  
Please cover your mouth if you feel you might sneeze.

students are receiving an incomplete education. Every child should learn historical songs such as "I've Been Working On The Railroad" (sung by workers building levees in the South and later adapted as a railroad work song) and "The Erie Canal" (about the waterway that helped make New York City a financial center). Christian education should never be so "sacred" that it omits important segments of our history.

About two-thirds of *God Made Music* series songs are American heritage songs such as "In My Merry Oldsmobile," one of the first American songs used to promote a commercial product. The remaining third are "concept songs" such as "Butterfly" and "Karrie The Kangaroo." These concept songs have been written by the authors of the *God Made Music* series to demonstrate music theory concepts in a more definitive way than what was available in the American heritage

In 1900 an automobile was a rare sight in America. When one would pass, bystanders would often yell, "Get a horse!" Harrison E. Olds, owner of the Olds Motor Works, motivated on a cross-country trip to raise interest in automobiles. The song "In My Merry Oldsmobile" was written to celebrate the journey. The song (and the car) became immediately popular. General Motors bought the Oldsmobile brand in 1907 and adopted the song in the 1940s and 50s as the official song for Oldsmobile ads. At the time it was discontinued in 2004, the Oldsmobile had been in production

for 107 years, making it the longest running production car in America. Over 30 million Oldsmobiles were sold. They were the first to use chrome on their cars, and they were also the first to include a speedometer, automatic transmission, airbag, and a GPS navigation system.

**In My Merry Oldsmobile**  
Words by Vincent Bryan  
Music by Gus Edwards

Young Johnnie has had his own Olds mo-bile. He loves a drive in it - it's just what he needs. She is the queen of his gas ma-chine. She has his heart in a what. Now, when they go for a spin, you know, she tries to learn the ma-terial. He lets her steer while he chugs - er - gear. And sings loud to they go.

"Come a - way with me, Le - cide. In my mer - ry Olds mo - bile. Down the road of life we'll fly. And to - mo - row you and I will ride the road of your life with me to my mer - ry Olds mo - bile."

song repertoire. The songs not only demonstrate concepts being learned, they also demonstrate sounds of instruments being studied.

Also included in *God Made Music* are fun songs such as “On Top Of My Pizza,” and seasonal songs that students should know. For fun and variety, students in *God Made Music 6* are asked to name song titles from picture clues in the grade 6 Christmas lesson.

American heritage and fun songs are an important part of a comprehensive music education curriculum.

## 4. Not That “Long-Haired” Stuff

*We chose the “short-haired” stuff!*

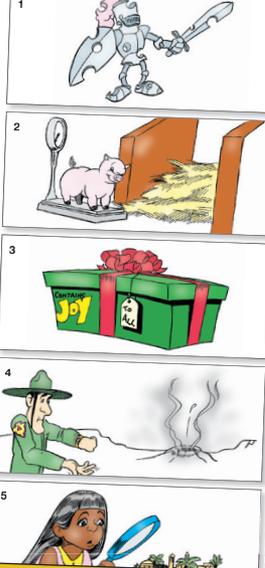
It’s true, not all classical music is immediately appreciated or enjoyed. For that reason the *God Made Music* authors selected only classical music that will appeal to children. We’ve chosen the

“short-haired,” or best of the classics to include on our CD’s. Throughout the nine-year *God Made Music* curriculum, students will study in detail a variety of interesting classical selections. As students learn to appreciate these selections, they will broaden their listening tastes and develop an appreciation for the highest quality of music in style, form, and content.

## 5. Composers and History of Music

*Composers were interestingly “different.”*

Some famous composers were...well, “socially different.” For example, Beethoven would sometimes laugh in ridicule at audience members who were overwhelmed by his compositions. Should members of the audience talk or fail to be attentive during his performances, he would walk off the stage



- A. 32
- B. 700
- C. Bach
- D. Piano
- E. Opera
- F. Hoops
- G. 1600's
- H. Swords
- I. Heaven
- J. 24 days
- K. Oratorio
- L. Great Bear
- M. Christmas
- N. Water Music
- O. King George
- P. The Messiah
- Q. Became Blind
- R. Dublin, Ireland

CD11

### God Made Music 1 Compact Disc 1

<ol style="list-style-type: none"> <li>1. Grieg: Peer Gynt: Morning*</li> <li>2. This Is The Day</li> <li>3. Hummingbirds</li> <li>4. Smetana: The Moldau*</li> <li>5. Little Red Caboose</li> <li>6. Mozart: Idomeneo March*</li> <li>7. The Woodpecker</li> <li>8. Go Tell Aunt Rhody</li> <li>9. Offenbach: Orpheus Overture*</li> <li>10. The Farmer In The Dell</li> <li>11. Who Did</li> <li>12. Strauss: Tritsch Tratsch Polka*</li> <li>13. Brahms: Cradle Song*</li> <li>14. She'll Be Comin' 'Round The Mountain</li> <li>15. Down By The Station</li> <li>16. Grieg: Peer Gynt: Arabian Dance*</li> </ol>	<ol style="list-style-type: none"> <li>17. The Red, White, And Blue</li> <li>18. Bizet: Carmen: La Garde Montante*</li> <li>19. Meyerbeer: Coronation March*</li> <li>20. Look Out, Tom Turkey</li> <li>21. Grieg: Solveig's Song*</li> <li>22. Snowflakes</li> <li>23. Pat-A-Pan</li> <li>24. O Christmas Tree</li> <li>25. Haydn: Symphony 94, mvt. 2*</li> <li>26. God Is So Good</li> <li>27. Elgar: Pomp And Circumstance*</li> <li>28. The Rooster</li> <li>29. Treble Clef Song</li> <li>30. Bass Clef Song</li> <li>31. Billy Boy</li> <li>32. There Was A Crooked Man</li> </ol>
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*God Made Music 1 Compact Disc 1 is a split track recording with instruments on the left track and vocals on the right track.*

**praise hymn**

Praise Hymn, Inc., P.O. Box 1325, Taylors, South Carolina 29687  
1-800-729-2821 [www.PraiseHymnInc.com](http://www.PraiseHymnInc.com)

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and refuse to continue. He was often poorly dressed, boisterously loud, and impulsive. If displeased with the service or food at a restaurant, he might dump food on the waiter. He was so engrossed in his music that he would walk through the town singing and conducting, seemingly unaware of the other townspeople. Beethoven's actions give students an unusual insight into the temperament of this great composer.

*God Made Music* presents composers in an interesting manner so that students will remember facts about the composer. For example: Haydn was buried *without* his head... it was removed and examined to see if there was a clue as to why he was so musical. (His head was later reunited with the rest of him.) Mad King Ludwig built a castle in honor of Richard Wagner who is studied in the new *God Made Classical Music*. In the "Mind Bachling" lesson from *God Made Music 5*, students complete the 13 exercises before studying anything about Bach. First, they choose statements that they think are true about Bach. Then, from the teacher's manual, the teacher describes the life of Bach, and students discover which answers were correct.

Music history is also presented in a very informative way. Students learn interesting facts about opera and the La Scala opera house in Italy. In a lesson entitled "Another Know (No) Music Day," students learn surprising trivia about music, such as the largest chorus in history totaled 60,000 singers, and that opera tenor Placido Domingo once received 83 curtain calls to applause lasting 90 minutes! The study of composers' lives and

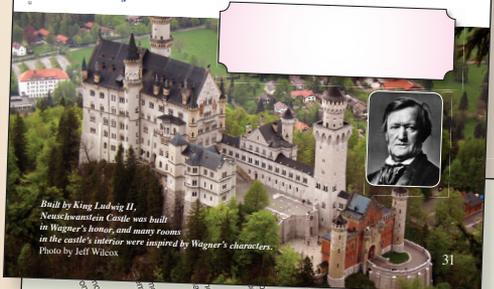


Wagner was banned in Germany and spent 12 years in exile for supporting a failed uprising to unite Germany into one state. When allowed to return, Wagner struggled to get his music performed and stayed constantly in debt. Miraculously (at least Wagner thought so), he was invited by King Ludwig II of Bavaria to come to Munich. The young king, an great admirer of Wagner's operas, offered to pay off Wagner's debts and stage some of his operas, including "The Ring."

It had been almost 15 years since a Wagner opera had been performed. In Munich his operas were conducted by Hans von Bülow who was married to Cosima, the daughter of Franz Liszt. Soon Cosima divorced von Bülow and married Wagner. Cosima was 24 years younger than Wagner, and Liszt disapproved of their relationship even though Liszt and Wagner were friends.

Wagner wrote hundreds of books, poems, and articles. His essay, "Jewishness in Music" attacked Jewish composers Mendelssohn and Meyerbeer, and accused Jews of being a harmful element in German culture. Wagner stated that the Germans people had an "involuntary repugnance" against Jews, and that Jewish "speech or music." Wagner argued that Jewish musicians were only capable of producing shallow music, and they composed music to achieve popularity and financial success, as opposed to creating genuine works of art.

Wagner's anti-Semitic views have caused his music to be boycotted because of his Jewish beliefs? Write your opinion in the box on the right.



Built by King Ludwig II, Neuschwanstein Castle was built in Wagner's honor, and many rooms in the castle's interior were inspired by Wagner's characters. Photo by Jeff Wilcox.

**BACHING**

10A. Bach wrote over the sword and called an orchestra member a "temperamental assassin."  
 10B. Bach claimed that he wrote his music "for fun."  
 11A. Bach had 7 children.  
 11B. Bach had 20 children.  
 12A. Bach died at age 45.  
 12B. Bach died at age 65.  
 13A. Bach's publisher made little to no profit from Bach's music.  
 13B. Bach's publisher made little to no profit from Bach's music.  
 14A. Bach's family were professional musicians.  
 14B. Bach's family were professional musicians.  
 15A. Bach was born in Germany in 1685.  
 15B. Bach was born in Germany in 1685.  
 16A. Bach's family were professional musicians.  
 16B. Bach's family were professional musicians.  
 17A. Bach claimed that he wrote his music "for fun."  
 17B. Bach claimed that he wrote his music "for fun."  
 18A. Bach wrote over the sword and called an orchestra member a "temperamental assassin."  
 18B. Bach claimed that he wrote his music "for fun."  
 19A. Bach had 7 children.  
 19B. Bach had 20 children.  
 20A. Bach died at age 45.  
 20B. Bach died at age 65.  
 21A. Bach's family were professional musicians.  
 21B. Bach's family were professional musicians.  
 22A. Bach was born in Germany in 1685.  
 22B. Bach was born in Germany in 1685.  
 23A. Bach's family were professional musicians.  
 23B. Bach's family were professional musicians.  
 24A. Bach wrote over the sword and called an orchestra member a "temperamental assassin."  
 24B. Bach claimed that he wrote his music "for fun."  
 25A. Bach had 7 children.  
 25B. Bach had 20 children.  
 26A. Bach died at age 45.  
 26B. Bach died at age 65.  
 27A. Bach's family were professional musicians.  
 27B. Bach's family were professional musicians.  
 28A. Bach was born in Germany in 1685.  
 28B. Bach was born in Germany in 1685.  
 29A. Bach's family were professional musicians.  
 29B. Bach's family were professional musicians.  
 30A. Bach wrote over the sword and called an orchestra member a "temperamental assassin."  
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 41B. Bach's family were professional musicians.  
 42A. Bach wrote over the sword and called an orchestra member a "temperamental assassin."  
 42B. Bach claimed that he wrote his music "for fun."  
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 44B. Bach died at age 65.  
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 45B. Bach's family were professional musicians.  
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 70A. Bach was born in Germany in 1685.  
 70B. Bach was born in Germany in 1685.  
 71A. Bach's family were professional musicians.  
 71B. Bach's family were professional musicians.  
 72A. Bach wrote over the sword and called an orchestra member a "temperamental assassin."  
 72B. Bach claimed that he wrote his music "for fun."  
 73A. Bach had 7 children.  
 73B. Bach had 20 children.  
 74A. Bach died at age 45.  
 74B. Bach died at age 65.  
 75A. Bach's family were professional musicians.  
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 91A. Bach had 7 children.  
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 93A. Bach's family were professional musicians.  
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 94A. Bach was born in Germany in 1685.  
 94B. Bach was born in Germany in 1685.  
 95A. Bach's family were professional musicians.  
 95B. Bach's family were professional musicians.  
 96A. Bach wrote over the sword and called an orchestra member a "temperamental assassin."  
 96B. Bach claimed that he wrote his music "for fun."  
 97A. Bach had 7 children.  
 97B. Bach had 20 children.  
 98A. Bach died at age 45.  
 98B. Bach died at age 65.  
 99A. Bach's family were professional musicians.  
 99B. Bach's family were professional musicians.  
 100A. Bach was born in Germany in 1685.  
 100B. Bach was born in Germany in 1685.



Made Music series not only encourages instrumental performance but actually prepares students to perform by giving them a sound foundation of notation, music reading, and appreciation.

## Conclusion

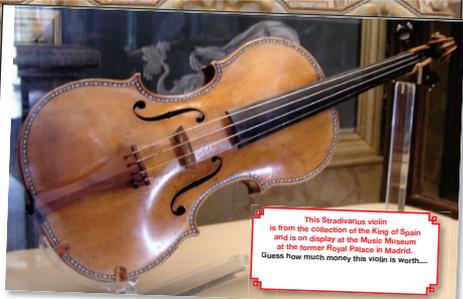
*Your students deserve a music curriculum.*

The *God Made Music* series has it all...music notation to help develop music reading skills, American heritage and fun songs, sacred songs, classical music appreciation, famous composer studies, music history, and instrument studies. Students who complete the *God Made Music* series have an excellent musical background to build on in performance and appreciation.

The *God Made Music* series is very easy to teach even if you have no background in music. Our “self-teaching” manuals are worded in the exact terminology that you would use to teach students. Praise Hymn, Inc. provides all of the recordings and aids that you need to teach this course.

Music education is important to every student, and we hope you will make plans to include it as a part of your educational curriculum. For your students’ sake, don’t forget music education!

If you have any questions regarding the *God Made Music* series, please call us toll-free at 1-800-729-2821. We will be happy to answer any of your questions.



This Stradivarius violin is from the collection of the King of Spain and is on display at the Music Museum at the former Royal Palace in Madrid. Guess how much money this violin is worth...

Antonio Stradivari was born in 1644. At age 22, he began making his first violins. Stradivari lived to be 93 years old, and during his lifetime, he made over 1,100 violins, harps, guitars, violas, and cellos. About 850 of his instruments are still in existence today. Stradivari's instruments are regarded as among the finest instruments ever created. They are highly prized and still played by professionals today. His instruments even have names. Famous cellist Yo-Yo Ma owns the "Davidov Strad" cello, and the great violinist Itzhak Perlman owns the "Sol Strad" violin of 1714, considered to be one of the finest of all Strads. One of Stradivari's violins (named the "Lady Tennant Violin") sold in New York for \$2,500,000...that is two and a half million dollars!

Stradivari set the standard for violin construction. He studied and experimented until he came up with the perfect shape, size, and position of parts. But his secret, which is still unknown to this day, was his varnish. Varying from orange to red in color, Stradivari's varnish contributed to the beautiful sound of the instrument.

The two largest collections of Stradivari instruments, consisting of 2 violins, 2 cellos, and a viola, belong to the King of Spain. The U.S. Library of Congress owns 2 violins, a viola, and a cello.

Write the meaning of the following numbers.



1. I am made from silver or gold colored metal.
2. I am the smaller woodwind instrument.
3. I am usually made from wood.
4. My mouthpiece is made of 2 pieces of wood like thin ice cream sticks.
5. I need more air than any other instrument.
6. I play notes in the bass clef.
7. I play notes in the treble clef.
8. To play me, you must blow air across a hole.
9. My name is FLUTE.
10. My name is BASSOON.

### SPACE TAC TOE Game Rules

1. Space Tac Toe is a game for 2 people, and it is played like Tic-Tac-Toe using "X's" and "O's."
2. Call the location where you intend to mark your "X" or "O."

Example: "Treble clef C, bass clef E."

3. A miscall results if you place an "X" or "O" somewhere other than where called. Your turn is forfeited.
4. To win, you must place 3 of your symbols in a row vertically, horizontally, or diagonally.

### TORPEDO Game Rules

1. Torpedo is a game for 2 to 10 players.
2. On a separate piece of paper, mark the location of your submarine and hide the information from other players.

Example: "My location is treble B, Bass D."

3. When it is your turn, say the location where you want your torpedo to hit.

Example: "Treble A, bass E."

4. Draw a small "O" at that location.
4. You are eliminated from play when your submarine is hit by another player.
5. To win, you must locate and sink all other submarines.

## Our Offer

We know that as a school, you may have already invested great expense in music teacher's manuals and recordings. If you are interested in changing to our *God Made Music* curriculum, we will allow you to trade in **at no charge** your old manuals and recordings from other publishers for our new manuals and recordings. This offer is available for schools only, not home schools, and is subject to a minimum purchase of student books. Please call us for details.

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