

SONG TEACHING STEPS

"Ceaseless Praise"

1. Move while listening.

- Ask children to follow your movements while standing in place.
- Demonstrate walking quarter notes to the steady beat as children practice along with you.
- Then, demonstrate walking half notes to the steady beat (one step every other quarter-note beat) as children walk with you.
- Tell children they must be ready to switch from walking quarter notes to walking half notes and back any time they hear the signal (a clap, a specific instrument sound, a cue word, etc.).
- Lead children in walking quarter notes to the steady beat, giving the signal randomly for them to switch to half notes, then back to quarter notes, and so on.

Teaching Tip

Invite a volunteer to play the steady beat on a drum or other non-pitched percussion instrument, or use a metronome.

- Repeat as children walk around the room.

Teaching Tip

Establish expectations for safe behavior while walking freely about the room.

- Invite children to describe how it felt to alternate between quarter notes and half notes. (e.g., quarter notes feel like marching, half notes feel like slow motion)
- Tell children to repeat this exercise, but this time follow the steady beat of the music. Play the Demo, guiding children to walk the steady beat and providing the signal randomly to switch. Repeat as time allows.

Teaching Tip

Signal children to walk half notes on the Chorus, and quarter notes on each Verse and the Ending.

MATERIALS NEEDED

- Score
- Student Score*
- Percussion Part
- Guitar Chart
- Demo (sold separately)
- Track (sold separately)
- "Ceaseless Praise" Harmony Maps 1 and 2
- Drum, other non-pitched percussion instrument, or metronome
- Dry-erase board, dry-erase marker, and eraser
- Pointer

PREPARATION

- Copy Student Score.
- Print and prepare visuals.

**Celebrating Grace, Inc. grants permission to duplicate the Student Score, provided that a sufficient quantity of octavos has been purchased for performance by the students and accompanists. This license is non-transferable.*

2. Teach Verse 1 (mm. 5-15).

- Distribute Student Scores.
- Echo sing in two-measure phrases, using one hand to show the movement of pitch, encouraging children to do the same as they echo. Repeat until children are confident with each melody.
- Invite children to describe the direction of each phrase (e.g., the first phrase moves down, then up, then down).
- Invite volunteers to draw the shape of each phrase on the dry-erase board.
- Sing the entire verse slowly with piano accompaniment or unaccompanied. Rehearse any trouble spots.
- Invite children to help create motions for this verse; discuss the meaning of each phrase together, using ideas from the group to decide specific motions to represent the words of each phrase.
- Slowly sing through the entire verse, using the motions created by the group.
- Sing and perform the motions for Verse 1 with the Track or piano accompaniment.

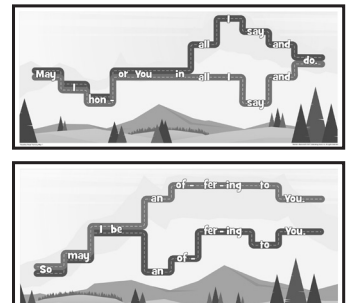
3. Teach the Chorus (mm. 16-31).

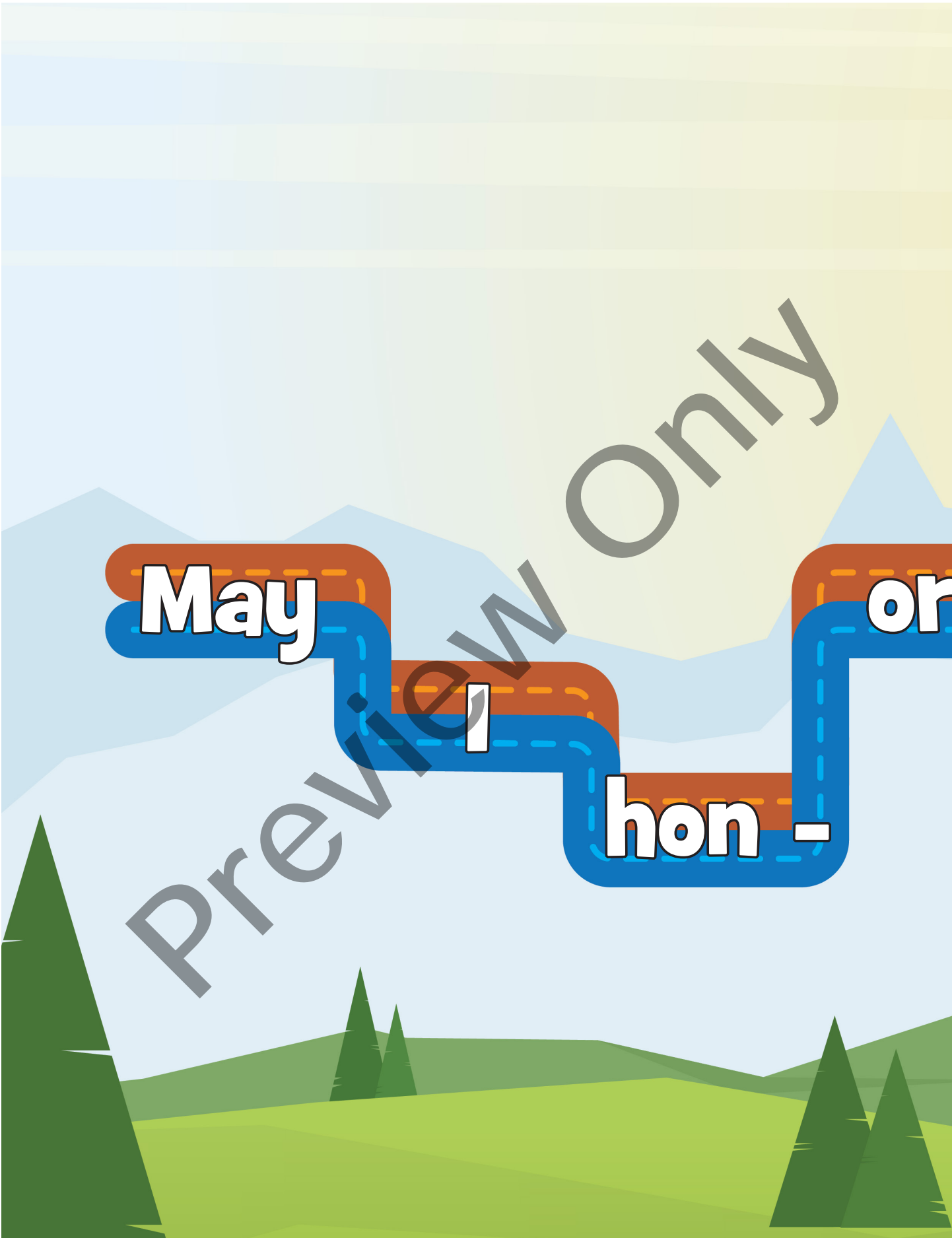
- Distribute Student Scores.
- Display "Ceaseless Praise" Harmony Maps 1 and 2.
- Ask children to follow the visuals while listening, tracking the brown melody line. Point out that the brown melody line is on the top in Map 1 but on the bottom in Map 2. Listen to the Chorus on the Demo.
- Using a pointer to track the brown melody line (Group 1), echo sing each phrase on both maps until children are confident.
- Referring to their Student Scores, have children put a finger on the phrase that matches Map 1 (mm. 20-23).
- Ask children to back up one phrase to discover the beginning of the Chorus. Echo sing the melody in measures 16-20.
- Point out the syncopated rhythms on the word *holy*. Echo sing the phrase again, this time showing the rhythm physically by gesturing on each note (e.g., hands on head for C, hands on shoulders for B, hands at waist for A, repeat hands at waist for the second A, hands on thighs for G, and hands on knees for F).
- Rehearse measures 24-28 in the same manner.
- Sing the entire Chorus slowly with piano accompaniment or unaccompanied, referring to the maps.
- Address any trouble spots, then sing the entire Chorus with the Track or piano accompaniment.

4. Review Verse 1 (mm. 5-15), and teach Verse 2 (mm. 35-45).

- Distribute Student Scores.
- Review the words and group-created motions for Verse 1, then sing with the Demo or piano accompaniment.

"Ceaseless Praise" Harmony Maps 1 and 2





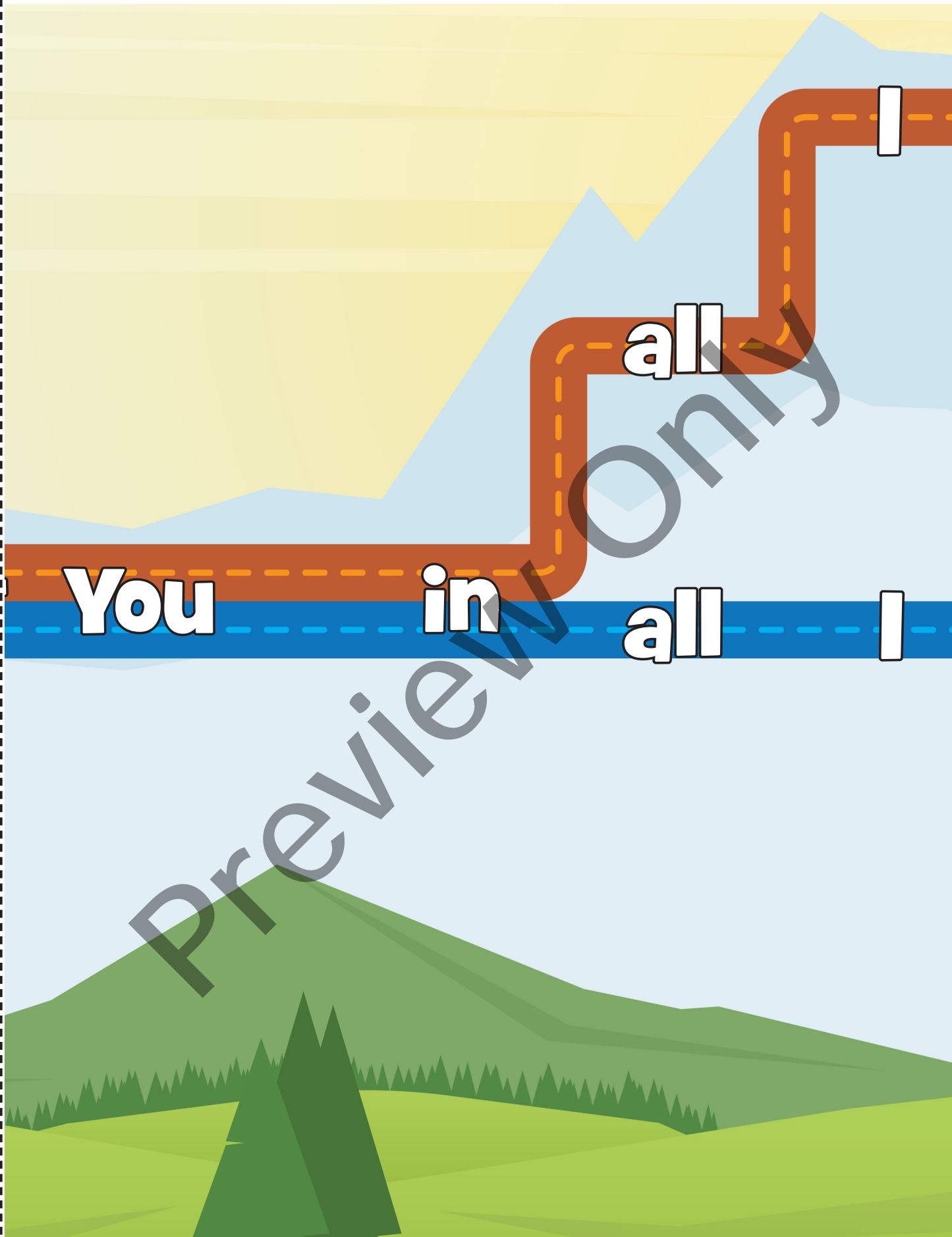
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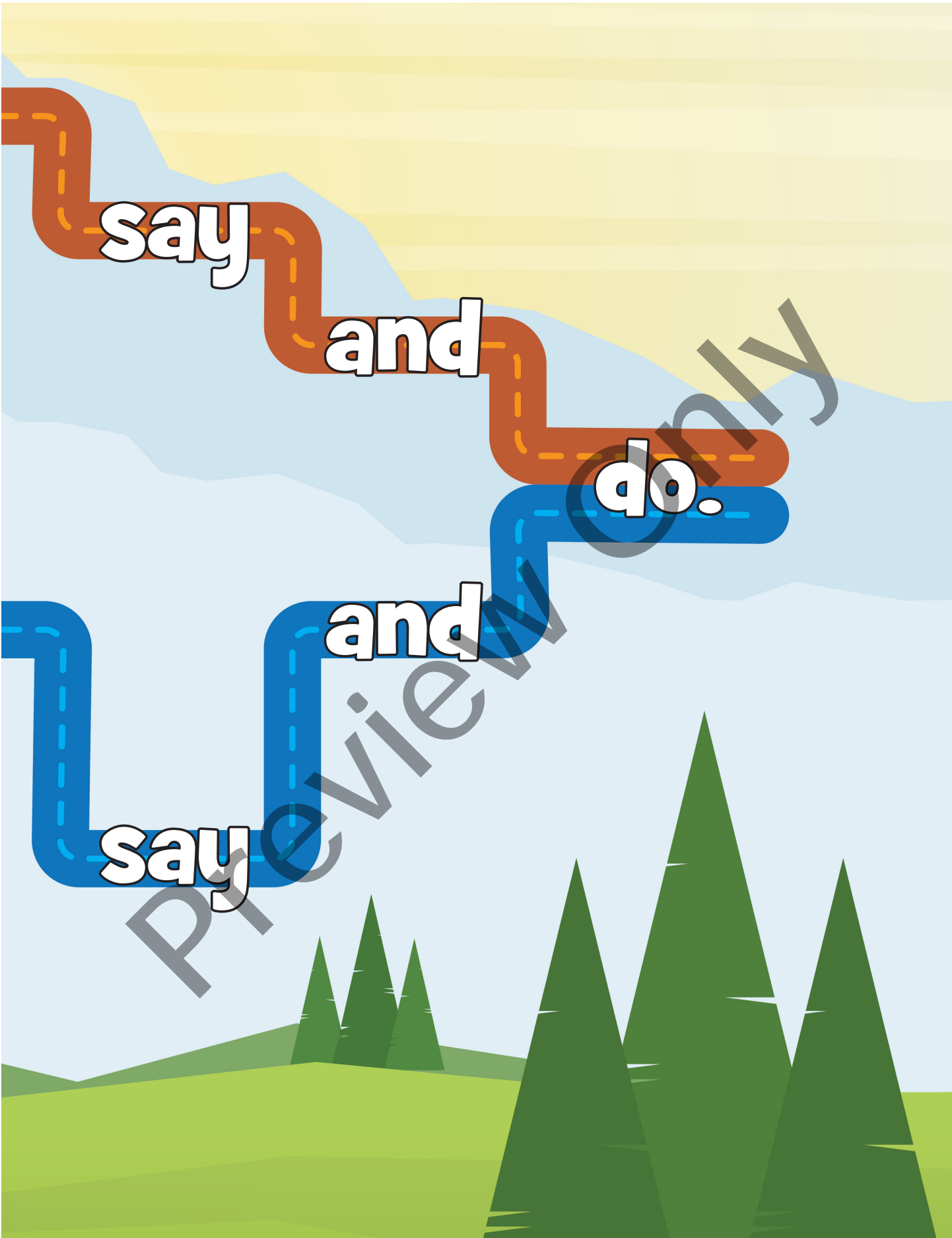
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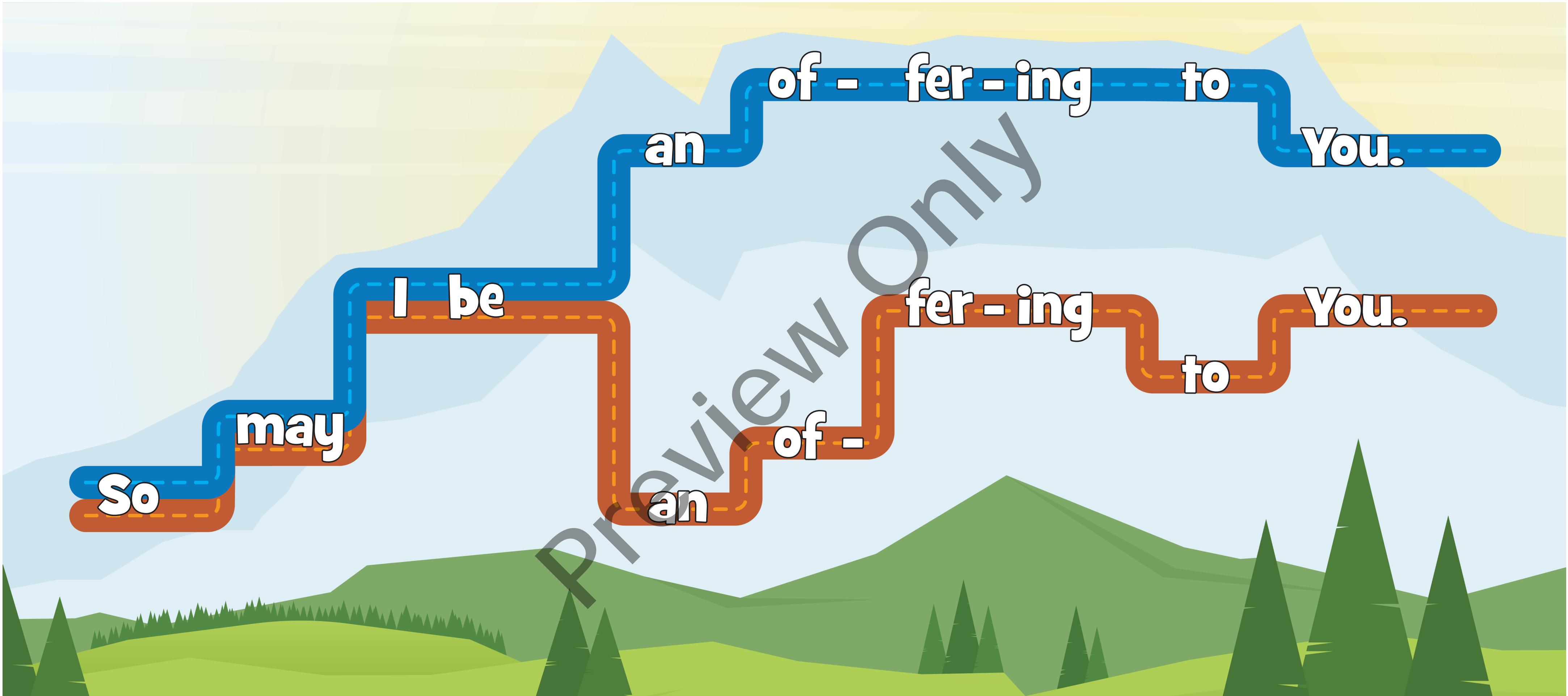
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Ceaseless Praise (You Are Holy)

For Unison or opt. 2-Part Treble Voices, Accompanied
with opt. Percussion

Words by Frances R. Havergal
Additional words by Joshua Metzger

HENDON
Music by Henri A. C. Malan
Additional music and arrangement by
Joshua Metzger

Student Score

Lively (♩ = ca. 108) 5 *Unison*
mf

Take my life ___ and let it be ___ con - se - crat - ed, ___

8
Lord, to Thee; _ take my mo - ments _ and my days, ___ let them flow in

12
cease - less praise, let them flow in ___ cease - less praise.

16 *Part 1* 17
You are ho - ly, ___ ho - ly. ___ May I

Part 2 (opt.)
You are ho - ly, ___ ho - ly. ___ May I

21
hon - or You _ in all I say and do. You are

hon - or You _ in all I say and do. You are

25

wor - thy, ___ wor - thy, ___ so

wor - thy, ___ wor - thy, ___ so

29

may I be ___ an of - fer - ing ___ to You.

may I be ___ an of - fer - ing ___ to You.

33

Take my voice, ___ and let me sing ___ al - ways, on - ly, ___

38

for my King; ___ take my heart, ___ it ___ is Thine own, ___ it shall be Thy

42

roy - al throne, ___ it shall be Thy ___ roy - al throne.

46

Part 1

47

You are ho - ly, ___ ho - ly, ___ May I

You are ho - ly, ___ ho - ly, ___ May I

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Percussion

Lively (♩ = ca. 108)

Shaker

Claves *mf*

5 11 17 8 25 6
6-16 17-24 25-30

31 *mf* *f*

35 11 47 8 55 6
36-46 47-54 55-60

61 *mf* *rit.*

64

Ceaseless Praise (You Are Holy)

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with opt. Percussion*

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Music by Henri A. C. Malan
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Guitar

Lively (♩ = ca. 108)

F Am7 B^b C Dm Am7/C B^b C

mf

5 F B^b2/C F Dm F/B^b B^b/DC7sus F

9 F C/F B^b/C B^b/F F Dm7 F/C B^b F/A Gm7 Csus C

13 Dm7 C B^bmaj7Gm7 Csus C F Gm7 F/A

17 B^b2 Gm7/C F A A7/C# Dm

21 B^b2 F/A Dm7/G B^b/F F E^b2 E^b Csus C F/A

25 B^b2 Gm7/C F A A7/C# Dm F/C

29 B^b F/A Gm7 Gm7/C C7 F Am7