

# THE BEATITUDES

Blessings for a Joyful Journey



**Elementary - Fall**



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Blessings for a Joyful Journey*  
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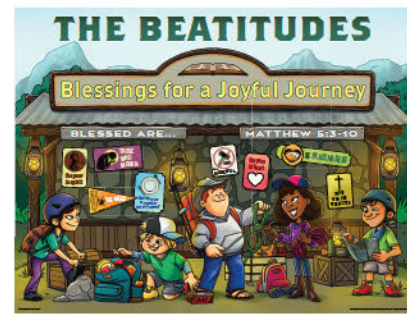
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# Elementary FALL Demonstration Recordings



1. **Asleep on the Hay** - "Away in a Manger" (MUELLER) with New Words, Music, and Arrangement by Glenn Eernisse © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
3. **Good Christian Friends, Rejoice** - Medieval Latin Carol, IN DULCI JUBILO, Arranged by Ashley Danyew © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
5. **I Forgive You** - Words and Music by Diane Beckstead © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
7. **Joyful Journey (Theme)** - Words and Music by Terry D. Taylor © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
9. **Shepherds Watch** - Words and Music by Allison Blumenthal © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
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13. **Walk Humbly** - Words and Music by Jeremy Russell © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
15. **We Gather Here in Grateful Praise** - Words by Roy E. De Brand, Music by Victor C. Johnson; Words © 2010 and Music © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
17. **A Waltzy Warm-up** - "Svetly Ruchey Suite (The Limpid Stream Suite): I. Waltz" by Dmitri Shostakovich, Performed by Ukraine National Symphony Orchestra, Theodore Kuchar © Courtesy of Naxos of America, Inc.
18. **"Advent Song and Dance" Activity** - Words by Andrea Baxter, Music: Traditional French Carol, Arranged by James Barnard © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
20. **Adventure Energizer (Theme)** - Created by Susan Eernisse, Music by Stephen Kummer © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
21. **"Badinerie" Energizer** - "Orchestral Suite No. 2 in B Minor, BWV 1067: Overture (Suite) No. 2 in B Minor, BWV 1067: VII. Badinerie" by Johann Sebastian Bach, Performed by Capella Istropolitana, Jaroslav Dvorak; © Courtesy of Naxos of America, Inc.
22. **Blessed Chant (Theme)** - Chant by Keith Watson/Music by Stephen Kummer © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
24. **Cup Rhythms Activity** - Activity created by Andrea Baxter/Music by Stephen Kummer © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
25. **Give Thanks and Sing Vocalise** - Words by Edward H. Plumptre, Music by Arthur H. Messiter, Arranged by James Barnard © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
27. **Jazzy Jive Energizer** - Created by Andrea Baxter, Music by Allison Blumenthal © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
28. **"Mystery Singer" Warm-up** - Words and Music by Andrea Baxter, Arranged by Allison Blumenthal © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
30. **"Oats, Peas, Beans, and Barley" Activity** - Traditional Singing Game © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
32. **"Organ Pipes and Voices" Activity** - Traditional Warm-up, Arranged by Andrea Baxter © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
34. **"Rise and Shine" Partner Song Activity** - Activity created by Lisa Wiggins, Traditional Sunday School Song, New Words, Music, and Arrangement by Terry D. Taylor © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
36. **"Treasure in the Measure" Activity** - Words and Music by Andrea Baxter © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
38. **"White Sand and Grey Sand" Warm-up** - Traditional Canon
39. **Zuzza Zuzza Vocalise** - Traditional Warm-up, Arranged by Andrea Baxter © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
41. **Open My Eyes That I May See** - Words and Music by Clara H. Scott, 1895, Tune: SCOTT
43. **Rejoice, Ye Pure in Heart** - Words by Edward H. Plumptre, 1865, alt; Tune: MARION, by Arthur H. Messiter, 1883
45. **Silent Night, Holy Night** - Words by Joseph Mohr, 1818, translated by John Freeman Young; Tune: STILLE NACHT, by Franz Grüber, 1818

## Accompaniment Recordings

2. **Asleep on the Hay**
4. **Good Christian Friends, Rejoice**
6. **I Forgive You**
8. **Joyful Journey (Theme)**
10. **Shepherds Watch**
12. **Spread a Little Kindness**
14. **Walk Humbly**
16. **We Gather Here in Grateful Praise**
19. **"Advent Song and Dance" Activity**
23. **Blessed Chant (Theme)**
26. **Give Thanks and Sing Vocalise**
29. **"Mystery Singer" Warm-up**
31. **"Oats, Peas, Beans, and Barley" Activity**
33. **"Organ Pipes and Voices" Activity**
35. **"Rise and Shine" Partner Song Activity**
37. **"Treasure in the Measure" Activity**
40. **Zuzza Zuzza Vocalise**
42. **Open My Eyes That I May See**
44. **Rejoice, Ye Pure in Heart**
46. **Silent Night, Holy Night**

### 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

- "Asleep on the Hay"
- "Good Christian Friends, Rejoice"
- "I Forgive You"
- "Shepherds Watch"
- "Spread a Little Kindness"
- "Walk Humbly"
- "We Gather Here in Grateful Praise"

### HYMNS

- "Open My Eyes, That I May See"
- "Rejoice, Ye Pure in Heart"
- "Silent Night, Holy Night"

### KIDPAGES

- Acts of Kindness
- All About Advent Crossword
- Christmas Carol Puzzles
- Clara Scott's Quiet Hymn
- Praise God
- Silent Night Maze
- Thanksgiving Rhythm Patterns
- Treasure in the Measure
- Two Extraordinary Men

### ACTIVITIES

- "Advent Song and Dance" Activity
- Cup Rhythms Activity
- "Oats, Peas, Beans, and Barley Grow" Circle Game Activity
- "Organ Pipes and Voices" Activity
- "Rise and Shine" Partner Song Activity
- Treasure in the Measure Activity

### SONG TEACHING VISUALS—GENERAL USE

- Animal Vowel Visuals
- Body Scale Visual
- Conducting Visuals
- Diphthong Dolphin Visual and Add-ons

### SONG TEACHING VISUALS—SONG-RELATED

- "Asleep on the Hay" Memory Visuals
- "Good Christian Friends" Puzzle Cards
- "I Forgive You" Emotions Cards
- "I Forgive You" Memory Visual
- Major Minor Visual
- "Spread a Little Kindness" Phrase Visual
- "Shepherds Watch" Form Cards
- "We Gather Here" Memory Visual
- "We Gather Here" Syncopation Cards
- "Walk Humbly" Bell Part Visual
- "Walk Humbly" Form Visuals

### WARM-UPS AND ENERGIZERS

- A Waltzy Warm-up
- "Badinerie" Energizer
- Give Thanks and Sing Vocalise
- Jazzy Jive Energizer
- Mystery Singer Warm-up
- White Sand and Grey Sand Warm-up
- Zuzza Zuzza Vocalise

### DEMONSTRATION VIDEOS

- "Advent Song and Dance" Video
- "Badinerie" Energizer Video
- Jazzy Jive Energizer Video
- "Oats, Peas, Beans, and Barley Grow" Video
- "Open My Eyes, That I May See" Sign Language Video

# Joyful Journey

For Unison (opt. 2-Part) Voices  
with opt. B $\flat$  Clarinet

Words and Music by  
Terry D. Taylor

Joyfully, with a swing (♩ = 130) ♩ = ♩<sup>3</sup>♩

Clarinet in B $\flat$

*mf*

N.C. F Csus C

*mf*

5

*f*

A7/C# Dm2 Dm Dm/C B $\flat$ 6

*f*

9

*mf*

*mf* Unison

Come to the moun - tain-side.

Csus C F

*mf*

12

Come hear the words of truth Je - sus is speak - ing:

C A7/C Dm

15

words of truth to bless all who be - lieve.

Dm/C Bb6 Csus C

18

Come, learn the King - dom way. A joy - ful jour -

F C

ney of faith\_ is now call - ing: call - ing us to choose.

A7/C# Dm Dm/C

the bless - ed life!

Bb6 Csus C C2 C

**B**

*mp*

Je - sus said\_ a bet - ter way\_ of liv - ing can be found, \_

Dm Dm/C Gm7 Dm/G

*mp*

30

*mf*

— when we fol - low Him, — and turn what's wrong.

Csus C F Dm7

*mf*

33

*f*

A

*mf*

up - side down! Come to the moun -

B $\flat$  Gm7 Csus C N.C. F

*f* *mf*

37

*mf*

tain-side. Come hear the words — of truth Je - sus is speak -

C A7/C $\sharp$

# Joyful Journey

For Unison (opt. 2-Part) Voices  
with opt. B<sup>b</sup> Clarinet

Words and Music by  
Terry D. Taylor

*Joyfully, with a swing* (♩ = 130) ♩ = ♩<sup>3</sup>

8 A *mf* Unison

Come to the moun - tain-side.

12

Come hear the words \_\_\_ of truth Je - sus is speak - ing:

15

words of truth to bless \_\_\_ all who be - lieve. \_\_\_

18

Come, learn the King - dom way. A joy - ful jour -

21

ney of faith \_ is now call - ing: call - ing us to choose \_

24 B *mp*

\_ the bless - ed life! \_\_\_ Je - sus said \_ a

28 *mf*

bet - ter way \_ of liv - ing can be found, \_ when we fol - low Him, \_ and


Guitar  
(Capo 1)

# Joyful Journey

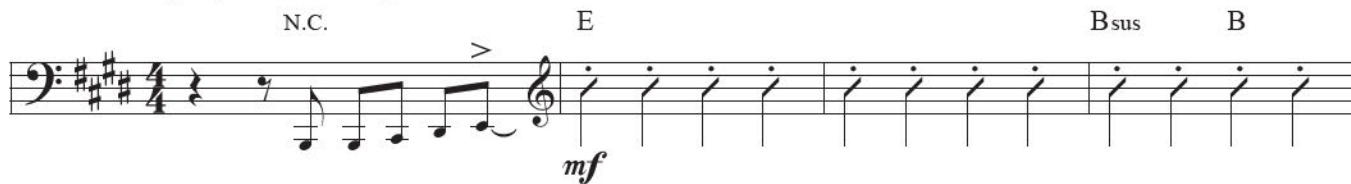
For Unison (opt. 2-Part) Voices  
with opt. B<sup>b</sup> Clarinet

 Demo 7  
Track 8

Words and Music by  
Terry D. Taylor

*Joyfully, with a swing* (♩ = 130) 

N.C. E B<sub>sus</sub> B



*mf*

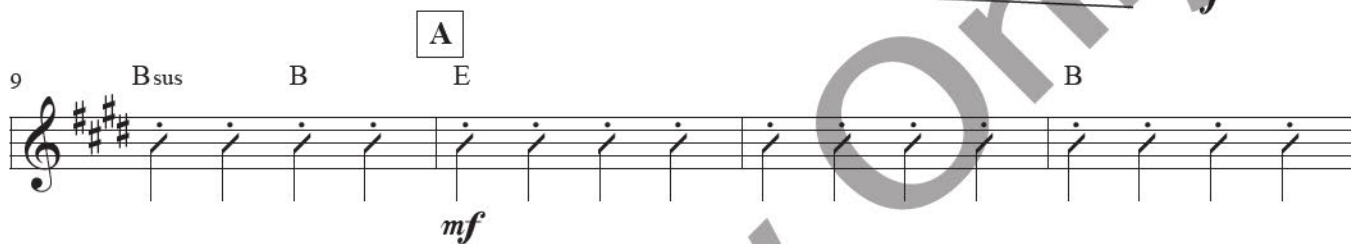
5 G<sup>#</sup>7/C C<sup>#</sup>m2 C<sup>#</sup>m C<sup>#</sup>m/B A 6



*f*

9 B<sub>sus</sub> B E B

**A**



*mf*

13 G<sup>#</sup>7/C C<sup>#</sup>m C<sup>#</sup>m/B A 6



17 B<sub>sus</sub> B E B

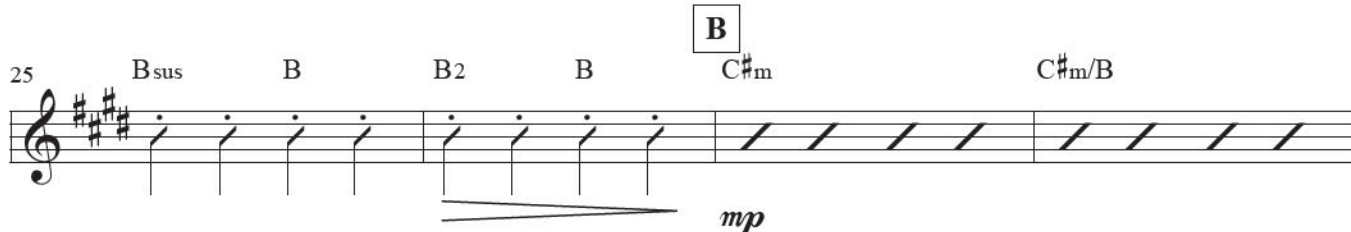


21 G<sup>#</sup>7/C C<sup>#</sup>m C<sup>#</sup>m/B A 6



25 B<sub>sus</sub> B B2 B C<sup>#</sup>m C<sup>#</sup>m/B

**B**



*mp*

29 A C#m/F# B<sub>sus</sub> B E C#m7

*mf*

33 A F#m7 B<sub>sus</sub> B N.C. A E

*f* *mf*

37 B G#7/C C#m

41 C#m/B A 6 B<sub>sus</sub> B E

45 B G#7/C

48 C#m C#m/B A 6 B<sub>sus</sub>

*f*

**Ending**

52  $\frac{A^2 6}{B}$  N.C.  $\frac{F\#m}{E}$  E  $\frac{A}{B}$   $\frac{A 6}{B}$   $\frac{F\#m}{E}$  E

*mp* *mf*

56  $\frac{A}{B}$   $\frac{A 6}{B}$   $\frac{F\#m}{E}$  E

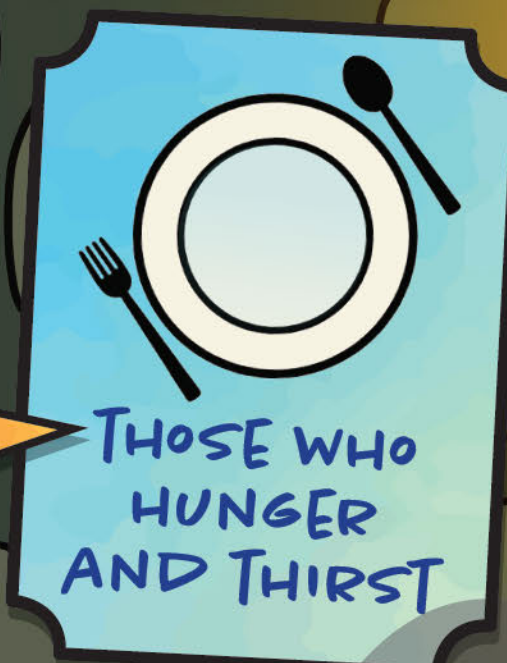
*f* *ff*

# THE BEATITUDES

## Blessings for a Joyful Journey

BLESSED ARE...

MATTHEW 5:3-10

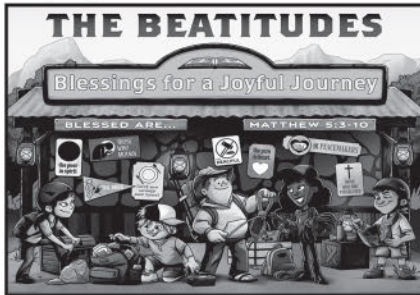


# THEME SONG TEACHING STEPS

## "Joyful Journey"

### 1. Introduce the song with the steady beat.

- Display *The Beatitudes* Theme Poster.



- Point out the characters on the visual are getting ready for a journey. Invite children to think of what type of journey they might be going on and what they will be doing.
- Invite children to think of when they have gone on a journey or trip and allow volunteers to share where they went and what they did.
- Tell children the song they will learn is about a *joyful journey*, and their job is to listen for where Jesus wants us to go and what He wants us to do on our journey.
- Play Demo 7, and lead children in steady beat motions as they listen. Change the type of steady beat movement periodically throughout the song. (pat legs, tap shoulders, march in place, etc.)
- Invite children to share what they observed in the song about what Jesus wants for our *joyful journey*. (*come to the mountainside, hear the words of truth, learn the kingdom way, choose the blessed life, we should follow Him to turn what's wrong upside down*)

### 2. Teach the motions for Section A (mm. 10-25).

- Demonstrate and lead children in the following motions while speaking through the words.

#### Teaching Tip

Go to [growing-in-grace.com/joyfuljourneymotionsvideo](http://growing-in-grace.com/joyfuljourneymotionsvideo) to view a demonstration of the motions.

- **Come to**—make a welcoming motion with right-arm
- **the mountainside**—arms overhead in a mountain shape
- **Come hear the words of truth**—make a welcoming motion with left arm ending with cupped hand by ear
- **Jesus is**—third finger of each hand touches the opposite palm
- **speaking**—pointer finger from chin outward

#### MATERIALS NEEDED

- Score
- Student Score
- Clarinet Part
- Guitar Chart
- Demo 7
- Track 8
- *The Beatitudes* Theme Poster
- "Joyful Journey" Motions Video

#### PREPARATION

- Copy Student Score.
- Print and prepare visual.

- **Words of truth to**—place hands in front as if holding a Bible
- **bless all who**—hands slightly above head
- **believe**—hands crossed over heart
- **Come learn the Kingdom way**—make a welcoming motion with right arm ending with finger pointing to head
- **a joyful journey of faith**—with palms facing each other, move hands in a meandering path
- **is now calling, calling us to**—hands to mouth as if shouting
- **choose the blessed**—hands slightly above head
- **life**—with hands in fists and thumbs pointing up bring hands upward from waist
- Play Demo 7, and lead children in the motions to Section A.
- Review and repeat as desired.

### 3. Review the motions for Section A, and teach the melody.

- Echo speak the words to Section A in two-measure phrases while reviewing the motions.
- Play Demo 7, and lead children in performing the motions to the music.
- Distribute Student Scores, and echo sing Section A in two-measure phrases until children are confident.
- Play Demo 7, and lead children in singing Section A.
- Review the words and motions once more, then have children place Student Scores under their chairs and sing Section A with the motions from memory with Demo 7 (as they are able).

### 4. Teach Section B (mm. 27-33) and the Ending with optional harmony (mm. 52-58).

- Distribute Student Scores.
- Play Demo 7, and lead children in singing and performing the motions each time Section A occurs, and listening to Section B and the Ending.
- Invite children to share what they observed while listening.
- Echo sing Section B in two-to-three measure phrases until children are secure.
- Lead a discussion about why when we follow Jesus, we *turn what's wrong upside down*.
- Echo sing *upside down* (mm. 33-34) while demonstrating the following motions.
  - **up**—place one hand out, palm up
  - **side**—place opposite hand on top, palms together
  - **down**—flip hands over
- Lead children in singing Section B with Demo 7, adding the motions for *upside down*.
- Have children locate the Ending (m. 52) in their Student Scores, and ask them to identify any patterns they see. (*for a joyful journey* is sung three times)

# We Gather Here in Grateful Praise

For Unison (opt. 2-Part) Voices

Words by  
Roy E. De Brand

Music by  
Victor C. Johnson

*Exuberantly* (♩ = ca. 120-126)

*mf*

The piano introduction consists of two staves in 4/4 time. The right hand features a rhythmic pattern of eighth and sixteenth notes, while the left hand provides a steady accompaniment of quarter notes.

**Verse**

*Unison*

*mf*

4  
1. We gath - er here\_ in grate - ful praise, in

The first line of the verse begins at measure 4. The vocal line starts with a whole rest followed by a half note G4, then a quarter note A4, and a half note B4. The piano accompaniment continues with the same rhythmic pattern as the introduction.

7  
prayer and song\_ our voic - es raise, for all our bless - ings,

The second line of the verse begins at measure 7. The vocal line continues with a quarter note C5, a quarter note D5, a quarter note E5, a quarter note F5, a quarter note G5, a quarter note A5, a quarter note B5, and a quarter note C6. The piano accompaniment continues with the same rhythmic pattern.

This arrangement works with the SATB version at [www.celebrating-grace.com](http://www.celebrating-grace.com) – 810073.  
Combine the two and create a multigenerational anthem.

10

large and small, we thank You God, — who gives us

13

Verse

all. 2. For loved ones, fam - i - ly,

16

trea - sured friends, e - ter - nal life — that nev - er ends, for

19

dai - ly bread, — sins washed a - way, we thank You God, — a -

22

*mp*

fresh each day. We

25

**Bridge**

thank You for the sa cred

*mp*

28

word, and for the call Your

31

church has heard to live as

# We Gather Here in Grateful Praise

For Unison (opt. 2-Part) Voices

Words by  
Roy E. De BrandMusic by  
Victor C. Johnson

Verse

*Exuberantly* (♩ = ca. 120-126)*Unison**mf*

1. We gath - er here. in grate - ful praise, in



prayer and song\_ our voic - es raise, for all our bless - ings,



large and small, we thank You God,\_ who gives us all.

Verse



2. For loved ones, fam - i - ly, trea - sured friends, e - ter - nal life\_ that



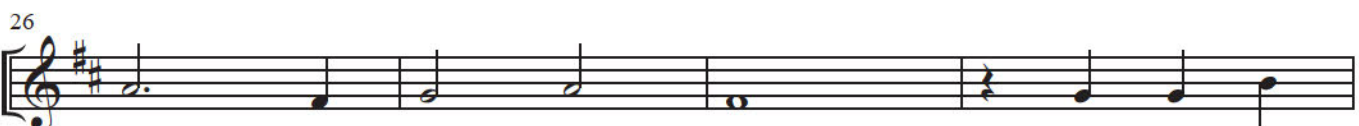
nev - er ends, for dai - ly bread,\_ sins washed a - way, we thank You God,\_ a -



fresh each day. We thank You

*mp*

Bridge



for the sa - cred word, and for the

This arrangement works with the SATB version at [www.celebrating-grace.com](http://www.celebrating-grace.com) – 810073.  
Combine the two and create a multigenerational anthem.

# SONG TEACHING STEPS

## "We Gather Here in Grateful Praise"

### 1. Review the body scale, and play a game to introduce the song.

- Display Body Scale Visual and review by singing and performing the positions for the ascending and descending scale.
- Ask children to echo you and lead them through the four body scale patterns below, one at a time:



- Tell children you will define one body scale pattern as the *poison* pattern. Children must continue echoing whatever pattern you demonstrate, unless it is the *poison*. If they notice it is the *poison*, they should do nothing.
- Use the first of the patterns notated above as the *poison*, singing and performing the pattern for children as a reminder.
- Perform random body scale patterns of three or four syllables for children to echo, randomly inserting the *poison* pattern.

### Teaching Tip

As this is a musical version of *Simon Says*, a child will eventually get "caught" when accidentally performing the *poison* pattern. When this happens, define a new *poison* pattern from the notated options above and resume the game.

- Tell children their new job is to use the skills they practiced with the *poison* pattern to listen for a specific melody in a song. When they hear the melody they are listening for, they should stand up.
- Demonstrate the first pattern notated above (*sol-mi-fa-sol*) as the melody children are listening for.
- Play Demo 15 and guide children to discover where the melody lives in the song. (mm. 4-5, 14-15, and 41-42) (NOTE: mm. 26-27 also use this melody, but it is hidden within a longer phrase so children should not be expected to recognize it)

### MATERIALS NEEDED

- Score
- Student Score
- Demo 15
- Track 16
- Body Scale Visual (General)
- "We Gather Here" Syncopation Cards
- "We Gather Here" Memory Visual
- Dry-erase board and dry-erase marker
- Pointer
- Adhesive notes and a marker
- Plain paper and tape

### PREPARATION

- Copy Student Score.
- Print and prepare visuals.
- Prepare body scale patterns in Step 1.

### Body Scale Visual



- Have children place Student Scores under their chairs, and lead them in singing the entire song with Track 16 or piano accompaniment, using the visual and dynamic adhesive notes as a guide.
- Have children choose one section of the song to memorize. (i.e., Verse 1, Verse 2, Bridge, or Verse 3)
- Allow children 30 seconds to study that section of the visual, then tape paper over it and sing the section from memory, with accompaniment or unaccompanied.
- Repeat for each additional section until children have memorized the song.
- Invite children to recall which dynamics are used in each section, then sing the entire song from memory with Track 16 or piano accompaniment.

### Teaching Tip

Consider combining this song with the SATB arrangement found at [www.celebrating-grace.com](http://www.celebrating-grace.com) for a multi-generational offering.

Preview Only

# Body Scale



do



re



mi



fa



sol



la

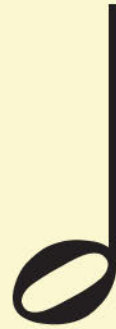
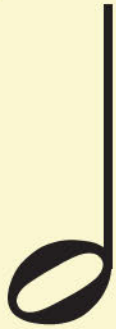


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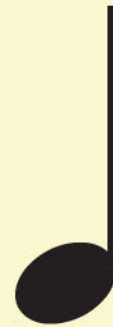
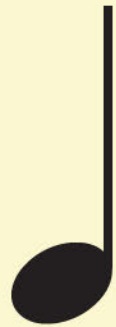


do'

1



2



3



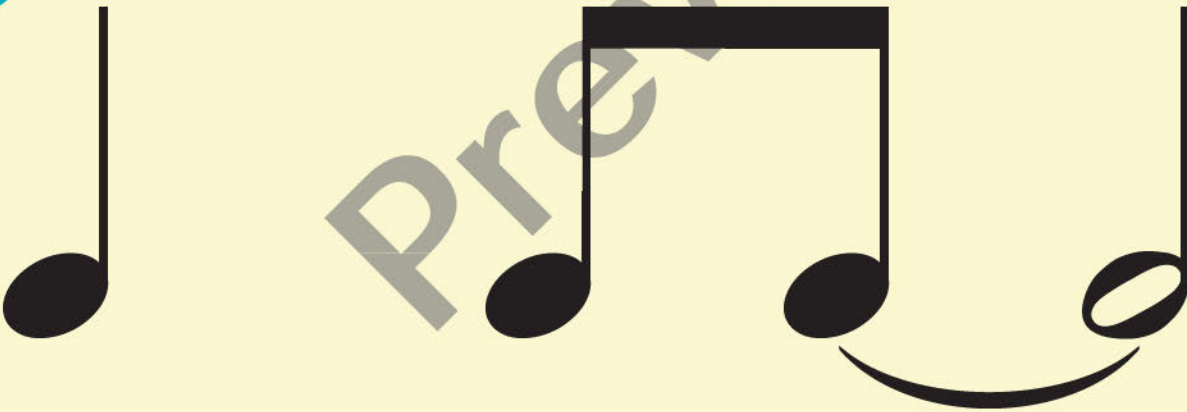
4



5



6



Verse 1



Prayer

Song

Blessings

Blessings

Thank You, God



Verse 2

Family Friends

Eternal Life



Sins



Thank You, GOD

Bridge



Call

Live Lead

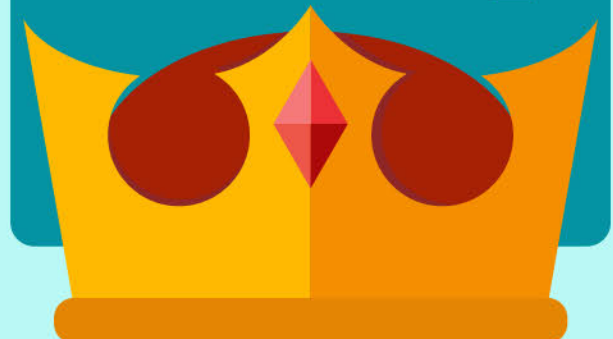
Thank You, God

Will Obey

Verse 3

PRAISE GOD  
The Source

PRAISE GOD  
Son Lord



PRAISE GOD  
Holy Spirit

PRAISE GOD  
Thank You, God (3x)

You are here

# Shepherds Watch

For Unison (opt. 2-Part) Voices

Words and Music by  
Allison Blumenthal

*Mysteriously* (♩ = 54)



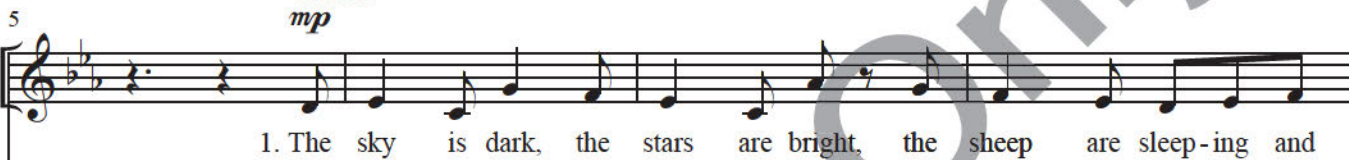
*mf*

The piano introduction consists of four measures. The right hand features a melodic line with eighth-note patterns, while the left hand provides a harmonic accompaniment with chords and single notes.

**Verse**

*Unison*  
*mp*

5



1. The sky is dark, the stars are bright, the sheep are sleep-ing and

The vocal line for measure 5 begins with a whole rest, followed by a series of eighth notes: G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4.



*mp*

The piano accompaniment for measures 5-8 features a steady eighth-note accompaniment in the right hand and chords in the left hand.

9



peace-ful to-night. Shep-herds watch with stead-fast care, when

The vocal line for measure 9 continues with eighth notes: B4, A4, G4, F4, E4, D4, C4, B3, A3, G3, F3, E3, D3.



The piano accompaniment for measures 9-12 continues with the same eighth-note accompaniment and chordal structure as the previous section.

**Chorus**

*Rollicking* (♩.=72)

*mf*

13

*accel.*

sud-den-ly voic-es ring out through the air! \_\_\_\_\_ “Glo - ry, glo - ry,

The musical score for measures 13-16 consists of a vocal line and a piano accompaniment. The vocal line begins with a treble clef and a key signature of two flats. The piano accompaniment is written for grand piano with both treble and bass clefs. The tempo is marked 'accel.' and the dynamic is 'mf'. The music features a steady eighth-note accompaniment in the piano and a vocal melody that rises and then levels off.

17

glo-ry to God!” An - gels sing to shep-herds in awe; they learn that a Child who will

The musical score for measures 17-20 continues the vocal and piano parts. The piano accompaniment features a consistent eighth-note pattern. The vocal line continues with a similar melodic structure. A large watermark 'Preview Only' is visible across the page.

21

save\_ us all is found in a sta - ble man - ger. \_\_\_\_\_

The musical score for measures 21-24 concludes the chorus. The piano accompaniment continues with the eighth-note accompaniment. The vocal line ends with a final note and a fermata. A large watermark 'Preview Only' is visible across the page.

Verse

25

*mp*

2. They run to find the Sav - ior small, and

*mp*

This system contains measures 25 through 28. It features a vocal line in the upper staff and a piano accompaniment in the lower staff. The piano part consists of a steady eighth-note bass line in the left hand and chords in the right hand. The vocal line begins with a rest for two measures, then enters with the lyrics '2. They run to find the Sav - ior small, and'.

29

search the sta-bles and check ev-'ry stall. Fi - nal-ly, they find the place, and

This system contains measures 29 through 32. The piano accompaniment continues with the same rhythmic pattern. The vocal line continues with the lyrics 'search the sta-bles and check ev-'ry stall. Fi - nal-ly, they find the place, and'.

33

wor - ship God's In - cre - di - ble Grace!

This system contains measures 33 through 36. The piano accompaniment continues. The vocal line concludes with the lyrics 'wor - ship God's In - cre - di - ble Grace!' and ends with a long note in measure 36.

Chorus

36

*mf*

“Glo - ry, glo - ry, glor - y to God!” An - gels sing to

Musical notation for measures 36-38, including vocal line and piano accompaniment.

39

shep-herds in awe; they learn that a Child who will save— us all is

Musical notation for measures 39-41, including vocal line and piano accompaniment.

42

*(mf)*

found in a sta - ble man - ger. 3. The

Musical notation for measures 42-44, including vocal line and piano accompaniment.

# Shepherds Watch

For Unison (opt. 2-Part) Voices

Words and Music by  
Allison Blumenthal

*Mysteriously* (♩.=54)

**Verse**

*mp* Unison

4



1. The sky is dark, the stars are bright, the

8



sheep are sleep-ing and peace-ful to-night. Shep - herds watch with

12



stead - fast care, when sud - den - ly voic - es ring out through the air! \_\_\_\_\_

**Chorus**

*Rollicking* (♩.=72)

*mf*

16



“Glo - ry, glo - ry, glor - y to God!” An - gels sing to shep - herds in awe; they

20



learn that a Child who will save\_ us all is found in a sta - ble man - ger. \_\_\_\_\_

**Verse**

*mp*

24



2. They run to find the

28



Sav - ior small, and search the sta - bles and check ev - 'ry stall. Fi - nal-ly, they

32



find the place, and wor - ship God's In - cre - di - ble Grace! \_\_\_\_\_

**Chorus**

36

*mf*



"Glo - ry, glo - ry, glor - y to God!" An - gels sing to

39



shep-herds in awe; they learn that a Child who will save us all is


42

*(mf)* **Verse**



found in a sta - ble man - ger. 3. The shep - herds hur - ry

46



in - to town, to spread the news to all peo-ple a-round, "Shout for joy! Let

50



God be praised!" and ev - 'ry - one is tru - ly a - mazed! \_\_\_\_\_


**Chorus**

54 *f* Group 2 (opt. Descant)



"Glo - ri - a! Glo - ry! Glo - ri - a!

*f* Group 1



"Glo - ry, glo - ry, glor - y to God!" An - gels sing to

57

Glo - ry!" They learn that a Child who will save\_ us all is  
shep-herds in awe; they learn that a Child who will save\_ us all is

60

*mf* Chorus *f*  
found in a sta - ble man - ger. "Glo - ri - a!  
*mf* *f*  
found in a sta - ble man - ger. "Glo - ry, glo - ry,

64

Glo - ry! Glo - ri - a! Glo - ry!" They  
glor - y to God!" An - gels sing to shep - herds in awe; they

67

*rit.*  
learn that a Child who will save\_ us all is found in a sta - ble  
learn that a Child who will save\_ us all is found in a sta - ble

70

*a tempo* Ending  
man - ger, is found in a sta - ble man - ger.  
man - ger, is found in a sta - ble man - ger.

## "Shepherds Watch"

### 1. Explore major and minor, and introduce the song.

- Display Major/Minor Chord Chart.
- Assign the C, E, and G handchimes to three children. Lead children to ring the notes all together.
- Tell children this is a major chord, pointing out the major chord on the chart.
- Invite children to offer words that describe this sound, leading handchime players to ring again if needed. (e.g., happy, peaceful, positive)
- Have all children except handchime players close their eyes, and swap the E for the E $\flat$ .
- Allow children to open their eyes, and lead handchime players to ring the notes together.
- Invite children to offer words to describe this different sound. (e.g., mysterious, anticipating, ominous)
- Point out the minor chord on the chart and ask children to identify the difference between the major and minor chords. (the minor chord has a flatted middle note, or is a half step lower)
- Tell children to listen to determine if this song is in major or minor; play Demo 10 through measure 24, then have children offer their thoughts. (minor)
- Invite children to discuss why minor is a good choice for the words of the song. (the sound is dark and mysterious; creates anticipation; sets up an adventurous musical landscape for the story)
- Distribute Student Scores, and invite children to listen again, this time for what changes between Verse 1 and the Chorus. Play Demo 10 through measure 24.
- Invite children to share the changes they noticed. (the tempo gets faster and the dynamic gets louder) Tell children the *accelerando* marking means to gradually increase in speed. Lead a discussion about why the composer may have chosen that marking.
- Ask children to listen to the whole song, this time to determine who the main characters of the song are.
- Play Demo 10, then allow children to share who they think the story focuses on. (the shepherds)

### 2. Teach the Chorus (mm. 16-24, 36-44, 54-61, and 63-70).

- Tell children the Chorus of this song has four phrases, two of which have the same melody. Ask children to listen to determine which phrases are the same and which are different.

#### MATERIALS NEEDED

- Score
- Student Score
- Demo 10
- Track 11
- Major/Minor Chord Chart
- "Shepherds Watch" Form Visuals
- Animal Vowel Visuals (General)
- Handchimes (or handbells)—C, E, E $\flat$ , G
- Dry-erase board, dry-erase marker, and eraser
- Pencils, one per child

#### PREPARATION

- Copy Student Score.
- Print and prepare visuals.

#### Major/Minor Chord Chart

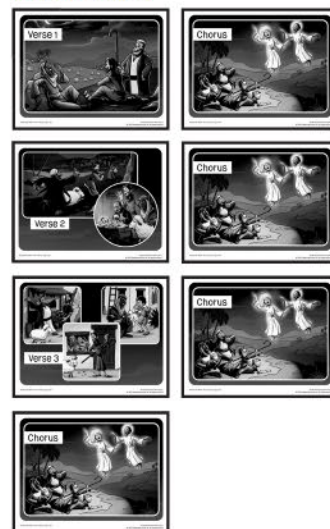


- Sing the Chorus on a neutral syllable (e.g., *bah*), holding up one finger for the first phrase, two fingers for the second, and so on. Invite children to share what they noticed. (Phrases 1 and 2 are the same; Phrases 3 and 4 are different)
- Distribute Student Scores, have children locate the first Chorus at measure 16, and echo sing the Chorus in two-measure phrases on the neutral syllable, using one hand to show the shape of each melody.
- Point out the melody of each phrase lies in a different place. Using a dry-erase board to illustrate, draw melodic shapes (lines in the shape of the pitch movement) to illustrate the “area” of each phrase in relation to one another.
  - **Phrases 1 and 2**—high
  - **Phrase 3**—middle
  - **Phrase 4**—low
- Echo sing each phrase on the neutral syllable again, using the illustrations on the board as a guide.
- Display the Chorus card from “Shepherds Watch” Form Visuals, and invite children to discuss what is happening in the scene pictured.
- Echo sing the Chorus in two-measure phrases on the words.
- Have children locate measures 21-22 and point out the slurred notes in the words *save* and *stable*. Rehearse until children are confident.
- Play Demo 10, and lead children in singing along with the Chorus each time it occurs.

### 3. Teach the Verses (mm. 6-15, 27-35, and 45-53), review the Chorus, and teach the Ending (mm. 71-72).

- Display the Verse visuals from the “Shepherds Watch” Form Visuals, and invite children to discuss what is happening in each scene.
- Distribute Student Scores.
- Echo sing Verse 1 in short phrases, using the pickup-notes and sentence structure to break the verse into easy-to-learn sections. Rehearse as needed until children are confident.
- Sing Verse 1 with Demo 10, Track 11, or piano accompaniment.
- Repeat the process for Verses 2 and 3, echo singing in short sections first, then singing the entire verse with accompaniment.
- Distribute pencils, and ask children to locate and circle measures 13, 33, and 51.
- Lead a discussion about the melodic difference between these measures and how they relate to the words. (the *D♭* is unexpected to the ear, helping to communicate the words *suddenly* and *amazed*)
- Have children mark a down arrow by the *D♭*s in measures 13 and 51.
- Ask children to locate the Chorus in measure 54, and review by singing the Group 1 (melody) part with Track 11 or piano accompaniment, stopping at measure 62.
- Invite children to look at the Chorus in measures 63-70 to determine what is different. (*molto rallentando* in m. 69; *fermata* in m. 70)

“Shepherds Watch”  
Form Visuals



# Verse 1



# Chorus





## Verse 2





Verse 3

EE



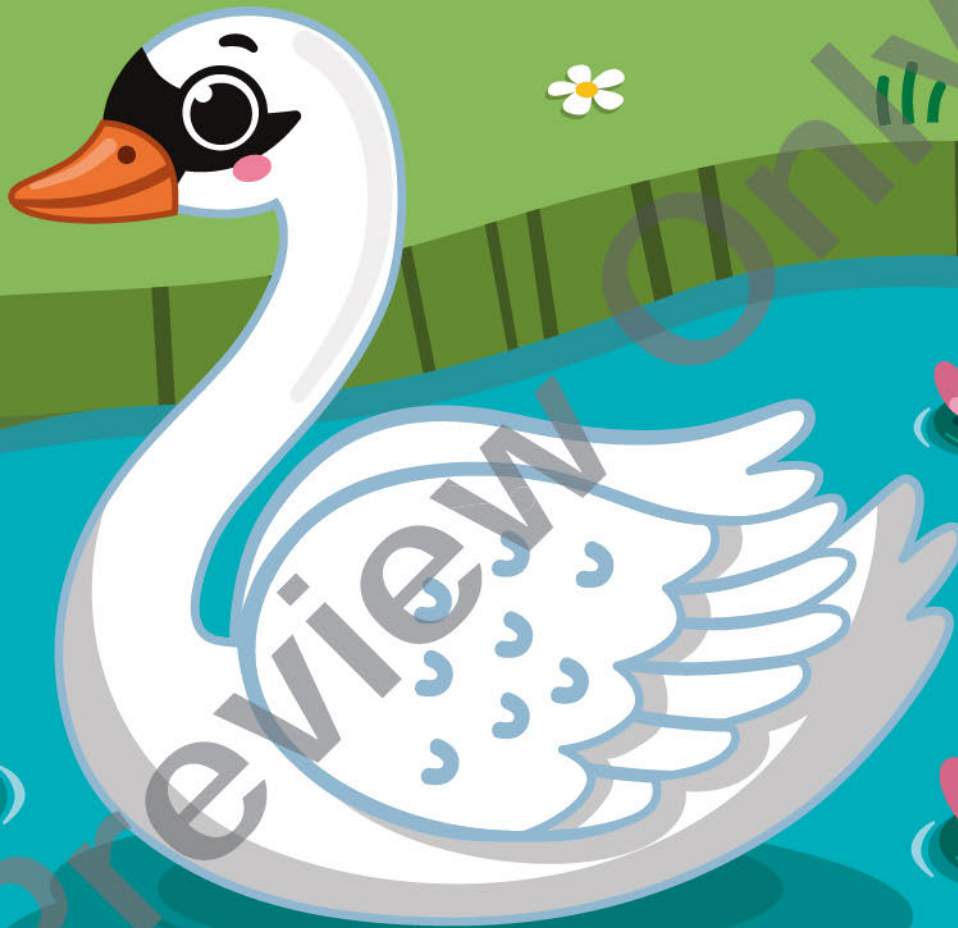
Cheetah

oo



Kangaroo

AH



Swan

EH



EIK



OH



Polar Bear

## “Rise and Shine” Partner Song

### 1. Teach the partner song.

- Discuss and review the concept of a partner song with children.
- Distribute Student Scores and point out the Group 1 melody in measures 5-12, Group 2 melody in measures 13-20, and combination of the two melodies in measures 21-28.
- Echo sing the Group 1 melody in two-measure phrases until children are confident.
- Play Demo 34, and have children sing the Group 1 melody each time it occurs and listen to the Group 2 melody in measures 13-20.
- Echo sing the Group 2 melody in two-measure phrases until children are confident.
- Have children sing with Demo 34 again, this time listening to the Group 1 melody and singing the Group 2 melody.
- Address any melodic insecurities on either melody, and rehearse if needed.
- Divide children into Groups 1 and 2, play Demo 34, and lead children in singing the entire partner song in two groups.
- Review any trouble areas, and repeat as desired.

### 2. Review the partner song, and teach the Boomwhacker® part.

#### Teaching Tip

The Boomwhacker® accompaniment can be played on any melodic instrument such as handbells, handchimes, resonator bells, or Orff instruments.

- Distribute Student Scores and divide children into Groups 1 and 2.
- Review each group’s melody if needed, then play Demo 34 and have children sing along while patting the steady quarter-note beat.
- Tell children the Boomwhacker® accompaniment uses the same steady beat they just performed while singing.
- Display “Rise and Shine” Boomwhackers® Visual.



- Tell children the Boomwhacker® part on the visual is played four times in a row in order to accompany the entire song.

#### MATERIALS NEEDED

- Score
- Student Score
- Boomwhackers® Part
- Demo 34
- Track 35
- “Rise and Shine” Boomwhackers® Visual
- “Rise and Shine” Percussion Pattern Visuals
- Boomwhackers® (or handbells, handchimes, resonator bells, or Orff instruments)
- Non-pitched percussion instruments (three categories)
- Pointer

#### PREPARATION

- Copy Student Score.
- Print and prepare visuals.

- Assign a pitch (color) to each child (without distributing instruments yet).

### Teaching Tip

Assign both pitches *D* and *B* to a more advanced child, pointing out the second to last measure on the visual when both pitches are played at the same time.

- Give children 30 seconds to look through the visual to locate their assigned pitches.
- Count off a slow, steady tempo (i.e., one-two-ready-go) and lead children in patting their assigned pitches as you track the visual with a pointer.
- Distribute Boomwhackers® (or alternative melodic instruments).
- Rehearse the accompaniment at a slow, steady tempo until children are confident. Gradually increase the tempo until the same as the Demo.
- Play Demo 34, and lead children in performing the Boomwhacker® accompaniment. (NOTE: There is a four-measure introduction before the accompaniment begins.)

### 3. Teach the Percussion Patterns.

### Teaching Tip

The percussion patterns can be played on any type of non-pitched percussion instrument. Consider creating three categories of percussion, assigning one pattern to each category (e.g, Drums on Pattern 1, Tambourines/Shakers on Pattern 2, Woodblocks/Rhythm Sticks on Pattern 3).

- Display “Rise and Shine” Percussion Pattern Visuals.
- Point out the repeat signs on each visual, explaining that each pattern is repeated continuously until directed to stop.
- Rehearse the percussion patterns by clapping each rhythm together.
- Divide children into three groups and assign a pattern to each.
- Distribute non-pitched percussion instruments.
- Rehearse each group on their assigned percussion pattern.
- Play Demo 34, and lead children in performing the percussion patterns for the entire song. (NOTE: Begin playing after the four-measure introduction.)

#### “Rise and Shine” Percussion Pattern Visuals



# Rise and Shine Partners

For 2-Part Voices  
with opt. Boomwhackers®

Traditional Sunday School Song  
Arranged by Terry D. Taylor  
New Words and Music by Terry D. Taylor

*Joyfully* (♩ = 112)

5 *Boomwhackers*

8



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17

*f*

We will rise and give You glo - ry! We will ex - alt You,

*f*

*f*

20

*mf*

*mf* Group 1

Rise\_ and shine\_ and give God the glo - ry, glo - ry,

*mf* Group 2

Lord. Ev' - ry morn - ing, we will ex - alt You.

*mf*

# Rise and Shine Partners

For 2-Part Voices  
with opt. Boomwhackers®

Traditional Sunday School Song  
Arranged by Terry D. Taylor  
New Words and Music by Terry D. Taylor

*Joyfully* (♩ = 112) *Group 1*  
**4** *mf Unison*



Rise\_ and shine\_ and give God the glo - ry, glo - ry,

7



rise\_ and shine\_ and give God the glo - ry, glo - ry. Rise and shine and

10 *f* *mf*



give God the glo - ry, glo - ry, chil - dren of the Lord.

*Group 2*

13 *mf Unison*



Ev' - ry morn - ing, we will ex - alt You. We will praise You

16 *f*



all of our days. We will rise and give You glo - ry!

19



We will ex - alt You, Lord.



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21

*mf* Group 1

Musical staff for Group 1, measures 21-22. The staff contains a melody line with lyrics: "Rise and shine and give God the glo - ry, glo - ry,"

Rise and shine and give God the glo - ry, glo - ry,

*mf* Group 2

Musical staff for Group 2, measures 21-22. The staff contains a melody line with lyrics: "Ev' - ry morn - ing, we will ex - alt You."

Ev' - ry morn - ing, we will ex - alt You.

23

Musical staff for Group 1, measures 23-24. The staff contains a melody line with lyrics: "rise and shine and give God the glo - ry, glo - ry."

rise and shine and give God the glo - ry, glo - ry.

Musical staff for Group 2, measures 23-24. The staff contains a melody line with lyrics: "We will praise You all of our days."

We will praise You all of our days.

25

Musical staff for Group 1, measures 25-26. The staff contains a melody line with lyrics: "Rise and shine and give God the glo - ry, glo - ry,". A dynamic marking of *f* is placed above the staff.

Rise and shine and give God the glo - ry, glo - ry,

Musical staff for Group 2, measures 25-26. The staff contains a melody line with lyrics: "We will rise and give You glo - ry!". A dynamic marking of *f* is placed above the staff.

We will rise and give You glo - ry!

27

Musical staff for Group 1, measures 27-28. The staff contains a melody line with lyrics: "chil - dren of the Lord." A dynamic marking of *mf* is placed above the staff. A bracket indicates a repeat from measure 21.

chil - dren of the Lord.

(back to meas. 21)  
(2nd time Fine)

Musical staff for Group 2, measures 27-28. The staff contains a melody line with lyrics: "We will ex - alt You, Lord." A dynamic marking of *mf* is placed above the staff. A bracket indicates a repeat from measure 21.

We will ex - alt You, Lord.

# RISE AND SHINE BOOMWHACKERS

Play 4x

The image shows two staves of musical notation for the song "Rise and Shine Boomwhackers". The first staff begins with a treble clef, a 4/4 time signature, and a repeat sign. The instruction "Play 4x" is written above the first measure. The notes are represented by colored ovals: red, teal, yellow, and orange on the first staff, and red, blue, green, yellow, and orange on the second staff. The notes are arranged in a sequence that follows the melody of the song. A large, semi-transparent watermark reading "Preview Only" is overlaid diagonally across the center of the image.

# PERCUSSION PATTERN 1

Musical notation for Percussion Pattern 1 in 4/4 time. The notation consists of two rows of notes on a single staff. The first row contains four quarter notes, followed by a double bar line and two dots. The second row contains three quarter notes, followed by a quarter rest, and then a double bar line and two dots.

# PERCUSSION PATTERN 2



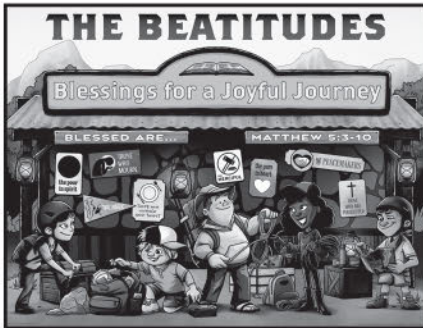
# PERCUSSION PATTERN 3

Musical notation for Percussion Pattern 3 in 4/4 time. The notation is arranged in two rows on a white background. The first row contains a 4/4 time signature, a repeat sign, and four quarter notes. The second row contains two eighth notes, a quarter note, a quarter note, and a repeat sign. A large, light gray watermark reading "Preview Only" is overlaid diagonally across the center of the page.

## Adventure Energizer

### 1. Teach the movements.

- Display *Joyful Journey* Theme Poster.



- Remind children Jesus used The Beatitudes to help people understand how to *journey* through the world while following Him in their faith.
- Invite volunteers to identify each Beatitude by using the signs pictured on the theme poster.
- Have children discuss how the characters on the theme poster might be preparing to go on journey.
- Display Adventure Energizer Visual, and point out each type of movement is a way to go on a journey.
- Demonstrate and practice the movements with children. (NOTE: Each movement is performed for eight beats.)

### Teaching Tip

Go to [growing-in-grace.com/adventureenergizervideo](http://growing-in-grace.com/adventureenergizervideo) to view a demonstration.

- **Hike the Trail**—March in place, as if hiking a trail.
- **Drive the Car**—Rotate a steering wheel, as if driving a car.
- **Gallop the Horse**—Hold reins and bounce up and down, as if riding a galloping horse.
- **Paddle the Kayak**—Paddle on alternating sides, as if paddling a kayak.
- **Climb the Mountain**—Climb upward, as if scaling a cliff.
- **Fly the Helicopter**—Extend pointer and middle fingers upward on both hands, making circular motions in the same direction as if tracing circles on the ceiling, emulating the rotor on a helicopter.
- **Ski the Slope**—Hold ski poles, and jump from side to side while pushing from front to back, as if downhill skiing.

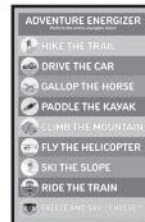
### MATERIALS NEEDED

- Track 20
- *Joyful Journey* Theme Poster
- Adventure Energizer Visual
- Adventure Energizer Video

### PREPARATION

- Print and prepare visual.
- Watch the video to become familiar with the energizer.

### Adventure Energizer Visual



# ADVENTURE ENERGIZER

Perform the entire energizer twice.



HIKE THE TRAIL



DRIVE THE CAR



GALLOP THE HORSE



PADDLE THE KAYAK



CLIMB THE MOUNTAIN



FLY THE HELICOPTER



SKI THE SLOPE



RIDE THE TRAIN



FREEZE AND SAY, "CHEESE!"

## Four More Beatitudes

### MATERIALS NEEDED

- Four More Beatitudes KIDPages
- Pencils
- Crayons, colored pencils, or markers
- Demo ## (optional)
- Bible, marked at Matthew 5:7-10 (optional)

### GUIDING CHILDREN

- Distribute KIDPages, pencils, and crayons, colored pencils, or markers.
- Read the instructions on the KIDPage with the children.
- Allow time for children to decode the badges and color the KIDPage.
- Play Demo ## while children work. (optional)

### ENRICHMENT

- Invite volunteers to help read Matthew 5:7-10, and lead a discussion about this second set of four Beatitudes. Help children identify ways to connect each Beatitude with experiences or people in their lives. (e.g., *the merciful*—people who show kindness and forgiveness; *the pure in heart*—people who want to please God with their thoughts and actions; *the peacemakers*—people who help others get along; *those who are persecuted*—people who are treated badly for doing good)

### Four More Beatitudes

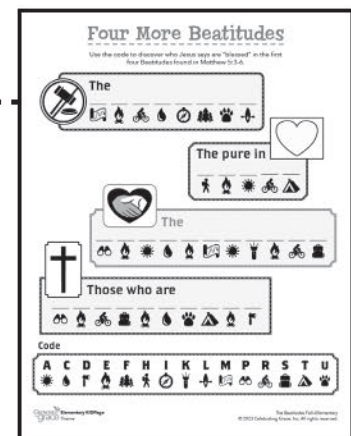
Answers:

MERCIFUL

HEART

PEACEMAKERS

PERSECUTED



## Four More Beatitudes

### MATERIALS NEEDED

- Four More Beatitudes KIDPages
- Pencils
- Crayons, colored pencils, or markers
- Demo ## (optional)
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### Four More Beatitudes

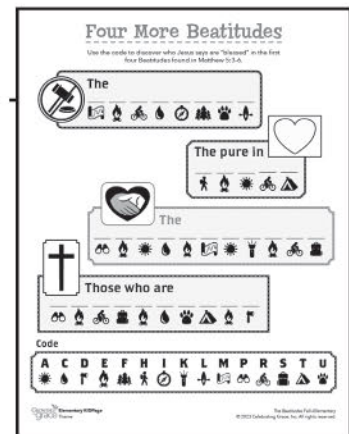
Answers:

MERCIFUL

HEART

PEACEMAKERS

PERSECUTED



# Four Beatitudes

Use the code to discover who Jesus says are "blessed" in the first four Beatitudes found in Matthew 5:3-6.



**1** The poor in



Those who



The



Those who hunger and thirst for



## Code

<b>E</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>K</b>	<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>U</b>

## Treasure in the Measure

### MATERIALS NEEDED

- Treasure in the Measure KIDPages
- Pencils
- Demo 36 (optional)
- Treasure in the Measure Cards (Activity Visuals) (optional)

### GUIDING CHILDREN

- Distribute KIDPages and pencils.
- Read the instructions on the KIDPage with the children.
- Allow time for children to complete the KIDPage.
- Play Demo 36 while children work. (optional)

### EXTENSION

- Play a music symbol identification game using the Treasure in the Measure Cards as flash cards, inviting children to use their KIDPages as an answer sheet.

### Treasure in the Measure

A  
C L  
C A J  
E \$ N L P  
L U O H R  
E B P G A  
R I M Q S  
A T E E P  
N O R A  
D R A  
O P  
R O J E  
V O T H R  
C T Z T M T M  
L B E K G P M A  
P I M H V Q Y L T R K L  
Y D Y W W K O K F A P P H B V  
M E Z Z O P I A N O R P A K M E  
T C J R T H K P Y D R U C N Q T  
J Q Z C L P B M T N R G Y P R R  
T R E B L E C L E F P I A N O  
K F Y B A S S C L E B J N F  
W O D N E C S E R C L Y  
P C N H E C M Q T  
J L C R W K  
C E  
R P M B  
F L A T  
Q S

**Treasure in the Measure**

Match symbols with up to five terms. Find three symbols words in the Word Search below. Find and circle the words. They are hidden backward, forward, up, down, or diagonally.

A TEMPO <i>al tempo</i>	MEZZO PIANO <i>mp</i>
ACCELERANDO <i>ritard.</i>	NATURAL
BASS CLEF	PIANO <i>p</i>
CRESCENDO	RITARDANDO <i>rit.</i>
DECRESCENDO	SHARP
FERMATA	SURITO
FLAT	
FORTE <i>f</i>	
MEZZO FORTE <i>mf</i>	TREBLE CLEF

# Treasure in the Measure

Music symbols tell us how to sing. Find these symbol words in the Word Search below. Find and circle the words. They are hidden forward, backward, up, down, or diagonally.

**A TEMPO**

*a tempo*

**ACCELERANDO**

*accel.*

**BASS CLEF**



**CRESCENDO**

**DECRESCENDO**

**FERMATATA**



**FLAT**



**FORTE**



**MEZZO FORTE**

*mf*

**MEZZO PIANO**

*mp*

**NATURAL**

**PIANO**

*p*

**RITARDANDO**

*rit.*

**SHARP**



**SUBITO**

*sub.*

**TREBLE**

**CLEF**



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



# Four Beatitudes

Use the code to discover who Jesus says are "blessed" in the first four Beatitudes found in Matthew 5:3-6.



**The poor in**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Those who**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**The**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Those who hunger and thirst for**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Code

<b>E</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>K</b>	<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>U</b>

## Treasure in the Measure

### MATERIALS NEEDED

- Treasure in the Measure KIDPages
- Pencils
- Demo 36 (optional)
- Treasure in the Measure Cards (Activity Visuals) (optional)

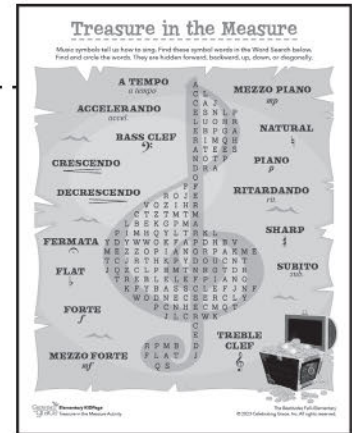
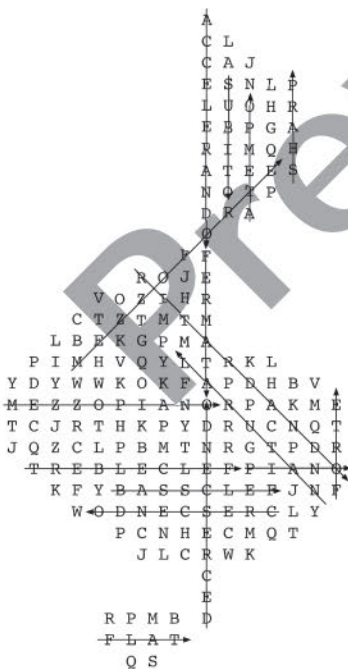
### GUIDING CHILDREN

- Distribute KIDPages and pencils.
- Read the instructions on the KIDPage with the children.
- Allow time for children to complete the KIDPage.
- Play Demo 36 while children work. (optional)

### EXTENSION

- Play a music symbol identification game using the Treasure in the Measure Cards as flash cards, inviting children to use their KIDPages as an answer sheet.

### Treasure in the Measure



# Treasure in the Measure

Music symbols tell us how to sing. Find these symbol words in the Word Search below. Find and circle the words. They are hidden forward, backward, up, down, or diagonally.

**A TEMPO**

*a tempo*

**ACCELERANDO**

*accel.*

**BASS CLEF**



**CRESCENDO**

**DECRESCENDO**

**FERMATATA**



**FLAT**



**FORTE**



**MEZZO FORTE**

*mf*

**MEZZO PIANO**

*mp*

**NATURAL**

**PIANO**

*p*

**RITARDANDO**

*rit.*

**SHARP**



**SUBITO**

*sub.*

**TREBLE CLEF**



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

