

GROWING  
in  
grace  
CHILDREN'S MUSIC CURRICULUM

# ALL CREATION SINGS



## Younger Children - Spring



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# Younger Children Spring

## Demonstration Recordings

### 1. We Delight in the King of Kings

Words and Music by Ruth Elaine Schram and Aren Newell Williams © 2017 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.

### 2. Christ Is Risen! Alleluia!

Words and Music by Milton and Joanne LeDoux © 2017 Billingsly Square Music, a division of Celebrating Grace, Inc. All rights reserved.

### 3. Praise His Holy Name

Based on Luke 4:1-12,36-38; Words by Trilby Jordan/Music by Sandy Wilkinson © 2017 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.

### 4. You Are There

Based on Psalms 46:1 and 119:114; Words and Music by Milton and Joanne LeDoux © 2017 Billingsly Square Music, a division of Celebrating Grace, Inc. All rights reserved.

### 5. Amen, Siakudumisa!

Words and Music by S.C. Molefe; Based on a South African Hymn/Arranged by Vicki Hancock Wright Words and Music © 1991 Lumko Institute. Used by Permission. All rights reserved.

### 6. In the Beginning

Based on Genesis 1:1; Words and Music by Elizabeth Gage © 2017 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.

### 7. Sing Praises to the Lord

Based on Psalm 150:6/Words and Music by Ruth Elaine Schram © 2017 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.

### 8. Kokoleoko

Traditional West African Folk Song © 2017 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.

### 9. World Beats

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### 10. Chook, Chook, Mrs. Hen

Traditional © 2017 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.

### 11. Psalm 150 Verse 6

Words and Chant by Karen Gosselin © 2017 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.

## Accompaniment Recordings

### 20. We Delight in the King of Kings

### 21. Christ Is Risen! Alleluia!

### 22. Praise His Holy Name

### 23. You Are There

### 24. Amen, Siakudumisa!

### 25. In the Beginning

### 26. Sing Praises to the Lord

### 27. Kokoleoko



### 12. Flight of the Bumblebee

Music by Nikolai Rimsky-Korsakov. Performed by Slovak Radio Symphony Orchestra, Anthony Bramall, Conductor. Courtesy of Naxos of America, Inc.

### 13. Six-Eight Is Great!

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### 14. Jesus Loves Me Chorus (Cherokee)

Words by Anna B. Warner/Music by William B. Bradbury

### 15. All Things Bright and Beautiful

Words by Cecil F. Alexander/Music Traditional English Melody/Arr. by Michael Evers Arr © 2010 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.

### 16. Fairest Lord Jesus

Words Anonymous German Hymn, Münster Gesangbuch Tr. Unknown/Music from Schlesische Volkslieder/Arranged by Richard Storrs Willis

### 17. This Is My Father's World

Words by Maltbie D. Babcock/Music by Franklin L. Sheppard

### 18. O for a Thousand Tongues to Sing

Words by Charles Wesley/Music by Carl G. Gläser

### 19. Jesus Loves Me

Words by Anna B. Warner/Music by William B. Bradbury

### 28. Chook, Chook, Mrs. Hen

### 29. Psalm 150 Verse 6

### 30. Six-Eight Is Great!

### 31. All Things Bright and Beautiful

### 32. Fairest Lord Jesus

### 33. This Is My Father's World

### 34. O for a Thousand Tongues to Sing

### 35. Jesus Loves Me

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Producer: Michael Graham at The Lodge, Indianapolis, IN  
Executive Producers: James Barnard and Dora Ann Purdy

# Curriculum Components

## Curriculum materials are located in the following folders:

- Songs (full choral score with keyboard accompaniment, Student Page [melody and lyrics only], and instrumental parts)
- Song Teaching Steps (step-by-step directions to teach each song)
- Activities (Checklist, Activity Visuals, Activity Teaching Steps, and Activity Pages [when needed] for each activity)
- KIDPages (Checklist, learning pages for children, and teaching steps for leaders)
- Session Plans (step-by-step plans for 15 weekly sessions)
- Song Teaching Visuals (Checklist and visuals used when teaching songs)
- Hymns (five hymns—two from fall semester and three for spring semester)
- Warm-ups/Energizers (Checklist, Warm-ups, Energizers, Vocalises, Teaching Steps, and related visuals)
- MultiPrint (similar curriculum components compiled into single PDFs for easy printing)
- PrintReady (multipage visuals combined into one image for large-format printers or multimedia presentation software)
- Demonstration Videos (demonstrations of choreography, movement activities, and sign language)

## Recordings

- Demo Recordings with voices are included for all songs and hymns.
- Accompaniment Tracks without voices are included for all songs and hymns.
- Movement and Activity Recordings are included.
- Demo and Accompaniment Recordings for spring semester hymns are included as well.

## CURRICULUM SONGS

- "Amen, Siakudumisa!"
- "Christ Is Risen! Alleluia!"
- "In the Beginning"
- "Praise His Holy Name"
- "We Delight in the King of Kings"
- "You Are There"

## MOVEMENT/ACTIVITY SONGS

- "Chook, Chook, Mrs. Hen"
- "Flight of the Bumblebee"
- "Jesus Loves Me" Chorus (Cherokee)
- "Kokoleoko"
- Psalm 150 Verse 6
- "Six-Eight Is Great!"
- World Beats

## HYMNS—Spring

- "All Things Bright and Beautiful"
- "This Is My Father's World"
- "Fairest Lord Jesus"

## HYMNS—Fall

- "O for a Thousand Tongues to Sing"
- "Jesus Loves Me"

## KIDPAGES

- "Amen, Siakudumisa!"
- Scripture Search
- "Christ Is Risen! Alleluia!"
- Easter Symbol Match-up
- "In the Beginning"
- Fishing for a Rhythm
- "Jesus Loves Me"
- Pictograph Story

## KIDPAGES (cont'd)

- "This Is My Father's World"
- Key Word Maze
- "We Delight in the King of Kings"
- Missing Letters
- "You Are There"
- Melody Match
- Tied Note Add-up

## ACTIVITIES

- A – The Animal Band
- B – Create a Creature
- C – Melody Roundabout
- D – "I Like Coffee, I Like Tea"
- E – Six-Eight Is Great
- F – Chime In on Hymns
- G – Musical Dominoes
- H – Psalm 139 Melodies
- I – Found Sounds
- J – "Kokoleoko"
- K – Bumblebee Art
- L – "Chook, Chook, Mrs. Hen"

## SONG TEACHING VISUALS

### GENERAL

- Body Scale Steps Visual
- Rhythm Cards 1-12
- Singing Skills Visuals 1-5
- Tie Over and Tie Under Visuals
- Up, Down, and Same Visuals
- Vocal Exploration Visuals

### SONG-RELATED

- "Amen, Siakudumisa!"
- "Masithi" Visual

## SONG TEACHING VISUALS (cont'd)

- "Christ Is Risen! Alleluia!"
- Alleluia Pronunciation and Definition Visual
- Bell Part Visual
- "In the Beginning"
- "In the Beginning" Rebus
- "Praise His Holy Name"
- EH-ee Diphthong Snake Visual
- "Praise His Holy Name" Key Words Visual
- "This Is My Father's World"
- "This Is My Father's World" Melody Strips 1-8
- "This Is My Father's World" Word Strips

## WARM-UPS/ENERGIZERS

- Psalm 150 Verse 6 Energizer
- World Beats Energizer

## DEMONSTRATION VIDEOS

- "Kokoleoko" Video
- World Beats Energizer Video

## THEME MATERIALS

- "Sing Praises to the Lord"
- All Creation Sings Theme Poster
- "Sing Praises to the Lord" Rebus Visuals
- All Creation Sings KIDPage and Teaching Steps
- Praise the Lord! Activity
  - Melody Pattern Cards 1-8
  - Praise the Lord! Activity Page
- Choreography Video

# You Are There

Unison with opt. Flute

Based on Psalms 46:1 and 119:114

Words and Music by  
Joanne LeDoux  
and Milton LeDoux

*Thoughtfully* (♩ = 92) *Flute (play second time only)*

The first system of music features a flute line and piano accompaniment. The flute line begins with a whole rest, followed by a melodic phrase starting on G4 and moving up stepwise to D5, then down to G4. The piano accompaniment consists of a steady eighth-note bass line in the left hand and a melody in the right hand that mirrors the flute's line. The tempo is marked as 'Thoughtfully' with a quarter note equal to 92 beats per minute. The dynamic is marked 'mp'.

The second system continues the musical piece. The flute line has a whole rest at the beginning, followed by a melodic phrase. The piano accompaniment continues with the same rhythmic pattern. The dynamic remains 'mp'.

The third system is marked with a box containing the letter 'A' and the number '9'. It features a unison vocal line and piano accompaniment. The vocal line has a whole rest at the beginning, followed by the lyrics: "When I am a - lone; \_\_\_\_\_ when I am a - fraid; \_\_\_\_\_". The piano accompaniment continues with the same rhythmic pattern. The dynamic is marked 'Unison mp'.

12

e - ven if I walk in the shad - ows,

15

God can hear my — prayer. Ev - 'ry-where I go,

*slight rit.* *a tempo*

*slight rit.* *a tempo*

18

ev - 'ry-where I stay,

21

e - ven when it seems God is si - lent with no hope an - y -

24

where, You, O, God, are my ref - uge.

27

*Second time to Coda* ☉

*Second time to Coda* ☉

You are there.

*Second time to Coda* ☉

30

**B** *mf*

I will trust Your Word, O God, and

33

do the things You say, for You are like a

36

rock and shield protecting me each day.

*D.C. al Coda*

⊕ CODA

39

Musical staff for voice, measures 39-41. The staff contains a whole rest in measure 39, followed by a quarter note G4 in measure 40, and a half note G4 in measure 41.

⊕ CODA

Musical staff for voice, measures 42-44. The staff contains whole rests in measures 42 and 43, and a whole note G4 in measure 44.

there.

⊕ CODA

Musical staff for piano, measures 39-41. The right hand plays a sequence of notes: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), B4 (quarter), A4 (quarter), G4 (quarter). The left hand plays a sequence of notes: G3 (quarter), A3 (quarter), B3 (quarter), C4 (quarter), B3 (quarter), A3 (quarter), G3 (quarter).

42

*slight rit.*

ENDING

Musical staff for voice, measures 42-44. The staff contains a whole rest in measure 42, followed by a quarter note G4 in measure 43, and a half note G4 in measure 44.

*slight rit.*

Musical staff for voice, measures 42-44. The staff contains a whole rest in measure 42, followed by a quarter note G4 in measure 43, and a half note G4 in measure 44.

You are there.

*slight rit.*

Musical staff for piano, measures 42-44. The right hand plays a sequence of notes: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), B4 (quarter), A4 (quarter), G4 (quarter). The left hand plays a sequence of notes: G3 (quarter), A3 (quarter), B3 (quarter), C4 (quarter), B3 (quarter), A3 (quarter), G3 (quarter).

# 4/23 You Are There

Unison with opt. Flute

Based on Psalms 46:1 and 119:114

Words and Music by  
Joanne LeDoux  
and Milton LeDoux

*Thoughtfully* (♩ = 92) **A** *mp*

8

When I am a - lone; \_\_\_\_\_ when I am a - fraid; \_\_\_\_\_

12

\_\_\_\_\_ e - ven if I walk in the shad - ows,

15 *slight rit.*

God can hear my \_\_\_\_\_ prayer. Ev - 'ry - where I go, \_\_\_\_\_

18

\_\_\_\_\_ ev - 'ry - where I stay, \_\_\_\_\_

21

e - ven when it seems God is si - lent with no hope an - y -

24

where, You, O God, are my ref - uge.

28 *Second time to Coda* **B** *mf*

You are there. I will trust \_ Your



Student Pages

32

Word, O God, — and do the things You say, for

*D.C. al Coda*

35

You are like a rock and shield pro - tect - ing me each day.

⊕ CODA

**ENDING**

39

there. You are there. —

Flute

**4/23** **You Are There**

Based on Psalms 46:1 and 119:114

Unison with opt. Flute

Words and Music by  
Joanne LeDoux  
and Milton LeDoux

*Thoughtfully* (♩ = 92) *Flute (play second time only)*

mp

**A**

25 *Second time to Coda* **B** *D.C. al Coda*

**⊕ CODA** **ENDING** *slight rit.*



## “You Are There”

### MATERIALS NEEDED

- Score
- Student Pages
- MP3 or CD Demo 4
- MP3 or CD Track 23
- MP3 or CD Player
- Ribbon (or streamer) for each child
- Emotions Visuals (from Psalm 150 Verse 6 Energizer)
- Bible marked at Psalm 46:1 and Psalm 119:14
- White board and marker
- Singing Skills Visuals 1-5
- Tie Under Visual
- Body Scale Steps Visual
- EH-ee Diphthong Snake Visual

### PREPARATION

- Print and prepare visuals.
- Display the Singing Skills Visuals throughout the teaching of this song.
- Enlist a flute player to play the Flute Part when you perform this song. Plan a time for the flute player to attend a rehearsal, so children will be able to practice with piano and flute accompaniment.

### POSSIBLE TEACHING SEQUENCE

- Rehearsal 1: Steps 1-2
- Rehearsal 2: Step 3
- Rehearsal 3: Step 4
- Rehearsal 4: Step 5
- Repeat Steps as needed.

### 1. Move to introduce the song.

- Distribute ribbons (or streamers).
- Play Demo 4, and lead children to move in the following manner:
  - Section A—Move ribbons in an arc overhead slowly from left to right for each two-measure phrase.
  - Section B—Move ribbons up and down in front of body on the half-note beat.

### 2. Discuss the meaning, and pray.

- Read the text of the song for the children.
- Display the Emotions Visuals, and have children identify which emotions are discussed in the song. (Answers will vary.)
- Ask volunteers to read Psalms 46:1 and 119:14.
- Explain that this song is based on the scriptures.
- Define *refuge* as a shelter that provides protection. Ask how God can be our refuge.
- Point out that the words of the song are directed to God, so this song is a prayer song.
- Lead children in prayer:
  - Ask for one prayer request from each child.
  - Have them bow their heads, and lead them in a prayer of thanksgiving that God is our Refuge.
  - Allow a moment of silent time for children to pray individually for the requests that were mentioned if they so desire.
  - Pray for any children who are absent as well as their families.
  - Ask for a child to volunteer to close the prayer for the group.

### 3. Teach Section A.

- Distribute ribbons.
- Play Demo 4 through measure 29, and lead children to hold the ribbon with one hand and pull it through the other hand for the length of each phrase, dropping it at the end of each phrase. Have them listen for words that are held for several beats.
- Ask volunteers to tell the words that were held for several beats. (*alone, afraid, prayer, go, stay, anywhere, refuge, there*) Write the words on the board as they list them.
- Repeat listening until they have listed all the words.
- Point to the Sing with a Tall Sound Singing Skills Visual.

### Emotions Visuals



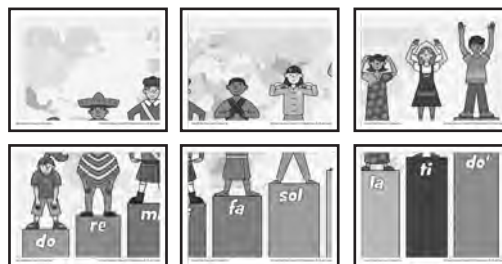
### Tie Under Visual



- Let children decide the main vowel sound for each word listed, and practice saying the words, speaking the vowels with a tall sound. Have them hold the vowel sound for each word for three or four beats as they speak, while pulling the ribbon through their hand.
- Distribute Student Pages, and have children look at the notes on the last syllable of *alone*.
- Ask if anyone knows what the curved line between the two notes is called and what it means to do. (tie; to hold through the value of both notes)
- Point to the Tie Under Visual to reinforce the meaning.
- Ask a volunteer to tell how long the last syllable of *alone* in measures 9-10 should be held. (four beats—the half note receives two beats, and two half notes are tied together to equal four beats)
- Repeat with the last syllable of *afraid* (meas. 11-12), *go* (meas. 17-18), and *stay* (meas. 19-20). (Each is held for four beats.)
- Point out the *crescendo* and *decrescendo* marks above each set of tied notes. Explain that getting slightly louder then softer as they hold the vowel sound will help them keep the sound moving and stay on pitch.
- Echo sing Section A in two-measure phrases, pulling a ribbon through your hand and dropping it when children should cut off.
- Play Demo 4, leading children to sing phrases with tall vowels and precise cutoffs.

### 4. Teach Section B.

- Echo sing the melody of measures 31-32 on *sol* syllables while showing Body Scale positions. (Refer to Body Scale Steps Visual as needed. Assemble Body Scale Steps Visual as shown.)



- Echo sing measures 33-34 then sing the four-measure phrase with text.
- Demonstrate *for you* (pickup on beat 4 of meas. 34 through beat 1 of meas. 35) while showing Body Scale positions to show children the large leap. Have them stand on tiptoes as they sing *la*.



- Echo sing measures 35-38 on *bah*, showing Body Scale positions on the first two pitches. Repeat with text.

## Singing Skills Visuals 1-5



## EH-ee Diphthong Snake Visual



- Distribute Student Pages, and lead children to sing all of Section B with text.
- Explain the road map of the song: Sing from the beginning through measure 38. At *D.C. al Coda*, repeat back to the beginning, and sing through measure 28. At *Second time to Coda*, skip to the CODA in measure 39, and sing to the end.
- Have children sing the entire song, moving their arms in arcs like they moved with ribbons in Step 1 during Section A. Lead them to show Body Scale positions in measures 31-32 and on *for You* during Section B.

## 5. Polish the song.

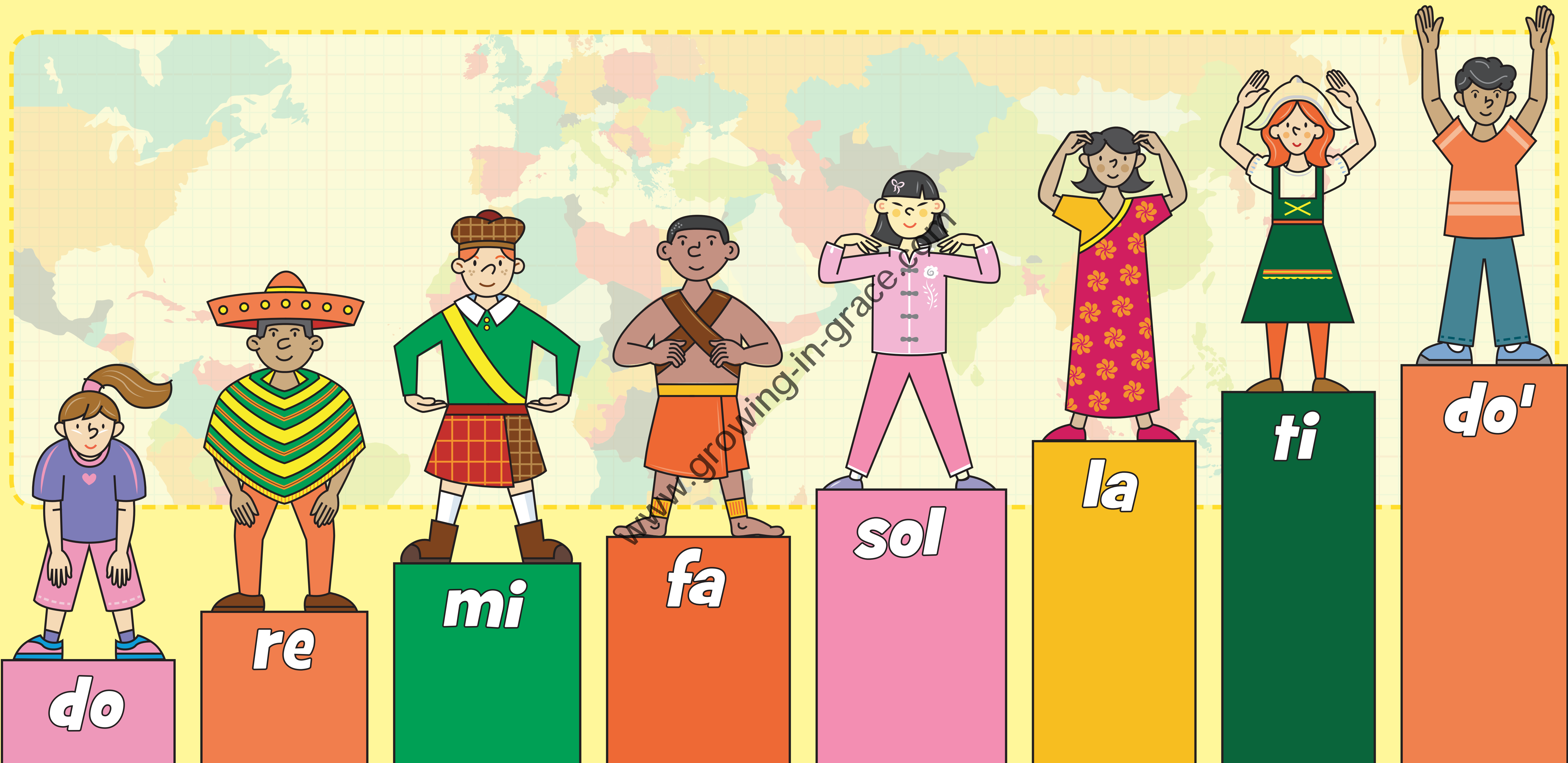
- Display the EH-ee Diphthong Snake Visual along with the Singing Skills Visuals.
- Point out the words with the EH-ee diphthong in the song (*afraid, stay, say, day*).
- Have children sing these words on the pitches from the song in measures 11, 19, 34, and 38, concentrating on holding the EH vowel until the cutoff.
- Work on problem spots in the song.
- Lead children to sing the entire song with piano accompaniment or Track 23.
- Discuss ways in which the children participate in worship individually and ways they participate in worship as a group. Consider having a child lead a prayer as a way to introduce this song in worship.
- Sing the entire song with accompaniment and flute (if using the flute) or Track 23. Lead children to sing the song as a prayer.

## Options

Teach these movements for Section B. Have the choir perform them or assign a few children to perform them when singing this song for a worship service.

- **I**—Point to self.
- **trust**—Move both open hands, palms facing body and left slightly higher than right, downward into fists.
- **Your Word**—Sign *Jesus* (touch right middle finger to middle of left palm then left middle finger to middle of right palm) then place hands together like a book.
- **do**—Form a C with both hands, point them downward at waist level then move them right and left several times.
- **You**—Hold hand up above head, palm facing you.
- **say**—Place pointer finger at lips, perpendicular to the floor, and roll forward away from mouth.
- **You**—Hold hand up above head, palm facing you.
- **rock**—Touch right hand fist to back of left hand fist, then move both hands to form a circle in front of you, forming the shape of a rock.
- **protecting**—Place left fist behind right fist (in a pound fists position), and push hands out slightly.
- **each day**—Brush right cheek with right thumb with other fingers in a fist.

Teach the optional harmony at the Ending to a few strong singers.



do

re

mi

fa

sol

la

ti

do'

## The Animal Band

### SMALL-GROUP ACTIVITY

The Animal Band teaches children to identify musical road signs and follow them as they speak a fun poem.

### MATERIALS NEEDED

- The Animal Band Visual
- Hand drum or cow bell

### PREPARATION

- Print and prepare the visual.

#### Animal Band Visual



### 1. Identify the musical road signs.

- Display The Animal Band Visual.
- Have children count the musical road signs on the visual. (seven)
- Discuss each road sign and its function:
  - $\text{||:}$  (forward repeat sign)—the point at which you begin a repeat
  - $\text{:||}$  (backward repeat sign)—tells you to begin again, starting at the forward repeat sign
  - $\text{||}^1$  (first ending sign)—always ends with a backward repeat sign, indicating to go back to the forward repeat sign and perform that section again.
  - $\text{||}^2$  (second ending sign)—after a repeat, the second ending indicates to skip the first ending and go straight to the second ending.
  - *D.C al Coda*—directs you to go back to the beginning then to the CODA where indicated
  - *Third time to Coda* ⊕ —indicates the point at which you skip to the CODA, after performing the preceding section for the third time
  - ⊕ CODA—the ending

### 2. Speak the poem.


- Play a steady beat on a hand drum or cow bell.
- Lead the children in speaking the poem on the steady beat, following the musical road signs.
- Repeat, having children add expression to make the animal band “come alive.”

# The Animal Band


Words and Music by  
Terry D. Taylor and Carol Dickerson



8/8 ||:    
Sir Mis - ter Swan waved his ba - ton, lead - ing the an - i - mal band.



 *Third time to Coda*    
Wild - ly they played! What a pa - rade! Give all the play - ers a hand!

1    
Newt's on the flute, Bear's on the snare, and Hum - ming - bird's strum - ming her harp.

   
On the bas - soon is Mis - ter Rac - coon, and El - e - phant trum - pets his part.

2    
Snail plays the bell, his wife plays the fife, and Croc - o - dile crash - es the gong! Sir

 *D.C. al Coda*    
Skunk and Sir Vul - ture said, "Wow, this is cul - ture! These crea - tures can sure play a song."

 CODA    
Let's all stand and give them a hand! Hoo - ray! Hoo - ray! Hoo - ray!

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||: **Sir Mister Swan** waved his baton,  
leading the animal band.  
**Wildly they played! What a parade!**  
**Give all the players a hand!** *Third time to Coda* ⊕

1  
**Newt's on the flute. Bear's on the snare,**  
**And Hummingbird's strumming her harp.**  
**On the bassoon is Mister Raccoon,**  
**And Elephant trumpets his part. :||**

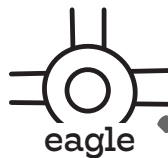
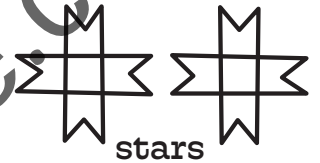
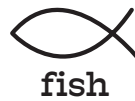
2  
**Snail plays the bell, his wife plays the fife,**  
**and Crocodile crashes the gong!**  
**Sir Skunk and Sir Vulture said, "Wow! this is culture!**  
**These creatures can sure play a song!"** *D.C. al Coda* ⊕

⊕ CODA

**Let's all stand and give them a hand!**  
**Hooray! Hooray! Hooray!**

# Pictograph Story

You have learned to sing the chorus of "Jesus Loves Me" in the Cherokee language. Cherokee and other Native Americans also used pictographs as part of their language. Read the following story and fill in the blanks with an appropriate pictograph. Pictographs may be used more than once.



The day had finally arrived for our trip to the \_\_\_\_\_. We were \_\_\_\_\_ because the weather forecast called for \_\_\_\_\_. We were planning to swim and also catch some \_\_\_\_\_. But by the time we arrived, the \_\_\_\_\_ was shining, which made us \_\_\_\_\_. We enjoyed a fun day at the \_\_\_\_\_. We saw a \_\_\_\_\_ swimming slowly by and an \_\_\_\_\_ flying overhead. At the end of the day we built a \_\_\_\_\_ and looked up at the \_\_\_\_\_ and \_\_\_\_\_. We thanked God for His wonderful creation and for a fun day at the \_\_\_\_\_.



# Pictograph Story

## MATERIALS NEEDED

- Pictograph Story KIDPages
- Pencils or crayons
- MP3 or Demo 14 (optional)
- MP3 or CD Player (optional)

## GUIDING CHILDREN

- Distribute KIDPages and pencils or crayons.
- Tell children a pictograph is a picture that represents a word or phrase and was the earliest form of writing. Native Americans wrote pictographs on rocks, cave walls, and buffalo hides to tell stories and communicate important messages.
- Have children complete the story by drawing an appropriate pictograph in each blank. (It will be helpful to read the story, with blanks, all the way through with the children first. Pictographs may be used more than once.)

## EXTENSION

- Listen to Demo 14 to learn the pronunciation of the Cherokee words for the Chorus of "Jesus Loves Me." (optional)
- Sing the Chorus of "Jesus Loves Me" in Cherokee with Demo 14. (optional)

### Pictograph Story

#### Answers:

The day had finally arrived for our trip to the . We were because the weather forecast called for . We were planning to swim and also catch some . But by the time we arrived, the was shining, which made us . We enjoyed a fun day at the . We saw a swimming slowly by and an flying overhead. At the end of the day we built a and looked up at the and . We thanked God for His wonderful creation and for a fun day at the .

