GROWING in grace
CHILDREN'S MUSIC CURRICULUM

Younger Children - Spring

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Younger Children Spring

Demonstration Recordings

1. **Ev'ry Time I Feel the Spirit**
   Traditional Spiritual/New Words by Jeremy Russell/ Arranged by Vicki Tucker Courtney © 2018 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
2. **A Servant Heart**
   Words and Music by Elizabeth Gage © 2018 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
3. **Go Out with Joy**
   Based on Isaiah 55:12/Words and Music by Cindy Berry © 2018 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
4. **Slow Down**
   Based on Jeremiah 29:11/Words and Music by Marion Gerow and Denise Nolen © 2018 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
5. **Hosanna, Hosanna, Hosanna!**
   Words and Music by Terry D. Taylor © 2018 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
6. **Today Is the Day**
   Words and Music by Becki Slagle Mayo and Aren Newell Williams/Incorporating EASTER HYMN from *Lyra Davidica* © 2018 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
7. **Growing in the Spirit**
   Words and Music by Carol Huffman Dickerson © 2018 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
8. **Amazing Grace (a cappella)**
   Words by John Newton/Music from Benjamin Shaw and Charles H. Spilman's *Columbian Harmony,* 1829
9. **Chocolate Cookie**
   Music "Sarasponda," Dutch Folk Song.
10. **"Feel the Spirit" Vocalise**
    Based on "Ev'ry Time I Feel the Spirit" arranged by Vicki Tucker Courtney © 2018 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
11. **Grow It! Energizer**
    Created by Keith Watson, Debbie Stevens, and Debbie Rice © 2018 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
12. **On a Day Like This**
    Traditional © 2018 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.

13. **Prelude in C**
    From *The Well-Tempered Clavier, Book 1* by J. S. Bach
14. **Rhythm Quest**
    © 2018 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
15. **Rock, Rock, How I Wander**
    Traditional Singing Game © 2018 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
16. **"Today Is the Day" Vocalise**
    Based on "Today Is the Day" by Becki Slagle Mayo and Aren Newell Williams © 2018 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
17. **Turkish March**
    "Rondo alla Turca," from *Sonata No. 11* by W.A. Mozart
18. **Come, Thou Almighty King**
    Words Anonymous/Music by Felice de Giardini
19. **Amazing Grace! How Sweet the Sound**
    Words by John Newton/Music from Benjamin Shaw and Charles H. Spilman's *Columbian Harmony,* 1829/ Arranged by Edwin O. Excell
20. **Joyful, Joyful, We Adore Thee**
    Words by Henry van Dyke/Music by Ludwig van Beethoven, harm. by Edward Hodges
21. **Now Thank We All Our God**
    Words by Martin Rinkart, tr. Catherine Winkworth/ Music by Johann Crüger, harm. by Felix Mendelssohn
22. **O How I Love Jesus**
    Words by Frederick Whitfield/Music American Melody, 19th cent.

Accompaniment Recordings

23. **Ev'ry Time I Feel the Spirit**
24. **A Servant Heart**
25. **Go Out with Joy**
26. **Slow Down**
27. **Hosanna, Hosanna, Hosanna!**
28. **Today Is the Day**
29. **Growing in the Spirit**
30. **Chocolate Cookie**
31. **"Feel the Spirit" Vocalise**
32. **On a Day Like This**
33. **"Today Is the Day" Vocalise**
34. **Come, Thou Almighty King**
35. **Amazing Grace! How Sweet the Sound**
36. **Joyful, Joyful, We Adore Thee**
37. **Now Thank We All Our God**
38. **O How I Love Jesus**

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Producer: Michael Graham at The Lodge, Indianapolis, IN
Executive Producer: James Barnard

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])
- 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)
- Theme Materials (Checklist and all theme-related materials from the fall semester)
- 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 two fall semester hymns are included as well.

CURRICULUM SONGS

- "A Servant Heart"
- "Ev'ry Time I Feel the Spirit"
- "Go Out with Joy"
- "Hosanna, Hosanna, Hosanna!"
- "Slow Down"
- "Today Is the Day"

MOVEMENT/ACTIVITY SONGS

- "Amazing Grace" *(a cappella)*
- "Chocolate Cookie"
- "Feel the Spirit" Vocalise
- Grow It! Energizer
- "On a Day Like This"
- "Prelude in C"
- Rhythm Quest
- "Rock, Rock, How I Wander"
- "Today Is the Day" Vocalise
- "Turkish March"

HYMNS—Spring

- "Amazing Grace! How Sweet the Sound"
- "Come, Thou Almighty King"
- "Joyful, Joyful, We Adore Thee"

HYMNS—Fall

- "Now Thank We All Our God"
- "O How I Love Jesus"

KIDPAGES

"A Servant Heart"
- A Servant's Fruit

"Ev'ry Time I Feel the Spirit"
- When Should We Pray?

"Go Out with Joy"
- Music Symbol Search

"Hosanna, Hosanna, Hosanna!"
- Find What Is Different

"Joyful, Joyful, We Adore Thee"
- "Joyful, Joyful, We Adore Thee"

KIDPAGES (cont'd)

"Today Is the Day"
- Final Consonants

GENERAL

- Praise God with Instruments
- Who Is Jesus?

ACTIVITIES

A—Pass the Light
B—"Come, Thou Almighty King"
C—Melodic Direction
D—"Chocolate Cookie"
E—"Rock, Rock, How I Wander"
F—All Creatures Rhythm Rondo
G—"Slow Down" Memory Game
H—"Amazing Grace" Accompaniment
I—Major and Minor
J—Music Day in the Park
K—Hosanna Bells
L—Play a Rhythm for Today

SONG TEACHING VISUALS

GENERAL

- *Crescendo* Visual
- *Decrescendo* Visual
- Diphthong Dog Visual and Balloon Add-ons
- Fruity Scale Ladder
- Posture Visuals 1-2
- Sing/Don't Sing Signs
- Vocal Direction Visuals

SONG-RELATED

"A Servant Heart"
- "A Servant Heart" Teaching Charts 1-2
- "A Servant Heart" Verses 1-3 Rebuses

"Ev'ry Time I Feel the Spirit"
- Chorus Cue Cards 1-4

SONG TEACHING VISUALS

SONG-RELATED (cont'd)

"Go Out with Joy"
- Melody Map

"Hosanna, Hosanna, Hosanna!"
- Hosanna Pronunciation Visual

"Slow Down"
- "Slow Down" Form Cards

"Today Is the Day"
- "Today Is the Day" Ending Visual

WARM-UPS/ENERGIZERS

- "Feel the Spirit" Vocalise
- Fruity Freeze Guys Energizer
- Let's Articulate Warm-up
- Let's Get Moving! Energizer
- "On a Day Like This" Energizer
- Prelude to Singing Warm-up
- "Today Is the Day" Vocalise

DEMONSTRATION VIDEOS

- "A Servant Heart" Sign Language Video
- Prelude to Singing Video
- "Rock, Rock, How I Wander" Video

THEME MATERIALS

- "Growing in the Spirit"
- *Fruit of the Spirit* Theme Poster
- Road Map Visuals
- "Growing in the Spirit" Sign Language Video
- Fruity Fun KIDPage and Teaching Steps
- Pass the Fruit, Please! Activity
  - "Fruit of the Spirit Scripture Chant" Visual
  - Scripture Strips
  - Pass the Fruit, Please! Theme Activity Video
- Grow It! Energizer
  - Grow It! Energizer Visual
  - Grow It! Energizer Video

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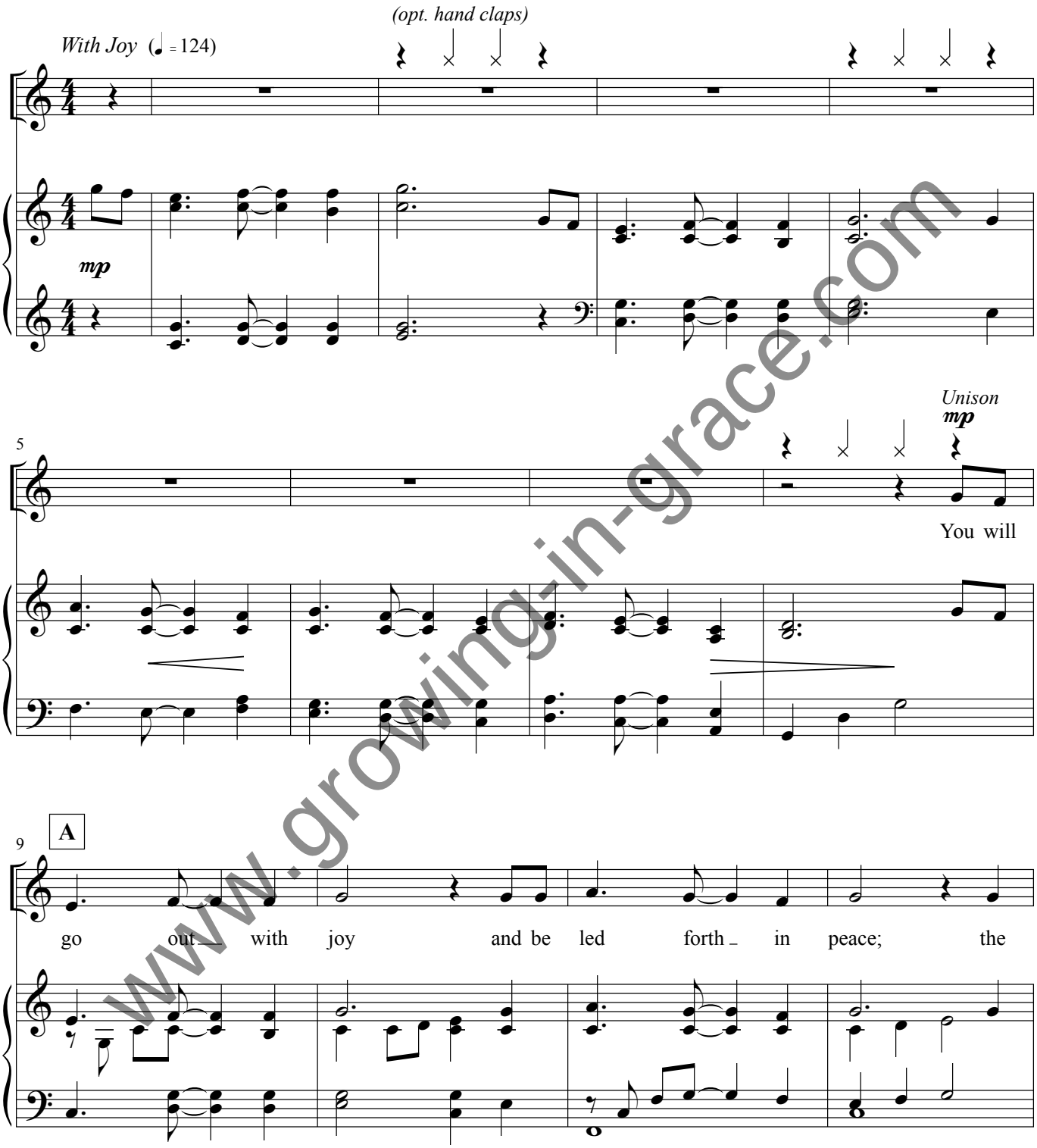
3/25 Go Out with Joy

For Unison or Opt. 2-Part Voices, Accompanied

Isaiah 55:12

Words and Music by
Cindy Berry



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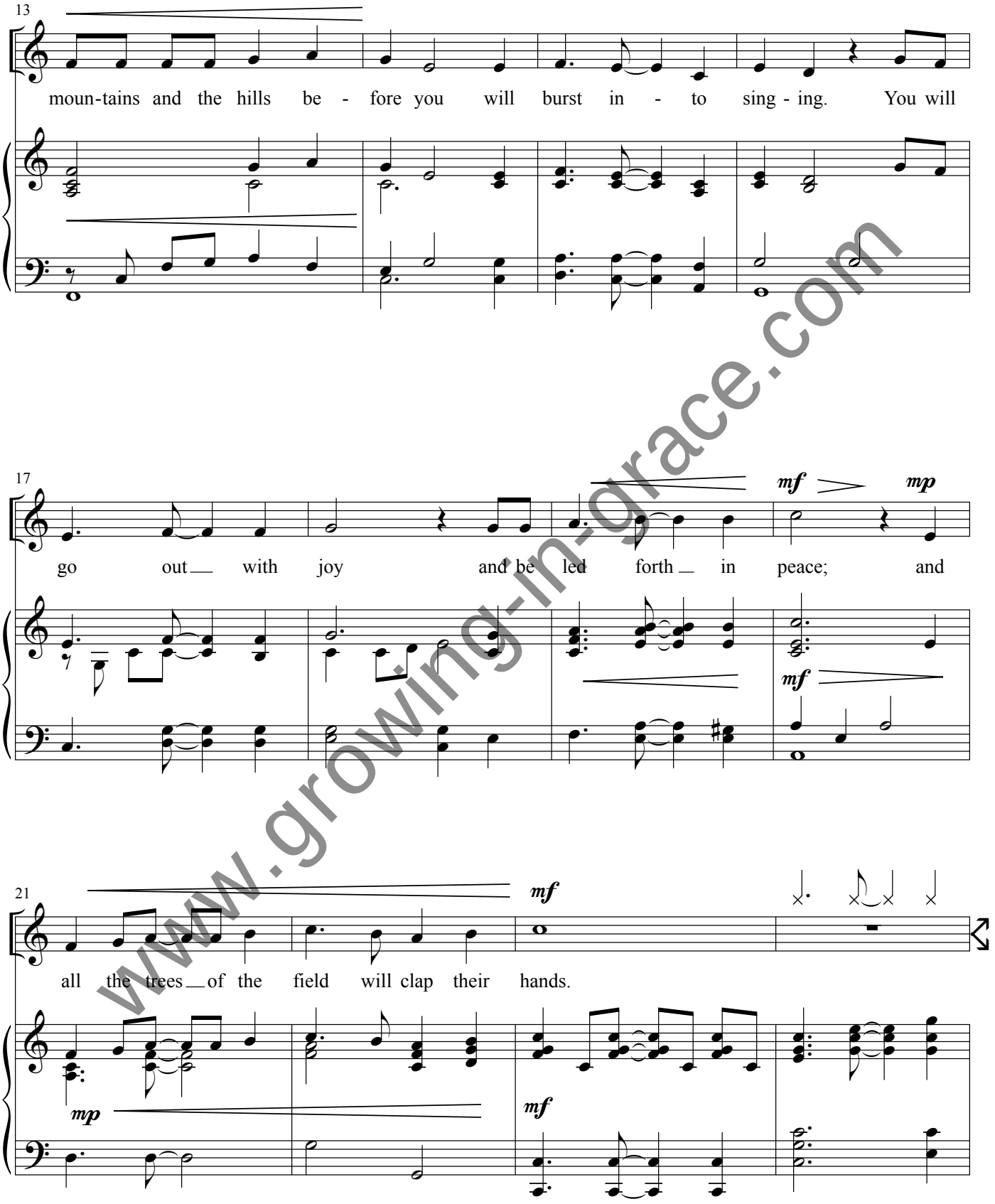

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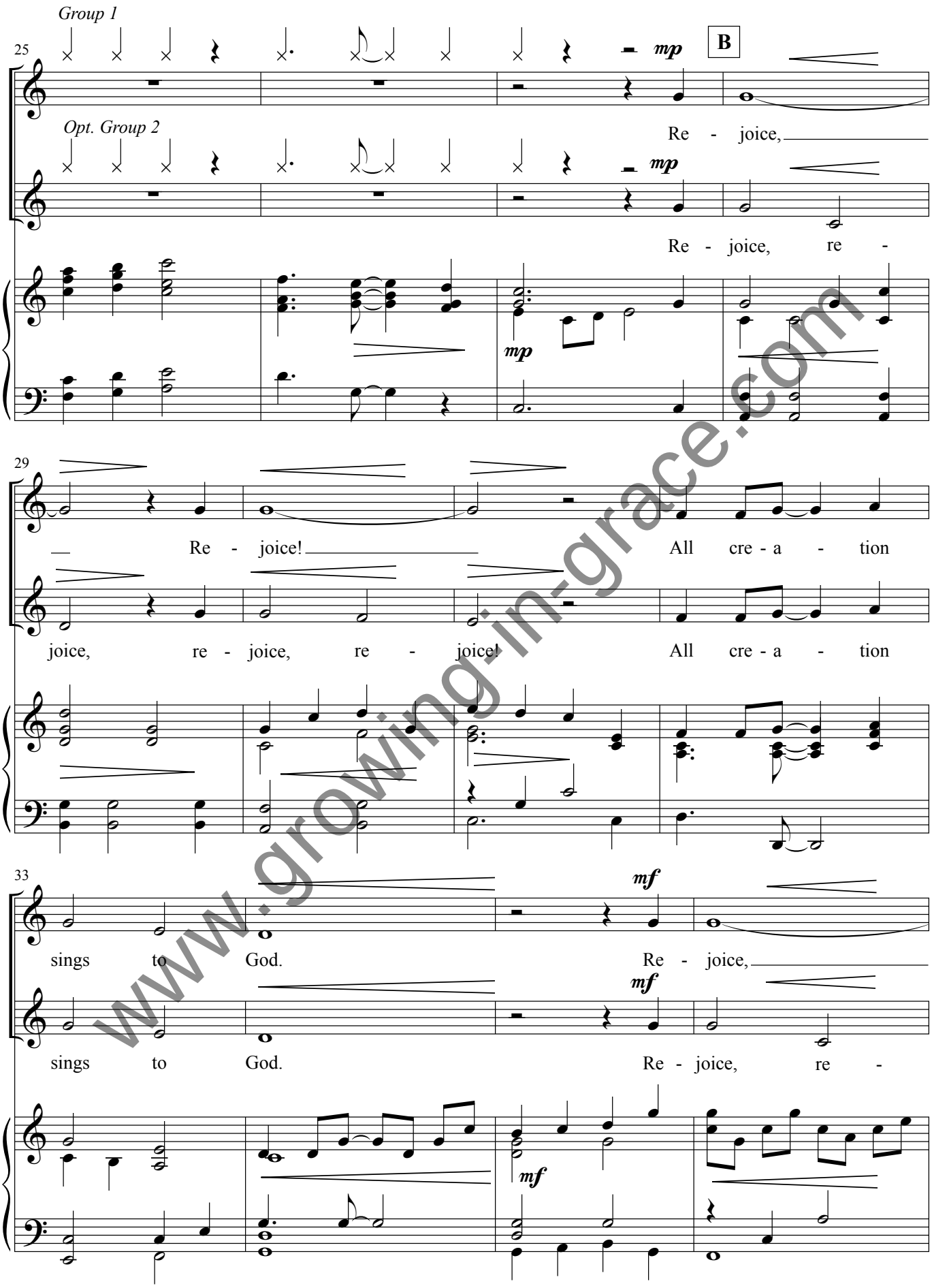

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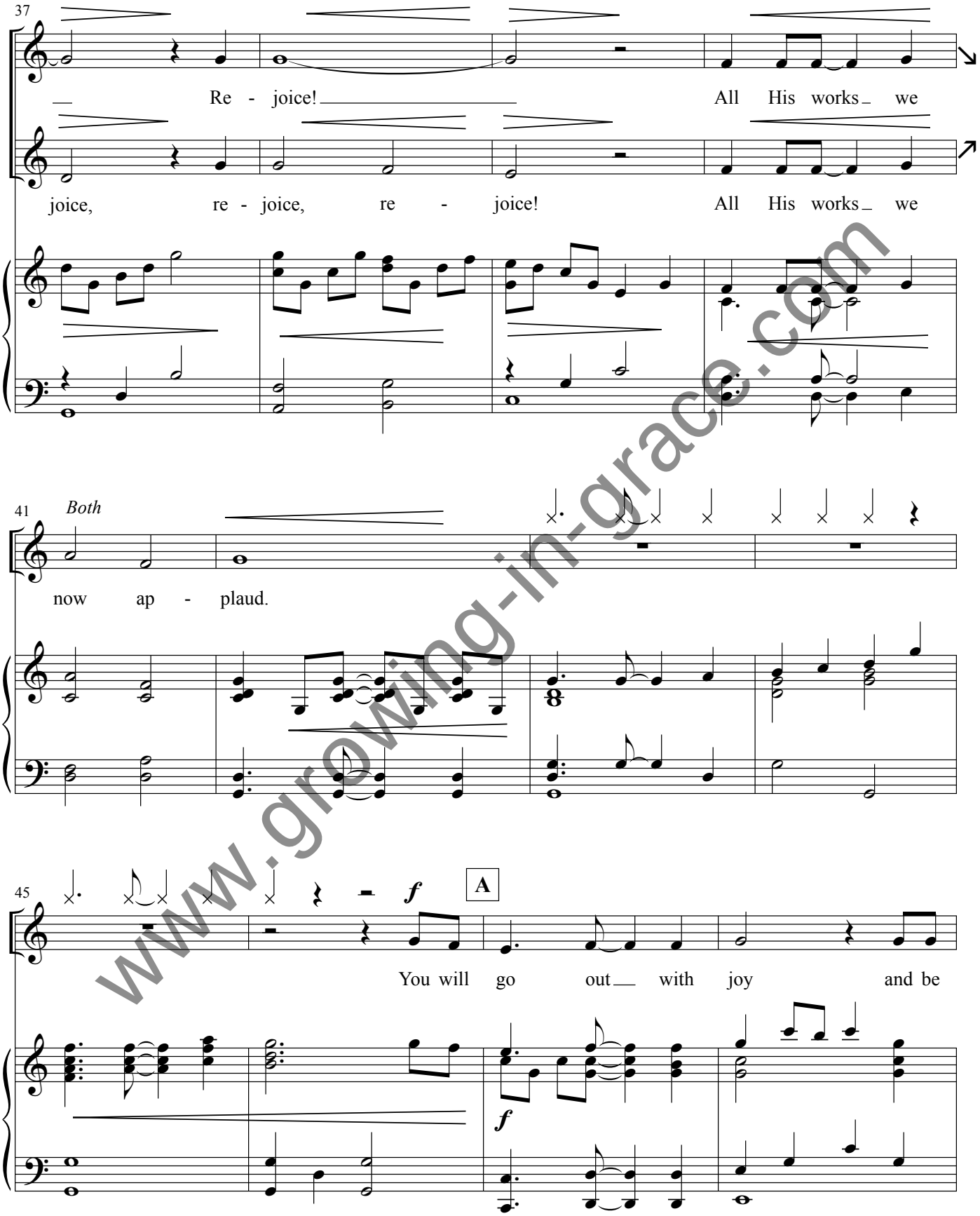

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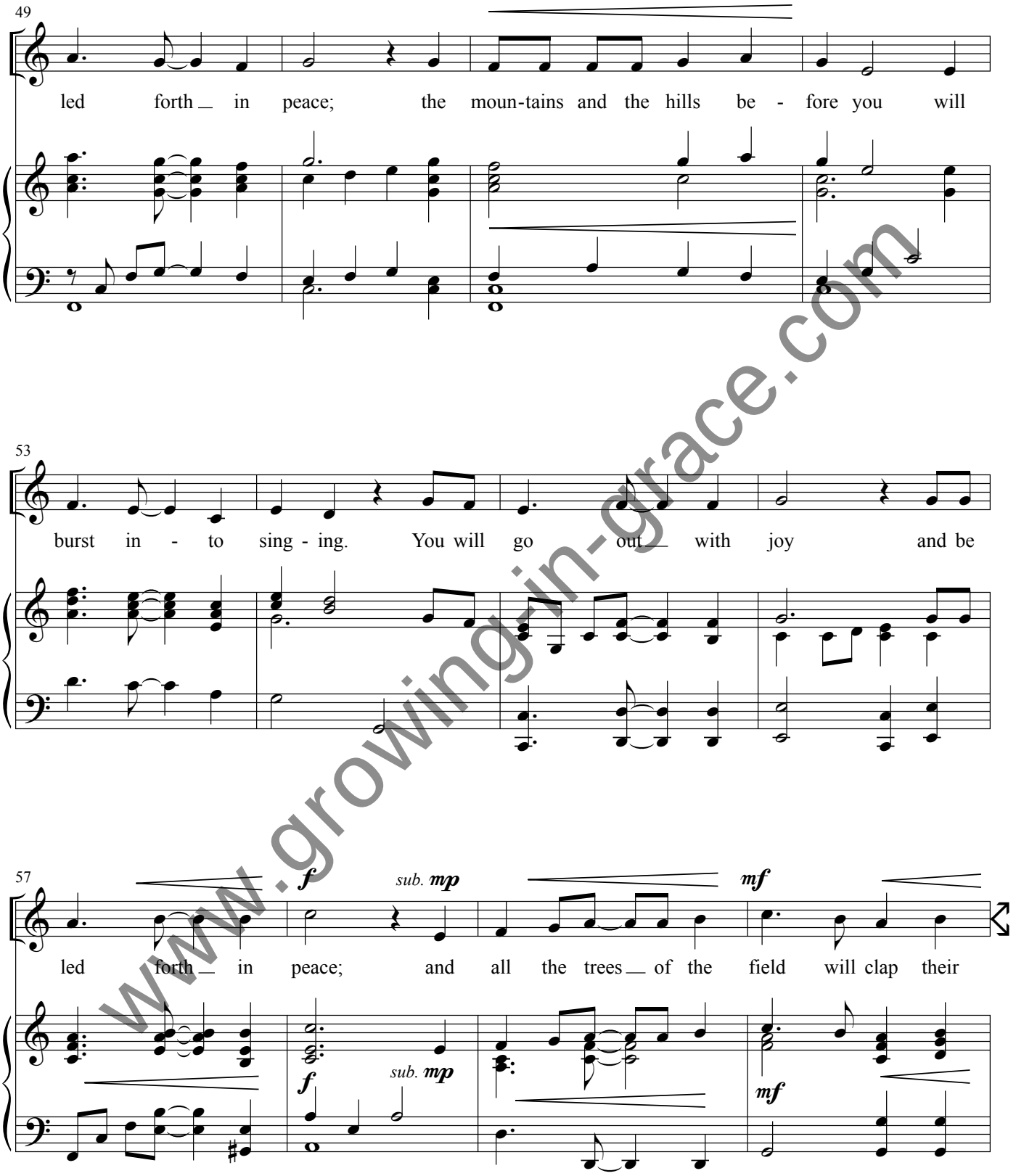

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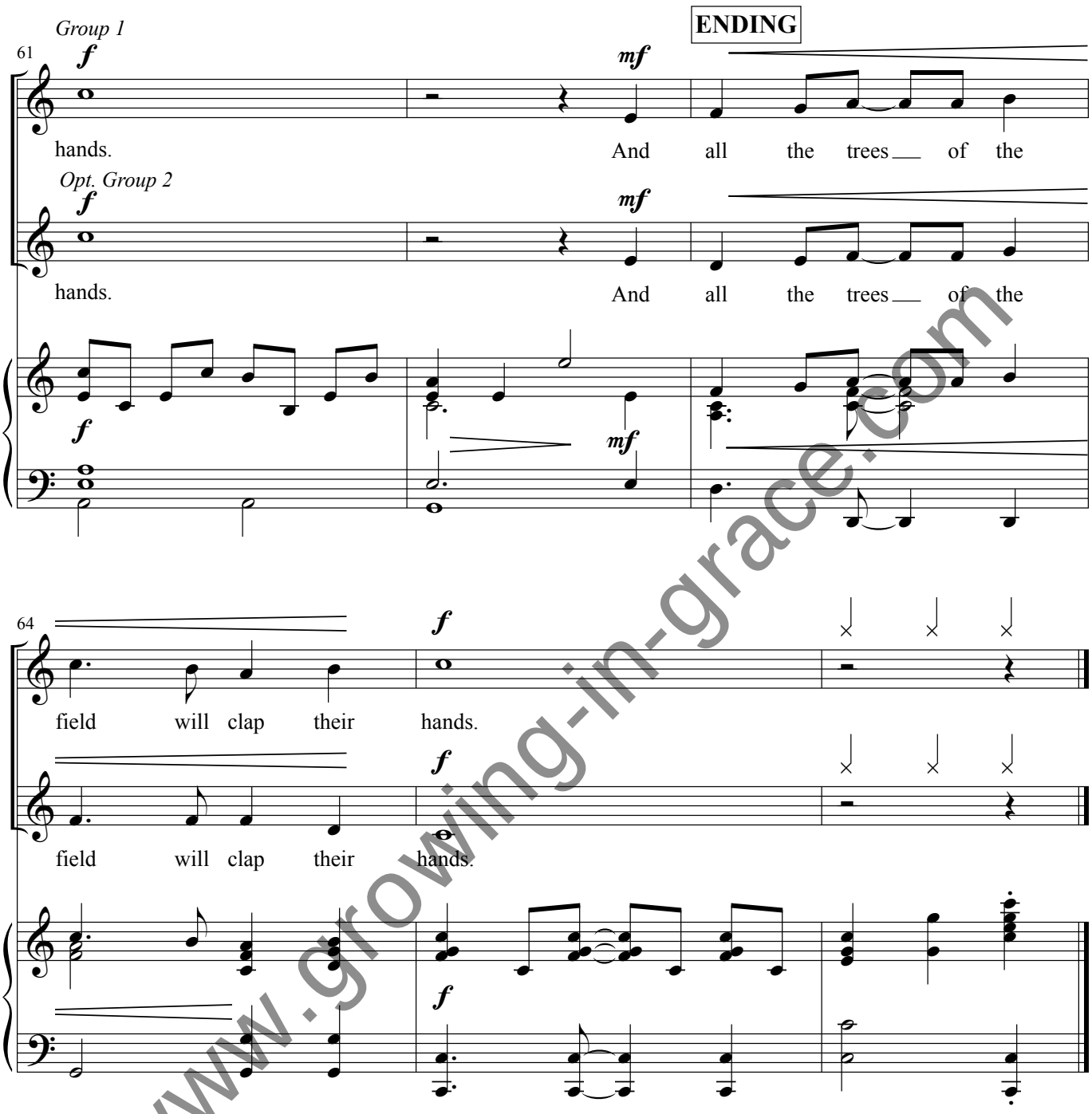

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Student Pages

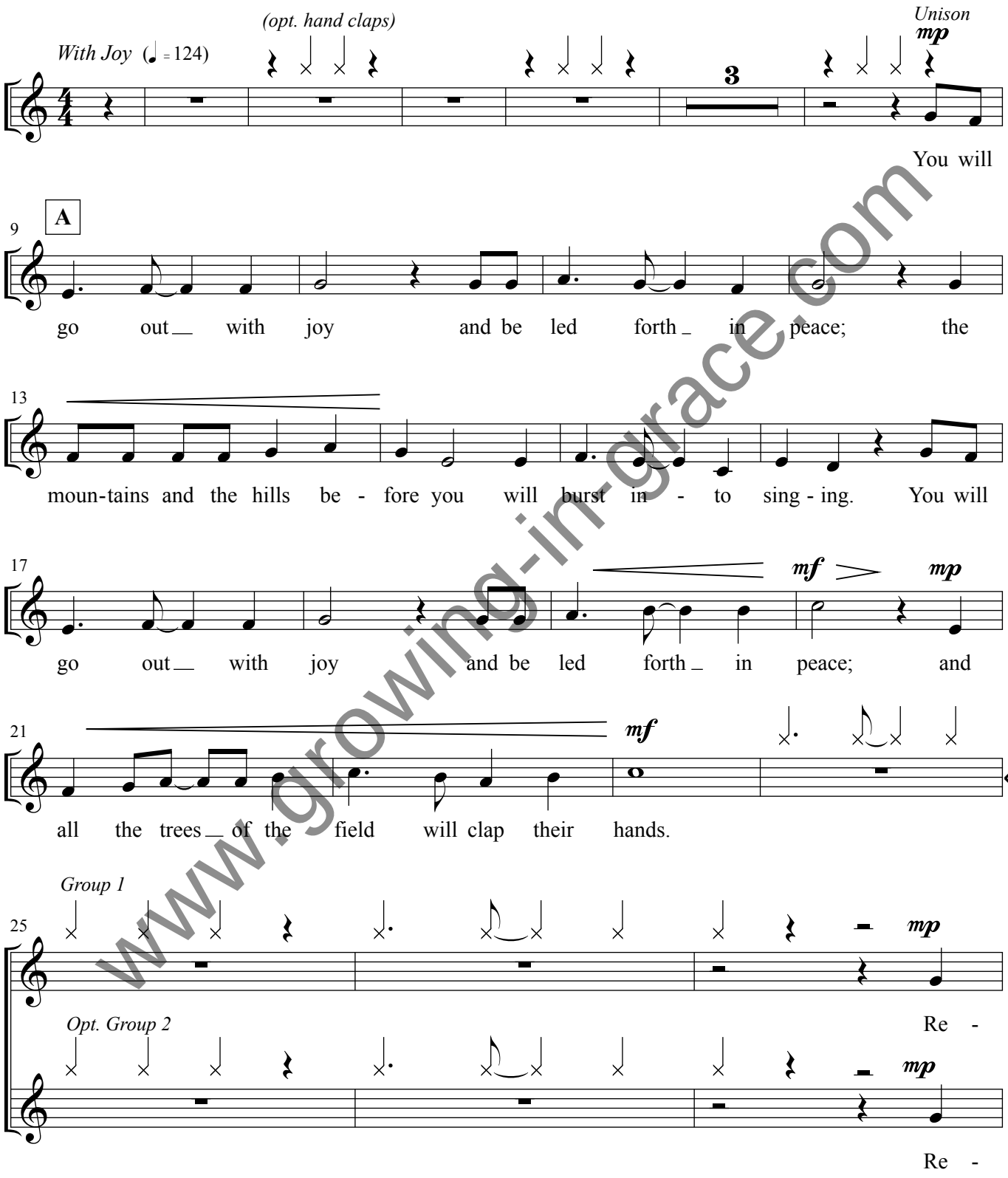
3/25

Go Out with Joy

For Unison or Opt. 2-Part Voices, Accompanied

Isaiah 55:12

Words and Music by
Cindy Berry



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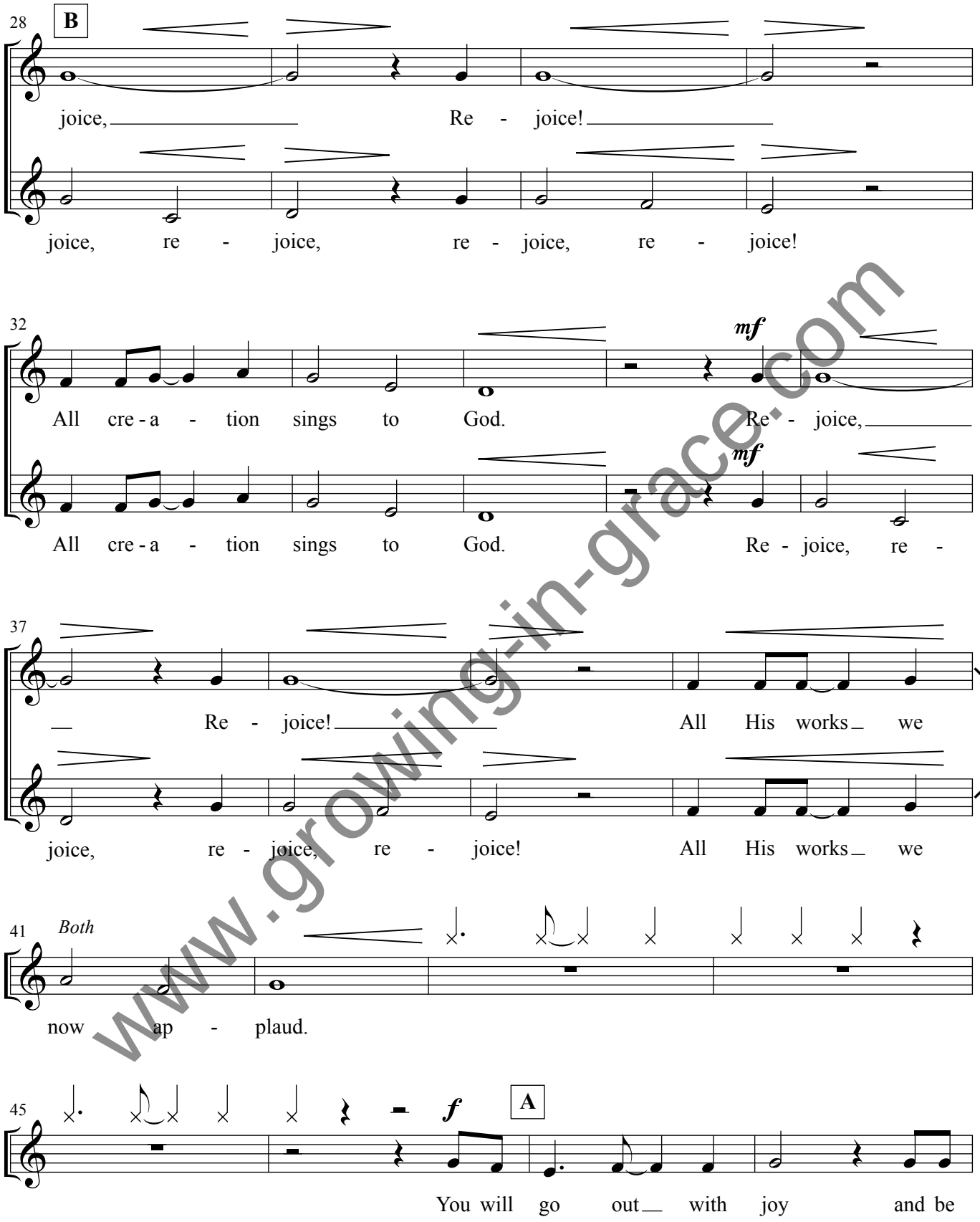

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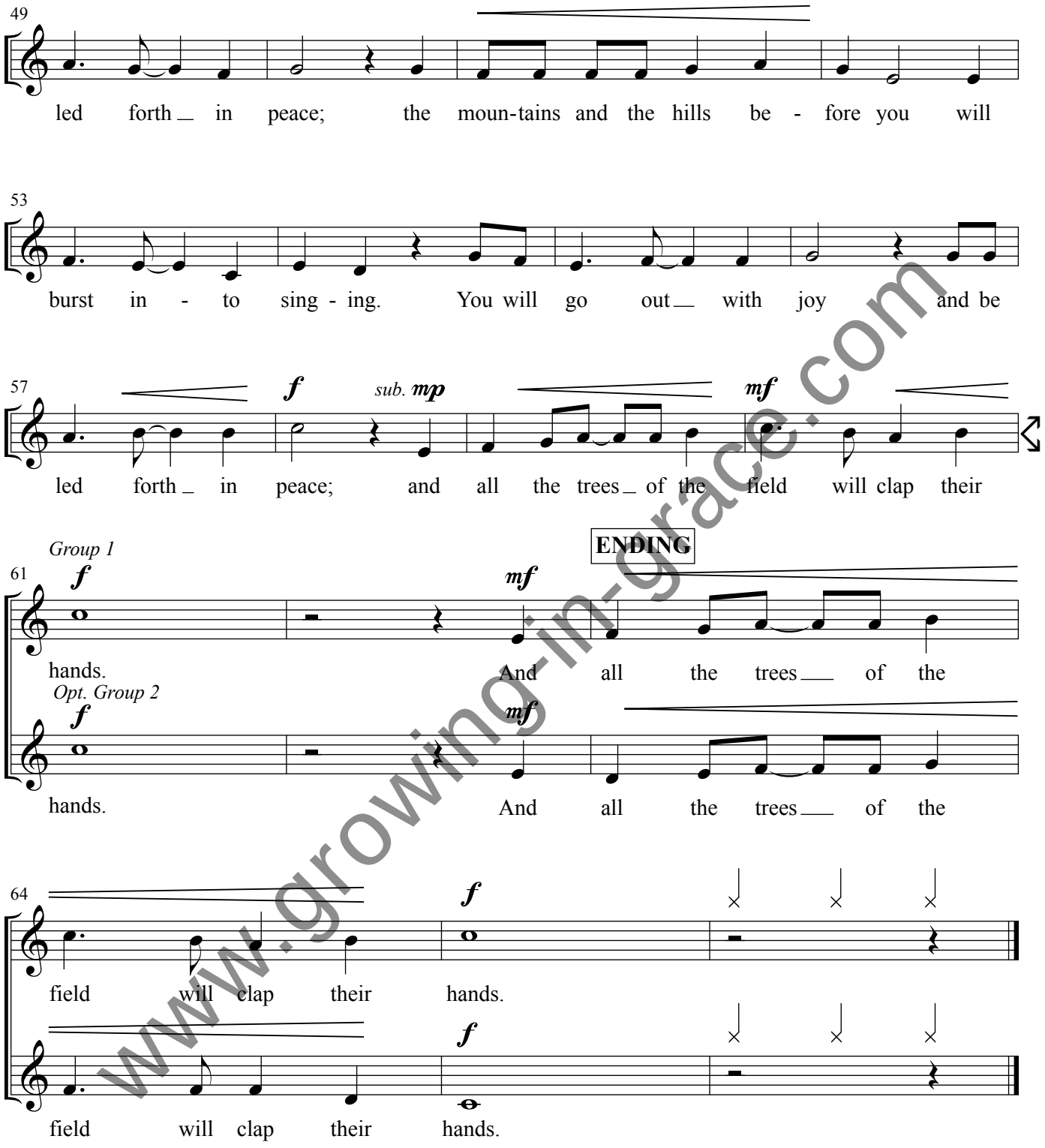

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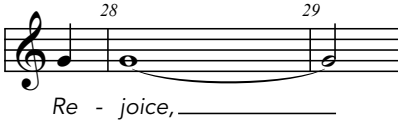
SONG TEACHING STEPS

"Go Out with Joy"

1. Teach Section B (meas. 28-42).

- Hold four fingers in front of you, and tell children you are showing them one measure. Ask how many beats are in the measure. (four)
- Lead them to count to four as you tap each beat of the "measure" (each finger).
- Tell children to watch and listen while you sing the word *rejoice* (meas. 28-29) and count the number of beats the second syllable *(-joice)* receives.
- Sing *Rejoice*, beginning on *re-* (beat 4 of meas. 27). Begin tapping fingers on beat 1 of measure 28. Go back to the index finger for measure 29.



- Ask how many beats you counted on *-joice*. (six)

> **Teaching Tip**
> Make sure that you place the final consonant (*s*) for *Rejoice* clearly on beat 7.

- Echo sing measures 28-31 and 36-39, having everyone count beats on fingers for each *Rejoice*.
- Demonstrate with the marked dynamics (*crescendo* and *decrescendo*).
- Direct attention to the *Crescendo* and *Decrescendo* Visuals.
- Explain what each means, according to the visual.
- Have children sing *Rejoice* two times with the *crescendo* and *decrescendo*.
- Sing Section B, cuing children to sing each *Rejoice* while you sing the other phrases.
- Ask children why we should rejoice, according to the new words. *(All creation sings to God.)*
- Echo sing measures 32-34 and 40-42.
- Have children sing all of Section B as the pianist plays the melody.
- Repeat with piano accompaniment. Review any problem spots.
- Echo clap the body percussion pattern in measures 43-46 in two-measure phrases. Then clap the entire four-measure phrase together.
- Play Demo 3, having children keep a steady half-note beat during Section A, sing during Section B, clap during each interlude (meas. 24-27 and 43-46), and listen to the Ending. Cue children to clap on

MATERIALS NEEDED

- Score
- Student Pages
- MP3 or CD Demo 3
- MP3 or CD Track 25
- MP3 or CD Player
- *Crescendo* Visual
- *Decrescendo* Visual
- Melody Map
- White board and marker
- Fruity Scale Ladder
- Oreo® cookies (optional)
- Balloon Add-ons
- Diphthong Dog Visual

PREPARATION

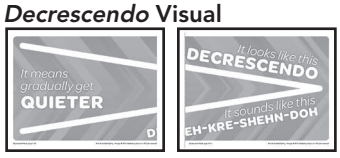
- Print and prepare visuals.

POSSIBLE TEACHING SEQUENCE

- Rehearsal 1: Step 1
- Rehearsal 2: Step 2
- Rehearsal 3: Steps 3-4
- Rehearsal 4: Step 5
- Rehearsal 5: Step 6
- Repeat Steps as needed.

***Crescendo* Visual**

***Decrescendo* Visual**



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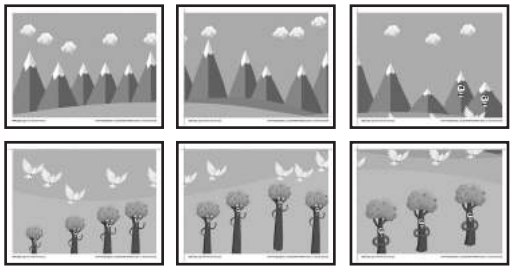
beats 2 and 3 of measures 2, 4, and 8 during the Introduction and beats 1-3 of the final measure.

2. Teach Section A (meas. 9-23).

- Distribute Student Pages.
- Display the Melody Map as shown:



- Echo chant the rhythm of the text in measures 9-12 in two-measure phrases.
- Ask children to listen while you clap the rhythm of measures 9-10 and 11-12. Have them decide if the rhythm is the same or different. (same)
- Sing measures 9-12, pointing to clouds on the Melody Map, as children listen and decide if the melody for each two-measure phrase is the same or different. (different)
- Echo sing the melody with text in measures 9-12 in two-measure phrases.
- Have children sing measures 9-12 as the pianist doubles the melody.
- Sing measures 17-20 for them, pointing to white doves on the Melody Map.
  - Ask if these phrases are the same as or different from measures 9-12. (Phrase 1 is the same; phrase 2 is different.)
  - Point out how the clouds go down and up at the end of the line while the doves go up, same, and up.
- Echo sing measures 19-20.
- Have children sing measures 17-20 as the pianist doubles the melody.
- Point to the mountains on the Melody Map, and ask how the mountains are different from each other. (Some are tall, some are small, some are singing.)
- Sing measures 13-16 for the children, while pointing to the melodic outline represented by the snowy peaks of the mountains.
- Echo sing measures 13-16 in two-measure phrases.
- Sing measures 21-23, while pointing to the trees.
- Echo sing measures 21-23 in two-measure phrases.
- Direct children to sing measures 9-23 as the pianist doubles the melody, pointing to the Melody Map as you sing.
- Repeat with piano accompaniment or Demo 3. Review problem spots.

3. Determine the form and teach the Ending.

- Explain that songs are written with a certain form, or plan. Many composers will start with a melody, move to a different melody, then return to the original melody. A song with that plan has A B A form.

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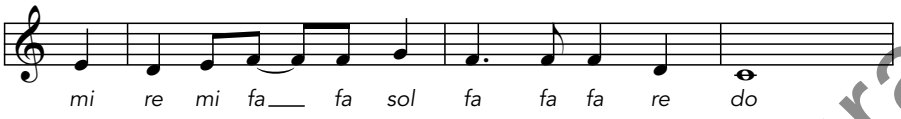
- Tell children they will help discover the form of this song by listening and raising their hand when they hear the melody change.
- Write the form labels A, B, and Ending on the board.
- Play Demo 3, and point to the different labels as children notice a melody change. Ask if anyone heard the beginning melody return after Section B. (Section A returned at measure 47.)
- Ask children if they noticed anything different about the final Section A. (The final phrase is repeated.) Explain that you will call that part the Ending.
- Write the form of the song on the board: A B A Ending.
- Play Demo 3, and lead children to sing the entire song (Group 1 part only). Point to form letters as each section begins. Have children count six beats on *Rejoice* during each Section B.

4. Teach the Opt. Group 2 part for the Ending (meas. 63-65).

- Echo sing the Ending harmony on *solfège*, using Body Scale motions, referring to Fruity Scale Ladder as needed:



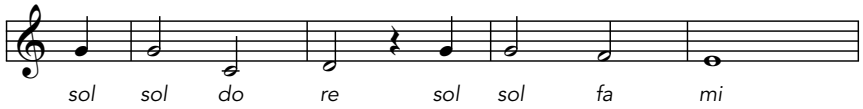
- Direct children to sing the harmony as the pianist plays the part.
- Have children sing the Group 1 part while you sing the Group 2 part.
- Invite one or two children to join you on the Group 2 part.
- Add a few more children, and repeat.

> **Teaching Tip**
>
> Give all children who want to sing the harmony an opportunity to sing the part.

- Assign parts, and sing the Ending as the pianist plays the parts.
- Repeat with piano accompaniment. Review problem spots.

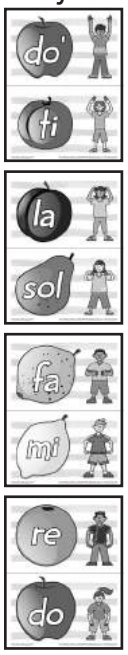
5. Teach the Opt. Group 2 part in Section B (meas. 28-39).

- Review the beginning of Section B, singing *Rejoice* and using the Body Scale motion for *sol*.
- Remind children to release the *s* consonant exactly on beat 7.
- Echo sing the Group 2 part in two-measure phrases, using *solfège* syllables and Body Scale motions.



- Direct children to sing the Group 2 part as the pianist plays the part.
- Invite children to sing the Group 1 part while you sing Group 2.
- Have one or two children join you on the Group 2 part.
- Add a few more children, and repeat.

Fruity Scale Ladder



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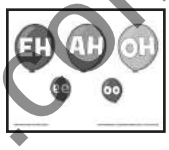
- Assign parts, and sing Section B in two parts.
- Ensure that children observe the *crescendo* and *decrescendo* markings. Refer to *Crescendo* and *Decrescendo* Visuals as needed.
- Repeat with piano accompaniment. Review problem spots.

6. Reinforce good vowels, and sing the song.

- Distribute an Oreo® cookie to each child. (optional)
- Display the OH Balloon Add-on.
- Echo speak *Oreo*, making sure your mouth is open and round on OH.
- Place the cookie next to your mouth, and show children how your lips imitate the roundness of the cookie.
- Invite them to do the same, and say *Oreo* together.
- Ask children to place their (or a pretend) cookie next to their mouths.
- Sing *You shall go out with joy* together with the cookie in place.
- Ask children which words should have round vowels. *(go, out, joy, rejoice)*

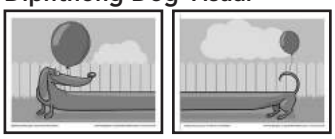
Balloon Add-ons



Teaching Tip

Ensure children are sustaining the first vowel sound in the words *out* and *joy* as these vowels are diphthongs. Display Diphthong Dog Visual with AH and oo Balloon Add-ons in place to show the diphthong for *out*. Use OH and ee Add-ons for *joy* and *rejoice*.

Diphthong Dog Visual



- Sing the phrase again without the cookie in place, making sure the vowels are still round.

Option

Reward good singing by letting them eat the cookies.

- Sing the next phrase *and be led forth in peace* for the children, making the EE vowel ugly and spread.
- Explain that you can make a better EE sound by pointing in an upward arch as you sing *peace*.
- Sing Section A, listening for beautiful vowels each time those phrases occur.
- Assign harmony parts to a few strong singers.
- Lead children to sing the entire song with piano accompaniment or Track 25, focusing on singing with beautiful, open vowels and crisp consonants. Use the Melody Map as needed, and cue children to clap at appropriate times.

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Decrescendo Visual

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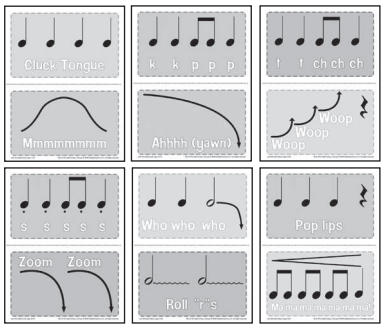
Let's Articulate Warm-up

1. Demonstrate the sounds.

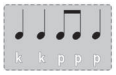
- Display the Let's Articulate Visuals as shown.



- Explain that the word *articulate* is used because they will use their *articulators* to make sounds. *Articulators* are the parts of the body, such as the lips, teeth, and tongue, that help produce different types of sounds to create words and communicate clearly.
- Demonstrate and practice the articulations with the children:

Flip tongue from top to bottom of mouth.

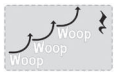
Hum from low to high to low during four beats.



Speak *k* and *p* sounds crisply to the rhythm.

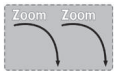
Yawn from a high to a low pitch.

Speak *t* and *ch* (as in *church*) sounds crisply to the rhythm.



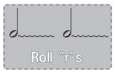
Make three *woop* sounds, each higher than the previous.

Speak *s* (as in *sip*) crisply to the rhythm.

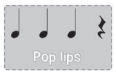


Make *zoom* sounds from high to low.

Make owl-like *who* sounds, and slide down on the third.



Blow air across the raised tip of tongue.



Press lips together and release to make a *pop* sound.

Speak *ma* to the rhythm, while observing the *crescendo*and emphasizing the *m* sound.

MATERIALS NEEDED

- Let's Articulate Visuals
- Pointer
- MP3 or CD Demo 14
- MP3 or CD Player

PREPARATION

- Review the articulations.
- Prepare and display visual.

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2. Perform Let's Articulate Warm-up.

- Have children perform the visual slowly without accompaniment until they can articulate with precision. Track the visual with a pointer as they perform.
- Perform with Demo 14 as you track the visual. (NOTE: There is a four-beat click before the track begins.)
- Encourage children to produce energetic sounds and apply energetic articulation.
- Ask children if any sounds were easier or more difficult for them to produce. (Some people find popping lips or rolling *r*s difficult.)

Options

- Rearrange the individual cards to vary the order in which the sounds are performed.
- Make a duplicate set of cards, and play Let's Articulate Concentration. Have children perform the sound when they make a match.

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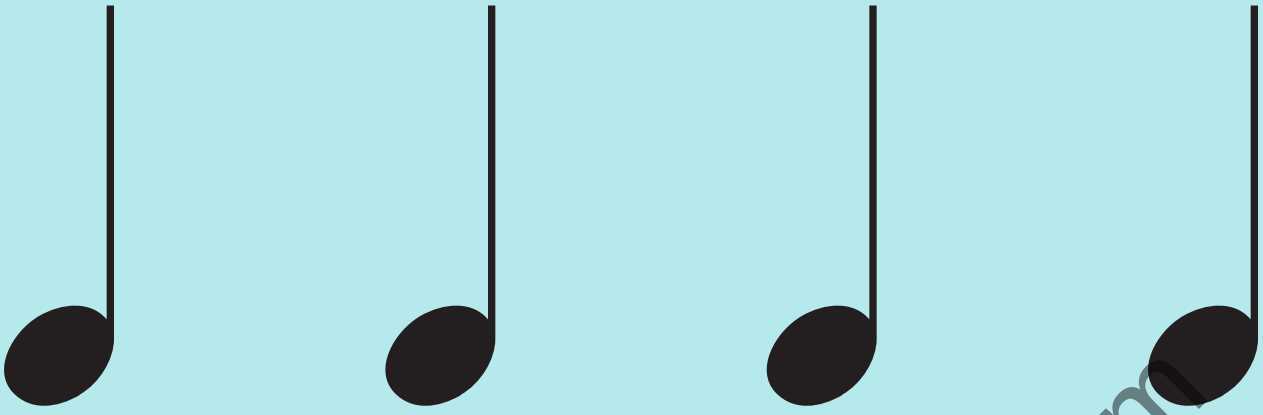

Cluck Tongue

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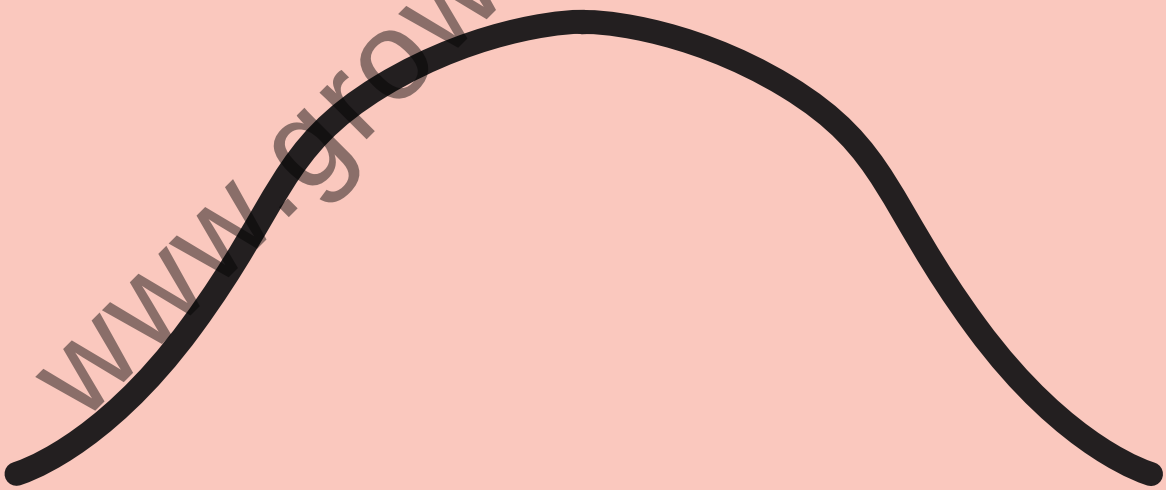

Mmmmmmmm

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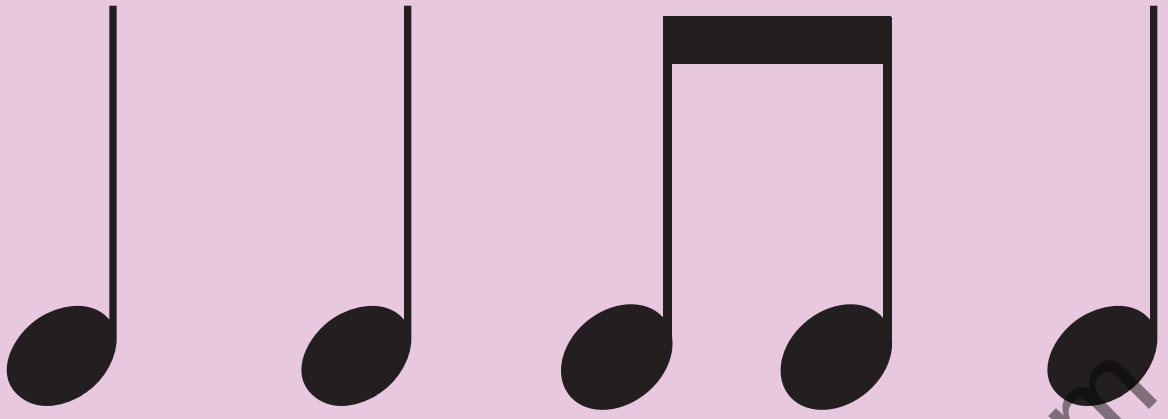

k k p p p

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Ahhhh (yawn)

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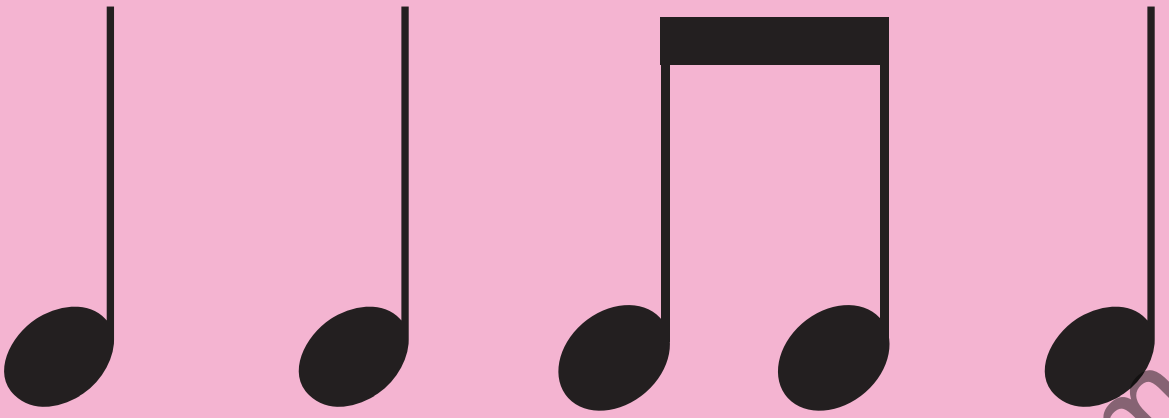

t t ch ch ch

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Woop Woop Woop

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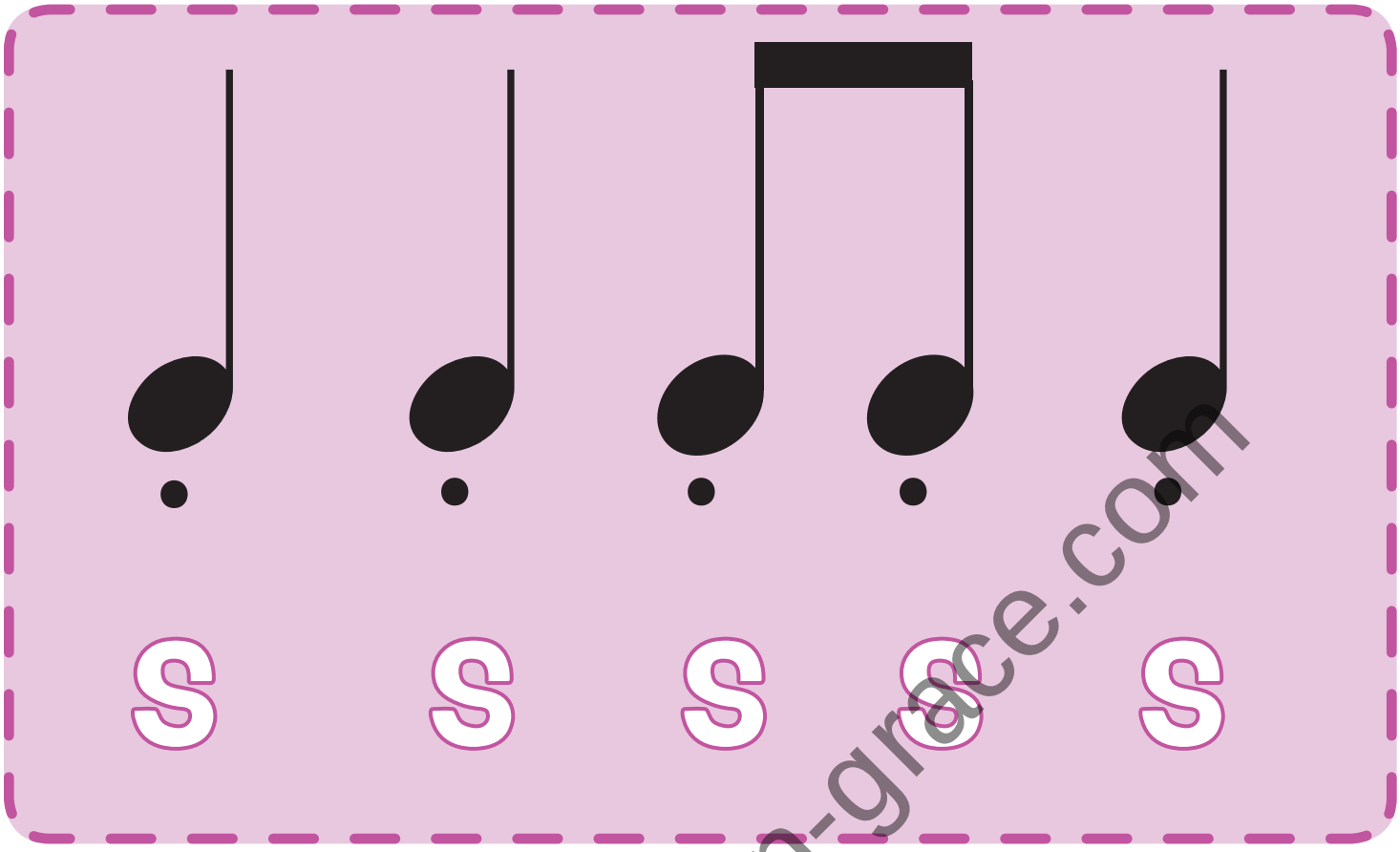

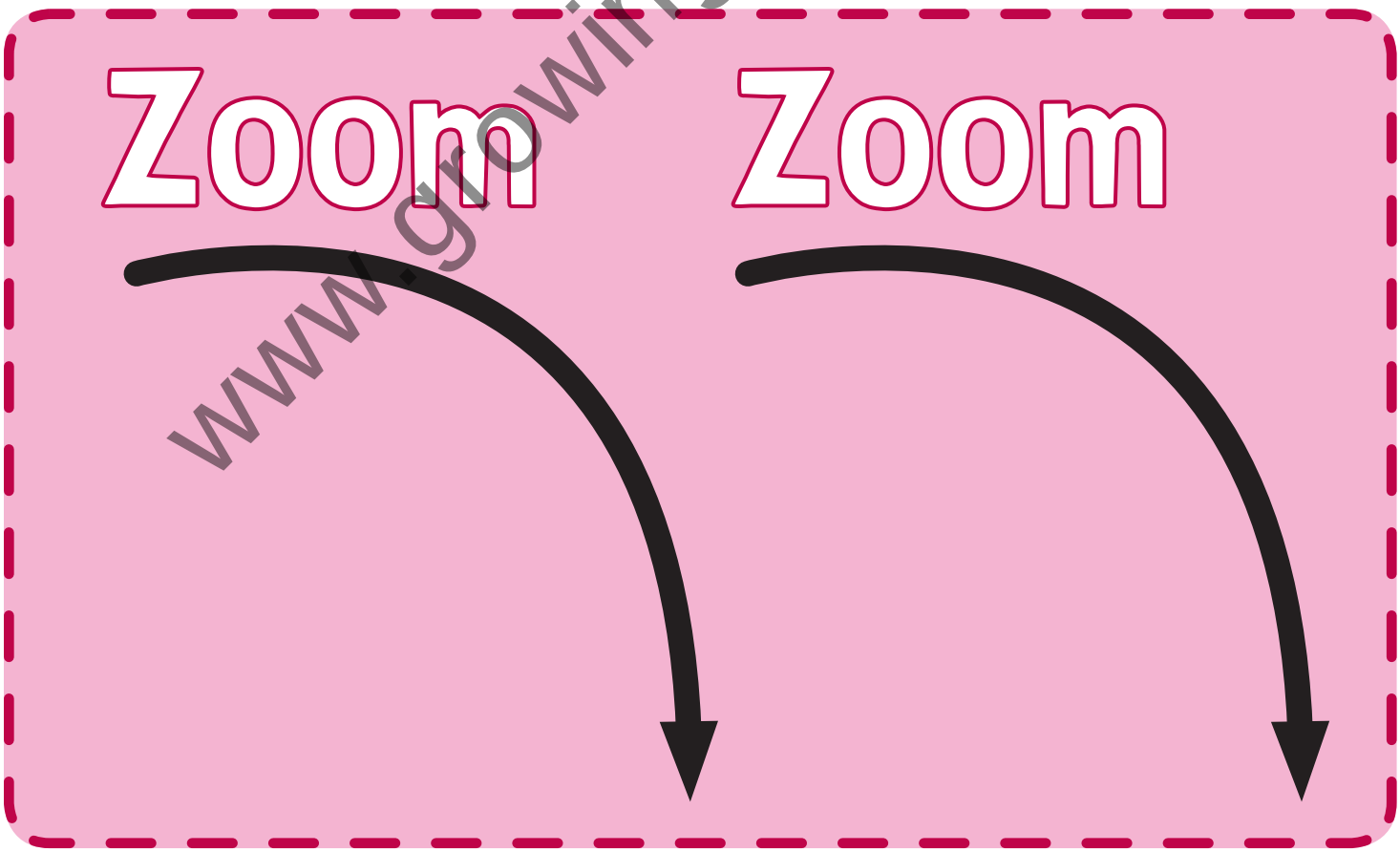

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Who who who

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Roll "r"s

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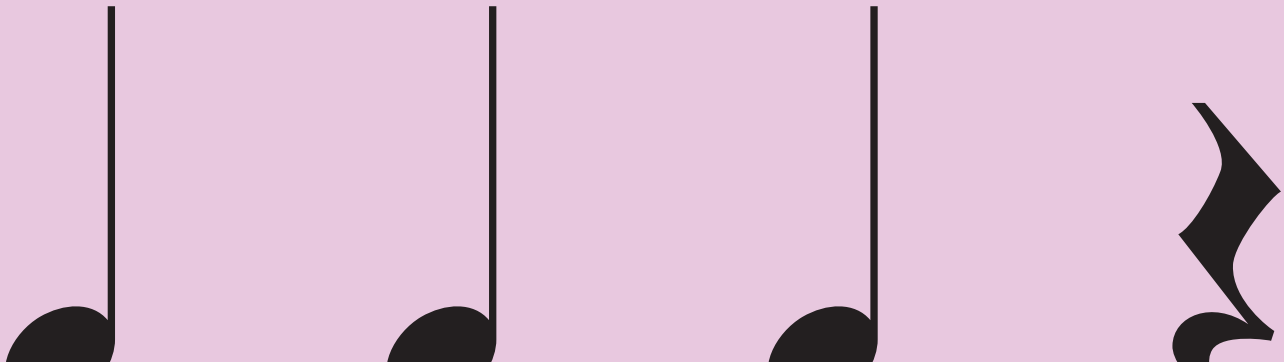

Pop lips

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Ma ma ma ma ma ma ma!

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ACTIVITY I TEACHING STEPS

Major and Minor

1. Listen for the difference in major and minor tonality.

- Distribute the G, B, B♭, and D chimes to four children.
- Have children with the G, B, and D chimes stand together so that the B chime is in the middle. Have them play together several times.
- Have the child with the B♭ chime take the place of the child with the B chime. Have these three children play together several times.
- Ask children how the two chords sounded different.

> **Teaching Tip**
>
> Tell children that many times major and minor tonalities may sometimes represent happy and sad text or emotions. Explain that this is not always the case.

- Display the Major and Minor Chord Visuals.
- Explain that changing the middle note of the chord from B to B♭ made the change from a major chord to a minor chord. (The flat made the middle note a half step lower.)
- Have the child playing the B chime wear the Major Hat, and the child playing the B♭ chime wear the Minor Hat.
- Repeat, playing the major chord (G-B-D) and the minor chord (G-B♭-D) again several times until children can easily tell the difference.

2. Teach the responses to the story.

- Display the Response Visuals.
- Tell children they will hear a story. For the good parts of the story the response will be *Oh, yes, this is good, this is very good!* For the bad parts of the story the response will be *Oh, no, this is bad, this is very bad!* At the end of the story the final response will be *Oh, yes, this is good, really, really good!*
- Have children speak each chant together.
- Divide children not playing chimes into two groups—one to speak the *Oh, yes* response and one to speak the *Oh, no* response.
- Distribute rhythm sticks to the *Oh, yes* group and shakers to the *Oh, no* group.

3. Perform the story.

- Read the story (p. 2), having the appropriate chord play along with each response.
- Switch parts, and perform again.

SMALL-GROUP ACTIVITY

Major and Minor teaches children the difference in the sound of a major chord and a minor chord and what causes the difference.

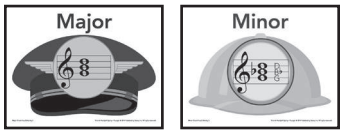
MATERIALS NEEDED

- Major and Minor Chord Visuals
- Major and Minor Hats
- Response Visuals
- G, B, B♭, and D Hand Chimes
- Rhythm sticks and shakers

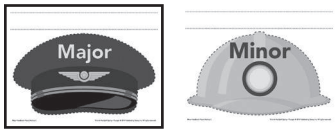
PREPARATION

- Print the hat visuals on card stock. Cut apart the strip and attach to one side of the hat. Attach the other side when measured around child's head.
- Print Chord Visuals and Response Visuals.

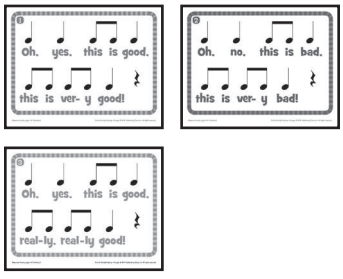
Major and Minor Chord Visuals



Major and Minor Hats



Response Visuals



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4. Discuss the story.

- Close the activity by leading a conversation about what Jesus may have been trying to teach us by telling this story.

THE GOOD SAMARITAN

Once there was a man who was happily walking on his way to Jericho.

Oh, yes, this is good, this is very good! (G major)

While he was walking, he fell into the hands of robbers who beat him, stole from him, and left him half dead on the side of the road.

Oh, no, this is bad, this is very bad! (g minor)

Now, by chance, a very important man—a priest—was walking along the same road and noticed the man lying by the side of the road.

Oh, yes, this is good, this is very good! (G major)

But the priest moved to the other side of the road, pretending that he did not notice him. He did nothing to help the man.

Oh, no, this is bad, this is very bad! (g minor)

Then another important man—a temple helper—came walking along and noticed the man lying by the side of the road.

Oh, yes, this is good, this is very good! (G major)

But the temple helper also moved to the other side of the road and passed right by. He did nothing to help the man.

Oh, no, this is bad, this is very bad! (g minor)

A third man—a Samaritan—happened upon the man lying by the side of the road. This man was moved to pity and immediately began to bandage his wounds.

Oh, yes, this is good, this is very good! (G major)

The Samaritan even took the wounded man to an inn and took care of him there.

Oh, yes, this is good, really, really good! (G major)

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Major

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Minor

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1

Oh, yes, this is good,

this is ver- y good!

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2

Oh, no, this is bad,

this is ver- y bad!

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3

Oh, yes, this is good,

real-ly, real-ly good!

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"Joyful, Joyful, We Adore Thee"

Fill in the missing words to the hymn based on the picture below each blank.

Joyful, _____ , we adore Thee, God of glory,

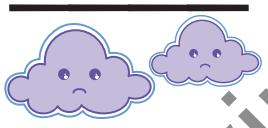
Lord of _____;

rhymes with

_____ unfold like _____ before Thee,

Opening to the _____ above.

Melt the _____ of sin and _____ ness;

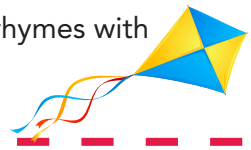


drive the _____ of doubt away;

rhymes with

giver of immortal _____ ness,

fill us with the _____ of day!

rhymes with 

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Word Bank

clouds	flowers	hearts	light	sad
dark	glad	joyful	love	sun

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KIDPAGE TEACHING STEPS

"Joyful, Joyful, We Adore Thee"

MATERIALS NEEDED

- "Joyful, Joyful, We Adore Thee" KIDPages
- Pencils
- MP3 or CD Demo 20 (optional)
- MP3 or CD Player (optional)
- "Joyful, Joyful, We Adore Thee" Student Pages (optional)
- Hymnals (optional)

GUIDING CHILDREN

- Distribute KIDPages.
- Have children write the appropriate word from the word bank in each blank.

OPTION

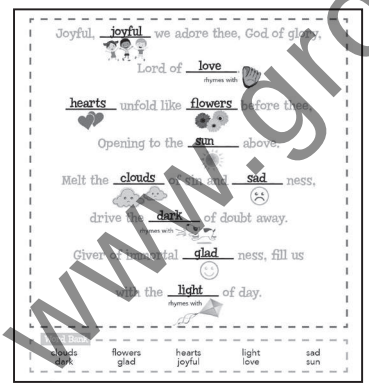
- Play Demo 20 as children work.

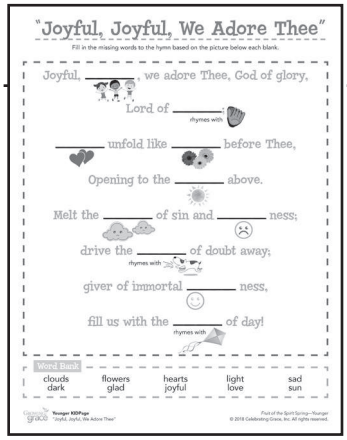
EXTENSION

- Distribute Student Pages or hymnals, and have children check their answers.

"Joyful, Joyful, We Adore Thee"

Answer:





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YOUNGER SESSION PLANS - SPRING

Session Plan 1

Materials Needed

SONGS

- "Growing in the Spirit"
- "Ev'ry Time I Feel the Spirit"

VISUALS

- "On a Day Like This" Visual (Warm-ups and Energizers)
- Vocal Direction Visuals
- Posture Visuals 1-2
- *Fruit of the Spirit* Theme Poster (Theme Materials)
- Scripture Strips (Theme Materials)
- Chorus Cue Cards 1-4
- Fruity Freeze Guys Visuals (Warm-ups and Energizers)

WARM-UPS/ENERGIZERS

- "On a Day Like This" Energizer
- Fruity Freeze Guys Energizer

HYMN

- "Come, Thou Almighty King"

RESOURCES

- When Should We Pray? KIDPage and Teaching Steps
- Activity Plans A, B, and C
- Bible marked at Galatians 5:22-23
- Tape
- *Fruit of the Spirit* Spring Younger Devotional 1

AUDIO

- MP3 or CD Demos/Tracks
- MP3 or CD Player

INSTRUMENTS/PROPS

- Ribbon

VIDEO *(click on the link to go to the video)*

- "Growing in the Spirit" Sign Language Video
  - www.celebrating-grace.com/GrowingintheSpiritSignLanguageVideo

Preparation

- Distribute Activity Plans to small-group leaders.
- Display the Theme Poster and Posture Visuals 1-2, and refer to them throughout the semester.
- Print and prepare all visuals. Place tape loops on the back of each Scripture Strip.
- Print Student Pages for all the songs and hymns you plan to use throughout the semester.
- Print Grow It! Energizer Visual from the Theme Materials folder. Insert this energizer as a rehearsal break or beginning energizer any time during the semester.
- Watch "Growing in the Spirit" Sign Language Video to review or learn motions for the theme song.

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Early-Arriver Activity:

When Should We Pray? KIDPage

Activity Groups

- **A**—Pass the Light Game
- **B**—"Come, Thou Almighty King"
- **C**—Melodic Direction

Large Group

"On a Day Like This" Energizer

1. Demonstrate the movements.

- Display "On a Day Like This" Visual.
- Demonstrate and practice the motions with the children from the bottom to the top of the visual.
- Perform motions after each phrase is sung, beginning with the lowest word on the visual *(Stomp)* and moving upward, adding a movement cumulatively each time the song is repeated.
  - ***Stomp***—Stomp with right foot, then left foot.
  - ***Pat***—Pat knees with both hands two times.
  - ***Clap***—Clap hands two times.
  - ***Tap***—Tap both shoulders two times.
  - ***Snap***—Snap fingers two times.
  - ***Whoo***—Twirl both index fingers in the air in a circular fashion while singing a high-pitched *whoo* twice.
  - ***On the words "Oh, I need the Lord"***—Raise right hand high.
  - ***On the words "to help me"***—Swing right fist out in a low, circular motion and bring up in front of chest and freeze.

2. Lead children to do movements.

- Play Demo 12, and lead children to sing the song and perform the movements.
- Repeat with Track 32.

Vocal Exploration

- Display the Vocal Direction Visuals and Posture Visuals 1-2.
- Call attention to the differences between good and bad singing posture on the Posture Visuals. Have children demonstrate bad posture then good posture, remaining in good sitting or standing posture for the vocal exploration.
- Have children move their voices up and down on a neutral syllable, such as *bah* or *loo*, according to the direction on each visual.

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"Growing in the Spirit"

Teaching Tip

If you taught the theme song during the fall semester, sing it with Track 29, and echo sing any problem spots. The complete Song Teaching Steps are located in the Theme Materials folder.

1. Review the sign language motions.

- Review motions for Section A (meas. 3-10).
  - ***I am growing***—Place left hand in front of body, palm facing in. "Hide" right hand behind left hand, then bring it upward slowly while spreading fingers.
  - ***in the Spirit***—Form an *O* with your left hand in front of body. Touch right pointer finger and thumb together and place inside the *O*, then move right hand upward, as if pulling a string from the *O*.
  - ***more like***—With fingertips of each hand closed together to a point, touch fingertips of right hand and left hand together.
  - ***Jesus***—Touch third finger of right hand into left palm, then third finger of left hand into right palm.
  - ***in every way***—Make a *C* with your right hand, and circle it over your heart.
  - Repeat motions for ***I am growing***, ***in the Spirit*** and ***more like***.
  - ***Him***—Point upward with right hand.
  - ***each day***—Place left arm in front of body parallel to the floor; place right elbow on left hand, still pointing up, and slowly move right pointer finger to left elbow.
- Review motions for the Ending (meas. 28-30).
  - ***Jesus, help me***—Position praying hands in front of body.
  - ***grow more like***—Repeat motions for *I am growing*.
  - ***You***—Repeat motions for *Him*.
  - ***each day***—Repeat motions for *each day*.
- Play Demo 7, and perform the motions during each occurrence of Section A and the Ending.
- Repeat until the children can perform motions with confidence.

2. Review the *Fruit of the Spirit* theme.

- Display the Theme Poster.
- Ask a volunteer to read Galatians 5:22-23.
- Discuss how fruit trees must be planted, cared for, and take root before they can produce fruit.
- Remind children that, like the apple tree grows apples and the pear tree grows pears, we can "bear fruit" that shows what Jesus is like.
- Lead a discussion about each of the fruit of the Spirit. Refer to the Theme Poster to discuss the situations associated with each characteristic.

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Add scripture to the Theme Poster.

Read scripture.

- Distribute Scripture Strips to nine children.
- Ask each child to read their scripture and place it under the appropriate fruit of the Spirit on the Theme Poster. Remind them that the strips match the color of the fruit on the poster.

"Ev'ry Time I Feel the Spirit"

1. Introduce the song.

- Distribute completed When Should We Pray? KIDPages.
- Invite children to identify pictures from the KIDPage.
- Lead children in a discussion about times we can pray and what kinds of things for which we should pray.

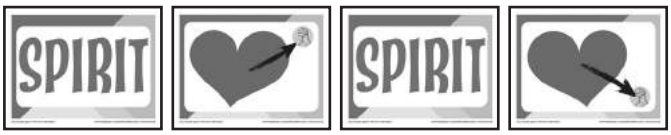
Teaching Tips

- Allow children to share one or two examples from their When Should We Pray? KIDPages.
- Encourage children to think of things in their own lives for which they have prayed, things such as patience, a friend, forgiveness, and so forth.
- Call attention to the Theme Poster, and review fruit of the Spirit attributes as items about which we can pray.

- Play Demo 1, and lead children to perform the following steady-beat body percussion as they listen for what this song has to say about when we should pray *(Ev-'ry time I feel the Spirit movin' in my heart)* and for whom or what we should pray *(kindness and goodness)*:
  - Beat 1—Pat.
  - Beat 2—Pat.
  - Beats 3-4—Clap and move hands up and out in opposing circles.
- Ask children to place their KIDPages under their chairs.

2. Teach the Chorus (Section A—meas. 6-13).

- Display the four Chorus Cue Cards as shown:



- Sing the text, pointing to the matching card for each of the four phrases.
  - Trace the arrow upward with your finger on Chorus Cue Card 2 as you sing the first *I will pray* (meas. 8-9).
  - Trace the arrow downward with your finger on Chorus Cue Card 4 as you sing the second *I will pray* (meas. 12-13).
- Help children discover and remember that *I will pray* goes up the first time and down the second time on each Chorus.

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Teaching Tip

You may need to sing through the Chorus more than once for children to be able to successfully determine the correct pattern.

- Lead children to perform the steady-beat body percussion again and sing phrases 1 and 3 while you sing phrases 2 and 4. Point to appropriate Cue Cards as a prompt for them to sing.
- Switch parts with the children, and repeat until they have learned the entire Chorus.

Teaching Tip

Even though the rhythm of the words is syncopated, each phrase should be sung without a breath and in a *legato* manner. Use a ribbon to provide a visual reminder not to breathe between *I* and *feel* and in the middle of the phrases that follow.

Fruity Freeze Guys Energizer

1. Prepare children to listen creatively.

- Ask children to imagine they are eating a piece of chocolate.
- Invite individuals to share a word that describes his/her chocolate. (rich, dark, gooey, sweet, chewy, crunchy, and so forth)

2. Guide children in an active listening activity.

- Invite children to put on their listening ears and prepare to listen and describe some music.
- Tell them to think about words to describe the music just as they thought of words to describe chocolate while they listen to Demo 17.
- Play Demo 17.
- After listening, ask volunteers to tell words that describe this music. (light, quick, joyful, happy, dance-like)
- Listen again, guiding children to keep the steady beat by lightly patting fingertips on their laps.
- Ask them to imagine an animal moving to this music. Let volunteers share what animal they imagined. (butterfly, bee, squirrel)

3. Play a movement game.

- Ask children to find a space for themselves where they can put their arms out and not touch anyone else in the room.
- Show a Fruity Freeze Guys Visual, and invite them to imitate the pose on the picture. Repeat with several of the visuals.

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Teaching Tips

- Don't show all of the Fruity Freeze poses so that there is an element of anticipation and surprise during the activity.
- Establish the following safety rule—no running or bumping into each other while moving.

- Remind children to think of the words they used to describe the music, and invite them to move to the music in a way that the movement matches the descriptive words.
- When the music stops, they should freeze in the position of the Fruity Freeze Guy Visual that you are holding.
- Begin the recording, being ready to stop the music and hold up a visual.
- After each pose, restart the music, and be ready with another visual.

"Come, Thou Almighty King"

Introduce the hymn.

- Tell children that the composer of this hymn was an Italian man named Felice de Giardini who wrote the melody in the mid-1700s.
- Explain that *Anonymous* means that we don't know who did something. In this case, we don't know who wrote the words to this hymn.
- Play Demo 18, having children listen while doing a pat-snap-snap pattern to feel a strong pulse on beat 1 and a lighter pulse on beats 2 and 3.
- Ask volunteers to share rhyming words that they heard. *(King, sing, glorious, victorious)*

Closing

- Ask children to look at their When Should We Pray? KIDPages and each share one prayer request.
- Pray for the requests and thank God that He loves us and we can come to Him with our needs.
- Let them take their completed KIDPages home as a reminder about when they can pray.

Devotional

Use Devotional 1 from *Fruit of the Spirit* Spring Devotionals—Younger Children. Devotionals can be downloaded for free by going to *www.celebrating-grace.com/store/growing-in-grace* and clicking on Curriculum Devotionals.

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