

GROWING
in grace
CHILDREN'S MUSIC RESOURCES

God Loves the World



God loved the world so much that he gave his only Son, so that everyone who believes in him would not be lost but have eternal life. John 3:16 (ERV)

Elementary - Spring



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Elementary SPRING

Demonstration Recordings

- 1. God Loves Me So Much** - Words and Music by Karen Crane, Arranged by Sandy Wilkinson © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 3. He's Got the Whole World in His Hands with We Are God's Children** - Traditional Spiritual; Original Words, Music, and Arrangement by Becki Slagle Mayo © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 5. Joy in the Streets** - Words and Music by Terry D. Taylor © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 7. Our Savior Lives Again** - Words and Music by Michelle Christensen and Tracey Craig McKibben, Arranged by Tracey Craig McKibben © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 9. Sizohamba Naye (We Will Walk with Our God)** - Traditional Melody from Eswatini, Arranged by Allison Blumenthal © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 11. The Earth Is the Lord's** - Words by Leigh Anne Armstrong, Based on Psalm 24:1; Music by Dale Peterson © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 13. Together** - Words and Music by Dennis Allen and Nan Allen © 2016 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 15. God Loves the World (Theme)** - Words and Music by Carol Huffman Dickerson © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 17. "Bonjour, Mes Amis" Warm-up** - Alternate words by Ashley Danyew, Cameroon Folk Song, Arranged by Allison Blumenthal © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 19. "Cantai ao Senhor" Activity** - Brazilian Folk Song, Arranged by Dora Ann Purdy © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 21. "Ciranda, Cirandinha" Activity** - English text by Ashley Danyew, Brazilian Folk Song, Arranged by Ashley Danyew © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 23. Farandole Fun Activity** - "L'Arlessienne Suite No. 2: IV. Farandole" by Georges Bizet, Performed by Slovak Philharmonic Orchestra, © Courtesy of Naxos of America, Inc. Used by permission.
- 24. Fiesta Celebration Energizer** - Music created by The Lodge © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 25. "Going Over the Sea" Energizer** - Canadian Folk Song, Arranged by Allison Blumenthal © 2022 Celebrating Grace Music, a division of Celebrating Grace Inc. All rights reserved.
- 27. "Land of the Silver Birch" Activity** - Canadian Folk Song, Arranged by Terry D. Taylor © 2022 Celebrating Grace Music, a division of Celebrating Grace Inc. All rights reserved.
- 29. "Palm Leaf Rag" Energizer** - Music by Scott Joplin/ Performed by Stephen Kummer © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 30. Sing Alleluia Vocalise** - Words by Ashley Danyew, Koonelaki (Greek Folk Song), Arranged by Ashley Danyew © 2022 Celebrating Grace Music, a division of Celebrating Grace Inc. All rights reserved.
- 32. "Whether the Weather" Vocalise** - Traditional words, Music by Allison Blumenthal © 2022 Celebrating Grace Music, a division of Celebrating Grace Inc. All rights reserved.
- 34. Moving Abroad (Theme) Energizer** - Created by Jennifer Hill, Debbie Rice, and Allison Blumenthal/Music created by Stephen Kummer © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 35-36. "Welcome Here" (Theme) Activity** - Words and Arrangement by Ashley Danyew and Angela Leonhardt/ Traditional Argentine Folk Song © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 38. Blest Be the Tie** - Words by John Fawcett, 1782; Tune: DENNIS, Music by Johann G. Nägeli, 1828 arr. Lowell Mason, 1845
- 40. Christ the Lord Is Risen Today** - Words by Charles Wesley, 1739, alt.; Tune: EASTER HYMN, Music from *Lyra Davidica*, 1708
- 42. O the Deep, Deep Love of Jesus** - Words by Samuel Trevor Francis, 1898, alt./Tune: EBENEZER, Music by Thomas J. Williams, 1890



Accompaniment Recordings

- 2. God Loves Me So Much**
- 4. He's Got the Whole World in His Hands**
- 6. Joy in the Streets**
- 8. Our Savior Lives Again**
- 10. Sizohambe Naye (We Will Walk with Our God)**
- 12. The Earth Is the Lord's**
- 14. Together**
- 16. God Loves the World (Theme)**
- 18. "Bonjour, Mes Amis" Warm-up**
- 20. "Cantai ao Senhor" Activity**
- 22. "Ciranda, Cirandinha" Activity**
- 26. "Going Over the Sea" Energizer**
- 28. "Land of the Silver Birch" Activity**
- 31. Sing Alleluia Vocalise**
- 33. "Whether the Weather" Vocalise**
- 37. "Welcome Here" (Theme) Activity**
- 39. Blest Be the Tie**
- 41. Christ the Lord Is Risen Today**
- 43. O the Deep, Deep Love of Jesus**

Welcome to

Growing in Grace,

a comprehensive children's music curriculum.

The heart of *Growing in Grace* is the music. The songs appearing in each unit have been carefully written to ensure they are developmentally appropriate for the child, both theologically and musically. With understandable texts, singable melodies, and interesting accompaniments, these songs will help each child develop their natural singing skills, increase in musical knowledge, and grow spiritually.

The theme, *God Loves the World*, is based on John 3:16 and invites children to explore how God expresses love to us and how we should respond. God's love embraces all people in all places, and we find fulfillment in loving all that God loves. God also takes pleasure in His creation and reveals His glory in the created order. We have a responsibility to love and care for others and for the world as God cares.

This curriculum package includes two discs with demonstration and accompaniment recordings, abundant teaching materials, and colorful visuals. Song Teaching Steps offer easy-to-follow instructions. Additional resources are available online at www.growing-in-grace.com.

New Curriculum Features:

- Elementary Song Teaching Steps are written and numbered to be conveniently taught using one step per week.
- Activities have an increased emphasis on student-centered, hands-on learning and music-making. Frequently, an activity may be used over two or more weeks, building on previous learning experiences.
- A Poster Kit is available for purchase. It contains all *God Loves the World*–Spring curriculum visuals larger than 8.5"x11". Digital versions of all visuals, both PrintReady and Multi-page, are available in the curriculum. All 8.5"x11" curriculum components, including one-page visuals, songs, KIDPages, Teaching Steps, and Session Outlines, are printed by the user, as always.
- Curriculum posters (larger than 8.5"x11") are shown in Teaching Steps and Checklists as a single image, rather than the multi-page format.
- Preschool and Elementary Session Plans are now provided as easy-to-read Session Outlines.
- Student Pages are now called Student Scores.

Convenient Curriculum Features:

PrintReady

PrintReady folders contain digital versions of Poster Kit visuals, available to import into multimedia presentation software.

Demonstration Videos

Demonstration Videos are available online through hyperlinks embedded within PDF Teaching Steps. Simply click on the hyperlink within a PDF or type the URL in a browser. The videos equip leaders to teach curriculum features, such as choreography, movement activities, and sign language.

Steps for Using *Growing in Grace*

- Print the Checklists first to track items as they are printed.
- Follow the instructions in the Teaching Steps to prepare the items.

Printing Tips

- Ensure the Auto Rotate and Center option is checked in the print dialogue box.
- Most color items may be printed and used successfully in gray scale if a color printer is not available.
- Many items may be easily enlarged to 11"x17" size.
- Some materials should be printed on cardstock and/or laminated. See Teaching Steps.
- Print as many copies of curriculum materials and songs as are needed for your choir.*
- MultiPrint PDFs combine same material components into a single PDF for convenient printing.



Join the Conversation!

Growing in Grace has a vibrant and ever-growing community on Facebook. Photos, feedback, helpful tips from other choir leaders, and inspiration abound. We invite you to join the *Growing in Grace* online family. Click or copy the link below.

facebook.com/groups/GiGMusicEd

*PLEASE NOTE: Purchasing this curriculum grants the purchaser a license to print copies for students and teachers of ONE choir. If multiple choirs are using this curriculum, an additional curriculum package should be purchased for each choir. Please do not reproduce these discs and share with others. Writer and arranger compensation depends on your adherence to this policy and ensures that future generations will benefit from *Growing in Grace* Children's Music Curriculum.

Body Scale Visuals

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Curriculum materials are located in the following folders:

- Theme Materials (Checklist and all theme-related materials)
- Songs (full choral score with keyboard accompaniment, Student Scores [melody and words only], and instrumental parts)
- Song Teaching Steps (step-by-step directions to teach each song)
- Song Teaching Visuals (Checklist and visuals used for teaching songs)
- Activities (Checklist, Activity Visuals, Activity Teaching Steps, and Activity Pages [when needed])
- KIDPages (Checklist, KIDPages [worksheets for children], and KIDPage Teaching Steps [for teachers])
- Session Outlines (outlines to plan rehearsals for 15 weekly sessions)
- Hymns (three hymns with Hymn Teaching Steps and visuals)
- Warm-ups and Energizers (Checklist, Warm-ups, Energizers, Vocalises, Teaching Steps, and related visuals)
- MultiPrint (same curriculum components compiled into single PDFs for easy printing)
- PrintReady (Poster Kit visuals formatted for multimedia presentation software)

Curriculum materials located online:

- Demonstration Videos (demonstrations of various curriculum components, including choreography, activities, warm-ups, and sign language) [Hyperlinks are embedded within PDF Teaching Steps.]
- Developmentally-appropriate theme-related devotionals for 15 sessions, available for free download at growing-in-grace.com

Recordings

- Demonstration (Demo) Recordings with voices are included for all songs and hymns.
- Accompaniment Tracks without voices are included for most songs and hymns.
- Movement and Activity Recordings are included.

THEME MATERIALS

- "God Loves the World"
 - Score, Student Score, and Guitar Chart
 - *God Loves the World* Theme Poster
 - "God Loves the World" Motions Video
- "Welcome Here" Activity
 - "Welcome Here" Boomwhackers® Visual
 - "Welcome Here" Percussion Visuals
- Moving Abroad Energizer
 - Moving Abroad Energizer Visual
 - Moving Abroad Energizer Video
- Language of Love KIDPage

CURRICULUM SONGS

- "God Loves Me So Much"
- "He's Got the Whole World in His Hands"
- "Joy in the Streets"
- "Our Savior Lives Again"
- "Sizohamba Naye"
- "The Earth Is the Lord's"
- "Together"

HYMNS

- "Blest Be the Tie"
- "Christ the Lord Is Risen Today"
- "O the Deep, Deep Love of Jesus"

KIDPAGES

- A Compassionate Pastor
- A Hymn of Creation
- A Musical Postcard
- A Thank You Note to God
- Draw a Donkey
- God's Creation Sudoku
- "O the Deep, Deep Love" Wordsearch
- "Our Savior Lives Again" Puzzle
- Scott Joplin: The King of Ragtime
- True or False Psalm Quiz

ACTIVITIES

- "*Cantai ao Senhor*" Activity
- "*Ciranda, Cirandinha*" Activity
- *Farandole* Fun Activity
- Good Food *Rondo* Activity
- "Land of the Silver Birch" Activity
- "Seed, Seed" Circle Game Activity

SONG TEACHING VISUALS—GENERAL USE

- Animal Tempo Visuals
- *Crescendo-Decrescendo* Visual
- Major-Minor Visual
- Moving Melody Cards
- *Solfège* Layers Visual
- World Vowels Visuals

SONG TEACHING VISUALS—SONG-RELATED

- "God Loves Me So Much" Memory Visual
- "He's Got the Whole World" Memory Visuals
- "Joy in the Streets" Handbell Visual 1
- "Joy in the Streets" Handbell Visual 2
- "*Sizohamba Naye*" Form Memory Cards
- "*Sizohamba Naye*" Rhythms Visual
- "The Earth Is the Lord's" Ending Map
- "The Earth Is the Lord's" Melody and Harmony Map

WARM-UPS AND ENERGIZERS

- "*Bonjour, Mes Amis*" Warm-up
- *Fiesta* Celebration Energizer
- "Going Over the Sea" Energizer
- "Palm Leaf Rag" Energizer
- Sing Alleluia Vocalise
- "Whether the Weather" Vocalise

DEMONSTRATION VIDEOS

- "Christ the Lord Is Risen Today" Cup Game Video
- "*Ciranda, Cirandinha*" Activity Video
- *Fiesta* Celebration Energizer Video
- "God Loves Me So Much" Sign Language Video
- "Going Over the Sea" Energizer Video
- "Our Savior Lives Again" Motions Video
- "Palm Leaf Rag" Energizer Video

He's Got the Whole World in His Hands

with We Are God's Children

For Unison (opt. 2-Part) Voices

Traditional Spiritual
Original Words, Music and Arrangement by
Becki Slagle Mayo

Cheerfully, with a swing (♩ = 104) ♩ = ♩³♩

Verse 1

mf Unison

1. He's got the whole world _

N.C. D^b A^b E^bm7 A^b7 D^b A^b D^b

mf

4 in His hands. _ He's got the whole world _ in His hands. _ He's got the

G^b D^b E^bm A^b

7 whole world _ in His hands. He's got the whole world in His

D^b G^b D^b E^bm7(4) E^bm7 A^b7

Verse 2

10

hands. 2. He's got our

D^b E^bm(4) E^bm7 / A^b A^b7 D^b A^b7

13

friends and neigh-bors in His hands. He's got our friends and neigh-bors

D^b G^b D^b E^bm A^b

16

in His hands. He's got our friends and neigh-bors in His hands. He's got the

D^b G^b D^b

rit.

whole world in His hands.

Ebm(4) Ebm7/Ab Ab7 Db Ebm(4) Ebm/Ab Ab

rit.

Verse 3

Slower, with freedom (♩ = 96)

mp

3. He's got — you and me — in His hands..He's got —

Db A7 DM7 Em9 F#m7 Bm7

mp *Slower with freedom*

you and me — in His hands. — He's got — you and me —

Em7 A DM7 Em7(4)/A Edim7/A DM7 Em9

3

28

accel.

in His hands. He's got the whole world in His hands.

F#m7 B7 Em7(4) A7 D

accel.

*We Are God's Children (Words and Music by Becki Slagle Mayo)

Tempo I (♩ = 104)

Partner Song

mf

31

We are God's chil - dren, -

Em7(4) A D D/E Em7 D G# D/G

mf

34

we are God's chil - dren. - God loves His

Em7 A D G/D D D D/E Em7

chil - dren, - and holds us in His hands.

B m7 B7 Em7(4) A7 D

f Group 1 **Verse 4**

4. He's got the whole wide world -

Partner Song *f* Group 2 (opt.)

We are God's

D Em7/A A D A7 D Em7/A

in His hands, - He's got the whole wide world - in His hands, - He's got the

chil - dren, - we are God's chil - dren. -

D G D Em7 A7 D G D

whole wide world_ in His hands, He's got the whole world in His
 God loves His chil - dren, - and holds us in His

Bm Em7(4) D G B7 Em7(4) A7

1 (to meas. 42) 2 *sub. mp* ENDING
 hands. He's got the hands. He's got the whole world in His
 hands. hands, and holds us in His

1 D (to meas. 42) 2 D Em7(4) A7
sub. mp

hands. He's got the whole world in His hands!
 hands, and holds us in His hands!

D B7 Em7(4) A7 D

f

He's Got the Whole World in His Hands with We Are God's Children

For Unison (opt. 2-Part) Voices

Traditional Spiritual

Original Words, Music and Arrangement by
Becki Slagle Mayo

Cheerfully, with a swing (♩ = 104) ♩ = ♩³

Verse 1

mf Unison

1. He's got the whole world_

4

in His hands._ He's got the whole world._ in His hands._ He's got the

7

whole world_ in His hands. He's got the whole world in His

10

hands. **Verse 2** 2. He's got our friends and neigh-bors

14

in His hands. He's got our friends and neigh-bors in His hands. He's got our

17

friends and neigh-bors in His hands. He's got the whole world in His

20

hands. *rit.* **Verse 3** *mp* *Slower, with freedom* (♩ = 96) 3. He's got_ you and me_

24

in His hands..He's got__ you and me__ in His hands..He's got__

27

you and me__ in His hands. He's got the whole world in His

Partner Song *Tempo I* (♩ = 104)

30

accel.

mf *We Are God's Children (Words and Music by Becki Slagle Mayo)

hands. We are God's chil - dren, we are God's

35

chil - dren.__ God loves His chil - dren, and holds us in His hands.

40

Verse 4

Group 1

f

4. He's got the whole wide world__

Group 2 (opt.)

Partner Song

f

We are God's

43

in His hands, He's got the whole wide world__ in His hands, He's got the
chil - dren, we are God's chil - dren.

46

whole wide world_ in His hands, He's got the whole world in His
 God loves His chil - dren, _ and holds us in His

49

1 (to meas. 42) 2 *sub. mp*
 hands. He's got the hands. He's got the whole world in His
 hands. hands, *sub. mp* and holds us in His

52

f
 hands. He's got the whole world in His hands!
 hands, *f* and holds us in His hands!

Guitar
Capo 6

He's Got the Whole World in His Hands

with We Are God's Children

 Demo 3
Track 4

For Unison (opt. 2-Part) Voices

Traditional Spiritual

Original Words, Music and Arrangement by
Becki Slagle Mayo

Cheerfully, with a swing (♩ = 104) ♩ = ♩³ ♩

CAPO 6 until m. 22 "& of 3"

N.C. $\frac{G}{D}$ $\frac{Am7}{D}$ D7 G D7 **A** G



4 C G Am D G



8 C G Am7(4) $\frac{Am7}{D}$ D7 G Am(4) $\frac{Am7}{D}$ D7



12 G D7 G C G Am D



16 G C G Am(4) $\frac{Am7}{D}$ D7



20 G Am(4) $\frac{Am}{D}$ D G D7 **A** *Capo Off!*



Slower, with freedom (♩ = 96)

23 DM7 Em9 F#m7 Bm7 Em7 A DM7 Em7(4) Edim7
A A




27 DM7 Em9 F#m7 B7 Em7(4) A7 accel.
D




*We Are God's Children (Words and Music by Becki Slagle Mayo)

Tempo I (♩ = 104)

31 Em7(4) A A B D D/E Em7 D G/F# G/F# D/G Em7 A



35 D G/D D D D/E Em7 Bm7 B7 Em7(4) A7




39 D Em7 Em7 A A D A7 A B D Em7/A



43 D G D Em7 A7 D G D Bm Em7(4)



47 D G B7 Em7(4) A7 1 D (to meas. 35) 2 D ENDING



sub. mp

51 Em7(4) A7 D B7 Em7(4) A7 D



SONG TEACHING STEPS

"He's Got the Whole World in His Hands"

1. Discuss the song, and teach Verse 1 (mm. 3-10).

- Read 1 John 3:1 aloud.
- Remind children that God loves us so much He made us part of His family. Invite children to discuss what it means to be part of a family.
- Tell children: *"He's Got the Whole World in His Hands" is a spiritual, a type of song that was sung by African-Americans when they were slaves. These songs were sung to express faith, sorrow, and hope, while slaves endured the extreme hardships of slavery.*
- Display "He's Got the Whole World" Memory Visuals, and draw attention to the visual for Verse 1.
- Echo sing Verse 1 while demonstrating the motions.
 - **He's got the whole world**—draw a semi-circle overhead with one arm
 - **in His hands**—cup hands together in front of body
- Sing the entire Verse together without accompaniment.
- Sing Verse 1 with Demo 3, Track 4, or piano accompaniment. (pause the recording afterward, if using)

2. Review Verse 1, and teach Verses 2, 3, and 4 (mm. 13-20, 23-30, and 42-49).

- Display "He's Got the Whole World" Memory Visuals and refer to them accordingly while teaching each verse.
- Sing and perform the motions for Verse 1 with Demo 3, Track 4, or piano accompaniment.
- Echo sing Verse 2 while demonstrating the motions.
 - **He's got our friends and neighbors**—wave with one hand, then the other
 - **in His hands**—cup hands together in front of body
- Sing Verse 2 with Demo 3, Track 4, or piano accompaniment. (pause the recording afterward, if using)
- Echo sing Verse 3 while demonstrating the motions.
 - **He's got you and me**—point out with both pointer fingers, then point to self with both pointer fingers
 - **in His Hands**—cup hands together in front of body
- Tell children Verse 3 is slower and softer than the other verses.
- Sing Verse 3 with Demo 3, Track, 4, or piano accompaniment. (pause the recording afterward, if using)

MATERIALS NEEDED

- Score
- Student Score
- Guitar Chart
- Demo 3
- Track 4
- "He's Got the Whole World" Memory Visuals
- Bible marked at 1 John 3:1

PREPARATION

- Copy Student Score.
- Print and prepare visuals.

"He's Got the Whole World" Memory Visuals



- Echo sing Verse 4 while demonstrating the motions.
 - **He's got the whole wide world**—use both arms to draw a full circle overhead, outward, and down
 - **in His hands**—cup hands together in front of body
- Tell children Verse 4 is sung at a *f* dynamic.
- Sing Verse 4 with Demo 3, Track 4, or piano accompaniment.

3. Teach the partner song (mm. 32-39).

- Distribute Student Scores and display “He’s Got the Whole World” Memory Visuals.
- Sing from the beginning through Verse 3 with Track 4 or piano accompaniment.
- Have children locate measure 32, and point out that this section works as a partner song for the melody used in each verse.
- Echo sing the Partner Song in two-measure phrases until children are secure.
- Sing the section with Demo 3, Track 4, or piano accompaniment.
- Demonstrate and practice the motions for the partner song.
 - **We are God’s children**—hold hands out to either side, then face palms down and pretend to pat children’s heads, from the middle outward
 - **God loves His children**—form fists and cross arms over chest, then face palms down and pretend to pat children’s heads, from the middle outward
 - **and holds us in His hands**—cup hands together in front of body
- Sing the partner song once again with Track 4 or piano accompaniment, this time performing the motions.

4. Pair partner melodies, and teach the Ending (mm. 50-54).

- Display “He’s Got the Whole World” Memory Visuals.
- Distribute Student Scores.
- Review melody and motions for the Partner Song.
- Review melody and motions for Verse 4.
- Have children locate measure 42, and point out both melodies are sung at the same time. Divide children into Groups 1 and 2, and assign Verse 4 to Group 1 and the Partner Song to Group 2.
- Lead both groups in singing together with the piano playing both parts. Address any insecurities and repeat as needed.
- Invite each group to compare the final phrase of their melody (mm. 48-49) to each phrase in the Ending. (the notes are the same [other than the final note-length], but dynamics change to *mp*, then back to *f*)
- Sing from measure 42 to the end with Track 4 or piano accompaniment.

5. Memorize and polish.

- Display “He’s Got the Whole World” Memory Visuals.
- Divide children into Groups 1 and 2.
- Remind children that everyone sings the Partner Song the first time, then they divide to sing Verse 4 with the Partner Song at the end.
- Sing and perform the motions for the entire song with Track 4 or piano accompaniment.
- Identify any problem spots and rehearse as needed.
- Remove memory visuals, and have children review the key words for each verse/section.
 - Verse 1—whole world
 - Verse 2—friends and neighbors
 - Verse 3—you and me
 - Partner Song—we are God’s children
 - Verse 4—whole wide world
- Sing the entire song from memory with Track 4 or piano accompaniment.

Performance Option

Enlist a guitar player for the performance; a guitar chart is provided in the Songs folder.

The Whole World





Friends and Neighbors





We are God's Children





ACTIVITY TEACHING STEPS

"Ciranda, Cirandinha"

1. Introduce the activity, and teach the circle dance.

- Tell children the folk song used for this activity is called "Ciranda, Cirandinha" (see-RAHN-dah see-rahN-JEEN-yah) and comes from the country Brazil. Point out the location of Brazil on a world map or globe. (optional)
- Explain that a *ciranda* (see-RAHN-dah) is a traditional dance in Brazil where people hold hands in order to dance in a circle. A *cirandinha* (see-rahN-JEEN-yah) is a small *ciranda*, often used as a singing game by children.
- Have children form a standing circle by holding hands.
- Remind children that a circle reminds us of God's love; there is no beginning or end and there is room for everyone.

Teaching Tip

To view a video demonstration of the dance, go to:

growing-in-grace.com/ciranda

- Lead children in practicing the circle dance movements:
 - **"Ciranda, cirandinha" take my hand and sing along**—circle to the right for eight beats
 - **Come and join our "cirandinha," all are welcome, all belong**—circle to the left for eight beats
 - **So move it to the beat, and lightly step your feet**—take four steps toward the middle of the circle, then take four steps back
 - **Lift your hands up high and then down low and here comes the repeat**—raise hands up high, lower hands, step three times in place
- Tell children the music begins slowly, then gets a little faster each time. (NOTE: The movements repeat four times.)
- Play Demo 21, and lead children through the dance. (NOTE: There is an eight-beat introduction before the movements begin.)

2. Discuss Tempo.

- Display Animal Tempo Visuals, folded in half to show only the animal and tempo term.
- Invite volunteers to describe the relative speed of each animal. (tortoise—slow, hedgehog—walking speed, rabbit—medium, cheetah—fast)
- Point out each animal's tempo term, and have children practice pronouncing each one. (i.e., *Largo* means slow, *Andante* means walking speed, *Moderato* means medium, *Allegro* means fast)

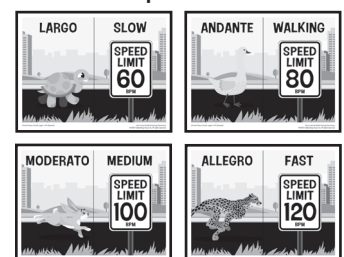
MATERIALS NEEDED

- Score (pages 3-4 of these Teaching Steps)
- Student Score (page 5 of these Teaching Steps)
- Demo 21
- Track 22
- Animal Tempo Visuals (General)
- World map or globe (optional)
- Metronome
- Collection of non-pitched percussion instruments, enough for half the group
- "Ciranda, Cirandinha" Activity Video

PREPARATION

- Copy Student Score.
- Print and prepare visuals.
- Locate Brazil on the world map or globe. (optional)
- Watch the video to become familiar with the activity.

Animal Tempo Visuals



- Turn visuals over to reveal the speed limit signs on each.
- Tell children each number stands for how many beats per minute that tempo would have. Use a metronome to illustrate what each tempo sounds like.
- Unfold visuals, arrange in order from slowest to fastest, and tell children the visuals illustrate the tempos used for “*Ciranda, Cirandinha.*”
- Review circle dance movements, and perform the dance with Demo 21.

3. Add steady-beat instruments.

- Display Animal Tempo Visuals and review the four tempos used in “*Ciranda, Cirandinha.*”
- Divide children into two groups, assigning Group 1 to play the steady beat on non-pitched percussion instruments, and Group 2 to perform the dance.

Teaching Tip

Pre-designate a place in the room for instruments by laying them out in advance.

- Play Demo 21, and lead children in performing the dance and playing the steady beat on the instruments in four different tempos.
- Have children swap parts, and repeat.

Options

- Allow children playing instruments to improvise their own percussion rhythms instead of just the steady beat.
- If you have enough non-pitched instruments for all children to play simultaneously, divide children into two instrument groups, assigning Group 1 the steady beat, and Group 2 to improvise their own rhythms. Have children play along with Demo 21. Swap parts and repeat.
- Combine all three: divide children into three groups, assigning Group 1 instruments to play the steady beat, Group 2 instruments to improvise their own rhythms, and Group 3 to perform the dance. Swap parts and repeat as time allows.

Ciranda, Cirandinha

English text by
Ashley Danyew

Brazilian Folk Song
Arranged by Ashley Danyew

With Fun! (♩ = 60)

mf Unison



“Ci -

5

ran - da, ci - ran - din - ha,” take my hand and sing a -

8

long. Come and join our “ci - ran - din - ha,” all are wel - come, all be -

Pronunciation Guide:

“Ciranda, cirandinha” – See rahn dah, see rahn jeen yah



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12

long. So move it to the beat, and light - ly step your

16

feet. Lift your hands up high and then down low and here comes the re -

20

1-3 *Faster each time* (♩ = 80), (♩ = 100), (♩ = 120) 4

peat. "Ci - peat.

Ciranda, Cirandinha

English text by
Ashley Danyew

Brazilian Folk Song
Arranged by Ashley Danyew

With Fun! (♩ = 60) **3** *mf* Unison



“Ci - ran - da, ci - ran -
din - ha,” take my hand and sing a - long. Come and
join our “ci - ran - din - ha,” all are wel - come, all be -
long. So move it to the beat, and
light - ly step your feet. Lift your hands up high and
then down low and here comes the re -
peat. “Ci - peat.

1-3 *Faster each time* (♩ = 80), (♩ = 100), (♩ = 120) 4

Pronunciation Guide:

“Ciranda, cirandinha” – See rahh dah, see rahh jeen yah

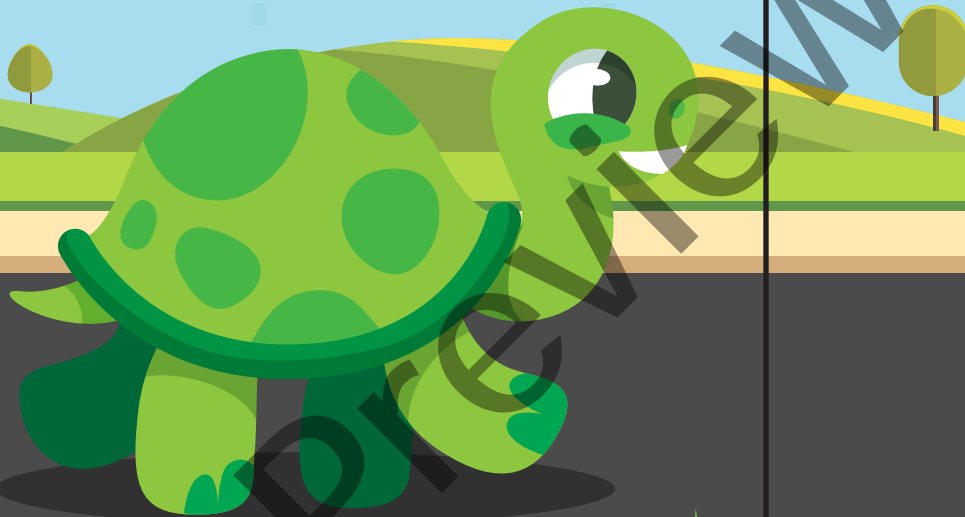


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LARGO

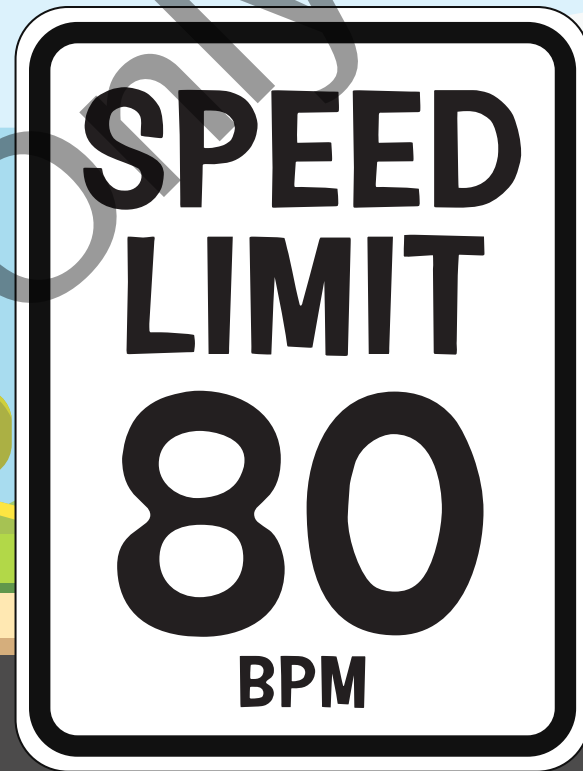
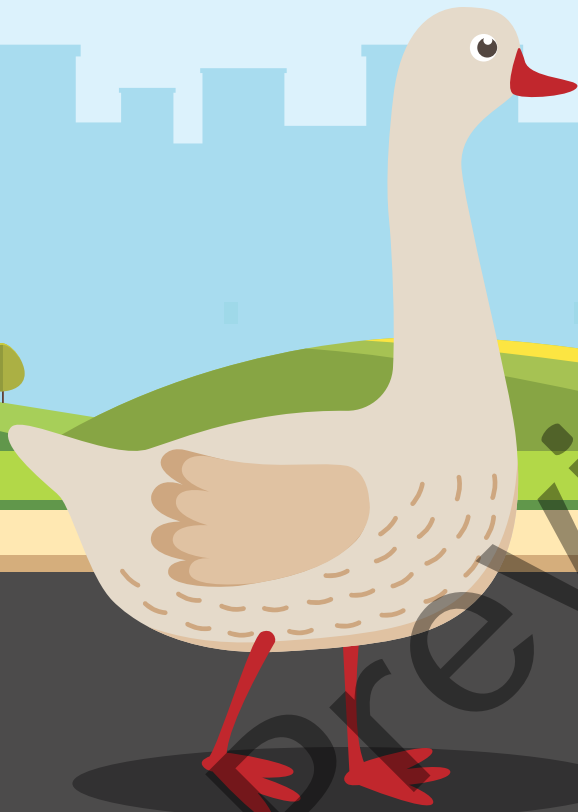
SLOW

**SPEED
LIMIT
60
BPM**



ANDANTE

WALKING

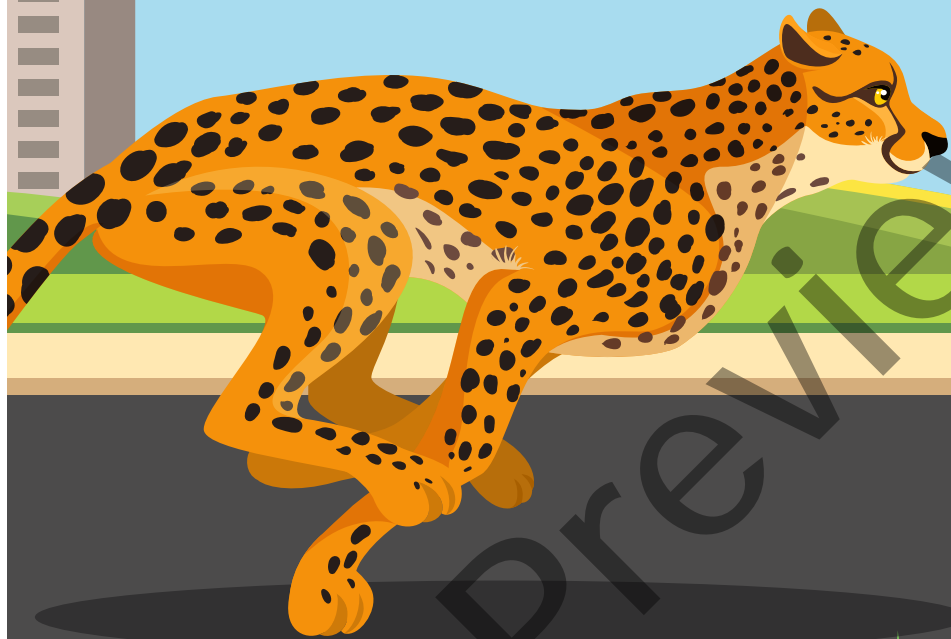


MODERATO

MEDIUM



ALLEGRO



FAST



True or False Psalm Quiz

MATERIALS NEEDED

- True or False Psalm Quiz KIDPages
- Pencils
- Demo 11 (optional)
- Crayons, colored pencils, markers (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 11 while children work. (optional)

EXTENSIONS

- Invite children to list people/things they care for or take care of that belong to the Lord on the back of their KIDPages. (e.g., family members, friends and neighbors, teachers, pets and animals, gardens, homes, cars, the Bible)
- Distribute crayons, colored pencils, or markers and invite children to draw some of the things they listed.

True or False Psalm Quiz

Answers:

"The earth is the Lord's
and everything in it."

True or False Psalm Quiz

The Earth is the Lord's is based on a scripture verse hidden in the puzzle below. To discover the verse, read each numbered phrase and determine if it is true or false compared to the song. If true, circle the word in the TRUE column, and write 1 in the matching numbered blank at the bottom of the page. If false, circle the word in the FALSE column, and write 1 in the matching numbered blank at the bottom of the page.

TRUE	FALSE	
God	The	1. The earth is not the Lord's.
earth	owns	2. God shaped and crafted each wonderful part.
is	all	3. God set it spinning. His own work of art.
built	the	4. We are not chosen.
Lord's	lives	5. We are called.
at	and	6. We do not need to care for the earth.
everything	who	7. The earth is a home for us all.
in	including	8. We have a job to do, both you and I.
people	it	9. We should let our chances pass by.

1
2
3
4
5

6
7
8
9

Psalm 24:1

Elementary KIDPage
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God Loves the World Spring-Elementary
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True or False Psalm Quiz

"The Earth Is the Lord's" is based on a scripture verse hidden in the puzzle below. To discover the verse, read each numbered phrase and determine if it is true or false compared to the song. If true, circle the word in the TRUE column, and write it in the matching numbered blank at the bottom of the page. If false, circle the word in the FALSE column, and write it in the matching numbered blank at the bottom of the page.

TRUE	FALSE
God	The
earth	owns
is	all
built	the
Lord's	lives
at	and
everything	who
in	including
people	it

- The earth is not the Lord's.
- God shaped and crafted each wonderful part.
- God set it spinning, His own work of art.
- We are not chosen.
- We are called.
- We do not need to care for the earth.
- The earth is a home for us all.
- We have a job to do, both you and I.
- We should let our chances pass by.

" _____ 1 _____ 2 _____ 3 _____ 4 _____ 5
 _____ 6 _____ 7 _____ 8 _____ 9 _____" Psalm 24:1

Session 1

Early-Arriver Activity

A Thank-You Note to God KIDPage

Make name tags.*

Rehearsal

“Going Over the Sea” Energizer–Energizer Teaching Steps 1-2

1. Teach the song and motions.
2. Perform the energizer.

“God Loves Me So Much”–Song Teaching Step 1

1. Listen and sign the Chorus (mm. 12-20, 29-37, and 46-54).

“God Loves the World”–Song Teaching Step 1 (Theme Materials)
(if taught in Fall, review)

1. Introduce the theme and teach the Chorus (mm. 9-23).

Farandole Fun–Activity Teaching Step 1

1. Introduce the music, and explore with rhythm sticks.

“Together”–Song Teaching Step 1

1. Introduce the song with movement.

“Blest Be the Tie”–Hymn Teaching Step 1

1. Introduce the hymn, and create a yarn web.

“Seed, Seed” Circle Game–Activity Teaching Step 1

1. Teach the song.

Closing

Devotional

Share Devotional 1 from *God Loves the World* Spring Devotionals–Elementary.
Go to growing-in-grace.com/devotionals.html for a free download.