

**Designing Your 2  
Own School Program**

# **Music**

**What Makes Sound?**



**A “True Education” Music Series**

**“Blessed is the people  
that know the joyful sound:  
they shall walk, O Lord,  
in the light of thy countenance.”**

**Psalms 89:15**



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# Teacher Section



# Gardening Sheet

**Lesson** Three

Music

**Title** “Musical and Non Musical Sounds”

## In Season

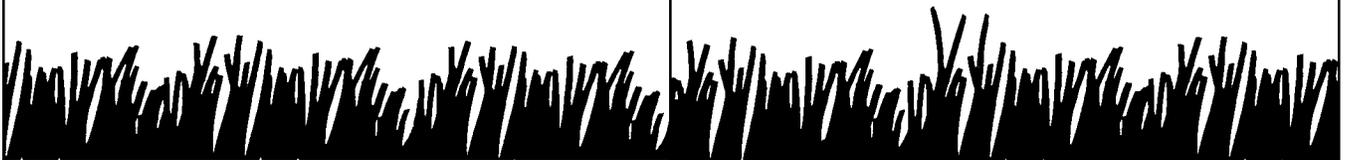
Musical sounds are pleasing to the converted taste while non-musical sounds are unwelcome noise. Be **alert!**

Save your grass clippings and plow them into your garden for fertilizer. It will help make tasty vegetables “pleasing to converted tastes.”

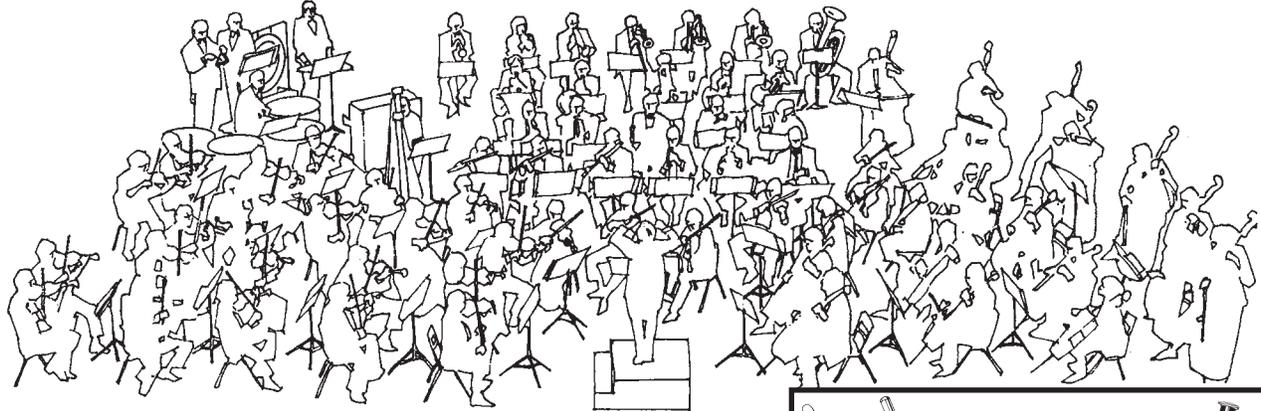


## Out of Season

Study more about what kind of soil your special plants will need. Begin planning and gathering the supplies you will need to improve your soil. Be prepared in the spring to garden. God has natural fertilizers that are better for your garden. Do not use the chemical fertilizers! He also has music that is best for us!



# The Symphony Orchestra



Woodwinds



Strings



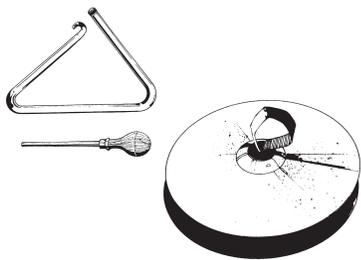
Conductor



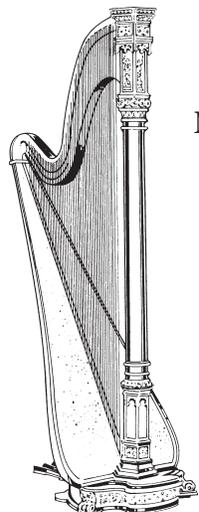
Brass



Percussion



Miscellaneous



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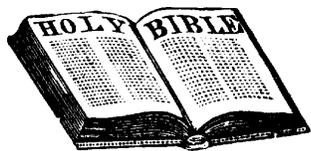
“Sounds” – Mark Your Bible

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# INSTRUCTIONS

## For the Teacher

### Step 1

Study the Bible Lesson and begin to memorize the Memory Verses. Familiarize Yourself With the Character Quality. The student can answer the Bible Review Questions. See page 6. Use the Steps in Bible Study.

### Bible Lesson

God's Chosen People – Exodus 20:3-6; Psalm 115:4-8; Isaiah 43:10, 11; 49:3-6; 56:7; Ezra 9:5-7; Romans 1:22-23

### Memory Verses

Isaiah 56:7; Deuteronomy 26:18-19; 28:10; 4:5-6

### Character Quality

**Diligence** – constant effort to accomplish what is undertaken; exertion of body or mind without unnecessary delay or sloth; due attention; industry

Antonyms – dilatoriness; slowness; casualness; slothfulness

### Character Quality Verses

Colossians 3:23 – “*And whatsoever ye do, do it heartily, as to the Lord, and not unto men.*”

Proverbs 4:23 – “*Keep thy heart with all **diligence**; for out of it are the issues of life.*”

### Step 2

### Understand How To/And

- A. Do the Spelling Cards so the student can begin to build his own spiritual dictionary.
- B. Mark Your Bible.
- C. Evaluate Your Student's Character in relation to the character quality of **diligence**.
- D. Familiarize Yourself with *What Makes Sound*, and how it works. Notice the Projects.

E. Review the Scripture References for *What Makes Sound*.

F. Notice the Answer Key.

## A. Spelling Cards

### Spelling Lists

#### Music Words

##### Place I - II- III

brass  
certain  
column  
distinct  
noise  
pleasant  
sound  
travel  
vibrate  
vibration  
waves  
wind  
woodwinds

##### Place II- III

centuries  
instrument  
sympathetic

#### Bible Words

chosen  
covenant  
**diligent**  
fools  
glorified  
graven  
idols  
image  
iniquities  
jealous  
light  
likeness  
professing  
restore  
servant  
serve  
trespass  
witnesses  
wise

(Teacher, you could add the names of the wind instruments to this list.)

See the booklet *Spelling from the Scriptures* for instructions about how to make the Spelling Cards.

## B. How to Mark the Bible

1. Copy the list of Bible texts in the back of the Bible on an empty page as a guide.

2. Go to the first text in the Bible and copy the next text beside it. Go to the next one and repeat the process until they are all chain-referenced.

3. Have the student present the study to family and/or friends.

4. In each student lesson there are one or more sections that have a Bible marking study on the subject studied. (See the Student's Section, page 28.)

## C. Evaluate Your Student's Character

This section is for the purpose of helping the teacher know how to encourage the students in becoming more **diligent**. See page 7.

Place I = Grades 2-3-4  
Place II = Grades 4-5-6  
Place III = Grades 6-7-8

# D. Familiarize Yourself with What Makes Sound? – Notice the Projects

## Projects

1. Teach your child, when asked to do a chore, to answer with a pleasant, polite voice, “Yes, mother” or “Yes, father.” Remember the sound of your voice is to make known the character of God. Speak distinctly.

2. As you are working together as a family, **diligently** practice having a musical sound to your voice when visiting or speaking to one another in the family.

3. Think of creative ways to **diligently** sound the message that Christ is coming soon. Keep some tracts in your car to give away as you have opportunity.

4. Have the student read I Corinthians 14:7-8 and Romans 10:18. Have the student explain what these verses are saying. Discuss as a family. Look up the word “sound” in the *Strong's Concordance* from the above two verses. What does it mean? How do these verses relate to the Bible story, “The Chosen People.”

5. Using your Nature Study Book list all the things you hear in nature that make sound.

7. Make a study notebook on either ants or beavers.

A. Find pictures.

B. Find information.

C. Put it together in an organized fashion.

8. If no one in your family plays a wind instrument, find someone who will play and show you how it works.



## **E. Review the Scripture References for *What Makes Sound***

Teacher, read through this section before working on the lesson with the student. See page 28 in the Student Section.

## **F. Notice the Answer Key**

The Answer Key for the student book is found on page 8.

### **Step 3**

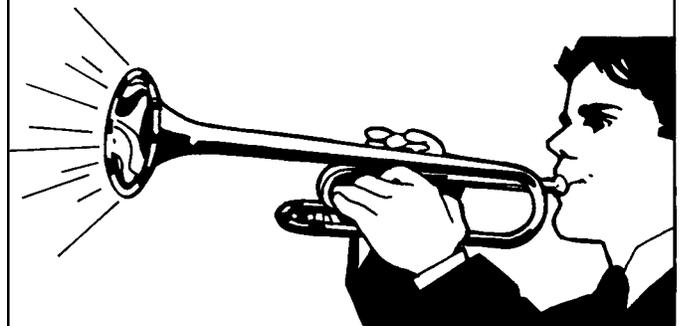
Read the Lesson Aim.

### **Lesson Aim**

The purpose of this lesson is to gain a deeper understanding of what the laws of music are by exploring sound and what makes sound. The student will also learn how this relates to God's chosen people. God created music to serve a purpose just as His chosen people are to

serve a purpose. This lesson will help the student to understand what that purpose is, and how, through **diligent** practice and study, they can help fulfill that purpose through music.

God's purpose for Israel was that they would **diligently** sound God's character to the world, that the world might know Him and be prepared for Christ's first coming. Instead, they fixed their hopes on worldly greatness, and just as musical sound waves get weaker and weaker the farther they travel from the source of vibration, God's people became weaker and weaker as they moved away from God and turned to their own ways. Their sound then came from another source which misrepresented God's character. They became a noise. God still wants His people to **diligently** sound the message that Christ is coming again soon and to make His character known by the music of their lives. *“For from you sounded out the word of the Lord...in every place your faith to God-ward is spread abroad”* (I Thessalonians 1:8).



## Step 4

Prepare to begin the Music Lesson.

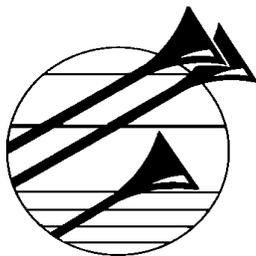
### To Begin the Music Lesson

Make a list of all the sounds that you hear on a regular basis in your home. Discuss what causes them. Are they man-made sounds or sounds God created in the beginning?

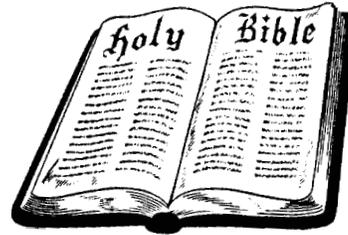
What is your favorite musical instrument that you enjoy hearing or playing?

## Step 5

These lessons are designed for the whole family. Begin the Music Lesson. Cover only what can be understood by your student. Make the lessons a family project by all being involved in part or all of them.



## Steps in Bible Study



1. Prayer
2. Read the verses/meditate/memorize.
3. Look up key words in *Strong's Concordance* and find their meaning in the Hebrew or Greek dictionary in the back of that book.
4. Cross reference (marginal reference) with other Bible texts. An excellent study tool is *The Treasury of Scripture Knowledge*.
5. Use Bible custom books for more information on the times.
6. Write a summary of what you have learned from those verses.
7. Mark key thoughts in the margin of your Bible.
8. Share your study with others to reinforce the lessons you have learned.

# Review Questions

1. What religious worship prevailed anciently? (Romans 1:22, 23; Psalm 115:4-8)

2. What was the great mission of the chosen people, Israel? (Exodus 20:3-6; Isaiah 43:10, 11; 49:3-6; 56:7)

3. How did they fail in their duty? (Ezra 9:5-7)

4. Thought Question: How did God overrule Israel's failure in not accomplishing His purpose or their mission?

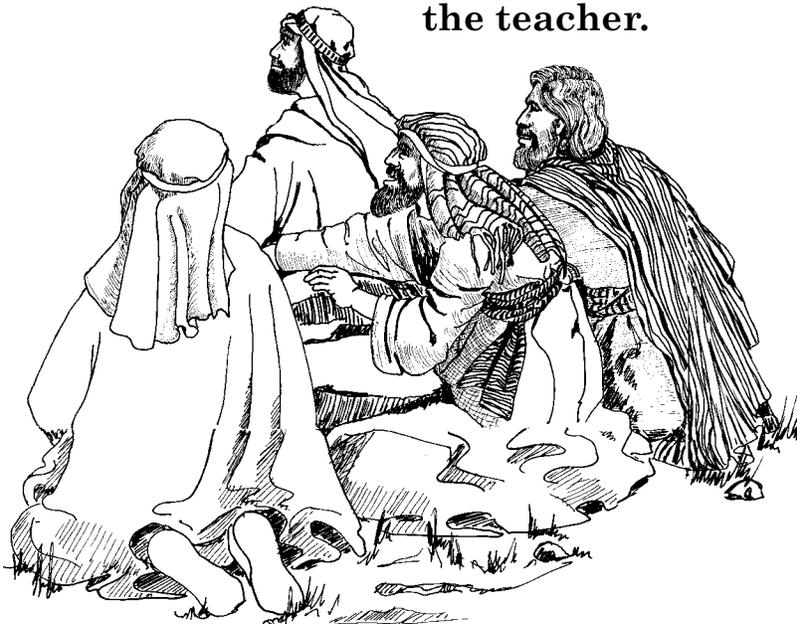
5. What three nations or races were most influential in the civilized world at the time of Christ? For what was each remarkable? (a. Rome—Law; b. Greeks—Language; c. Jews—Religion)

6. What had each contributed to prepare the way for the spread of the gospel? (a. Rome – Government; b. Greek – Language; c. Jews – Knowledge of the true God)

7. God prepared the Gentile world for the coming of the Redeemer by:  
a. System of heathenism had lost its hold on the people  
b. Bible had been translated into Greek and was the universal language  
c. Some Jews remained steadfast and true to the true God  
d. Palestine was the center of the world's gatherings

8. Who are God's chosen people today? (His faithful followers)

**Questions 5, 6 and 7 will need to be asked and then answered by the teacher.**



# Evaluating Your Child's Character

Check the appropriate box for your student's level of development, or your own, as the case may be.

Maturing Nicely (MN), Needs Improvement (NI), Poorly Developed (PD), Absent (A)

## Diligence

1. Does the student have difficulty in following through on assigned tasks without being reminded?

Yes      No  
     

5. Is the time that a child can wait between achievement and reward increasing appreciably?

MN   NI   PD   A  
        

2. Does the student tend to take on the responsibilities of others, leaving his/her own responsibilities unattended?

Yes      No  
     

6. Does the student move quickly and efficiently on the job, or does he move slowly?

MN   NI   PD   A  
        

3. Is the student able to complete tasks in spite of distractions?

Yes      No  
     

7. Does the student look forward to the job or complains about the task?

MN   NI   PD   A  
        

4. Does the student need constant supervision in order to perform at their best level?

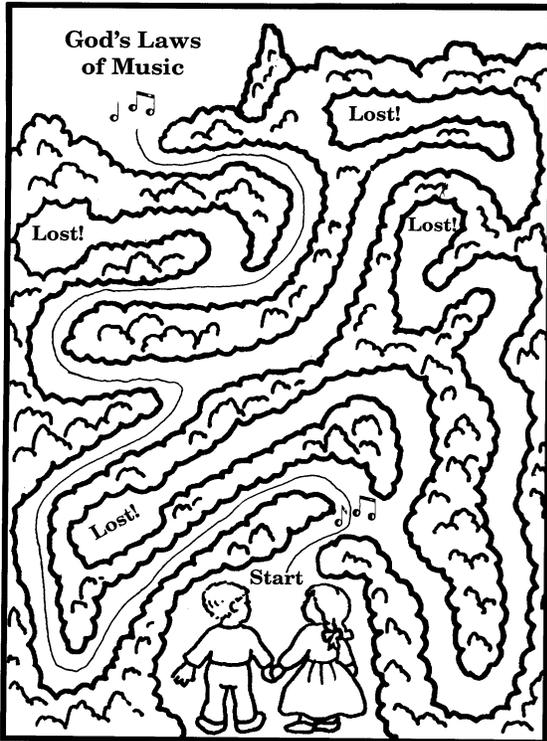
Yes      No  
     

8. Does the student first do the job to please the Lord and then his parents?

MN   NI   PD   A

# Answer Key

## Page 10



## Page 25

1. "To make known"
2. See page 1.
3. No
4. See pages 6-9.
5. "To swing or move back and forth"
6. See pages 1-3.
7. Clear, easily heard, or understood, plain

## Page 25 continued

8. Noise can be destructive and pure musical sounds uplifting.
9. Song, prophecy, temple rite, household prayer
10. They were to preserve among men the knowledge of God's law, and the knowledge of the coming Redeemer. They were to reveal God to men by their lives. They expected a king and not a humble baby.
11. If two strings of an instrument are stretched out side by side and tuned to the same pitch, when one is sounded, the other will also sound.
12. (A) higher, (B) lower, (C) higher, (D) lower, (E) lower, (F) higher
13. Teacher, check. Some possible answers are: Moses, at the burning bush, Saul on the road to Damascus, etc.
14. Student, answer.



# Gardening Sheet

**Lesson** Two

Music

**Title** “What Makes Sound?”

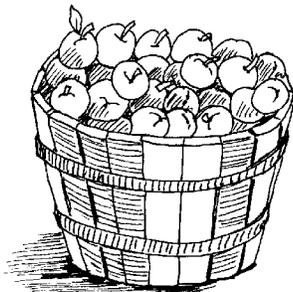
## In Season

**(This is for In Season and Out of Season.)**

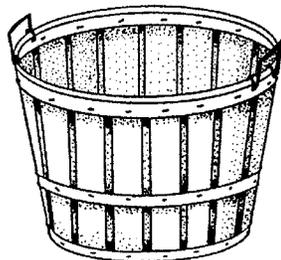
A most pleasant sound is a family enjoying the fruits of their diligent labor as they eat their meals of garden vegetables and fruits. It is music to the ear.

Making a plan before you pick up your hoe will give a well ordered garden.

Plan succession plantings so you will not have a feast followed by famine. It helps to garden on paper first.



Feast



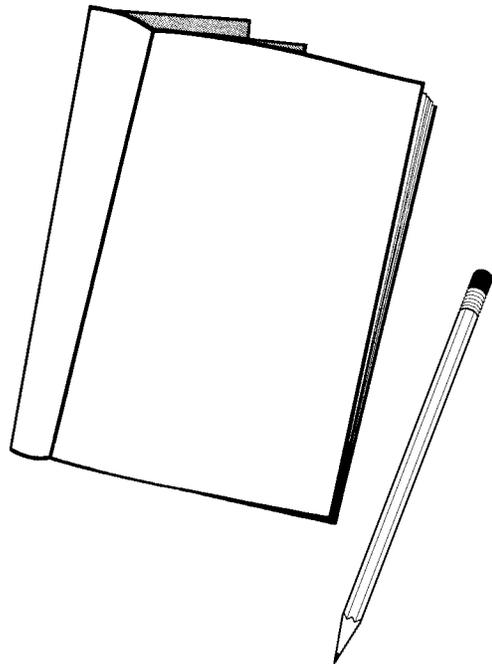
Famine

## Out of Season

As in good music there is beautiful sound and harmony so in successful gardening there will be pleasant experiences.

However, it is best to always plan ahead—draw a plan!

Play beautiful music while drawing your garden sketch.



**“And all the congregation worshipped,  
and the singers sang,  
and the trumpeters sounded....”**

**II Chronicles 29:28**



**Each booklet in the series,  
“Designing Your Own School Program,”  
is planned for a family to study together  
for their homeschool curriculum;  
yet versatile enough to be used  
in the conventional classroom.**

**Learn the principles  
of the subject matter from the Scriptures;  
discover more academic information;  
then apply it to your daily life.**

**Other titles in the Music series are available  
in the following titles:**

- 1 – What is Music?**
- 2 – How Does Sound Make Music?**
- 3 – Musical and Non Musical Sounds**
- 4 – The Staff, Grand Staff and Lines**
- 5 – Treble and Bass Clef**
- 6 – The Whole Note and Rest**
- 7 – The Half, Quarter, Eighth Notes,  
and Rests**
- 8 – The Dotted Half Note and Rest**
- 9 – Review Notes and Rests**
- 10 – Pulse and Time Signature**



**Mark 4:29**