

Designing Your Own School Program **3**

Music

**Musical and
Non Musical Sounds**



A “True Education” Music Series

**“A soft answer turneth away wrath:
but grievous words stir up anger.”**

Proverbs 15:1



**Printed by SEM
627 Highland Loop Rd.
Kettle Falls, WA 99141
(509) 684-6843**

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SonLight Education Ministry
P.O. Box 518
Colville, WA 99114

Teacher Section



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**“Sweetly sing, sweetly sing,
Praises to our heav’nly King;
Let us raise, let us raise
High our notes of praise;
Praise to Him whose name is Love,
Praise to Him who reigns above;
Raise your songs, raise your songs,
Now with thankful tongues.”**

—Miss J. W. Sampson

Reinforce
Review

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**“O Jesus my Redeemer,
My song shall be of Thee;
No other friend so constant,
No friend so dear to me.”**

—F. E. Belden

**“Make a joyful noise
unto God,
all ye lands:
Sing forth the honour
of his name:
make his praise
glorious.”**

Psalm 66:1-2

**“Praise
ye the Lord:
for it is good
to sing
praises unto
our God;
for it is
pleasant;
and praise
is comely.”**

Psalm 147:1

The Symphony Orchestra



Woodwinds



Strings



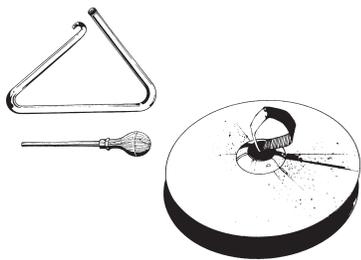
Conductor



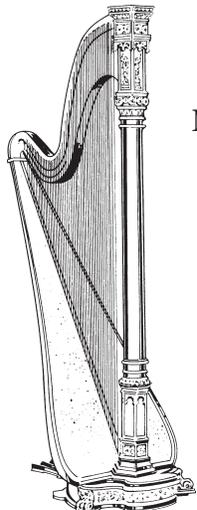
Brass

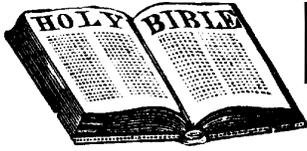


Percussion



Miscellaneous





INSTRUCTIONS

For the Teacher

Step 1

Study the Bible Lesson and begin to memorize the Memory Verses, and 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

“The Fullness of Time” – Ecclesiastes 3:1-15; Luke 1:26-35; Galatians 4:4-5

Memory Verses

Galatians 4:4-5; *The Desire of Ages* 32; Acts 3:22; Isaiah 61:1-3; 60:1-3; Genesis 49:10; John 3:16-17

Character Quality

Alertness – quick to understand and watching very carefully: vigilance; watchfulness; moving with celerity or briskness; nimbleness; sprightliness

Antonyms – carelessness; indifference; unawareness; levity

Character Quality Verse

Mark 14:38 – “*Watch ye and pray, lest ye enter into temptation. The spirit truly is ready, but the flesh is weak.*”

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 **alertness**.
- D. Familiarize Yourself with *Musical and Non Musical Sounds*. Notice the Projects.
- E. Review the Scripture References for *Musical and Non Musical Sounds*.
- F. Notice the Answer Key.

A. Spelling Cards

Spelling Lists

Music Words

Place I - II - II

balance	microphone
balanced	musical
bass	noise
beat(s)	non musical
beginning	non sensual
biological	path
body	pattern(s)
bowed	piano
cello	plucked
clean	profile
clear	pulse
climax	recurrence
circadian	rhythm(s)
conclusion	righteousness
counterfeit	rotation(s)
crisp	sensual
defile	skillfully
distinct	slurring
dominate	sound(s)
dominating	stay(ing)
end	still
guitar	stringed
harp	swaying
instrument(s)	thickness
intonation	trance
length	unbalanced
lutenist	viola
marching	violin
measure(s)	vocalist(s)
melodies	

Notes

Choose from these words
your student's spelling list.

Bible Words

adoption	law
alertness	made
blessed	Mary
conceive	Nazareth
David	prolonged
end	proverb
espoused	redeem
faileth	reign
favour (favor)	sent
favoured	sons (Son)
forever	stand
fullness	throne
Galilee	time
Israel	troubled
Jesus	under
Joseph	virgin
kingdom	vision

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 is one or more sections that have a Bible marking study on the subject studied. (See the Student's Section, pages 14, 43.)

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 **alert**. 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 Musical and Non Musical Sounds – Notice the Projects

1. As a family gather all of your music tapes, CDs, and videos together. With them before you, kneel down and ask your Heavenly Father to enlighten your minds and show you if any of this music has “non musical” qualities. After prayer listen to some or all of the music and carefully evaluate it with the principles you have just learned in this lesson.
2. Go on a “music fast” for a few months. During this time do not listen to any music. Read books on musical principles, such as the Bible, Spirit of Prophecy, *The Lord Is My Song* by Dr. Juanita McElwain, *Music in the Balance* by Frank Garlock and Kurt Woetzel. At the end of your fast bring your family together and again pray for God's Spirit to enlighten you. Evaluate your music.

3. Make a covenant with the Lord and each other not to listen to non musical sounds. Take all the impure music you have and destroy it as a sign of your covenant.

4. Think of tactful ways you can **alert** others about musical and non musical sounds.

5. Do research on what violins are the best. Also, search to find out what is the oldest one in existence. What kind is it?

6. See if there is a stringed instrument maker in your area. (Ask at a music store.) Find out if your family can go visit them and have a tour through their workshop.

E. Review the Scripture References for “Non-Sensual and Sensual Sounds”

Teacher, read through this section before working on the lesson with the student. See page 14 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

To give the student a deeper concept of the way sounds affect us and how to identify these sounds as musical or non musical is the purpose of this lesson. God’s people must be **alerted** to these principles if they would escape many a heartache.

Most people choose the music they listen to simply on a "I like it" basis. But God calls us to make an intelligent decision—one based on principle and truth, not on feeling. God says, *“My people are destroyed for lack of knowledge....”* Why? Do they not have a multitude of resources at their hands? The Bible goes on, *“Because thou hast rejected knowledge....”* (Hosea 4:6). This is what the Jewish nation did. Are we going to follow their example and then be rejected of God or will we seek to know the truth and live it?

Step 4

Prepare to begin the Music Lesson.

To Begin the Music Lesson

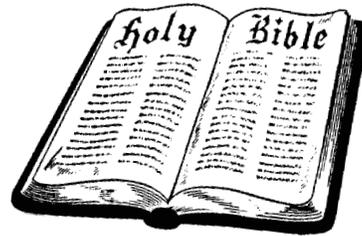
Look for birds in the early morning hours. Listen carefully for their songs. Notice how different each bird's song is from other species. Ask the student how birds learn to sing? They do so by imitation. Must they study, as it were, this song so they get it right? Yes.

We also learn by imitation. What we listen to is what we will produce. Therefore we must study to know what kinds of sounds are dishonoring to God so that we will not imitate them.

Step 5

Begin the *Musical and Non Musical Sounds* lesson. Cover only what can be understood by your student. Make the lesson a family project by all being involved in part or all of the lesson. These lessons are designed for the whole family.

Steps in Bible Study



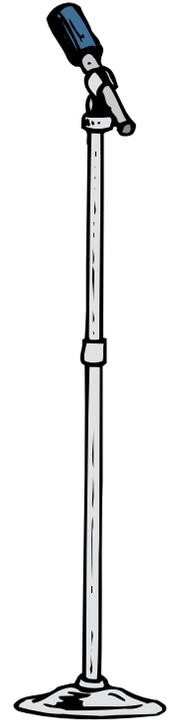
1. Prayer.
2. Read the verses/meditate/memorize.
3. Look up key words in *Strong's Concordance* and find their meanings in the Hebrew or Greek dictionary in the back of that book.
4. Cross-reference (marginal reference) with other Bible texts. An excellent study tool is *The Treasury of Scripture Knowledge*.
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.

Bible Review Questions

1. Does God have a time table?
(Ecclesiastes 3:1-15)
2. To whom was the angel Gabriel sent? (Luke 1:26-27)
3. In what town did Mary live?
(Luke 1:26)
4. Who was to be Mary's husband?
(Luke 1:27)
5. How did the angel greet Mary?
(Luke 1:28)
6. What did the angel say to remove her fear? (Luke 1:29-30)
7. Who did the angel say should be born to her? (Luke 1:31-33)
8. What would He be called? (Luke 1:31)
9. What does "Jesus" mean? (See a concordance.)
10. What did the angel say of Jesus' throne and kingdom? (Luke 1:32-33)
11. When did God send His Son to this earth? (Galatians 4:4)
12. What does it mean "*the fullness of time had come?*" In God's reckoning or man's?

Thought Question: Why was it necessary for Christ to come to earth as a man to save man? (He came to fulfill what Adam failed to do in the flesh, and He lived a perfect example of righteousness.)

Notes



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)

Alertness

1. Does the child show **alertness** and recognize opportunities and dangers on his own?

MN NI PD A

2. Is the child able to visualize the consequences of subtle dangers and act according to the wisdom of Scripture? *"A prudent man foreseeeth the evil, and hideth himself"* (Proverbs 22:3).

MN NI PD A

3. Does the child act quickly upon command?

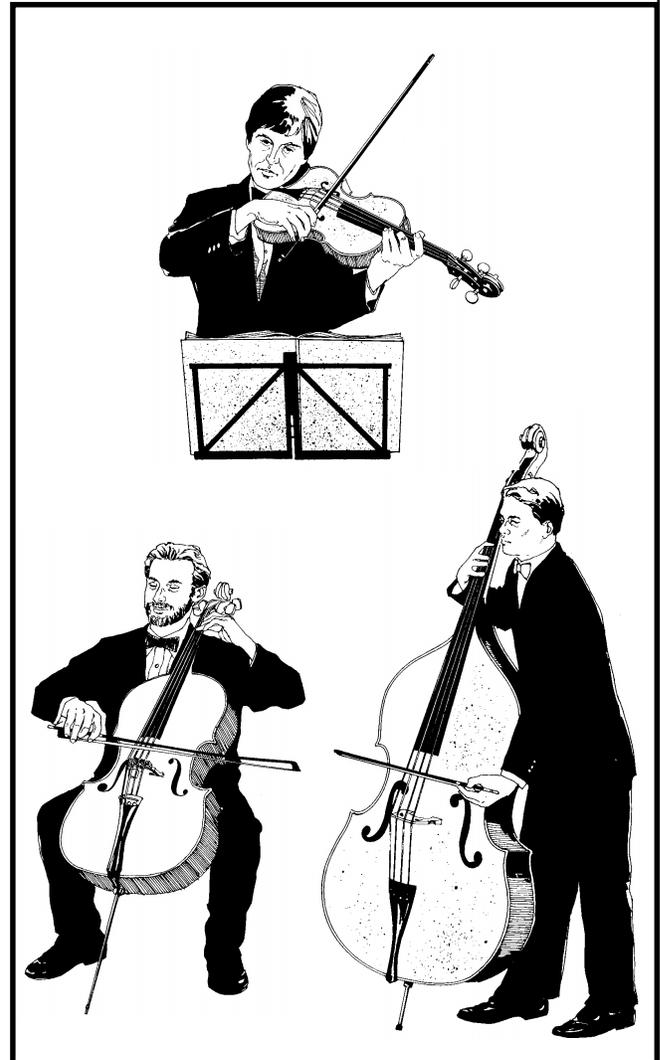
MN NI PD A

4. Is the child sluggish in the morning?

Yes No

5. Is the child **alert** to the special needs of others about him?

MN NI PD A



Answer Key

Page 26

1. Music.
2. The people who know the joyful sound.
Blessed.
3. Many.
4. Destroy them.
5. The melody.
6. Four.
7. Despair, depression, tension, stress, hypnotic, trance.
8. God, because He is my life just as rhythm is the life of music.
9. Brain.
10. Heavenly angels depart.
11. Those who are in the flesh (carnal or sensual).
12. To debase the image of God in humanity.
13. Thousands.
14. The melody.
15. Beginning, body or subject matter, climax near its conclusion, and an end.

16. Clean, balanced, supportive.

17. Slurring notes, holding the microphone near to the mouth while singing, breathiness used by vocalists, swaying.

18. Defile it.

Page 39

1. When something causes the strings to vibrate.
2. Bowed, plucked.
3. By being thicker, longer, and/or loosened.
4. The string is thinner, shorter, and/or tighter.
5. Tuning.
6. Slack.
7. Slack obedience to God's laws.
8. The humblest in cooperation with Christ.
9. Their sounds are higher.
10. To allow the body to amplify the sound.

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!

**“Heaviness in the heart
of man maketh it stoop:
but a good word maketh it glad.”
Proverbs 12:25**



**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