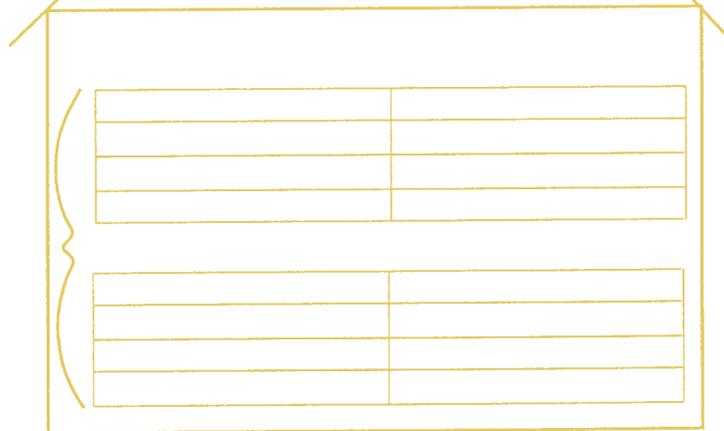


Designing Your Own School Program **4**

MUSIC

The Staff, Grand Staff, and Lines

The
Staff
Stable



A “True Education” Music Series

**“And she brought forth
her firstborn son,
and wrapped him
in swaddling clothes,
and laid him
in a manger;
because there was
no room
for them
in the inn.”
Luke 2:7**



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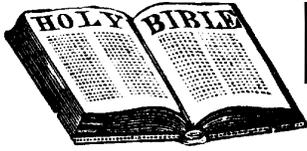
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Teacher Section



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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 5. Use the Steps in Bible Study.

Bible Lesson

“Unto You a Saviour” – Luke 2:1-20

Memory Verses

Isaiah 44:3; Psalm 112:4; Luke 2:10-14; Romans 11:33

Character Quality

Humbleness – freedom from pride and arrogance; **humility** of mind; a modest estimate of one’s own worth; lowliness of mind; a deep sense of one’s own unworthiness in the sight of God; self-abasement; penitence

for sin, and submission to divine will.

Antonyms – pride; arrogance; insolence; haughtiness; disdain; vainness; vainglory; ostentation; pretension; showiness; exaltation; aggrandizement

Character Quality Verse

James 4:6 – *“But he giveth more grace. Wherefore he saith, God resisteth the proud, but giveth grace unto the **humble**.”*

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 **humbleness**.

D. Familiarize Yourself With *The Staff, Grand Staff, and Lines*. Notice the Projects.

E. Review the Scripture References for *The Staff, Grand Staff, and Lines*.

F. Notice the Answer Key.

A. Spelling Cards

Spelling Lists

Music Words

Place I - II

bell
limit
lines
path
prop
single
spaces
staff
uphold

Place II - III

double
framework
measure
parallel
percussion
section
support

Bible Words

angels
babe
Bethlehem

Bible Words

continued

Christ
clothes
decree
flock
firstborn
Galilee
glory
haste
heaven
Joseph
joy
manger
Mary
multitude
Nazareth
night
peace
praising
shepherds
shone
swaddling
taxed
tidings

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 29 and 40.)

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 **humble**. See page 6.

Placement of Student

Place I = Grades 2-3-4

Place II = Grades 4-5-6

Place III = Grades 6-7-8

D. Familiarize Yourself With The Staff, Grand Staff, and Lines – Notice the Projects

Projects

1. Set aside a few days when each student can practice taking **humble**, low positions throughout the day and let others be first and happy. (Example: When going to town, one child sits in the back seat of the car and cheerfully allows brother or sister to take the front seat.)
2. As the student is doing his outdoor chores, encourage him to find examples of things that are **humbly** in their space just as the notes and symbols are placed in their spaces or lines on the staff. (Example: a baby bird stays in its nest.)
3. Every morning while you are studying this lesson, ring a bell to the tune “Saviour, Like a Shepherd Lead Us”* to awaken the rest of the family when it is time to arise.

*or another familiar hymn that goes with this lesson.

E. Review the Scripture References for “The Staff—Christ”

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

See pages 29, and 40 in the student section.

F. Notice the Answer Key

The Answer Key for the student book is found on page 7.

Step 3

Read the Lesson Aim.

Lesson Aim

The purpose of this lesson is to give the student an understanding of the staff. As the purpose of the staff is to represent pitch, Jesus, **humbly** came to this earth to represent His Father.

Jesus is the foundation for the Christian’s character. The musical

staff is the foundation for the writing of music. The notes written on the different spaces and lines of the staff are played in a path from left to right.

Jesus traveled from heaven to earth to show us the **humble** path we must take "...that the path of life might be made sure for our little ones."* Just as we must understand the lines and spaces of the musical staff to play the correct pitches, we must study and pray to understand the directions Jesus gave us by His life on earth. We can follow these directions each day, that we may stay in the **humble** path of life, and add others to the kingdom of God. *"Thou wilt shew me the path of life"* (Psalm 16:11).

Step 4

Prepare to begin the Music Lesson.

To Begin the Music Lesson

Have the student draw a picture of a path with a shepherd walking on it. Encourage them to be creative by placing the path through a forest or mountain.

**The Desire of Ages 49*

Make a comment like: "If this shepherd were to decide to stray off of the path, what could happen? He might get lost. The path was put there for the safety of those traveling on it. Its purpose is to guide them to a special place."

Now bring out a piece of music and show the student the staff. Tell him that the staff is similar to a path in that it guides the notes so they can be used in producing music.

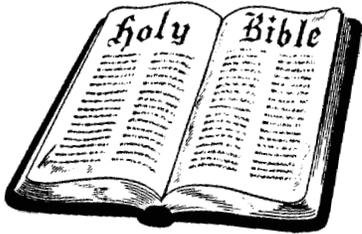
Step 5

Begin *The Staff, Grand Staff, and Lines* 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.

"As Jesus journeyed, so we must journey. The path He followed, we must follow; for that path leads to the mansions He is preparing for us."

Review and Herald 4-24-1900

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. Who made the decree for all to be taxed? (Luke 2:1)
2. Where were the people sent to be taxed? Where did Joseph go? Why? Who went with him? (Luke 2:3-5)
3. Describe how and where the Saviour of the world was born. (Luke 2:7)
4. Who did the angels find to share the news of the Baby's birth? What were they told? (Luke 2:8-12)
5. After the news was given by the angels what did the angels do? (Luke 2:13-14)
6. How did the shepherds respond? (Luke 2:15-18)
7. What was the custom after the eighth day when a baby was born? (Luke 2:21; Leviticus 12:3)

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)

Humbleness

1. "Seest thou a man wise in his own conceit? there is more hope of a fool than of him" (Proverbs 26:12). Is the child teachable, readily and **humbly** submitting himself to the guidance of those more experienced than he?

MN NI PD A

2. Does the child show proper respect to those who are his superiors in knowledge, in station, and in years?

MN NI PD A

3. When praised for something he has done does the child deflect the praise to God or others who played some indirect part in his success?

MN NI PD A

4. Does the child think more highly of himself than he ought to think?

Yes No

5. When the child experiences a moral failure of some kind, does it **humble** him or does he seek to justify himself?

6. Does the child prefer showy or modest attire? _____

Yes No

7. Does your child agree with you?

Yes No

8. Does the child find it difficult to admit when he is wrong?

Yes No

9. Does the child often ask for forgiveness on his own?

MN NI PD A

10. Does the child usually respond to conflict in the family with the attitude, "It wasn't my fault"?

Yes No

11. Does the child ever choose to "lose face" himself in order to shield another from embarrassment?

MN NI PD A

Answer Key

Page 16

1. Something that holds musical notes and symbols in their place on paper

2. Answers may vary: God's law, the stall in which Jesus was born

3. Five
Four

4. The musical piece is finished.

5. That Jesus **humbled** Himself and sacrificed great freedom to come to this confining earth full of darkness and sin

6. Two staves joined together by a brace

7. The sections between bar lines

8. Both pitch and rhythm depending on where notes and other signs are placed on the staff itself

9. Sectioning off the staff.

10. Rest, food, warmth, water, air, clothes, shelter

11. Upper, lower, upper, lower

12. Jesus, low

Page 39

1. Those with definite pitch and those with indefinite pitch

2. Second, second, first

3. See page 30 in the student section.

4. See page 30 in the student section.

5. To make noise; they are used mainly for emphasis or to keep rhythm

6. No, it is the way in which they are often played that is evil

7. Words, physical abuse, and temptations

8. Student answer.

“Only he who loves God with all the heart, soul, mind, and strength, and his neighbor as himself, can give glory to God in the highest, and peace on earth, good will to men. This was the work of Christ; and when His work is appreciated and represented by His followers, the great result will be achieved in the ‘*joy that was set before him*’ in the saving of the souls for whom He gave His life.”

(The Paulson Collection 95)

Ring the Bells of Heaven

Ring the bells of heaven! there is joy today,
For a soul, returning from the wild;
See! the Father meets him out upon the way,
Welcoming His weary, wand’ring child.

Ring the bells of heaven! there is joy today,
For the wanderer now is reconciled;
Yes, a soul is rescued from his sinful way,
And is born anew a ransomed child.

Ring the bells of heaven! spread the feast today,
Angels swell the glad triumphant strain.
Tell the joyful tidings! bear it far away!
For a precious soul is born again.

Glory! glory! how the angels sing;
Glory! glory! how the loud harps ring;
’Tis the ransomed army, like a mighty sea,
Pealing forth the anthem of the free.

—*Wm. O. Cushing*

Gardening Sheet

Lesson Four **Subject** Music

Title “The Staff”

In Season

This lesson can be used for both In Season and Out of Season.

Making a compost heap will help produce rich soil. Soil that is rich is a good foundation to growing a healthy garden.

Some materials to put in a compost heap are: lawn clippings, weeds (not noxious weeds), kitchen garbage (not fats and greases), oak, beech, and pine leaves, etc.

If your pile is to stand for a year or more you can use sawdust on it. Do not use more than 15 percent sawdust in making the pile. Make sure it is well distributed.

Build the pile in successive 4-inch (10 centimeters) layers—trampled leaves. Spread the refuse evenly. Keep the top of the pile slightly depressed toward the center so it will hold water. If the leaves are dry, sprinkle each layer as it is added. A layer of green grass clippings will not need extra water.

Out of Season

The foundation for the writing of music is the musical staff. The foundation of our life is Christ, the Staff. He is the richness in the gardens of our hearts.

In your garden, after enriching the soil with the compost, make a staff for plants to climb on.

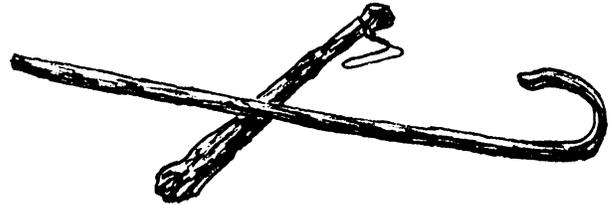
Plant low plants like peppers, eggplant, etc., in the rows like notes. If you are creative you can write a line of music in your garden.



Rod and Staff

Thy rod and thy staff shall cheer me,
When passing death's dark vale;
Thou, Lord, wilt still be near me,
And I shall fear no ill.

—*Unknown*



And by thy word revive thou me;
Save me, and plead my cause.
Salvation is from sinners far;
For they seek not thy laws.

Thy tender mercies, Lord, are great,
They numbered cannot be.
According to thy judgments just,
Revive and quicken me.

—*Unknown*



**“But in the city of their royal line,
Joseph and Mary are unrecognized
and unhonored.**

**Weary and homeless, they traverse
the entire length of the narrow street,
from the gate of the city
to the eastern extremity of the town,
vainly seeking a resting place
for the night.**

**There is no room for them
at the crowded inn.**

**In a rude building
where the beasts are sheltered,
they at last find refuge,
and here the Redeemer
of the world is born.”**

The Desire of Ages 44



**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