

**Designing Your Own School Program** **5**

# **MUSIC**

## **Treble and Bass Clef**



**A “True Education” Music Series**

**“...Behold this child  
is set for the fall  
and rising again  
of many in Israel...”  
Luke 2:34**



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# Teacher Section



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**Look for the waymarks as you journey on,  
 Look for the waymarks, passing one by one;  
 Down thro’ the ages, past the kingdoms four—  
 Where are we standing? Look the waymarks o’er.**

**First, the Assyrian kingdom ruled the world,  
 Then Medo Persia’s banners were unfurled;  
 And after Greece held universal sway,  
 Rome seized the scepter—Where are we today?**

**Down in the feet of iron and of clay,  
 Weak and divided, soon to pass away;  
 What will the next great, glorious drama be?—  
 Christ and His coming, and eternity.**

**Look for the waymarks, the great prophetic waymarks,  
 Down thro’ the ages, past the kingdoms four.  
 Look for the waymarks, the great prophetic waymarks,  
 The journey’s almost o’er.**

—F. E. Belden



# 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

The Dedication – Luke 2:21-38

### Memory Verses

I Peter 1:18-19; Isaiah 11:1-5; 9:2, 6; Revelation 15:3-4

### Character Quality

**Discernment** – the power or faculty of the mind, by which it distinguishes one thing from another, as truth from falsehood, virtue from vice; acuteness of judgment; power of perceiving differences of things or ideas, and their relations and tendencies

Antonyms – stupidity; slowness; dullness; density; crassness; blindness; lack of judgment

### Character Quality Verse

I Samuel 16:7 – *“But the Lord said unto Samuel, Look not on his countenance, or on the height of his stature; because I have refused him: for the Lord seeth not as man seeth; for man looketh on the outward appearance, but the Lord looketh on the heart.”*

### 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 **discernment**.

D. Familiarize Yourself With the *Treble and Bass Clef*. Notice the Projects.

E. Review the Scripture References for the *Treble and Bass Clef*.

F. Notice the Answer Key.

## **A. Spelling Cards**

### **Spelling Lists**

#### **Music Words**

##### **Place I - II - III**

clef  
treble  
bass  
sign  
guide  
lead

##### **Place II - III**

signature  
foundation  
conductor  
conducting

#### **Bible Words**

Anna  
consolation  
custom  
dedication

#### **Bible Words**

##### **continued**

devout  
firstborn  
Gentiles  
glory  
Jerusalem  
light (en)  
name  
peace  
pierce  
pigeon  
Prophet  
prophetess  
redemption  
sacrifice  
Simeon  
widow

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, page 36.)

## **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 **discerning**. 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 Treble and Bass Clef – Notice the Projects Projects**

1. As you do your chores notice examples of things that need instructions (signs). (Example: A lawn mower is just pieces of metal, plastic, and a few other materials, but with instructions on how to use it, it becomes a helpful tool. [The clef sign is what makes the staff meaningful and useful.] It is reading and applying the Word of God that gives meaning to our lives. God's Word is our instruction manual on how to live.)

2. When sitting at the table for your meal notice all of the labels (signs) on the different containers. Each label gives important information about its contents.

3. Attend a choir or orchestra performance. Watch closely the conductor. If possible, visit with him or her and ask questions about conducting (how they learned to conduct, what their experience has been).

## **E. Review the Scripture References for the Treble and Bass Clef**

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

See page 36 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**

This lesson is to set forth the value of signs. It shows that the first sign on a sheet of music sets a strong foundation that the following signs will be built upon. That sign is called a clef. Christ, as our foundation, is a sign that our building (character) is strong.



This music lesson also is to give an understanding as to the role of the conductor in an orchestra as relating to the Master Conductor of our lives. A good orchestra conductor will bring out the best abilities of the musicians and lead them to perform perfectly united, thus producing the most beautiful harmonies. So the Master Conductor will direct His submissive children to “touch chords whose vibrations shall ring to the ends of the earth, and make melody throughout eternal ages.” (*The Ministry of Healing* 159)

## Step 4

Prepare to begin the Music Lesson.

### To Begin the Music Lesson

Gather various things from around the house that need labels. Items such as herb seasons, dish soap, shampoo. Cover their labels or put them in other containers. Set them out before the children and see if they can identify each one. Discuss the need for signs. Without signs you might wash your dishes with the shampoo or your hair with the dish soap! Consider what would happen if you put vanilla powder in your entree thinking it was onion powder.

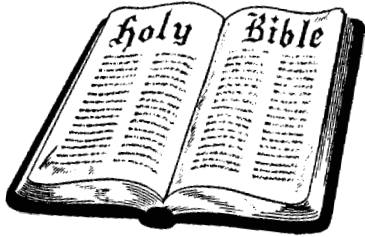
## Step 5

Begin *Treble and Bass Clef* 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.

## Notes



## 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. How old was Jesus when He was named? (Luke 2:21)
2. When was He taken to the temple? For what purpose? (Luke 2:21-24)
3. Describe what took place when Jesus was brought into the temple. (Luke 2:22-24)
4. What offering did His mother make? Why? (Luke 2:22-38)
5. Who was Simeon? What had been revealed to him? (Luke 2:25-26)
6. How did Simeon know that the baby was Jesus? (Luke 2:26-27)
7. What did Simeon pray for himself? (Luke 2:27-32)
8. What did Simeon say Jesus would be to the Gentiles? To Israel? (Luke 2:32)
9. What caused Joseph and Mary to marvel? (Luke 2:33)
10. Whom did Simeon bless? (Luke 2:34)
11. What did Simeon say to Mary? (Luke 2:34-35)
12. Who came in at this instant? Who was this person? (Luke 2:36-37)
13. How did she serve God? (Luke 2:37)
14. To whom did she speak of Jesus? (Luke 2:38)

# 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)

## Discernment

1. Is your child usually sensitive to or aware of the needs of others?

MN NI PD A

2. Does the child readily distinguish between right and wrong?

MN NI PD A

3. Does the child give evidence of the ability to **discern** God's ways of working in the circumstances of his life?

MN NI PD A

4. Does the child seek an understanding of related biblical principles in trying to solve the problems of life?

MN NI PD A

5. Does the child show the ability to **discern** between good, better, and best, and willingly choose that which is spiritually strengthening?

MN NI PD A

6. Do you and your child pray for **discernment**?

MN NI PD A

7. Do you and your child ask God to remove anything in your lives that would hinder you from **discerning** the voice of the Holy Spirit?

MN NI PD A

8. Do you and your child listen to both sides of a story before responding? And to consider life and background before making a judgment?

MN NI PD A

# Answer Key

## Page 4

1. There are too many signs to count how many there are.
2. Sign language is a method that has been developed for people to communicate who cannot hear.
3. Simeon said that Jesus was a sign. (Student answer, see page 3.)
4. Signs are important because they can save us from a lot of frustration and even from disaster.
5. A musician must **discern** all of the signposts when he looks at and plays a piece of music.
6. Various signs in the music show which way the musician is to play the piece.
7. If you follow God's signs then you will be going in the right direction, on the right path.

## Page 5

- 5 Cow crossing
- 8 Fire truck crossing
- 10 Goose crossing
- 2 Elephant crossing (Zambia)
- 7 Pedestrian crossing

- 1 Horse and rider crossing
- 3 Moose crossing
- 6 Hippopotamus crossing (Zambia)
- 4 Bear crossing
- 9 Deer crossing

## Page 20

- S Leaves begin to grow on trees  
W Sun sets early  
S Time to prepare the soil and plant  
Su At noon the shadows are short  
Su Time to harvest  
Su Sun sets late  
A Leaves on trees fall  
W Everything is white with snow  
W The temperature is very cold  
A Many kinds of birds go south  
Su The temperature is hot  
W At noon the shadows are long  
S The grass turns green  
S Many birds return from the south  
S Flowers bloom  
A Squirrels gather nuts and hide them  
W Some animals like horses grow heavier coats  
W Bears sleep in dens  
S Birds build nests and lay their eggs

## Page 28

1. The clef signs are important because they tell what note each line and space on the staff will be. They set a solid foundation on which the

composer is to build his musical piece. They give the player confidence and assurance as to what the right notes are.

2. The three standard clef signatures are the G clef or Treble clef, the F clef or Bass clef, and the C clef (this clef also has many different names, like alto clef and viola clef).

3. The treble clef is a stylized letter G.

4. The treble clef was first made in the 1300s.

5. By placing a treble clef on the staff it makes the second line on the staff the G note above middle C.

6. Today the treble clef is always placed in the same position on the staff.

7. A small 8 formed at the bottom of the treble clef means that the notes will be one octave lower than written.

8. Christ should be our foundation and our center.

9. A bass clef on the staff means the fourth line of the staff is the F note below middle C.

10. The C clef is named thus because whatever line it centers on is marked as middle C.

11. The C clef can be moved.

12. When using different clef signs, ledger lines can be avoided for the most part.

### Page 35

1. The conductor is the central leader of the orchestra as a whole.

2. The orchestra leader needed to be where everyone could easily see him because the music was becoming more complex and difficult.

3. In a central position the conductor could refine and shape the sound coming forth from all the instruments.

4. Conductors need to have a knowledge about all of the instruments in the orchestra. (Student answer.)

5. The conductor should know everything about his music—what each section is to play, when they are to play, and how it is to be played.

6. Father and mother are our conductors. They, however, conduct behind the scenes.

7. The conductor beats time to keep all the instruments playing together. Most use a baton held in the right hand to do this. It helps to give clear and more visible beats.

8. A good conductor will have musical creativity, **discernment**, and decision.

# Gardening Sheet

**Lesson** Five      **Subject** Music

**Title** “Treble and Bass Clef”

## In Season

Plan squash (pumpkin) such as butternut, white scallop, crookneck, acorn, sweetmeat, hubbard. Notice that they need more space to grow. Squash requires 10 to 30 square feet (6.75 square centimeters) for each plant. Some (small type) like cucumbers can crawl up fences. They may need to be tied to the fence at first, but should soon adapt themselves to the support as they develop through the growing season.

When summer squash are ready to harvest the shell can easily be punctured with the fingernail. Winter squash rind is hard when it is harvest time.

The shape of squash can represent the treble clef, and bass clef. (Example: butternut and crookneck [treble clef], and acorn and hubbard [bass clef].)

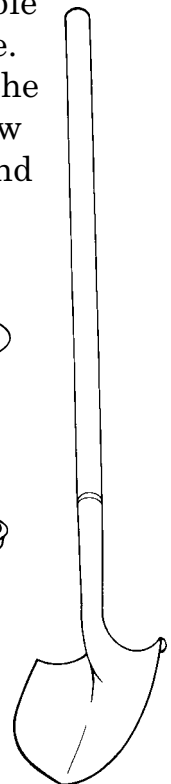
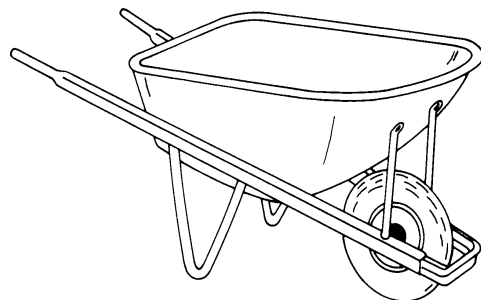
What lesson have you learned about God and the treble clef and bass clef?

## Out of Season

Start your winter squash early to have a longer growing season, by planting them in a cold frame or in grow boxes inside.

Fix squash for lunch and discuss the lesson.

Make an arrangement of squashes on the dinner table for Sabbath for a center piece. Place the church hymnal in the center of it to think about how the treble and bass clef remind you of your lesson.



**“The natural  
and indelible  
signature of God,  
stamped on  
the human soul.”**

**Bentley**



**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.**

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then apply it to your daily life.**

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- 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**