

Music

Music Appreciation
Hymns & Spirituals
Folk Songs
Sol-fa
Afternoon Listening

SAMPLE





About the Course

This course includes the following topic(s): Music Appreciation, Hymns & Spirituals, Folk Songs, Sol-fa: Musical Games, Afternoon Listening

About Music Appreciation

This course aims to foster a love of music. Students begin by learning about and listening to common orchestral instruments. Then they spend the rest of the course with a few famous pieces of music that serve as a fun introduction for students with no prior exposure to classical music.

About Hymns & Spirituals

Students sing hymns and spirituals to build their faith and appreciation of God's work across time. Hymns and spirituals are connected to the historical time period as appropriate.

About Folk Songs

Students sing folk songs connected to the time period (1800-1900).

About Sol-fa: Musical Games

Students play musical games to notice rhythm and melody.

Hymns & Spirituals

The Christian hymn and spiritual tradition is incredibly rich, and it is vanishing from many churches. In addition to bringing a much-needed moment of peace to your day, hymns can also introduce students to important theological ideas and church liturgy.

Folk Songs

The purpose of learning folk songs is twofold: to increase students' enjoyment of music and to situate folk music in its historical context in an effort to give students a richer understanding of the times and places that birthed the songs. A musical score is sometimes included for songs, but does not always exactly match the audio used, since folk songs are primarily oral songs and often take many different forms. Studying folk music helps students grow deep roots in our shared heritage and gives insight into historical events from the perspective of the people who were there.



Placement & Combining Tips

Music: Intro shares Folk Songs and Hymns & Spirituals with Grades 2-12. In Grades 2-12, all music lessons except sol-fa are shared between them, making them ideal lessons for multi-age groups.

Music Appreciation

Suitable for Grades 1-3 if combining.

Sol-fa: Musical Games

Suitable for Grades 1-3 if combining



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
1	Music Appreciation 1 time/week 10 min	A Child's Introduction to the Orchestra Playlist for Afternoon Listening and Selected Lessons
1-12	Hymns & Spirituals 1 time/week 10 min	Our Hymns, Our Heritage

GRADE	SCHEDULE INFO.	BOOKS
1-12	Folk Songs 1 time/week 10 min	Like a Bird: The Art of the American Slave Song
1	Sol-fa: Musical Games 1 time/week 10 min	Musical Games Playlist
1-12	Afternoon Listening 1+ time/week 10 min	
	<i>Shared course resources</i>	<i>Our Work: Grades 1-2 Hymns, Spirituals, & Folk Songs PDF</i>

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
Music: Intro				
Sol-fa: Musical Games	Hymns & Spirituals Afternoon Listening		Folk Songs	Music Appreciation



Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.

Music Appreciation

- Term 1: Download the audio files or bookmark the web page of A Child's Introduction to the Orchestra.
- Term 2: Learn how to pronounce Prokofiev and Camille Saint-Saens.
- Term 3: Art and music are paired together throughout this term. If teachers anticipate the resources might be overstimulating, Wild Symphony by Dan Brown is a good alternative (see Extra Helpings).

Hymns & Spirituals

- Bookmark the Alveary hymns, spirituals, and folk song playlist for the year, or create your own YouTube, Spotify, or Amazon playlist if desired.

Sol-fa: Musical Games

- Bookmark the Musical Games Playlist (in Quick Links), which includes many selections from the term.



Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ [View Book List Details](#)

Music: Intro



Our Work: Grades 1-2



Hymns, Spirituals, & Folk Songs PDF

Music Appreciation



A Child's Introduction to the Orchestra



Playlist for Afternoon Listening and Selected Lessons

Hymns & Spirituals



Our Hymns, Our Heritage

Folk Songs



Like a Bird: The Art of the American Slave Song

Sol-fa: Musical Games



Musical Games Playlist



Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

- ∞ [View Basic Supplies](#)
- ∞ [View Supply List Details](#)

Music Appreciation



Household Items - Music Appreciation



Quick Links

Music: Intro

- ∞ [Extra Helpings](#)

Music Appreciation

- ∞ [Child's Introduction to the Orchestra \(Youtube\)](#)
- ∞ [Child's Introduction to the Orchestra](#)
- ∞ [How to Pronounce Prokofiev](#)
- ∞ [How to Pronounce Camille Saint-Saens](#)
- ∞ [Music Appreciation Spotify Playlist](#)

Hymns & Spirituals

- ∞ [Hymns, Spirituals & Folk Songs Spotify Playlist](#)
- ∞ [Hymns, Spirituals & Folk Songs Youtube Playlist](#)
- ∞ [Hymns, Spirituals, & Folk Songs PDF](#)
- ∞ [Musical Terms Appendix](#)

Folk Songs

- ∞ [Hymns, Folk Songs, & Spirituals Youtube Playlist](#)
- ∞ [Hymns, Folk Songs, & Spirituals Spotify Playlist](#)
- ∞ [Musical Terms Appendix](#)

Click THIS text or scan the QR code for links.



Sol-fa: Musical Games

- ∞ [Musical Games Playlist](#)
- ∞ [Appendix: Waltz Steps](#)
- ∞ [Sol-fa: Musical Games Spotify Playlist](#)

SAMPLE

Music: Intro

How To Teach



Recap

- Connect each lesson to the previous one for that topic.
- For music appreciation study, a recap might look like a brief discussion about the name or sound of the piece or instrument you listened to previously.
- For hymns and folk songs, this might be an effort to hum the melody or recite the words of the song you're currently learning.



Introduce

Prepare to listen to the day's musical selection or activity by inviting students to consider an interesting musical or historical idea in the lesson, perhaps a unique word, rhythm, instrument, or piece of historical background (usually included in lesson plans).



Listen & Practice

- Listen to the day's musical selection or practice the activity.
- Music Appreciation lessons will usually have you listen to a piece of music for 3-8 minutes. If students have a difficult time listening for the duration of the lesson, stop the music at their limit.
- Movement is always a great way to encourage students to engage with the music. Sometimes the lessons will provide a suggestion, but students may make up their own using their whole bodies or creating finger plays. They may also draw, color, or act out a dance with stuffed animals, dolls, or other figures.
- Hymn, folk song, or musical games will sometimes have you listen to a part of the song and then practice echoing back the melody and/or words.



Discuss

Let students share any thoughts or connections they have about the lesson.



Term 1

WEEK 1 ☐ 10m Sol-fa: Musical Games - Lesson 1

Moving and Music

→ LISTEN & PRACTICE

"Here We Go Round the Mulberry Bush." Follow the movement directions, ensuring that larger groups or students with spatial perception differences have enough room.

∞ Video Link: Here We Go Round the Mulberry Bush

∞ Audio Link: Here We Go Round the Mulberry Bush (Spotify)

→ SING

Now try singing the song and make up some new actions (possibilities: "this is the way we clap our hands," "sweep the floor," or "dance around").

• AFTERNOON LISTENING

Along with the lesson's songs, read stories and/or listen to songs about Winnie the Pooh.

∞ **Music Links:** Afternoons: Pooh Songs (YouTube or Spotify)

WEEK 1 ☐ 10m Hymns & Spirituals - Lesson 1

How Firm a Foundation

☐ **Materials:** Our Hymns, Our Heritage, Our Work Book, and/or Music Selections Booklet

→ INTRO

Our first hymn this year is called "How Firm a Foundation." What is a foundation, and what do you think this hymn will be about?

→ LISTEN & PRACTICE

Today, focus on getting familiar with the hymn. Read the words aloud and listen to the full song. Note that various recordings sometimes use the older "thee" rather than "you" and annotate your lyrics depending on the recording you use. Notice, talk about, and look up any unfamiliar words.

∞ **Music Links:** How Firm a Foundation (YouTube or Spotify)

→ READ, NARRATE, & DISCUSS

Learn the history of the song from Our Hymns, Our Heritage. "Text and Tune" p.136

• EXTRA HELPING

Look at early copies of Rippon's hymnal. What differences and similarities do you notice between it and hymnals today? If interested, read the original hymn (note the extra verses which are less common today) and the prefaces.

∞ **Book Links:** 1801 and 1828 versions

• AFTERNOON LISTENING

Use your preferred recording to listen to the hymn in the afternoons, evenings, or anytime! The more you spend time with it, the more the words will sink into your head and your heart.

• IMPORTANT DATES

"How Firm a Foundation" published in Rippon's hymnal (1787 AD).

WEEK 1 ☐ 10m Folk Songs - Lesson 1

Steal Away

☐ **Materials:** Our Work or Music PDF, Like a Bird

→ INTRO

- The word "steal" usually means to take something that isn't yours. Can you think of any other meanings the word has?
- Tell what you think this sentence means: "Let's steal away now and tell them what we saw!"

→ READ & DISCUSS

Our first folk song for the year is called "Steal Away to Jesus." Its history is somewhat debated. Some think that Nat Turner was one of the first to sing it. Others tell the story of Wallace Willis and how the Reverend Alexander Reid heard Willis singing "Steal Away" (and Swing Low, Sweet Chariot) and told the Jubilee Singers, a famous singing group, about his songs in 1871. It's often hard to trace the history of songs that were orally composed and passed along to others!

Like a Bird p.29

∞ **Article Link:** History Article 1 or History Article 2

★ TEACHER NOTE

Feel free to choose your own version of Steal Away to learn. Just know that the lyrics vary widely, so another audio or video is unlikely to match the words in your Our Work or Music books.

• AFTERNOON LISTENING

Be sure to listen to the term's songs throughout the week!



Term 1

→ LISTEN & DISCUSS

Refer to your Our Work/Music PDF lyrics as you listen.
∞ Music Links: Steal Away (YouTube or Spotify)

WEEK 1 10m Music Appreciation - Lesson 1

Woodwinds: Flute, Clarinet

→ INTRO

Instruments come in all shapes and sizes and make different sounds. The songs we listen to will describe instruments.

→ LISTEN, VIEW & NARRATE

- ∞ Audio Link: Antoinette the Clarinet
- ∞ Audio Link: Knute the Flute
- ∞ Image Link: Clarinet
- ∞ Image Link: Flute

• MUSIC JOURNAL

Draw a clarinet or flute.

• AFTERNOON LISTENING

∞ **Audio Link:** Young Person's Guide to the Orchestra "Introduction"
Time Marker 0:00-3:49

WEEK 2 10m Sol-fa: Musical Games - Lesson 2

Join-in Rhymes

PREP: Print out and read over instructions.

∞ Link: "The Owl" and "Here We Go"

→ LISTEN & PRACTICE

Read "The Owl" and "Here We Go" aloud and tell the students what they are going to say with you (the italicized parts). You may want to read the poem aloud first and then have the students join in the second time. Tell the students to copy you closely. Exaggerate louds, softs, ascending, descending tones of your voice.

• AFTERNOON LISTENING

Along with the lesson's songs, read stories and/or listen to songs about Winnie the Pooh.

∞ **Music Link:** Afternoons: Pooh Songs

Pooh Songs can also be found in the Spotify Playlist in Quick Links.

WEEK 2 10m Hymns & Spirituals - Lesson 2

How Firm a Foundation (cont.)

Materials: Our Hymns, Our Heritage and/or Music PDF or Our Work Book, Bible

→ RECAP

What is the name of the hymn for this term, and what is it about? Tell anything else you remember about its history.

→ SING

Practice the tune by first listening to a verse, then humming the next two.
∞ Music Links: How Firm a Foundation Full Song (YouTube or Spotify)

→ READ & DISCUSS

Let's focus on the lyrics a bit more. Read the whole song aloud, then look up the Bible verses below (mentioned last week in your hymnal) and tell what you notice about the images, ideas, or even direct words that the hymn writer used from each verse.

- Isaiah 41:10 (Stanza 2)
- Isaiah 43:2 (Stanza 3 & 4)
- Zechariah 13:9 (Stanza 4)
- John 10:27-29, Romans 8:38-39, Hebrews 13:5-6 (Stanza 5)

→ (OPTIONAL) COPYWORK (GRADES 4+)

Write one of the Bible verses above underneath your hymn lyrics or in your copywork book.

★ TEACHER TIP

If teaching in a classroom setting, assign verses to various students to keep this part of the lesson from taking too long.

• EXTRA HELPING

More on the song's history and how the author used bible verses in his composition. Note the additional verse

∞ **Video Link:** Hymn Story, Analysis, Performance



Term 1

WEEK 2 10m Folk Songs - Lesson 2

Steal Away (cont.)

Materials: Our Work or Music PDF, United States Atlas or a Globe

→ RECAP

What do you remember about the history of "Steal Away"?

→ SING

Listen to the full song, paying attention to the lyrics. Then listen again and hum along.

∞ Music Links: Steal Away (YouTube or Spotify)

→ READ OR VIEW

Steal Away became an enormously popular song across the United States and the world because of the Fisk Jubilee Singers. Fisk University was founded in 1866, right after the Civil War ended with the Emancipation Proclamation. Students who had previously had limited access to higher education because of slavery and poverty flocked to its doors. But a few years later, the school was struggling financially, and many feared it would have to close. However, relief came from an unexpected source—one of the school's leaders organized a group of the school's talented singers and set up a series of concerts. Initially, they sang classical and popular songs familiar to their white audiences, but eventually the students began also singing the spirituals that they had sung during the years they were enslaved. These spirituals, like Steal Away and Swing Low, Sweet Chariot, skyrocketed the Fisk Jubilee Singers and the school to fame, and both still exist today! Read or watch more about the Jubilee Singers and listen to a recording of Swing Low, Sweet Chariot from 1909 with the remaining time!

∞ Article Link: Jubilee Singers Article

or

∞ Video Link: Jubilee Singers Video

→ LISTEN (OPTIONAL)

∞ Audio Link: Swing Low, Sweet Chariot

• EXTRA HELPING

View the Extra Helpings page for books, documentaries, and resources on the Jubilee Singers!

WEEK 2 10m Music Appreciation - Lesson 2

Woodwinds: Oboe, Bassoon

→ RECAP

Narrate about the woodwind family, naming and describing instruments.

→ LISTEN, VIEW & NARRATE

Pretend you're a flute, clarinet, oboe, or bassoon. Move and sound like them.

∞ Audio Link: Bobo the Oboe

∞ Audio Link: Muldoon the Bassoon

∞ Image Link: Oboe

∞ Image Link: Bassoon

• AFTERNOON LISTENING

∞ Audio Link: YP's Guide to the Orchestra "Woodwinds"

Time Marker 3:49-7:03

WEEK 3 10m Sol-fa: Musical Games - Lesson 3

Acting

→ LISTEN & PRACTICE

Today's songs need your help. In the first one, you need to pretend to be a teapot, and for the second one, you're going to make a lot of animal noises.

∞ Music Links: I'm a Little Teapot (YouTube or Spotify)

∞ Music Links: Old MacDonald Had a Farm (YouTube or Spotify)

• AFTERNOON LISTENING

Along with the lesson's songs, read stories and/or listen to songs about Winnie the Pooh.

∞ Audio Link: Afternoons: Pooh Songs

Pooh Songs can also be found in the Spotify Playlist in Quick Links.



Term 1

→ SING

With any extra lesson time, make up some new verses about other animals to "Old MacDonald Had a Farm."

WEEK 3 10m Hymns & Spirituals - Lesson 3

How Firm a Foundation (cont.)

Materials: Our Hymns, Our Heritage and/or Music PDF or Our Work Book

→ RECAP

Sing the tune of How Firm a Foundation on "hoo" and read the words aloud. Pay attention to the meaning and punctuation as you read.

→ SING & DISCUSS

Today, listen to a line of the song, then pause the video and echo it back, working your way line by line through the song. This will help you focus on each line of the song, not just the ones that come easily to you.

∞ Music Links: How Firm a Foundation Full Song (YouTube or Spotify)

- What images or lines in the song do you like best?

→ COPYWORK (GRADE 4+)

Copy a line of the melody into your music journal and (if you are taking sol-fa), see if you can label the notes with the sol-fa syllables. Hint: it is written in the key of G, and the first note is "So." Count up how many different sol-fa syllables you used in the song [there should be five]. This hymn is written using the pentatonic scale (often a major scale omitting fa and ti). Many other hymns (like Amazing Grace) are also written with only these five different sol-fa syllables. Explore Extra Helpings to explore a music theory rabbit hole on pentatonic music.

WEEK 3 10m Folk Songs - Lesson 3

Steal Away (cont.)

Materials: Our Work or Music PDF, World Map/Globe/Google Maps

→ RECAP

Can you hum the tune of "Steal Away"?

→ SING & PRACTICE

Listen to the full song. Then listen again and try to sing along with the recording when the singers repeat the first four lines.

∞ Music Links: Steal Away (YouTube or Spotify)

→ MAPWORK

The initial group of Jubilee singers disbanded in 1878 after six strenuous years touring across North America and Europe, but a new group came together and began touring again in 1894, singing everywhere from Canada to Kolkata (then Calcutta), from New England to New Zealand.

View the article and map to get a general sense of the choir's tour and look up as many of the places mentioned as time allows. Note that some cities have been renamed.

∞ Article Link: Jubilee Singer Travels (start reading at the paragraph under the map which describes the tour)

Music: Intro

[Click THIS text or scan the QR code for links.](#)



Term 1

WEEK 3 10m Music Appreciation - Lesson 3

Brass: Trumpets and Tubas

→ RECAP

Tell about your favorite woodwind.

→ LISTEN, VIEW & NARRATE

How does a trumpet or tuba sound different from other instruments we've heard?

∞ Audio Link: Crumpet the Trumpet

∞ Audio Link: Poohbah the Tuba

∞ Image Link: Trumpet

∞ Image Link: Tuba

• AFTERNOON LISTENING

∞ Audio Link: YP's Guide to the Orchestra "Strings"

Time Marker 7:03-11:45

SAMPLE