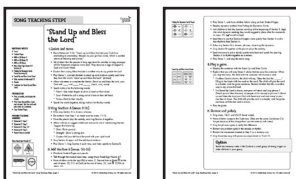


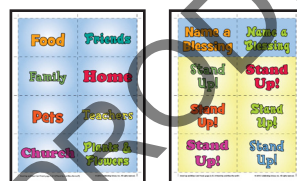
"Stand Up and Bless the Lord" CHECKLIST

- ☐ **"Stand Up and Bless the Lord"**
 - Score
 - Student Pages
 - Demo (recording with voices) 1
 - Track (accompaniment recording) 15

- ☐ **Song Teaching Steps**
(2 pages)



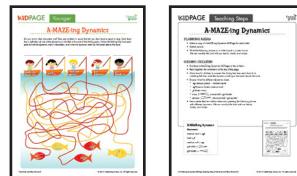
- ☐ **Stand Up and Bless Cards Visual**
(2 pages)



- ☐ **Locate the Words KIDPage**
(1 page) **and Teaching Steps** (1 page)



- ☐ **A-MAZE-ing Dynamics KIDPage**
(1 page) **and Teaching Steps** (1 page)



Stand Up and Bless the Lord

James Montgomery
and Dwayne Russell, altered

Dwayne Russell

Brightly (♩ = 116)

The musical score is written for piano and voice. It begins with a piano introduction in 4/4 time, marked *mf*. The key signature has two sharps (F# and C#). The piano part features a steady eighth-note accompaniment in the right hand and a more active bass line in the left hand. The vocal melody enters at measure 4 with the lyrics "Stand up and bless the Lord, all". The piano accompaniment continues with chords and moving lines. At measure 7, the piano part has a crescendo leading to a *f* dynamic. The vocal melody continues with the lyrics "peo - ple of His choice. Stand up and bless the". At measure 10, the piano part has a crescendo leading to a *mf* dynamic. The vocal melody concludes with the lyrics "Lord your God with heart and soul and voice." The piano part ends with a final chord and a few more notes in the bass line.

mf

4 *Unison mf* (A) %

Stand up and bless the Lord, all

%

mf

7 *f*

peo - ple of His choice. Stand up and bless the

f

10 *mf*

Lord your God with heart and soul and voice.

mf

13

God is our strength_ and song, our

f *mf*

16

guide and faith - ful friend. Sing al - le - lu - ia!

f

19

Praise the One_ whose love will nev - er end.

mf

Second time to Coda ⊕

mf

Second time to Coda ⊕

22

Re - mem - ber and re - joice, for

mp (B)

mp

26

mp *mf*

God is just and true. Come sing with joy - ful voice; God's

mp *mf*

D.S. al Coda

30

mf

love has made us new! Stand

f *mf*

f *mf*

D.S. al Coda

34

CODA

end. Sing al - le - lu - ia! Praise the One - whose

CODA

37

love will nev - er end.

f

SMALL-GROUP ACTIVITY

William Tell Rhythms allows children to play rhythms on sticks or use body instruments to experience steady beat to a piece of classical music.

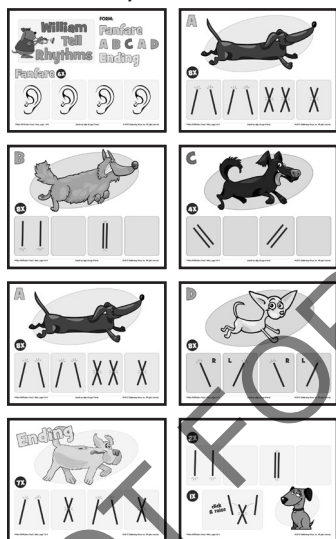
MATERIALS

- Pairs of rhythm sticks, chopsticks, lummi sticks, or pencils for each child
- William Tell Rhythms Visual–Sticks
- William Tell Rhythms Visual–Body Instruments
- MP3 or CD Demo 14
- MP3 or CD Player

PREPARATION

- Print and assemble the William Tell Rhythms Visual you plan to use.

William Tell Rhythms Visuals–Sticks



William Tell Rhythms

1. Introduce William Tell.

- Tell children that the music they are going to hear is called "William Tell Overture."
- Explain that the music was written by an Italian composer named Rossini back in the 1800s and that he wrote this music to introduce an opera. The opera was based on a legend about a Swiss hero, William Tell, who was an expert at shooting a bow and arrow. In this story, William shot an arrow through an apple on his son's head.

2. Demonstrate rhythms.

- Distribute a pair of sticks to each child. Tell them to keep the sticks in resting position (held down by their sides or in their laps) until time to play.
- Display William Tell Rhythms Visual–Sticks.
- Point to the 4 boxes under each section. Explain that each box represents 1 beat.
- Point to each box in Section A, and speak the rhythm while pointing to the sticks in each box. Demonstrate the pattern; then have the children echo and return their sticks to resting position.

◦ Tap both sticks on the floor for each / \

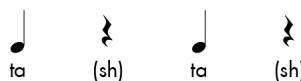
◦ Cross sticks and click them together in the air for each X



- Demonstrate the Section B pattern.

◦ Tap bottom of sticks on the floor for each | |

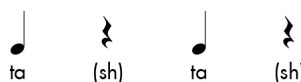
◦ With sticks perpendicular to floor in front of you, tap sticks together long ways for each ||



- Demonstrate the Section C pattern. Point out that the rhythm is the same as the Section B pattern.

◦ Move sticks to the left for each //

◦ Move sticks to the right for each //



ACTIVITY E TEACHING STEPS

SMALL-GROUP ACTIVITY

Solfège Edge provides an opportunity to move from reading music with hand sign iconic notation to music notation by playing a game.

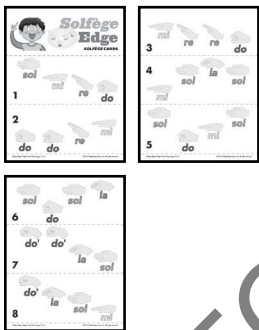
MATERIALS

- *Solfège Edge Solfège Cards Visual*
- *Solfège Edge Notation Cards Visual*
- Step bells and mallet
- Dot labels
- "Let Everything That Has Breath" Student Pages (optional)
- Boomwhackers® (optional)

PREPARATION

- Print on card stock and cut apart all *Solfège Edge* Cards.
- Label step bells as follows: low C—do, D—re, E—mi, G—sol, A—la, high C—do'. (Do not label F and B.)

Solfège Edge Solfège Cards Visual



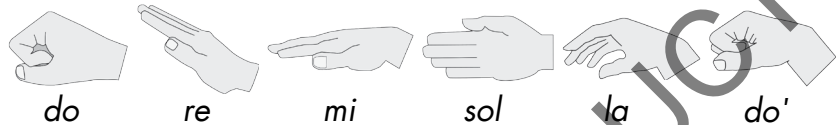
Solfège Edge Notation Cards Visual



Solfège Edge

1. Review *solfège* hand signs.

- Demonstrate *solfège* hand signs and sing pitches for do, re, mi, sol, la, and do'. Play pitches on step bells if necessary.



- Have children echo as you sing and sign again.

2. Teach *solfège* patterns.

- Display *Solfège Edge Solfège Cards*.
- Echo sing Pattern 1, *sol-mi-re-do*, while showing hand signs.
- Echo sing and sign Patterns 2-8.
- Let children take turns playing one of the patterns on the step bells while the rest of the group sings and signs.

3. Match notation to *solfège*.

- Display the Notation Cards and matching *Solfège Cards* 1 pair at a time.
- Point out that the notes for each pattern match the colors of the *solfège* syllables on the *Solfège Cards*.
- Play the beginning pitch on step bells and sing the patterns again while displaying both cards.

4. Play *Solfège Edge*.

- Place the Notation Cards faceup on the floor or table where they all can be seen.
- Explain the game.
 - You will show one of the *Solfège Cards*.
 - Children are to find the matching Notation Card as quickly as possible and slap the edge of the card.
 - The first person to slap the edge of the card gets to keep the card.
 - Everyone will sing and sign the pattern.
 - The person with the most cards wins.
- Play the game as time allows.

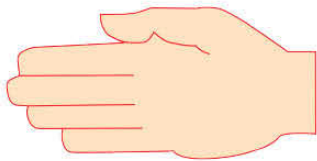
Teaching Tip

When showing the *Solfège Cards*, try to cover the number on the card, so you will not give away the answer.



Solfège Edge

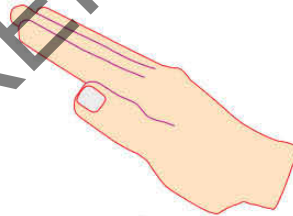
SOLFÈGE CARDS



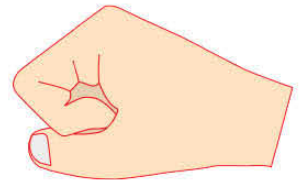
sol



mi



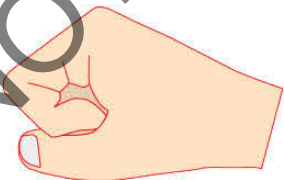
re



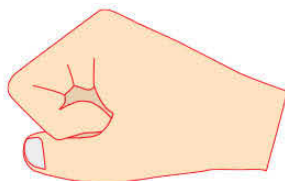
do

1

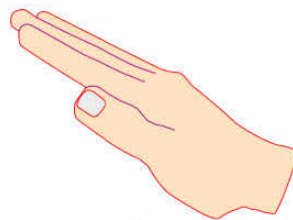
2



do



do



re



mi



William Tell Rhythms

FORM:

Fanfare

A B C A D

Ending

Fanfare 6x

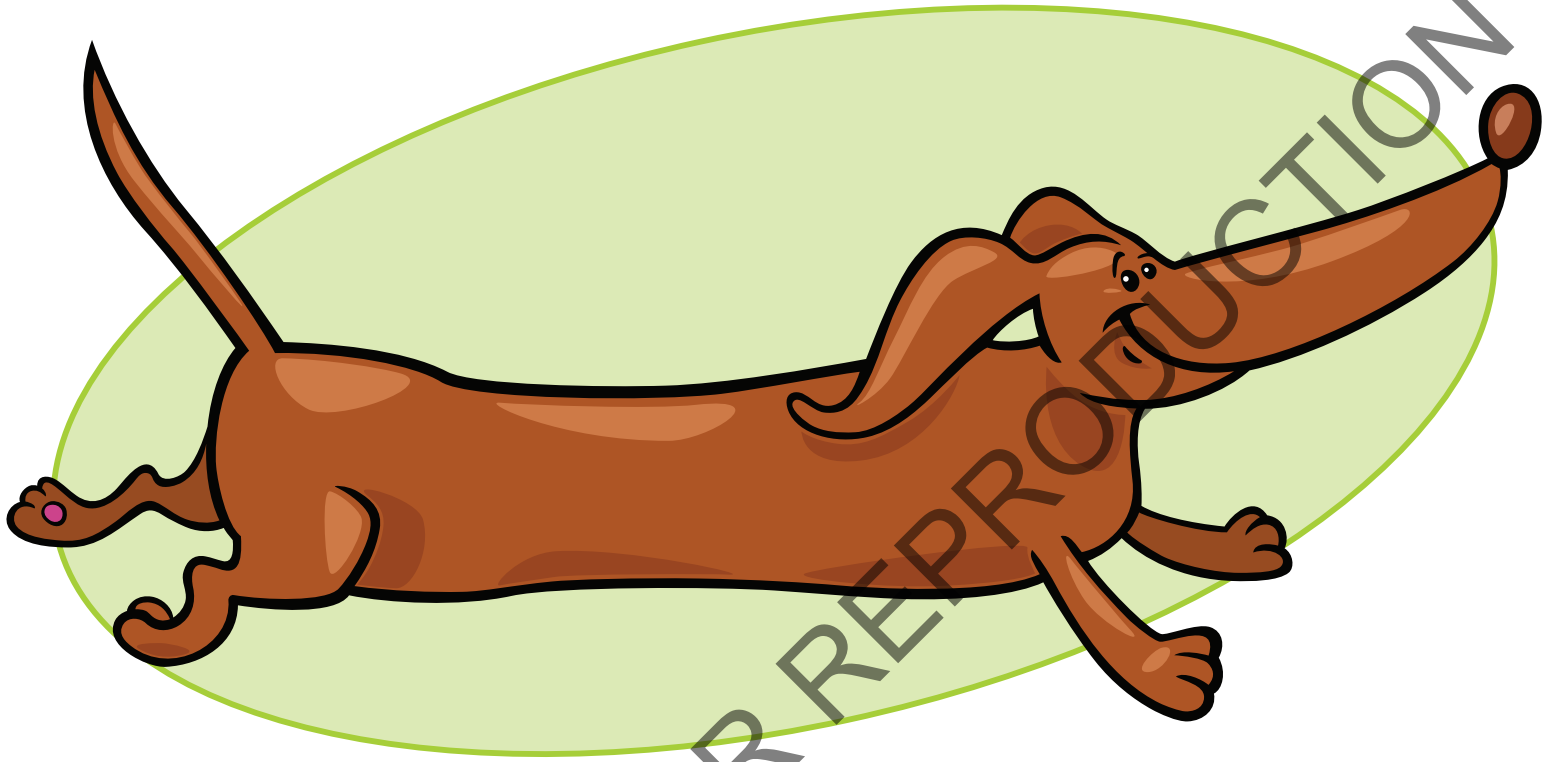
listen

listen

listen

listen

A



8X

pat

pat

**clap
clap**

clap

SMALL-GROUP ACTIVITY

"Dirty Old Shoe" is a passing game to help children experience steady beat and give children a chance to speak a chant in rhythm.

MATERIALS NEEDED:

- "Dirty Old Shoe" Visuals 1-2
- Old shoe, such as a flip-flop or old tennis shoe
- Variety of rhythm instruments

PREPARATION

- Learn "Dirty Old Shoe" so you can sing and do the rhythmic speech from memory.

"Dirty Old Shoe" Visual 1 and 2



"Dirty Old Shoe"

1. Teach the singing game.

- Have children sit in a circle on the floor.
- Demonstrate a steady beat by patting the floor in front of you to the left then to the right on the half-note beat. Have the children join you.
- Echo sing slowly the first 4 meas. of "Dirty Old Shoe" from Visual 1, continuing to pat the beat left-right on the floor.
- Continue patting, and sing the song several times, gradually getting faster until the children can sing and pat left-right with confidence.
- Place a shoe in front of you and sing the song while passing the shoe around the circle to the right. Begin by saying, "One, two, ready, go!"
 - On beat 1 (*Oh*), pick up the shoe in front of you.
 - On beat 3 (*What'll I*), place the shoe on the floor in front of the person to your right.
 - Continue passing the shoe on beats 1 and 3 throughout the song.
 - The person who has the shoe in front of him at the end of the song will be *It*.

Teaching Tip

Children should continue the left-right steady beat patting throughout the song, so they will be ready to pass the shoe when it comes to them.

- Sing the song again while passing the "dirty old shoe."

2. Teach the rhythmic speech ("Dirty Old Shoe," Visual 2).

- Echo speak one line at a time, substituting the name of the child who is *It*. Begin slowly, and gradually get faster.
- Explain that the group will speak line 1. *It* will speak line 2 alone.

Teaching Tip

Help any child who is not confident speaking the rhythm alone.

- Explain that after speaking the solo part, *It* will then choose an instrument and play the steady half-note beat to accompany the group as they play the singing game again.
- Echo speak the chant with each child in the group.

3. Play the singing game.

- Sing "Dirty Old Shoe," and pass the shoe around the circle. Stop passing the shoe at the end of the song.

ACTIVITY K TEACHING STEPS

SMALL GROUP ACTIVITY

Melody RUNOUT teaches children to sing or play simple melodies while playing a game.

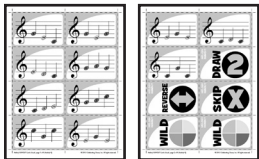
MATERIALS

- Melody RUNOUT Cards Visual
- Step bells and mallet
- Round sticker labels
- Colored markers

PREPARATION

- Print Melody RUNOUT Cards Visual.
- Laminate and cut apart the cards.
- Make round sticker labels for the following pitches on the step bells, color coded to the notes on the Melody RUNOUT Cards: low C=red, D=orange, E=yellow, G=teal blue, A=purple, high C=red. (No labels are needed for F and B.)

Melody RUNOUT Cards Visual
(four sets)



Melody RUNOUT

1. Teach the melody patterns.

- Display all the melody cards of one color.
- Sing each pattern on *solfége* syllables as you play it on step bells. Have children echo sing. (Key: d=do, r=re, m=mi, s=sol, l=la)
- Point to each card at random and have children sing the patterns, using *solfége* syllables.

2. Prepare to play.

- Define the special cards.
 - **Draw 2**—Discard at any time on the top faceup card of the same color in the discard pile. The next player must draw 2 cards and does not discard.
 - **Reverse**—Discard when a Reverse card or the same color card appears at the top of the discard pile. The order of players reverses.
 - **Skip**—Discard when a Skip card or the same color card appears at the top of the discard pile. The next player loses a turn.
 - **Wild**—Discard at any time. The player chooses a new color for others to play.
- Mix the cards.
- Distribute 5 to 7 cards to each player, depending on the number of children in the group.
- Place the remaining cards facedown in a stack.
- Turn the top card faceup beside the stack to start the discard pile.

3. Play the game.

- Tell the child to your right (Player 1) to go first.
- Player 1 places a card with the same color or the same melody pattern as the faceup card on the discard pile. The player may also discard a special card. This card becomes the new faceup card. NOTE: If the first faceup card in the discard pile is one of the special cards, the player will need to follow special card instructions.
- Player 1 discards if he can and sings or plays the pattern on the card.

Teaching Tip

When a card is discarded, the child or the entire group can sing the pattern. If the child chooses to sing the pattern, play the starting pitch on the step bells.

- If Player 1 cannot discard, he must draw a card and either discard it if it matches or keep it in his hand.

NOT FOR USE OR REPRODUCTION

The eight cards contain the following note sequences (from left to right):

- Card 1: Blue 's' (line 2), Yellow 'm' (line 3), Red 'd' (line 4).
- Card 2: Blue 's' (line 2), Yellow 'm' (line 3), Blue 's' (line 4).
- Card 3: Yellow 'm' (line 2), Orange 'r' (line 3), Red 'd' (line 4).
- Card 4: Blue 's' (line 2), Purple 'l' (line 3), Blue 's' (line 4).
- Card 5: Red 'd' (line 2), Orange 'r' (line 3), Yellow 'm' (line 4).
- Card 6: Blue 's' (line 2), Purple 'l' (line 3), Red 'd'' (line 4).
- Card 7: Red 'd'' (line 2), Blue 's' (line 3), Red 'd'' (line 4).
- Card 8: Yellow 'm' (line 2), Blue 's' (line 3), Yellow 'm' (line 4).

MELODY
RUNOUT

WILD



MELODY
RUNOUT

WILD



MELODY
RUNOUT

REVERSE



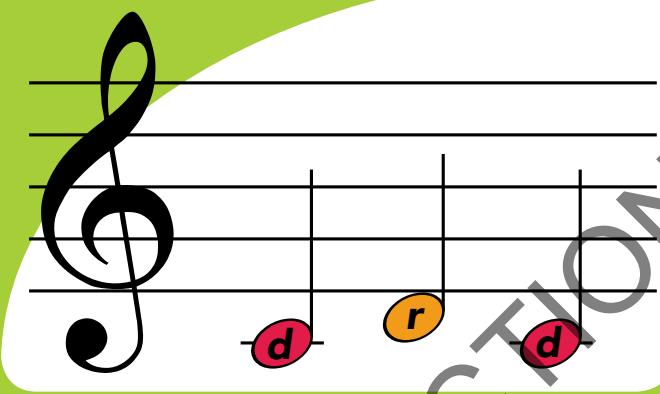
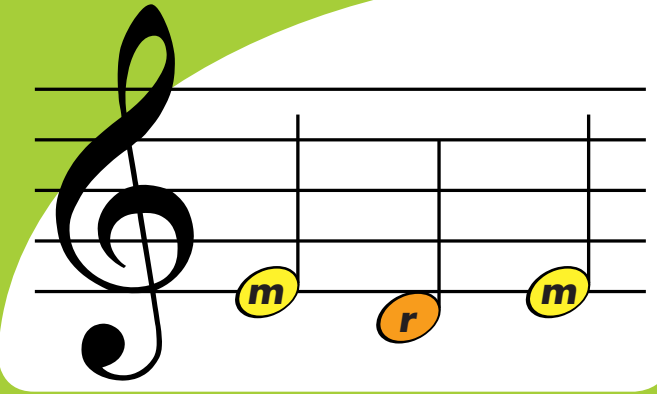
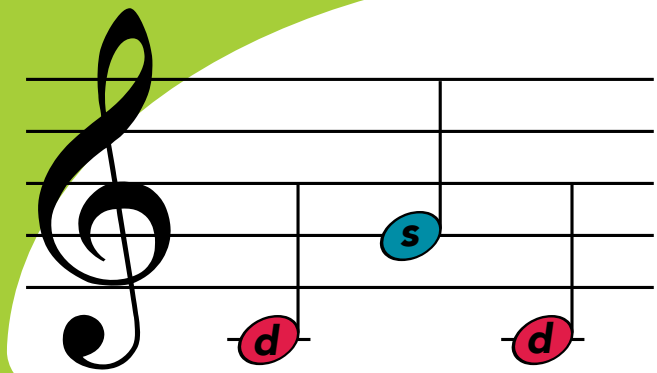
MELODY
RUNOUT

SKIP



MELODY
RUNOUT

DRAW



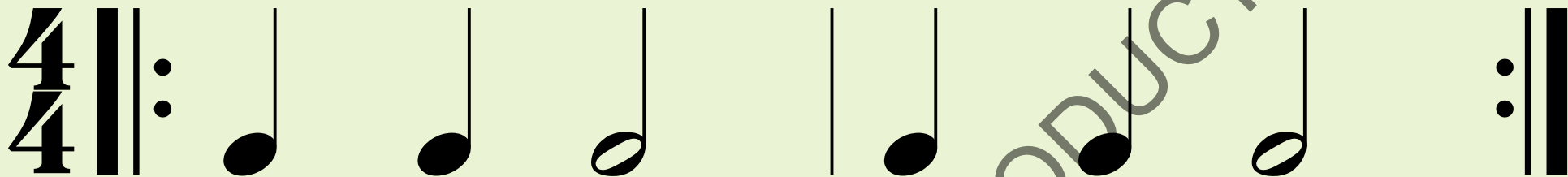
1



2

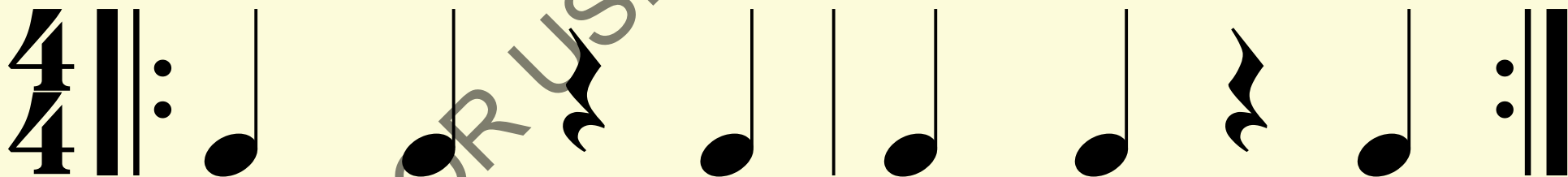


3



Praise the Lord! Praise the Lord!

4



Praise Him! Oh, praise Him! Oh,

Make a Joyful Noise

Sound is caused by vibration. Different materials make different sounds. Use “found sound” items to create your own sound composition. Begin by selecting a rhythm pattern. Then select one of the “found sound” items to play your rhythm. What items sound best with the rhythm you selected? See how your pattern sounds with a friend!



① 4/4: Glo - ry! | Glo - ry! :||

② 4/4: Make a joy - ful noise! :||

③ 4/4: Praise the Lord! | Praise the Lord! :||

④ 4/4: Praise Him! Oh, praise Him! Oh, :||



ACTIVITY F TEACHING STEPS

SMALL-GROUP ACTIVITY

"Flea, Fly" provides an opportunity to move to a fun chant and song while learning about *crescendo* and *decrescendo* and other dynamics.

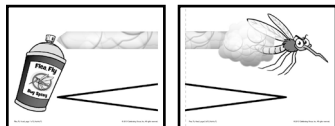
MATERIALS NEEDED

- "Flea, Fly" Visual
- Fishing for Dynamics Cards Visual (Activity N)
- MP3 or CD Demo 13
- MP3 or CD Player

PREPARATION

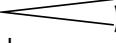
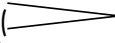
- Print and assemble the "Flea, Fly" Visual.
- Learn "Flea, Fly."

"Flea, Fly" Visual



"Flea, Fly"

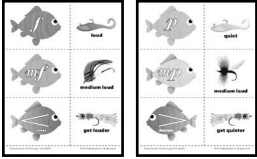
1. Introduce Flea, Fly *crescendo* and *decrescendo*.

- Display the "Flea, Fly" Visual.
- Point to the *crescendo* mark () and tell the children this mark means to get louder. Explain that sometimes music will be marked with *cresc.* instead of the *crescendo* mark.
- Point to the Flea, Fly Bug Spray and make a spraying sound by saying, "Ssss." Start quietly and gradually get louder with the "Ssss" sound.
- Have children echo as you point from left to right at the *crescendo* mark.
- Point to the *decrescendo* mark () and tell the children this mark means to get quieter. Explain that sometimes music will be marked with *decresc.* or *dim.* instead of the *decrescendo* mark.
- Point to the Flea, Fly Bug Spray and make the "Ssss" sound, starting loud and getting quieter.
- Have children echo as you point from left to right at the *decrescendo* mark.

2. Teach "Flea, Fly."

- Play Demo 13 through meas. 12. Have children speak the Echo parts to learn the chant.
- Continue the recording through meas. 24, having children echo the Leader to learn the song.
- Echo sing parts the children had difficulty singing.
- Continue the recording and let the children listen to the ending.
- Point to the "Flea, Fly" Visual and tell the children that they should spray their bug spray during the 2 meas. at the end in a *crescendo* or *decrescendo*, according to which one you point to on the visual.
- Practice the ending by pointing to the *crescendo* mark for 8 beats while children say "Ssss" from quiet to loud. Then point to the *decrescendo* mark for 8 beats while children say "Ssss" from loud to quiet. Point to the *crescendo* mark for 4 beats and the *decrescendo* mark for 4 beats while children *crescendo* and *decrescendo* on "Ssss."
- Tell the children that this chant/song is a Call-and-Response because the Leader calls and the children respond.
- Play Demo 13, and perform the Call-and-Response "Flea, Fly." At the ending, point to the "Flea, Fly" Visual. The children should spray their bug spray and say "Ssss" in either a *crescendo* or *decrescendo* according to your direction.

Fishing for Dynamics Cards Visual



3. Add movements.

- Ask the children what movements they could add to the song.
- Suggestions:
 - Shake a finger back and forth on "Oh, no, no, no more mosquitos."
 - Pretend to scratch on "Itchy, itchy, scratchy, scratchy."
 - Shrug shoulders on "Oh, I've got one down my backy."
 - Pound fist in palm on "Beat that big bad bug with the bug spray."
- Play Demo 13, and perform the song with added motions.

4. Optional movement.

- Demonstrate a steady 4-beat pattern such as pat legs, clap, snap, clap. Have children join you.
- Perform the body percussion throughout the chant/song.

5. Extension—Assign dynamics.

- Display the different dynamics and *crescendo* and *decrescendo* marks with their definitions from Fishing for Dynamics Cards Visual. Review meanings of the dynamics (*p*—quiet; *mp*—medium quiet; *mf*—medium loud; *f*—loud).
- Let children take turns assigning dynamics to different parts of the "Flea, Fly" chant (meas. 5-12). For instance, assign *f* to the Leader's first "Flea!" at meas. 5 and *mp* to the echoed "Flea!" at meas. 6, add a *crescendo* mark () at the Leader's "Flea, fly, flow!" at meas. 9 and a *decrescendo* mark () at the echoed "Flea, fly, flow!" at meas. 10, and so forth for the entire chant.
- Speak only the chant at the dynamics assigned.
- Reassign dynamics and repeat the chant.

Flea, Fly

Words and Music Traditional
Arr. by Dennis Allen

4 *Leader* *Echo* *Leader*

Flea! Flea! Flea, fly!

8 *Echo* *Leader* *Echo* *Leader*

Flea, fly! Flea, fly, flow! Flea, fly, flow! Flea, fly, mos-qui - to!

12 *Echo* *Leader*

Flea, fly, mos-qui - to! Oh, no, no, no — more mos-qui - toes,

15 *Echo* *Leader*

Oh, no, no, no — more mos-qui - toes, Itch - y, itch - y, scratch-y, scratch-y,

18 *Echo*

oh, I've got one down my back - y. Itch - y, itch - y, scratch - y, scratch - y,

20 *Leader*

oh, I've got one down my back - y. Beat that big, bad

22 *Echo* *Second time Fine*

bug with the bug spray. Beat that big, bad bug with the bug spray.

25 2



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