

Sacred Name Education - Grade 1

Integrated level book: curriculum map, music education, songs, instruments, composer notes, learning outcomes and website access.

How to use this book

This level book is built from the complete website course catalogue and the governing Sacred Name Music Education Master v05. It preserves the music master's age progression, cumulative instruments, lyrics and composition guidance.

Notation status

The master includes keys, ranges, tempo suggestions, frequency-design cues, arrangement directions and high/low emotional-peak maps. Finished staff notation is not supplied for every song, so no unverified sheet notation has been invented.

Advertising and access

Advertising may appear on website landing pages or after complete lessons/content units, but not inside sacred reading text, lyrics, source quotations or study questions.

SACRED NAME COLLECTION

Sacred Name Education — Grade 1

Level: Grade 1

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Sacred Name Collection

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Frequency references in this work are artistic and production guidance only; they are not medical or therapeutic claims.

Reissue — 17 October 2026. This reissue adds this rights page and document metadata; the content is otherwise unchanged from the publisher transfer of 17 October 2026, which is preserved unchanged in the collection archive.

1. Curriculum Map

18 catalogue courses/pathways currently map to Grade 1.

Scripture & Ancient Writings

- Sacred Name Bible Studies: Scripture reading, context, source/master preservation, chapter overviews and study questions.
- Sacred Name Education Bible: Chapter reading, overview, exactly seven chapter-specific questions, and separate teacher answer keys.
- Book of Jubilees Studies: Reading, historical context, chapter study and source comparison.
- First & Second Books of Adam and Eve: Reading, chapter study, themes, context and comparison.

Spiritual Life & Character

- Gratitude, Kindness & Truth: Gratitude, neighbour-love, honesty, listening, sharing and simple responsibility.

Whole-Person Wellness

- Feelings, Safety & Healthy Routines: Emotional vocabulary, sleep, movement, food basics, hygiene, safe expression and help-seeking.

History & Peoples

- People, Places & Communities: Local history, community stories, maps, regions, evidence and respectful comparison.

Language & Literacy

- Foundational Reading & Phonics: Phonemic awareness, decoding, fluency, vocabulary, listening and read-aloud.
- Writing Foundations: Handwriting/typing, sentences, paragraphs, storytelling, description and revision.
- World Languages & Multilingual Literacy: Listening, speaking, reading, writing and translation awareness.

Arts & Music

- Music Play, Beat & Voice: Voice, clapping, body percussion, hand drum, shaker, beat, echo singing and dynamics.
- Sacred Name Song Studies: Creator-centered songs, lyric integrity, musical form, age progression and ensemble use.
- Visual Arts: Drawing, painting, design, observation, art history, visual communication and portfolio.
- Dance & Movement: Rhythm, meter, phrasing, expression, choreography, safe progression and cultural context.

Nature & Earth

- Nature Observation: Plants, animals, seasons, weather, habitats, stewardship and field journals.

Society & Service

- Community, Cooperation & Service: Community roles, helping, fairness, rules, cooperation and conflict repair.

Skills & Vocation

- Career Discovery Foundations: Broad exposure to workers, tools, making, service, simple money concepts and strengths.

Philosophy, Wisdom & Reasoning

- Reasons, Promises & Fairness: Reasons, examples, promises, kindness, fairness and perspective.

2. Music Education Profile

Frequency arc	432 -> 528 -> 639
Core love theme	Kindness, sharing, neighbour-love
Instruments	Cumulative + bells and chimes
Music skills	Beat vs. rhythm; quarter notes; simple rests; call-and-response
Age-appropriateness	Child-centered / nonsexual

Cumulative Instrument Pathway

Level	Instrument introduction
Kindergarten	Voice, clapping, body percussion, hand percussion
Grade 1	Add bells and chimes
Grade 2	Add keyboard / piano
Grade 3	Add acoustic guitar
Grade 4	Add flute
Grade 5	Add bass guitar
Grade 6	Add drum kit
Grade 7	Add violin / fiddle
Grade 8	Add viola / cello
Grade 9	Add rhythm electric guitar
Grade 10	Add saxophone / trumpet
Grade 11	Add trombone / French horn
Grade 12	Full ensemble integration
College	Full ensemble + DAW/MIDI, arranging, songwriting, recording, live sound and collaborative production
University	Complete palette + synthesis, acoustics, orchestration, conducting, MIDI, scoring, recording, mixing, mastering and research-led production

Frequency-Emotion Teaching Framework

Frequency values are artistic/educational design cues for register, timbre, texture, dynamics, harmony, breath, space and orchestration; they are not medical-treatment claims.

Frequency cue	Emotional meaning	Musical treatment
174 Hz	Grounding / safety	Low register, body pulse, simple ostinato, sparse texture
285 Hz	Renewal / growth	Gentle upward motion, brighter timbre, repeating patterns
396 Hz	Release / courage	Tension to release, stronger pulse, clear cadential movement
432 Hz	Calm / balance	Centered breath, stable pulse, open voicings, uncluttered midrange
528 Hz	Warmth / love	Open vowels, major color, warm timbre, melodic lift
639 Hz	Connection / community	Harmony, call-and-response, ensemble singing, thirds/sixths
741 Hz	Clarity / truth	Clear diction, transparent texture, purposeful rhythmic definition
852 Hz	Reflection / awakening	Upper-register color, lighter texture, sustained tone, space

Frequency cue	Emotional meaning	Musical treatment
963 Hz	Stillness / reverence	Reduced percussion, long decay, breath, choir/harmonics, silence

Assessment Focus

Sing in tune within a comfortable range; keep a steady pulse; echo rhythm/melody; identify kindness and Creator-love in the lyric.

3. Complete Song Set for This Level

The cumulative v05 master retains the original grade song and adds two new songs at every level. All three are included here with the available notes, instruments and composer guidance.

Little Bells of Thankfulness

Core theme	Gratitude, listening
Frequency arc	432 -> 528 -> 639
Instruments	Cumulative + bells and chimes
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

Ring one bell for morning air,
Ring one bell for those who care.
Ring one bell for food we share,
Thank You, Yahweh, everywhere.

CHORUS

Ring for truth and ring for love,
Ring for Yahweh up above.
Listen close and sing along,
Grateful hearts can make us strong.

BRIDGE / TAG

Bell by bell and friend by friend,
Thankful music has no end.

Teacher/Composer note: retain the grade's cumulative instrument pathway. Keep the low register for grounding or tension, warm the central love idea through 528/639 treatment, clear the texture at 741 when truth must be heard, and use 852/963 primarily for reflection, decay and space where those cues appear.

Share the Song

Core theme	Sharing, neighbour-love
Frequency arc	285 -> 528 -> 639
Instruments	Cumulative + bells and chimes
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

I have a rhythm, you have one too,
We can make a song from me and you.
I have a bell and you have a rhyme,
We can share the music and share the time.

CHORUS

Share the song, share the beat,
Kindness makes the music sweet.
Love Yahweh, love your neighbour too,
Give the care you hope comes back to you.

BRIDGE / TAG

Call and answer, near and far,
Every child can add a star.

Teacher/Composer note: retain the grade's cumulative instrument pathway. Keep the low register for grounding or tension, warm the central love idea through 528/639 treatment, clear the texture at 741 when truth must be heard, and use 852/963 primarily for reflection, decay and space where those cues appear.

Grade 1 - Ring the Bells of Kindness

Frequency arc	432 -> 528 -> 639
Core love theme	Kindness, sharing, neighbour-love
Instruments	Cumulative + bells and chimes
Music skills	Beat vs. rhythm; quarter notes; simple rests; call-and-response
Age-appropriateness	Child-centered / nonsexual

Song

VERSE

A bell can ring, a hand can share,
A friend can show another care.
Yahweh made each voice we hear,
Love grows strong when kindness is near.

CHORUS

Ring for love, ring for truth,
Ring for every child and youth.
Love Yahweh with heart and song,
Treat each neighbour kind all day long.

TAG

What I hope you do for me,
I will practice faithfully.

Teacher / Arrangement Direction

Assign one bell pitch to 'Yahweh,' one to 'love,' and one to 'kindness.' Build a class response on the 639 connection stage.

Composer High/Low & Emotional Peak Map

- Suggested setup: G major - 4/4 - about 96 BPM - comfortable class range D4-B4.
- Lowest emotional point: centered 432 verse with a single bell pulse and unison singing.
- First lift: 528 brightness on "Ring for love, ring for truth."
- Intermediate peak: 639 call-and-response as bells, chimes and class voices answer one another.
- True lyrical/melodic peak: "Love Yahweh with heart and song," with the clearest sustained pitch on "Yahweh."
- Release: simplify to one bell/chime and unison tag, ending gently on "faithfully."

Learning Outcomes

- Sing or perform the song with age-appropriate diction and healthy technique.
- Identify how the 432 -> 528 -> 639 arc changes register, texture, harmony, dynamics or space.
- Use the introduced instrument(s) in a part that supports the lyric instead of competing with it.

- Explain the grade-level love principle in the student's own words.
- Create a short variation, response phrase or accompaniment using skills appropriate to Grade 1.

4. Website Access Guide

- Complete Learning Library: [learning-library.html](#)
- Grade Books: [grade-books.html](#)
- Online Classrooms: [portal.html](#)
- Curriculum Catalogue: [curriculum.html](#)
- Books & Education: [books.html](#)
- Indigenous History & Knowledge: [indigenous.html](#)
- Music Education Master: [music-education.html](#)
- Page & Chapter Access Audit: [education-access.html](#)
- Offline / Low-Bandwidth Access: [offline.html](#)

Source integrity

Only physically recovered and approved source files are published as full text. Missing masters are identified as pending rather than reconstructed.