

Sacred Name Education - Grade 3

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 3

Level: Grade 3

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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

20 catalogue courses/pathways currently map to Grade 3.

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

- Foundational Instruments & Ensemble: Melody, rhythm, notation, keyboard/guitar foundations, bass, ensemble listening and performance.
- 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.
- Earth, Water & Ecosystems: Water cycles, soils, habitats, food webs, biodiversity and environmental observation.

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.
- Skilled Trades & Apprenticeship: Tools, measuring, safety, applied math/science, blueprints, apprenticeship literacy, Red Seal and business ownership.

Philosophy, Wisdom & Reasoning

- Arguments & Sources: Premises, conclusions, testimony, source reliability, intention and outcome.

2. Music Education Profile

Frequency arc	432 -> 528 -> 639
Core love theme	Family care, belonging, service
Instruments	Cumulative + acoustic guitar
Music skills	Simple chord strums; 4/4 meter; chord changes; verse/chorus form
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

Maintain part independence; read simple notation/chord symbols; accompany a song; explain dynamics and frequency-emotion choices.

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.

Three Chords for Home

Core theme	Family care, belonging
Frequency arc	432 -> 528 -> 639
Instruments	Cumulative + acoustic guitar
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

One chord for patience, one chord for care,
One chord for the meals we share.
One chord for truth when days are long,
Home can learn to live in song.

CHORUS

Love Yahweh first, then love each other,
Parent, child, sister, brother.
Strum it steady, soft and clear,
Love grows stronger year by year.

BRIDGE / TAG

Many hands can build one place,
Many hearts can learn one grace.

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.

The Helping Rhythm

Core theme	Service, cooperation
Frequency arc	396 -> 528 -> 639
Instruments	Cumulative + acoustic guitar
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

Sweep the floor, carry the load,
Help a neighbour down the road.
Small good deeds can still be strong,
Service has its own kind of song.

CHORUS

Help with joy, help with care,
Leave a little kindness everywhere.
Love Yahweh, serve and share,
Make room for another there.

BRIDGE / TAG

Change the chord, pass the part,
Every helper adds a heart.

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 3 - Love Builds a Home

Frequency arc	432 -> 528 -> 639
Core love theme	Family care, belonging, service
Instruments	Cumulative + acoustic guitar
Music skills	Simple chord strums; 4/4 meter; chord changes; verse/chorus form
Age-appropriateness	Child-centered / nonsexual

Song

VERSE

A home is built by more than stone,
It grows when no one stands alone.
A meal, a prayer, a helping hand,
Love is something we can understand.

CHORUS

Love Yahweh first, then love each other,
Sister, neighbour, friend and brother.
Give some patience, give some care,
Love grows larger when we share.

BRIDGE

One steady rhythm, many parts,
One little song, many hearts.

Teacher / Arrangement Direction

Use two or three beginner guitar chords. Students strum only on strong beats at first, then add a simple pattern.

Composer High/Low & Emotional Peak Map

- Suggested setup: G major - 4/4 - about 92 BPM - comfortable range C4-C5.
- Lowest emotional point: 432 stable guitar/voice verse, intentionally simple and centered.
- First lift: 528 harmonic warmth on "Love Yahweh first."
- Intermediate peak: 639 ensemble expansion on family/neighbour lines.
- True lyrical/melodic peak: "Love Yahweh first, then love each other," placing the strongest note on "Yahweh" or "love."
- Release: return to a single steady strum and lighter voices on "One little song, many hearts."

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 3.

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.