

Sacred Name Education - Kindergarten

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 — Kindergarten

Level: Kindergarten

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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 Kindergarten.

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

- Wonder & Good Reasons: Wonder, noticing, feelings vs facts, fairness, reasons and listening.

2. Music Education Profile

Frequency arc	432 -> 528
Core love theme	Creator-love, gratitude, kindness
Instruments	Voice, clapping, body percussion, hand drum, shaker
Music skills	Steady beat; echo singing; loud/soft; fast/slow; start/stop together
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.

Thank You for the Morning

Core theme	Creator-love, gratitude
Frequency arc	432 -> 528
Instruments	Voice, clapping, shaker, hand drum
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

Morning light is on the floor,
Yahweh made the sky once more.
Birds can sing and children too,
Thank You, Yahweh, for all You do.

CHORUS

Thank You for the morning bright,
Thank You for the warmth and light.
Kind hands, kind words, hearts made true,
Yahweh, help me love like You.

BRIDGE / TAG

Clap it softly, clap it strong,
Love and kindness make our song.

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.

Kind Hands, Happy Hearts

Core theme	Neighbour-love, sharing
Frequency arc	432 -> 528 -> 639
Instruments	Voice, body percussion, shaker, hand drum
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

If you fall, I help you stand,
If you need, I share my hand.
If you cry, I stay nearby,
Kindness grows when we both try.

CHORUS

Kind hands, happy hearts,
Love is where the helping starts.
Love Yahweh and love each friend,
Let our kindness never end.

BRIDGE / TAG

One voice, two voices, all together,
We can sing and care for one another.

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.

Kindergarten - Yahweh Made the World With Love

Frequency arc	432 -> 528
Core love theme	Creator-love, gratitude, kindness
Instruments	Voice, clapping, body percussion, hand drum, shaker
Music skills	Steady beat; echo singing; loud/soft; fast/slow; start/stop together
Age-appropriateness	Child-centered / nonsexual

Song

VERSE

Yahweh made the sky so blue,
Made the trees and made me too.
Thank You, Yahweh, for this day,
Teach my little heart Your way.

CHORUS

Love Yahweh, clap one-two,
Love your neighbour, kind and true.
Help and share in all you do,
Give the love you hope comes back to you.

OUTRO

Kind hands, kind words, kind heart,
That is where our song can start.

Teacher / Arrangement Direction

Use a two-note or three-note melody. Children echo short phrases. Let 432 represent calm breathing at the opening and 528 the brighter chorus.

Composer High/Low & Emotional Peak Map

- Suggested setup: C major - 4/4 - about 88 BPM - comfortable class range C4-A4 (transpose as needed).
- Lowest emotional point: quiet 432 opening on "Thank You, Yahweh, for this day," with voice and soft body pulse.
- First lift: brighter register and hand percussion entering on "Love Yahweh."
- Intermediate peak: class response on "Love your neighbour, kind and true."
- True lyrical/melodic peak: sustain "Yahweh" or "love" on the longest comfortable note; do not push children higher for effect.
- Release: reduce back to voice/soft percussion on "Kind hands, kind words, kind heart," then finish together without a loud ending.

Learning Outcomes

- Sing or perform the song with age-appropriate diction and healthy technique.
- Identify how the 432 -> 528 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 Kindergarten.

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.