

SACRED NAME EDUCATION CURRICULUM

MUSIC EDUCATION MASTER UPGRADE

Kindergarten through College and University

*Love Songs • Frequency–Emotion Framework • Progressive Instruments • High/Low & Emotional Peak
Architecture*

Integrated Education Curriculum Edition v05

SACRED NAME COLLECTION

Music Education Master Upgrade

Governing Master — Kindergarten through College and University

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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.

Corrected Reissue — 17 October 2026. This reissue corrects production defects in the original transfer (see REISSUE_CHANGELOG.md, Sacred Name education reissues) and adds this rights page and document metadata. The original publisher transfer of 17 October 2026 is preserved unchanged in the collection archive.

CONTENTS

Curriculum Integration Status	4
Integration with the Nine-Volume Education Series	4
Expanded Sacred Name Song Library — v05 Cumulative Expansion	7
Expansion Rules	7
Grade-by-Grade Expansion Song Bank	7
Kindergarten 8 • Grade 1 10 • Grade 2 12 • Grade 3 14 • Grade 4 16 • Grade 5 18 • Grade 6 20 • Grade 7 22	
Grade 8 24 • Grade 9 26 • Grade 10 28 • Grade 11 30 • Grade 12 32 • College 34 • University 36	
Repertoire Status After v05 Expansion	38
1. Governing Educational Principles	39
Upper-Level Maturity and Fidelity Rule	39
2. Frequency–Emotion Teaching Chart	39
3. Progressive Instrument Pathway	40
4. Grade-by-Grade Love Song Curriculum	40
Kindergarten 41 • Grade 1 43 • Grade 2 45 • Grade 3 47 • Grade 4 49 • Grade 5 51 • Grade 6 53 • Grade 7 55	
Grade 8 57 • Grade 9 59 • Grade 10 60 • Grade 11 62 • Grade 12 64 • College 67 • University 69	
5. Assessment & Performance Framework	72
6. Teacher Safeguards	72
7. Production Standard for the Education Edition	73

Curriculum Integration Status

Purpose: This file is the governing music-education upgrade for the Sacred Name Education Curriculum. It incorporates the complete Kindergarten-through-university music pathway, the grade-by-grade love-song curriculum, the frequency–emotion framework, the progressive instrument pathway, upper-level maturity and fidelity studies, and the High/Low & Emotional Peak composer maps.

Placement: File under the Sacred Name Education Curriculum as the music master and cross-reference it wherever the broader curriculum uses music, well-being, sacred-history animation, literacy, character development, family studies, arts, composition, performance, recording, or production.

Supersession: This v05 curriculum master supersedes earlier standalone love-song upgrade drafts for curriculum use. Earlier files remain archival development records; this file is the integrated education version.

Age progression: Kindergarten through Grade 8 remains child-centered: love of Yahweh the Creator, gratitude, kindness, neighbour-love, family, friendship, truth, mercy, service, self-control and character. Grades 9–11 deepen truth, boundaries, fidelity, courtship character and covenant preparation without explicit sexual instruction. Grade 12, college and university may address marriage, male–female union, procreation, parenting, children as gifts from Yahweh, family responsibility and generational faithfulness in respectful, non-graphic educational language.

Frequency discipline: The frequency chart is used as a symbolic artistic and educational framework for register, timbre, texture, breath, dynamics, harmony, orchestration, space and emotional contour. It is not presented as medical treatment or as proof that a printed frequency automatically causes an emotion.

Composer rule: The highest frequency cue, the highest sung note and the greatest lyrical meaning are treated as separate design decisions. Every song identifies its lowest emotional point, first lift, intermediate peak where appropriate, true lyrical/melodic peak and release.

Instrument rule: Each grade adds the designated instrument family while retaining earlier musicianship. Songs must actively use the newly introduced instrument so that the lyric, frequency arc and instrument-learning objective reinforce one another.

Validation status: The curriculum is composition-ready at the blueprint level. Final song certification still requires written notation or recorded demo verification of actual pitch highs/lows, vocal comfort, balance, intelligibility and emotional peak placement.

Integration with the Nine-Volume Education Series

- **Volume 1 — Scripture & Ancient Writings:** Creator-love, neighbour-love, covenant, faithfulness, sacred-name lyric integrity.
- **Volume 2 — Spiritual Life & Character:** Heart condition, truth, mercy, self-control, forgiveness, fidelity and service.
- **Volume 3 — Whole-Person Wellness:** Healthy voice, hearing safety, breath, practice balance, emotional expression and non-medical frequency language.
- **Volume 4 — History & Peoples:** Music history, culturally specific instruments, provenance and respectful source-community context.
- **Volume 5 — Language & Literacy:** Lyric writing, prosody, diction, poetry, narrative song, reflection and analysis.

- **Volume 6 — Arts & Music:** Primary home of this master: performance, theory, instruments, composition, arranging, orchestration, recording and production.
- **Volume 7 — Nature & Earth:** Songs using creation, land, water, seasons, stewardship and acoustic observation.
- **Volume 8 — Society & Service:** Neighbour-love, community, family responsibility, service, reconciliation and ethical ensemble practice.
- **Volume 9 — Skills & Vocation:** Advanced performance, DAW/MIDI, live sound, songwriting, conducting, recording, mixing, mastering, portfolio and professional practice.

The complete upgraded music curriculum follows on the next page.

EXPANDED SACRED NAME SONG LIBRARY

v05 Cumulative Expansion • 30 New Curriculum Songs

This expansion preserves every existing Sacred Name curriculum song and its approved high/low, frequency-emotion, instrument and maturity upgrades. The songs below are additions, not replacements. Each level receives two new songs so the curriculum becomes a larger teachable repertoire from Kindergarten through Grade 12, College and University.

Expansion Rules

- Existing Sacred Name songs remain part of the curriculum and are not deleted or rewritten by this expansion.
- Each new song uses the cumulative instrument pathway already established for that grade.
- Frequency numbers are artistic/emotional design cues, not medical claims.
- The strongest lyrical idea receives the strongest musical event; the highest frequency cue is not automatically the highest sung note.
- Kindergarten through Grade 8 remains child-centered and nonsexual.
- Grades 9–11 deepen truth, boundaries, fidelity, self-control and covenant preparation without explicit sexual content.
- Grade 12, College and University may address marriage, male–female covenant, procreation, children, parenting and generational responsibility respectfully and non-graphically.

Grade-by-Grade Expansion Song Bank

Kindergarten

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.

Grade 1

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 2

Truth on the Keys

Core theme	Truthfulness, heart choices
Frequency arc	285 – 432 – 741
Instruments	Cumulative + keyboard/piano
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

Black key, white key, high and low,
Every choice can help us grow.
If I make a wrong today,
Truth can help me find the way.

CHORUS

Play the truth, clear and bright,
Let the heart come into light.
Yahweh, teach me what to do,
Mercy, courage, words made true.

BRIDGE / TAG

Soft chord, strong chord, breathe and see,
Truth can set a heart more free.

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.

Mercy Makes Room

Core theme	Mercy, forgiveness
Frequency arc	396 – 432 – 528
Instruments	Cumulative + keyboard/piano
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

Sometimes friends can disagree,
Sometimes words can trouble me.
I can stop and I can choose,
Mercy gives another route to use.

CHORUS

Mercy makes room, mercy makes space,
Truth and kindness meet face to face.
Love Yahweh and love each other,
Help a sister, friend or brother.

BRIDGE / TAG

Hold the chord and let it fade,
Peace can grow from choices made.

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

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 4

Flute of Peace

Core theme	Self-control, peaceful speech
Frequency arc	396 → 432 → 528 → 741
Instruments	Cumulative + flute
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

When anger rises, breathe before,
Do not throw another hurtful word.
Let the flute remind the heart,
Peace can be a wiser start.

CHORUS

Breathe for mercy, breathe for truth,
Let compassion guide our youth.
Love Yahweh, then speak what is right,
Clear as morning, gentle as light.

BRIDGE / TAG

Flute goes high, then settles low,
Truth can shine without a blow.

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.

Words That Heal

Core theme	Truthful speech, forgiveness
Frequency arc	432 → 528 → 741
Instruments	Cumulative + flute
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

A word can wound, a word can mend,
A word can lose or save a friend.
Choose the phrase that truth can bear,
Speak with courage, speak with care.

CHORUS

Words that heal, words that stay,
Mercy walking with truth today.
Yahweh, guard the things we say,
Help us choose the loving way.

BRIDGE / TAG

Pause one beat before the line,
Let clear truth and kindness shine.

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 5

Steady Like the Bass

Core theme	Loyalty, dependability
Frequency arc	174 → 396 → 528 → 639
Instruments	Cumulative + bass guitar
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

Low notes hold the song in place,
Faithful friends can do the same.
When the room gets loud or hard,
Stay with truth and keep your guard.

CHORUS

Steady like the bass below,
Faithful choices help love grow.
Love Yahweh, stand with care,
Be the friend who will be there.

BRIDGE / TAG

Hold the root and hear it ring,
Strong foundations help us sing.

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.

Carry Someone Home

Core theme	Compassion, responsibility
Frequency arc	174 → 285 → 528 → 639
Instruments	Cumulative + bass guitar
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

If a friend is tired today,
Do not laugh and walk away.
Share the load and slow your pace,
Compassion gives another space.

CHORUS

Carry someone home with care,
Lift the burden you can share.
Love Yahweh, love your neighbour too,
Let your strength be used for good.

BRIDGE / TAG

Bass and voices move as one,
Helping work is never done alone.

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 6

Drop the Drums, Hear the Heart

Core theme	Anger, self-control
Frequency arc	174 → 396 → 528 → 741 → 432
Instruments	Cumulative + drum kit
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

Drums can thunder, anger can too,
But noise does not decide what I will do.
Stop the beat and hear the thought,
Choose the truth before the fight is fought.

CHORUS

Guard the heart, control the fire,
Do not let anger be your master.
Love Yahweh, choose what is right,
Bring the hidden thought to light.

BRIDGE / TAG

Drums fall out, one voice remains,
Truth grows stronger when pride is tamed.

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.

Courage Has a Quiet Beat

Core theme	Courage, compassion
Frequency arc	396 → 432 → 528 → 639
Instruments	Cumulative + drum kit
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

Courage is not always loud,
Sometimes courage leaves the crowd.
Sometimes courage takes a stand,
Sometimes courage offers a hand.

CHORUS

Quiet beat, steady feet,
Truth and mercy learn to meet.
Love Yahweh, let compassion lead,
Strength is shown by what we choose to feed.

BRIDGE / TAG

Build the groove, then leave some space,
Kindness does not need to race.

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 7

The Long Note of Patience

Core theme	Patience, disciplined love
Frequency arc	285 – 432 – 528 – 639 – 741
Instruments	Cumulative + violin/fiddle
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

Some things heal in more than a day,
Some good choices take the slower way.
Hold the bow and hold your ground,
Patience has a faithful sound.

CHORUS

Long note, steady heart,
Truth and mercy do their part.
Love Yahweh first, then let it prove,
Faithful choices teach us love.

BRIDGE / TAG

Rise together, then grow thin,
Clarity lets the truth come in.

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.

Loyalty in Harmony

Core theme	Loyalty, forgiveness
Frequency arc	396 – 528 – 639 – 741
Instruments	Cumulative + violin/fiddle
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

A friend may fail, a friend may fall,
Loyalty does not mean approving all.
Tell the truth and still show care,
Mercy and wisdom can meet us there.

CHORUS

Harmony is not pretending wrong is right,
Harmony is learning how to walk in light.
Love Yahweh, keep your heart sincere,
Truth with mercy keeps love clear.

BRIDGE / TAG

Two strings answer, then agree,
Different lines can still be free.

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 8

Many Parts, One Community

Core theme	Community, dignity
Frequency arc	432 – 528 – 639 – 741 – 852
Instruments	Cumulative + viola/cello
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

Cello grounds and viola weaves,
Every part has room to breathe.
Different gifts and different ways,
Dignity belongs in every phrase.

CHORUS

Many parts, one community,
Truth and mercy shaping harmony.
Love your neighbour as yourself,
Never measure worth by power or wealth.

BRIDGE / TAG

Let the texture open wide,
Make a place for every voice inside.

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.

Repair the Song

Core theme	Reconciliation, accountability
Frequency arc	396 – 432 – 528 – 741 – 852
Instruments	Cumulative + viola/cello
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

When a part goes wrong in time,
We do not throw away the line.
Name the error, make repair,
Then rebuild with truth and care.

CHORUS

Repair the song, repair the trust,
Mercy joined with truth is just.
Love Yahweh, do what is right,
Bring the hidden wound to light.

BRIDGE / TAG

Cello rests, viola speaks,
Real repair is strong, not weak.

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 9

Respect the Boundary

Core theme	Respect, boundaries
Frequency arc	396 – 432 – 528 – 741
Instruments	Cumulative + rhythm electric guitar
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

A feeling does not cancel another person's word,
A boundary spoken deserves to be heard.
No pressure, no game, no hidden demand,
Respect is love with an open hand.

CHORUS

Respect the boundary, honour the truth,
Let character guide the strength of youth.
Love Yahweh first, let wisdom approve,
Never call pressure by the name of love.

BRIDGE / TAG

Mute the guitar, let one line stay:
Respect is revealed by what we obey.

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.

Character Before Chemistry

Core theme	Attraction versus character
Frequency arc	396 – 432 – 528 – 639 – 741
Instruments	Cumulative + rhythm electric guitar
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

A spark can shine and quickly fade,
But character is built by choices made.
Look for honesty, patience and grace,
Not only excitement in a beautiful face.

CHORUS

Character before chemistry,
Truth before fantasy.
Love Yahweh first, let wisdom lead,
Choose the heart that honours what is good indeed.

BRIDGE / TAG

Full band rises, then clears the air,
Let truth be stronger than a stare.

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 10

Trust Takes Time

Core theme	Trust, fidelity
Frequency arc	432 – 528 – 639 – 741 – 852
Instruments	Cumulative + saxophone/trumpet
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

Trust is not a switch we turn,
It grows through what we live and learn.
Words become strong when deeds agree,
Faithfulness builds credibility.

CHORUS

Trust takes time, truth takes care,
Faithful love is present there.
Love Yahweh first, stay clear and true,
Be the same in secret as the person others view.

BRIDGE / TAG

Trumpet calls, sax replies,
One clear truth, no double lives.

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.

One Story, One Heart

Core theme	Integrity, consistent conduct
Frequency arc	396 – 432 – 528 – 639 – 741 – 852
Instruments	Cumulative + saxophone/trumpet
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

Do not live one story here, another there,
Integrity is one life lived with care.
If wrong is done, confession starts,
Mercy can rebuild honest hearts.

CHORUS

One story, one heart, one truthful way,
Faithful in what we do and say.
Love Yahweh first, let wisdom lead,
Truth before pride and care before greed.

BRIDGE / TAG

Horns fall soft, voices remain,
Clarity can heal what secrecy made.

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 11

Before the Vow

Core theme	Courtship, covenant preparation
Frequency arc	396 – 432 – 528 – 639 – 741 – 852
Instruments	Cumulative + trombone/French horn
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

Before the vow, practice truth,
Before the promise, practice proof.
Self-control can guard the way,
Faithfulness begins before the wedding day.

CHORUS

Before the vow, faithful heart,
Honour and patience from the start.
Love Yahweh first, let wisdom guide,
Walk toward covenant with truth inside.

BRIDGE / TAG

Brass grows warm, then voices clear,
Let the promise form before it appears.

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.

Strength Under Control

Core theme	Self-control, exclusivity, dignity
Frequency arc	174 – 396 – 432 – 528 – 741 – 852
Instruments	Cumulative + trombone/French horn
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

Strength is not the power to take,
Strength is knowing what not to break.
Desire can speak, but wisdom must choose,
Dignity is never ours to use.

CHORUS

Strength under control, courage made clean,
Faithful before the future is seen.
Love Yahweh first, let honour remain,
Do not build affection on another person's pain.

BRIDGE / TAG

Low brass grounds, high horn replies,
True strength is honest under Yahweh's eyes.

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 12

A House of Faithful Love

Core theme	Marriage, family, fidelity
Frequency arc	174 → 432 → 528 → 639 → 741 → 852 → 963
Instruments	Full ensemble
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

Two lives may join and build a home,
Not as owners, but as one who serves another.
Husband and wife, faithful in heart,
Truth and mercy guarding every part.

CHORUS

Build a house of faithful love,
Love Yahweh first, seek wisdom above.
Guard the covenant, honour one another,
Let children learn love from father and mother.

BRIDGE / TAG

Drop the drums for truth to speak,
Then let the choir rise gentle and deep.

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.

Children Are a Gift

Core theme	Marriage, children, generations
Frequency arc	432 → 528 → 639 → 741 → 852 → 963
Instruments	Full ensemble
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

A child is never merely a plan,
A life is a gift placed into our hands.
Teach with patience, protect with care,
Let the home be filled with truth and prayer.

CHORUS

Children are a gift from Yahweh,
Lives entrusted day by day.
Love and guide them, let them see,
Faithfulness lived in the family.

BRIDGE / TAG

Choir grows warm, then fades to breath,
Let gratitude be the final depth.

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.

College

Fidelity in the Ordinary

Core theme	Adult covenant responsibility
Frequency arc	174 → 396 → 432 → 528 → 639 → 741 → 852
Instruments	Full ensemble + DAW/MIDI/live sound
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

Promises are tested in ordinary days,
Bills and work and tiredness shape the ways.
Do not let neglect become a silent wall,
Turn toward the covenant before distance grows tall.

CHORUS

Fidelity in the ordinary,
Kindness when no one sees.
Love Yahweh first, let pride come down,
Let faithful service shape the home around.

BRIDGE / TAG

Automation falls, the vocal stands,
Truth is strongest without extra hands.

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.

Repair What Can Be Repaired

Core theme	Repentance, restitution, boundaries
Frequency arc	396 → 432 → 528 → 639 → 741 → 852
Instruments	Full ensemble + DAW/MIDI/live sound
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

When wrong is done, do not hide the name,
Repentance is more than regret or shame.
Make restitution where wisdom allows,
Do not demand trust before trust can regrow.

CHORUS

Repair what can be repaired,
Tell the truth and show you care.
Mercy is not calling betrayal small,
Wisdom and faithfulness must guide it all.

BRIDGE / TAG

Strip the mix, let silence show,
Some healing must move slow.

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.

University

The Architecture of Faithful Love

Core theme	Theological/ethical/compositional synthesis
Frequency arc	174 → 285 → 396 → 432 → 528 → 639 → 741 → 852 → 963
Instruments	Complete palette + choir, synthesis, orchestration, conducting, recording
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

Ground the work in Creator and truth,
Let renewal restore what was broken in youth.
Release what destroys, find balance again,
Let warmth become service, connection become kin.

CHORUS

Build the architecture of faithful love,
Truth below and mercy above.
Let clarity refine what desire would move,
And silence reveal the discipline of love.

BRIDGE / TAG

From low drone to human breath,
Let every layer serve the text.

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.

Generations in Harmony

Core theme	Marriage, family, neighbour, legacy
Frequency arc	174 → 432 → 528 → 639 → 741 → 852 → 963
Instruments	Complete palette + choir, synthesis, orchestration, conducting, recording
Peak rule	Place the strongest melodic event on the most meaningful lyric; use subtraction before the true peak.

VERSE

Creator to neighbour, covenant to child,
Love must be truthful, faithful and mild.
What one generation practices in view,
Becomes part of what the next may learn to do.

CHORUS

Generations in harmony,
Not sameness, but responsibility.
Love Yahweh first, then neighbour and home,
Let faithful lives become the music we hand on.

BRIDGE / TAG

Remove the pulse, sustain the chord,
End with one breath before Yahweh.

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.

Repertoire Status After v05 Expansion

The Education Curriculum music repertoire is now cumulative: all previously approved Sacred Name songs remain, the v03 high/low and emotional-peak upgrades remain governing production rules, and 30 additional grade-matched songs have been added in this v05 expansion. These additions are curriculum repertoire, not replacements for the earlier works.

Future additions should continue this same model: preserve existing approved material, add new repertoire by grade and theme, map each song to the cumulative instruments and frequency-emotion framework, and verify final melody, vocal range, score and audio before release.

SACRED NAME MUSIC EDUCATION

LOVE SONGS • KINDERGARTEN THROUGH COLLEGE AND UNIVERSITY

Frequency–Emotion & Progressive Instrument Upgrade Edition v03 — High/Low & Emotional Peak Verified
Blueprint

Core teaching arc: Love Yahweh the Creator first • Love your neighbour as yourself • Do to others as you would want done to you • Guard the heart • Grow in truth, mercy, faithfulness and service.

Age-appropriateness rule: early grades focus on Creator-love, family, friendship, kindness and character.

Mature fidelity, marriage, male–female covenant, family formation and procreation are introduced progressively only in later secondary, college and university study.

1. Governing Educational Principles

- Yahweh is presented as the Creator and source of love. The first movement of love is gratitude, reverence and devotion toward Him.
- The second movement of love is outward: love your neighbour as yourself, practice mercy, and do not knowingly do to another what you would not want done to you.
- Songs teach that the condition of the heart matters. Pride, jealousy, hatred, deceit and selfishness distort love; truth, patience, forgiveness, loyalty, self-control and compassion strengthen it.
- Children learn music by singing, moving, playing instruments, listening, reading notation, creating, improvising and performing.
- Each grade adds an instrument family while retaining previously learned skills and instruments.
- Frequency labels are creative emotional-production cues, not medical claims. They shape register, texture, dynamics, harmony, breath, space and orchestration.
- The emotional peak of a song belongs on the most meaningful lyric, not automatically on the highest pitch or loudest moment.
- Mature marriage and family themes are delayed until developmentally appropriate grades. Early childhood songs remain child-centered and nonsexual.

Upper-Level Maturity and Fidelity Rule

From Grade 9 forward, love education matures in stages: truth and boundaries; trust and fidelity; covenant-minded courtship; marriage and family responsibility; adult perseverance under pressure; and finally university-level theological, ethical and compositional synthesis. Fidelity means faithfulness in thought, word, promise and conduct. Love is never taught as possession, manipulation, coercion or self-gratification. Mature love protects dignity, tells the truth, keeps appropriate promises, practices self-control, repairs wrong where possible, and seeks the good of the other person under Yahweh.

2. Frequency-Emotion Teaching Chart

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
963 Hz	Stillness / reverence	Reduced percussion, long decay, breath, choir/harmonics, silence

Project tuning note: A=432 Hz may be used as a consistent tuning reference where desired. The other frequency values are treated as symbolic resonance cues and may be represented by arrangement, timbre, auxiliary tones or octave-related layers rather than by forcing singers to match literal frequencies.

3. Progressive 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

4. Grade-by-Grade Love Song Curriculum

Each level below is a curriculum-ready song unit. Earlier instruments remain available as new instruments are introduced. Teachers may transpose songs for healthy vocal range. The frequency cue is an emotional-compositional map, not a biological guarantee.

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.

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.

Grade 2 — A Heart That Chooses Good

Frequency arc	285 – 432 – 528
Core love theme	Heart choices, truthfulness, mercy
Instruments	Cumulative + keyboard/piano
Music skills	High/low pitch; 5-finger patterns; simple notation; I–V accompaniment
Age-appropriateness	Child-centered / nonsexual

Song

VERSE

When I feel angry, I can choose,

Kind words are better words to use.

When I make wrong, I tell the truth,

Mercy can help a heart renew.

CHORUS

Yahweh, teach my heart the good,

Help me act the way I should.

Love my neighbour, speak what is true,

Give the care I hope comes back to you.

BRIDGE

Soft can grow to strong and bright,

Truth can lead us toward the light.

Teacher / Arrangement Direction

Use a five-finger keyboard pattern. Let students hear tension and release without labelling emotions as caused by the frequencies.

Composer High/Low & Emotional Peak Map

- Suggested setup: C major • 4/4 • about 84 BPM • comfortable range C4–B4.
- Lowest emotional point: 285 renewal color under the line about anger/wrong choices, using a low five-finger piano pattern.
- First lift: settle into 432 when the singer chooses truth and calm.
- Intermediate peak: 528 warmth as mercy and care enter the chorus.
- True lyrical/melodic peak: “Yahweh, teach my heart the good,” with “Yahweh” or “good” on the strongest singable arrival.
- Release: piano reduces to simple open intervals under “Truth can lead us toward the light.”

Learning Outcomes

- Sing or perform the song with age-appropriate diction and healthy technique.
- Identify how the 285 – 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 Grade 2.

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.

Grade 4 — Breath of Mercy

Frequency arc	396 – 432 – 528 – 741
Core love theme	Forgiveness, truthful speech, self-control
Instruments	Cumulative + flute
Music skills	Breath support; melodic contour; phrase marks; simple two-part texture
Age-appropriateness	Child-centered / nonsexual

Song

VERSE

Before I answer, let me breathe,

Before I wound, let anger leave.

Truth can speak without a fight,

Mercy helps us make things right.

CHORUS

Yahweh, give me words of grace,

Let compassion shape my face.

Love my neighbour, clear and true,

Never give the hurt I would not want from you.

OUTRO

Breathe in peace, breathe out pride,

Let truth and mercy walk beside.

Teacher / Arrangement Direction

Flute carries a short answering phrase after each sung line. Begin with 396 tension/release, settle at 432 for breath and self-control, warm the mercy lines through 528, then thin the texture at 741 for the clearest truth statement. The 741 stage should sound clearer, not merely louder.

Composer High/Low & Emotional Peak Map

- Suggested setup: F major with brief D-minor colour • 4/4 • about 80 BPM • comfortable range C4–D5.
- Lowest emotional point: 396 restrained tension on anger/wounding, with lower voice and sparse accompaniment.
- First lift: 432 breath and balance on “Before I answer, let me breathe.”
- Intermediate peak: 528 warmth on mercy/compassion before the truth statement.
- True lyrical/melodic peak: 741 clarity on “truth” or “make things right”; flute should answer after, not cover, the word.
- Release: descend melodically on “Breathe in peace, breathe out pride,” ending with open space.

Learning Outcomes

- Sing or perform the song with age-appropriate diction and healthy technique.

- Identify how the 396 → 432 → 741 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 4.

Grade 5 — Carry the Good

Frequency arc	174 – 396 – 528 – 639
Core love theme	Responsibility, friendship, loyalty
Instruments	Cumulative + bass guitar
Music skills	Root notes; groove; syncopation basics; ensemble listening
Age-appropriateness	Child-centered / nonsexual

Song

VERSE

Every choice can leave a mark,

Every word can light the dark.

If a friend is weak or sad,

Love can help and not make gladness bad.

CHORUS

Carry the good, carry the true,

Stand by the people Yahweh gives to you.

Love with courage, serve with care,

Be the kind of friend who's there.

BRIDGE

Bass holds steady, hearts hold strong,

Faithful choices shape the song.

Teacher / Arrangement Direction

Teach bass roots under familiar chords. The low 174 stage symbolizes steadiness; chorus warms through 528/639.

Composer High/Low & Emotional Peak Map

- Suggested setup: G major with E-minor shading • 4/4 • about 96 BPM • comfortable range B3–D5.
- Lowest emotional point: 174 bass-root grounding under responsibility and a friend's sadness.
- First lift: 396 courage as the lyric moves from noticing need to choosing action.
- Intermediate peak: 528 warmth on "Love with courage, serve with care."
- True lyrical/melodic peak: 639 connection on "Stand by the people Yahweh gives to you," with ensemble harmony opening on "Yahweh" or "stand."
- Release: bass returns to simple roots under "Faithful choices shape the song."

Learning Outcomes

- Sing or perform the song with age-appropriate diction and healthy technique.
- Identify how the 174 – 396 – 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 5.

Grade 6 — Guard the Heart

Frequency arc	174 – 396 – 528 – 741 – 432
Core love theme	Jealousy, anger, pride, self-control, compassion
Instruments	Cumulative + drum kit
Music skills	Backbeat; subdivisions; dynamic control; fills at structural boundaries
Age-appropriateness	Child-centered / nonsexual

Song

VERSE

Anger can thunder, jealousy can burn,

Pride can make a heart refuse to learn.

But I can stop, I can choose what is right,

Bring every thought into truth and light.

CHORUS

Guard the heart, guard the way,

Choose what is good in what you do and say.

Love Yahweh; let compassion start,

Truth and mercy make a stronger heart.

BRIDGE

Drums fall silent, hear the word:

A quiet truth can still be heard.

Teacher / Arrangement Direction

Ground the opening in 174 with bass/low drum restraint, move through 396 as anger and jealousy are named, then warm the chorus through 528 on compassion. Drop the drums before the 741 truth line so clarity becomes the exposed peak; resolve afterward toward 432 with a calmer pulse. Students learn that emotional intensity is not the same as loudness.

Composer High/Low & Emotional Peak Map

- Suggested setup: E minor resolving toward G major • 4/4 • about 100 BPM • comfortable range B3–E5.
- Lowest emotional point: 174 low-register groove on anger, jealousy and pride; keep it controlled rather than heavy.
- First lift: 396 rhythmic release as the singer chooses to stop and turn toward what is right.
- Intermediate peak: 528 warmth on “Love Yahweh; let compassion start.”
- True lyrical/melodic peak: 741 exposed clarity on “truth” in “Truth and mercy make a stronger heart”; use the drum dropout immediately before it.
- Release: move toward 432 balance after the truth peak; reduce fills and end with a calmer pulse.

Learning Outcomes

- Sing or perform the song with age-appropriate diction and healthy technique.
- Identify how the 174 – 396 – 741 – 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 Grade 6.

Grade 7 — Love Is More Than a Feeling

Frequency arc	285 – 432 – 528 – 639 – 741
Core love theme	Character, loyalty, forgiveness, disciplined love
Instruments	Cumulative + violin/fiddle
Music skills	Bow control; melodic phrasing; harmony intervals; simple arrangement
Age-appropriateness	Child-centered / nonsexual

Song

VERSE

A feeling rises, a feeling can fall,

But faithful love keeps answering the call.

Patience when it's harder, truth when it costs,

Mercy that remembers what anger has lost.

CHORUS

Love is more than a feeling inside,

It walks with truth and will not hide.

Love Yahweh first; let your choices prove

That a faithful heart has learned to love.

BRIDGE

Violin rises, then returns,

Wisdom grows from what the heart learns.

Teacher / Arrangement Direction

Let violin carry the emotional lift into 528/639, then thin the texture at 741 for the final truth statement.

Composer High/Low & Emotional Peak Map

- Suggested setup: D major with B-minor colour • 4/4 • about 88 BPM • comfortable range B3–E5.
- Lowest emotional point: 285 reflective verse as feelings rise and fall.
- First lift: 432 centered phrasing on patience and truth.
- Intermediate peak: violin and voices bloom through 528/639 on disciplined, relational love.
- True lyrical/melodic peak: “a faithful heart has learned to love,” with “faithful heart” receiving the longest or highest sustainable phrase.
- Release: thin to 741 clarity for the final statement, then let violin descend rather than ending on maximum volume.

Learning Outcomes

- Sing or perform the song with age-appropriate diction and healthy technique.
- Identify how the 285 – 432 – 528 – 639 – 741 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 7.

Grade 8 — One Neighbourhood, Many Voices

Frequency arc	432 – 528 – 639 – 741 – 852
Core love theme	Community, dignity, service, reconciliation
Instruments	Cumulative + viola/cello
Music skills	Inner voices; bass/tenor function; ensemble balance; counterline writing
Age-appropriateness	Child-centered / nonsexual

Song

VERSE

Different stories, different names,

Different hopes and different pains.

Yahweh sees the heart within,

So let respect and service begin.

CHORUS

Love your neighbour as yourself,

Do not place their worth below your wealth.

Speak with truth, defend what's right,

Bring compassion into every fight.

BRIDGE

Cello grounds and viola weaves,

One good community learns what love believes.

Teacher / Arrangement Direction

Use cello for grounded support and viola for an inner countermelody. Begin at 432 balance, introduce 528 warmth before the community expands into 639 harmony, then clear the texture at 741 for dignity/truth and lift into 852 reflection. Students arrange a layered community chorus without overcrowding the lyric.

Composer High/Low & Emotional Peak Map

- Suggested setup: F major • 4/4 • about 84 BPM • comfortable range A3–E5.
- Lowest emotional point: 432 balanced opening with cello grounding and restrained dynamics.
- First lift: 528 warmth when respect and service begin.
- Intermediate peak: 639 layered community harmony on “Love your neighbour as yourself.”
- True lyrical/melodic peak: 741 clarity on dignity/truth, such as “defend what’s right,” without making the phrase aggressive.
- Release: 852 sustained viola/cello colour and lighter voices; let reflection, not loudness, close the song.

Learning Outcomes

- Sing or perform the song with age-appropriate diction and healthy technique.
- Identify how the 432 – 639 – 741 – 852 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 8.

Grade 9 — Love Walks in Truth

Frequency arc	396 – 432 – 528 – 639 – 741
Core love theme	Integrity, attraction versus character, respect, boundaries, truthful love
Instruments	Cumulative instruments + rhythm electric guitar
Music skills	Clean rhythm guitar; controlled drive; verse/pre-chorus/chorus form; lyric prosody; dynamic restraint; ensemble cueing
Age-appropriateness	Adolescent relationship ethics; nonsexual; emphasizes dignity, truth and boundaries

Song

VERSE 1

Not every spark is a promise to keep,
Not every feeling has roots running deep.
A beautiful word can be empty inside,
So let truth test the heart before feelings decide.

PRE-CHORUS

I will not pressure, I will not pretend,
I will honour the person before me as neighbour and friend.

CHORUS

Love walks in truth, love does not hide,
Love gives another both honour and time.
Love Yahweh first; let character lead,
Kindness in action, not selfish need.
If I would not want the wound done to me,
I will not give it to you in the name of love.

VERSE 2

A boundary spoken deserves to be heard,
Respect is revealed in the keeping of words.
No rumour, no boasting, no game with a heart,
A truthful beginning is the wisest start.

BRIDGE — instruments drop to voice + clean guitar

When no one is watching, what do I choose?

The heart becomes stronger by what it refuses.

Let courage say no to deception and pride,

Then bring the full band back on: “Let truth be our guide.”

FINAL CHORUS

Love walks in truth, steady and clear,

With mercy for weakness and courage for fear.

Love Yahweh first; let wisdom approve

The words and the choices we call by the name love.

Teacher / Arrangement Direction

Begin in the 396 release/courage zone with muted or lightly driven guitar, settle into 432 balance for the pre-chorus, warm the chorus through 528, add 639 group harmony, then clear the texture at 741 for the line “Love walks in truth.” The strongest musical event belongs on “truth,” “honour,” or “love Yahweh first,” not on filler words.

Composer High/Low & Emotional Peak Map

- Suggested setup: E minor moving toward G major • 4/4 • about 92 BPM • comfortable mixed-ensemble range A3–E5; transpose for individual voices.
- Lowest emotional point: 396 restrained guitar tension on uncertain attraction and pressure.
- First lift: 432 balance on boundaries and respect.
- Intermediate peak: 528/639 warmth and harmony on honour and neighbour-love.
- True lyrical/melodic peak: “Love walks in truth” or “Love Yahweh first”; place the strongest melodic arrival on “truth” or “Yahweh,” never on a filler word.
- Release: clear to 741 with reduced accompaniment for the final wisdom statement; do not finish with a distorted-guitar wall.

Learning Outcomes

- Perform clean and lightly driven rhythm-electric-guitar textures without masking the vocal.
- Explain the difference between attraction, character, respect and manipulation.
- Identify how the 396–432–528–639–741 arc supports courage, balance, warmth, connection and clarity.
- Rewrite one verse while preserving the rule of truthful, non-coercive love.
- Create a 16-bar arrangement with a deliberate drop before the final chorus.

Grade 10 — Faithful in Word and Deed

Frequency arc	432 → 528 → 639 → 396 → 741 → 852
Core love theme	Trust, fidelity, promises, mature friendship, responsible love
Instruments	Cumulative instruments + saxophone and trumpet
Music skills	Breath phrasing; two-horn voicing; chord-tone targeting; counterlines; ensemble punctuation; lyrical

	space
Age-appropriateness	Adolescent relationship ethics; nonsexual; introduces fidelity as consistent faithfulness

Song

VERSE 1

A promise is more than a beautiful sound,
 It proves what we value when pressure comes round.
 Trust grows slowly through word and through deed,
 By telling the truth when a lie might be easy.

CHORUS

Faithful in word, faithful in deed,
 Truth before pride, care before greed.
 Love Yahweh first; let wisdom lead,
 Be the same heart in secret that others can see.
 Fidelity means I will not play with your trust,
 I will walk in the light because faithful love must.

VERSE 2

Do not keep two stories, one hidden, one shown,
 Do not make another feel loved while you live for your own.
 Where wrong has been done, let confession be plain,
 Let mercy bring healing without calling wrong right.

HORN INTERLUDE / CALL AND RESPONSE

Trumpet: a clear rising call for truth.
 Saxophone: a warmer answering phrase for mercy.
 Voices together: "Truth and mercy, walking as one."

BRIDGE — 741 clarity to 852 reflection

What I promise, I will weigh before I say;
 What I cannot honour, I will not pretend to give away.
 A faithful heart is formed choice after choice,

Until integrity and love become one voice.

FINAL CHORUS

Faithful in word, faithful in deed,

Patient in conflict, honest in need.

Love Yahweh first; let the whole heart agree:

May the person I am match the person you see.

Teacher / Arrangement Direction

Keep 432 centered and uncluttered in the opening. Introduce 528 warmth as the horns enter and 639 through paired horn/voice responses. When Verse 2 confronts hidden double stories and broken trust, briefly return to 396 tension/release, then strip the accompaniment at 741 under the key fidelity lines. Move into 852 with sustained horn tones and reflective upper-register space. Do not equate fidelity with volume; the clearest lyric may be the quietest moment.

Composer High/Low & Emotional Peak Map

- Suggested setup: D major with B-minor contrast • 4/4 • about 82 BPM • comfortable range A3–F5; horn parts stay below the vocal focal register.
- Lowest emotional point: brief 396 return during Verse 2 on hidden double stories/broken trust; reduce harmony and let tension be audible.
- First lift: 432 centered opening that establishes honesty before emotion expands.
- Intermediate peak: 528/639 horn-and-voice warmth on trust, mercy and paired response.
- True lyrical/melodic peak: “Faithful in word, faithful in deed,” with the clearest held note on “faithful”; the 741 fidelity lines may be quieter but more exposed.
- Release: 852 sustained horns and upper space on “May the person I am match the person you see.”

Learning Outcomes

- Perform two-part horn responses with balanced breath, intonation and articulation.
- Define fidelity as consistency between values, promises and conduct.
- Analyze how musical transparency reinforces honesty in the lyric.
- Compose a short horn countermelody that does not compete with the sung message.
- Write a reflection on why mercy and accountability must coexist after broken trust.

Grade 11 — A Faithful Heart

Frequency arc	396 – 432 – 528 – 639 – 741 – 852
Core love theme	Courtship, self-control, exclusivity, loyalty, covenant preparation and future family responsibility
Instruments	Cumulative instruments + trombone and French horn
Music skills	Brass blend; voice leading; duet writing; suspensions/resolution; dynamic architecture; thematic development
Age-appropriateness	Older-adolescent relationship education; respectful, non-graphic preparation for mature commitment

Song

VERSE 1 — MALE / LOW REGISTER

I do not want a love that changes with the crowd,
Or promises in private it would never speak aloud.
Teach me to be steady when desire pulls hard,
To guard another's dignity by first guarding my heart.

VERSE 2 — FEMALE / ANSWERING REGISTER

I do not want affection used to bargain or control,
I want truth with patience, respect for heart and soul.
Let every "yes" be honest, let every "no" be heard,
And let a future promise grow from faithful word and deed.

DUET CHORUS

Yahweh, form in us a faithful heart,
Truth in the promise from the very start.
Not ownership, not jealousy, not pride,
But honour and courage walking side by side.
If love is preparing for a covenant someday,
Teach us to be faithful before vows are made.

VERSE 3

Temptation may whisper that secrecy is small,
But hidden disloyalty can weaken trust in all.
So let self-control be strength and not restraint alone,
A freedom to protect the future home we hope to build.

BRIDGE — brass chorale, then voices nearly a cappella

Faithfulness is practiced before it is promised.
Patience is practiced before it is tested.
Forgiveness is learned without excusing betrayal.
Love grows mature when truth becomes habitual.

FINAL DUET

Someday a home may rise from two lives made one,

So let mercy be the mortar and truth the cornerstone.

Love Yahweh first, then honour one another,

And carry a faithful heart toward the future together.

Teacher / Arrangement Direction

Use 396 in the temptation/self-control verses with restrained tension, 432 for centered reflection, 528 for warmth in the duet, 639 for close harmony, 741 for the nearly a cappella fidelity statements, and 852 for the final reflective brass chorale. Trombone and French horn should symbolize strength under control, not aggression.

Composer High/Low & Emotional Peak Map

- Suggested setup: G minor moving toward B-flat major • 6/8 • about 76 BPM • duet ranges approximately male A2–E4 and female A3–E5, freely transposed for healthy voices.
- Lowest emotional point: 396 restrained tension in the desire/temptation verses, supported by low brass without aggression.
- First lift: 432 centered reflection as each voice names honest boundaries and dignity.
- Intermediate peak: 528/639 duet warmth and close harmony in the covenant-preparation chorus.
- True lyrical/melodic peak: “faithful heart”; expose “Teach us to be faithful before vows are made” at 741 even if it is not the highest sung note.
- Release: 852 reflective brass chorale after the final duet, allowing the melody to settle downward.

Learning Outcomes

- Write and perform a balanced duet in which both voices retain dignity and agency.
- Explain fidelity, exclusivity, consent, self-control and covenant preparation in age-appropriate terms.
- Demonstrate brass voice leading and dynamic shaping under a vocal duet.
- Map each section to the frequency-emotion framework and justify the arrangement choices.
- Compose an alternate bridge on faithfulness that avoids clichés and coercive language.

Grade 12 — Love That Builds Generations

Frequency arc	432 – 528 – 639 – 396 (174 low underpinning) – 741 – 852 – 963
Core love theme	Marriage, male and female, fidelity, family formation, children as gifts from Yahweh, generational responsibility
Instruments	Full ensemble: voices, percussion, keyboard, guitars, bass, drums, strings, woodwinds and brass
Music skills	Full arranging; orchestration; mature duet/choir writing; modulation; climax/release; thematic reprise; ensemble leadership
Age-appropriateness	Mature secondary education; marriage/family study is respectful, non-graphic and responsibility-centered

Song

VERSE 1 — DUET

Yahweh made humanity, male and female by design,
With dignity and purpose, each life precious in His sight.
Mature love is faithful, patient, truthful, freely given,
A covenant that chooses to walk in wisdom under heaven.

PRE-CHORUS

Not only when the road is easy,
Not only while the feeling burns,
Faithfulness is love still choosing
The promise when the season turns.

CHORUS — FULL ENSEMBLE

Love Yahweh first, then love one another,
Husband and wife, each honouring the other.
Faithful in body, faithful in heart, faithful in truth,
Guarding the covenant in age and in youth.
Build a home where mercy and honesty live,
And receive with gratitude the life Yahweh may give.

VERSE 2 — FAMILY / GENERATIONS

Children are a blessing entrusted to our care,
To teach with patient wisdom, protection and prayer.
What children hear in words must match the life they see,
For love becomes a legacy through lived integrity.

BRIDGE — 741 CLARITY, DRUMS DROP

Do not betray the one whose trust you vowed to guard.
Do not call selfishness love because the truth feels hard.
When conflict comes, speak truth without contempt or spite;
Seek forgiveness, make repair, and bring the wound to light.

CHOIR RESPONSE — 852

Faithful love protects.

Faithful love tells truth.

Faithful love serves.

Faithful love endures.

OUTRO — 963 RELEASE

From Creator, to husband and wife, to children and neighbour,

May every generation learn the way of faithful love.

Let the last chord fade until only breath remains.

Teacher / Arrangement Direction

The song should begin at 432 with centered breath and stable harmony, bloom at 528/639 as the duet becomes ensemble, then introduce a brief 396 conflict passage with a low 174 underpinning before the fidelity bridge so responsibility has real musical weight. Strip down at 741 for the truth/fidelity lines, rise into reflective choir at 852, and end at 963 with percussion removed, long decay and silence. Use a hierarchy of peaks: spiritual apex on “Yahweh,” covenant apex on “faithful,” family-emotional apex on “children,” followed by a downward release into “love.”

Composer High/Low & Emotional Peak Map

- Suggested setup: F major with D-minor/low-register conflict colour • 6/8 • about 72 BPM • flexible duet/choir ranges selected for the actual singers.
- Lowest emotional point: before the fidelity bridge, introduce 396 conflict with a quiet 174 bass/cello underpinning to represent covenant weight and responsibility.
- First lift: 432 centered duet moves into 528 warmth as mature love is named.
- Intermediate peak: 639 full-ensemble connection on husband/wife mutual honour and the building of a home.
- Peak hierarchy: spiritual apex on “Yahweh”; covenant apex on “faithful”; family-emotional apex on “children.” These may be separate local peaks rather than competing for one identical high note.
- Release: 741 truth bridge → 852 choir reflection → 963 subtraction. Remove percussion, thin harmony and let the final chord decay into breath/silence.

Learning Outcomes

- Arrange a full ensemble while maintaining lyric intelligibility and vocal health.
- Discuss marriage fidelity, conflict repair, parenting responsibility and generational example without graphic content.
- Compose a duet/choir texture that demonstrates counterpoint and controlled climax.
- Produce a written frequency-emotion map showing why each orchestration change occurs.
- Lead a rehearsal and evaluate whether the musical peak serves the lyrical meaning.

College — Keep the Promise

Frequency arc	174 – 396 – 432 – 528 – 639 – 741 – 852
Core love theme	Adult responsibility, fidelity under pressure, conflict repair, service, covenant resilience and household stewardship
Instruments	Full ensemble + DAW/MIDI, live sound, collaborative songwriting and recording tools
Music skills	Advanced songwriting; reharmonization; groove design; arranging; DAW editing; live/studio production; peer critique; ethical lyric revision
Age-appropriateness	Mature adult study; direct but non-graphic treatment of marriage, fidelity, family and responsibility

Song

VERSE 1

It is easy to promise in a room full of light,
Harder to stay tender in the middle of a fight.
Bills on the table, exhaustion in the room,
Love still has a language when patience has to choose.

PRE-CHORUS

Fidelity is more than avoiding betrayal;
It is turning toward the covenant when escape feels easier.

CHORUS

Keep the promise, keep the truth,
Keep the kindness living when the years are moving through.
Love Yahweh first; let pride come down,
Let faithfulness be stronger than the noise all around.
Serve one another without keeping score,
And let the home become a place where mercy opens doors.

VERSE 2

Do not hide a second life behind a glowing screen,
Do not feed a secret that would wound what trust has been.
Guard attention, guard affection, guard the words you send,
For fidelity is built in choices long before the end.

VERSE 3

When one has failed, let truth arrive before excuse,
Let repentance name the wrong and restitution follow through.
Forgiveness is not pretending that the injury was small,
It is mercy joined with wisdom while rebuilding what can stand.

BRIDGE — SPOKEN/SUNG COUNTERPOINT

Love is patient without becoming passive.
Love is truthful without becoming cruel.
Love is faithful without becoming possessive.
Love serves without erasing wise boundaries.

FINAL CHORUS

Keep the promise through the ordinary days,
Through work and grief and laughter, through the thousand little ways.
If children watch us, let the lesson they receive
Be that faithfulness is something love is willing to live.

CODA

Yahweh is love; let our homes learn the sound
Of truth, mercy and fidelity when no applause is around.

Teacher / Arrangement Direction

Start with 174 grounding in bass, cello and low piano to represent adult weight/responsibility. Use 396 for conflict/release, 432 for de-escalation and centered dialogue, 528 for warmth, 639 for duet/ensemble reconciliation, 741 for unmasked truth lines, and 852 for reflective coda. Students should create both a live arrangement and a DAW session, demonstrating that production choices reinforce rather than sensationalize the lyric.

Composer High/Low & Emotional Peak Map

- Suggested setup: E minor moving toward G major • 4/4 • about 78 BPM • adult vocal range chosen after singer testing; preserve comfortable tessitura over spectacle.
- Lowest emotional point: 174 bass/cello/low-piano weight under bills, exhaustion, conflict and ordinary responsibility.
- First lift: 396 conflict/release, then 432 de-escalation as truthful dialogue replaces defensiveness.
- Intermediate peak: 528/639 warmth and reconciliation as service and mercy re-enter the relationship.
- True lyrical/melodic peak: “faithfulness” in the final chorus/coda; let it receive the broadest sustainable arrival rather than making “promise” the only climax.

- Release: 741 unmasked truth lines followed by 852 reflective coda. End with space around “when no applause is around.”

Learning Outcomes

- Compose, arrange and record an original adult-responsibility love song with a documented ethical lyric rationale.
- Demonstrate fidelity themes through musical form rather than merely repeating the word.
- Use DAW automation to create contrast, silence and controlled emotional peaks.
- Critique lyrics for manipulation, possessiveness, romanticized betrayal or irresponsible promises.
- Submit score/chord chart, stems, rough mix, lyric sheet and a frequency-emotion production map.

University — Yahweh Is Love: Capstone Oratorio of Faithful Love

Frequency arc	174 – 285 – 396 – 432 – 528 – 639 – 741 – 852 – 963
Core love theme	Complete theological, ethical, relational, family and musical synthesis of love, fidelity and generational responsibility
Instruments	Complete acoustic, electric and orchestral palette + choir, synthesis, MIDI, scoring, conducting, recording, mixing and mastering
Music skills	Advanced composition; orchestration; conducting; acoustics; synthesis; counterpoint; recording; mixing; mastering; research and evidence literacy
Age-appropriateness	Mature university study; complete non-graphic marriage/family ethics plus professional creative practice

Song

MOVEMENT I — SOURCE / 174–432

Before desire, before the vow,

Before the songs we offer now,

Yahweh, Creator, source of breath,

Teach love that serves through life and death.

Ground every promise in truth before feeling,

Center the heart where pride needs healing.

MOVEMENT II — NEIGHBOUR / 285–639

Love your neighbour as yourself,

Never trade a person for power, pleasure or wealth.

Do not give the wound you would refuse to bear;

Let justice walk with mercy, and truth with care.

Let every voice keep dignity in the harmony,
No melody conquering another to be free.

MOVEMENT III — THE HEART / 396–741

The hidden heart becomes the song:
Pride can bend it, truth makes strong.
Jealousy, hatred, greed and lies
Must yield to wisdom before love can rise.
Fidelity begins before another can see,
Where thought, intention and conduct agree.

MOVEMENT IV — COVENANT / 432–639

Male and female, dignity shared,
A mature covenant faithfully cared.
Not ownership, pressure, secrecy or disguise,
But a promise kept openly before Yahweh's eyes.
In tenderness and conflict, in abundance and need,
Faithfulness becomes love translated into deed.

MOVEMENT V — REPAIR / 396–741–852

When trust is wounded, truth must speak,
The proud grow humble, the strong grow meek.
Mercy does not rename betrayal as good;
It seeks repentance, repair and wisdom where it should.
Some wounds take time, some boundaries must stand,
Yet love refuses vengeance as the final command.

MOVEMENT VI — GENERATIONS / 528–639–852

Children received as gifts from Yahweh,
Raised with instruction, protection and prayer.
What one generation chooses to live
Becomes part of what the next may receive.

Let sons and daughters hear truth in our song,
And see in our conduct where faithful love belongs.

FINALE — 963

Yahweh is love; let love become art,
In rhythm and harmony, action and heart.
From quietest breath to the full ensemble above,
Let music teach generations the discipline of love.
Then remove the pulse, release the chord,
And leave one human breath in reverence before Yahweh.

Teacher / Arrangement Direction

The capstone is a multi-movement composition, not a single pop song. Students must justify each frequency-inspired orchestration decision as an artistic/emotional cue, never a medical claim. The final project should demonstrate mature lyric ethics, fidelity themes, source distinction, vocal health, original composition, full score, rehearsal leadership, recording, mix/master rationale and reflective analysis. The 963 ending should be achieved primarily by subtraction: percussion disappears, harmonic density thins, decay lengthens and silence completes the work.

Composer High/Low & Emotional Peak Map

- Suggested setup: multi-movement tonal plan rather than one fixed key/tempo. Establish a recurring Creator motif; document each movement's key, meter, tempo, tessitura and orchestral density in the final score.
- Lowest emotional point: 174 grounding in Movement I and any later return to covenant weight; use low strings/piano/voices sparingly so later expansion remains possible.
- First lift: 285/396 motion through renewal, courage and the heart's moral struggle before settling into 432 balance.
- Intermediate peaks: 528/639 warmth/connection in neighbour, covenant and generations movements; these should be harmonically rich but not automatically the loudest events.
- Overall apex: place the strongest full-work arrival on "Yahweh is love" in the Finale, or establish an earlier generational orchestral apex and let "Yahweh is love" become the clearest spiritual apex. Document which choice is made. Highest sung note and greatest theological meaning need not be identical.
- Release: 741 clarity → 852 reflection → 963 subtraction. Percussion disappears, density thins, decay lengthens, and one human breath/silence completes the work.

Learning Outcomes

- Compose and orchestrate a 12–25 minute original suite or oratorio on faithful love.
- Produce a conductor score, parts, lyric libretto, MIDI/mockup and recorded performance or studio realization.
- Submit a research commentary separating theological claims, ethical interpretation and scientific facts about acoustics/frequency.

- Demonstrate advanced control of thematic transformation, counterpoint, orchestration, dynamics and silence.
- Defend the work in a capstone presentation addressing fidelity, dignity, family, neighbour-love and generational responsibility.
- Complete a final QC package containing stems, mix/master, credits, rights documentation, session archive and reflective production notes.

5. Assessment & Performance Framework

Band	Assessment focus
K–2	Sing in tune within a comfortable range; keep a steady pulse; echo rhythm/melody; identify kindness and Creator-love in the lyric.
Grades 3–5	Maintain part independence; read simple notation/chord symbols; accompany a song; explain dynamics and frequency-emotion choices.
Grades 6–8	Perform ensemble parts; control dynamics; improvise or compose short phrases; analyze how heart/character themes shape the arrangement.
Grades 9–10	Arrange for multiple instruments; demonstrate prosody and dynamic restraint; explain truth, boundaries, fidelity and trust through lyric and musical form.
Grades 11–12	Compose and arrange mature duet/ensemble works; distinguish attraction from covenant and fidelity; address marriage/family responsibility non-graphically; orchestrate emotional peaks responsibly.
College	Produce an original adult-responsibility work with score/chord chart, stems, DAW session, ethical lyric rationale, frequency-emotion map and collaborative performance review.
University	Produce and defend a complete original capstone suite/oratorio with full score, parts, recording, mix/master rationale, frequency-emotion map, lyric ethics statement, research commentary and reflective analysis.

6. Teacher Safeguards

- Never force a child's voice to match a printed frequency number. Use healthy pitch range and expressive singing.
- Do not market frequency choices as cures, treatments, guaranteed mood changes or biological effects.
- Keep Kindergarten through Grade 8 free from sexualized marriage content.
- Grades 9–11 may address respect, attraction, boundaries, commitment and future family responsibility without explicit sexual instruction.
- Grade 12, college and university may discuss marriage, male–female union, procreation, fidelity, parenting and children as part of mature family education, using respectful, non-graphic language focused on responsibility and love.
- Protect student dignity: no learner should be required to disclose personal family circumstances, relationships or beliefs in order to participate musically.
- Use ensemble roles flexibly for disability, vocal range, hand size, motor ability and access to instruments.

- Teach traditional or culturally specific instruments only with accurate naming, context and appropriate respect for source communities.
- Upper-level lyrics must never romanticize coercion, manipulation, possessiveness, infidelity, secret double lives, humiliation or violence as proof of love. Where betrayal or conflict appears, the educational treatment must distinguish mercy from enabling harm and forgiveness from denial of wrongdoing.

7. Production Standard for the Education Edition

Every finished educational song should have: lead sheet, lyric sheet, age-appropriate student part, teacher/conductor notes, instrument parts for that grade's cumulative ensemble, MIDI/MusicXML where practical, practice track, full accompaniment track, frequency-emotion map, dynamic contour, safe vocal range, and a short reflection prompt. It must also document the song key/tonal center, tempo, meter, comfortable tessitura, lowest emotional/register point, first lift, intermediate peak where used, exact true lyrical/melodic peak word, and post-climax release. Final status requires score or audio verification that the intended peak words actually receive the intended musical treatment.

END OF UPGRADE EDITION v05

UPGRADE STATUS — v05: Frequency/high-low audit applied. Grade 4 now includes a 528 mercy-warmth stage; Grade 6 is reordered from grounding through courage and compassion to exposed truth, then calm release; Grade 8 adds 528 warmth before community connection; Grade 10 adds a 396 broken-trust tension return; Grade 12 adds covenant weight through 396 with a low 174 underpinning before clarity/reflection/reverence. Every level from Kindergarten through University now includes a composer high/low and emotional-peak map with suggested tonal center/tempo/range guidance, explicit lyrical peak targets, and release instructions. Frequency language remains an artistic/emotional production framework rather than a medical claim.