



Adventist Content

Teach essential subject content by:

a) Identifying and teaching subject content important to Adventist Education, that goes beyond what is specified in the public or government curriculum

Some examples:

Choosing music:

Indigenous music

How do we identify what is acceptable to Adventist life?

What responsibility do we have to preserve and nurture the cultural heritage of Adventist people groups in our neighborhoods?

How can this be a means of reaching them with the gospel?

Basic Theory

Hymnology

Guidelines to selecting music

Note reading

Additional examples:

b) Identifying and giving an Adventist perspective to subject issues or teachings or practices which differ from the Adventist view, that may be introduced by the public textbook, government syllabi or that may come naturally from the area of MUSIC and call for response or explanation.

1. Choice Guidelines:

- * Appropriateness of performing media to the audience
- * Avoidance of purely emotional response
- * cultural influence
- * generation differences in choice and taste
- * level of knowledge
- * peer group pressure
- * prejudices
- * purpose
- * socio-economic influence
- * taste versus morality

2. Creating Music:

- * acceptance of a variety of styles
- * appropriateness of function
- * awareness of limitations of creator and audience
- * confidence in creative ability

3. Involvement:

- * acceptance of new ideas
- * commitment
- * equal opportunities
- * financial limitations
- * mastery limitations

4. Morality:

- * appropriateness of emotional response
- * lyrics — meaning and direction, style and intent of origin
- * lyrics — subliminal messages
- * physical damage to the body
- * physical response
- * presentation — physical appearance and movement etc.

step 2 learning the approaches

5. Musicianship:

- * appropriateness of tone colour and volume
- * attention to detail
- * balance in structure
- * commitment to mastery
- * equipment care
- * presentation of self, work and books
- * pride in achievement
- * style and interpretation

6. Performance:

- * attitude to the performance, audience and occasion
- * balance between humility and self-confidence
- * choreography
- * dealing with rude audiences
- * graciousness
- * groups to join
- * ministry
- * purpose
- * responsibility
- * self-esteem
- * suitability to place, audience, culture, age, education

7. Function of Music:

- * church
- * careers in performance
- * community
- * home
- * personal
- * school

8. Role Model:

- * attitude to styles
- * enthusiasm
- * expression and appreciation irrespective of ability
- * flexibility
- * musical styles
- * professionalism
- * tolerance

9. Skills Development:

- * career options
- * need for competence
- * need for practice and presentation
- * organization
- * priorities in life
- * teaching methodology
- * working to potential

c) Identify subject themes that recur throughout the topics and lessons and show a spiritual application or value associated with the theme. The theme can be used many times throughout the course to reinforce the spiritual lesson each time it is seen in the subject content

theme	spiritual insight	topics
creativity	We can create new musical works as a praise to God's creative powers and His unconditional love for us.	a. appropriate to function b. variety of skills c. audience
emotion	God loves music (has angelic choirs) and has made it to communicate our emotions.	a. can comfort b. expresses joy c. praises God d. calms the weary
worship	There are different ways to worship God in song	a. church music b. children's songs c. gospel songs d. music on CD's

MUSIC

Additional Themes:

audience
balance
beauty
celebration
contrast
creativity
culture
diversity
dominance
emotion
excellence
expression
flexibility
harmony/discord
humility

meaning
medium
pattern
perspective
pleasure
reality
repetition
responsibility
simplicity
talent
truth
uniqueness
unity
value
worship