

SACRED NAME COLLECTION

Song 33 of 96 | The Curriculum Song Library (Music Education Master v05) - not in the three named groups

Collection: Music Education Master - Level Songs (v05 Expansion Song Bank) | Level / place: Grade 1

Per-instrument parts in source: NO - source prints the level instrument pathway, core theme, frequency arc and peak rule; no per-instrument parts

Share the Song

Source: Sacred Name Music Education Master v05, Part 2 - Grade-by-Grade Expansion Song Bank

Version used: v05

FREQUENCY CHART PRESENTATION - A = 432 Hz

Tuning reference for the whole Collection: A = 432 Hz (Frequency Chart & Music-Education Instructions). A=432 Hz is a tuning reference, not the same thing as applying a 432 Hz single tone throughout a song; frequency cue, sung pitch and lyrical peak are separate artistic decisions.

This song's printed frequency arc: 285 -> 528 -> 639

Chart values for the anchor frequencies this song uses (from the standing Frequency Chart's cue table):

285 Hz - Low-register foundation, weight or tension

528 Hz - Warmth and central love-theme treatment

639 Hz - Connection, relationships and belonging

741 Hz - Clarity and articulation; expose key truth lines

852 Hz - Reflection and spacious resolution

963 Hz - Higher-register or reflective colour where specified

These frequency-to-emotion associations are symbolic production prompts (Frequency Chart evidence note).

THE SONG IN FULL - AS PRINTED IN THE SOURCE

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.