

# Holy, Holy, Holy

## (Tune: NICEA)

### A Five Minute Hymn Study

#### WEEK 1

**Materials:** Eight different-colored pieces of paper (*see illustration at bottom of page*); scissors; marker; tape.

**Preparation:** Cut a four-inch diameter circle from each color of paper. Arrange the circles on a wall in an ascending diagonal line, and label each circle with the syllable, pitch name, and body part as shown below. Save this visual for use each week. (*Note: The body part labels will be used only in Weeks Three and Four.*)

#### Tick-Tick-Tick (5-minutes begin now)

Point to the corresponding color-coded circles as you echo sing line one of "Holy, Holy, Holy." Echo sing using solfège syllables or letter names of pitches (not the hymn text). As children echo, have them move their hands up/down/same to mirror the movement of the melody.

Repeat with line three. Then guide the children in determining how the two melody lines are different. (*Hint that only two "little" differences occur. One difference is rhythmic; one, melodic.*)

Repeat the above process with lines two and four.

Finally, echo sing each line of stanza one in order using hymn text. Remind children to mirror the movement of the melody with their hands as they sing.

#### WEEK 2

**Materials:** Visual made for Week One; Bible; hymnals; student page; pencils.

**Preparation:** Make copies of student page (*one per child*).

#### Tick-Tick-Tick (5-minutes begin now)

Distribute hymnals, student pages, and pencils. Help students find "Holy, Holy, Holy" in their hymnals. Read aloud Revelation 4:8-11 and Isaiah 6:3.

Have the choristers complete numbers one through five on their student pages (Fill the Blanks). Partner older children with younger non-readers as needed. Allow one minute for children to work, and then check the correct answers with the group.

Ask the children to write their names on the tops of their student pages. Collect these and save them for Week Three. Collect the hymnals and pencils.

Using the visual from Week One, echo sing stanza one with the children. As they echo, direct them to move their hands to

mirror the movement of the melody.

#### WEEK 3

**Materials:** Visual from Weeks One and Two; hymnals; pencils; student pages begun in Week Two.

**Preparation:** Practice the body movements described below.

#### Tick-Tick-Tick (5-minutes begin now)

Distribute hymnals, student pages, and pencils. Help children locate "Holy, Holy, Holy" in their hymnals. Have them complete numbers six through ten on their student pages (Fill the Blanks), partnering older children with younger ones as needed. Allow one to two minutes for children to work, and then check correct answers with the group.

Collect the hymnals and pencils. Allow the children to keep student pages as desired.

Using the visual from Weeks One and Two, show the children the ascending body parts that correspond to the pitches (colored circles). With both hands, demonstrate how to mirror the movement of the melody by moving hands to corresponding body parts.

Echo sing stanza one while doing body movements to mirror melodic movement.

#### WEEK 4

**Materials:** Visual from Week One; Bible; hymnals (*optional*).


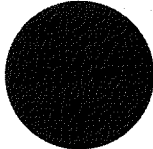
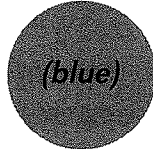


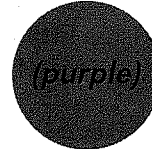
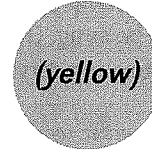
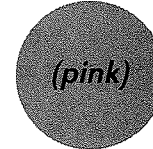
#### Tick-Tick-Tick (5-minutes begin now)

Lead children to sing stanza one in unison while doing body movements learned in Week Three. Then, direct children to sing stanza one in unison (no movements). Encourage majestic, powerful singing with tall, north/south vowel sounds.

Teach stanza two or three with echo singing and body movements. Or, distribute hymnals and sing all remaining stanzas together. Relate the text of the new stanzas to Revelation 4:8-11.

In future weeks, guide early-arrivers to play the one-octave melody of "Holy, Holy, Holy" on piano or resonator bells. Prepare a color-coded chart for them to follow.

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do = D	re = E	me = F#	fa = G	sol = A	la = B	ti = C#	do = D
FEET	SHINS	KNEES	THIGHS	HIPS	CHEST	SHOULDERS	HEAD

Name \_\_\_\_\_

## Fill in the Blanks

1. "Holy, Holy, Holy" is based upon Revelation 4:8-11 and Isaiah 6:3. Which words are exactly the same in both scriptures? \_\_\_\_\_
2. Who is holy? (See stanza 1, line 1.) \_\_\_\_\_
3. \_\_\_\_\_ means: "set apart; sacred; worthy of absolute adoration and reverence; showing perfection."
4. The melody of line 1 is almost like the melody of line \_\_\_\_\_. What are the two "little" differences? \_\_\_\_\_ and \_\_\_\_\_
5. The time signature is \_\_\_\_\_, meaning that there are \_\_\_\_\_ beats in each measure.
6. "Holy, Holy, Holy" is a favorite and often-sung hymn. The words were written by \_\_\_\_\_ over 175 years ago!
7. The hymn tune is called \_\_\_\_\_. The music was written by \_\_\_\_\_ and is one of the finest of the over 300 hymn tunes written by the composer.
8. \_\_\_\_\_ and \_\_\_\_\_ and two "M" words describing God.  
(See stanza 1, line 3.)
9. God is the Father, the Son (Jesus), and the Holy Spirit – all at the same time. {Knowing that you are a child, a boy or girl, and a student – all at the same time – will help you to understand God.} \_\_\_\_\_ is the word for "God in three persons." (See stanza 1, line 4.)
10. Look for examples of these notes in the melody of "Holy, Holy, Holy":



Which one is NOT found in the melody? \_\_\_\_\_