

Amazing Grace

Early American Melody

Words by John Newton

1. A - maz - ing — grace, how sweet the sound,
 2. 'Twas grace that — taught my heart to fear,
 3. Through man - y — dan - gers, toils, and snares,
 4. The Lord has — pro - mised good to me,

That saved a — wretch like me!
 And grace my — fears re - lieved;
 I have al - read - y come;
 His word my — hope se - cures;

I once — was — lost, but now — am — found,
 How pre - cious — did that grace — ap - pear
 'Tis grace — has — brought me safe — thus — far,
 He will — my — shield and por - tion — be

Was blind, but — now I — see.
 The hour I — first be - lieved!
 And grace will — lead me home.
 As long as — life en - dures.

Lyrics:

1. Amazing grace, how sweet the sound,
 That saved a wretch like me!
 I once was lost, but now am found,
 Was blind, but now I see.
2. 'Twas grace that taught my heart to fear,
 And grace my fears relieved;

How precious did that grace appear
The hour I first believed.

3. Through many dangers, toils, and snares,
I have already come;
'Tis grace has brought me safe thus far,
And grace will lead me home.

4. The Lord has promised good to me,
His word my hope secures;
He will my shield and portion be
As long as life endures.

SINGING

Children are naturally active, energetic individuals. You knew that already. Sometimes, however, it's important for them to be pensive, maybe even reverent in the music class. Some of our most beautiful songs are sensitive and introspective. The occasional opportunity for children to reflect and feel without commitment or judgement is very important. This song provides such an opportunity. Discuss the lyrics and how the words alone make you feel. Listen to the song and discuss the musical elements that make the song unique. Have the children sing one phrase at a time until they have a clear sense of where the music is taking them.

PLAYING

Melodic (recorder) or harmonic (auto harp, guitar) instruments make the perfect accompaniment for this song. The arrangement is written in a key and range that is ideal for the recorder. The chord symbols (three easy chords) make the inclusion of the auto harp or guitar an easy addition to the music. Put the singing and playing together for an enriching musical experience.

CREATING

Once the children have mastered the song vocally and instrumentally, have them divide into small groups and create their own arrangement of the music. Things that might be included: an introduction, vocal solo, group singing, recorder interlude, recorder obligato, instrumental texture through the use of more than one accompaniment instrument, and a coda. Have each group play their created arrangement for the appreciation of the class, or maybe the school.

LISTENING

Listening is always part of any musical experience. As the children create their arrangements of this song make sure they are "tuned up" and playing as an "ensemble". They need to learn to listen and be sensitive to each member of their group to be successful musicians. Remind them that "practice makes perfect".

INTEGRATION (Social Studies)

The people of the southern mountains have provided us with one of our nation's richest sources of American folk songs. These people have a love for singing. They hold "big sing-ins" where people gather from all around to share their singing. This type of music originated in the Appalachian Mountains having been influenced by their European heritage and present-day experience with mountain men, moonshine, gospel music, and constant family feuding. Locate the Appalachian Mountains on a map. Discuss how many of the songs originally from this area traveled with pioneers across the plains to the west ... even to Utah. During the western migration songs were passed on from memory, not from a written form, so it's not a surprise to find different verses or different versions of popular songs across America.