

Unit 1

**“Origins & Ancient Times
(& Orderliness)”**

All Ages

**ART, MUSIC,
& CHARACTER**



Art, Music & Character

Unit 1 - Origins & Ancient Times

Primary School Age: Use as-is.

Secondary Students: Use as-is for now. More advanced questions will be provided in the future.

COURSE SUMMARY: Enrich your life through Art, Music and Character Training linked in with the study of the Orderliness of Creation and Ancient Civilisations.

RESOURCES:

All the information you need is included within the informational story in each lesson plan. The hands-on or creative activities are designed to use materials you will likely have already in your home, but you should maintain some **art and craft materials**.

Each child will also need a **History Journal** (i.e., a lined exercise book for writing responses to questions and writing activities).

It is also helpful to have a good **dictionary** and a **Timeline** or **'Book of Centuries'**.

To enjoy a richer learning experience, you could **supplement the lessons with extra books** about the topics in this unit, from your local library.

Some suggestions for extra reading include but are not limited to...

Humanities:

- "Bible Investigators: The 7 C's of History" from Answers in Genesis [Ages 7 & up]
- "The True Story of Noah's Ark" by Tom Dooley [Years 1 – 3]
- "The Tower" by Yvonne Krell [Ages 7 through 10]
- "The River" by Yvonne Krell [Ages 7 through 10]
- "The Tower of Babel DVD" from Answers in Genesis [All ages]

Images Copyright:

Unless otherwise indicated, images (photos, diagrams & artworks) are sourced from www.commonswikimedia.org

Contents

TOPIC	Description	Page
Topic 1	Character Study 1: Order in the Home Picture Study 1: 'The Hay Wain' by John Constable Composer Study 1: Mars Bringer of War	
Topic 2	Character Study 2: Orderliness in Nature Picture Study 2: Light & Time of Day – J. Constable Composer Study 2: Venus Bringer of Peace – Holst	
Topic 3	Character Study 3: Orderliness in History Picture Study 3: Fields, Fences & Boundaries Composer Study 3: Mercury the Winged Messenger	
Topic 4	Character Study 4: The Law of Entropy Picture Study 4: Water in its Place Composer Study 4: Jupiter Bringer of Jollity	
Topic 5	Character Study 5: Following a Recipe Picture Study 5: Trees, Shape, Order & Growth Composer Study 5: Saturn, Bringer of Old Age	
Topic 6	Character Study 6: Every job has a Beginning, Middle & End Picture Study 6: Animals in the Landscape Composer Study 6: Uranus, The Magician	
Topic 7	Character Study 7: Learning to Live with Orderliness Picture Study 7: Clouds & the Sky Composer Study 7: Neptune the Mystic	
Topic 8	Character Study 8: Orderliness that Blesses Others Picture Study 8: God's Order in the Ordinary Landscape Composer Study 8: Gustav Holst – Review & Appreciation	

Topic 9

Assessment: Section 9 includes an assessment task and rubrics for marking.

If you are enrolled in a school or correspondence course, then they may require you to hand in your History Journal including the final assessment.

You could include photographs of any practical activities or creative projects.

We value your feedback on the lessons in this study guide, so we can improve them. Contact Homeward Education Support, 2226 Murphys Creek Rd., Ballard, Qld 4352 or via email at info@hesupport.com.au or 0438614452.

TOPIC 1	
--------------------------	--

Note to parent-tutor: The practice of ‘narration’ will be a key learning tool during this course. ‘Narration’ is where the child has listened to a story, or read it themselves – and then they retell the story with as much detail as possible. It will take some lessons for the child to be in the habit of listening attentively enough to retell the story confidently. Because this skill takes a while to master, the early stories are very short. Later they will be able to retell longer stories.

Character Lesson #1:

Step 1: Read the following definition picture....

“Orderliness is being neat and living with a sense of harmony. You are organised, and you know where things are when you need them. You solve problems step-by-step instead of going in circles. Having order around you creates order inside you. It gives you peace of mind.” (www.virtuesproject.com)



www.freepik.com

*You are practicing **ORDERLINESS** when you ...*

- Have a place to put each of your things
- Put your things away in the same place every time
- Have a plan before you begin any job
- Create a harmonious space that feels peaceful
- Appreciate the beauty and order of nature

Affirmation...

*“I live this day with order.
I do things step-by-step.
I create beauty and harmony in my space and in my life.”*

(Definitions accessed from www.virtuesproject.com)

Think about & discuss each of the definitions...

- 1 a) Do you have a place to put each of your things?
- 1 b) Is there anything you could do to make a special place for each of your things?
- 2 a) Do you put your things away in the same place every time?
- 2 b) Can you think of a little habit or routine you could do to help you remember to put your things away in the same place every time?

3 a) Think of the typical jobs/tasks you do in life. Whenever you do a job, do you have a plan for that job before you begin doing it?

3 b) Remember this about Planning... ***“Every job has a beginning, a middle, and an end”***. For example ...
Beginning = Prepare the materials you need.

Middle = Do the job;

End = Clean up and put everything away.

Think of a typical job you regularly do. What activity is it's Beginning? What is done in the Middle? What would you do at the end of the job to finish it off properly?

4a) Does your home feel like a peaceful place? If it is really busy or messy, is there a harmonious space in the house or yard that feels like a peaceful place to go?

4 b) Is there anything you could do by yourself, or together as a family, to create a harmonious place that feels peaceful? Places often feel more harmonious and peaceful when they are clean and tidy and in some way beautiful.

5 a) Arrange to go somewhere in nature (bushland, forest, mountains, farm fields and paddocks, rainforest area, picnic area by the lake, or at the beach).

5 b) While you are there, spend some time quietly thinking about the beauty and order of nature. Maybe take an art pad or sketch book. Then after a while come together and talk about the beauty and order in nature.

6. Every day this week, speak out loud this affirmation (like a motto you tell yourself, to help you remember). Speak it a few times.

“I live this day with order.

I do things step by step.

I create beauty and harmony

in my space and in my life”

Picture Study Lesson 1: John Constable

Use this Intro for Prep to Year 2 Only.....

Parent / Tutor Says (Short & Gentle – for younger children)

“Today we are going to look at pictures made by an artist named **John Constable**.

John Constable lived a long time ago in England. He loved the outdoors very much. Instead of painting exciting adventures, he painted **quiet places**—fields, trees, rivers, clouds, and paths near his home.

John Constable liked to look **very carefully**. He watched the sky, the trees, and the water again and again. He noticed how everything in nature has a place and works together.

In our next lessons, we will look at one of his pictures at a time. We will look quietly, then I will hide the picture, and you will tell me what you remember.

There are no right or wrong answers. We are just learning to **notice**, to **remember**, and to enjoy the beauty of God’s world.”

.....

Use This Intro for Years 3 to 6....

Parent / Tutor Introduction (to be read aloud)

“In our course we are going to study the art of the great artists through history. In the next eight ‘Picture Study Lessons’, we are going to focus on the work of an English artist named **John Constable**.

John Constable lived in England more than 200 years ago. He did not travel the world looking for dramatic or exciting scenes to paint. Instead, he chose to paint the places he knew best – quiet fields, winding rivers, country lanes, trees, clouds, and ordinary farmland near his home.

Constable believed that nature was not random or messy. He believed it was **carefully ordered**, even when it looked simple. He paid close attention to how trees grow, how clouds move across the sky, how light falls on water, and how people live and work gently within the land.

He once said that painting was really about *learning to see*. So instead of rushing, Constable looked again and again at the same places. He watched the sky every day. He noticed small changes in light, weather, and seasons. Because of this, his paintings feel calm, truthful, and peaceful.

As we study his pictures, we are not trying to analyse them or copy them. We are simply training our eyes to **notice carefully** – just as Constable did. This kind of careful looking helps us grow in **orderliness**, patience, and attentiveness.

Many of these lessons will connect naturally with our **nature study**. We will look at real trees, clouds, water, fields, and light, just as Constable did. We will practise being still, looking closely, and remembering what we have seen.

Each lesson will focus on a different painting.

[All ages] Ok. So here's what we are going to do. A 'Picture Study' is a bit like a game. So, I am going to show you a famous painting from John Constable. I want you to look carefully at this painting for a couple of minutes, silently taking it all in. Try to notice every detail until you know it and can see it in your mind, even if you close your eyes.

In a couple of minutes, I'm going to turn it over so you can't see the picture. Then I want you to describe what you saw with all the details. Think about where each object is located in the picture. Are there any special lines or curves, or areas of light and shade? What colours has the artist used? Also think about whether you like the picture, and what it made you think about.

OK – so I'll give you a couple of minutes to look at the picture, before I hide it.

..... 2 minutes looking at picture on the next page.....

Painting: *The Hay Wain* (1821)



- Look quietly for 1–2 minutes.
- Notice:
 - Where does your eye travel first?
 - What is still? What is moving?
 - How is the scene peaceful rather than exciting?

Parent Tutor = Now remove the picture.

“Ok. Let’s turn over the picture to hide it.”

Narration & Thinking Questions:

If you are in a classroom group, then get into groups of two or three people. Take turns where each person tells everything they can remember about the picture.

To the whole group: I will pick a few people to tell me about the painting.....

1. Describe what you saw with all the details.
 2. Where was each object is located in the picture?
 3. Are there any special lines or curves?
 4. Can you tell me about any areas of light and shade?
 5. What colours has the artist used?
 6. Did you like the picture?
 7. How did it make you feel?
 8. What did it make you think about?
 9. If you had to make up a title to name the painting, what would you call it?
-

Music Composer Study #1:

Composer focus throughout: **Gustav Holst**

Work studied: *The Planets*, Op. 32

Tone: calm, reverent, attentive, unhurried

Mars: The Bringer of War

Preparation

Parent/Tutor prepares the space:

- Quiet room, minimal distractions
 - Comfortable seating
 - One visual only (planet image or artwork)
 - No pencils, paper, or distractions
 - Music ready to play
-

Introduction

“Today we are beginning a series of music lessons where we will listen carefully to the music of a composer.

“Before we listen, I want to tell you just a little about the man who wrote this music.

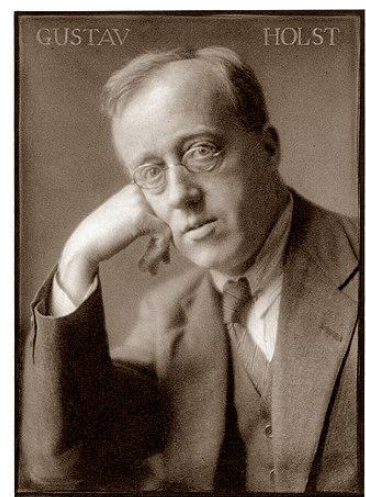
The composer’s name was **Gustav Holst**. He lived in England a little over one hundred years ago, in the early 1900s. He loved teaching music and writing music, and he was especially interested in how music could show feelings, moods, and ideas.

One of his most famous works is called **The Planets**. Even though the names come from the planets, this music is *not* really about science or astronomy. Gustav Holst was not trying to teach facts about space.

Instead, each piece of music is about a *character* or a *feeling*. You can think of each planet as having a personality. The music tries to sound the way that personality might feel.

Today’s piece is called *Mars*. As you listen, don’t worry about planets in space. Instead, listen for the *feeling* and *character* the music is showing. Let the music tell its own story in your mind.”

I am going to play one piece of music for you. I will only play it **once**, so I need you to listen very carefully. As you listen, let the music make pictures in your mind. Try not to talk, move, or fidget. Just listen.”



(Move directly into the listening, without further explanation.)

Listening

Play the selected movement **once only**, without interruption.

Children:

- Sit quietly
- Eyes closed or softly focused
- No drawing, writing, or whispering

► Play *Mars, The Bringer of War* (entire movement)

Narration

Parent/Tutor Says:

“Now I would like you to tell me everything you remember about the music.”

(Allow free oral narration. Do not interrupt.)

If needed, gently prompt:

- “What kind of feeling did the music give you?”
 - “Did the music feel fast or slow?”
 - “Did it sound peaceful, strong, mysterious, or joyful?”
 - “Did you imagine anything happening, or see any pictures in your mind?”
-

Second Listening (Short Excerpt)

In this section we will replay a short section only, and ask the children to listen for **one element** such as:

- Instruments
- Rhythm
- Volume (loud/soft)
- Repeated musical ideas

Example: Parent/Tutor Says...

“Ok. We are going to replay just a short section again. This time listen for how steady and strong the rhythm is. Notice how it feels like something marching.”

► Replay 1–2 minutes from the opening

Response Activity (Choose One)

In this section, each week, we are going to choose one type of creative response to the music. It could be...

- **Artistic:** Paint or draw what the music felt like; or... Draw the scene the music made you imagine
- **Oral or Written (older students):** One paragraph describing the mood
- **Movement:** Gentle hand or body movement to show the music. Use movement to show the heaviness or force of the music
- **Mapping:** Match parts of the music to imagined scenes
- **Poetry:** One short descriptive stanza

No correction. This is expression, not assessment.

Closing Script

“This music was meant to sound powerful and serious. We will hear it again another day.
Good music grows in us slowly.”

TOPIC

2

Character Lesson #2:

Step 1: Read out loud, the following definition picture....

“Orderliness is being neat and living with a sense of harmony. You are organised, and you know where things are when you need them. You solve problems step-by-step instead of going in circles. Having order around you creates order inside you. It gives you peace of mind.” (www.virtuesproject.com)



www.freepik.com

*You are practicing **ORDERLINESS** when you ...*

- Have a place to put each of your things
- Put your things away in the same place every time
- Have a plan before you begin any job
- Create a harmonious space that feels peaceful
- Appreciate the beauty and order of nature

Affirmation...

*“I live this day with order.
I do things step-by-step.
I create beauty and harmony in my space and in my life.”*

(Definitions accessed from www.virtuesproject.com)

Orderliness in Nature

Parent/Tutor: Before reading the story – warn the children to listen very carefully, because after reading it, they must retell the story to you.

The Chipmunk



One autumn day, a hungry coyote walked through the forest sniffing the air and scanning the bushes for something to eat.

Suddenly, out of the corner of its eye, the coyote saw something move! By the time it turned to look, all was still. When the coyote continued along its way, the movement returned. The coyote gazed intently upon the area but saw nothing unusual. Frustrated, it stood motionless. Again, something moved, and this time the coyote saw what it was. Camouflaged by its brown stripes, a chipmunk scurried through the leaves and shadows- an easy snack for the coyote to enjoy.

The coyote quietly crept along the ground, trying not to be seen. Soon it would pounce on the chipmunk and enjoy a tasty meal. As the coyote drew closer, it peeked to get a better view, but the chipmunk was

nowhere to be found. The startled coyote looked and sniffed all around, but there was no sign of the chipmunk. Finally, the coyote gave up and went in search of easier prey. Where could the chipmunk have gone? How did it disappear, leaving no trace? It couldn't have vanished into the air! How did this tiny chipmunk frustrate the big, hungry coyote? Surprisingly, the answer lies in the chipmunk's *orderliness*. For the chipmunk, orderliness is a matter of life and death. At the entrance of its home, the chipmunk never leaves dirt. If it did, that coyote would have seen the entrance to the chipmunk's home where it was hiding. The coyote would have waited to attack the next time the chipmunk left its home! By keeping the entrance clean, the chipmunk has a home hidden and protected from danger.

Not only does orderliness protect the life of the chipmunk, but it also allows the chipmunk to keep its home clean and neat. The chipmunk wipes its feet on the grass before entering its burrow and clears any dirt from the entrance so that it doesn't track mud into its home.

A chipmunk digs its home underground with tunnels in the dirt from room to room. Though the chipmunk runs quickly through the tunnels, it doesn't get dirty. The chipmunk makes the tunnels wide enough so the hair on its body stays clean as it runs through them. The bigger the chipmunk grows, the bigger it makes its tunnels to keep clean and orderly.

A chipmunk has different rooms at various levels in the ground. There are bedrooms, storage rooms, and even a nursery. In its home, the chipmunk has a place for everything and keeps everything in its place. It brings blades of grass and tree leaves into its bedroom to make a soft, comfortable bed. It chooses just the right leaves and grass so that the bed is not too wet and not too dry. However, a chipmunk doesn't store food in its bedroom, nor does it leave crumbs in its bed! That would not be orderly.



The chipmunk also has a kitchen. However, it doesn't bring grass into the kitchen! Rather, the chipmunk brings seeds, nuts, berries, corn, and wheat and stores them in proper places, like a kitchen cabinet. The chipmunk doesn't mix the food together, but keeps it separate and in order.

Chipmunks also have bathrooms. When the waste builds up in the bathroom, the chipmunk takes it out and carries it far away so that it doesn't make the burrow smell. That's very important, because if the coyote had smelled the chipmunk's bathroom, it could have located the chipmunk's home. The chipmunk keeps its bathroom clean because it doesn't want to run out the front door someday into the waiting mouth of a hungry coyote or bobcat!

Every time the chipmunk leaves its burrow in search of food, it is in danger of being eaten by hawks, coyotes, and other predators. That's why chipmunks carry as much food as possible in their mouths. The chipmunk is so orderly in arranging things in its mouth that it can hold up to 31 kernels of corn, or 32 beechnuts, or 65 sunflower seeds, or 145 grains of wheat in its mouth at one time! The more it can carry in its mouth, the fewer dangerous trips it has to make for gathering food. For the chipmunk, orderliness really is a matter of life and death.

Each one of us should keep our homes at least as orderly as the chipmunk does. That means you should keep the entrance to *your* home clean and neat. Wipe your feet when entering the house. Sweep the sidewalks and driveway. Clean off the kitchen benches and put everything in its proper place. Clean up your bedroom and the leftover peanut butter and jam sandwiches that have been sitting under your pillow for three months! See if your closet smells or needs to be straightened. Maybe you should take those dirty shoes and smelly clothes to the laundry room to be cleaned so your room won't stink. Take out the garbage and always keep a clean bathroom.

It may not always be a matter of life and death, but orderliness helps us to be efficient. Keep yourself and your home neat and clean so you can be as orderly as the chipmunk.



A chipmunk can hold up to 31 kernels of corn or 12 beech-nuts or 65 sunflower seeds or 145 grains of wheat in its mouth at a time!

© Copyright 1997 Character Training Institute,
520 West Main, Oklahoma City, OK 73102.

Home-Tutor: Ask the children to retell the story with as much detail as they can.

Ask the children: In the next few minutes before we start our next session, is there something you could do to make this room (or your bedroom) more orderly (clean, tidy & organised)?

Every day this week, speak out loud this affirmation (like a motto you tell yourself, to help you remember). Speak it a few times.

*“I live this day with order. I do things step by step.
I create beauty and harmony in my space and in my life”*

Picture Study #2

Light and Time of Day

Artist: John Constable

Painting: *Branch Hill Pond, Hampstead*



Parent / Tutor Says (Brief Context)

“John Constable spent a lot of time watching how light changes during the day. He noticed how the sky, the land, and the water look different in the morning, afternoon, and evening.”

Picture Study

Look quietly at the picture for 1–2 minutes.

Invite the children to try to see the picture in their mind’s eye. Especially notice:

- Where the light seems brightest
- Where the shadows fall
- How the light touches the water
- Whether the scene feels early or late in the day

After 2 minutes -remove the picture or turn it over so they can’t see it.

Narration

“Say: Tell me everything you remember about the light in the picture.”

(Younger children may point or use single words. Older children may describe light, colour, or mood.)

Nature Study Connection

Go outside and observe the light today:

- Where is the sun?
 - What has a shadow?
 - Does the light feel strong or gentle?
 - How does light help everything feel calm and in its place?
-

Music Composer Study: # 2

Venus: The Bringer of Peace

Introduction

Parent/Tutor prepares the space:

- Quiet room, minimal distractions
- Comfortable seating
- One visual only (planet image or artwork)
- No pencils, paper, or distractions
- Music ready to play

Say:

“Today we will listen to another piece from *The Planets* by Gustav Holtst. This one is called *Venus*. While Mars sounded strong and tense, this music is meant to sound peaceful and gentle.

Remember, I will play the music **once only**. Listen carefully and let the music speak to you. Now close your eyes and listen.”

Listening

Play the selected movement **once only**, without interruption.

Children:

- Sit quietly
- Eyes closed or softly focused
- No drawing, writing, or whispering

► Play *Venus, The Bringer of Peace*

Narration Script

Parent/Tutor Says:

“Now I would like you to tell me everything you noticed about the music.”

(Allow free oral narration. Do not interrupt.)

If needed, gently prompt:

- “What kind of feeling did the music give you?”

- “Did the music feel fast or slow?”
 - “Did it sound calm, peaceful, strong, angry, mysterious, or joyful?”
 - “Did you imagine anything happening, or see any pictures in your mind?”
-

Second Listening (Short Excerpt)

Parent/Tutor Says:

“Ok. We are going to replay just a short section again. Listen for how smooth and gentle the sounds are. Notice how nothing feels rushed.”

► Replay a soft melodic section

Response Activity Options

- Draw soft shapes or colours
- Write or say three describing words
- Sit quietly and describe the feeling aloud

Other options include but are not limited to...

- **Artistic:** Paint or draw what the music felt like; or... Draw the scene the music made you imagine
- **Oral or Written (older students):** One paragraph describing the mood
- **Movement:** Gentle hand or body movement to show the music. Use movement to show the heaviness or force of the music
- **Mapping:** Match parts of the music to imagined scenes
- **Poetry:** One short descriptive stanza

[No correction. This is expression, not assessment.]

Closing Script

“This music reminds us that sound can be peaceful.
Quiet music helps us practice listening with care.”

TOPIC 3	

Character Lesson #3:

Step 1: Read the following definition picture....

“Orderliness is being neat and living with a sense of harmony. You are organised, and you know where things are when you need them. You solve problems step-by-step instead of going in circles. Having order around you creates order inside you. It gives you peace of mind.” (www.virtuesproject.com)



www.freepik.com

*You are practicing **ORDERLINESS** when you ...*

- Have a place to put each of your things
- Put your things away in the same place every time
- Have a plan before you begin any job
- Create a harmonious space that feels peaceful
- Appreciate the beauty and order of nature

Affirmation...

*“I live this day with order.
I do things step-by-step.
I create beauty and harmony in my space and in my life.”*

(Definitions accessed from www.virtuesproject.com)

Now carefully listen to or read the story and then tell it back to your teacher or parent....



Orderliness in History – Abe Lincoln

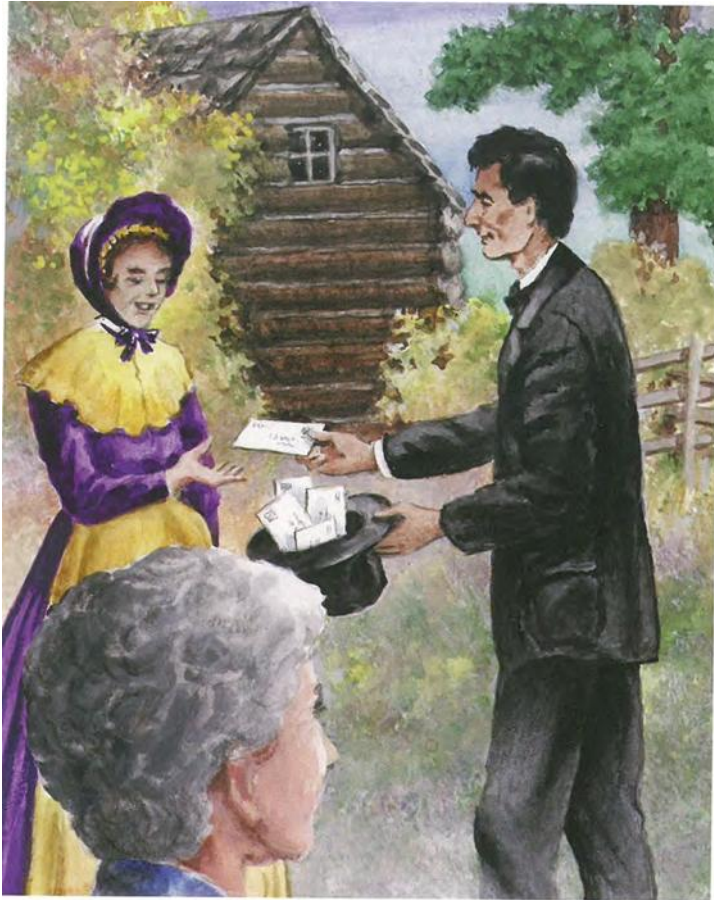
Keeping Records

Abe walked briskly toward his Springfield law office as the cold winter wind howled around him. The warm stove inside beckoned him. Through the windows of the brick building he could see some of his friends standing inside. "Oh, good!" thought Abe, "I wonder what the latest news is." He stepped inside, closing the heavy door behind him. "Hello!" Abe greeted everyone warmly. He smiled and reached out to shake hands with his old friends.

As Abe removed his tall black hat, a bunch of papers fluttered down to the floor around him.

"Do you always carry your office in your hat?" teased one of the men.

Abe grinned at his friend's joke and gathered the loose papers from the floor.



"Actually," Abe answered, "I have been making use of the space inside my hat ever since I was the postmaster in New Salem. 'Tis a good way to keep a person's papers out of the weather!"

Soon the men were sitting comfortably in Abe's office, swapping stories and laughing merrily. As they caught up on recent events, their conversation was suddenly interrupted by a loud, booming voice.

"Is there anyone here by the name of Abraham Lincoln?" bellowed a large man standing in the doorway. Sitting up straight in his chair, Abe quickly identified himself, "Yes, sir. I am Abraham Lincoln. What can I do for you?"

"I am an agent of the United States Postal Service," the large man said. "I have come to collect the money you received as

postmaster in New Salem.

When Abraham Lincoln was postmaster in New Salem, Illinois, he often used his hat to carry mail to his neighbours. It was his way of keeping the mail organized and protected from rain or snow.

Abe's face revealed his surprise. The New Salem Post Office had been closed for many years, and Abe had been working as a lawyer in Springfield.

Mistaking his surprised look, Abe's friends offered, "Lincoln, if you are in want of money, let us help you."

Abe said nothing. As postmaster, he had always kept the payments and receipts together in a certain place.

Abe rose from behind his desk and quietly slipped out of the room. He returned a few moments later with a small wooden trunk. Opening the trunk, Abe pulled out a faded blue sock and emptied its contents onto the desk.

The postal agent watched intently as Abe counted out the exact amount of the debt. Though the post office had been closed for many years, Abe knew the money he had received from it did not belong to him and refused to spend it on himself, even when he was nearly broke. "I've never used any man's money but my own," he remarked quietly to his amazed friends.

Abe thought back to the years he had spent in New Salem. From sorting mail to surveying land, he had learned countless practical skills. Once he even set up an entire general store. By stacking boxes and setting out merchandise, he learned the importance of keeping things orderly. His boss was impressed and boasted that Abe was the most clever young man around!

Abe stood and handed the gentleman from the postal department the money, once again displaying the good character that was embedded in his life. Many people would have been tempted to use the money, especially since it was left in his hands for such a long time. However, Abe gladly returned it to the government.



Abraham Lincoln was witty and renowned as a storyteller. He never lacked an audience during discussions at his office, where friends would gather to discuss the latest news and talk about politics or local problems.

Every day this week, speak out loud this affirmation (like a motto you tell yourself, to help you remember). Speak it a few times.

*“I live this day with order.
I do things step by step.
I create beauty and harmony
in my space and in my life”*

Picture Study Lesson #3

Fields, Fences, and Boundaries

Painting: *The Cornfield* (1826)



Parent / Tutor Says

“Constable liked fields with paths and fences. These show how people live carefully within the land.”

Picture Study

- Look at the painting for a couple of minutes. Notice every part of the painting, but particularly...
 - Paths
 - Fences or edges
 - Where people walk

After 2 minutes - Remove the picture.

Narration

Retell the scene like a story.

Nature Study Connection

Notice boundaries outdoors:

- Paths
 - Garden edges
 - Fence lines
- Ask: Why are boundaries helpful?
-

Music Composer Study #3:

Mercury: The Winged Messenger

Introduction

Parent/Tutor prepares the space:

- Quiet room, minimal distractions
- Comfortable seating
- One visual only (planet image or artwork)
- No pencils, paper, or distractions
- Music ready to play

Say: “Today’s music is quick and lively. It is called *Mercury*.
As you listen, see if the music feels like it is moving or darting about.”

Listening

Play the selected movement **once only**, without interruption.

Children:

- Sit quietly
- Eyes closed or softly focused
- No drawing, writing, or whispering

► Play *Mercury, The Winged Messenger*

Narration Script

Parent/Tutor Says:

“Now I would like you to tell me about the music. What stood out to you in the music.”

(Allow free oral narration. Do not interrupt.)

If needed, gently prompt:

- “What kind of feeling did the music give you?”
- “Did the music feel fast or slow?”
- “Did it sound calm, peaceful, strong, angry, mysterious, or joyful?”
- “Did you imagine anything happening, or see any pictures in your mind?”
- “Did the music stay the same, or change quickly?”
- “What pictures came into your mind?”

Second Listening

In this section we will replay a short section only, and ask the children to listen for **one element** such as:

- Instruments
- Rhythm
- Volume (loud/soft)
- Repeated musical ideas

Example: Parent/Tutor Says...

“Ok. We are going to replay just a short section again. This time listen for how the music seems to jump and twist.”

► Replay a fast-moving section

Response Activity

- Draw lines showing movement
 - Move hands to follow the music
 - Older students: describe the pace in one sentence
-

Closing Script

“This music shows us that composers can use sound to create movement and excitement.”

TOPIC 4

Character Lesson #4:

Step 1: Read the following definition picture....

“Orderliness is being neat and living with a sense of harmony. You are organised, and you know where things are when you need them. You solve problems step-by-step instead of going in circles. Having order around you creates order inside you. It gives you peace of mind.” (www.virtuesproject.com)



www.freepik.com

You are practicing ORDERLINESS when you ...

- Have a place to put each of your things
- Put your things away in the same place every time
- Have a plan before you begin any job
- Create a harmonious space that feels peaceful
- Appreciate the beauty and order of nature

Affirmation...

*“I live this day with order.
I do things step-by-step.
I create beauty and harmony in my space and in my life.”*

(Definitions accessed from www.virtuesproject.com)

THE LAW OF ENTROPY:

Today we are going to learn about a scientific principle that explains something about how the world works – It is called the ‘Law of Entropy’.

Have you ever noticed how a room gets tidied and clean one day; but then over the next day or week it changes and gradually gets all messed up. The kitchen bench can be clean and tidy one minute, but five minutes later it looks all messy with dirty dishes and food left out, and dirty plates and used cups, etc.

Do these other things (plates, cups, jar of jam or peanut-butter) belong on the kitchen bench or do they belong somewhere else?

How does the kitchen bench become clean and clear again?



In around the year 1850, (this was probably when your great-great-great-grandparents were school-aged children), there were two scientists named Rudolf Clausius and William Thomson who discovered the scientific laws of thermodynamics. Thermodynamics is a big word that comes from two words ‘thermo’ meaning heat or energy, and ‘dynamics’ meaning power/action. So, thermodynamics is a way of explaining the laws or principles of the actions of heat & energy. The Second Law of Thermodynamics (also called the Law of Entropy), basically states that “everything tends to get messy, unless you work at tidying it up”.

The way the scientist would say the Law of Entropy is ... *“All systems in the universe gradually deplete energy and orderliness, and therefore move towards a state of random chaos; unless energy is purposefully added to the system.” ... or...*

“Every ordered system naturally tends to change from a state of orderliness to a state of random disorder – unless you work at making it orderly again.”

A perfect example of this is in your bedroom, kitchen and loungeroom at home.

The Second Law of Thermodynamics (or Law of Entropy) means that all systems tend towards ‘chaos’ or random messiness, unless you do some work to tidy them up. Your kitchen bench or your bedroom or lounge room are each a ‘system’ designed for a special purpose.

What is the special purpose of your kitchen system?

What type of work has to be done to have a clean (orderly) kitchen?

What is the special purpose of your loungeroom system?

What has to be done to keep the loungeroom tidy?

What is the special purpose of your bedroom system?

What can you do to keep your bedroom neat and tidy?

It is not only ‘rooms’ that are household ‘systems’. Anything in your home with a special purpose can be its own ‘system’, and will need maintenance to keep it working properly. Your car is a system. Even a door with hinges, latch, handle, key, door-stopper, etc. is a ‘system’ in its own right, designed for a special purpose. When you look anywhere in the world, and if you see a ‘system’ (things working perfectly together for a special purpose), you know that it must have been ‘purposefully designed’ that way.

Can you think of any other ‘systems’ (with a special purpose) that you can find around your home?

..... [Note: think about lights & power points, toilet, shower, roof-gutters & downpipes]......

Briefly talk about each system.

What is its special purpose?

In what way does each one need energy or work to keep it in good order?

Now – let’s think about how the Law of Entropy affects your everyday life.

When you have finished making or eating a snack or your meal, do you always clean up after yourself?

What about when you play with your toys – Do you always put them neatly away? or do you just leave them for someone else to put away?

When you have your bath or shower – what do you do with your clothes and towel?

When you get out of bed in the morning – what could you do to maintain orderliness.

How does it feel to hop into a newly made bed with clean sheets and a tidy room?

Have you ever stayed at a holiday house or unit? How does it feel to walk into a place that is fresh, clean and perfectly neat and tidy?

By the end of this unit we hope you will be able to recognise the importance of an orderly life with routine, regularity and consistency. By the end of the unit, we also hope you will have developed a new habit of being orderly in all you do. You should be able to categorise, classify and coordinate things and ideas. Orderliness is a character habit that you can develop which will help you be successful in everything you do for the rest of your life.

Your schoolwork this term is designed to help you develop this new habit of orderliness.

How about we aim to make a new habit of being orderly where we live.

Ask the children: In the next few minutes before we start our next session, is there something you could do to make this room (or your bedroom, or another room in the house) more orderly (clean, tidy & organised)?

Every day this week, speak out loud this affirmation (like a motto you tell yourself, to help you remember).
Speak it a few times.

“I live this day with order.

I do things step by step.

I create beauty and harmony

in my space and in my life”

Picture Study Lesson #4:

Water in Its Place

Painting: *Flatford Mill* (1816–17)



Parent / Tutor Says

“Constable often painted rivers and streams. He noticed how water moves gently but always follows a path.”

Picture Study

- Look at the picture for 2 minutes, then I will turn it over, so you can tell me all about it. As you are looking at the picture, notice:
 - Reflections
 - Still vs moving water
 - How water fits into the scene
- Notice every part of the painting, and try to see it in your mind.

After 2 minutes - Remove the picture.

Narration

Tell me everything you noticed about the painting. Describe how the water looked.

Nature Study Connection

Observe water outside:

- A creek, puddle, or rain runoff
 - Where is it going?
 - What does it reflect?
-

Music Composer Study #4:

Jupiter: The Bringer of Jollity

Introduction

Parent/Tutor prepares the space:

- Quiet room, minimal distractions
- Comfortable seating
- One visual only (planet image or artwork)
- No pencils, paper, or distractions
- Music ready to play

Say: “This piece of music is joyful and bold. It is meant to sound cheerful and grand.”

Listening

Play the selected movement **once only**, without interruption.

Children:

- Sit quietly
- Eyes closed or softly focused
- No drawing, writing, or whispering

► Play *Jupiter, The Bringer of Jollity*

Narration Script

Parent/Tutor Says:

“Now I would like you to tell me about the music. What stood out to you in the music.”

(Allow free oral narration. Do not interrupt.)

If needed, gently prompt:

- “What kind of feeling did the music give you?”
- “Was the music fast or slow?”
- “Did it sound calm, peaceful, strong, angry, mysterious, or joyful?”
- “Did you imagine anything happening, or see any pictures in your mind?”
- “Did the music stay the same, or change quickly?”
- “What pictures came into your mind?”
- “Did any part feel especially strong or proud?”

Second Listening

In this section we will replay a short section only, and ask the children to listen for **one element** such as:

- Instruments
- Rhythm
- Volume (loud/soft)
- Repeated musical ideas

Example: Parent/Tutor Says...

“Ok. We are going to replay just a short section again. This time listen for the big, confident tune that keeps returning.”

► Replay the main theme

Response Activity

- Draw a celebration scene
 - Speak a joyful sentence
 - Older students: short paragraph describing the mood
-

Closing Script

“Some music makes us feel glad and lifted. This is music meant to be enjoyed.”

TOPIC

5

Character Lesson #5:

Step 1: Read the following definition picture....

“Orderliness is being neat and living with a sense of harmony. You are organised, and you know where things are when you need them. You solve problems step-by-step instead of going in circles. Having order around you creates order inside you. It gives you peace of mind.” (www.virtuesproject.com)



www.freepik.com

*You are practicing **ORDERLINESS** when you ...*

- Have a place to put each of your things
- Put your things away in the same place every time
- Have a plan before you begin any job
- Create a harmonious space that feels peaceful
- Appreciate the beauty and order of nature

Affirmation...

*“I live this day with order.
I do things step-by-step.
I create beauty and harmony in my space and in my life.”*

(Definitions accessed from www.virtuesproject.com)

2. Make a batch of Number-shaped Cookies (biscuits).

Practice following a cookie recipe.

The skill of following a recipe develops orderly thinking.

Also thinking about logistics and time-management, you don't have to wait until you've finished eating to clean up the cooking mess. So - while the cookies are baking in the oven, the children should clean up the kitchen.

Teach them how to do a thorough job; not just plonk things into the sink or dishwasher. A thorough job includes putting away ingredients, cleaning down the benches, washing mixing bowls/pots/dishes/utensils.

The child may eat the cookies once they have arranged them into their correct order (or added, or subtracted, or multiplied depending on the child's level.)

Before starting to mix ingredients, discuss how to do an orderly job.

Remember – *“Every job has a beginning, middle, and end.”*

Ask the children – What would be the beginning task for baking cookies?

[Ideas: Clearing a work-space. Getting a recipe. Checking recipe to see if we have all required ingredients. Laying out all the ingredients plus mixing bowl, stirrers, (or electric mixer if needed), shape-making implements, cooking tray. Lay it all out on the bench so you can see what is missing.]

What would be the ‘middle’ task of the job?

[Ideas: Mixing ingredients. Putting in the oven. Preliminary clean-up. Doing the cookie-maths activity. Eating the cookies.]

What would be the finishing task of baking cookies?

[Clearing of the dining table. Clearing the benches. Washing dishes.]

3. Orderliness check:

There is an old saying that goes... *“A place for everything and everything in its place”*.

Have a quick look around the room. Is there anything in the room that has a special place, but it is not in its correct place? Perhaps it has just been left there, and not put away properly.

Put a timer or stop-watch on (there may be one on a mobile phone).

See how many things you could put away in an orderly manner in three minutes.

4. Orderliness Motto:

Every day this week, speak out loud this affirmation (like a motto you tell yourself, to help you remember). Speak it a few times.

“I live this day with order.

I do things step by step.

*I create beauty and harmony
in my space and in my life”*

Picture Study # 5 - Trees: Shape, Order, and Growth

Painting: *Dedham Vale* (1802)



Parent / Tutor Says

“Constable loved trees. He studied how each one grows in its own way, but still fits into the landscape.”

Picture Study

- I want you to focus on this painting for 2 minutes, noticing every part of it. Try to see the painting in your mind. While looking, try to notice
 - Different tree shapes
 - Branch direction
 - Balance between trees and open space

After 2 minutes - Remove the picture.

Narration

Describe the trees using words or a simple sketch.

Nature Study Connection

Examine one real tree:

- Is it tall or spreading?
 - Are its branches orderly or tangled?
 - How does it hold itself up?
-

Music Composer Study #5

Saturn: The Bringer of Old Age

Introduction

Parent/Tutor prepares the space:

- Quiet room, minimal distractions
- Comfortable seating
- One visual only (planet image or artwork)
- No pencils, paper, or distractions
- Music ready to play

Say: “This music is slower and more thoughtful.
As you listen, notice how the music takes its time.”

Listening

Play the selected movement **once only**, without interruption.

Children:

- Sit quietly
- Eyes closed or softly focused
- No drawing, writing, or whispering

► Play *Saturn, The Bringer of Old Age*

Narration Script

Parent/Tutor Says:

“Now I would like you to tell me about the music. What stood out to you in the music.”

(Allow free oral narration. Do not interrupt.)

If needed, gently prompt:

- “What kind of feeling did the music give you?”
 - “Did the music feel fast or slow & steady?”
 - “Did it sound calm, peaceful, strong, perhaps serious or thoughtful?”
 - “Did you imagine anything happening, or see any pictures in your mind?”
 - “Did the music stay the same, or change quickly?”
 - “What pictures came into your mind?”
-

Second Listening

In this section we will replay a short section only, and ask the children to listen for **one element** such as:

- Instruments
- Rhythm
- Volume (loud/soft)
- Repeated musical ideas

Example: Parent/Tutor Says...

“Ok. We are going to replay just a short section again. This time listen for the repeating sounds that feel like time passing.”

► Replay the opening section

Response Activity

- Draw something slow or steady
 - Describe the mood with one word
 - Older students: reflect aloud
-

Closing Script

“This music reminds us that not all music rushes. Some music waits.”

TOPIC

6

Character Lesson #6:

Step 1: Read the following definition picture....

“Orderliness is being neat and living with a sense of harmony. You are organised, and you know where things are when you need them. You solve problems step-by-step instead of going in circles. Having order around you creates order inside you. It gives you peace of mind.” (www.virtuesproject.com)



www.freepik.com

*You are practicing **ORDERLINESS** when you ...*

- Have a place to put each of your things
- Put your things away in the same place every time
- Have a plan before you begin any job
- Create a harmonious space that feels peaceful
- Appreciate the beauty and order of nature

Affirmation...

*“I live this day with order.
I do things step-by-step.
I create beauty and harmony in my space and in my life.”*

(Definitions accessed from www.virtuesproject.com)

Beginning, Middle & End: the cycle of life.

Do you remember from our baking cookies session, we said... “every job has a beginning, middle and end”? Well, it is amazing how much of life fits this same principle. The life of a fruit tree has a beginning section (a seed sprouts to become a seedling), a middle section (the growing plant which grows into a tree), then the end goal of the life of a fruit tree is the fruit.

But that is not the end. The fruit has seeds in it which starts a new cycle of growth when the seed sprouts into a seedling, then grows to a tree, the ends with fruit, ready for a new cycle.

A house has a beginning (concrete slab & foundations), a middle (the posts, frame and walls), and a finish (the ceiling and roof).

Humans, animals and plants all have a beginning, middle and end to their life. People and animals start off as a foetus in the pregnant mother's tummy and after nine months are born as a baby; the middle part of life includes growing as a child, teenager, adult; and then the elderly person eventually dies.

But many things in life are not just a matter of one sequence of beginning, middle and end. Most things are a number of cycles of beginning, middle, and end, coming back to the beginning, then middle and end. For example every day has a beginning (sunrise), middle (daytime), and end (night-time), but cycles around to a new beginning, middle, and end, then starts over again.

Because of this – sometimes what we think is an ending, is really just what we call a 'transition' to a new cycle or new phase of life, or a new part of a job.

For example the fruit falling to the ground is not just the end of a cycle of life, but also a 'transition' to the start of a new fruit tree.

In the same way – when a person dies, they may be just transitioning into a new life in heaven. Although we may feel sad about not being able to see them again, it is as though they have just gone on a long journey to a foreign land. It is a transition, rather than a final ending. Rather than thinking too much about how sad we are, we can think about what a wonderful person they were and how much fun they had, and how much love and friendship they shared, what good times they had when they were alive and well.

To develop an orderly life involves understanding all the things and situations that have a beginning, a middle and an end (or transition to a new phase).

Create a chart and see how many different situations you can think of that have a beginning, middle and end/transition.

Thing or Situation or Task	Beginning Phase	Middle Phase	End or Transition
Baking Cookies	Read recipe & prepare ingredients	Mix ingredients and bake in oven; Eat the cookies.	Clean away the plates from table; Clear benches; Wash dishes, etc
Fruit Tree	Seed & Seedling	Growing Tree & flowering	Fruit ripens & falls to ground
Vacuuming	Pick up anything that is on the floor	Do the vacuuming. Shift furniture	Empty the dust collector, and put away the vacuum

Every day this week, speak out loud this affirmation (like a motto you tell yourself, to help you remember). Speak it a few times.

*“I live this day with order.
I do things step by step.
I create beauty and harmony
in my space and in my life”*

Picture Study #6:

Animals in the Landscape

Artist: John Constable

Painting: *Wivenhoe Park*



Parent / Tutor Says (Brief Context)

“John Constable often included animals in his paintings. He did not make them the most important part of the picture. Instead, he showed how animals live calmly within the land.”

Picture Study

Look quietly for 1–2 minutes.

Invite the children to notice:

- Where the animals are
- What they are doing
- How they fit into the land
- Whether they seem calm or busy

Then remove the picture.

Narration

“Tell me what you remember about the animals.”

Nature Study Connection

Observe animals outside or nearby:

- Birds, insects, pets, or farm animals
- Ask:
- What are they doing?
 - Are they calm or hurried?
 - How do they belong in their place?
-

Music Composer Study #6:

Uranus: The Magician

Introduction

Parent/Tutor prepares the space:

- Quiet room, minimal distractions
- Comfortable seating
- One visual only (planet image or artwork)
- No pencils, paper, or distractions
- Music ready to play

Say: “This piece of music has surprises in it.
Listen carefully for sudden changes.”

Listening

Play the selected movement **once only**, without interruption.

Children:

- Sit quietly
- Eyes closed or softly focused
- No drawing, writing, or whispering

► Play *Uranus, The Magician*

Narration Script

“What surprised you in this music?”

Prompts:

- “Did anything make you jump?”
 - “Did the music change suddenly?”
-

Second Listening

In this section we will replay a short section only, and ask the children to listen for **one element** such as:

- Instruments

- Rhythm
- Volume (loud/soft)
- Repeated musical ideas

Example: Parent/Tutor Says...

“Ok. We are going to replay just a short section again. This time listen for unexpected sounds.”

► Replay a dramatic section

Response Activity

- Draw a surprising moment
 - Act out a sudden change
 - Describe one surprising sound
-

Closing Script

“This music shows how composers can surprise us.”

TOPIC

7

Character Lesson #7:

Step 1: Read the following definition picture....

“Orderliness is being neat and living with a sense of harmony. You are organised, and you know where things are when you need them. You solve problems step-by-step instead of going in circles. Having order around you creates order inside you. It gives you peace of mind.” (www.virtuesproject.com)



www.freepik.com

You are practicing ORDERLINESS when you ...

- Have a place to put each of your things
- Put your things away in the same place every time
- Have a plan before you begin any job
- Create a harmonious space that feels peaceful
- Appreciate the beauty and order of nature

Affirmation...

*“I live this day with order.
I do things step-by-step.
I create beauty and harmony in my space and in my life.”*

(Definitions accessed from www.virtuesproject.com)

Learning to Live with Orderliness

A) Introduction (Tutor/Parent Reads Aloud)

“Today we are learning about *orderliness*. Orderliness isn’t just cleaning up quickly at the end of the day. It means having a plan before you start a job, putting things where they belong, keeping your space peaceful, and noticing how beautifully God ordered the world around us. When we choose orderliness, we make life easier for ourselves and everyone else.”

B) Story – *The Garden of Poppy Lane*

Poppy Lane was the quietest street in all of Rosevale Town. Children rode their bikes along the footpath, birds nested in the tall gum trees, and the neighbours often stopped to chat near the letterboxes. But the most interesting thing about Poppy Lane wasn't the people or the birds or even the houses. It was the tiny cottage at Number Ten.

Number Ten belonged to an older lady named **Mrs. Juniper**, and everyone in Rosevale knew two things about her: she loved her garden, and she loved to keep things in perfect order.

Her garden stretched like a patchwork quilt around her cottage—rows of lavender, neat circles of roses, stepping stones placed exactly the same distance apart, and a vegetable patch laid out in tidy squares. Even the sparrows seemed to chirp more politely when they landed on her fence.

But across the road from her lived **Thomas**, a cheerful boy of eleven who loved collecting things—rocks, marbles, toy cars, bottle tops, interesting sticks, and practically anything else he found while exploring. Thomas was friendly, smart, curious...and completely disordered.

His bedroom floor looked like a treasure chest had exploded. His school bag always contained at least three odd items not related to school – once even a jar of snails. Lunch boxes went missing for days. Shoes wandered off without their partner. And although Thomas always *meant* to tidy up, he could never remember where anything belonged, or he felt so overwhelmed he didn't even start.

One warm Saturday morning, Thomas rode his bike around Poppy Lane, feeling frustrated. He wanted to join his friends at the park for a cricket game, but he couldn't find his cricket ball. He searched behind the couch, under his bed, inside the laundry basket, and even in the garden, but it was nowhere to be found.

Sighing heavily, he sat on the curb across from Mrs. Juniper's cottage.

"Lose something again, Thomas?" came a gentle voice.

Mrs. Juniper stood in her garden gloves, a trowel in one hand and a basket of freshly cut herbs in the other.

"My cricket ball," Thomas admitted. "It's probably buried under something in my room. Everything is always a mess. I try to clean up, but I forget where things go."

Mrs. Juniper's kind eyes twinkled. "Would you like to see something interesting?"

Curious, Thomas followed her through the gate and into her garden. Immediately he noticed how peaceful everything felt. Bees hummed around the lavender. Leaves rustled softly in the breeze. The stone path guided his eyes exactly where to look next.

"Wow," he breathed. "It feels...calm here."

"That is because everything has a place," Mrs. Juniper said, pointing around. "The tomatoes grow in this patch, the herbs in another. The watering cans hang on hooks. Each tool has a home. When things are in their place, the garden becomes peaceful and harmonious."

She bent down, brushing soil from a row of seedlings. “Thomas, orderliness is not about being perfect. It’s about giving each thing a home, putting it back every day, planning before you begin a job, and creating a space that feels restful and beautiful.”

“That sounds nice,” Thomas said. “But I don’t know where to start. My room is a disaster.”

Mrs. Juniper smiled. “Let me show you something else.”

She led him to the shed. Inside, every tool hung neatly on a hook labelled with a picture. Rakes, spades, gloves, clippers – all in perfect order.

“This,” she said, “did not happen overnight. I used to waste lots of time searching for tools. One day I decided that every tool needed a home. Now I never lose anything.”

She pulled a small wooden box from a shelf. “This is for you.”

Thomas opened it to find dividers inside – little sections labelled *marbles*, *rocks*, *toy cars*, *string*, and *special finds*.

“You made this for me?” Thomas asked, surprised.

“I did,” she nodded. “You are a collector, Thomas. There is nothing wrong with saving special things. But collectors need order even more than ordinary people. Otherwise the treasures become clutter.”

Thomas ran his hand over the smooth wooden dividers. Something inside him lit up—a tiny spark of hope.

“What if I can’t keep it tidy?” he asked.

Mrs. Juniper knelt beside him. “You can learn orderliness the same way you learn cricket—practice. Put things in the same place every day. Have a plan before starting a job, even if it’s just cleaning one shelf. Notice the order in God’s world—sunrises, seasons, patterns in plants. When we live in order, we join the beauty He created.”

Thomas took a deep breath. “Okay. I’ll try.”

That afternoon, instead of rushing to the park, Thomas went to his room with the wooden box. He chose one corner to start with. He made a plan: **first sort, then throw out broken things, then give each collection a place.**

It took an hour, but he finished the whole corner. And surprisingly...it felt good. Peaceful, even.

The next day he cleaned the top of his desk. Then his shelves. Each time he put something away, he repeated Mrs. Juniper’s words: “Everything has a home.”

By the end of the week, Thomas could actually see his bedroom floor—not just patches, but the *whole* floor. His mum’s mouth dropped open in shock. His dad took photos. His sister thought he was sick.

But Thomas just grinned. Because for the first time ever, he knew where his cricket ball was—on the shelf, in the same spot he put it the day before.

And across the street, Mrs. Juniper smiled every time she saw him. Not because his room was perfect. But because he had learned to love the beauty and harmony of order.

From then on, whenever Thomas rode past her house, the peaceful garden reminded him of an important truth:

**Orderliness doesn't just tidy your room.
It calms your mind and fills your life with peace.**

C) Discussion Questions

1. Why was Thomas always losing things?
 2. How did Mrs. Juniper's garden show orderliness?
 3. Which part of orderliness do you find the hardest?
 4. How does it feel when your room or desk is tidy?
 5. Why do you think order makes a space feel peaceful?
-

D) Practical Activity – *The “Home for Everything” Challenge*

Activity Goal:

Train children to practice daily orderliness by giving every object a specific place.

What You Need:

- A box, basket, or small organising tray
- Labels or masking tape
- A pen
- A timer (optional)

Activity Steps:

1. **Choose one small area** to organise (e.g., desk top, one drawer, toy shelf).
2. **Sort items** into groups.
3. **Label each group's “home.”**
 - “Pencils live here.”
 - “Books stand here.”
 - “Little treasures go here.”
4. **Put each item into its new home.**
5. **Practice for one week:**
At the end of each day, spend *exactly two minutes* returning everything to its “home.”
6. **Celebrate progress:**
Take before-and-after photos or have a “Room Parade” showing what changed.

Optional Extension:

Create a “Nature Order Watch”—each day, notice one example of God's natural order (patterns, seasons, symmetry in flowers), and share it with the family.

E) Wrap-Up

“Orderliness isn’t just cleaning up. It’s choosing to plan well, put things in their place, and create a peaceful space. When we practice orderliness in small things, we build a habit that helps us in every part of life.”

Orderliness Motto:

Every day this week, speak out loud this affirmation (like a motto you tell yourself, to help you remember).
Speak it a few times.

“I live this day with order.

I do things step by step.

I create beauty and harmony

in my space and in my life”

Picture Study Lesson #7:

Clouds and the Sky

Painting: *Cloud Study: Stormy Sunset* (1822)



Parent / Tutor Says

“Constable painted clouds over and over again. He believed the sky followed patterns, even when it changed.”

Picture Study

- Look at the Painting for 2 minutes, trying to remember every part of it. While looking, observe:
 - Cloud shapes
 - Light and dark areas
 - Calm or movement

After 2 minutes.....Remove the picture.

Narration

“What can you remember about the painting? Tell me about the sky.”

Nature Study Connection

Lie on the grass or look up:

- What shapes do you see?
 - Do the clouds move slowly or quickly?
 - Is today's sky orderly or wild?
-

Music Composer Study #7:

Neptune: The Mystic

Introduction

Parent/Tutor prepares the space:

- Quiet room, minimal distractions
- Comfortable seating
- One visual only (planet image or artwork)
- No pencils, paper, or distractions
- Music ready to play

Say: “This music is very quiet and mysterious.
Listen carefully all the way to the end.”

Listening

Play the selected movement **once only**, without interruption.

Children:

- Sit quietly
- Eyes closed or softly focused
- No drawing, writing, or whispering

► Play *Neptune, The Mystic*

Narration Script

“What did this music make you think about?”

Prompts:

- “Did it feel mysterious?”
 - “How did it end?”
-

Second Listening

In this section we will replay a short section only, and ask the children to listen for **one element** such as:

- Instruments

- Rhythm
- Volume (loud/soft)
- Repeated musical ideas

Example: Parent/Tutor Says...

“Ok. We are going to replay just a short section again. This time listen to how the music slowly disappears.”

► Replay final fading section

Response Activity

- Draw something mysterious
 - Whisper one describing word
 - Sit quietly and reflect
-

Closing Script

“This music does not end loudly. It fades away, gently.”

TOPIC

8

Character Lesson #8:

Step 1: Read the following definition picture....

“Orderliness is being neat and living with a sense of harmony. You are organised, and you know where things are when you need them. You solve problems step-by-step instead of going in circles. Having order around you creates order inside you. It gives you peace of mind.” (www.virtuesproject.com)



www.freepik.com

You are practicing ORDERLINESS when you ...

- Have a place to put each of your things
- Put your things away in the same place every time
- Have a plan before you begin any job
- Create a harmonious space that feels peaceful
- Appreciate the beauty and order of nature

Affirmation...

*“I live this day with order.
I do things step-by-step.
I create beauty and harmony in my space and in my life.”*

(Definitions accessed from www.virtuesproject.com)

Orderliness That Blesses Others

A) Introduction (Tutor/Parent Reads Aloud)

“Today we are learning about orderliness in a whole new way. Orderliness doesn’t only help *you*—it helps *everyone* around you. When we put things where they belong, plan ahead, and create tidy spaces, the whole home becomes peaceful. God wants us to use our gifts to bless others, including our family. Let’s listen to a story about a girl who discovered how orderliness can help a whole household run smoothly.”

B) Story – *The Harmony House on Wisteria Way*

The house on **Wisteria Way** was never quiet. Not even at night. The Jacobs family lived there – all six of them – and life inside their brick home was full of bustling footsteps, conversations floating up and down the hallway, and the constant opening and closing of cupboards, drawers, and doors.

There was Mum and Dad, of course, and then four children: **Grace** (12), **Eli** (10), **Mia** (8), and **Sam** (5). Grace loved reading and helping her younger siblings; Eli built Lego towers that defied gravity; Mia adored crafts and glitter; and Sam collected dinosaurs the way some people collect stamps.

Even though they were close, the Jacobs family had one big challenge: **their home often felt chaotic.**

The breakfast table was always covered with unfinished drawings, half-open glue sticks, a soccer sock or two, and the salt-shaker knocked on its side. The hallway frequently held shoes with no match, backpacks with zippers gaping open, and jackets that mysteriously slid off pegs and into a heap. The kitchen bench was a parade of school notices, empty cups, and crumbs that multiplied like rabbits overnight.

Mum said lovingly, “We’re a busy family, but goodness me – we need more *order!*”



www.freepik.com

Dad would agree, adding with a smile, “If this keeps up, I’ll have to start wearing my bike helmet inside!”

Grace, the eldest, noticed the stress most. One Thursday morning, as the family rushed to get ready for school, the chaos was worse than usual. Mia’s library bag was missing. Sam couldn’t find the dinosaur he insisted on bringing for news. Eli had left a trail of Lego bricks that Mum stepped on – twice. Dad couldn’t locate the car keys. And as Grace looked around, she realised everyone was frustrated.

On the drive to school, Grace sat quietly, thinking.

That afternoon, while walking home, something caught her attention. She passed **Mrs. Lin’s house**, known for its tidy front yard and colourful flowerpots. Mrs. Lin was sweeping her porch in gentle, graceful strokes.

“Good afternoon, Grace,” she said warmly. “You look thoughtful.”

Grace shrugged. “I just wish our home was calmer. Mum works hard, Dad works hard, and my younger siblings try...but things always seem messy. I don’t know how to fix it.”

Mrs. Lin smiled kindly. “Do you know what orderliness truly is?”

Grace thought for a moment. “Putting things away?”

“That’s part of it,” said Mrs. Lin. “But true orderliness doesn’t start with cleaning. It starts with a desire to bring peace to others. It means thinking ahead, giving everything a home, doing small things every day, and appreciating how beautiful nature is – the way God designed it.”

She pointed to her garden. “Look at the flowers. God placed them in patterns – petals arranged the same way each time. Leaves grow in order down the stems. Birds build nests in neat circles. There is harmony everywhere when things are in their place.”

Grace breathed in the sweet scent of jasmine and felt her shoulders relax. Mrs. Lin continued, “If you want your home to be peaceful, start with one small space. Then one routine. And most importantly – invite others to join you, not by demanding, but by showing the joy of living with order.”

Grace thanked her and hurried home with a new excitement brewing in her chest.

That evening, instead of rushing through homework, she quietly cleaned the family’s **kitchen counter**. She sorted mail into a basket, placed school notes on a tray, wiped crumbs, and lined up the fruit bowl. The space looked beautiful – almost like Mrs. Lin’s porch.

When Dad walked in, he blinked. “Did we hire a magical kitchen fairy?”

Grace giggled. “Just trying something new.”

www.dreamstime.com



The next day, she focused on the **shoe area** near the front door. She placed three small baskets: one for school shoes, one for sport shoes, one for sandals. She labelled each with bright markers.

Mia squealed when she saw them. “They’re cute! And now I can find my sparkly sandals!”

Sam immediately put his dinosaur shoes in the right basket, roaring proudly as he did so.

Encouraged, Grace made a simple plan:

Grace’s 3 Steps to Bring Peace to the House

1. **Give everything a home.**
2. **Do little tidy-ups often**, not one giant tidy-up.
3. **Invite others to join by being cheerful and kind (never nagging or sarcastic).**

She shared the plan with her siblings. She didn’t lecture. She didn’t scold. She simply explained how good it felt when things were in order – and how much it helped Mum and Dad.

And something amazing happened.

Eli began putting away his Lego pieces every evening, sorting them by colour. Mia used a tray for her crafts instead of spreading them across the dining table. Even Sam started lining up his dinosaurs on a shelf, giving each one its own spot. Mum breathed a sigh of relief every time she walked through the house.

One Saturday morning, the family held a “10-Minute Tidy.” Dad set a timer, and everyone raced around the house putting things back into their homes. It felt fun – like a team sport.

As the weeks passed, the Jacobs home looked and felt different. Mornings were calmer. Evenings were more peaceful. Mum smiled more. Dad laughed more. And the children felt proud that they were helping their family – not just themselves.

One afternoon, Mrs. Lin spotted Grace riding her bike. “How is the harmony project going?”

Grace beamed. “Our home feels so different! Not perfect. But peaceful. And everyone is helping now. You were right – orderliness blesses the whole family.”

Mrs. Lin’s eyes sparkled. “When you bring order, you bring harmony. And where there is harmony, there is joy.”

From that day on, the house on Wisteria Way was still busy – after all, four children lived there – but it wasn’t chaotic. It was lively. Warm. Organised. Joyful.

And every time Grace walked into the kitchen or lined up her shoes in the basket or helped Sam place dinosaurs in order, she remembered:

**Orderliness is a gift.
And when you share it, it blesses everyone you love.**

C) Discussion Questions

1. What was the biggest problem in the Jacobs family home?
 2. How did Grace begin bringing order to the house?
 3. Why did her family start helping?
 4. What does it mean to make a space peaceful for the *whole family*, not just yourself?
 5. How can you practice orderliness in ways that help your parents and siblings?
-

D) Practical Activity – “*Family Blessing Zones*” Challenge

Goal:

Teach children to create and maintain orderliness in shared family spaces.

What You Need:

- Small baskets or trays
- Labels or pictures
- Cloth and spray bottle (optional)
- A timer

Instructions:

1. **Choose one shared space** (the entryway, lounge room, kitchen bench, toy shelf, or dining table).
2. **Observe the space** together. What usually gets messy here?
3. **Give each category of items a “home.”**
 - Shoes → Basket
 - School papers → Tray
 - TV remotes → Small box
 - Books → Shelf
4. **Label clearly** so everyone knows where things belong.
5. **Practice the “2-Minute Harmony Reset”** each morning or evening:

- Set a timer for two minutes.
 - Everyone helps return things to their “homes.”
6. **Celebrate improvement** at the end of the week by taking before-and-after photos or enjoying a small family treat.

E) Wrap-Up

“Orderliness isn’t just about having a clean home. It’s about serving others with love. When we plan ahead, tidy regularly, and keep shared spaces beautiful, we help our whole family feel peaceful and joyful.”

Every day this week, speak out loud this affirmation (like a motto you tell yourself, to help you remember). Speak it a few times.

“I live this day with order.

I do things step by step.

I create beauty and harmony

in my space and in my life”

Picture Study Lesson 8:

God's Order in the Ordinary Landscape

Painting: *Salisbury Cathedral from the Meadows* (1831)



Parent / Tutor Says

“Constable sometimes included churches in the landscape. He believed God’s presence belonged naturally within creation.”

Picture Study

- Look at the painting for 2 minutes. While looking, notice...
 - Where the cathedral stands
 - How nature surrounds it
 - Balance between sky, land, and building

After 2 minutes - Remove the picture.

Narration

“Tell me all about the painting. What do you remember most?”

Nature Study Connection

Reflect outdoors:

- How does God’s order show in nature?
- What feels peaceful and well-arranged?

Music Composer Study #8:

Review & Appreciation

Introduction

Parent/Tutor prepares the space:

- Quiet room, minimal distractions
- Comfortable seating
- One visual only (planet image or artwork)
- No pencils, paper, or distractions
- Music ready to play

Say: “Over the past weeks, we have listened to many pieces of music by Gustav Holst. Today we will remember and reflect.”

Listening

Play the selected movement **once only**, without interruption.

Children:

- Sit quietly
- Eyes closed or softly focused
- No drawing, writing, or whispering

► Replay short excerpts from favourite movements

Narration Script

“Which piece do you remember most, and why?”

Allow discussion and comparison.

Response Activity

- Draw favourite scene
 - Describe favourite mood
 - Older students: short spoken comparison
-

Closing Script

“Composer study is about learning to listen carefully.
Great music stays with us, even after the sound stops.”

TOPIC 9	REVIEW & ASSESSMENTS

FINAL ASSESSMENT EXAMS FOR EACH AGE BAND:

- Each exam is **tailored to the year-level Achievement Standards** (F-Yr 2; Years 3 & 4; Years 5 & 6).
 - Each draws directly on the **knowledge, skills, and content focus areas** covered in the lessons in weeks 1 - 8 .
 - The exams include a mix of **knowledge recall, source use, skills demonstration, and short written answers.**
-

... to be advised coming soon!