

# The Book of Exodus ....

The Book of Exodus is the second book of the Old Testament section of the Bible immediately following Genesis (also in the Torah and the Hebrew Bible).

The book tells how the Israelites leave slavery in Egypt through the strength of God (Yahweh), who has chosen Israel as his people to demonstrate his relationship with his chosen people. Led by their prophet Moses, they journey through the wilderness to Mount Sinai, where Yahweh promises them the land of Canaan (the *Promised Land*) in return for their faithfulness.

Exodus is arguably the most important book in the Bible, as it presents the defining features of Israel's identity: memories of a past marked by hardship and escape, a binding covenant with God and the establishment of the life of a God-centred community and the guidelines for sustaining it.

For **pp4s 2019**, we are focussing on the first part of the story which describes the slavery and Moses role in leading them to freedom. This is told in the first 15 chapters of the book of Exodus, and we have shaped the programme around the key moments in those chapters... the story picks up from the end of Genesis with the death of Joseph who was famously respected in Egypt... but then things changed...

The scene is set evoking the sense of oppression as the Orchestra play **Mars** from *The Planets* and the guest choir sing **Deliver Us** from *Prince of Egypt*

The storyteller will describe the story so far and as we recognise God's care for his people, we all sing **God's Love is Big** (with actions)

We find Moses amongst the flocks and encountering the burning bush - God's promise to lead is remembered in **The Lord is My Shepherd** (solo choir), as Moses doubts and fears are expressed in **Blinded by your grace** (soloist & choir)

## SCENE ONE - GOD'S PEOPLE ARE IN CHAINS

Chapter 1 <sup>8</sup> ... a new king, to whom Joseph meant nothing, came to power in Egypt. <sup>9</sup> 'Look,' he said to his people, 'the Israelites have become far too numerous for us. <sup>10</sup> Come, we must deal shrewdly with them or they will become even more numerous and, if war breaks out, will join our enemies, fight against us and leave the country.' <sup>11</sup> So they put slave masters over them to oppress them with forced labour, and they built Pithom and Rameses as store cities for Pharaoh. <sup>12</sup> But the more they were oppressed, the more they multiplied and spread; so the Egyptians came to dread the Israelites <sup>13</sup> and worked them ruthlessly. <sup>14</sup> They made their lives bitter with harsh labour in brick and mortar and with all kinds of work in the fields; in all their harsh labour, the Egyptians worked them ruthlessly.

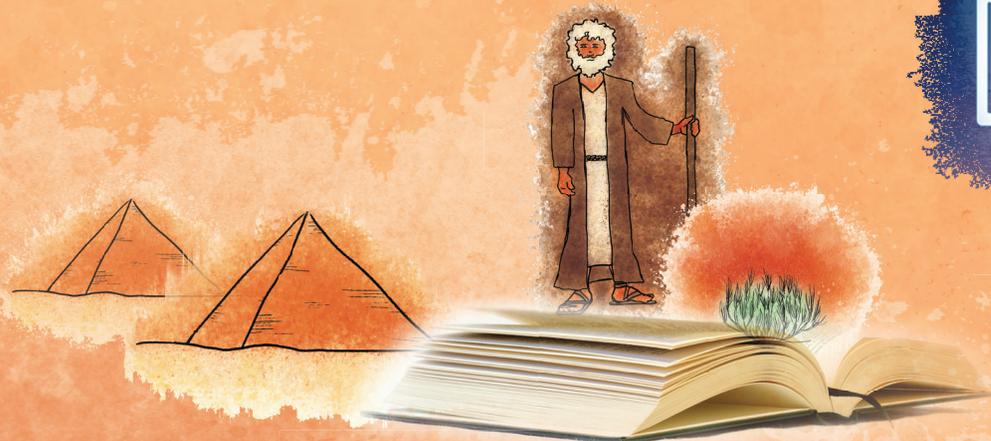
## SCENE TWO - GOD LOVES

Chapter 2 ... <sup>24</sup> God heard their groaning and he remembered his covenant with Abraham, with Isaac and with Jacob. So God looked on the Israelites and was concerned about them.

## SCENE THREE - GOD PROMISES

Chapter 3 ... <sup>1</sup> Now Moses was tending the flock... and came to Horeb, the mountain of God. <sup>2</sup> There the angel of the Lord appeared to him in flames of fire from within a bush... <sup>7</sup> 'I have indeed seen the misery of my people in Egypt. I have heard them crying out because of their slave drivers, and I am concerned about their suffering. ... So now, go. I am sending you to Pharaoh to bring my people the Israelites out of Egypt. <sup>8</sup>... I have come down to rescue them ...and to bring them up out of that land into a good and spacious land, a land flowing with milk and honey'

Chapter 4... <sup>10-11</sup> Moses said to the Lord, 'Lord, I have never been eloquent, neither in the past nor since you have spoken to our servant. I am slow of speech and tongue.' the Lord said to him, 'Who gave man his mouth? ... Is it not I, the Lord? Now go; I will help you speak and will teach you what to say.'



### SCENES FOUR & FIVE - GOD ACTS

Chapter 5 (Moses said...)' This is what the Lord, the God of Israel, says: 'Let my people go'.<sup>2</sup> Pharaoh said, 'Who is Yahweh (the Lord), that I should obey him and let Israel go? I do not know the Lord and I will not let Israel go.' Chapter 7-10 (God sends plagues - blood...frogs...lice...disease...boils...fiery rain...locusts...darkness...death of firstborn...) Chapter 12 ...<sup>31</sup> During the night Pharaoh summoned Moses and Aaron and said, 'Up! Leave my people, you and the Israelites! Go, worship the Lord as you have requested. Take your flocks and herds, as you have said, and go...'

### SCENE SIX - GOD DELIVERS

Chapter 14<sup>5</sup> When he was told that the people had fled, Pharaoh and his officials changed their minds about them and said, 'What have we done? We have let the Israelites go and have lost their services!'...The Egyptians pursued the Israelites and overtook them as they camped by the sea...<sup>21</sup> Then Moses stretched out his hand over the sea, and... the Lord drove the sea back with a strong east wind and turned it into dry land. The waters were divided, and the Israelites went through the sea on dry ground, with a wall of water on their right and on their left...<sup>27</sup> Moses stretched out his hand over the sea, and at daybreak the sea went back to its place. The Egyptians were fleeing towards it, and the Lord swept them into the sea. The water flowed back and covered the chariots and horsemen - the entire army of Pharaoh that had followed the Israelites into the sea. Not one of them survived.

### SCENE SEVEN - PRAISE GOD, THEIR RESCUER, AND PUT THEIR TRUST IN HIM

Chapter 15<sup>1</sup> Then Moses and the Israelites sang this song to the Lord: 'I will sing to the Lord, for he is highly exalted. The horse and its rider he has hurled into the sea. The Lord is my strength and my song; he has become my salvation. He is my God, and I will praise him, my father's God, and I will exalt him...'<sup>18</sup> The Lord will reign for ever and ever'

But Moses gathers courage and goes as the choir sing **Go Down Moses**

The storyteller will vividly describe Moses clash with Pharaoh and the plagues as the Orchestra music depicts the scene. Then we will see the Israelites gathering their belongings ready to flee and sing **We Trust in You** to the music of Sibelius **Finlandia** which emboldens them for the journey



The storyteller will follow the Israelites as they leave and as they encounter the miracle of crossing the Red Sea as the music of Mussorgsky's **Great Gates of Kiev** catches their awe at the power of God to save.

As they reach the shore we all sing **Amazing Grace** then join with the Israelites as they celebrate their freedom singing **This is Amazing Grace**

Also to show the children the story, we recommend the **Jesus Storybook Bible** video Chapter 10 - **God to the Rescue!**



# R.E. Lesson



## What does the story of Exodus teach Christians about how God feels about slavery?

RE Lesson plan for Key Stage 2 - linking with the **pp4s 2019** programme and resources

### ATTAINMENT TARGETS

#### AT1 Learning About Religion

Focus: Beliefs, Teachings and Sources

#### AT2 Learning from Religion

Focus: Questions of Values and Commitments

### WHAT THIS LESSON TEACHES

- That Christians believe in the power of God to set people free, and the story of Exodus is one of the reasons why.
- That Christians believe that God can use ordinary people to do extraordinary things, like Moses.
- That Christians link the story of the Exodus with the story of Jesus.
- What it means to be a slave, both physically and spiritually.

### KEY RE VOCABULARY

Exodus, slavery, Pharaoh, freedom, rescue, salvation, powerful (omnipotent)

### CROSS-CURRICULUM LINKS

Artwork (for **pp4S Art Challenge**), Writing, Music, PSHE

### SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT:

- Learning about places in the world where slavery still takes place.
- Thinking about people in our society who don't feel free.
- Learning about charitable work to rescue people who are slaves/not free.
- Thinking about what 'freedom' means for ourselves and others around us.

### SENSITIVITIES

Think about the importance of this story for Jewish people.

Consider the feelings of anyone whose family has been directly affected by human trafficking or slavery of any kind.

Be sensitive to pupils of different faiths or none in the reflection time and ensure it is inclusive for all.

### ASSESSMENT:

Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected
Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.	Make links between the beliefs (teachings, sources etc) of the different religions studied and show how they are connected to believers' lives.	Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.	Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life.
Link things that are important to them and other people with the way they think and behave.	Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values.	Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.	Use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues. Reflect on their own ideas.

# Lesson Introduction

Begin with an activity which is reasonably manageable (eg build a tower of 10 multi-link in 30 seconds), then keep increasing the difficulty of it until it becomes impossible. How did this activity make you feel? Record some ideas.

Explain that in Egypt, in the time when Moses was a young man, this is what the Israelite slaves had to do. They had to make bricks from straw, and Pharaoh kept making it harder and harder and harder to do the task (Exodus 5:6-19). This meant that they had no time to worship their God or to see their families, and if they didn't manage the work they were treated extremely harshly.

How do you think the Israelites would have been feeling about this? Brainstorm their emotions and compare with the children's feelings about the first task.

## Main part of lesson

Did you know that people have been forced to be slaves throughout history, including today when it is actually illegal all over the world?

**I wonder**  
 ? I wonder how it must feel to be a slave?  
 I wonder what Christians believe God thinks about slavery?

**I wonder**  
 ?

I wonder why God chose Moses to go and speak to Pharaoh?

Was he particularly strong or clever or good at public speaking?

Read or watch the story of God's response to the slavery of the Israelites in Egypt. (we recommend the *Jesus Storybook Bible: Chapter 10 God to the rescue*)



Note: Moses had fled from Egypt because he killed an Egyptian guard. He hated speaking in public. He didn't understand why God would ask him to do this, but he believed he had to obey God.

Talk about how Christians believe that God uses very ordinary people to do extraordinary things. Can the children think of any other examples of this? (eg Noah, King David, Queen Esther, Jonah) What difference do you think it would make to a Christian to believe this? How might it affect the way they live?

**I wonder**  
 ?

I wonder what sort of God could make all those plagues happen?

Christians believe this story is evidence of how powerful God is. They believe He is 'omnipotent' (literally 'all powerful'). They also believe God is compassionate and is very sad when bad things happen to people.

The Plagues: You could compare God's control over nature with other stories the children will have studied eg Noah's Ark (Genesis chapters 6-8), Jesus calming the storm (Matthew 8:23-27).



**Discuss together:**

- What they would do if they saw someone being mistreated?
- Why it is important to Christians that God is 'powerful'?
- What do Christians believe that God is doing now to deal with slavery in our world?
- Whose responsibility it is to rescue people in trouble?



# 8 Activities

## Cross-curricular activities to allow children to explore the themes

● Create artwork for the **pp4s Art Challenge** (see page 12), showing an aspect of the story such as:

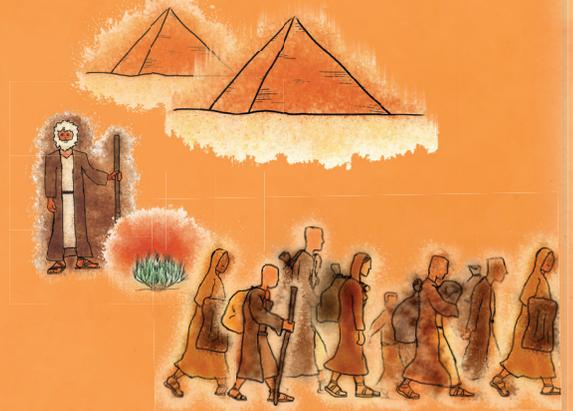
- Israelites in slavery,
- Moses and the burning bush,
- Moses asking Pharaoh to 'let my people go',
- One of the plagues,
- Israelites finally leaving Egypt...

● **Hotseat** Moses and question how he felt at these points:

- seeing the Israelites in slavery, being mistreated
- hearing God's voice in the burning bush
- having to go and speak to Pharaoh
- seeing the different plagues happening
- when Pharaoh finally let them leave

● **Diary** - Write a series of diary entries by Moses explaining his feelings at different parts of the story (as above)

● Look at examples of modern day slavery, both in the UK and overseas. What are different Christians/Christian organisations doing about this? eg. **Tamar** (a charity, supported by **pp4s**, who work with trafficked women). Discuss ways to promote and support the work of one of these organisations, then create posters to share with the class/ school.storm.



## plenary

Ask the children to share what they have created.

Explain that Christians believe that there are different kinds of slavery, not just being forced to work for no money. They believe that there are other things which make people slaves eg fear, wanting to do the wrong thing, etc. They believe that just as God rescued the Israelites through Moses, Jesus came to earth to rescue all of humankind from all kinds of slavery - physical, emotional and spiritual.

## I wonder

I wonder whether there are any times when you don't feel 'free'?

What would help you to feel more free?

Encourage a time of reflection and quiet to think (and where appropriate, pray) about what we might need to be free from, and what might help us.

Think about a symbolic way that children could 'let go' of the things that stop them feeling free eg blowing them into bubbles which float up into the air, writing them on balloons then releasing the balloons, writing them on stones, then letting the stones go into water...

Look at the **pp4s** music and talk about whether any of the songs or pieces of music would be helpful to  
**A)** a Christian      **B)** a religious person of any faith      **C)** anyone  
in reflecting on the ideas of slavery and freedom.

*Note: this is an RE lesson, not an act of worship, so it is important that children know that this is a time for them to respond in an appropriate way for them personally. They should only pray if that is what they would want to do to respond. Others may want to write or draw their responses, or just be still.*

## Resources for this lesson

### Web links to:

Jesus Storybook Bible: Chapter 10 God to the rescue

Bible Gateway - Exodus chapters 1 - 15

Tamar - [www.tamarwestminster.org](http://www.tamarwestminster.org)

### pp4s website

- links to songs, lyrics & music

- links to related websites

[www.pp4s.prompraise4schools.com](http://www.pp4s.prompraise4schools.com)

### pp4s USB stick

- mp3 tracks of songs & lyrics:





# Music Lesson

## How an orchestra works and can describe a story.

Music Lesson plan for Key Stage 2 - to be led by non-music specialist teacher to link with **pp4s 2019** RE lesson plan and programme

### ATTAINMENT TARGETS

#### AT1

Play and perform in solo and ensemble contexts. Improvise and compose for a range of purposes using the inter-related dimensions of music, specifically dynamics.

#### AT2

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - specifically *Finlandia* by Jean Sibelius

### WHAT THIS LESSON TEACHES

- How an orchestra works together and, specifically, about the role of the conductor.
- The concept of dynamics (noticeable changes in volume), specifically, crescendo and diminuendo.
- That some orchestral music can tell a story, specifically in this case (*Finlandia*) connected with national identity.
- How to work together on simple chants; adding instruments; following a conductor; to create a simple composition relating to a sense of belonging, homeland, personal, community or national identity.

### KEY MUSIC VOCABULARY

Composer, orchestra, strings, woodwind, brass, percussion, conductor, pulse, dynamics, crescendo, diminuendo, major chord, minor chord

### LINKS TO CURRICULAR AIMS

- To perform, listen to, review and evaluate music... including the works of great composers and musicians.
- Develop an understanding of the history of music.
- To create and compose music with others.
- To understand and explore how music is created, produced and communicated, including through the inter-related dimensions of music, specifically, dynamics.

### SUCCESS CRITERIA:

- I can listen to music and identify dynamic changes (noticeable changes in volume)
- I can play percussion and other musical instruments
- I can work together, following a conductor, to create and perform a short piece of music that specifically focuses on changes in dynamics

### CROSS-CURRICULUM LINKS

RE Christianity: Moses leads the Israelites

PHSE: discussions relating to personal and corporate identity, community and belonging

### ASSESSMENT:

Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected
Perform a simple part rhythmically.	Yr 3 expectations	Yr 3 & 4 expectations,	Yr 3, 4 & 5 expectations
Identify the character of a piece of music.	+ Recognise how different musical elements can be used to create different moods and effects	+ Create repeated patterns with different instruments.	+ Evaluate how venue, occasion and purpose affects the way music is performed and heard.
Recognise the work of at least one famous composer		Play notes clearly on instruments.	Compare and contrast the impact different composers from different times have had on people of that time.
		Take the lead in a performance (conducting skills)	



## Music Lesson - continued

# Background Information

**A symphonic orchestra** (as example, All Souls Orchestra at **pp4s** at the Royal Albert Hall) is made up of 4 instrumental families (see posters in the **pp4s** Toolbox on the USB stick):

**The String family** - violins, violas, cellos, double basses

**The Woodwind family** - flutes, clarinets, oboes, bassoons

**The Brass family** - trumpets, trombones, tubas, horns

**The Percussion family** - timpani, other drums, cymbals, triangles, xylophones, etc

Members of these families will generally sit / play close to each other so that they can hear each other and also watch the conductor.

Ask the class about the role of a conductor. The conductor directs the players by the use of his hands and facial expressions to keep the tempo (beat) and helps the orchestra to play expressively together.

Sometimes the instruments sound like they are having musical conversations with each other, sometimes they might 'speak' (play) on their own as a solo, or two instruments will play together as a duet, or a small group of musicians from different instrumental families might play together. When the whole orchestra comes together to play it can feel very energetic and exciting, or moving and sad.

(Maybe pick up on this point when the orchestra plays at the RAH with questions like 'How does it make you feel when the orchestra first starts to play?' Or 'What piece of music was the most exciting to listen to?')

**Finlandia by Jean Sibelius** (1865-1957) a famous composer who lived in Finland (find Finland on a map). He wrote this tone-poem (a continuous piece of orchestral music inspired by a story, event, landscape, etc) in 1899. It was written as a protest against increasing censorship by the Russian Empire and is a musical picture of Finland's national pride and identity at that time. This piece has a part where a choir joins in and they sing about their love of Finland as their homeland. In **pp4s**, we have used the version of this tune that is set to the words of a hymn 'We Trust in you' to describe their feelings as they leave Egypt for a new land.

## Lesson Plan

### Activity A Class Warm-up

If possible have the class stand in a circle so that they can all see each other.

Ask a simple question about identity and belonging. Eg 'What is the first word that pops into your head when I ask the question: *Where do you belong?*' Might be the name of a street, a neighbourhood, a block of flats, a place of birth, another country, the name of your school etc. Hold onto that word.

With drum/djembe (child could lead) start a steady beat, each child to chant the name of that place once, keeping in time (if possible) with the beat, then the class repeats it straight afterwards. Or, choose a small group of children to demonstrate this activity.

Alternatively: use the name of your school and chant it along with a steady drum beat but adding different emphasis on different words in the chant.

Example: **We** all belong to St. Joseph's School  
 We **all** belong to St. Joseph's School  
 We all **belong** to St. Joseph's School  
 We all belong to **St. Joseph's School**

### Activity B Watch/Listen to Finlandia (7-8mins)

BBC Ten Pieces Introductory video 5-6 mins or opening and then Choral part and ending (depending on time)

Possible questions before listening:

*What does the music feel like at the beginning?*

*What instruments are playing at the beginning?*

*What does it feel like when the choir joins in singing?*

*How does the music make you feel when it comes to an end?*



## Activity C The Orchestra & the Conductor

Discuss together what it must feel like to be part of a large orchestra: team-work, individual skill, listening to each other, sense of belonging/community, following the conductor in order to create the best music together.

Discuss together the role of the conductor:

the leader, director, all the members of the orchestra must follow his lead/follow the pulse (the main beat), changes in **tempo** (if the music gets faster or slower), or **dynamics** (louder or softer), how to express the feeling of the music, when to start and when to stop playing (VERY IMPORTANT!)

Q. What would happen if a member of the orchestra was not following the conductor?

Cross-curricular link with **pp4s RE Lesson: Moses leads the Israelites** – they had to work together and follow and trust in their leader as they struggled with oppression and as they followed him towards the land that God had promised to them.

## Activity D Musical Focus Dynamics

### Help, we need a Conductor (Leader)! Who will be Moses?

Think back to the beginning of *Finlandia*. The brass instruments set the scene, start the conversation. Let's create a simple musical conversation...think together (ask pupils to discuss quickly in pairs) about something that is 'bad/ difficult/ troublesome/ frustrating in the local community or school issue/national issue. Choose something that your class can identify with. (RE link Israelites were experiencing harsh slavery)

Create a simple 3-4 word chant that sums up the issue.

Choose a pupil to be the Conductor. Explain that the class (as an orchestra) is going to follow 2 musical instructions regarding the volume of their chants.

#### 1. **Crescendo - gradually getting louder**

(helpful image - to think about waves coming up to the beach and crashing on the shore) the volume of the music is going to **gradually get louder**.

Discuss together some suitable hand gestures that are easily followed by the class that will show that the chant needs to start softly but will **gradually get louder** (f).

#### 2. **Diminuendo - gradually getting softer**

(helpful image, dim the lights (dimmer switch) the lights will gradually fade).

Discuss suitable hand signals that will show that the chant will **gradually get quieter/softer** (p)

Experiment with your chant adding dynamics led by your conductor (NB work out a clear sign for 'stopping' the chant before you try this out for the first time!)

## Activity E Celebration chant

Move on to discuss a hopeful situation, a resolution to the problem, a forthcoming celebration or holiday. Something that can be chanted with pride and enthusiasm.

Work on a new chant for this, again adding percussion if appropriate and use another child to be the conductor (using the same hand signals).

Use tambourines/ maracas/ bells/ high notes on keyboards, C major chords (CEG), or G major chords (GBD) etc to accompany.

Try to create a positive, hopeful, celebratory atmosphere.

## Activity F We Trust in You

will be sung as part of an orchestral performance of *Finlandia* at the Royal Albert Hall in March 2019.

If your class knows the tune for *We trust in you*, look at the lyrics (on USB stick) & ask the questions: 'Will the singing start quietly or loudly? Where would it be good for the music to have a crescendo or a diminuendo?'

Choose another conductor to lead the singing (or hum along if not known well enough to sing) - and change the dynamics as discussed.

\* At the Royal Albert Hall the Conductor - Noel Tredinnick will lead the singers with his hand gestures - watch carefully so that you can sing loudly or quietly as directed.

## Final Activity

Put together a Class performance with conductors. (ensure all the class can see the conductors) starting with:

#### Activity D

**Chant+percussion+conductor.**  
(followed immediately by)

#### Activity F

**We trust in you** – sung  
(or listen and hum along)

#### Activity E

**Celebration Chant**

\* Make sure the last conductor knows how to help you all finish well!

## Resources for this lesson

Audio recoding of *Finlandia*, or BBC Ten Pieces on YouTube: *Finlandia* by Sibelius: both *Introduction & The Full Performance*

Class percussion: pitched (chime bars, glockenspiels, xylophones etc) and/or unpitched (tambourines, maracas, claves, drums, djembes etc) and/or musical instruments (recorders, woodwind, brass or strings) if appropriate.

#### pp4s website

- links to songs, lyrics & music - *Finlandia*, *We Trust in you*

www.pp4s.com  
praise4schools.com

#### pp4s USB stick

- mp3 tracks of songs & lyrics: *We Trust in You*  
- Instruments of Orchestra posters (in Toolbox)

