

KS2 Music: Ancient Egypt

BBC
Teach

Songs and music activities exploring the land of the Pharaohs



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The songs and music activities in these Notes complement the KS2 History content from BBC Teach, which you can find [here](#). There are also study guides on the topic for KS2 from [BBC Bitesize](#). For more music content from BBC Teach go [here](#).

Introduction

This set of five songs supports study of the popular cross-curriculum topic of **Ancient Egypt**, with music evoking the atmosphere of a distant time and place, while also bringing in sound elements from contemporary music, with reference to a range of popular styles.

The songs are rich in ideas for drama and dance too, with lots of opportunities for performances in school assemblies and shows for parents, including movement scenes, video presentations, artwork and exhibitions.

Several songs explore unusual scales (or 'modes'), drones and rhythm patterns - with ideas for recreating these using classroom instruments.

The music arrangements contain 'ancient' sounds of reed flute, harp / lyre, oud and all sorts of Egyptian percussion, mixed with some subtle contemporary sounds from guitars, keyboards and synths.

Each song can be heard in vocal versions and also in an instrumental backing track, with exactly the same timing - which you can use for practising as often as you like - and for performing in your assemblies and shows for parents and the whole school. The backing tracks can be downloaded as mp3 files, for use offline.

These Notes contain:

- detailed information about the music for performing each song
- some hints for organising the class and combining the music with dance and drama in performance
- suggestions for use of classroom instruments
- simple ideas improvising and composing
- a range of follow-up ideas in several subjects, right across the curriculum, including History, Geography, Literacy, Maths, Science, RE, PSHE, Design Technology, Art and PE / Dance.

The songs

Living, living River Nile evokes the River Nile bringing life to the desert; also the nearby monumental buildings and their mystery, as well as boats and trade along the river and the Nile's wildlife.

Build that pyramid is a lively, energetic work song with fun actions and creative ideas.

Out of the gloom, Tuthankamun is a mysterious exploration of the famous tomb and its discovery in the 1920s.

So many gods and goddesses introduces just a few of the many - over 2000 - Egyptian deities. There are percussion ideas and a 5/4 rhythmic challenge!

Amulets and hieroglyphs revisits several of the above themes in a lively, animated way, while reminding us that in many ways, Ancient Egyptian people were 'real people living life...a bit like us'.

Credits

Words / music: Barry Gibson

Singers: Jenny Bryce

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Audio / Teacher's Notes: Barry Gibson

For the BBC: Andrew Barnes

Living, living River Nile



Download the backing track of the song

The song is a gentle, flowing evocation of the River Nile bringing life to the desert.

The tune is based on an unusual 5-note scale: D, E, F, G-sharp and A. You could play these on pitched percussion, keyboard or guitar and encourage the children to listen and then hum the notes carefully.

Each phrase of the verse music has some of these notes heard in a different order, with a different 'shape': eg up-down-up-down; zig-zagging down-up, down-up-up; or just two notes going up.

The chorus is all sung on the 'home' note of D. Practise this together.

Overall, the song can be sung in a quiet, controlled way.

Actions, Instruments and Composing

The accompaniment in the backing track features a range of rhythm patterns on drums, shakers, clappers, bells and cymbals. How many can you copy by clapping and tapping different parts of your body? Then try repeating them with classroom instruments in your performances.

Some children could also play a 'drone' accompaniment playing just the notes D and A on pitched instruments, on and on (eg playing regular quavers, getting gently louder and quieter, to suit the changing mood of the voices).

The introduction has string instrument flowing *arpeggios* from an extended 8-note version of the song scale: D, E, F, G-sharp, A, B-flat, C-sharp and a high D. You could set these out on pitched percussion by removing in-between notes (eg on glockenspiel or xylophone) for children to improvise their own river tunes.

Groups can then develop some of these tune ideas further, to make their own pieces of 'River Music' - perhaps influenced by rivers and streams near you - adding other watery, flowing sounds. These could be up-down patterns on guitars, ukuleles or violin; watery percussion sounds such as 'dripping' claves, 'tinkling' triangles, 'swishing' cymbals; and phone-recordings of real water sounds. Make graphic scores of your music.

Geography, Science and Art

Create a class wall map of a river, stream or canal near you. Add symbols for some of the important landmarks (eg buildings, hills) for any kinds of boat along the way and some of the wildlife to be seen there (eg insects, fish, birds, plants, mammals).

Alongside this, or on another wall, create another wall map of the ancient River Nile with symbols for some of the landmarks (eg pyramids) Ancient Egyptian boats (see below) and some of the wildlife to be seen there (eg crocodiles, hippopotamuses, ibis, geese).

Design Technology and Food Technology

Find out what vegetables grow well by the River Nile and make a salad from some of them. Organise a class Ancient Egyptian 'bake-off' with different bread recipes. 'Flat breads' and 'mezze' have become widely available Egyptian foods - add them to your menu!

Maths and History

Measure, mark out and create cardboard shapes and 3D models for different kinds of Ancient Egyptian buildings and monuments: mud-houses, pyramids, columns, sphinxes, obelisks and towers.

Living, living River Nile

1. Waterfall through forest

Starting deep in Africa

Through the lakes and valleys

Heading on a journey north

On its way to Egypt

Full of fishes and birdlife

Living, living river

Living, living River Nile

2. Villages, mud-houses

Fertile soil and trees of green

Growing flax for linen

Fruit and vegetables too

Growing wheat for baking

Harvest it before the floods

Living, living river

Living, living River Nile

3. Flowing through the desert

Egypt full of mysteries

Pyramids and sphinxes

Great stone figures, obelisks

Mighty towers and temples

Each a special, sacred place

Living, living river

Living, living River Nile

4. Crocodile and ibis

Hippopotamus and goose

Fishing boats and trade ships

Sailing with the stuff of life

Flowing to a delta

River journey to the sea

Living, living river

Living, living River Nile

Living, living river

Living, living River Nile



Flowing along

Living, living River Nile

Words and music: Barry Gibson

Dm

5

1. Wa - ter - fall through fo - rest, Start - ing deep in Af - ri - ca,
 2. Vil - lag - es, mud - hou - ses, Fer - tile soil and trees of green
 3. Flow - ing through the de - sert, E - gypt full of mys - ter - ies,
 4. Cro - co - dile and I - bis, Hip - po - po - ta - mus and Goose,

9

Through the lakes and val - leys, Head - ing on a jour - ney North,
 Grow - ing flax for lin - en, Fruit and ve - ge - ta - bles too,
 Py - ra - mids and sphin - xes, Great stone fi - gures, o - be - lisks,
 Fish - ing boats and trade - ships Sail - ing with the stuff of life,

13

On its way to E - gypt, Full of fish - es and bird - life,
 Grow - ing wheat for bak - ing, Har - vest it be - fore the floods,
 Migh - ty towers and tem - ples, Each a spe - cial sa - cred place,
 Flow - ing to a del - ta, Ri - ver jour - ney to the sea,

CHORUS

17

Liv - ing, liv - ing ri - ver, Liv - ing, liv - ing Ri - ver Nile.

CODA

21

Liv - ing, liv - ing ri - ver, Liv - ing, liv - ing Ri - ver Nile.



Build that pyramid



Download the backing track of the song

The song is energetic with the feeling of an enthusiastic, optimistic work song, which needs everyone to sing crisply and clearly together. The beginning is quite low in the voice and then the tune gradually builds upward, in each verse and chorus.

In the choruses, as well as starting each phrase together, try ending it together too. There are long notes on 'pyramid', 'tall', 'angles', 'fall', etc - and you can help pupils with a little hand-closing gesture each time.

In the verses, the dotted small notes (in bars 29 and 33 of the music sheet) only apply to the words 'Quarry', 'to the' and 'pyramid'. Otherwise those notes are regular crotchets.

Action and Instruments

For the choruses, work out a fun rhythmic actions routine - eg with hands making triangle shapes: perhaps the palms of each hand building like stones neatly on top of each other; fingers pointing upwards (for 'tall') and fingers rippling downwards (for 'fall'). Or you and the children may have better ideas! Whatever you do, keep tightly in rhythm together.

After each phrase of the verses there are some pairs of 'rest bars' - ie non-singing bars. These are bars 23-24, 27-28, 31-32 and 35-36 in the music score. These are ideal for performing mime actions to fit the meanings of the words: calculating; planning; quarrying; cutting stones; moving by sledge; dragging and loading; forming teams; arriving at yard; heaving and shifting; rolling and lifting; step-by-step and sloping sides; showing 'good and wide' pyramid shapes.

Use the backing track to encourage pairs and small groups to experiment with their hands on knees, to perform short drum improvisations in the choruses (during the long notes at the end of each short phrase).

Can they then build some of these ideas together into short 'construction compositions'?

Drama, Dance and Performance

Small groups can devise a short play about a team of pyramid builders - eg who's in charge, how do they co-operate and what happens when things don't go exactly according to plan? Will the play be serious or humorous? Other small groups can develop the 'rest bar' actions (see above) into movement scenes and dances for each verse: 1: calculating and quarrying; 2: dragging and floating stones; 3: lifting, rolling and building.

Can you combine the three elements for a short assembly performance - ie a play with dialogue, and / or a dance or movement scene, and/or singing the song? [Go here for further dance ideas.](#)

History, Science and Design Technology

The Pyramids of Giza were built for pharaohs or kings, many over 4000 years ago, by highly organised teams of crafts-people and workers, using rafts, sledges, rollers and ramps to move the huge stones. As well as having symmetrical proportions the pyramids were often aligned to points of the compass and to astronomical phenomena. Discover what you can about current theories of their form and purpose. [See this from BBC Bitesize.](#)

Make models with different materials of some of the physical devices used in the pyramids' construction: sledges, ramps, rollers, rafts, boats, etc. Can you test them to see which devices work best to move heavy loads? Take accurate measurements and...work together!

Make models of pyramids in different sizes using materials such as card, clay, recycled plastic, foam, etc and display them in a sandpit for the desert.

Build that pyramid

Build that pyramid

Build it up tall

Measure the angles

So the stones don't fall

Put the stones together

Keep them all neat

Till that pyramid

Is complete!

1. Calculate with symmetry

Plan proportions carefully

Quarry some limestone,
choose your rocks

Cut into enormous blocks!

Build that pyramid... (etc)

2. Move your stones by sledge or boat

Drag along, or load and float

Teams of people working hard

Bring those stones to the building yard!

Build that pyramid... (etc)

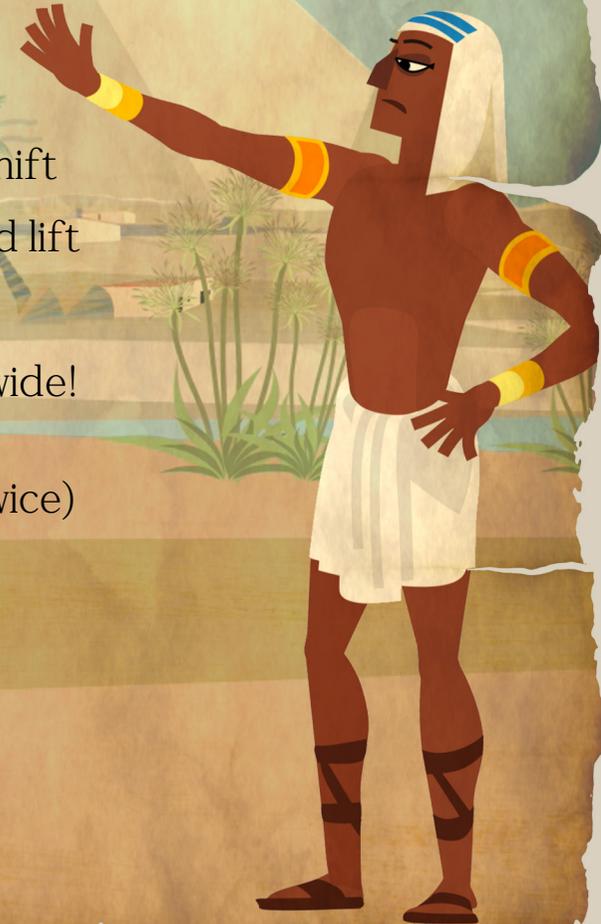
3. Work together, heave and shift

Ramp those stones up, roll and lift

Step by step, or sloping side

Build that pyramid good and wide!

Build that pyramid... (etc, twice)



Build that pyramid

Words and music: Barry Gibson

With energy and swing

CHORUS (last time twice)

Am C Dm E Am

Build that py - ra - mid, Build it up tall,

8 C Dm

Mea - sure the an - gles So the stones don't fall, Put the stones to - ge - ther,

14 Em Am Last time: Fine

Keep them all neat, Till that py - ra - mid is com - plete!

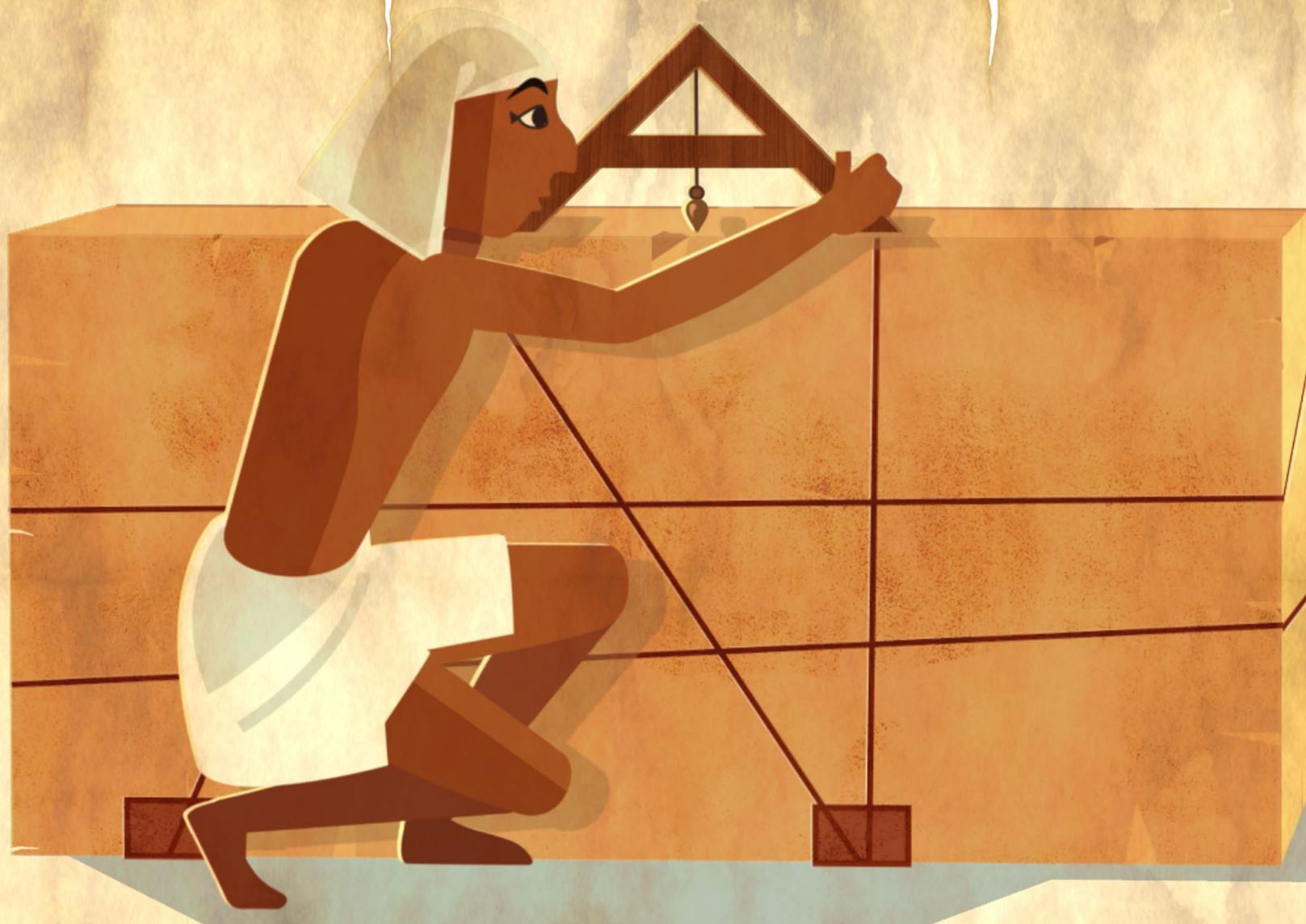
VERSE

21 Am C

1. Cal - cu - late with sym - me - try, Plan pro - por - tions care - ful - ly,
2. Move your stones by sledge or boat, Drag a - long, or load and float,
3. Work to - ge - ther, heave and shift, Ramp those stones up, roll and lift,

29 Dm E

Quar - ry some lime - stone, choose your rocks, Cut in - to e - nor - mous blocks.
Teams of peo - ple wor - king hard, Bring those stones to the buil - ding yard.
Step - by - step or slo - ping side, Build that py - ra - mid_ good and wide.



Using the set-square and plumb line

Out of the gloom, Tutankhamun



Download the backing track of the song

This song needs quiet, mysterious singing - using a 'breathy' voice is fine. You could organise for everyone to sing the choruses and choose individuals, pairs and / or small groups to sing particular verses or lines from the song, carefully and clearly.

The song is structured in three parts, each part including chorus-verse-chorus each time. The second part is one whole tone higher than parts 1 and 3 - so the song moves from the key of D minor up to E minor, then back down to D minor.

Actions and Instruments

To enhance the mysterious mood, the children could use their hands to slowly 'reach' through the darkness during the choruses. In the verses, they could 'point' towards particular locations in your classroom - or school hall if performing during an assembly or show - to suggest their journey of discovery, from one place to another, through passages and tunnels.

In the choruses, quiet cymbals or bells can play gently with the long notes on the word 'Out...' each time. Can the players keep exactly in time?

Drama, Dance and Performance

Make a class video about archaeologists discovering an Ancient Egyptian tomb. Choose your actors and decide on film-making roles for the team - eg producer, director, prop-makers, writers, camera operators, editor, etc.

Some of the video could be shot in semi-darkness, as if by candlelight, or you could use LED lights that flicker for this special-effect. Will it be based on fact, fantasy, or a bit of both? Will it be serious or humorous?

Show the film as part of an assembly or show for parents.

History and Art

Some of the later Pharaohs built their royal tombs - containing objects needed for the afterlife - in a remote valley called the Valley of the Kings in order to avoid tomb-robbers. Find out how Howard Carter, supported by Lord Carnarvon, discovered Tutankhamun's tomb in November 1922. Read some of the original telegrams, letters and descriptions including the famous phrase about 'wonderful things!'

'Mummify' a recycled plastic bottle, cardboard tube or carton in layers of clingfilm and / or foil. Then add a layer of tissue moistened with diluted PVA glue. Before embalming and mummifying the bottle, tube or carton, you could extend the basic shape with modelling clay, foil or card to be similar in shape to a human body.

Make a papier-maché sarcophagus to hold it in, and decorate this with paint and coloured paper, influenced by photos of Tutankhamun's and similar sarcophaguses.

Make each other head-dresses for Tutankhamun and other Egyptian Pharaohs, using coloured and gold card and / or fabric. Look carefully at evidence from photos, noting special features such as Tutankhamun's blue /gold stripes, the cobra and vulture - on his forehead - and his long false beard (in the chin area, held by elastic perhaps?). You could also make cardboard 'shades' influenced by Tutankhamun's elegant eye make-up.

Out of the gloom, Tutankhamun

Out of the gloom, Tutankhamun
Out of the gloom, Tutankhamun

1. Here in the desert Valley of Kings
Researchers find 'wonderful things'
Buried in rocks, here is a tomb
Uncover steps to Tutankhamun...

Out of the gloom, Tutankhamun
Out of the gloom, Tutankhamun

Out of the gloom, Tutankhamun
Out of the gloom, Tutankhamun

2. Follow a passage, dark shadows loom
Candle flame flickers into a room
Caskets and artefacts shining like new
A body embalmed and mummified too...

Out of the gloom, Tutankhamun
Out of the gloom, Tutankhamun

Out of the gloom, Tutankhamun
Out of the gloom, Tutankhamun

3. Made a boy king at nine years old
Now see his mask, gleaming with gold
Pierced ear, long beard and painted eye
Blue glass and lapis lazuli...

Out of the gloom, Tutankhamun
Out of the gloom, Tutankhamun

Out of the gloom, Tutankhamun
Out of the gloom, Tutankhamun



Out of the Gloom, Tutankhamun

Words and music: Barry Gibson

Moderato, with mystery

Dm C/D Dm C/D Dm C/D Dm C/D Dm

Out of the Gloom, Tu-tan-kha-mun, Out of the Gloom, Tu-tan-kha-mun.

9
 1. Here in the de sert Val-ley of Kings Re-search-ers fi-nd "wonder-ful things", Bu-ried in ro-cks, here is a tomb, Un-co-ver steps to Tu-tan-kha-mun.

17 Dm C/D Dm C/D Dm Em D/E Em D/E
 Out of the Gloom, Tu-tan-kha mun, Out of the Gloom, Tu-tan-kha mun. Out of the Gloom, Tu-tan-kha mun, Out of the Gloom, Tu-tan-kha

24 Em
 mun. 2. Fol-low a pas-sage, dark sha-dows loom, Can-dle flame flic-kers in-to a room, Cas-kets and ar-te-facts shin-ing-like new A

31 Em D/E Em D/E Em Dm C/D
 bo-dy em-balmed and mum-mi-fied too. Out of the Gloom, Tu-tan-kha mun, Out of the Gloom, Tu-tan-kha mun. Out of the Gloom, Tu-tan-kha

38 Dm C D
 mun, Out of the Gloom, Tu-tan-kha-mun. 3. Made a boy ki-ning at nine years old, Now see his ma-sk gleam-ing with gold.

45 Dm C Dm
 Pierced-ear, long be-ard and paint-ed eye, Blue glass and la-pis l-a-zu-li. Out of the Gloom, Tu-tan-kha-mun,

51 C/D Dm C/D Dm C/D Dm
 Out of the Gloom, Tu-tan-kha-mun. Out of the Gloom, Tu-tan-kha-mun, Out of the Gloom, Tu-tan-kha-mun.



So many gods and goddesses



Download the backing track of the song

The whole song centres on a 'home' note of D and is based on an ancient scale - or 'mode' - which was probably common and very popular in Ancient Egypt. The scale is played on just the 'white' notes on a keyboard from D to the next D: D E F G A B C' D'.

The rhythm is unusual in having five beats in a bar - ie 5/4. To help with this, try touching the thumb and fingers of one hand - one at a time - with the other, while counting 1 2 3 4 5, 1 2 3 4 5 together, over and over, in time with the backing track.

Use the vocal version of the song as a rough guide to the tricky timing. Individuals, pairs or small-groups can perform the words for particular gods or goddesses.

Actions, Instruments, Drama, Dance and Performance

The introduction uses a 3-note 'drone-pattern' which can last right through the song - eg played over and over on pitched percussion, keyboard, guitar or ukuleles: D A D' D A.

Percussion instruments featured in the backing track include:

- hand-drums and tambourine (especially for 'Ra! Sun God!')
- cymbal (especially for Isis: 'Tears of the Nile')
- drums with beaters and sistrum jingles (especially for 'Anubis! Death God!')
- triangle or small bell (especially for 'Nut! Night Sky Goddess!')
- varied high / low drums, tambourines and jingles for the 'mythical creatures' section (bars 51-65 of the music score).

Can pairs and groups perform similar patterns on your classroom percussion by copying some of the backing track patterns?

The verse about 'Thoth! Moon God!' features the sound of a reed flute, with which recorder players or penny-whistle players who can play the notes D E F G A B C' D' can join in. They might like to also play along with the three refrains, starting at bars 5, 43 and 65.

Hold a 'Gods and Goddesses' procession, where each deity appears and disappears from view. Use children's reference books and online sources to give ideas for masks, costumes and props. Work out some rhythmic dance moves to enliven your procession, influenced by Ancient Egyptian tomb paintings and carvings.

History, Art, RE, PSHE

Ancient Egypt had thousands of deities controlling aspects of daily life. They were often represented by animals, or people wearing animal heads. The children sing here about five important ones - Ra (sometimes called Re), Isis, Thoth, Anubis and Nut - and discover the names of seven more in the spoken section at bars 51-65.

Devise masks, costumes and props for some of these twelve - eg for performing in the procession above - plus a range of other ancient Egyptian deities that catch the children's interest. The masks could be built on paper plates with additional attached decorative elements and features - eg made from beads, card discs, feathers, painted pasta, etc.

Make a class wall collage or frieze of Ancient Egyptian gods and goddesses, by gluing and fixing everyday materials to a long roll of backing paper. Use images of tomb paintings, carvings and museum visits for reference and adapt a wide selection of modern objects within your collage - eg coloured papers, corrugated cardboard, beads, string, paper-clips, sequins, sponge, recycled plastic, etc.

So many gods and goddesses

So many
Gods and goddesses
In Ancient Egypt
Tell us your stories, into the past we go...

RA! Sun God!
Fly across sky
With head of a falcon
RA!

ISIS! Mother Goddess!
Tears of the Nile
Protector with magic
ISIS!

THOTH! Moon God!
Beak of an ibis
Writer with wisdom
THOTH!

ANUBIS! Death God!
Guider to next world
Head of a jackal
ANUBIS!

NUT! Star Goddess!
Hold up the night sky
With all your body
NUT!

So many
Gods and goddesses
In Ancient Egypt
Often appear as mythical creatures so...

SEKMET! (As Lioness)
HATHOR! (As Cow)
TAWARET! (As Hippo)
BES! (As Lion)
PTAH! (As Bull)
AMUN! (As Ram)
BASTET! (As Cat)

So many
Gods and goddesses
In Ancient Egypt
Tell us your stories, into the future, GO!



Lively, with movement

So many gods and goddesses

Words and music: Barry Gibson

The musical score is written in 5/4 time with a key signature of one flat (B-flat). It consists of eight staves of music. The first staff begins with a Dm chord and a melodic line that spans across the first two staves. The lyrics are: "So many gods and goddesses in Ancient Egypt, Tell us your stories, in - to the past we go...". The second staff continues the melody with lyrics: "RA! Sun-God! Fly across sky with head of a fal-con, RA! I-SIS! Mo-ther God- dess! Tears of the Nile, Pro". The third staff has lyrics: "tec-tor with Ma-gic, I- SIS! THOTH! Moon-God! Beak of an I- bis, Wri-ter with Wis-dom, THOTH! A - NU- BIS!". The fourth staff has lyrics: "Death-God! Head of a Jack- al, Gui-der to next world, A- NU- BIS! NUT! Star-God- dess! Hold up the Night Sky with all your bo- dy,". The fifth staff has lyrics: "NUT! So many gods and goddesses in An-cient E gypt of-ten ap-pear as myth-i - cal crea - tures, so...". The sixth staff features a rhythmic pattern of eighth notes with 'x' marks above them, and lyrics: "SEK-MET (As Li-on - ess...) HA-THOR (As Cow...) TA - WA -RET (As Hip- po) BES (As Li- on...) P-". The seventh staff continues the rhythmic pattern with lyrics: "TAH (As Bull...) A-MUN (As Ram...) BAS-TET (As Cat...) So many". The eighth staff concludes the piece with lyrics: "gods and goddesses in An-cient E-gypt, Tell us your sto-ries, in - to the fu ture, GO!".

Dm

So — ma-ny gods and god -des-ses in An-cient E-gypt, Tell us your sto-ries, in - to the past we go...

12

RA! Sun-God! Fly a-cross sky with head of a fal-con, RA! I-SIS! Mo-ther God- dess! Tears of the Nile, Pro

22

tec-tor with Ma-gic, I- SIS! THOTH! Moon-God! Beak of an I- bis, Wri-ter with Wis-dom, THOTH! A - NU- BIS!

32

Death-God! Head of a Jack- al, Gui-der to next world, A- NU- BIS! NUT! Star-God- dess! Hold up the Night Sky with all your bo- dy,

41

NUT! So — ma-ny gods and god -des-ses in An-cient E gypt of-ten ap-pear as myth-i - cal crea - tures, so...

51

SEK-MET (As Li-on - ess...) HA-THOR (As Cow...) TA - WA -RET (As Hip- po) BES (As Li- on...) P-

59

TAH (As Bull...) A-MUN (As Ram...) BAS-TET (As Cat...) So — ma -ny

67

gods and goddesses in An-cient E-gypt, Tell us your sto-ries, in - to the fu ture, GO!



Amun



Anubis



Hapi



Taweret



Isis



Osiris



Ra



Thoth

Amulets and hieroglyphs



Download the backing track of the song

An animated and lively song revisiting many of the themes from the other four. It also highlights that however strange, mysterious and exotic the characters of Ancient Egyptian society may seem now, in many ways they were 'real people living life...weren't they just a bit like us?'

As a class, listen to the six notes of the unusual scale used for this song - C, D, E, F-sharp, G and A heard for example from pitched percussion, keyboard or guitar - and hum them together carefully, going up the scale, then down.

Practise saying the words of each verse carefully - some of them are quite tricky - before singing them together.

Actions and Instruments

The introduction features the following quick pattern three times on a harp-lyre: C G F-sharp A G E F-sharp D (then ending on a long, low C). Some individuals, pairs or groups could practise this pattern on pitched percussion, string instruments or keyboard.

Drama, Dance and Performance

The backing track can provide a great structure for a dance piece with six groups evoking the following scenes:

- 1: desert with palm-trees
- 2: farming along the River Nile
- 3: different Ancient Egyptian occupations
- 4: food, music, art, scribes and dancers
- 5: robes, masks, make-up, wall-paintings
- 6: children and families playing with toys and pets and wearing amulets.

In pairs and groups write a narration script to explain your research and discoveries about all these different aspects of Ancient Egyptian life.

Work out ways to weave this narration script through a performance of all five Ancient Egypt songs, as part of an assembly or school show for parents with music, drama, dance, artwork and exhibitions. What are you going to call your show?

Literacy, Art, RE, PSHE

Hieroglyphs are a form of writing using symbols: 'phonograms' to stand for letters or sounds, 'ideograms' for a whole word or idea. We know ancient Egyptian ones from carvings, painted walls in tombs and pyramids, objects such as vases, and marks on papyrus. Discover ways to write your name in hieroglyphs, and to create short poems.

Amulets were small charms to protect the wearer and drive away evil spirits and illness. They included the 'Eye of Horus' (which became a healing symbol), the 'Scarab Beetle' (a sacred dung beetle), the 'Djed' (a pillar with four bars at the top - it represented stability) and the sacred crocodile.

Create and decorate Ancient Egyptian charms and amulets using materials such as modelling clay or papier-maché. Display them around the room and wear them as brooches or on necklaces.

Make up a frieze or paper-chain of Ancient Egyptian dancers, with figures copied from wall paintings.

Find out about festivals and celebrations in modern Egypt, such as 'Sham El-Nessim' (marking the beginning of Spring), 'Ramadan', 'Eid ul Fitr' and 'Eid al-Adha'. A common greeting at Eid is to say 'Eid Mubarak!' ('Blessed Eid!').

Amulets and hieroglyphs

1. Amulets and hieroglyphs

Charms and messages and myths
Drifting sands and green palm trees
Ancient Egypt's mysteries.

2. Stories of the River Nile

Flowing north, mile after mile
Growing crops and farming land
Building temples in the sand.

3. Pharaohs, farmers, rich and poor

Slaves or scribes, at peace or war
Healthy times, or plagues and strife
Real people living life.

4. Baking, brewing, picking fruit

Playing tunes on harp and flute
Heads that turn and eyes that glance
Hands that write and feet that dance.

5. Ritual costumes, masks that scare

Fancy make-up, jewels and hair
See the pictures, read the signs
And relive those early times.

6. In their world mysterious

Weren't they just a bit like us?
With games and toys and dolls and pets
And hieroglyphs and amulets.



Amulets and hieroglyphs

Words and music: Barry Gibson

Animated

C D7/C C D7/C C D7/C C

5

1. Am - u - lets and hie - ro - glyphs, _____
 2. Sto - ries of the Ri - ver Nile, _____
 3. Pha - raohs, farm - ers, rich and poor, _____
 4. Bak - ing, brew - ing, pick - ing fruit, _____
 5. Rit - ual robes and masks that scare, _____
 6. In their world mys - ter - i - ous _____

Charms and mes - sa - ges and myths, _____
 Flow - ing North, mile af - ter mile, _____
 Scribes or slaves, at peace or war, _____
 Play - ing tunes on harp and flute, _____
 Fan - cy make - up, jewels and hair, _____
 Weren't they just a bit like us? _____

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Drift - ing sands and green palm trees, _____
 Grow - ing crops and farm - ing land, _____
 Health - y times, or plagues and strife, _____
 Heads that turn and eyes that glance, _____
 See the pic - tures, read the signs, _____
 Play - ing games with toys and pets? _____

An - cient E - gypt's mys - te - ries... _____
 Build - ing tem - ples in the sand... _____
 Re - al peo - ple liv - ing life... _____
 Hands that write and feet that dance... _____
 And re - live those ear - ly times... _____
 Hie - ro - glyphs and a - mu - lets... _____

Last time to CODA

CODA

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What different roles and occupations are shown?
How many exist today?