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**When printing this sheet music,
do not print this page.**



ISAIAH

A SERIOUSLY-FUN MUSICAL

BY
JEANNE P. LAWLER

This "Seriously-Fun Musical" from the words of the prophet ISAIAH portrays a group of children in conversation with the prophet. He has agreed to come to earth on the eighth day of the week, which is called Newday, to help them write a musical. They need his help because they found his words difficult to understand. They wanted to use his words because they discovered the words to their favorite song, "SING UNTO THE LORD," were written by Isaiah...

And they want to keep on singing!

Isaiah, a prophet of the Old Testament, lived over 700 years before Jesus Christ was born upon the earth. He had many important things to say to everyone then and now.

Song No. 2, "Great are the Words of Isaiah," says his words are "hard to understand and that's why they are not often read."

The twelve songs, with simple arrangements, and set to his words will help you discover that some of what he said was easy to understand for both the young and the old.

The Twelve Songs

By Jeanne P. Lawler

		PAGE
1. SING UNTO THE LORD (With Finger Cymbals)	Isaiah 12:5	1
2. GREAT ARE THE WORDS OF ISAIAH		5
3. UZZIAH, JOTHAM, AHAZ AND HEZEKIAH	Isaiah 1:1	11
4. ISAIAH HEARD THE VOICE OF THE LORD	Isaiah 6:8	15
5. MAHER-SHA-LAL-HASH-BAZ WAS ISAIAH'S SON	Isaiah 8:3	19
6. CEASE TO DO EVIL AND LEARN TO DO WELL (A Round)	Isaiah 1:16,17	22
7. AND WHEN THEY SHALL SAY UNTO YOU (With Woodblock)	Isaiah 8:19,20	25
8. SEEK YE THE LORD (With Flute or Violin)	Isaiah 55:6	29
9. A CHILD IS BORN (With a Solo)	Isaiah 9:6	33
10. GENTLY LEAD (With a Flute or Violin)	Isaiah 40:11	38
11. HOW BEAUTIFUL, TIDINGS OF GOOD (With Chimes)	Isaiah 52:7	43
12. THE DESERT SHALL REJOICE AND BLOSSOM	Isaiah 35:1,2	49

CAST

NARRATOR/DIRECTOR.

CHORUS: Composed of children 8 and over. All voices who speak (1-26) come from the chorus.

ISAIAH: An Adult. One with a sense of humor, who can also be serious when the script suggests.

PIANIST

SMART KID

NEEDED FOR THE FOLLOWING SONGS

SONG 1. "Sing Unto The Lord"	Cymbals
SONG 7. "And When They Shall Say Unto You"	Wood Block
SONG 8. "Seek Ye The Lord"	Flute/Violin
SONG 9. "A Child is Born"	Soloist
SONG 10. "Gently Lead"	Flute/Violin
SONG 11. "How Beautiful, Tidings of Good"	Chimes/Bells

ON STAGE

NEWDAY CALENDAR

RISERS - (*three, if possible*)

TRUNK - (*for props*) Isaiah's robe, paper crowns for Song 3, cards for Song 5, cape and white cloth for Song 7, and instruments for Songs 1,7,8,10 and 11

PODIUM - (*for Isaiah's Book*)

MUSIC STAND (*for Narrator*)

A SERIOUSLY FUN MUSICAL

(Narrator walks to center stage - outside of curtain. Bows to audience. Turns around. Stretches out his arms and the curtains opens. He walks to his stand and taps his baton and pianist plays introduction to Song 1. SING UNTO THE LORD. Children walk on stage singing the song and take their positions on risers.)

SONG 1.

"SING UNTO THE LORD"

Isaiah 12:5

**Sing unto the Lord; for he hath done
excellent things: this is known
in all the earth.**

Finger Cymbals as indicated
by "x."

SING UNTO THE LORD
Isaiah 12:5

Jeanne P. Lawler

Brightly

Part 1.

x. x. x. x.

Sing! Sing! Sing! Sing!

x. x. x.

Sing un - to the Lord.

Part 2.

He hath done ex - cel - lent, ex - cel - lent things.

He hath done ex - cel - lent things.

Part 1. x. x. x. x.

Part 2. Sing! Sing! Sing! Sing!

Part 1. He hath done ex - cel - lent, ex - cel - lent things.

Part 2. Sing un - to the Lord.

He hath done ex - cel - lent things.

Piano

Unison Sing un - to the Lord.

NARRATOR: That song is really fun to sing. Let's sing it again. Let's sing it the way Isaiah would like to hear, because what is today?

ALL: NEWDAY

NARRATOR: And what is NEWDAY?

CHILD 1. The day Isaiah is coming to help us with our musical.

NARRATOR: O.K. Everybody ready? *(He taps on stand - piano begins prelude).*

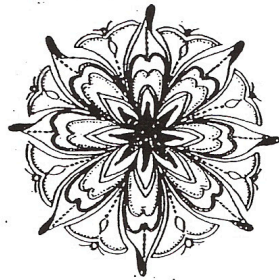
SONG 1. "SING UNTO THE LORD"

NARRATOR: *(Turns to audience.)* How did you like that? *(Wait for audience response.)* We like it too. We learned it was Isaiah who said we should SING UNTO THE LORD. We liked it so much we wanted to write a musical with more of his words, but we couldn't understand them.

CHILD 2. I asked my parents to explain the words of Isaiah, and even they thought they were hard to understand, but they did say Isaiah's words were great.

(Spotlight on book of Isaiah. Narrator walks over to it and does business of lifting it heavily - dusting it off and acting out words to SONG 2.)

SONG 2. "GREAT ARE THE WORDS OF ISAIAH"



SONG 2.

“GREAT ARE THE WORDS OF ISAIAH”

I am told Isaiah's words are very great
That is why I do not want to wait
Until some future day to see just what they say
These words Isaiah said so many years ago.
They are hard to understand, 'tis said,
That's why they are not often read
By people just like me, and yet I want to see
If I can understand the words Isaiah said.
Young and old, all have been told
How great are the words of Isaiah.

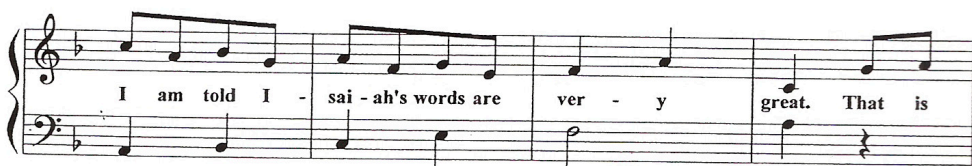
GREAT ARE THE WORDS OF ISAIAH

Jeanne P. Lawler

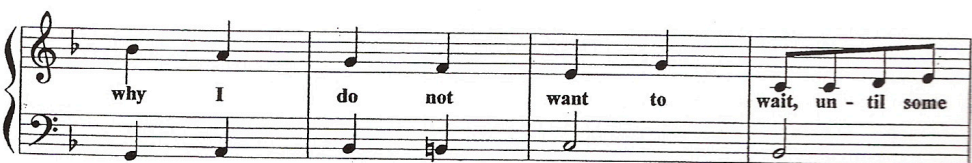
Introduction




I am told I - sai - ah's words are ver - y great. That is



why I do not want to wait, un - til some

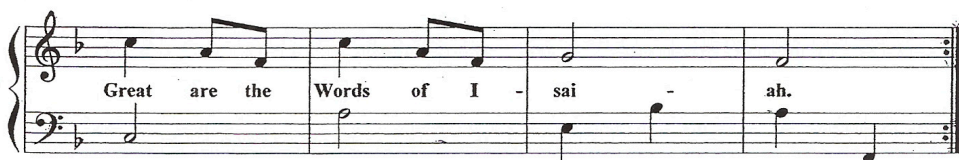
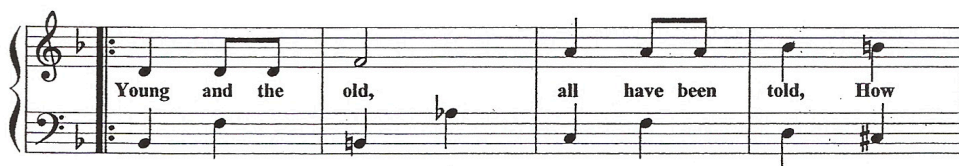
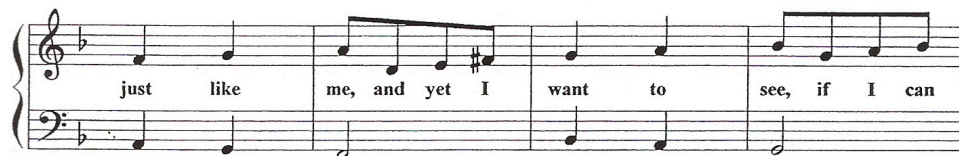
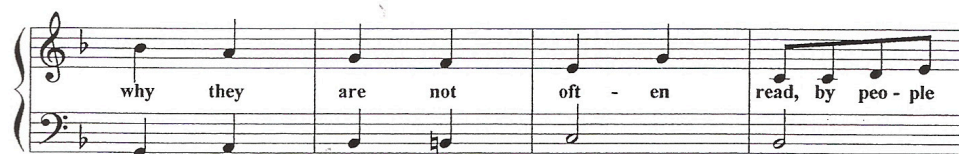


fu - ture day, to see just what they say, these words I -



sai - ah said so man - y years a go. They are





NARRATOR: We decided the only way to learn what Isaiah's words meant, and whether we could use them in our musical, was to call up Isaiah in heaven and ask him. So we did. We called him a week ago and this is the way the conversation went.

(CHILD 1 and CHILD 2 step down from risers. CHILD 1 comes to center stage and CHILD 2 goes off stage.)

CHILD 1: *(Pantomimes dialing a phone.)* Hello, heaven?

CHILD 2: *(Off stage, above through a loudspeaker.)* Yes, this is heaven...with whom did you wish to speak?

CHILD 1: I'd like to talk to the prophet Isaiah, please.

CHILD 2: I'll ring the prophet's quarters. He should be in. I saw him just a few minutes ago. *(Bell ring)*

(Off stage through a loudspeaker. Lights are flickering on part of stage where heaven is...and sound system enhanced for "heaven")

ISAIAH: Isaiah speaking. May I help you?

CHILD 1: HOLY MOSES!

ISAIAH: No, this is Isaiah.

CHILD 1: *(Stammers. Hands phone to the Narrator.)* I forgot what I was supposed to say. *(Returns to the choir).*

NARRATOR: Hello, Isaiah. My name is _____. My friends and I here on earth want to write a musical using your words, but when we tried to read them, we couldn't understand them. We really like one song we've written using your words. Could you help us?

ISAIAH: I'd be happy to. Let me check. I come to earth on the eighth day of every week.

NARRATOR: The EIGHTH DAY? We only have SEVEN.

ISAIAH: I know, I know, but seven days does not seem to be enough for people to do everything they want to do, so I come down on the eighth day. It's right after Sunday, before Monday. I call it Newday.

CHORUS: NEWDAY? (*Looking at each other.*)

NARRATOR: Great! You name the Newday and the place, and we'll be there.

ISAIAH: How about next Newday...and the place where you are now will be fine.

NARRATOR: We'll be here. Thank you, Isaiah.

ISAIAH: Thank you for calling.

NARRATOR: (*Turning to audience.*) And that's the way our conversation went. This is Newday (*pointing to calendar*) and we're ready. We even have a copy of his book over here. (*Turns to chorus and says*): Let's go through that song again. (*Narrator quiets them down and sees that the pianist is ready. Just as the Narrator gives the signal to begin, a loud noise booms, and Isaiah appears. His outer white garment is charred. The children gather around him and brush him off.*)

ISAIAH: Well, here I am. That re-entry into earth's atmosphere gets tougher all the time.

SMART KID: (*3, 4, 5, all come up around Isaiah.*) According to my calculations, I knew this would happen, so I brought you a clean robe, (*looks Isaiah over*) and I do believe it's even the correct size. (*3, 4, 5, help him into his new robe.*)

ISAIAH: Thank you. That's just fine. Now what can I do to help you with your musical?

CHILD 3: We would like to use some of your words, but we can't understand what you wrote (*pointing to the book*).

ISAIAH: (*Moves to scriptures, thumbs through them.*) I see where you might have some problems. When I wrote them most of the people understood what I said, but that was quite awhile ago.

CHILD 3: Where did you live when you were on earth?

CHILD 4: Who else lived then?

CHILD 5: What was it like then?

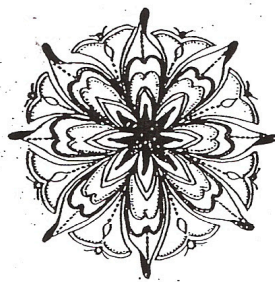
ISAIAH: You have lots of question, don't you. I did write some things for children and I'll help you find them. I lived in Jerusalem and the first verse in this book tells something about me. Would you like to read it?
(*Points to Child 5.*)

CHILD 5: "The vision of Isaiah the son of Amoz, which he saw concerning Judah and Jerusalem in the days of Uzziah (*voice hesitates and Isaiah helps with the names of each one*) Jotham, Ahaz and Hezekiah, kings of Judah.

ISAIAH: I lived during the reign of those four kings. Let's say their names together. Uzziah, Jotham, Ahaz and Hezekiah.

(*Four boys go to trunk and get paper crowns and march out and around Isaiah and bow to audience...then back around Isaiah and back to the trunk*)

SONG 3. "UZZIAH, JOTHAM, AHAZ AND HEZEKIAH"



SONG 3.

“UZZIAH, JOTHAM, AHAZ AND HEZEKIAH”

Isaiah 1:1

**The vision of Isaiah the son of Amoz,
which he saw concerning Judah and
Jerusalem in the days of Uzziah,
Jotham, Ahaz and Hezekiah, kings
of Judah.**

UZZIAH AND JOTHAM AND AHAZ AND HEZEKIAH TOO.

Cheerfully

Isaiah 1:1

Jeanne P. Lawler

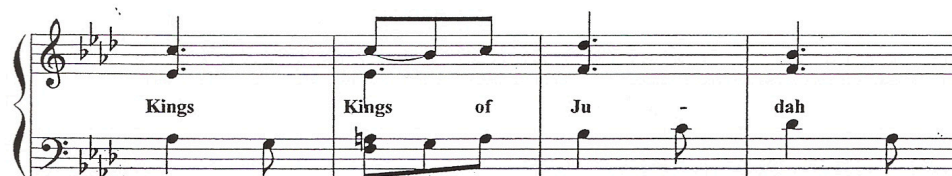
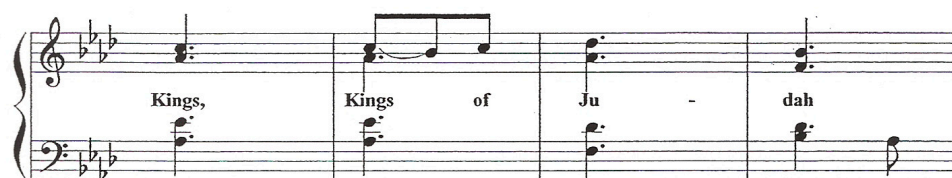
Uz -

zi - ah and Joth - am and A - haz and

Hez e - ki - ah too. Uz -

zi - ah and Joth - am and A - haz, and

Hez - e - ki - ah too.



ISAIAH: Pretty good. You keep working on those names and you'll pronounce them perfectly some day, and when you get older, you'll learn more about those four kings.

CHILD 6: How long ago did you live on earth, Isaiah?

ISAIAH: Over 2,500 years ago.

ALL: What?

ISAIAH: Yes, I lived more than 750 years before Jesus Christ was born on earth.

CHILD 7: Wow. That's even before my grandfather was born!
(Others in Chorus look at that person)

NARRATOR: Isaiah, how did you get to be a prophet?

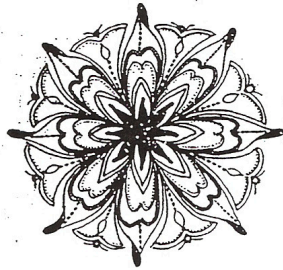
ISAIAH: God called me to be a prophet. Let's see. I think I wrote about that somewhere (*turns pages in book*). Here it is. Will one of you come up here and read what it says?

CHILD 8: (*Steps out of Chorus and goes to Book.*)
"Also I heard the voice of the Lord, saying, Whom shall I send and who will go for us? Then said I, "Here am I; send me." (*The words, "Here am I; send me" are simply and reverently spoken.*)

CHILD 9: That is beautiful!

(*Isaiah and Narrator do a little business and move to trunk area.*)

SONG 4. "ISAIAH HEARD THE VOICE OF THE LORD"



SONG 4.

"ISAIAH HEARD THE VOICE OF THE LORD"

Isaiah 6:8

I heard the voice of the Lord saying,
Whom shall I send, and who will go
for us? Then said I, Here am I send
me.

ISAIAH HEARD THE VOICE OF THE LORD

Isaiah 6:8

Jeanne P. Lawler

Brightly

p I - sai - ah heard the voice of the Lord.

mp I - sai - ah heard the voice of the Lord.

mf I - sai - ah heard the voice of the Lord say - ing

Rit. *Resolutely* "whom shall I send, and who will go for us?" Then said I

a tempo sai - ah, then said I - sai - ah,

ISAIAH: Yes, that's the way I answered. "Here am I send me"... and I preached and prophesied to my people for over 40 years. I worked hard to get them to put aside their idols. It was difficult work. I taught them to worship the living God and obey his commandments. *(10, 11, 12 moves up with Isaiah)*

CHILD 10: Did children like us hear you preach?

ISAIAH: Oh yes, there were always children around when I was out preaching; even my sons went with me and listened...most of the time.

CHILD 11: What were your boys' names?

ISAIAH: Maher-sha-lal-hash-baz and Shear-ja-shub.

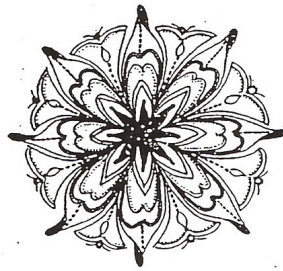
CHORUS: *(Giggles)*

CHILD 12: What long names! Tell us again what their names were!

(Five children go to the trunk and take out cards and magic markers...go to back stage floor and pretend to write on the cards)

ISAIAH: Maher-sha-lal-hash-baz and Shear-ja-shub. You say it with me. *(Children return with the cards displaying them to the chorus. Cards are in incorrect order..and Isaiah puts them correctly)* That's the way it's supposed to be. God told me what to name my sons and their names mean something too. Maher-sha-lal-hash-baz means "He hasteneth the prey" Shear-ja-shub means "The remnant shall return." Even my name, Isaiah, means "Jehovah saves." *(Music begins Narrator directs chorus. Isaiah moves back in between center risers. Children with cards sit down in front holding their cards facing audience.)*

SONG 5: "MAHER-SHA-LAL-HASH-BAZ WAS ISAIAH'S SON"



SONG 5.

“MAHER-SHA-LAL-HASH-BAZ WAS ISAIAH’S SON”

Isaiah 8:3

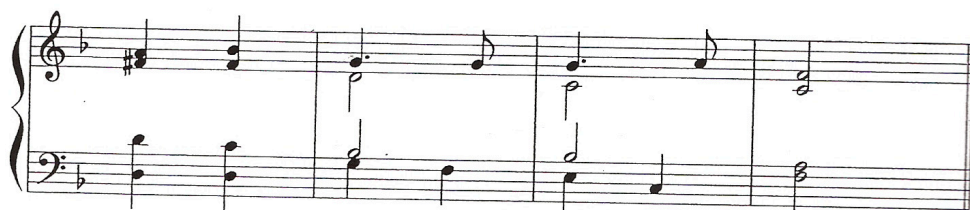
And I went unto the prophetess; and
she conceived, and bare a son. Then
said the Lord to me, Call his name
MAHER-SHA-LAL-HASH-BAZ

MAHER-SHA-LAL-HASH-BAZ WAS ISAIAH'S SON

Happily

Isaiah 8:3

Jeanne P. Lawler



1.Ma- her - sha - lal - hash - baz was I - sai -ah's son,
 2.Think how long it took their moth er just to say,
 3.Names mean some - thing spe - cial, so the scrip-tures say,

And then She - ar - ja - shub was the oth - er one.
 "Ma - her - sha - lal - hash - baz, come here right a way."
 Ma - her - sha - lal - hash - baz,"He has - ten - eth the prey."

Ma - her - sha - lal - hash baz, was I - sai - ah's son,
 Cal - ling She - ar - ja - shub, with his bro - ther too,
 And then She - ar - ja - shub, "The rem - nant shall re - turn,"

And then She - ar - ja - shub was the oth - er one.
 Ma - her - sha - lal - hash baz and She - ar - ja - shub. What
 Fa - ther's name, I - sai - ah means "Je - ho - vah saves."

were they like? I'd like to know, I -

sai - ah's sons of long a go.

ISALAH: My boys would like that song.
You wondered what they were like? Pretty much like
you. Children don't change much from one generation
to another.

NARRATOR: Will you show us some other things in your writings that
were for children?

ISALAH: (*Thumbs through scriptures again.*) Well, let's see. Here
is something I told everyone to do. Even the youngest
minds could understand it and the truth applies today.
CEASE TO DO EVIL AND LEARN TO DO WELL.

NARRATOR: Those are words we understand, and they would make a
good round. We knew you would help us. (*turns to
pianist*). Give us a melody for that one, will you,
_____. (*Pianist plays through
the melody once or twice first and then helps them on
their parts*).

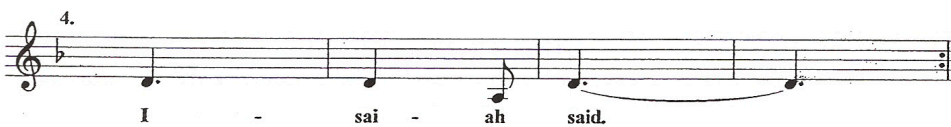
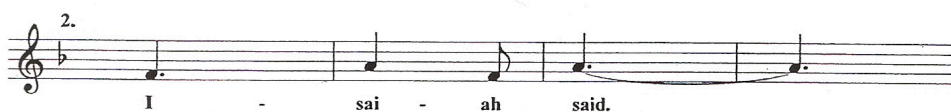
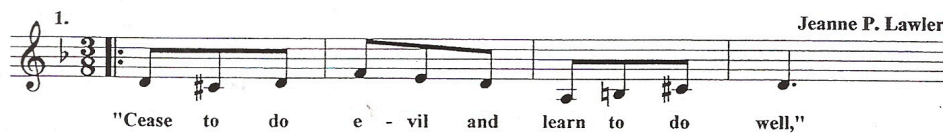
SONG 6: "CEASE TO DO EVIL AND LEARN TO DO WELL"

A ROUND
Sing unison first,
then sing in parts

CEASE TO DO EVIL AND LEARN TO DO WELL

Isaiah 1:16,17

Jeanne P. Lawler



After last part is sung, then all parts sing this phrase.
Slowly and enthusiastically



ISAIAH:

Yes, we had a problem with people turning away from God to worship idols and trying to learn things through diviners and wizards. I called them "wizards that peep and mutter." You have people like that today. What do you call them?

SMART KID:

You are probably referring to fortune tellers and psychics. People do go to them today instead of asking God about the future.

ISAIAH:

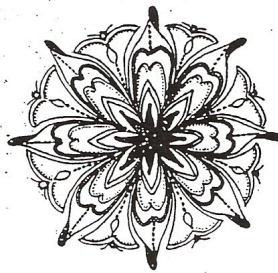
That's right. God told me to tell them not to do such things then, and he feels the same way today. *(Thumbs through scriptures and says:)*

"And when they shall say unto you, Seek unto them that have familiar spirits, and unto wizards that peep, and that mutter: should not a people seek unto their God for the living to the dead?"

(Lights out. A wizard goes to trunk and gets on a cape. Two boys come up front and pretend to be a table. Red lights on. Wizard spreads white cloth over boys and makes table rise and move. Wizard acts spooky and at the end of the song, he drops to the floor.)

SONG 7.

"AND WHEN THEY SHALL SAY UNTO YOU"



SONG 7.

“AND WHEN THEY SHALL SAY UNTO YOU”

Isaiah 8:19,20

And when they shall say unto you, Seek unto them that have familiar spirits, and unto wizards that peep, and that mutter: should not a people seek unto their God? for the living to the dead? To the law and to the testimony: if they speak not according to this word, it is because there is no light in them.

AND WHEN THEY SHALL SAY UNTO YOU

Isaiah 8:19,20

Briskly.

Play woodblock as indicated

Jeanne P. Lawler

Woodblock (x)

And when they shall

say un - to you, seek un - to them that

have fa - mil - iar spir - its, un - to wiz - ards that

peep, and that mut - ter and peep, un - to wiz - ards that

pp very slowly *f* a tempo

peep, and mut - ter, peep, and mut - ter, mut - ter. Should not a

peo - ple seek un - to God for the liv - ing

p and the dead. *f* To the law

and to the tes - ti - mo - ny if they speak not ac -

gradually slower to the end

cor - ding to this word. *p* It is be - cause

there is no light, no light in them.

Spoken slowly and quietly

No light in them.

ISAIAH: There is no light in such things.
I spent some time talking about "light." I told
people to "walk in the light of the Lord" and
also to "seek the Lord while he may be found."
Do any of you know what it means to "walk
in the light...or seek the Lord?"

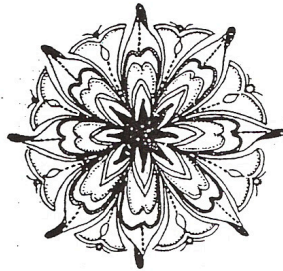
CHILD 13: My mother says the gospel is the light of the
Lord...and when we do what is right, we are
walking in the light.

CHILD 14: I think "seek ye the Lord" must mean that we
should pray. (*Isaiah smiles and nods agreement.*)

CHILD 15. Those are good thoughts to be set to music.
I could play an accompaniment on my _____
(*flute or violin*)

(*Goes to trunk and gets instrument. Pianist plays
through music while child gets ready to play*)

SONG 8. "SEEK YE THE LORD"



SONG 8.

“SEEK YE THE LORD”

Isaiah 55:6

Seek ye the Lord while he may be found,
call ye upon him while he is near.

Isaiah 2:5

Come ye, and let us walk
in the light of the Lord.

SEEK YE THE LORD
Isaiah 55:6

Gently

Jeanne P. Lawler

Flute/Violin *mp*

mp

Slow slightly

1. Seek ye the
2. Come ye and

Lord while he may be found. Call ye up -
let us walk in the light, walk in the

Rit. a tempo

Rit. a tempo

on light, him the while he is near. Seek ye the
light, the light of the Lord. Come ye and

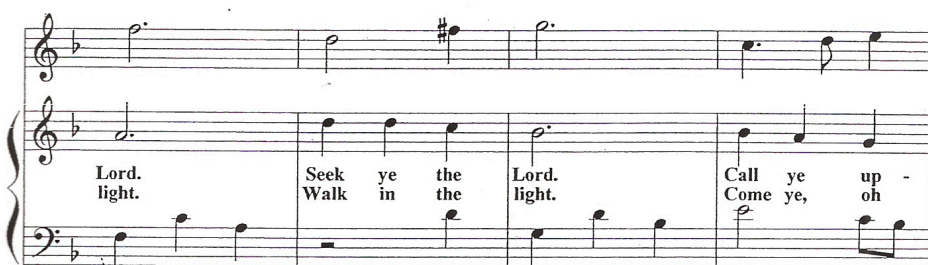
Lord while he may be found. Call ye up -
let us walk in the light, walk in the



mf

mf

on him while he is near. Seek ye the
walk in the light of the Lord. Walk in the



Lord. light. Seek ye the Lord. light. Call ye up -
Come ye, oh



on him while he is near.
come ye, and walk in the light.



on him while he is near.
come ye, and walk in the light.

ISAIAH: You sing and play so well. I hope you will always remember those words. It almost sounded as if that choir in heaven were singing with you.

CHILD 16: Did the people ever listen to you?

ISAIAH: Some of them did. But a prophet's job isn't just to tell people how to behave. I gave them some very important prophecies too. The Lord asked me to say that a Savior would be born on earth. So, you see, I knew about this and told the people over seven hundred years before Jesus was born in Bethlehem. I also told them many of his names.

CHILD 17: Where is that verse in your writings?

ISAIAH: Here. "For unto us a child is born, unto us a son is given: and the government shall be upon his shoulder: and his name shall be called Wonderful, Counsellor, The mighty God, The everlasting Father, The Prince of Peace."

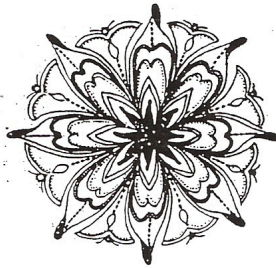
That's what Bible scholars today call a "Messianic scripture."

CHILD 17: A what?

ISAIAH: Oh, sorry. Let's just say that God asked me to tell the people that a Savior would be born. Even though these words have been set to beautiful music over the years, I would like to hear them done by children with a new melody. Will you give it a try?

NARRATOR: Yes. Why don't we have _____ sing the first part and have the chorus join in the last part? Will you do that? (*Looking at soloist*).

SONG 9. "A CHILD IS BORN" (*A Nativity Scene*)



SONG 9.

"A CHILD IS BORN"

Isaiah 9:6

For unto us a child is born,
unto us a son is given: and
the government shall be upon
his shoulder: and his name shall be called
WONDERFUL, COUNSELLOR,
THE MIGHTY GOD,
THE EVERLASTING FATHER,
THE PRINCE OF PEACE.

A CHLD IS BORN
Isaiah 9:6

Reverently

Jeanne P. Lawler

Un - to

us a child is born. Un - to us a Son is

giv'n: and the gov - ern - ment shall be up - on his shoul - der: and his

name shall be called, Won - der - ful, Coun sel lor, The Migh ty

God, The Ev - er - las - ting Fa - ther, The

cresc. *decresc.*

Prince of Peace, The Prince of

Chorus

Peace. Won-der-ful, Coun-sel-lor, The Migh-ty God, The

Ev-er-las-ting Fath-er, The Prince of

Slowly

Peace, The Prince of Peace.

ISAIAH:

(Looking very pleased.) While you were singing, I remembered how long ago I spoke those words. Since then, the Savior has been born, lived upon the earth for awhile, was crucified, rose from the dead, and told the people that he would be coming back to earth again...and here you children are now...waiting for that great event to take place.

(Children 18-21 all come up and sit around Isaiah)

CHILD 18.

Did you say any more about Jesus in your book?

ISAIAH:

Oh yes, many things. Once I spoke of him as being like a shepherd with sheep and lambs.

CHILD 19:

Did they have sheep back when Jesus lived on earth?

CHILD 20:

Of course, silly. When our Father in Heaven put people on the earth, he put all the animals here for the people to take care of.

NARRATOR:

Where is that verse you were referring to, Isaiah?

ISAIAH:

Here it is *(as he thumbs through his book.)* "He shall feed his flock like a shepherd; he shall gather the lambs with his arm, and carry them in his bosom, and shall gently lead those that are with young."

What do you think I meant by that?

SMART KID:

Did you mean that Jesus would feed his people the words of eternal life like a shepherd feeds his flock food?

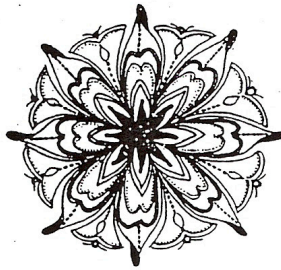
ISAIAH: That's good. And who do "the lambs" refer to?

CHILD 21: The children? Like us? Oh, I like that.

NARRATOR: We really appreciate all your help, Isaiah, and we know other children will enjoy singing about the scriptures as much as we are enjoying it today. Let's use the *(flute or violin)* with this song and call it "Gently Lead."

(Isaiah and children move back to risers. Isaiah sits in middle riser).

SONG 10. "GENTLY LEAD"



SONG 10.

“GENTLY LEAD”

Isaiah 40:11

**He shall feed his flock like a shepherd:
he shall gather the lambs with his arm,
and carry them in his bosom, and shall
gently lead those that are with young.**

Flute or Violin

GENTLY LEAD
Isaiah 40:11

Jeanne P. Lawler

Flute or Violin part: Treble clef, key of D major (two sharps), 2/4 time. Measures 1-4 are whole rests. Dynamics: *mp*.

Piano accompaniment: Treble and Bass clefs, key of D major, 2/4 time. Measures 1-4 contain chords and moving lines. Dynamics: *mp*.

Instrument part: Treble clef, key of D major, 2/4 time. Measures 5-8 contain whole notes. Dynamics: *mp*.

Piano accompaniment: Treble and Bass clefs, key of D major, 2/4 time. Measures 5-8 contain chords and moving lines. Dynamics: *mp*.

Lyrics: He shall feed his flock like a shep - herd

Instrument part: Treble clef, key of D major, 2/4 time. Measures 9-12 contain whole notes. Dynamics: *mp*.

Piano accompaniment: Treble and Bass clefs, key of D major, 2/4 time. Measures 9-12 contain chords and moving lines. Dynamics: *mp*.

Lyrics: he shall ga ther the lambs with his arm, and

Instrument part: Treble clef, key of D major, 2/4 time. Measures 13-16 contain whole notes. Dynamics: *mp*.

Piano accompaniment: Treble and Bass clefs, key of D major, 2/4 time. Measures 13-16 contain chords and moving lines. Dynamics: *mp*.

Lyrics: car - ry them in his bo - som, and shall

gent- ly lead those that are with young.

The first system of the musical score, measures 1-3. It features a vocal line in treble clef and a piano accompaniment in grand staff (treble and bass clefs). The key signature has two sharps (F# and C#). The lyrics are "gent- ly lead those that are with young." The piano part has a melodic line in the right hand and a supporting bass line in the left hand.

mf
Feed his flock like a shep herd,

The second system of the musical score, measures 4-7. It begins with a repeat sign. The dynamic marking *mf* (mezzo-forte) is present. The lyrics are "Feed his flock like a shep herd,". The piano part continues with a melodic line in the right hand and a supporting bass line in the left hand.

p
gath - er the lambs with his arm,

The third system of the musical score, measures 8-11. The dynamic marking *p* (piano) is present. The lyrics are "gath - er the lambs with his arm,". The piano part continues with a melodic line in the right hand and a supporting bass line in the left hand.

mp
mp car - ry them in his bo - som and shall

The fourth system of the musical score, measures 12-15. The dynamic marking *mp* (mezzo-piano) is present. The lyrics are "car - ry them in his bo - som and shall". The piano part continues with a melodic line in the right hand and a supporting bass line in the left hand. The system ends with a first ending bracket and a repeat sign.

gent - ly lead those that are with young.

The first system of the musical score is in D major (two sharps). It consists of a vocal line on a single staff and a piano accompaniment on a grand staff (treble and bass clefs). The vocal line begins with a half note D4, followed by a quarter note E4, and then a half note F#4. The piano accompaniment features a melody in the right hand and a bass line in the left hand. The lyrics "gent - ly lead" are under the first two measures, "those that are with" under the next two, and "young." under the final two.

2. som, and shall gent - ly lead those that are with

The second system continues the piece. It begins with a second ending bracket labeled "2." over the vocal staff. The vocal line has a half note D4, followed by a quarter rest, and then a half note E4. The piano accompaniment continues with the same melody and bass line. The lyrics "som, and shall" are under the first two measures, "gent - ly lead" under the next two, and "those that are with" under the final two.

young.

The third system concludes the piece. The vocal line has a half note D4, followed by a quarter note E4, and then a half note F#4. The piano accompaniment continues with the same melody and bass line. The lyrics "young." are under the first two measures, and the rest of the system is empty.

ISAIAH: I've never spent such a rewarding Newday on earth. Singing with so much feeling brings the music to life. And what a fine solo!

NARRATOR: I remember something you wrote which I liked, but I've never completely understood what you meant. It was something like "Beautiful feet that bringeth good tithings."

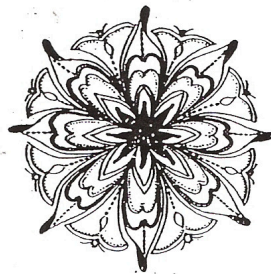
ISAIAH: Good tithings? I don't think I said it quite that way. I said "How beautiful upon the mountains are the feet of him that bringeth good TIDINGS."

"Good Tidings" means good news, or the gospel. I was referring to all those called to go throughout the world to spread that good message.

(Someone rings one of the chimes)

NARRATOR: Good. The chimes. Let's try them.

SONG 11. "HOW BEAUTIFUL, TIDINGS OF GOOD"



SONG 11.

"HOW BEAUTIFUL, TIDINGS OF GOOD"

Isaiah 52:7

How beautiful upon the mountains
are the feet of him that bringeth
good tidings, that publisheth
peace; that bringeth good tidings
of good, that publisheth salvation:
that saith unto Zion, Thy God reigneth!

Two chimes or bells used
in Refrain: B flat and an A.

HOW BEAUTIFUL, TIDINGS OF GOOD

Isaiah 52:7

Jeanne P. Lawler

1. How
2. (Hum)

beau - ti - ful up - on the moun tain are the

feet of him that bring - eth good ti - dings. How

beau - ti - ful up - on the moun - tains are the

Refrain
feet of him that bring - eth good ti - dings. How

B^b B^b
beau - ti - ful, beau - ti - ful,

A B \flat

ti - dings of good. How

B \flat B \flat

beau - ti - ful, beau - ti - ful,

A B \flat

ti - dings of good. (piano)

B \flat B \flat

A B \flat

ti dings of good.

ISAIAH: Not only did I mention mountains in my writings,
I described the way the desert would be in
these last days.

CHILD 22: What do you mean "last days?"

SMART KID: That's the time before the Savior returns to
the earth again.

CHILD 22: *(To Isaiah)*. Is that right? Jesus did die on the
cross and is living in heaven now.

ISAIAH: Yes, that's right.

CHILD 23: And he's coming back to earth again some day
soon? *(worried)*

ISAIAH: Yes, very soon. *(Isaiah directs his answer to
child 23)*

CHILD 23: Oh, oh.

NARRATOR: *(Interrupts)*. Isaiah, weren't you telling us
something about the deserts?

ISAIAH: I said the desert shall rejoice and blossom to
see the glory of the Lord, but there is something
more you should know. Not only will the desert
rejoice, but when the people respond to the
gospel, their hearts blossom as the roses do.

CHILD 24: Does it say something about people in that verse?

ISAIAH: No, but that's what I meant. The gospel changes
the hearts of people. That means they begin to
do kind deeds and think kind thoughts about
each other.

CHILD 23:

How much time do we have?

ISAIAH:

(Stands and slowly walks to front center.)

That's everyone's question.

PIANIST:

*(Begins playing introduction to "THE
DESERT SHALL REJOICE AND BLOSSOM"
Children begin humming.)*

ISAIAH:

**The Lord said, "Say unto them that are of a
fearful heart, Be strong and fear not: behold
your God WILL come."**

Yes, he will come, but when...we do not know.

*(Lights out...music introduction and slide
presentation of desert scenes flashed on
both sides of the stage on the walls).*

SONG NO. 12

**"THE DESERT SHALL REJOICE AND
BLOSSOM"**

(Lights back on after song)



SONG 12.

“THE DESERT SHALL REJOICE AND BLOSSOM”

Isaiah 35:1,2

The wilderness and the solitary place
shall be glad for them; and the desert
shall rejoice, and blossom as the rose.
It shall blossom abundantly, and rejoice
even with joy and singing: the glory of
Lebanon shall be given unto it, the excellency
of Carmel and Sharon, they shall see the glory
and the excellency of our God.

THE DESERT SHALL REJOICE AND BLOSSOM

Majestically

Isaiah 35:1,2

Jeanne P. Lawler

The first system of musical notation is in treble and bass clefs with a key signature of two sharps (F# and C#) and a 2/4 time signature. It begins with a repeat sign. The melody in the treble clef consists of quarter notes: A4, B4, C5, B4, A4. The bass line consists of quarter notes: F#3, E3, D3, C3, B2.

The second system continues the melody. The treble clef has quarter notes: G4, F#4, E4, D4, followed by a half note C4. The bass line has quarter notes: A2, G2, F#2, E2, followed by a half note D2. The system concludes with a repeat sign.

1.The
2.The

The third system features lyrics under the melody. The treble clef has quarter notes: A4, B4, C5, B4, A4. The bass line has quarter notes: F#3, E3, D3, C3, B2. The lyrics are: "des - ert - shall re - joice and blos - som, peo - ple shall re - joice and blos - som,".

The fourth system continues the melody with lyrics. The treble clef has quarter notes: G4, F#4, E4, D4, followed by a half note C4. The bass line has quarter notes: A2, G2, F#2, E2, followed by a half note D2. The lyrics are: "blos - som as the rose. blos - som as the rose. To To".



ISAIAH: And the people shall blossom as a rose. As you grow in years and understanding, these words will have more and more meaning for you.

ALL: We WILL try, Isaiah.

CHILD 26: Yes! Today, Newday.

ALL: NEWDAY!

ISAIAH: Thank you for asking me to help write your musical, but now I have to leave.

ALL: Do you have to go? *(Four or five children rush up around him. They don't want him to leave.)*

ISAIAH: Yes, I have to get back to my wife and Maher-sha-lal-hash-baz and Shear-ja-shub. They will want to know about my visit to you on this Newday. If only it were easier to get back out of earth's atmosphere.

SMART KID: If I were you, Isaiah...

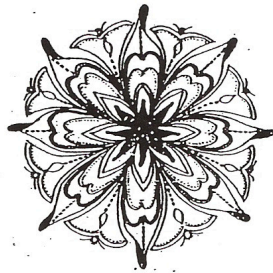
ISAIAH: Yes, you would.....

SMART KID: Ah, well, I'm sure you can handle it sir.

ALL: *(Laugh and gather around Isaiah).*

ISAIAH: Thank you. I want you to keep on singing and singing and SING UNTO THE LORD FOR HE HATH DONE EXCELLENT THINGS.
(Isaiah exits with a loud boom...lights out)

SONG 1. "SING UNTO THE LORD"
(After curtain closes and opens the chorus raises their hands and sing the last line of the song.)



SONG 1.
"SING UNTO THE LORD"

Isaiah 12:5

**Sing unto the Lord; for he hath done
excellent things: this is known
in all the earth.**

Finger Cymbals as indicated
by "x."

SING UNTO THE LORD
Isaiah 12:5

Jeanne P. Lawler

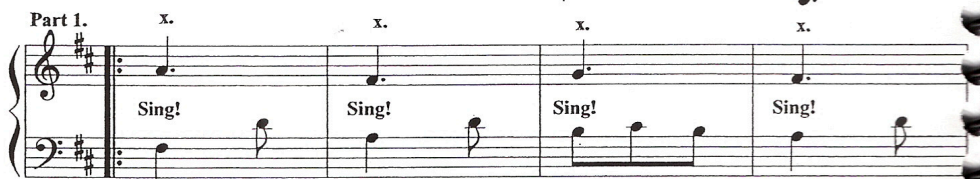
Brightly



Part 1.

x. x. x. x.

Sing! Sing! Sing! Sing!



x. x. x.

Sing un - to the Lord.



Part 2.

He hath done ex - cel - lent,



He hath done ex - cel - lent things.



Part 1.

Part 1. x. x. x. x.

Part 2. Sing! Sing! Sing! Sing!

Part 1. He hath done ex - cel - lent, ex - cel - lent things.

Part 1. x. x. x. x.

Part 2. Sing un - to the Lord.

He hath done ex - cel - lent things.

Piano

Unison Sing un - to the Lord.

x. x. x. x.

x. x. x. x.