



# Lesson Plan – Saturn

## Learning Objectives

Pupils will -

- Respond imaginatively to music
- Identify changes in texture and dynamics
- Express musical ideas through art

## Key Vocabulary

**Motif:** small musical idea

**Dynamics:** volume, louds and softs

**Tempo:** speed

## Resources

- Saturn LSO performance clip
- Saturn resource clip
- Art materials
- Optional: Instruments (classroom percussion, pitched and/or unpitched)

## Lesson Outline

### 1. Introduction

Discuss what 'old age' might feel like and how it might feel to travel across a strange planet. What might you see or hear?

### 2. Task 1: Active listening

Listen and imagine walking on Saturn

### 3. Task 2: Art response

Draw Saturn's landscape and your journey across it

### 4. Conclusion

Share artwork and discuss similarities and differences

### **Extension**

Create a short piece with plodding footsteps to describe your journey across Saturn. See below.

### **Task 1: Active listening**

1. Play the opening of Saturn to your children. Ask them to close their eyes, get comfy and listen
2. As they listen, ask them children to imagine that they are really old and have landed on the planet. They are looking around at the weird landscape and they decide to go for a slow walk. Ask them to imagine all the wonderful and odd things around them as they slowly plod along. What does this alien landscape look like? What are the trees and plants like? Are there any animals? Friendly aliens? Remind them that in this scenario they are really old – what would that feel like? Would they walk quickly or slowly?

### **Task 2: Art response**

1. Listen to Saturn again and challenge your children to make a piece of art to show the scene they have just imagined. They should draw themselves in the picture and add on their route across Saturn's mysterious scenery.
2. Finally, encourage them to add on the most famous thing about Saturn – the rings!

## Extension activity: Saturn's footsteps

1. Holst's music features several motifs that sound like plodding footsteps. Here are the footsteps at the beginning of his piece:



Later, they become this –



And later still, this –



2. After listening to these footsteps with your children, split into small groups and challenge each group to make their own footsteps motif using voice, body percussion or whatever instruments you have available. Remind them that Saturn is all about old age so their footsteps should reflect this – they should be slow, soft and steady.
3. Hear each group one by one and ask your class to come up with an order, or structure, for their pieces that matches their imagined journey across Saturn. Encourage them to think about volume (dynamics) and speed (tempo) – does their journey start fast or slow? Do they get louder or softer?