BBC

Space songs

Five songs for KS1 and KS2 celebrating space exploration including Apollo 11

Contents:

Introduction

These five songs use the 50th anniversary of the Apollo 11 moon-landing to encourage children to discover aspects of space exploration and to think about our place in the universe - especially our solar system. They are fun songs to join in, several with sing-along choruses, some with a sense of dramatic adventure, and others in a mood of relaxed cool-ness, in a range of popular styles.

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 assemblies or shows for parents and the whole school.

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 and simple composing
- a range of follow-up ideas in subjects across the curriculum.

The songs

Apollo Journey follows the familiar story of the 1969 mission from launch sequence, through lift-off, command module separating, lunar module (the 'Eagle') landing, stepping on the moon, science experiments on the lunar surface, ending with the return to Earth and splashdown.

Astronautical Waltz focuses on the human experience of being an astronaut, not just for the Apollo crew but also for all space-travellers in missions before and since. The lyrics address training, exercise and concentration; the wearing of space-helmets, space-suits and astro-boots; gravity in space; and admiring the amazing view from the spacecraft window.

Moon Steps places lunar exploration within the wider context of humanity's different voyages of discovery, tracing how transport by wheels and wings eventually led to rocket-science, so that we could travel through Earth's atmosphere to eventually make the 'giant leap' in 1969 when human beings first walked on the moon. Our 'moon steps' since then have led us to seek and find more new worlds through space and time, onwards and upwards...

Spin, Earth, Spin highlights the movement of the Earth, the moon, the sun and the planets in the solar system. As well as each sphere spinning on its axis, the smaller bodies orbit around the larger ones, all moving around the sun. As they move some - including the Earth - 'wobble' or 'wiggle' slightly, in part due to the uneven distribution of mass around the planet. The song will also stimulate learning and discovery about light and dark and help raise awareness of our Earth as a life-support system.

Lumps and bumps briefly describes a few physical characteristics of the moon and the planets within the solar system, to which you can dance a lively waltz! It's an invitation to look up at the night sky in the soft starlight. So our moon has 'lumps' and 'bumps', then - in planetary order from the sun - Mercury has 'ridges' and 'craters', Venus has 'clouds' and 'volcanoes', the Earth has 'life all around', Mars has 'rubble' and 'rust', Jupiter has 'spinning moons', Saturn has 'rings a-running', then (beyond our view) there are Uranus, Neptune and more.

Credits

Words/music: Barry Gibson
Singers: Jenny Bryce
Wayne Forester
Rachel Louise Miller
Nigel Pilkington
Audio/Teacher's Notes: Barry Gibson

Apollo Journey

The song tells the story of Apollo 11's flight to the moon and back in 1969 in seven parts: 1: The launch; 2: From Earth to moon orbit; 3: Lunar module and 'Eagle' landing; 4: Exploring the moon's surface; 5: Returning to Earth's atmosphere; 6: Splashdown; 7: Home on Earth.

The introduction (bars 1-10) has the words 'Apollo Journey' spoken three times, then listen out for four clave-clicks, leading to *Part One (upwards)*. Note how the melody of *Parts 1*, *2* and *5* goes up in steps and leaps, to represent the spacecraft rising upwards. By contrast the melody of *Parts 3* and *6* has phrases which fall downwards, to represent descending - first to the moon, then back to Earth. The middle section on the surface of the moon, *Part 4*, is all sung to one low note (C).

Take care with how each phrase has combinations of short-long notes to suit the word-rhythms.

The words in italics are spoken, including the countdown, the direction of travel, some of the key events - turning, docking, falling, etc - and swishing sea-sounds at the end. If you wish these words could be spoken in time by a separate group. In an assembly or show this group might be placed at the side of the performing area.

Overall, aim at some 'dynamic' contrast (between loud and quiet) within the song: the *Introduction* is whispered; *Parts 1* and *2* are bold, building energy; *Part 3* can be lighter, more 'floaty'; *Part 4* should be quiet and careful; *Part 5* bold again; *Part 6* light and floaty and *Part 7* quiet and soft.

Actions and Instruments

In *Part 1* children can hold up the correct number of fingers for each number of the countdown from ten to zero. Through the song they can add pointing gestures for 'upward' and 'onward' and you can agree hand-actions for 'turning...falling... steady...stepping...' etc, perhaps with gently rocking horizontal hand-movements at the end for wave-actions rising and falling.

In the backing track, you can hear the following percussion-instruments featured in ways that children can copy: *Introduction* = tambourine and claves; *Part 1* = claves; *Part 2* = triangle; *Part 3* = claves; *Part 4* = cymbal (with soft beater), triangle and claves; *Part 5* = claves; *Parts 6-7* = cymbal (with soft beater).

The melody can be picked out entirely using just a C-major scale on instruments such as glockenspiel, xylophone, recorder and keyboards: C D E F G A B C'.

Drama, Dance and Performance

As well as splitting the vocal performance into two groups either side of a stage area (singing and speaking - see above) you could have a third group of 'movers' enacting each stage of the journey, with an emphasis on the direction of travel (upward, higher, falling, etc). For scenery see 'Geography and Art' below.

Science and History

Find out about the history of space exploration from ancient stargazers - eg at Stonehenge - through ancient Mesopotamia, Egypt, China and Greece to 8th-9th century astronomers in the Middle East, to Medieval astrolabes, Galileo and the invention of telescopes, Newton's theories about gravity, to the 20th century 'space-race' after World War Two (eg Sputnik in 1957, Yuri Gagarin and J F Kennedy's speech in 1961, and the Apollo programme with Apollo 11 in 1969).

Geography and Art

Look at maps, photos, satellite images and other views of our moon and the Earth. Create your own class image maps telling different aspects of the story. If large these could provide scenery behind your performance (see above); if small they could be photographed and shown as a digital projection sequence.

Maths and Literacy

Calculating a journey to the moon involves awareness of time and angles. Working in groups, use clock faces, digital time displays, protractors and apps to devise and describe an itinerary for an imaginary journey to the moon. Tell the story of your journey in journals, log-books and poems.

Design Technology and Science

Invent a 'rocket-powered' spacecraft using a balloon, cardboard tubing, string, straws, tape and pieces of folded cardboard. Arrange a launch pad in the play-ground to test your balloon-powered rockets.

Apollo Journey

Apollo journey... Apollo journey... Apollo journey...

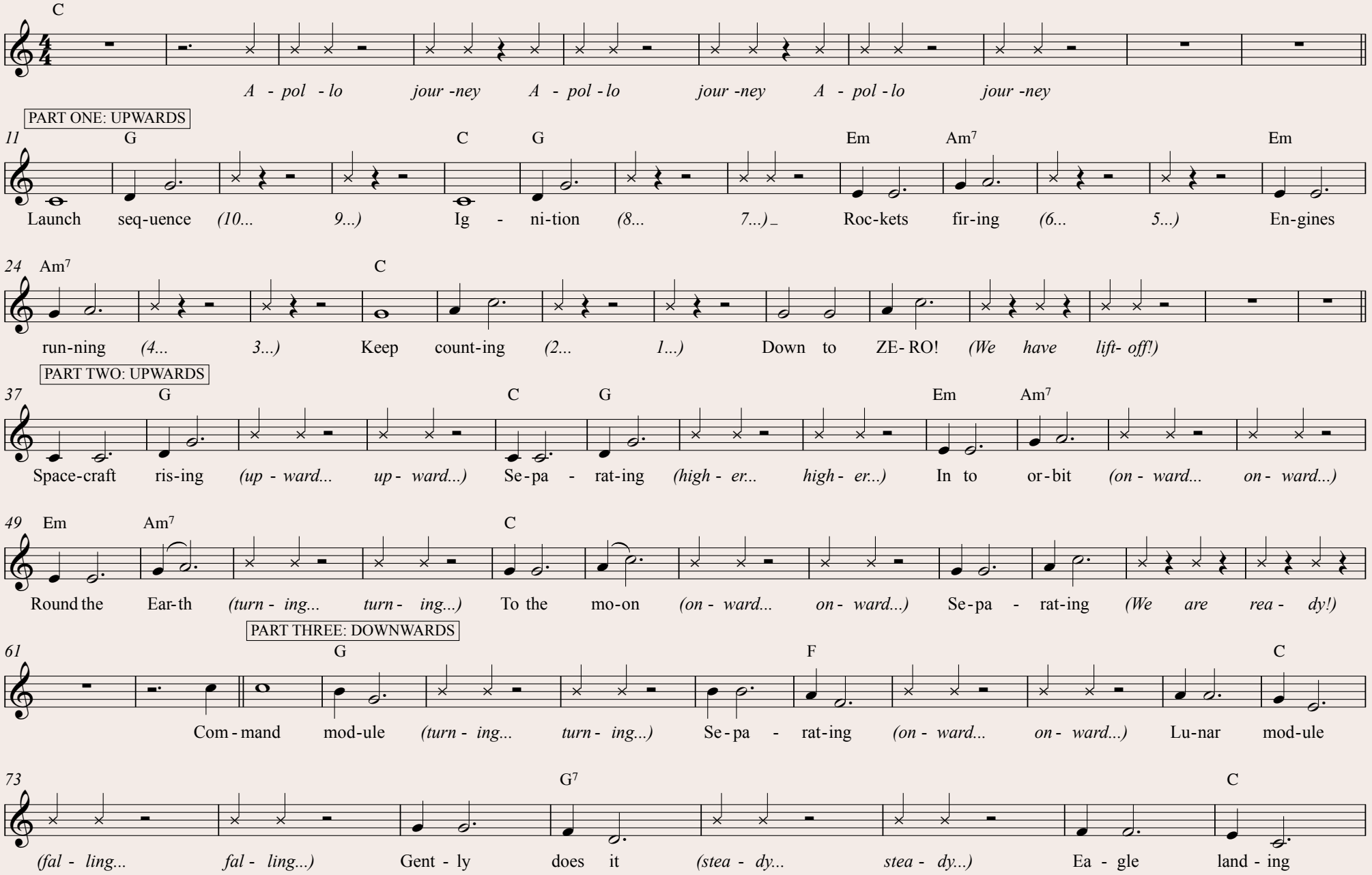
Launch sequence	*(10... 9...)*
Ignition	*(8... 7...)*
Rockets firing	*(6... 5...)*
Engines running	(*4... 3...)*
Keep counting	*(2... 1...)*
Down to ZERO!	*(We have lift-off!)*
Spacecraft rising	*(upward... upward...)*
Separating	*(higher... higher...)*
Into orbit	*(onward... onward...)*
Round the Earth	*(turning... turning...)*
To the moon	*(onward... onward...)*
Separating	*(We are ready!)*
Command module	*(turning... turning...)*
Separating	*(onward... onward...)*
Lunar module	*(falling... falling...)*
Gently does it	*(steady... steady...)*
Eagle landing	*(softly... softly...)*
Down the ladder	*(stepping... stepping...)*
Exploring	*(xxxxxxxx)*
Moon’s surface	*(xxxxxxxx)*
Flag raising	*(xxxxxxxx)*
Rock collecting	*(xxxxxxxx)*
Science testing	*(xxxxxxxx)*
Clock ticking	*(xxxxxxxx)*

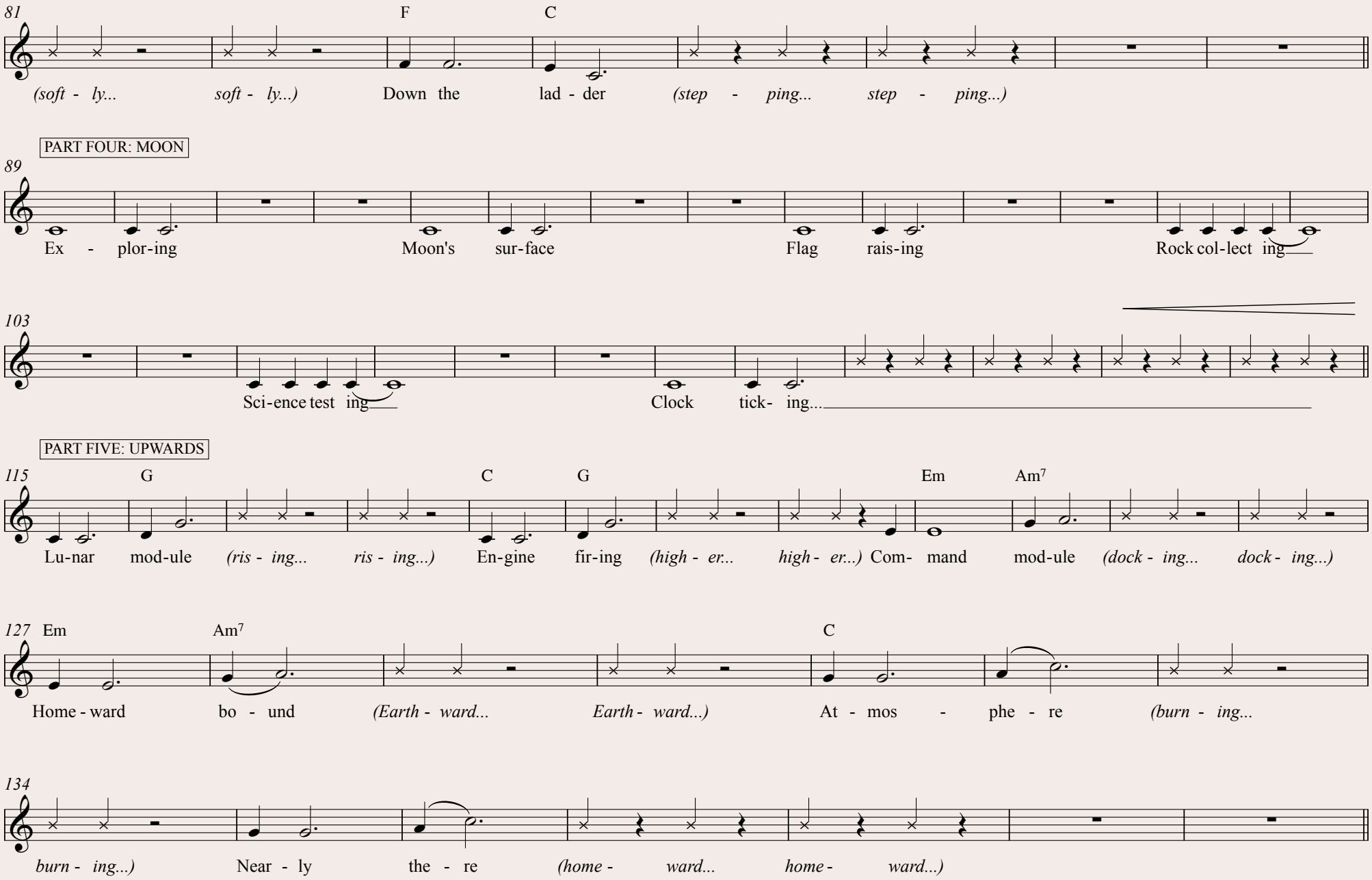
Lunar module	*(rising... rising...)*
Engine firing	*(higher... higher...)*
Command module	*(docking... docking...)*
Homeward bound	*(Earthward... Earthward...)*
Atmosphere	*(burning... burning...)*
Nearly there!	*(homeward... homeward...)*
Through the clouds	*(falling... falling...)*
Through the air	*(lower... lower...)*
Parachutes	*(open... open...)*
To the ocean	*(falling... falling...)*
Splash down	*(floating... floating...)*
Home on Earth	*(Shhhhhh...)*
Home on Earth	*(Shhhhhh...)*
Home on Earth	*(Shhhhhh...)*
Home on Earth	*(Shhhhhh...)*
Home on Earth	*(Shhhhhh...)*

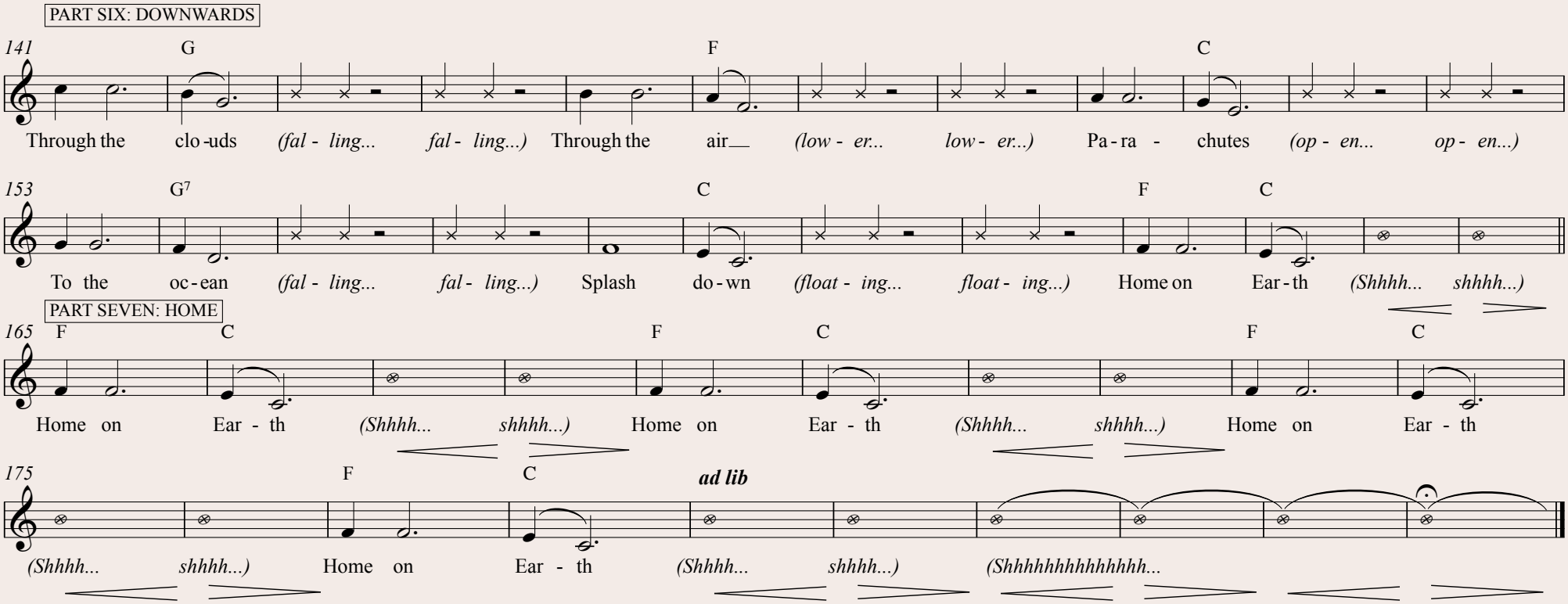
Apollo Journey

Words and music: Barry Gibson

With urgency







Astronautical Waltz

The song is a lilting sing-along waltz, with a merry-go-round swing - but not too fast. The tempo is mainly steady but more relaxed in the verses, which slow down towards the end of each verse. This is shown by the word ‘rit’ in bars 65-71 of the music sheet, leading to a ‘pause’ in bar 72. Here you need to listen out for a quick three-note lead-in in the bass-line, which brings children back into joining in with the chorus.

The final ‘coda’ (or end section) is an extra repeat of the chorus but gradually gets faster and faster, indicated by the words ‘accel’ and ‘molto accel’ on the music sheet.

The chorus is mainly sung high, near the top of the voice (‘head voice’) for singing energy, while the verses are sung lower down in pitch (‘chest voice’). These need special emphasis on clarity, especially good consonants for technical words (*micro-gravity*, *space-helmets*, etc) for names and dates (*1969*, *Armstrong*, *Aldrin*, *Collins*) and for tricky concepts (*exercising*, *focusing*, *concentration*...). Don’t rush the verses: they need to feel like storytelling. In performance you could choose individual voices to sing particular verses and/or lines.

Actions and Instruments

Children can sway gently in time to the chorus - but not too much!

The melody can mostly be picked out on instruments using just the notes of a C-major scale (C D E F G A B C’) plus an extra B-flat (Bb) in bars 14 and 78 and an extra A-flat (Ab) in bar 69.

Beginner ukuleles can join in with the chorus by strumming a slightly simpler chord scheme than the guitar chords shown on the music score:
C/// G7/// G7/// C/// C/// F/// G7/// C///

Drama, Dance, Science, Literacy and Performance

Devise an astronauts’ fashion show with space-gloves, space-helmets, space-suits, astro-boots and other kinds of future-fashion. Work out an amusing script for your event and perform the whole show along with the backing track.

Find out about the the tasks required of human astronauts on duty on a range of space missions. There is plenty of child-friendly footage and information about the International Space Station, especially from Tim Peake - eg:

https://www.bbc.com/bitesize/articles/z822hv4

http://www.bbc.co.uk/guides/zyfb9qt

https://www.bbc.co.uk/newsround/35261190

In groups, decide on an imaginary space mission and allocate different roles (eg commander, pilot, geologist, doctor, engineer, etc). Work out:

- an itinerary for your journey
- key tasks at different stages
- spacecraft layout and technical equipment
- space-suits, menus and daily routines

Turn your itinerary into a play. Another scene in the performance could allocate a group of ‘waltzers’ to swing their partners around lightly - as if in microgravity - and to enact in movement a range of the everyday tasks on a space-mission.

Astronautical Waltz

Astronautical -
Way to go!
Up, down, round about,
Fast then slow.
Float so gently
Or feel G-force,
Astronautical Waltz.

1969 spacecraft crew:
Armstrong, Aldrin and Collins too.
Lunar journey, so much to do.
Take a moment, admire the view...

Astronautical - Way to go..! (etc)

Microgravity feels so strange,
Things about us all re-arrange,
In space-helmets and in space-suits,
Off exploring in astro-boots...

Astronautical - Way to go..! (etc)

Years of training and studying,
Exercising and focusing,
Concentration, yes that's the thing,
Keep a cool head and let's all sing...

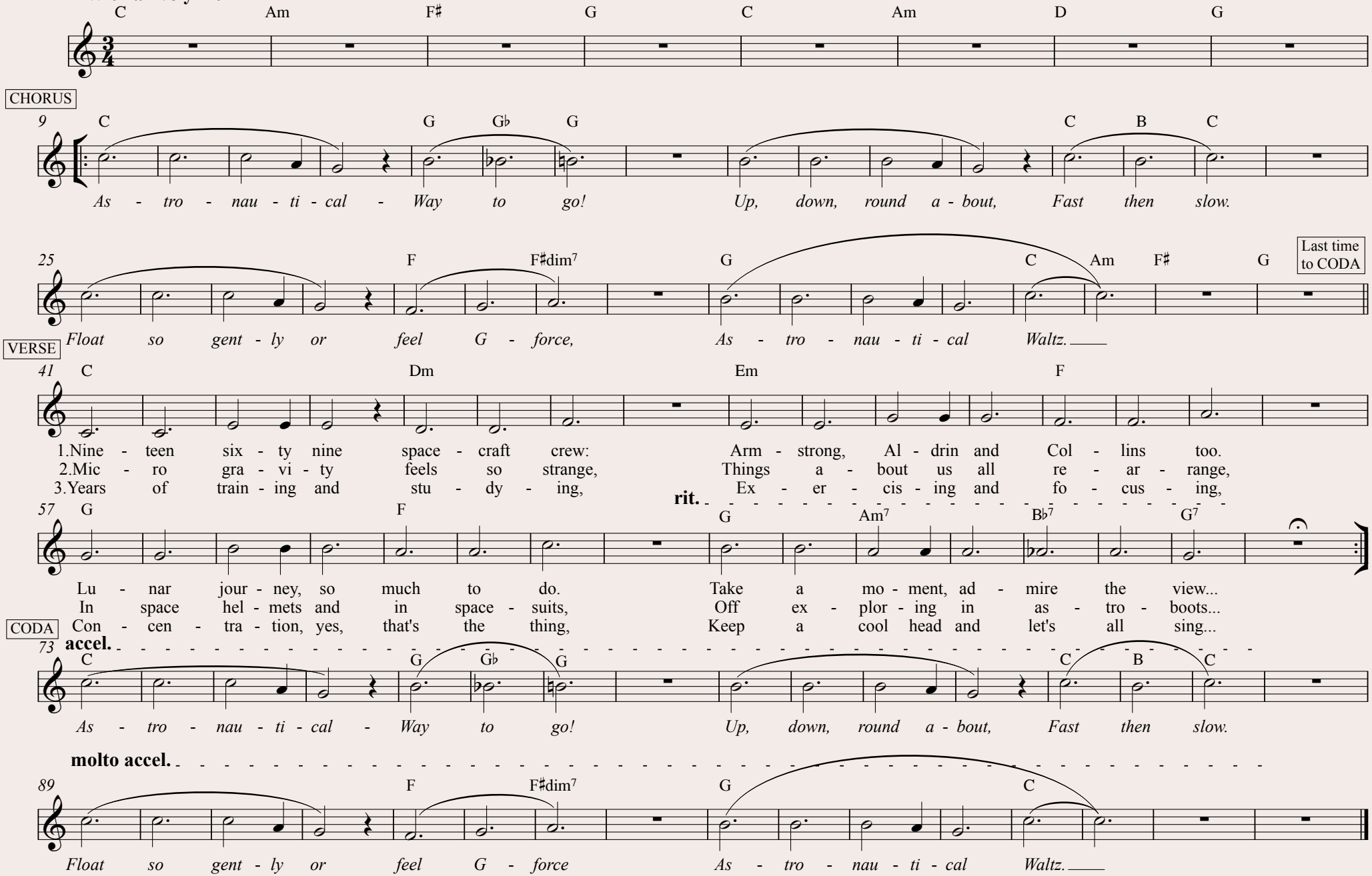
Astronautical - Way to go..! (etc)

Astronautical - Way to go..! (etc, getting faster)

Astronautical Waltz

Words and music: Barry Gibson

With a lively lilt



Moon Steps

This song sets lunar exploration within the wider context of our different voyages of discovery, with ‘rap’ spoken verses tracing how transport by wheels and wings eventually led to rocket-science and beyond. Our ‘moon steps’ since 1969 have led us to seek and find more new worlds through space and time, onwards and upwards...

The song has a ‘cool swing’ and the short sung phrases (going up-up, down-down, up-up, down-down) gradually get higher, step-by-step, as the song progresses - each new verse is a semitone (half-step) higher in pitch than the previous one. So the keys are A minor, then B-flat minor, then B minor, then C minor, then C-sharp minor, then D minor. But don’t worry! The backing track has a lead-in bass-note to help children easily hear the new key each time. The ‘coda’ (or end section) pauses on an open-ended note (G), as if to say, ‘Where next?’

The 4-bar sections of spoken rap are sandwiched in-between the singing, focusing on our human voyages of discovery through space and time. They need clear words and precision, being careful to keep in rhythm together.

Actions and Instruments

To emphasise the music’s ‘cool swing’ children can try to add jazzy finger-clicks and/or footsteps on and off the underlying beat, going left-right-left-right, etc.

During the rap sections they can perform the same rhythms as they speak - eg by clapping gently (*Verse 1*), patting knees (*Verse 2*), patting chest (*Verse 3*), tapping head (*Verse 4*), then in *Verse 5* doing climbing and reaching upward movements. To help this children with a good sense of rhythm could softly play unpitched percussion too (eg tambourine in *Verse 1*, cymbal in *Verse 2*, woodblocks in *Verse 3*, drums in *Verse 4*, triangle in *Verse 5,* etc).

To help everyone keep in tune as the song progresses a glockenspiel or metal-lophone can quietly tap out the ‘home’ note during each verse, in time with the singing/speaking - ie A in *Verse 1*; B-flat in *Verse 2*; B in *Verse 3*; C in *Verse 4;* C-sharp in *Verse 5*; D in the *Coda*.

Drama, Dance and Performance

Devise a ‘shadow dance’ to show the evolution of space exploration through time. Body shape, direction, groupings and dance dimensions can adapt to reflect the changes from earthbound travel over land and sea, to wheels and wings, to rocket-roar, to spacecraft and space-suits, to slow-motion stepping on the moon, to reaching upward through space and time.

Whether or not you include movement, the chilled mood of this song will work well performed in subdued lighting, as if in semi-darkness on the moon’s surface, in reflected light from the Earth.

Science, Design Technology and Art

Make a class book, eBook or frieze about some of the different steps on our voyages of space discovery, including:

- Earth’s atmosphere
- Our moon
- The planets
- The sun and the solar system
- Asteroids, comets and meteoroids
- Stars
- The Milky Way and other galaxies beyond
- Black holes, supernovae and theories of the universe

Make sure to research some of the different spacecraft, space stations, satellites, the Hubble telescope and ongoing ‘probes’ (eg *Mariner*, *Viking*, *Magellan*, *Galileo* etc) and the assorted rovers and robots that are helping us discover these new worlds.

Can you incorporate some of your own original words and images from this class-researched evidence into your assembly, performance or show?

Moon Steps

Moon steps, moon steps
Moon steps, moon steps

From the face of the Earth, from land and sea
New voyages of discovery

Moon steps, moon steps
Moon steps, moon steps
Moon steps, moon steps
Moon steps, moon steps

From wheels and wings to rocket-roar
New worlds to reach, yes, let's explore

Moon steps, moon steps
Moon steps, moon steps
Moon steps, moon steps
Moon steps, moon steps

With space-suits on, in astro-gear
We travel through Earth's atmosphere

Moon steps, moon steps
Moon steps, moon steps
Moon steps, moon steps
Moon steps, moon steps

Go onwards, upwards, seek and find -
A giant leap for humankind

Moon steps, moon steps
Moon steps, moon steps
Moon steps, moon steps
Moon steps, moon steps

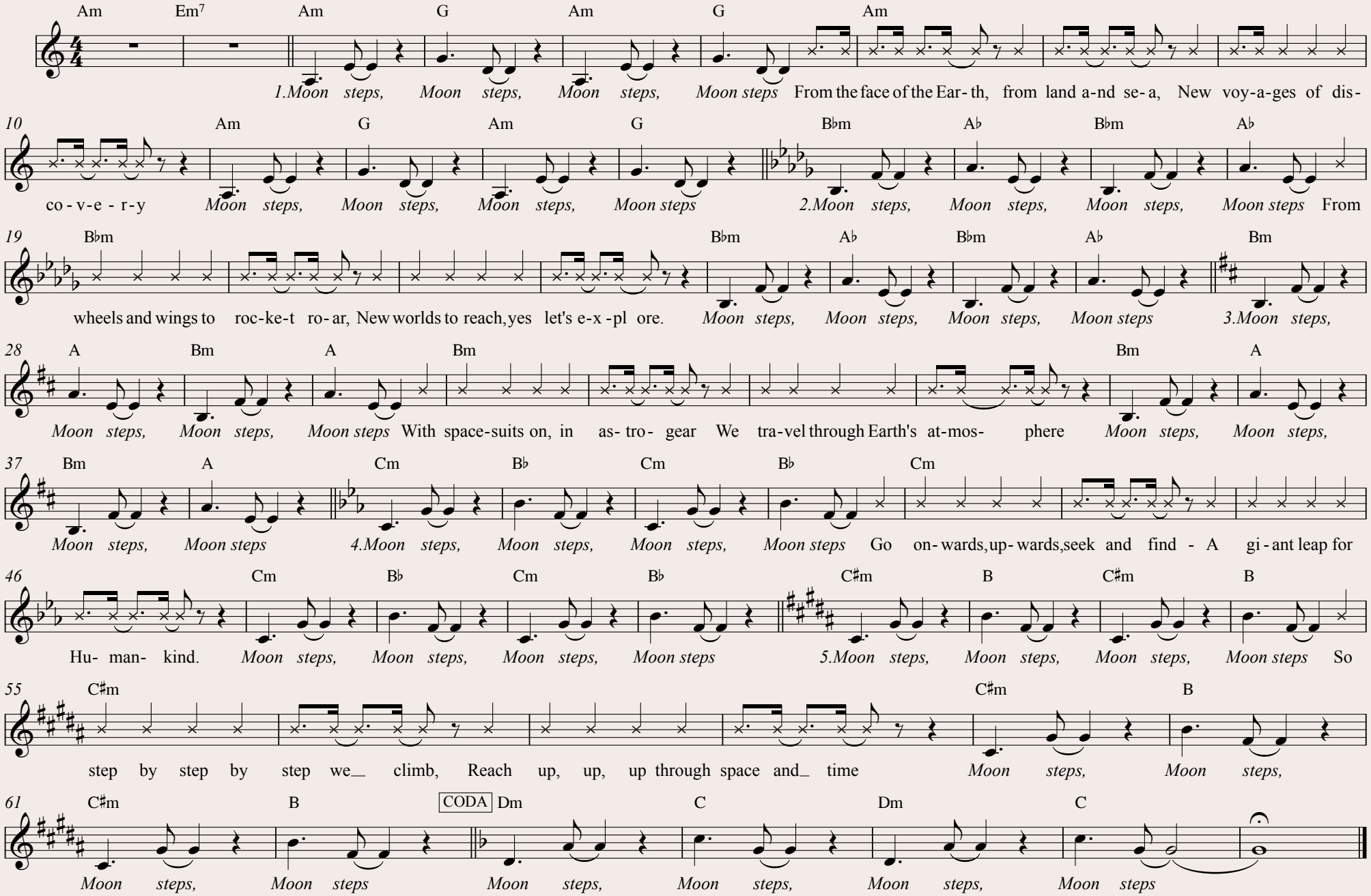
So step by step by step we climb
Reach up, up, up, through space and time

Moon steps, moon steps
Moon steps, moon steps
Moon steps, moon steps
Moon steps, moon steps...

Moon Steps

Words and music: Barry Gibson

With a cool swing



Spin, Earth, Spin

This is a fairly easy song to include younger KS2 children and KS1 children can do actions and join in with a few key-words, especially the repetitions of ‘spin’.

Listen for four beats on triangle, just before each verse, to bring in the singing.

In bars 8 and 9 hold on to the last note of that phrase (‘Round and round and ROUND...’, ‘Spin around the EARTH...’, ‘Spin around the SUN...’) as it has an extra bar each time, with four beats on triangle again, to bring in the next phrase.

The tune is built on a pentatonic (5-note) scale, the notes being D, E, F-sharp, A and B. You can help the children hear and find those notes - and sing them more accurately - with the help of a pitched percussion instrument, or a keyboard. Note how the phrase ‘wibble, wobble, wibble’ zigzags down-up-down-up-down and ‘whirl and twirl and swivel’ does the same, while ‘round and round and round’ in bars 8 and 9 jumps upward.

The ‘Middle 8’ section - about light, dark, gravity and rotation in bars 14-22 - has just one repeated note for each phrase and needs crisp, clear words, singing in rhythm together.

Encourage children to listen very carefully to the two notes of the coda (the end section) and practise singing them together a few times, checking they are smooth and in tune. These notes make a ‘minor third’, a useful and important interval for good singing. The coda should begin quietly and the last note of all is very long - two whole bars - fading away, as if into the distance.

Actions, Instruments and Composing

Hands can wiggle up and down, with the phrases ‘wibble, wobble, wibble’ and ‘whirl and twirl and swivel’ (bars 6 and 11), while the fingers of one hand can spin around the other for bars 8 and 9 each time.

In the ‘Middle 8’ section each phrase is echoed by percussion instruments: ‘Light to dark and dark to light’ (triangle); ‘Feel the pull of gravitation’ (drum and cymbal); ‘Night to day and day to night’ (tambourine); ‘Worlds in orbit, in rotation’ (wood-block). Let individuals and groups practise joining in with those sounds on instruments, using the backing-track, then add them at the right moments during the singing of the song.

Groups can use those percussion phrases and starting ideas to compose their own piece of music about the spinning of the Earth, moon, sun and planets. They could also include some pentatonic (5-note) tunes on glockenspiel, metallophone, xylophone or keyboard. See above for the notes to use or, alternatively, use C, D, E, G and A, a bit lower than the song. You could also add some real spinning sounds - eg from coins, tin lids and jar lids.

For some children’s composing inspiration about our planet Earth see:
https://www.bbc.com/teach/ten-pieces/you-took-on-our-earth-mission/zfcy7nb

Science, Art and PE

The sun is the heaviest object in the solar system and the powerful pull of its gravity causes planets (and also asteroids, meteoroids, comets etc) to orbit around it. At the same time, the Earth spins on its axis - like a spinning-top - the other planets also spinning on theirs. Several planets have moons orbiting around them, each spinning in turn (eg see https://www.bbc.com/bitesize/clips/z3jd7ty). And all of these spherical objects ‘wobble’ a bit!

Set up classroom experiments to discover some of the effects of gravity, spheres spinning, and light and dark (eg using sports balls with torches to experience the changes from day to night).

Globes. Decorate some old balls to represent the Earth, moon and Sun, referring to scientific images to show some of their important features - eg Earth’s oceans, the moon’s craters, the sun’s sunspots etc.

Feel the effects of gravity and orbits by spinning a ball tied to a rope attached to your waist or arm. Discover some different effects of spinning techniques as used in a range of ball sports (eg football, cricket, tennis, snooker, basketball, rounders, etc).

Dance and Drama

Use the backing track to create an astronomical spinning dance with whirls, twirls, swivels, wibbles and wobbles. Pairs and groups can show different sizes and speeds of rotation.

Spin, Earth, Spin

Spin, Earth, spin
Wibble, wobble, wibble
Spin, Earth, spin
Round and round and round
Spin, Earth, spin
Whirl and twirl and swivel
Spin, Earth, spin, Earth, spin...

Spin, moon, spin
Wibble, wobble, wibble
Spin, moon, spin
Spin around the Earth
Spin, moon, spin
Whirl and twirl and swivel
Spin, moon, spin, moon, spin...

Planets spin
Wibble, wobble, wibble
Planets spin
Spin around the sun
Planets spin
Whirl and twirl and swivel
Planets, planets spin...

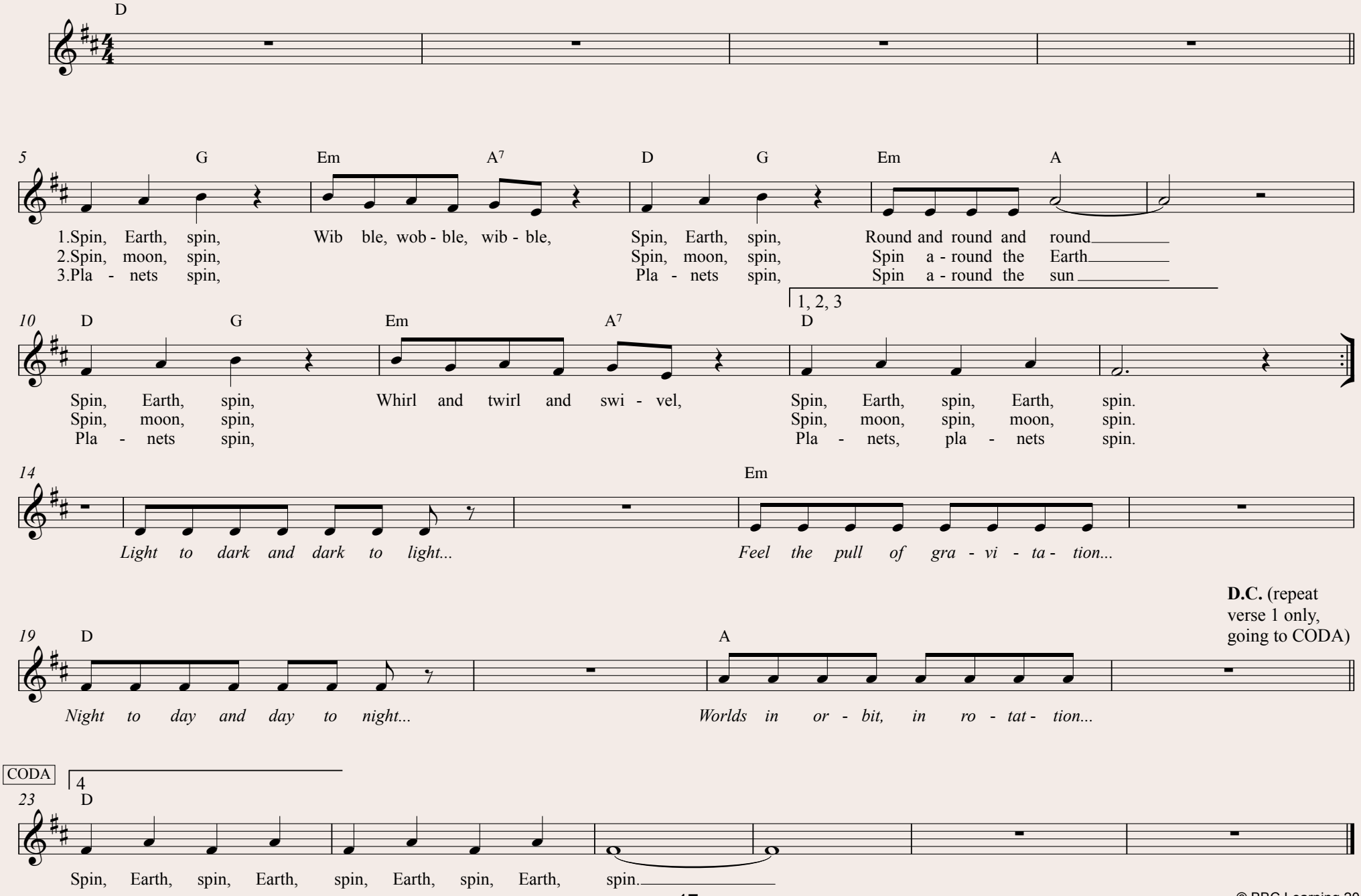
Light to dark and dark to light…
Feel the pull of gravitation…
Night to day and day to night…
Worlds in orbit, in rotation…

Spin, Earth, spin
Wibble, wobble, wibble
Spin, Earth, spin
Round and round and round
Spin, Earth, spin
Whirl and twirl and swivel
Spin, Earth, spin, Earth,
Spin, Earth, spin, Earth, spin…

Spin, Earth, Spin

Words and music: Barry Gibson

Moderato



D.C. (repeat verse 1 only, going to CODA)

Lumps and Bumps

Another lively waltz, with a lilt. The song describes some of the physical characteristics of the moon and the planets within the solar system and is an invitation to look up at the night sky in the soft starlight. So our moon has ‘lumps’ and ‘bumps’, then - in planetary order from the sun - Mercury has ‘ridges’ and ‘craters’, Venus has ‘clouds’ and ‘volcanoes’, the Earth has ‘life all around’, Mars has ‘rubble’ and ‘rust’, Jupiter has ‘spinning moons’, Saturn has ‘rings a-running’, then (beyond our view) there are Uranus, Neptune and more.

The moon and planet descriptions are low in the voice (‘chest voice’) while the refrain ‘In the sky at night, in the soft starlight’ is higher-up in pitch but still to be sung quite gently. The last note of each verse is quite long - four bars. Practise taking breaths regularly while you sing, to make longer notes easier.

If you wish you can split some of the verses about our moon and particular planets between different individuals and groups within your class.

Verse 9 begins like the other verses but instead of the refrain has an extended summary - in reverse order - of the qualities of each planet and our moon. In the coda (end section) after ‘you and me’ there is a 2-bar rest, with a 7-note woodblock pattern to bring everyone back in.

Actions and Instruments

Invent hand signs for some of the various features mentioned - eg bumping fists for our moon’s ‘lumps and bumps’; finger wriggles for Mercury’s ‘ridges and craters’; arms spreading up for Venus’ ‘clouds and volcanoes’; cuddling self for ‘Life all around us on Earth’; patting knees for Mars’ ‘rubble and rust’; fingertip spinning for Jupiter’s moons; flat hands rotating for Saturn’s rings; pointing into the distance for Uranus and Neptune and more.

Using the backing track, children can practise with instruments to make special accompaniments for particular verses - eg xylophone (our moon and Mars), glockenspiel (Mercury and Jupiter), recorders and cymbals (Venus and Saturn), guitars, bongos and shakers (Earth and Uranus/Neptune). Or choose your own alternatives!

Drama, Dance and Performance

Create a sketch show about the planets and their different ‘characters’, as if they were personalities. This could be in the form of a TV chat-show where they are interviewed in turn, or a talent-contest where they perform in role (not forgetting some solar system dance routines!)

Science, Design Technology and Art

After *Verse 1* (about our moon) the song introduces each planet of the solar system in order of distance from the sun: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune ‘and more…’

Find out what materials the planets are made from - as far as we know. The four closest to the sun are mainly composed of solid rocks and metal; the four farthest away are mainly balls of gas with ice. Discover what you can about their origins - eg see: https://solarsystem.nasa.gov/planets/overview/

Make models of each of the planets using balls (eg polystyrene or old sports balls), books and online picture references (eg http://www.open.ac.uk/science/physical-science/news/spectacular-new-five-part-series-planets-bbc2). Use papier mache, paint and other materials to show the varied textures and surfaces of each planetary body. Some of their moons can be attached with cocktail sticks or kebab sticks. How will you represent features such as Saturn’s rings?

For plenty of discussion materials and visuals about the history and future of the solar system see https://www.open.edu/openlearn/planets/ and for a stunningly detailed 5 minute ‘Tour of the Moon in 4K’ from NASA’s Scientific Visualisation Studio (incorporating data from various other flyovers, reconnaissance missions and Apollo 17, showing lots of lumps and bumps) see http://svs.gsfc.nasa.gov/4619 and https://www.youtube.com/watch?v=nr5Pj6GQL2o.

Lumps and Bumps

1 There are lumps and bumps on our moon
There are lumps and bumps on our moon
In the sky at night
In the soft starlight
There are lumps and bumps on our moon

2 There are ridges and craters on Mercury
There are ridges and craters on Mercury
In the sky at night
In the soft starlight
There are ridges and craters on Mercury

3 There are clouds and volcanoes on Venus
There are clouds and volcanoes on Venus
In the sky at night
In the soft starlight
There are clouds and volcanoes on Venus

4 There is life all around us on Earth
There is life all around us on Earth
In the sky at night
In the soft starlight
There is life all around us on Earth

5 There is rubble and rust up on Mars
There is rubble and rust up on Mars
In the sky at night
In the soft starlight
There is rubble and rust up on Mars

6 There are moons all a-spinning round Jupiter
There are moons all a-spinning round Jupiter
In the sky at night
In the soft starlight
There are moons all a-spinning round Jupiter

7 There are rings all a-running round Saturn
There are rings all a-running round Saturn
In the sky at night
In the soft starlight
There are rings all a-running round Saturn

8 Then Uranus and Neptune and more
Yes, Uranus and Neptune and more
In the sky at night
In the soft starlight
Yes, Uranus and Neptune and more

9 And our planets, they orbit the sun
Yes, our planets, they orbit the sun
With the rings all a-running,
And the moons all a-spinning,
And the rubble and rust,
And the life on Earth,
And the clouds and volcanoes,
And the ridges and craters,
And the lumps and bumps,
And you and me…

So look up at night
In the soft starlight…
Yes, our planets, they orbit the sun.

Lumps and Bumps

Lively waltz

Words and music: Barry Gibson