

## MUSIC OF WALES

<b>SUBJECT:</b> Land of my Fathers		<b>CLASS:</b> KS2	
<p><b>UNIT DETAILS:</b> This project is to be in conjunction with the topic of Wales, in particular Welsh Folk Songs, along with listening to the music of other diverse cultures in the city of Swansea. The students will explore traditional songs of Wales, such as the anthem, lullabies, folk songs, and ballads which will be interwoven with songs from other cultures. They will use instruments to perform and compose call and response patterns, create a class ballad, which will be performed as a rap and perform a Welsh lullaby on tuned percussion. They will also sing the traditional Welsh songs in both English and Welsh.</p>		<p><b>CROSS CURRICULAR SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Developing communication</li> <li>• Developing thinking</li> <li>• Developing number</li> <li>• Developing Curriculum Cymreig</li> </ul>	
<b>LEARNING OBJECTIVES</b>	<b>PLANNED LEARNING EXPERIENCES</b>	<b>RESOURCES</b>	<b>CURRICULUM REF.</b>
<ul style="list-style-type: none"> <li>• Recognise distinguishing features of anthems, lullabies, call and response songs and ballads across all cultures</li> <li>• Sing a variety of traditional Welsh songs both in English and Welsh</li> <li>• Learn and understand the terms 'call and response'</li> <li>• Use instruments to perform to a call and response song</li> <li>• Create their own 'response' rhythm and lyrics</li> <li>• Respond to and recall rhythms</li> <li>• Play a lullaby on tuned percussion</li> <li>• Create a class ballad/rap.</li> <li>• <b>EXTENSION TASK:</b> Play the National anthem and on the glockenspiel</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the Welsh National Anthem and learn the lyrics to the National Anthem if they don't already know them. Ask where they usually hear the anthem (ceremonies/ sporting events) and inform the class the Welsh anthem was the first anthem to be sung at a sporting event. Look at the English translation of the anthem. Discuss the lyrics and why they are suitable for an anthem. Explain that every country has an anthem and listen to examples from the Six Nations rugby teams. What are the features of an anthem? (Patriotic, bold, marches or hymns) Use the Musical features worksheet to write notes about the features of an anthem, focusing on style, tempo, dynamics, and instrumentation. <b>EXTENSION:</b> Learn how to play the National Anthem on glockenspiels.</li> <li>• Listen to Migldi Magldi and learn the lyrics. Explain that Migldi Magldi is a call and response song. Listen to different examples of call and response songs from around the world (No. 1 – Africa, No. 2 - India, No. 3 - Caribbean), and use the Musical Features to write down the distinguishing features of a call and response song. Explain that the 'response' part of the song to Migldi Magldi is supposed to be the sound of the blacksmith hammer striking the anvil. Listen to other songs which use 'sound effects/ onomatopoeias' such as 'Chitty Chitty Bang Bang', 'Splish Splash' and 'Tick, tick boom'. Show the class a new version of Migldi Magldi with the lyrics changed for a car mechanic, using 'Chitty Chitty Bang Bang' as a basis for the response part of the song. Take suggestions for different professions and the respective sounds you would associate with them. Split the class into four groups and instruct them to compose with their own 'profession' and the sounds/ rhythms associated with that job. Practice and perform to the rest of the class. Choose the order in which the groups will perform, finishing with the original first verse of Migldi Magldi (blacksmith). Practice, perform, record, and appraise the final performance.</li> <li>• Listen to Suo Gan and ask the class what type of song they think it is. If they are unsure, show them the English translation and inform them it is a lullaby. Learn the English translation lyrics. Ask them how they would describe a lullaby and listen to other lullabies from around the world (No. 1 – China, No. 2 - Poland, No. 3 - Bangladesh). Discuss the main features of a lullaby and use the Musical Features worksheet to write down these distinguishing features. Listen to the first half of the piece and draw attention to the rhythm of the phrases (marked in red). Clap the rhythm together as a class. Listen to the second half of the piece and draw attention to this new rhythm (marked in green). Clap this rhythm together as a class. Finally draw attention to the rhythm of the phrases marked in green. Clap this rhythm as a class. Sing the song once more, clapping the rhythms as you do. Show the class the notation for Suo Gan and using tuned percussion learn how to play the piece. Practice, perform, record, and appraise as a class.</li> <li>• Listen to a traditional version of Sosban Fach, learn the lyrics and perform as class. Show the class the English translation and discuss what type of song they think Sosban Fach. Inform them the song is a ballad (narrative folk song), telling a simple story. Listen to some other songs from around the world that are narrative in style, explaining the story behind those which are in a foreign language. Use the Musical Features worksheet to complete the features of a narrative folk song. Listen to the Clwb Cymru version of Sosban Fach, discuss the differences between the traditional version and this arrangement and sing along.</li> <li>• Explore the Welsh legend of Gelert and as a class, recall the story, writing the plot in simple bullet points. Explain to the class they are going to create their own 'ballad' based on a Welsh Legend, but they are going to make it into a modern rap. Look at the lyrics of Sosban Fach and chant them to a rap backing track. Draw attention to the lyrics of Sosban Fach and any rhyming (use the Sosban Fach lyrics cards too). Examine how the song is structured (verse, chorus, bridge – repeat) and any lines that repeat (such as the bridge). Show the class the structure for the song and explain the chorus must give a brief overview of the story and that verse 1 tells the first part of the story, while verse 2 tells the second part and the bridge will contain sad lyrics about poor Gelert. The chorus and bridge will be composed as a class. Take suggestions from the students about the overview of the story and make notes on the whiteboard. Once the class is happy with the lyrics, work on the bridge, again taking suggestions from the class. Once the students are happy with their lyrics, practice chanting them to feel the rhythm and then rapping them to a backing track.</li> <li>• Split the class into groups and handout the Ballad of Gelert verse lyrics worksheet. In their groups they should write down suggestions for lyrics to verse 1 and 2. Take suggestions from each group for lyric ideas, focusing on the rhyming patterns of Sosban Fach. Write the suggestions on the board and using the ideas come together as a class to finalise the verses. Write the full class ballad on the board and practice chanting through the lyrics. Once this is secure, practice rapping the ballad to a rap backing track. Practice, perform, record, and appraise the rap. <b>EXTENSION:</b> Create an animation or play of the story of Gelert and use the ballad as backing music.</li> </ul>	<ul style="list-style-type: none"> <li>• IWB</li> <li>• Tuned and untuned percussion.</li> <li>• Anthems PPT</li> <li>• Musical Features worksheet</li> <li>• National Anthem music flashcard</li> <li>• Migldi Magldi PPT</li> <li>• Call and Response Background Info card</li> <li>• Migldi Magldi Rhythms worksheet</li> <li>• Suo Gan PPT</li> <li>• Lullabies Background Info card</li> <li>• Suo Gan sheet music</li> <li>• Sosban Fach PPT and song</li> <li>• Ballads Background Info card</li> <li>• Sosban Fach Clwb Cymru lyrics</li> <li>• Beddgelert PPT</li> <li>• Ballad of Gelert chorus and bridge</li> <li>• Ballad of Gelert verse lyrics</li> <li>• Ballad of Gelert final class lyrics</li> <li>• Sosban Fach lyrics card</li> </ul>	<p><b>Performing:</b> 1, 2, 3, 4, 5, 6, 7 &amp; 8</p> <p><b>Composing:</b> 1, 2, 3 &amp; 4</p> <p><b>Appraising:</b> 1, 2, 3 &amp; 4</p>