

Diwrnod 2 / Day 2

08/09/26



Starter Activity - Gweithgaredd Cychwynnol

Instrument Quiz - Cwis Offerynnau



Name the instruments!

(there are 20)

Enwch yr offerynnau!

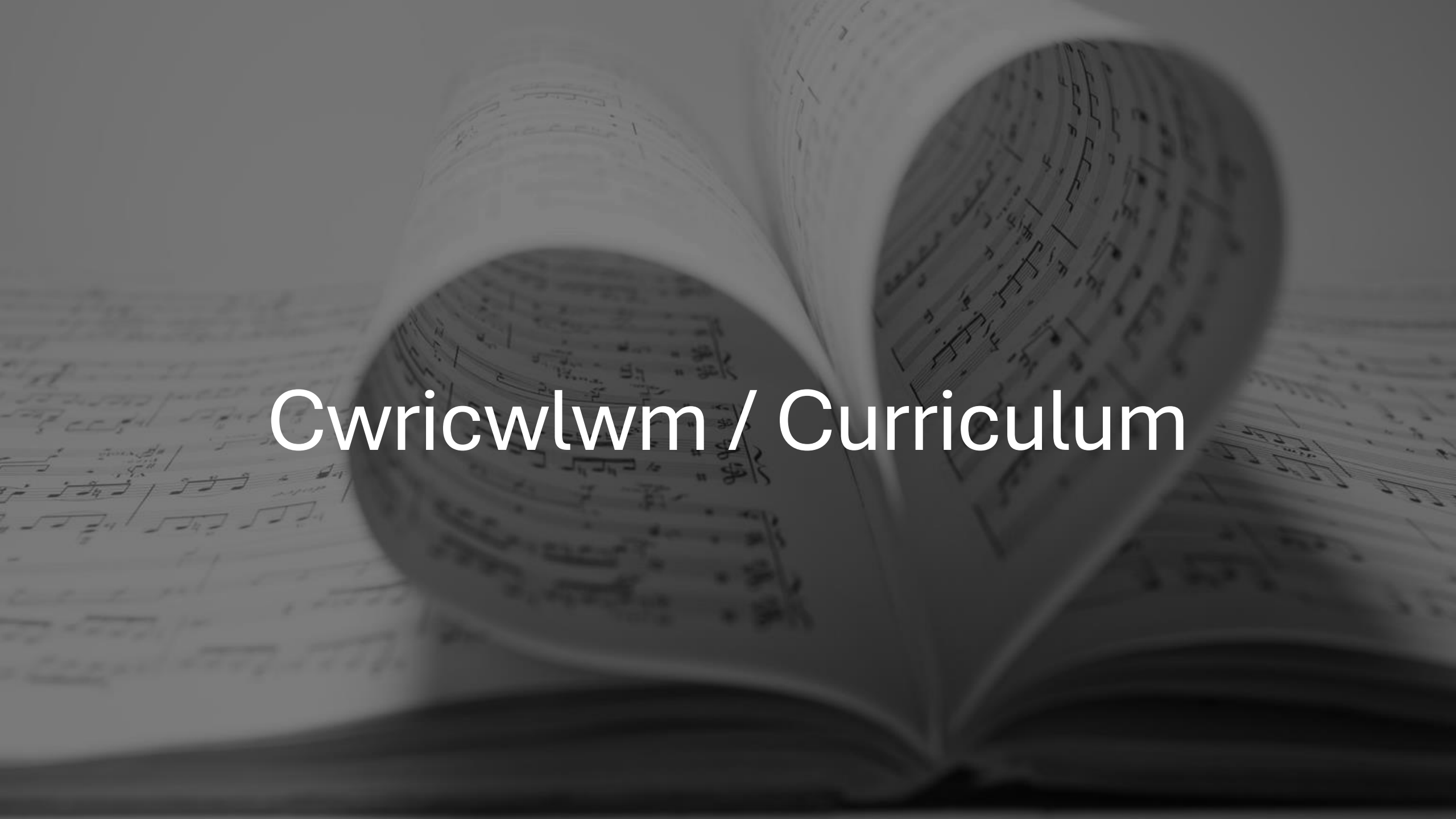
(mae 20 ohonynt)

<https://www.youtube.com/watch?v=d4S3yXtAC9Y>

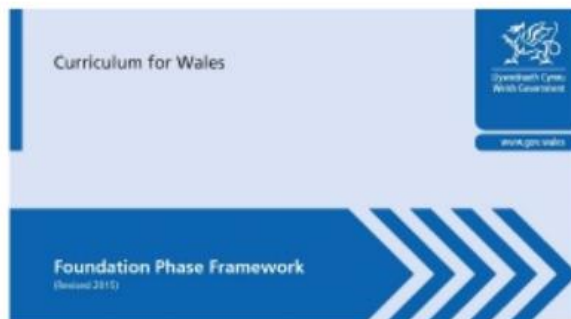


The Answers – Yr Atebion

- | | | | |
|--------------|-----------------|-----------------|----------------|
| 1. saxophone | 2. piano | 3. flute | 4. harpsichord |
| 5. cello | 6. tuba | 7. viola | 8. cymbal |
| 9. triangle | 10. French horn | 11. organ | 12. guitar |
| 13. trumpet | 14. violin | 15. trombone | 16. oboe |
| 17. harp | 18. bassoon | 19. double bass | 20. clarinet |



Cwricwlwm / Curriculum



Areas of learning and experience



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

APLP
PDPA
Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership
Transforming Teaching Together

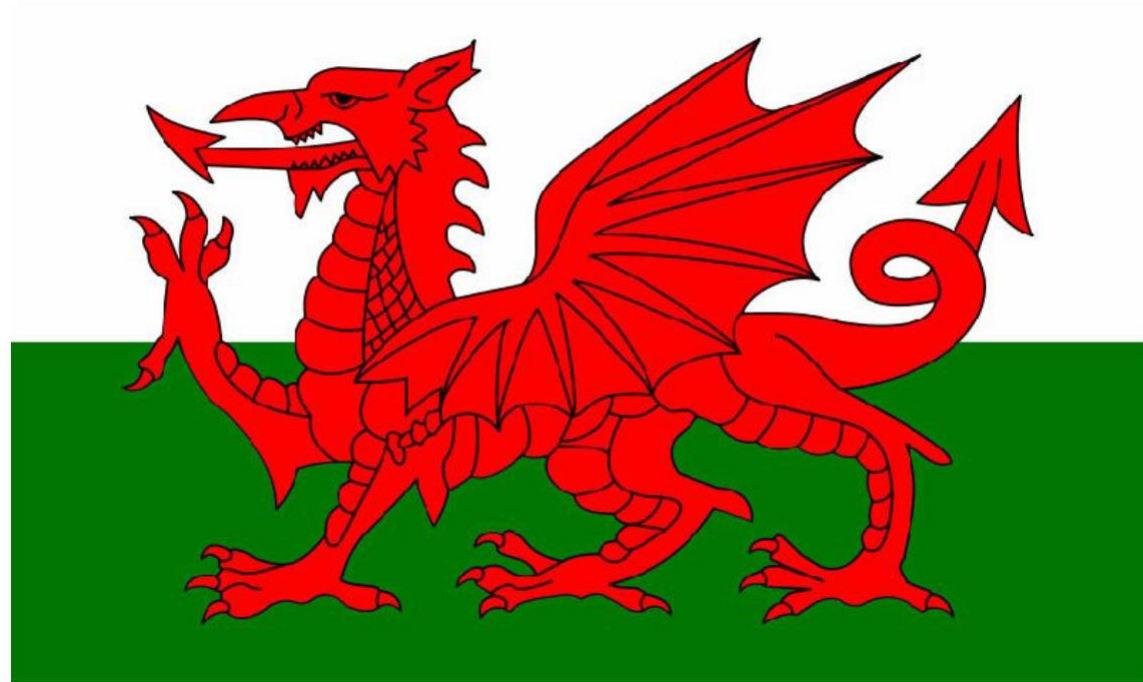
Cyn 1988 / Pre 1988

- Addysgwyd plant bethau gwahanol yn dibynnu ar ddiddordebau'r athro.
 - Nid oedd 'safon' penodol y roedd yn rhaid i blant ei gyrraedd, h.y. dim prawf safonol ar ddiwedd y flwyddyn.
 - Da / drwg???
- Children were taught different things depending on the teacher's interests.
 - No specific 'standard' that children had to reach, i.e. no end of year standardised test.
 - Good / bad???

Yn 1988... / In 1988...

- cyflwynwyd Cwricwlwm Cenedlaethol o 10 pwnc yn Lloegr, Cymru a Gogledd Iwerddon, gan benodi beth ddylai plant ei ddysgu i sicrhau bod pob plentyn yn derbyn yr un safon o addysg.
- **O'r cychwyn**, cydnabyddwyd y dylai'r cwricwlwm fod yn wahanol yng Nghymru nag yn Lloegr.
- a 10-subject National Curriculum was introduced in England, Wales and Northern Ireland prescribing what children should be taught to ensure that every child was given the same standard of education.
- **From the beginning**, it was acknowledged that the curriculum should be different in Wales than in England.

PAM mae'n wahanol a **BETH** yw'r gwahaniaeth?
WHY is it different and **WHAT** is the difference?



PAM mae'n wahanol?

WHY is it different?



- Datganoli - daeth addysg yn gyfrifoldeb i Llywodraeth Cynulliad Cymru ym 1997.
- Ail-enwyd Llywodraeth Cynulliad Cymru yn Lywodraeth Cymru - yn ymarferol ym 2011, ac yn gyfreithiol trwy Ddeddf Cymru 2014.
- Newidiodd y Ddeddf enw'r Cynulliad i 'Senedd Cymru'. Mae'r cyfarwyddyd yn nodi y bydd yr sefydliad yn cael ei adnabod yn gyffredin fel y 'Senedd' yn y ddwy iaith. Daeth y newid enw i rym ar 6 o Fai, 2020.
- Devolution - Education became the responsibility of the Welsh Assembly Government in 1997.
- The Welsh Assembly Government was renamed Welsh Government (Llywodraeth Cymru) - in practice in 2011, and in law by the Wales Act 2014.
- The Act changed the name of the Assembly to 'Senedd Cymru' (Welsh Parliament). Its guidance states that the institution will be commonly known as the 'Senedd' in both languages. The name change came into effect on 6 May, 2020.

BETH sy'n wahanol?

WHAT is different?

- Iaith a diwylliant nodedig – Y Cwricwlwm Cymreig, yr iaith Gymraeg
- Cyfnod Sylfaen (2008)
- Diddymu profion SATS yn raddol (2002-2005) ond yna...
- Cyflwyno profion Llythrennedd a Rhifedd (2013)
- Athrawon yn ysgrifennu'r cwricwlwm 'newydd' (2016-22)



- Distinct language and culture – Y Cwricwlwm Cymreig, Welsh language
- Foundation Phase (2008)
- Removal of SATS (2002-2005) but then...
- Introduction of Literacy and Numeracy tests (2013)
- Teachers writing the 'new' curriculum (2016-22)

Beth ddigwyddodd nesa'?

What happened next?

- 2014 - Comisiynodd Llywodraeth Cymru Graham Donaldson, (athro ym Mhrifysgol Glasgow a oedd wedi gweithio ar ddiwygiadau mewn addysg yn yr Alban) i gynnal adroddiad ar ddiwygio'r cwricwlwm yng Nghymru.
- 2015 - cyhoeddiad 'Dyfodol Llwyddiannus'.
- 2016 - dechreuodd athrawon ysgrifennu dogfennau cwricwlwm newydd.
- 2014 – Welsh Government commissioned Graham Donaldson, (a professor at the University of Glasgow who had worked on reforms to education in Scotland) to conduct a report on reforming the curriculum in Wales.
- 2015 - publication of 'Successful Futures'.
- 2016 - teachers started writing new curriculum documents

Beth ddigwyddodd nesa'?

What happened next?

Medi 2022:

- Angen i'r holl ysgolion cynradd weithredu'r cwricwlwm ar gyfer dysgwyr hyd at Flwyddyn 6.
- Ysgolion uwchradd – cafwyd yr opsiwn i ymgysylltu â gofynion Cwricwlwm i Gymru ar gyfer dysgwyr Blwyddyn 7.
- O gwmpas hanner yr ysgolion uwchradd oedd wedi penderfynu gwneud hyn.

September 2022:

- All primary schools required to implement their curriculum for learners up to Year 6.
- Secondary schools - option to engage with Curriculum for Wales requirements for Year 7 learners.
- Around half of secondary schools decided to do this.

Beth ddigwyddodd nesa'?

What happened next?

Medi 2023:

- Cwricwlwm i Gymru yn orfodol i'r holl ddysgwyr Blwyddyn 7 a 8.
- Ysgolion uwchradd yn gorfod cyflwyno'r cwricwlwm newydd hyd at Flwyddyn 11 ym Medi 2026.

September 2023:

- Curriculum for Wales mandatory for all Year 7 and 8 learners.
- Secondary schools required to roll out new curriculum through to Year 11 in September 2026.

TGAU / GCSE

GCSE

wjec
cbac

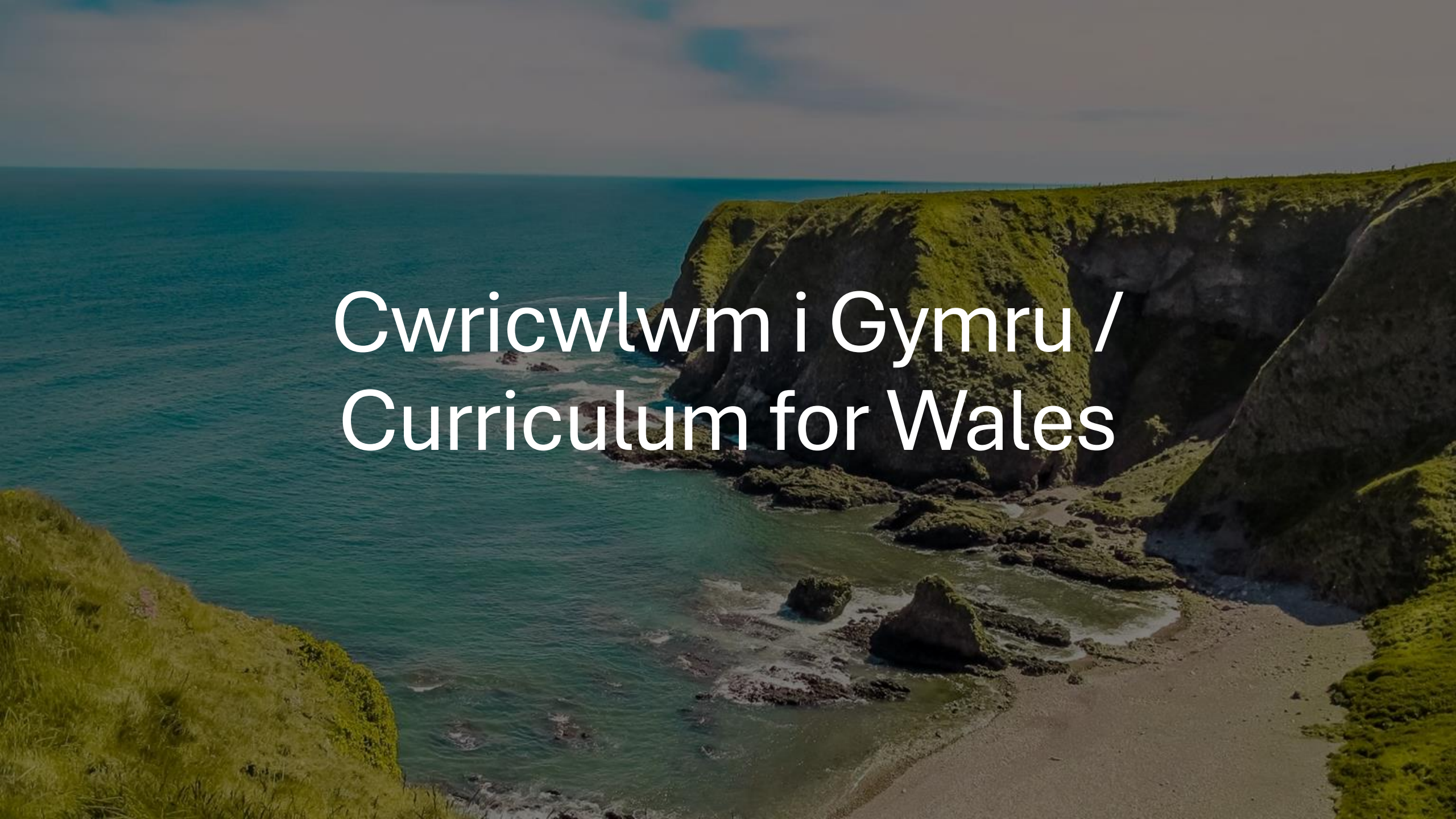
WJEC GCSE Music

Approved by Qualifications Wales
Specification
Teaching from 2025
For award from 2027



This Qualifications Wales regulated qualification
is not available to centres in England.

Made for Wales.
Ready for the world.



Cwricwlwm i Gymru / Curriculum for Wales

Cwricwlwm i Gymru

Curriculum for Wales

Prif argymhellion *Dyfodol Llwyddiannus* (68):

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The key recommendations from *Successful Futures* (68):

- Four purposes.
- Six areas of learning and experience.
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- A range of pedagogical approaches.
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Cwricwlwm i Gymru

Curriculum for Wales

Areas of Learning and Experience = AoLE

Areas of learning and experience



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

Meysydd dysgu a phrofiad



Y Celfyddydau Mynegiannol



Iechyd a Lles



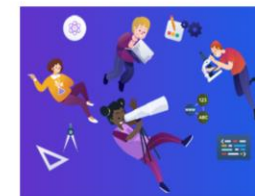
Y Dyniaethau



Ieithoedd, Llythrennedd a Chyfathrebu



Mathemateg a Rhifedd



Gwyddoniaeth a Thechnoleg

Meysydd Dysgu a Phrofiad = MDPH

Celfyddiadau Mynegianol = Expressive Arts =

Areas of learning and experience



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Communication



Mathematics and Numeracy



Science and Technology

- Celf
- Dawns
- Drama
- Ffilm a'r Cyfryngau Digidol
- Cerddoriaeth

- Art
- Dance
- Drama
- Film and Digital Media
- Music

Cwricwlwm i Gymru

Curriculum for Wales



Themâu trawsgwricwlaidd / Cross-cutting themes

- Llythrennedd / Literacy
- Rhifedd / Numeracy
- Cymhwysedd Digidol / Digital Competence

Sgiliau Integrol / Integral skills:

- Creadigrwydd a chynaliadwyedd / Creativity and innovation
- Meddwl beirniadol a datrys problemau / Critical thinking and problem-solving
- Effeithiolrwydd personol / Personal effectiveness
- Cynllunio a threfnu / Planning and organising

Acronyms!

LNF – Literacy and Numeracy Framework

DCF – Digital Competence Framework

FfLLRh – Fframwaith Llythrennedd a Rhifedd

FfCD – Fframwaith Cymhwysedd Digidol

Acronyms 2!

Efallai y byddwch hefyd yn gweld cyfeiriadau at:

You may also see references to:

YCC - Y Cwricwlwm Cymreig

ADCDF – Addysg ar gyfer Datblygu Cynaliadwy a Dinasyddiaeth Fyd-eang

ESDGC – Education for Sustainable Development and Global Citizenship



Cwricwlwm i Gymru

Curriculum for Wales

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Beth mae'r cwricwlwm yn ei ddweud?

What does the curriculum say?

- Mae 27 datganiad o 'Yr Hyn Sy'n Bwysig' ar draws Cwricwlwm i Gymru.
- Mae'n rhaid i ysgolion a lleoliadau gynnig pob datganiad o oedran 3 i 16, gan ddarparu ymgysylltiad â'u cysyniadau allweddol mewn ffordd ddatblygiadol briodol.
- There are 27 statements of 'What Matters' across Curriculum for Wales.
- Schools and settings must cover all statements from age 3 to 16, providing engagement with their key concepts in a developmentally appropriate way.

Beth mae'r cwricwlwm yn ei ddweud?

What does the curriculum say?

Mae'r datganiadau:

- yn crynhoi'r 'syniadau mawr' neu brif egwyddorion pob Maes
- yn helpu dysgwyr i ddeall amrywiaeth o brofiadau, gwybodaeth a sgiliau, wedi eu canolbwyntio o amgylch hanfodion pob Maes
- yn darparu ehangder a dyfnder yn y cwricwlwm
- yn darparu lefel o gysondeb cwricwlwm ar draws lleoliadau ac ysgolion
- yn sail ar gyfer cynnydd dysgwyr ac yn rhan hanfodol o ddatblygu'r cwricwlwm

Dylai ysgolion a lleoliadau ddefnyddio amrywiaeth o gyd-destunau, persbectifau a thopigau i gyfrannu at ddysgu o fewn datganiad.

The statements:

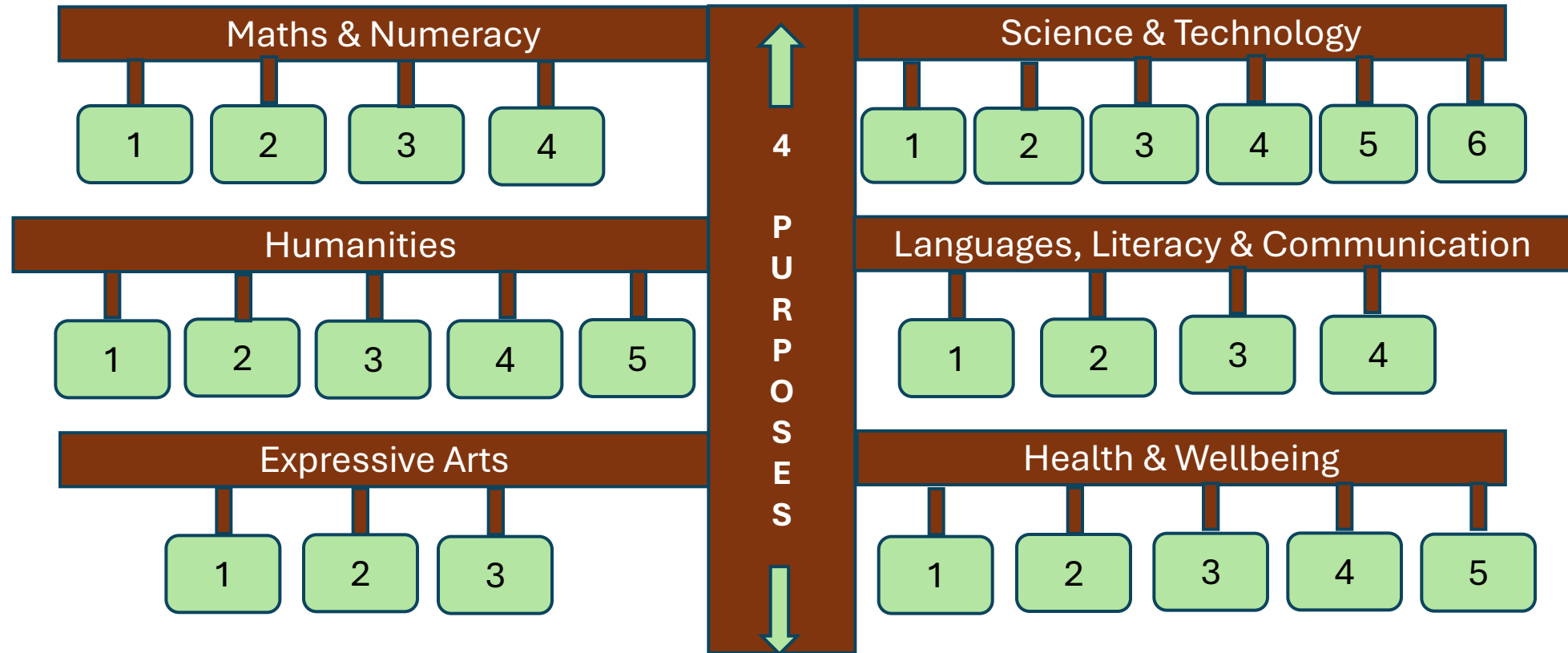
- sum up the 'big ideas' or key principles of each Area
- help learners to make sense of a range of experiences, knowledge and skills, focused around the fundamentals of each Area
- provide breadth and depth in the curriculum
- provide a level of curriculum consistency across settings and schools
- are the basis of learners' progression and an essential part of curriculum development

Schools and settings should use a range of contexts, perspectives and topics to contribute towards learning within a statement.

Beth mae'r cwricwlwm yn ei ddweud?

What does the curriculum say?

27 statements of 'What Matters' ('yr hyn sy'n bwysig') across Curriculum for Wales



Cwricwlwm i Gymru - Datganiadau o'r hyn sy'n bwysig

Curriculum for Wales – Statements of What Matters

- Mae archwilio'r celfyddydau mynegiannol yn hanfodol er mwyn dyfnhau sgiliau a gwybodaeth gelfyddydol, ac mae'n galluogi dysgwyr i ddod yn unigolion chwilfrydig a chreadigol.
- Mae ymateb a myfyrio, fel artist ac fel cynulleidfa, yn rhan hanfodol o ddysgu yn y celfyddydau mynegiannol.
- Mae creu yn cyfuno sgiliau a gwybodaeth, gan dynnu ar y synhwyrau, ysbrydoliaeth a'r dychymyg.

<https://hwb.gov.wales/curriculum-for-wales/expressive-arts/statements-of-what-matters/>

<https://hwb.gov.wales/cwricwlwm-i-gymru/y-celfyddydau-mynegiannol/datganiadau-o-r-hyn-sy-n-bwysig/>

- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
- Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Cwricwlwm i Gymru / Curriculum for Wales

i Mandadol

Mae archwilio'r celfyddydau mynegiannol yn hanfodol er mwyn dyfnhau sgiliau a gwybodaeth gelfyddydol, ac mae'n galluogi dysgwyr i ddod yn unigolion chwilfrydig a chreadigol.

Wrth archwilio'r Maes hwn trwy eu [gwaith creadigol](#) eu hunain a gwaith eraill, mae dysgwyr yn mynd i'r afael â [genres](#), [technegau](#), offer, deunyddiau a dulliau. Mae hyn yn eu galluogi i ddod yn unigolion chwilfrydig a chreadigol.

Drwy archwilio ffurfiau a disgyblaethau yn y celfyddydau mynegiannol, boed drwy arbrofi, chwarae neu ymchwilio ac ymholi mwy ffurfiol, gall dysgwyr ddod i ddeall y ffordd y mae'r [celfyddydau mynegiannol](#) yn cyfathrebu drwy ddulliau gweledol, corfforol, geiriol, cerddorol a thechnolegol. Mae'r archwilio hwn hefyd yn dyfnhau eu dealltwriaeth o sut mae'r celfyddydau mynegiannol yn ffurfio syniadau a theimladau. Gall hyn eu hannog i feithrin eu dychymyg a thynnu ar eu profiadau, eu sgiliau a'u doniau er mwyn iddyn nhw ddod yn artistiaid creadigol eu hunain.

Mae'r celfyddydau mynegiannol hefyd yn gyfrwng grymus y gall dysgwyr ei ddefnyddio i archwilio Cymru, ei thraddodiadau, ei hanes a'i diwylliannau unigryw ac amrywiol. Gallan nhw gynnig cyfle i ddysgwyr archwilio eu hetifeddiaeth ddiwylliannol eu hunain yn ogystal â rhai pobl, llefydd a chynodau eraill. Trwy hyn gallan nhw ddarganfod sut y gellir defnyddio'r celfyddydau mynegiannol i ffurfio a mynegi hunaniaeth bersonol, gymdeithasol a diwylliannol. Bydd dysgwyr yn cael edrych ar waith o ddiwylliannau a chymdeithasau amrywiol, gan ddysgu am eu dylanwadau, eu hanesion a'u heffaith. Gall dysgwyr hefyd edrych sut y gellir defnyddio'r celfyddydau mynegiannol i gwestionu a herio safbwyntiau a bod yn rym ar gyfer newid personol a

. Statements of what matters

i Mandatory

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

Exploring this Area, both through their own [creative work](#) and other people's, engages learners with [genres](#), [techniques](#), tools, materials and practices and enables them to become curious and creative individuals.

By exploring forms and disciplines in the [expressive arts](#), whether through experimentation, play or formal research and inquiry, learners can develop an understanding of how the expressive arts communicate through visual, physical, verbal, musical and technological means. This exploration can also progress their understanding of how the expressive arts shape ideas and feelings. It can encourage them to develop their imagination and draw upon their own experiences, skills and talents to become creative artists themselves.

The expressive arts are also a powerful medium through which learners can explore Wales and its unique and diverse traditions, history and cultures. They can provide opportunities for learners to explore their own cultural heritage and that of other people, places and times, and through this discover how the expressive arts can be used to shape and express personal, social and cultural identities. Learners will be exposed to and explore work from diverse cultures and societies and learn about these influences, histories and impact. Learners can also explore how the expressive arts can be used to question and challenge viewpoints and be

Cwricwlwm i Gymru - Disgrifiadau Dysgu

Curriculum for Wales - Descriptions of Learning

4. Descriptions of learning

Descriptions of learning provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning. [Learn more about descriptions of learning.](#)

Expand all ▾ Close all ▴

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Cwricwlwm i Gymru - Disgrifiadau Dysgu

Curriculum for Wales - Descriptions of Learning

Descriptions of learning are based on the idea of five ‘Progression Steps’ (‘Camau Cynnydd’).

▼ **Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.**

Progression step 1

I can explore and experiment with a variety of creative [techniques](#), materials, processes, resources, [tools and technologies](#).

I can ask questions to discover how creative work is made.

Progression step 2

I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies.

I can explore how and why creative work is made by asking questions and developing my own answers.

Progression step 3

I can explore and experiment independently and demonstrate technical control with a range of creative materials, processes, resources, [tools and technologies](#) showing innovation and resilience.

I can explore the effects that a range of creative [techniques](#), materials, processes, resources, tools and technologies have on my own and others’ [creative work](#).

I can explore how creative work can [represent](#), document, share and celebrate personal, social and cultural

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Cwestiwn Question

Progression steps at ages 5, 8, 11, 14 and 16.

Is this the same as the ‘old’ curriculum?

3-7 (N-2)	Foundation Phase (FP)	Cyfnod Sylfaen (CS)
7-11 (3-6)	Key Stage 2 (KS2)	Cyfnod Allweddol 2 (CA2)
11-14 (7-9)	Key Stage 3	Cyfnod Allweddol 3
14-16 (10-11)	Key Stage 4	Cyfnod Allweddol 4
16-18 (12-13)	Key Stage 5	Cyfnod Allweddol 5

- Progression Steps will be at 5, 8, 11, 14 and 16 and take the form of Achievement Outcomes relating broadly to expectations at those ages. These will help learners, teachers, parents and carers to understand if appropriate progress is being made.

<https://educationwales.blog.gov.wales/2018/06/22/wales-new-curriculum-and-assessment-arrangements-are-being-built-on-progression-this-is-how-its-happening/>

Camau Cynnydd

Progression Steps

▼ Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.



Progression step 3

Progression step 4

Progression step 5

I can explore and experiment independently and demonstrate technical control with a range of creative materials, processes, resources, [tools and technologies](#) showing innovation and resilience.

I can explore the effects that a range of creative [techniques](#), materials, processes, resources, tools and technologies have on my own and others' [creative work](#).

I can explore how creative work can [represent](#), document, share and celebrate personal, social and cultural identities.

I can explore and describe how artists and [creative work](#) communicate mood, feelings and ideas and the impact they have on an audience.

I can explore and experiment with my own and others' creative ideas, demonstrating increasingly complex technical control, innovation, independent thinking and originality to develop my work with confidence, being able to explain my reasons behind choices made and evaluate their effectiveness on my creative work.

I can explore creative work, understanding the personal, social, cultural and historical context, including the [conventions](#) of the period in which it was created.

I can investigate and understand how meaning is communicated through the ideas of other artists and performers.

I can explore and experiment with my own creative ideas and those of others, demonstrating technical control, innovation, independent thinking and originality, showing confidence to take risks and developing resilience in order to overcome creative challenges.

I can investigate and analyse how creative work is used to represent and celebrate personal, social and cultural identities.

I can independently research the purpose and meaning of a wide range of creative work and consider how they can impact on different audiences.

KS3 & 4

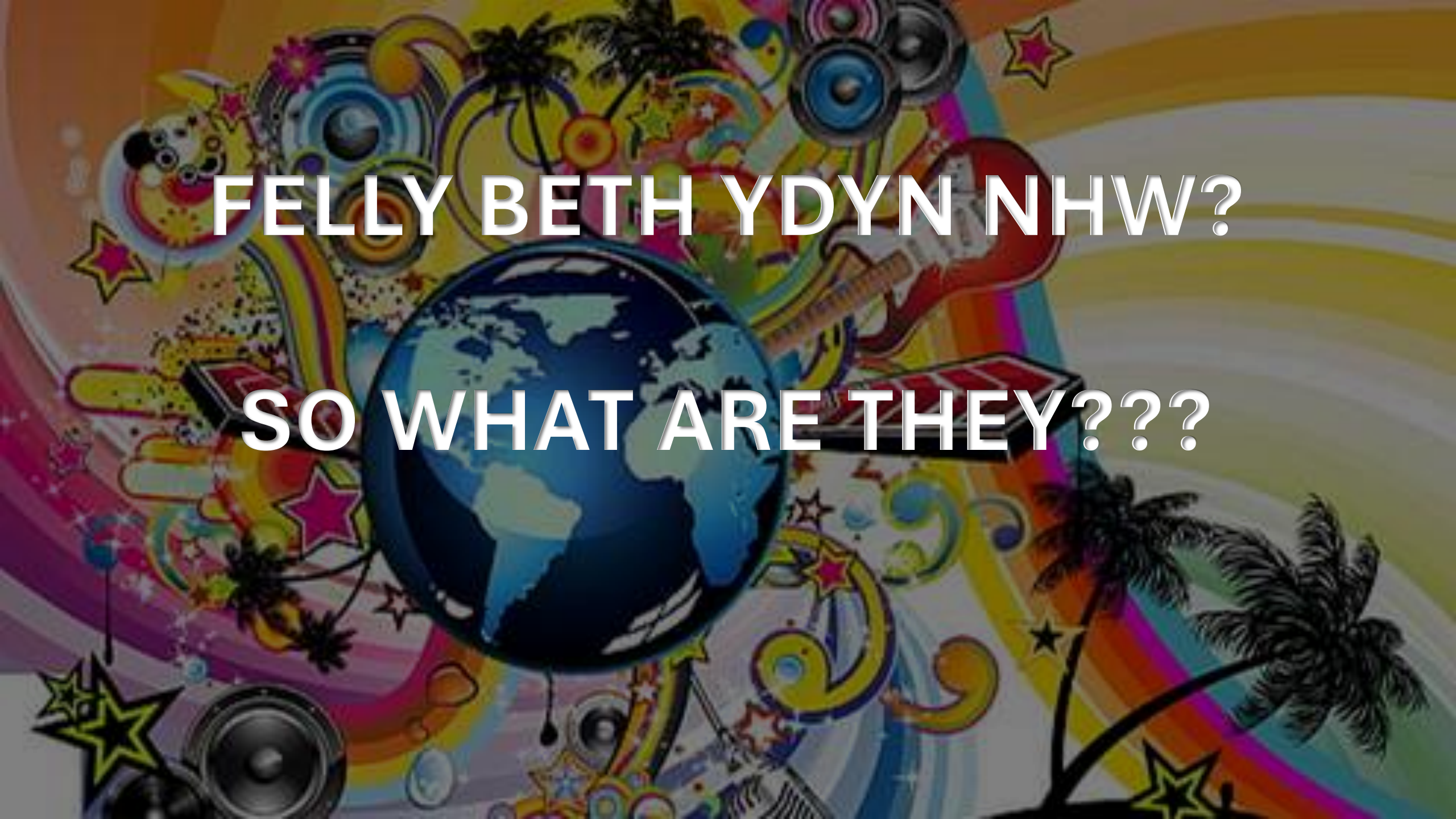
Cerddoriaeth yn yr 'hen' CA3

Music in the 'old' KS3

Dylai disgyblion berfformio, creu a gwerthuso cerddoriaeth gan ganolbwyntio eu gwranddo (mewn pob gweithgaredd cerddorol) ar **yr elfennau cerddorol**...

Pupils should perform, compose and appraise music focusing their listening (in all musical activities) on **the musical elements**...





FELLY BETH YDYN NHW?

SO WHAT ARE THEY???

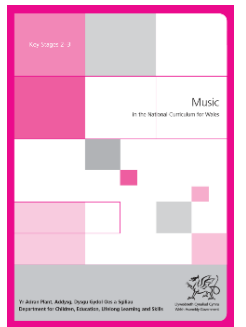
Cerddoriaeth CA3 / Music KS3

Elfennau Cerddorol

- traw
- parhad
- cyflymder
- ansawdd
- gwead
- dymmeg
- adeiledd
- distawrwydd

Musical Elements

- pitch
- duration
- pace
- timbre
- texture
- dynamics
- structure
- silence



Describing music using MAD T-SHIRT

MELODY

ASCENDING OR DESCENDING?
HIGH OR LOW PITCHED?
WIDE OR NARROW RANGE?
MOVING IN LEAPS/STEPS/SKIPS?
SCALES:
MAJOR/MINOR/BLUES/CHROMATIC/MODAL/ATONAL?
DEVICES:
REPETITION/MOTIFS/SEQUENCE/O-STINATO?
ORNAMENTS?

ARTICULATION

HOW ARE THE NOTES BEING PLAYED?
STACCATO – SHORT AND DETACHED?
LEGATO – SMOOTHLY AND CONNECTED?
ACCENTED NOTES?
PIZZICATO – PLUCKED WITH FINGERS?
ARCO – PLAYED WITH THE BOW?
SLURRED?

DYNAMICS

HOW LOUD OR SOFT IS THE MUSIC?
WHAT HAPPENS TO THE VOLUME?
pp – PIANISSIMO
p – PIANO
mp – MEZZO PIANO
mf – MEZZO FORTE
f – FORTE
ff – FORTISSIMO
CRESCENDO/DIMINUENDO?
SFORZANDO?

TEXTURE

HOW ARE THE INDIVIDUAL PARTS OF A PIECE WORKING TOGETHER?
THICK OR THIN? COMPLEX OR SIMPLE?
MONOPHONIC/POLYPHONIC/HOMOPHONIC/HETEROPHONIC?
MELODY & ACCOMPANIMENT?
COUNTERMELODY?
PARALLEL/CONTRARY MOTION?
UNISON? DRONE/PEDAL NOTE?
CONTINUO? CALL & RESPONSE?

STRUCTURE

HOW MANY SECTIONS IN THE PIECE AND IN WHAT ORDER?
WHAT IS THE FORM OF THE PIECE? BINARY – AB? TERNARY – ABA? RONDO – ABACADA? SONATA? CONCERTO? THEME AND VARIATION? RITORNELLO? POP MUSIC – VERSE? CHORUS? MIDDLE 8? BRIDGE? PRE-CHORUS? INTRO/OUTRO? SOLO? 12 BAR BLUES?

HARMONY

MAJOR OR MINOR KEY?
DIATONIC OR CHROMATIC?
CONSONANT/DISSONANT?
KEY CHANGES/MODULATION
CADENCES: PERFECT; PLAGAL; IMPERFECT; INTERRUPTED?
HARMONIC RHYTHM – DO
CHORDS CHANGE SLOWLY OR QUICKLY?
IS THERE A PARTICULAR SEQUENCE E.G. I – IV – V

INSTRUMENTS

BRASS –
TRUMPET/HORN/TROMBONE/TUBA. STRINGS –
VIOLIN/VIOLO/CELLO/DOUBLE BASS. WOODWIND –
PICCOLO/FLUTE/CLARINET/OBOE/BASSOON. PERCUSSION –
TIMPANI/CHIMES/CYMBALS. PIANO/HARPSICHORD/ORGAN. GUITAR/ELECTRIC BASS/DRUMS/VOCALS/SYNTHS/LOOPS. SITAR/TAMBURA/TABLA/BOUZO UKI/O'UD/DOUMBK/DJEMBE/DUNDUN/SURDO/TAMBOURIN/DHOL/RIQ/STEEL DRUMS.

RHYTHM

DURATION – LONG OR SHORT
NOTES? PULSE/BEAT.
SEMIQUVERS/QUAVERS/CROTCHES/MINIMS/SEMIBREVES?
SYNCOPATION? DOTTED
RHYTHMS? TRIPLETS?
CROSSRHYTHM/POLYRHYTHM?
CHAAL/TALA/WAZN.
UPBEAT/ANACRUSIS? RESTS?
PAUSES?
TIED NOTES?

TIME/TEMPO

REGULAR OR IRREGULAR
METRE? SIMPLE OR COMPOUND
METRE? SIGNATURE – 3/4, 4/4, 6/8, 12/8, 5/4, 7/8 ETC?
TEMPO – FAST OR SLOW?
LARGO, MODERATO, ANDANTE, ALLEGRO, PRESTO, ACCELLERANDO, RALLENTANDO, RUBATO? SPEEDING UP/SLOWING DOWN?

Cerddoriaeth yn yr 'hen' CA3

Music in the 'old' KS3



- Perfformio (10 'sgil')
 - Cyfansoddi (5)
 - Gwerthuso (4)
- Performing (10 'skills')
 - Composing (5)
 - Appraising (4)

TASG

Beth yw'r 'sgiliau' rydych chi'n meddwl y gallai'r datganiadau hyn gynnwys?

What are the 'skills' that you think these statements might include?

Perfformio

Performing

Skills

Performing

Pupils should be given opportunities to:

1. sing with increasingly sophisticated technique and with control of subtle changes within the musical elements
2. play instruments, with increasingly sophisticated technique and with control of subtle changes within the musical elements
3. practise and evaluate their performing in order to improve
4. maintain a part as a member of a group in a part song and/or sing a short solo part
5. maintain an individual instrumental part in a group piece and/or play a short solo part
6. imitate, memorise, internalise and recall increasingly complex sections of music and perform by ear
7. develop ensemble skills and communicate with other performers
8. rehearse and direct others and respond to a conductor
9. plan and make decisions about which music to perform and how to perform it
10. realise music using ICT and music technology.



Cyfansoddi a Gwerthuso

Composing and Appraising

Composing

Pupils should be given opportunities to:

1. improvise, compose and arrange music

during which they should:

2. explore, use, create, select, combine and organise sounds for a musical purpose
3. develop and refine musical ideas, and evaluate their work in order to improve it
4. communicate ideas and emotions through music
5. compose using ICT and music technology.



Appraising

Pupils should be given opportunities to:

1. listen to and appraise music with perception and attention to detail

during which they should:

2. discriminate within the musical elements
3. recognise and describe distinctive musical characteristics
4. analyse music aurally, discussing, evaluating and making connections between their own and others' work.





Music in Curriculum for Wales

Music includes performing, improvising and composing, listening and appreciation.

You should consider:

- pitch, melody, dynamics, texture, tempo, timbre, rhythm, metre, form and structure, tonality, musical devices (e.g. repetition, ostinato, sequence), harmony, intonation
- binary, ternary, rondo, round, minuet and trio, strophic, theme and variation, through-composed, sonata
- performing (including vocal, instrumental, technology e.g. DJ-ing), improvising and composing (including vocal, instrumental, acoustic, electric and digital, editing/production), listening (including analysing, evaluating, and appreciating a range of musical forms and styles across genres and periods of time)



Cerddoriaeth yn Cwricwlwm i Gymru

Mae cerddoriaeth yn cynnwys perfformio, byrfyfyrrio a chyfansoddi, gwrando a gwerthuso.

Dylech ystyried:

- traw, alaw, dymameg, gwead, tempo, ansawdd, rhythm, mydr, *ffurfa* strwythur, cyweiredd, dyfeisiau cerddorol (e.e. ailadrodd, ostinato, dilyniant), harmoni, tonyddiaeth
- dwyran, teiran, rondo, tôn gron, miniwét a thrïo, stroffig, thema ac amrywiadau, cyfansoddi di-dor, sonata
- perfformio (gan gynnwys lleisiol, offerynnol, technoleg e.e. DJ-io), byrfyfyrrio a chyfansoddi (gan gynnwys lleisiol, offerynnol, acwstig, trydanol a digidol, golygu/cynhyrchu), gwrando (gan gynnwys dadansoddi, gwerthuso a gwerthfawrogi ystod o ffurfiau ac *arddulliau* cerddorol ar draws *genres* a chlyfnodau o amser)

A close-up photograph of a violin and a piano keyboard. The violin, with its rich brown wood and black f-holes, is positioned diagonally across the frame. A wooden bow with a silver-colored metal ferrule and black grip is resting on the violin's strings. Below the violin, the white and black keys of a piano keyboard are visible. The background is a dark, textured surface.

Cynnwys Gwersi Cerddoriaeth Music Lesson Content

TASG

Beth ydych chi'n meddwl y dylai plant fod wedi dysgu yn eu gwersi Cerddoriaeth erbyn diwedd blwyddyn 9 (neu cyn TGAU)?

What do you think children should have learnt in their Music lessons by the end of year 9 (or before GCSE)?

TASG 1

Pa SGILIAU ddylai disgyblion gael cyfle i'w datblygu?

h.y. o fewn cyfansoddi, perfformio a gwerthuso;

e.e. gallu chwarae rhan annibynnol mewn ensemble.

Gwnewch rhestr.

What SKILLS should pupils have opportunities to develop?

i.e. within composing, performing and appraising;

e.g. be able to play an independent part in an ensemble.

Make a list.

TASG 2

Pa BYNCIAU dylai disgyblion eu dysgu amdanyn nhw?

e.e.

Cerddoriaeth o wlad arall?

Arddulliau cerddorol gwahanol?

Cerddoriaeth o wahanol gyfnodau hanesyddol?

What are the TOPICS that pupils should learn about?

e.g.

Music from another country?

Different musical styles?

Music from different historical times?

Pan rydych chi'n ysgrifennu eich rhestr 'pynciau', cofiwch fod ysgolion yn aml yn cwmpasu un 'pwnc' pob hanner tymor felly dylwch anelu at restr uchafswm o 18 pwnc i gyd.

When writing your 'topics' list, bear in mind that schools will often cover only one 'topic' per half-term so you should aim to list a maximum of 18 topics in total.