

ECAD 4011 Materion Cwricwlwm Curriculum Matters. Lefel / Level 4

Cyfnod Sylfaen **Foundation Phase**
Datblygiad Creadigol **Creative Development**
Cyflwyniad i Gerddoriaeth **Introduction to Music**

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Deilliannau / Outcomes

- I werthfawrogi sut mae cerddoriaeth yn medru cefnogi dysgu ar draws cwricwlwm y cyfnod sylfaen
- I ddatbygu dealltwriaeth o sut i gynllunio ar gyfer dysgu cerddoriaeth mewn dosbarth C.S.
- I gymryd rhan mewn gweithgareddau ymarferol
- To appreciate how music can support many areas of learning within the foundation phase curriculum
- To develop one's understanding of how to plan for teaching music in a F.Ph. Class.
- To engage in some practical activities



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Dysgu ag addysgu trwy themau Teaching & learning via themes

- Cynllunio Cyfnod Sylfaen
- Tasgau ffocws
- Ardaloedd parhaus
- Cyfoethogi ardaloedd parhaus
- Arsylwi ac asesu
- Foundation Phase planning
- Focused tasks
- Continuous provision
- Enhanced provision
- Observation and assessment.



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Cyfnod Sylfaen / Foundation Phase

- Dylai plant gymryd rhan mewn gweithgareddau creadigol, dychmygus ym maes cerddoriaeth.
- Archwilio ystod eang o symbyliadau, mynegi eu syniadau creadigol a myfyrio ynghylch eu gwaith (tud 39)
- Children should engage in creative, imaginative and expressive activities in music.
- Explore a wide range of stimuli, develop their ability to communicate and express their creative ideas, and reflect on their work.



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Datblygu Sgiliau Perfformio Developing Performance Skills

Pa offerynnau?
Traw / di-draw

What instruments?
Pitch / percussion

Sut i'w chwarae?
Yn gorfforol ac yn gerddorol

How to play?
Physically and musically



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Cyfansoddi / Composing

- Archwilio, defnyddio, creu, dewis a threfnu seiniau at ddiben cerddorol
- Defnyddio storïau fel symbyliad ar gyfer cyfansoddi.
- Cofnodi'r cyfansoddiadau.
- Explore, use, create, select, combine and organise sounds for a musical purpose
- Story telling to be used as stimulus to composing music.
- Recording compositions.



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Patrwm o ddysgu ag addysgu cerddoriaeth yn y C.S. ...
Possible pattern for teaching & learning music in F.Ph.

could be

- | | |
|-------------------------------|-----------------------------------|
| • Ymchwilio ac arbrofi | • Exploring and researching |
| • Cyfansoddi | • Composing |
| • Perfformio | • Performing |
| • Arweinydd | • Conductor |
| • Recordio | • Recording |
| • Gwerthuso | • Evaluating |
| • Cyoethogi ardaloedd parhaus | • Enhancing continuous provision. |



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Gwerthuso / Appraising

- | | |
|--|---|
| 1. Gwahaniaethu o fewn yr elfennau cerddorol | 1. Make distinctions within the musical elements |
| 2. Adnabod a disgrifio nodweddion cerddorol | 2. Recognise and describe musical characteristics |
| 3. Trafod teimladau personol. | 3. Discuss their own emotions and feelings. |



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Cerddoriaeth / Music

- | | |
|---|--|
| • Dysgu cân : <i>canu ystod o ganeuon gydag eraill</i> | • Learn a song : <i>sing a range of songs with others</i> |
| • Creu symudiadau addas i gyd-fynd gyda'r cân | • Decide actions to accompany a song |
| • Dewis offerynnau / synnau addas : (i) <i>creu eu syniadau cerddorol eu hunain</i> (ii) <i>archwilio ystod o ffynonellau sain ac arbrofi â gwahanol ffyrdd o gynhyrchu a threfnu seiniau</i> | • Decide noises and instruments to accompany the song : (i) <i>Create their own musical ideas</i> (ii) <i>Explore a range of sound sources and experiment with different ways of making and organising sounds.</i> |



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Five little speckled frogs
Five little speckled frogs
Sat on a speckled log
Eating the most delicious grubs, yum yum
One jumped into the pool
Where it was nice and cool
Then there were four great speckled frogs, gub gub

Four little speckled frogs
Sat on a speckled log
Eating the most delicious grubs, yum yum
One jumped into the pool
Where it was nice and cool
Then there were three great speckled frogs, gub gub

Three little speckled frogs
Sat on a speckled log
Eating the most delicious grubs, yum yum
One jumped into the pool
Where it was nice and cool
Then there were two great speckled frogs, gub gub

Two little speckled frogs
Sat on a speckled log
Eating the most delicious grubs, yum yum
One jumped into the pool
Where it was nice and cool
Then there was one great speckled frog, gub gub

One little speckled frog
Sat on a speckled log
Eating the most delicious grubs, yum yum
One jumped into the pool
Where it was nice and cool
Then there were no more speckled frogs, gub gub

Heads and shoulders, knees and toes
Heads and shoulders, knees and toes
Heads and shoulders, knees and toes
Heads and toes and whiskers on the nose
Heads and shoulders here we go

Wingy wincy spider
Wingy wincy spider climbed up the waterspout
Down came the rain and washed poor wingy out
Out came the sun and dried up all the rain
So wingy wincy spider climbed up the spout again

Hickory dickory dock
Hickory Dickory Dock
The mouse ran up the clock
The clock struck one, the mouse ran down
Hickory Dickory Dock

Hickory Dickory Dock
The mouse ran up the clock
The clock struck two, the mouse ran down
Hickory Dickory Dock

Hickory Dickory Dock
The mouse ran up the clock
The clock struck three, the mouse ran down
Hickory Dickory Dock

Hickory Dickory Dock
The mouse ran up the clock
The clock struck four, the mouse ran down
Hickory Dickory Dock

Hickory Dickory Dock
The mouse ran up the clock
The clock struck five, the mouse ran down
Hickory Dickory Dock

Hickory Dickory Dock
The mouse ran up the clock
The clock struck six, the mouse ran down
Hickory Dickory Dock

Hickory Dickory Dock
The mouse ran up the clock
The clock struck seven, the mouse ran down
Hickory Dickory Dock

Hickory Dickory Dock
The mouse ran up the clock
The clock struck eight, the mouse ran down
Hickory Dickory Dock

Hickory Dickory Dock
The mouse ran up the clock
The clock struck nine, the mouse ran down
Hickory Dickory Dock

Hickory Dickory Dock
The mouse ran up the clock
The clock struck ten, the mouse ran down
Hickory Dickory Dock

Sialens Rhigwm
The Rhyme Challenge

1, 2, 3, 4, 5
One, two, three, four, five
Once I caught a fish alive
Six, seven, eight, nine, ten
Then I let it go again
Why did you let it go?
Because I hit my finger on
Which finger did it hit?
This little finger on the right

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Pwysigrwydd canu yn y Cyfnod Sylfaen
Importance of signing within the Foundation Phase

- Dynameg
- Pwyslais geiriau
- Cyflymder
- Curiaid
- Distawrwydd
- Datblygu'r cof
- Dynamics
- Emphasis on certain words
- Pace
- Rhythm
- Silence
- Memory / recall

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In conclusion : The Assignment

Music could develop, for example :-

- ... **language skills** by singing songs that have rhyming words. Using rhythm & actions to develop awareness of syllables. Instruments could be included to enhance the performance. These songs could be in Welsh.
- ...children's understanding of text by using **auditory stimulation** in combining musical instruments and/or sounds with text found within stories and/or poems. These sounds could be recorded and placed alongside the story for children to appreciate both.
- ... **creative and physical movement skills** by encouraging children to move in response to variety of music which provides different pace, rhythm and stillness.
