



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

Expressive Arts Y Celfyddydau Mynegiannol

Music Cerddoriaeth

BA3

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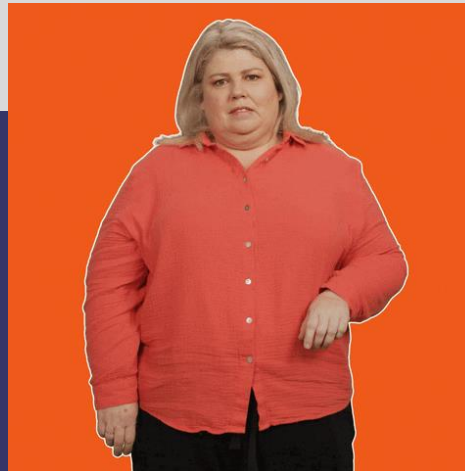
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Today, the aim is to help you move more to the right... Heddiw, gobeithio byddwn ni'n symud mwy i'r dde...



How do you feel about teaching Music?
Sut ydych chi'n teimlo am addysgu Cerddoriaeth?



Contents

1. CfW Expressive Arts and the WMS
2. Discipline-specific Considerations
3. Music Glossary of terms
4. WMS - music Q&A
5. Planning – The Big Picture
6. Planning – Nitty Gritty
7. How to teach music
8. Resources that might be useful

Cynnwys

1. CiG Y Celfyddydau Mynegiannol ac y Datganiadau o'r hyn sy'n bwysig
2. Ystyriaethau sy'n benodol i ddisgyblaethau
3. Geirfa Gerddoriaeth
4. DB - cerddoriaeth C&A
5. Cynllunio – Y Darlun Mawr
6. Cynllunio – 'Nitty Gritty'
7. Sut i ddysgu cerddoriaeth
8. Adnoddau defnyddiol



Areas of learning and experience



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and Communication



Mathematics and Numeracy

Start at the beginning...
CfW Expressive Arts and the WMS
From Curriculum for Wales - Hwb



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Home > Curriculum for Wales > Expressive Arts

AREA OF LEARNING AND EXPERIENCE

Expressive Arts

Guidance to help schools and settings develop their own curriculum, enabling learners to develop towards the four purposes.

Contents

- 1. Introduction
- 2. Statements of what matters
- 3. Principles of progression

- 4. Descriptions of learning
- 5. Designing your curriculum



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

- 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.

Meysydd dysgu a phrofiad



Y Celfyddydau Mynegiannol



Iechyd a Lles



Y Dyniaethau



Ieithoedd, Llythrennedd a Chyfathrebu



Mathemateg a Rhifedd

Dechreuwch ar y dechrau...
CiG, Y Celfyddydau Mynegiannol a
Datganiadau o'r hyn sy'n bwysig

O [Cwricwlwm i Gymru - Hwb](#)



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Dewislen

Mewngofnodi

Cofrestru

Hafan > [Cwricwlwm i Gymru](#) > Y Celfyddydau Mynegiannol

MAES DYSGU A PHROFIAD
**Y Celfyddydau
Mynegiannol**

Canllawiau i helpu ysgolion a lleoliadau i ddatblygu eu cwricwlwm eu hunain, gan alluogi dysgwyr i ddatblygu o ran y pedwar diben.

Cynnwys

1. Cyflwyniad
2. [Datganiadau o'r hyn sy'n bwysig](#)
3. [Egwyddorion cynnydd](#)
4. [Disgrifiadau dysgu](#)
5. [Cynllunio eich cwricwlwm](#)



4. Disgrifiadau dysgu

Mae'r disgrifiadau dysgu yn rhoi canllawiau ar sut y dylai dysgwyr wneud cynnydd o fewn pob datganiad o'r hyn sy'n bwysig ar eu taith ar hyd y continwwm Dysgu. [Dysgu mwy am y disgrifiadau Dysgu.](#)

Ehangu popeth ▾ Cau popeth ▴

- [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 cynulleidfya, 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.](#)

Discipline-specific considerations

(from age 3-16)

Music

(taken from [Expressive Arts: Designing your curriculum](#) - Hwb)

Ystyriaethau sy'n benodol i ddisgyblaethau

(o 3-16 oed)

Cerddoriaeth

(cymerwyd o [Hwb Y Celfyddydau Mynegiannol: Cynllunio eich cwricwlwm](#) - Hwb)

Elements / Elfen	Form / Ffurf	Audio Visual, Taking part / Clyweledol, Cymryd rhan
Pitch / Traw	Binary / Dwyran	Performing/ Perfformio - Vocal / Lleisiol - Instrumental / Offerynnol - technology / Technoleg e.e.- DJ-io
Melody / Alaw	Ternary / Teiran	Improvising and Composition / Byrffyrrio a chyfansoddi - Vocal / Lleisiol - Instrumental / offerynnol - Acoustic / acwstig - Electric / trydanol - Digital / digidol - editing & production / golygu a chynhyrchu
Dynamics / Dynameg	Rondo	Listening – range of forms, styles and genres across time / Gwranddo - ystod o ffurfiau ac arddulliau cerddorol ar draws genres a chyfnodau o amser) - Analysing / dadansoddi - Evaluation / gwerthuso - Appreciating / gwerthfawrogi
Texture / Gwead	Round / Tŷn gron	
Tempo	Minuet and Trio / Miniwét a thrio	
Timbre / Ansawdd	Strophic / Stroffig	
Rhythm	Theme and Variation / Thema ac amrywiadau	
Metre Mydr	Through-composed / Cyfansoddi di-dor	
Form and Structure / Ffurf a Strwythur	Sonata	
Tonality / Cyweiredd		
Musical devices / Dyfeisiau Cerddorol - Repetition / ailadrodd - Ostinato - Sequence / Dilyniant		
Harmony / Harmoni		
Intonation / Tonyddiaeth		

• Music Glossary 1

- **Pitch:** high or low
- **Melody:** tune
- **Dynamics:** loud and soft (quiet) loud = forte (*f*), soft = piano (*p*)
- **Texture:** thickness or thinness of the music – 1 instrument = thin / whole orchestra or band = thick.
- **Tempo:** the overall, underlying speed of the music – fast, slow etc (get children to march to the music to find the beat).
- **Timbre:** the quality of the sound
- **Rhythm:** the pattern of sounds or notes tapped out.
- **Metre:** the phrases / number of beats in a bar – usually, 2, 3 or 4 eg, 1 2 3 4 | 1 2 3 4 | 1 2 3 4
- **Tonality:** major (happy) or minor (sad).
- **Musical devices**
 - **Repetition:** the music uses a repeating pattern, phrase, rhythm eg. Coldplay Paradise https://music.youtube.com/watch?v=1G4isv_Fylg
 - **Ostinato:** the music has an underlying pattern, often in a rhythm, that carries on through the whole piece eg. Bon Jovi, Livin' on a Prayer, [Ravel Bolero https://youtu.be/xhD_MrR8YHI](https://youtu.be/xhD_MrR8YHI) , [Duel of the Fates https://youtu.be/xlYCxbBZUCY](https://youtu.be/xlYCxbBZUCY)
 - **Sequence:** music repeats a phrase or pattern at a higher or lower level eg. Beethoven 5th Symphony <https://youtu.be/jv2WJMVQI8/> Come Alive, The Greatest Showman <https://music.youtube.com/watch?v=BURBISYPmBU>
 - **Harmony:** combination of notes to make a chord or group of notes.
 - **Intonation:** whether a note is in tune or if it is slightly too high (sharp) or slightly too low (flat).



• Music Glossary 2

- **Intonation:** whether a note is in tune or if it is slightly too high (sharp) or slightly too low (flat).
- **Form:** the shape and structure of a piece of music. Each letter represents a particular melody (verse and chorus)
 - **Binary:** a structural form for a series of movements / music – A B
 - **Ternary:** a structural form for a series of movements / music – A B A
 - **Rondo:** a structural form for a series of movements / music – A B A C A or A B A C A D A
 - **Round:** the same tune sung by different groups, all starting and ending at a different point e.g. Frere Jacques <https://youtu.be/cccR9Tda7U8>
 - **Strophic:** a piece of music (usually a song) where all verses are the same e.g. Amazing Grace, Itsy-Bitsy Spider https://youtu.be/w_lCi8U49mY
 - **Through-composed:** a piece of music composed of different sections in a continuous line e.g. Queen, Bohemian Rhapsody <https://youtu.be/fJ9rUzIMcZQ>
 - **Minuet and Trio / Sonata:** different forms explored in Yrs7-11
- **Vocal:** using the voice.
- **Instrumental:** using musical instruments – can be any kind of instruments – orchestral, boom whackers, ukeleles, junk instruments etc.
- **Technology:** any performance that includes the use of technology, e.g. DJ
- **Improvisation:** making up a piece of music as you go along. It is not written down formally although some people make a few memory notes.
- **Composition:** composing a piece of music and writing it down so that others can follow it.
- **Acoustic:** instruments that make sound without the use of electric, electronics or digital means eg piano rather than keyboard.
- **Digital:** using a digital platform to create music e.g. garage-band, Sibelius, or in a digital format e.g. MP3, downloads, Spotify



• Geirfa 1

- **Traw:** uchel neu isel
- **Alaw:** tôn
- **Dynmeg:** cryf ac ysgafn (tawel), cryf = forte (*f*), ysgafn = piano (*p*)
- **Gwead:** pa mor drwchus neu denau yw'r gerddoriaeth – 1 offeryn = tenau / cerddorfa neu fand cyfan = trwchus.
- **Tempo:** cyflymder sylfaenol y gerddoriaeth yn gyffredinol – cyflym, araf ac ati (gofynnwch i'r plant orymdeithio i'r gerddoriaeth i ganfod y curiad).
- **Ansawdd (Timbre):** ansawdd y sain
- **Rhythm:** patrwm y synau neu'r nodau wedi'u tapio.
- **Mydr:** y brawddegau / nifer y curiadau mewn bar– fel arfer, 2, 3 neu 4 ee, 1 2 3 4 | 1 2 3 4 | 1 2 3 4
- **Tonyddiaeth:** mwyaf (hapus) neu leiaf (trist).
- **Dyfeisiau Cerddorol**
 - **Ailadrodd:** mae'r gerddoriaeth yn defnyddio patrwm, brawddeg, rhythm ailadroddus e.e. Coldplay Paradise https://music.youtube.com/watch?v=1G4isv_Fylg
 - **Ostinato:** mae gan y gerddoriaeth batrwm sylfaenol, yn aml yn y rhythm, sy'n parhau trwy'r darn cyfan e.e. Bon Jovi, Livin' on a Prayer, [Ravel Bolero https://youtu.be/xhD_MrR8YHI](https://youtu.be/xhD_MrR8YHI) , [Duel of the Fates https://youtu.be/xlYCxbBZUCY](https://youtu.be/xlYCxbBZUCY)
 - **Dilyniant:** mae'r gerddoriaeth yn ailadrodd brawddeg neu batrwm ar lefel uwch neu is e.e. Beethoven 5th Symphony <https://youtu.be/jv2WJMVQI8/> / Come Alive, The Greatest Showman <https://music.youtube.com/watch?v=BURBISYPmBU>
 - **Harmoni:** cyfuniad o nodau i wneud cord neu grŵp o nodau.
 - **Tonyddiaeth:** p'un a yw nodyn mewn tiwn neu os yw ychydig yn rhy uchel (siarp) neu ychydig yn rhy isel (fflat)

• Geirfa 2

- **Tonyddiaeth:** whether a note is in tune or if it is slightly too high (sharp) or slightly too low (flat).
- **Ffurf:** Y siap a strwythur darn o gerddoriaeth.
 - **Binary:** ffurf strwythurol – A B
 - **Ternary:** ffurf strwythurol – A B A
 - **Rondo:** ffurf strwythurol – A B A C A or A B A C A D A
 - **Ton grod:** the same tune sung by different groups, all starting and ending at a different point e.g. Frere Jacques <https://youtu.be/cccR9Tda7U8>
 - **Stroffig:** a piece of music (usually a song) where all verses are the same e.g. Amazing Grace, Itsy-Bitsy Spider https://youtu.be/w_lCi8U49mY
 - **Cyfansoddi di-dor:** a piece of music composed of different sections in a continuous line e.g. Queen, Bohemian Rhapsody <https://youtu.be/fJ9rUzIMcZQ>
 - **Miniwet a Thrio / Sonata:** ffurf strwythurol – Bl.7-11
- **Lleisiol:** defnyddio'r llais.
- **Offerynnol:** defnyddio offerynnau cerdd.
- **Technoleg:** defnyddio technoleg.
- **Byrfyfyrrio:** cyfansiddi heb ei hysgrifennu i lawr.
- **Cyfansoddi:** creu cerddoriaeth a'i hysgrifennu i lawr.
- **Acwstig:** offerynnau heb ddefnyddio trydan.
- **Digidol:** defnyddio unrhyw lwyfan digidol.



What do you feel is important?



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 a force for personal and societal change.

❖ Wales' diverse and unique tradition, history and cultures.

❖ Cultural heritage and identity.

❖ Influences, histories and impact.

❖ Societal change?

❖ Own and other's creative work.

❖ Genres, techniques, tools.

❖ Exploring form and discipline.

❖ EA shapes ideas and feelings.

❖ Develop imagination.

❖ Value their own experiences.

❖ Discover talent and skill.

Datganiadau o'r hyn sy'n bwysig o [Y Celfyddydau Mynegiannol: Datganiadau o'r hyn sy'n bwysig - Hwb](#)

Beth dych chi'n meddwl sy'n bwysig?



- ❖ Eu hunain a gwaith eraill.
- ❖ Genres, technegau, offer.
- ❖ Archwilio ffurfiau a disgyblaethau.
- ❖ Mae CM yn ffurfio syniadau a theimladau.
- ❖ Tynnu ar eu profiadau.

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 chyfnodau 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 gwestiynu a herio safbwyntiau a bod yn rym ar gyfer newid personol a chymdeithasol.

- ❖ Archwilio Cymru,ei thraddodiadau, ei hanes a'l diwylliannau unigryw ac amrywiol.
- ❖ Eu dylanwadau,eu hanesion a'u heffaith.

- ❖ Responding.
- ❖ Engages emotions *and* intellect.
- ❖ From sensory to critical analysis.
- ❖ Reflect on the how and why.
- ❖ Critical vocabulary skills.
- ❖ Forms, genres and styles.

Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.

Responding within the expressive arts engages the emotions and the intellect. Response may be a simple sensory reaction to artistic stimulus or a critical analysis of creative work. The ability to reflect is deepened as learners increase their knowledge and understanding of how and why creative work is developed and produced.

Adopting the skills and critical vocabulary encountered in this Area can equip learners to consider creative work in a range of media, forms, genres and styles.

Learning the important skills of refinement and analysis can contribute to their creative development.

Learners' resilience can also be developed when they are encouraged to identify how they can improve their work and respond to feedback from others.

The act of responding encouraged by engagement in this Area challenges learners to reflect on the effectiveness of their own work and that of others, including the work of diverse artists from Wales and beyond.



- ❖ Refinement and analysis.
- ❖ Resilience.
- ❖ Responding *through* encourage engagement.

- ❖ Ymateb.
- ❖ Yn ysgogi ein hemosiynau *a'n* deall.
- ❖ Yn adwaith syml... i ysgogiad artistig.
- ❖ Fyfyrio ... sut a pham.
- ❖ Sgiliau geirfa feirniadol.
- ❖ Ffuriau, genres ac arddulliau.

Mae ymateb a myfyrio, fel artist ac fel cynulleidfa, yn rhan hanfodol o ddysgu yn y celfyddydau mynegiannol.

Mae ymateb o fewn y [celfyddydau mynegiannol](#) yn ysgogi ein hemosiynau a'n deall. Gall yr ymateb fod yn adwaith syml y synhwyrâu i ysgogiad artistig, neu'n ddadansoddiad beirniadol o waith creadigol. Bydd y gallu i fyfyrio yn dyfnhau wrth i ddysgwyr gynyddu eu gwybodaeth a'u dealltwriaeth o sut a pham y caiff [gwaith creadigol](#) ei ddatblygu a'i greu.

Gall mabwysiadu'r sgiliau a'r eirfa feirniadol o fewn y Maes hwn alluogi dysgwyr i ystyried gwaith creadigol mewn amrywiaeth o gyfryngau, [ffurfiau](#), [genres](#) ac [arddulliau](#).

Gall dysgu sgiliau dadansoddi pwysig o fireinio a dadansoddi gyfrannu at eu datblygiad creadigol.

Yn ogystal, gellir datblygu gwydnwch dysgwyr wrth iddyn nhw gael eu hannog i adnabod sut y gallan nhw wella eu gwaith, ac ymateb i adborth gan eraill.

Mae ymwneud â'r Maes hwn yn annog ymateb, ac mae hyn yn ysgogi dysgwyr i fyfyrio ar effeithiolrwydd eu gwaith eu hunain a gwaith eraill, gan gynnwys gwaith [artistiaid](#) amrywiol o Gymru a thu hwnt.



- ❖ Fireinio a dadansoddi.
- ❖ Gwydnwch.



- ❖ Innovative and bold.
- ❖ Develop own identity *as an artist*.
- ❖ Resilience and flexibility.
- ❖ Planning, drafting, designing, making, choreographing, shaping, composing and editing.
- ❖ Application of knowledge.

Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

By engaging with this Area, learners will be given opportunities to be innovative and bold, to create individual work and to develop their own identity as artists in Wales. This learning and experience can foster resilience and flexibility to overcome challenges.

Creating in the expressive arts embraces a range of activities including planning, drafting, designing, making, choreographing, shaping, composing and editing. Creating requires learners to develop and demonstrate control of a range of skills and an application of knowledge.

During the creative process learners communicate through a variety of art forms or disciplines.

Communication includes performing, presenting, sharing, exhibiting and producing with consideration of the audience.

In this Area, learners' engagement with the creative process can enable them to recognise opportunities to transform their ideas safely and ethically into work which has cultural and commercial value, and to use their creative skills to realise ambitions.

- ❖ Performing, presenting, sharing, exhibiting and producing.
- ❖ Consideration of the audience.
- ❖ Safely and ethically – cultural and commercial value.
- ❖ Realise ambitions.

- ❖ Arloseol a beiddgar.
- ❖ Datblygu *fel artistiaidd*.
- ❖ Gwydnwch a hyblygrwydd.
- ❖ Cynllunio, drafftio, dylunio, gwneud, coreograffu, siapio, cyfansoddi a golygu.
- ❖ Gymhwyso gwybodaeth

Mae creu yn cyfuno sgiliau a gwybodaeth, gan dynnu ar y synhwyrâu, ysbrydoliaeth a dychymyg.

Trwy ymwneud â'r Maes hwn, bydd cyfleoedd yn cael eu rhoi i ddysgwyr fod yn arloesol a beiddgar, i greu gwaith unigol ac i ddatblygu eu hunaniaeth eu hunain fel [artistiaid](#) yng Nghymru. Gall y dysgu a'r profiad hwn feithrin gwydnwch a hyblygrwydd i oresgyn heriau.

Mae creu yn y [celfyddydau mynegiannol](#) yn cwmpasu ystod o weithgareddau gan gynnwys cynllunio, drafftio, dylunio, gwneud, coreograffu, siapio, cyfansoddi a golygu. Mae creu yn gofyn i ddysgwyr ddatblygu a dangos rheolaeth ar ystod o sgiliau, a'r gallu i gymhwyso gwybodaeth.

Yn ystod y [broses greadigol](#) mae dysgwyr yn cyfathrebu drwy amrywiaeth o ffurfiau a disgyblaethau celfyddydol. Mae cyfathrebu yn cynnwys perfformio, cyflwyno, rhannu, arddangos a chynhyrchu, gan ystyried y gynulleidfa.

Yn y Maes hwn, wrth ymwneud â'r broses greadigol, gall dysgwyr adnabod cyfleoedd i drawsnewid eu syniadau, yn ddiogel ac egwyddorol, mewn i waith sydd â gwerth diwylliannol a masnachol, yn ogystal â defnyddio eu sgiliau creadigol i wireddu uchelgais.

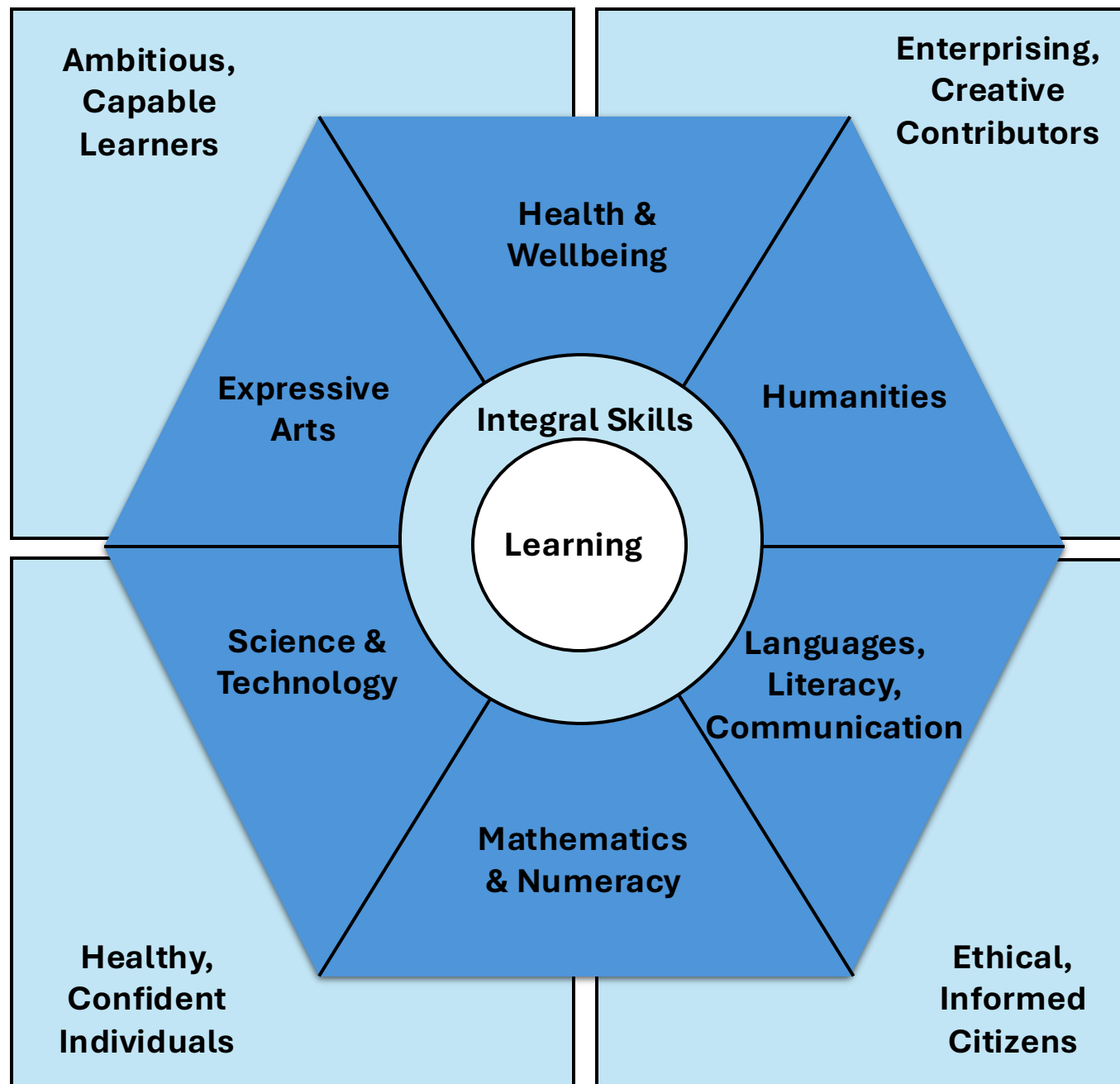


- ❖ Perfformio, cyflwyno, rhannu, arddangos a cynhyrchu.
- ❖ Ystyried y gnulleidfa.
- ❖ Yn ddiogel ac egwyddorol – gwerth diwylliannol a masnachol.
- ❖ Gwireddu uchelgais.

An Integrated Approach to Learning and Teaching...

Cross-Curricular Planning

The learning sits on top of everything else, not in isolation!



Skills integral to the Four Purposes

- Creativity and innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organisation

Mandatory cross-curricular skills

- Literacy
- Numeracy
- Digital Competence

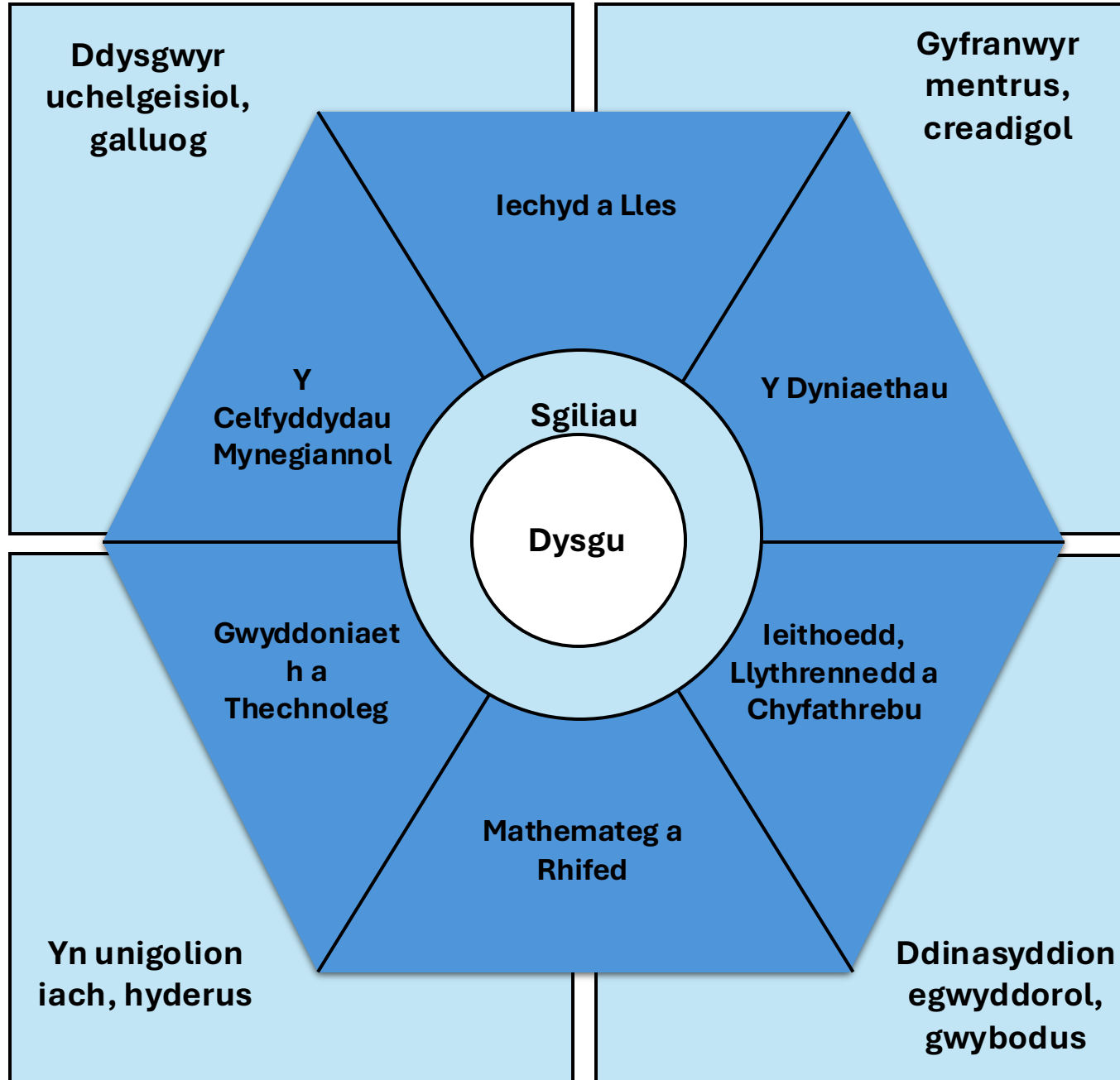
Statements of What Matters

Principles of Progression

An Integrated Approach to Learning and Teaching...

Trawsgwricwlaidd

Mae'r ddysgu'n eistedd ar bopeth arall, nid ar ei ben ei hun.



Sgiliau sy'n hanfodol i'r pedwar diben:

- Creadigrwydd ac arloesi
- Meddwl yn feirniadol a datrys problemau
- Effeithiolrwydd personol
- Cynllunio a threfnu

Sgiliau trawsgwricwlaidd:

- Llythrennedd
- Rhifedd
- Cymhwysedd Digidol

Datganiadau o'r hyn sy'n bwysig

Egwyddorion cynnydd

Planning: Where to start... Cynllunio: Ble i ddechra...



WMS Datganiadau	Focus / LO Focws	Class / yr group(s) / AfL? Dosbarth / grwp	Actual lesson Gwers	SC	Teaching & Learning Addysgu a Dysgu
Four Purposes Pedwar Diben	Know what you're teaching. Gwybod beth dych chi ddysgu. "What's the point?" "Beth yw'r pwynt?"	What year(s) or group? Pa blwyddyn neu grwp? Assess <i>for</i> Learning (Pitch level / focus / outcome / PS) Differentiation Gwahaniaethu	Who, what, where, when, how? Pwy, beth, ble, pryd, sut? Resources? Adnoddau? Location? Lleoliad? 	What does success look like? Is it by Progression Step? Remember a PS is a measure of progress for roughly a 3-year period -5,8,11. Look at your original AfL – Now measure the Assessment <i>of</i> Learning to establish any progress and Assessment <i>for</i> Learning going forward – feedback <i>and</i> feedforward.	= Engaged Teaching & Learning. Get all this right and you should have some really good teaching and learning going on.

Easy... / Hawdd...

Discipline-specifics that are fairly straight forward...

Ystraiethau-benodol sy'n weddol syml



Elements/ Efen	Form / Ffurf	Audio Visual, Taking part / Clyweledol, Cymryd rhan
Pitch / Traw	Round / Tŷn gron (with music specialist or one the children already know) <u>Frere Jaques</u> - https://youtu.be/cccR9Tda7U8 <u>Popocatapetl</u> https://youtu.be/dgSZzQe0X9s <u>Calyspo</u> https://youtu.be/zoLTvvVwDeE	Performing / Perfformio – vocal / Lleisiol link
Melody / Alaw		Listening – to a range of forms, styles and genres across time / Gwranddo - ystod o ffurfiau ac arddulliau - Appreciating / gwerthfawrogi (classical, folk, country, R&B, rock, reggae, jazz, house, pop, world music etc) Try to use music from a particular period or country when doing topic work.
Dynamics / Dynameg		
Tempo		

Not so easy...? / Ddim mor hawdd...?



Elements / Elfen BBC Teach, 10 Pieces Find BBC Ten Pieces by elements of music	Form / Ffurf	Audio Visual, Taking part / Clyweledol, Cymryd rhan
Texture Muppets, Ode To Joy https://youtu.be/VnT7pT6zCcA	Round / Tôn gron - Popocatpetl https://youtu.be/dgSZzQe0X9s - Calyspo https://youtu.be/zoLTwVwDeE	Performing / Perfformio - instrumental / Offerynnol (with music specialist)
Rhythm How to write a rhythm - BBC Bitesize Search 'Music Rhythmic Pattern Fruit' for ideas on teaching rhythmic patterns using syllables. Body Percussion: - Uptown Funk https://youtu.be/pW-tEaZPVkA - Wellerman https://youtu.be/S0dF6Ns-PIQ - Watermelon https://youtu.be/ILvOptdBU60		Improvising and composing / Byrffyrrio a chyfansoddi - digital / digidol Bring The Noise
Metre / Mydr		Listening to a range of forms, styles and genres across time / Gwrando - ystod o ffurfiau ac arddulliau cerddorol ar draws genres a chyfnodau o amser) - Analysing / dadansoddi
Tonality / Cyweiredd		
Musical Devices / Dyfeisiau Cerddorol - Repetition / ailadrodd Coldplay Paradise https://music.youtube.com/watch?v=1G4isv_Fylg - ostinato Ravel, Bolero https://youtu.be/xhD_MrR8YHI - Sequence / Dilyniant The Greatest Showman https://music.youtube.com/watch?v=BURBISYPmBU		

Don't be scared – have a go! Peidiwch a bod yn ofn!



Elements / Elfen	Form / Ffurf	Audio Visual, Taking part / Clyweledol, Cymryd rhan A world-leading, configurable music teaching and learning platform - Charanga
Harmony / Harmoni What is harmony? - BBC Bitesize Garage band	Binary	Performing / Perfformio - Instrumental / Offerynnol - technology (DJ) / Technoleg (DJ-io) Bring The Noise
	Ternary	Improvising and Composing / Byrfffyrio a chyfansoddi - vocal / Lleisiol - instrumental / offerynnol - Acoustic / acwstig - electric / trydanol - editing and production / golygu a chynhyrchu
	Rondo	Listening to a range of forms, styles and genres across time / Gwranddo - ystod o ffurfiau ac arddulliau cerddorol ar draws genres a chyfnodau o amser) - Evaluating / gwerthuso <i>Brainstorm a bank of suitable words and sentence structures to help.</i>

Resources and Ideas...

Adnoddau a syniadau...



Music extras (there are many others!) / Dolen a syniadau cerddorol eraill

Performing as a group – Muppets, Ode To Joy

<https://youtu.be/VnT7pT6zCcA>

Singing in a Round

- Popocatpetl
<https://youtu.be/dgSZzQe0X9s>
- Calyspo <https://youtu.be/zoLTvvVwDeE>
- Frere Jaques -
<https://youtu.be/ccrR9Tda7U8>

Body percussion

Wellerman

<https://youtu.be/S0dF6Ns-Pl0>

Watermelon

<https://youtu.be/ILvOptdBU60>

Uptown Funk <https://youtu.be/pW-tEaZPVkA>

Choose carefully! Avoid ones like these!

<https://youtu.be/cilThfDX66A>

<https://music.youtube.com/watch?v=y1RBWxtHJYw>

Games

- Sing it high, sing it low
- My turn, your turn (call and response)
- Follow-my-leader
- In the style of...
- Find the beat
- Clap the rhythm
- Don't clap this one back

Watch out for the complicated or difficult!
[!!!! EYFS / KS1 Music: Teaching high and low pitch - BBC Teach](#)

Action Songs

- Five Little Speckled Frogs
- My Bonnie Lies Over The Ocean
- The Wheel on the Bus etc
- [Action songs - BBC Teach](#)
- Un bis, dau bis, tri bis yn dansio
- [Playlists - CSC \(cscjes-cronfa.co.uk\)](#)

• Classical Music to make an impression

- Holst, Mars <https://youtu.be/vzXX9XFyemg>
- Mussorgsky, Night on a Bald Mountain
- Mussorgsky, Pictures at an Exhibition
- Saint-Saens, Carnival of the Animals
- Mendelssohn, Fingal's Cave
- Sibelius, The Swan of Tuonela
- Prokofiev, Peter and the Wolf
- Dukas, The Sorcerer's Apprentice
- Strauss, Also Sprach Zarathustra
- Dvorak, New World Symphony (2nd and 4th movements)
- Bach, Toccata and Fugue in D minor
- Bach / Gounod, Ave Maria
- Grieg, In the Hall of the Mountain King

Occasionally, use you tube videos of orchestras playing – it may be the only time your children see an actual orchestra.

Rhagor o gerddoriaeth (mae llawer mwy!) / **Dolenni a syniadau cerddorol eraill**

Perfformio fel grŵp–Muppets,
Ode To Joy
<https://youtu.be/VnT7pT6zCcA>

Canu tôn gron

- Popocatpetl
<https://youtu.be/dgSZzQe0X9s>
- Calyspo <https://youtu.be/zoLTvvVwDeE>
- Frere Jaques -
<https://youtu.be/ccCR9Tda7U8>

Offerynnau taro'r corff

Wellerman

<https://youtu.be/S0dF6Ns-Pl0>

Watermelon

<https://youtu.be/ILvOptdBU60>

Uptown Funk <https://youtu.be/pW-tEaZPVkA>

Dewiswch yn ofalus!

<https://youtu.be/cilThfDX66A>

<https://music.youtube.com/watch?v=y1RBWxtHJYw>

Gemau

- Canu'n uchel, canu'n isel
- Fy nhro i, eich tro chi (galw ac ateb)
- Dilyn yr arweinydd
- Yn arddull...
- Canfod y curiad
- Clapio'r rhythm
- Dim clapio hwn yn ôl

Cadwch lygad am y rhai cymhleth neu anodd!

[!!!! EYFS / KS1 Music: Teaching high and low pitch - BBC Teach](#)

Caneuon Actol

- Five Little Speckled Frogs
- My Bonnie Lies Over The Ocean
- Yr Olwynion ar y Bws etc
- [Action songs - BBC Teach](#)
- Un bys, dau fys, tri bys yn dawnsio
- [Playlists - CSC \(cscjes-cronfa.co.uk\)](#)

• **Cerddoriaeth Glasurol i wneud argraff**

- Holst, Mars
<https://youtu.be/vzXX9XFyemg>
- Mussorgsky, Night on a Bald Mountain
- Mussorgsky, Pictures at an Exhibition
- Saint-Saens, Carnival of the Animals
- Mendelssohn, Fingal's Cave
- Sibelius, The Swan of Tuonela
- Prokofiev, Peter and the Wolf
- Dukas, The Sorcerer's Apprentice
- Strauss, Also Sprach Zarathustra
- Dvorak, New World Symphony (2nd and 4th movements)
- Bach, Toccata and Fugue in D minor
- Bach / Gounod, Ave Maria

Classical Music – Ideas for activities and lessons
Cerddoriaeth Glasurol – Syniadau ar gyfer
gweithgareddau a gwersi

Holst, Mars https://youtu.be/vzXX9XFyemg Mussorgsky, Night on a Bald Mountain	Art focus – listen to the music all the way through, then children draw how it makes them feel.
Mussorgsky, Pictures at an Exhibition Saint-Saens, Carnival of the Animals Prokofiev, Peter and the Wolf	All have a narrative element to them, Peter and the Wolf is fully narrated, the others involve movement. Carnival of the Animals for example, can be played, one section at a time, children guess the animal then draw them and use to make a collage. This could then be used as a display or a starting point for fact-finding about the animals or a narrative class / individual story.
Mendelssohn, Fingal's Cave Sibelius, The Swan of Tuonela	Good for topics on water. Could also be used as a start for art.
Holst, Mars https://youtu.be/vzXX9XFyemg Mussorgsky, Night on a Bald Mountain Mussorgsky, Pictures at an Exhibition Saint-Saens, Carnival of the Animals Mendelssohn, Fingal's Cave Sibelius, The Swan of Tuonela Dukas, The Sorcerer's Apprentice Strauss, Also Sprach Zarathustra Dvorak, New World Symphony (2 nd and 4 th movements) Grieg, In the Hall of the Mountain King	Good as a start for story-writing, story-board, cartoon strip, using as a starter for film-making.
Strauss, Also Sprach Zarathustra Holst, Mars https://youtu.be/vzXX9XFyemg	Good for topic on Space

Use syllables to help teach and recognise rhythmic patterns.

Defnyddio sillafau i helpu i addysgu a chydabod patrymau rhythmig.

	Pear 
	Ap-ple 
	Straw-ber-ry 
	Co-co-nut 
	Wa-ter Mel-on 

Make up your own rhythms or – search ‘*Music Rhythmic Fruit Pattern*’ for more ideas.

	Pys 
	A-fal 
	Pin-a-fal 
	Ceir-i-os 
	Av-o-ca-do 



Ppt with links to a variety of Welsh Songs
[CaneuonCymraeg. Welsh Songs.pdf](#)

- WNO <https://wno.org.uk/take-part/schools/schools-workshops>
- BBC Ten Pieces www.bbc.co.uk/teach/ten-pieces/
- Charanga Music <https://charanga.com>
- Y Gromlech <https://sites.google.com>

Arts Council Wales
<https://arts.wales>
<https://creativelearning.arts.wales>

Mainly dance related, but good sources for cross-curricular work and evaluating music

Off-the-shelf ready resources from the BC (dance based but good to evaluate the music):
<https://www.bbc.co.uk/teach/school-radio/articles/zjn3xyc>

Royal Ballet & Opera
www.rbo.org.uk/schools

Examples of Street Dance available online:

R+ [Bing Videos](#)
Yr3+ [Bing Videos](#)

Mainly film and digital resources, but good sources for cross-curricular work and evaluating music

DIALLS (free / CPD opportunities)
<https://dialls2020.eu>

National Library of Wales Film Archives
<https://www.library.wales/catalogues-searching/catalogues/other-resources>

Music Games – good as starters

- **Sing it high, sing it low:** Good for starting a singing session; a singing version of My Turn, Your Turn, that sees children repeating back high notes, low, notes, quiet, loud, singing patterns etc.
- **My turn, your turn (call and response)** Can be used in a multitude of situations and is useful for maintaining homogeneity in class: A simple call and response activity; teacher gives a pattern/phrase, children repeat back.
- **Follow-my-leader:** Nominate a child to be leader, they set a pattern, rhythm etc and the others have to join in and follow. Leadership is then passed onto someone else. Choose carefully to begin with, then add less confident children as confidence levels rise.
- **In the style of...** (also good for drama): Good for singing/oracy/diction – repeat a phrase or passage in the style of different characters – pirate, opera singer, pop singer, very young child, stern parent, animals etc.
- **Find the beat:** Children have to find the beat and tempo to a piece of music. Play the music, children ‘march / walk’ around the hall/room. Vary the speed/tempo. If this is too difficult, begin by banging a drum in a regular beat.
- **Clap the rhythm:** Similar to My Turn Your Turn, but with clapping only. Variation: add body percussion.
- **Don’t clap this one back:** Practise the rhythm ‘Don’t clap this one back’, then play ‘My Turn, Your Turn’ with children listening to avoid playing the rhythm, Don’t clap this one back. Children have a forfeit if they play the rhythm by accident.

Gemau Gerddoriaeth

- **Canu'n uchel, canu'n isel:** Mae'n dda ar gyfer dechrau sesiwn ganu; fersiwn canu o Fy Nhro i, Eich Tro chi, sy'n gweld plant yn ailadrodd nodau uchel, nodau isel, tawel, cryf, patrymau canu ac ati.
- **Fy nhro i, eich tro chi (galw ac ateb):** Gellir ei ddefnyddio mewn llu o sefyllfaoedd ac mae'n ddefnyddiol ar gyfer cynnal cydrywiaeth yn y dosbarth: Gweithgaredd galw ac ateb syml; mae'r athro'n rhoi patrwm/brawddeg, mae'r plant yn ailadrodd hynny.
- **Dilyn yr arweinydd:** Enwebwch blentyn i fod yn arweinydd, sydd yn gosod patrwm, rhythm ac ati ac mae'n rhaid i'r lleill ymuno a dilyn. Yna trosglwyddir yr arweinyddiaeth i rywun arall. Dewiswch yn ofalus i ddechrau, yna ychwanegwch blant llai hyderus wrth i lefelau hyder godi.
- **Yn arddull...** (hefyd yn dda ar gyfer drama): Da ar gyfer canu/llafaredd/yinganiad - ailadroddwch frawddeg neu ddarn yn arddull gwahanol gymeriadau – môr-leidr, canwr opera, canwr pop, plentyn ifanc iawn, rhiant llym, anifeiliaid ac ati.
- **Canfod y curiad:** Mae'n rhaid i'r plant ganfod curiad a thempo darn o gerddoriaeth. Chwaraewch y gerddoriaeth, a chael y plant i 'orymdeithio / cerdded' o amgylch y neuadd/ystafell. Amrywiwch y cyflymder/tempo. Os yw hyn yn rhy anodd, dechreuwch trwy guro drwm mewn curiad rheolaidd.
- **Clapio'r rhythm:** Yn debyg i Fy Nhro i, Eich Tro chi ond gyda chlapio yn unig. Amrywiad: ychwanegu offerynnau taro'r corff.
- **Dim clapio hwn yn ôl:** Ymarferwch y rhythm 'Dim clapio hwn yn ôl', yna chwaraewch 'Fy Nhro i, Eich Tro chi', gyda'r plant yn gwrando er mwyn osgoi chwarae'r rhythm, Dim clapio hwn yn ôl. Mae plant yn cael fforffed os ydyn nhw'n chwarae'r rhythm trwy ddamwain.



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Music Cerddoriaeth

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