

# AR LAN Y MÔR

Traditional Welsh (English lyrics: Eleri Richards)



## ABOUT THIS SONG

'Ar lan y môr' ('On the seashore') is a traditional Welsh folk song. It is a love song, and the opening phrase has been kept in Welsh in this translation.

## THEMES/SUBJECTS

Folk song/love/flowers

## CURRICULUM KEY LINKS

Languages, Literacy & Communication

Humanities

Health & Wellbeing

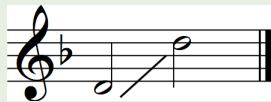
## DISCIPLINE-SPECIFIC CONSIDERATIONS

### Vocal range

An 8th

### Vocal format

Unison/independent parts



### Musical elements

Duration and structure

### Musical characteristics

Dotted rhythms used in opening up beat, simple strophic structure

## Warm-up Exercises

- Tell learners to stand with their feet apart, and both arms loosely by their sides. Ask them to breathe in and out deeply, placing both hands on their ribs at the side, and then on their lower backs. They should be able to feel the movement all round. If there is space, repeat this exercise with learners lying on the floor to see if it feels the same. Breathing requires control from the whole of the upper body.
- Ask learners to stand in a circle. Using your hand to signal high (hand in the air) and low (hand by your knees), ask them to sing 'ooh' as a siren moving up and down in pitch, in response to your hand movement. Start with a small movement (that is, a small range of pitch) and gradually develop this to a wider range.
- Sing the first line of the song (see below) on top C and ask learners to echo it back to you. Stress the dotted rhythm - 'lan' is the important word - and aim for a consistent, smooth sound. Ask learners to hold the last note on 'môr' for as long as possible.
- Demonstrate the characteristic rhythm of the song:

♩ = 92

Ar lan y môr ro-ses are bloom-ing.

## Suggested key links with other Areas, cross-cutting themes &/or local, national and international contexts

- Learn other Welsh folk love songs e.g. There's my True Love.
- Study the lyrics - what are the main themes and content? Compare these with love songs over the centuries and with current love songs. Are the themes the same or different?
- Santes Dwynwen is the Patron Saint of Welsh lovers. Compare her story with other Patron Saints of love from around the world such as St Valentine.
- Where in Wales did Dwynwen live?
- What is the word for love in other languages?
- Learn how to say 'I love you' in as many languages as possible.

**GRADING: INTERMEDIATE**

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## Teaching and Learning

- 1 Listen to a recording of the folk song and ask learners to listen carefully to the pronunciation of the words. Spend some time asking learners to echo back any words that are difficult to pronounce.
- 2 When learners are familiar with the words, start with the melody (Part 1) in unison. Sing or play the first phrase a number of times, preferably unaccompanied.
- 3 When learners are familiar with the first phrase, move on to the second. Elicit that the rhythm and pitch of the two phrases are exactly the same. Remind learners to concentrate on singing through each phrase and keeping a consistent sound quality.
- 4 The third phrase starts the same as the first, but the melody moves down in pitch at the end of the phrase. Due to the repetition in pitch in this song, learners will need to listen very carefully to their tuning.
- 5 When all learners are confident with the third phrase, move on to the last phrase. This starts with a leap up of five notes (a 6th) to top D. You may need to go over this leap a few times to ensure that learners secure correct pitch.
- 6 Perform the first verse in unison with the recording and remind learners to sing through all the phrases and to sustain the long note in the middle of each phrase. This will also provide an opportunity to discuss the strophic structure of the song.
- 7 Introduce Part 2 to everyone a phrase at a time. The rhythm is the same as Part 1 and the pitch range includes five notes – DEFGA. The first phrase starts two notes lower than the first part (C to A = a 3rd). The verse ends with unison singing on the last two notes.
- 8 When all learners are confident with Part 2, divide them into two equal groups. Give one group the melody (Part 1) and the other group the harmony (Part 2), and try to perform with or without the recording. Change the parts around so that everyone has an opportunity to sing both parts.

## Integral Skills

- This song has three verses. Read through the lyrics of verses 2 and 3, and then teach these verses in unison and in two-part harmony. Ensure that the words are performed with clear diction – strong consonants and focused vowels.
- Attempt to sing all of the song in Welsh. (See the lyrics and interactive screen in the Welsh area of the CânSing website.)
- When learners are feeling confident, try to perform the song without any accompaniment, as this will encourage them to listen carefully to the quality of the sound.

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## Statements of what matters:

- *Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individual*
- *Creating combines skills and knowledge, drawing on the senses, inspiration and imagination*

- Learners could perform the song with half the group singing the melody (Part 1) and the other half playing Part 2 on instruments. Encourage learners to appraise the performance before changing over to either sing or play.
- Teach another Welsh folk song, for instance, 'Dacw nghariad' ('There's my true love'). When learners are familiar with this, they could compare both folk songs and comment on the structure, rhythm and pitch.
- Divide learners into smaller groups and ask each group to compose its own folk song. Limit the melody to DEFGA, and encourage learners to create catchy lyrics and rhythm. Give them all an opportunity to perform to the other groups, and appraise each other's performances.

## Assessment for Learning:

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

### Questioning

#### Tool: No hands-up approach

- Give me an example of a rhythm introduced in this song. Is this a dotted or a straight rhythm?
- How could we improve our overall performance?
- How else can we perform this song?
- What is the impact of the repeated lyric at the start of each phrase?

### Feedback

#### Tool: Comments Only

Give specific feedback to groups on their attention to rhythm. You may need to demonstrate the dotted rhythms at the beginning of the first phrase and the long held note that follows.

### Self- and peer assessment

#### Tool: Learner-to-learner dialogue

Ask learners to take it in turns to be the teacher when discussing the performance and to ask questions. You may need to give them some suggestions of possible questions, for example:

- Was this a hard or easy song to learn? Why?
- What do you like/dislike about this song?