

LERON LERON SINTA/PAMULINAWEN

Traditional Filipino Folk Song (Arr Owain Gethin Davies)



Teaching and Learning

- 1 Listen to the piece all the way through. Ask the children what they notice about the piece. (Two voices (melody and harmony) and two different sections of melodies, these interweave over each other in the last section.)
- 2 Listen again to Section 1, choosing Voice 1 in the drop-down menu. You may like to practise the words before learning the melody. If so, use the 'I Say, You Say' technique to say the words in rhythm, line by line.
- 3 Next, use the 'I Sing, You Sing' technique to learn the melody line by line, or play the track on the screen, pause and toggle back to repeat for the children to join in with each line.
- 4 Once learnt, go back to the Full Track in the drop-down menu. Ask the children to sing the melody with the track. Can they stick to the melody and not drift when hearing the harmony line? Go back and practise the melody until confident.
- 5 Section 2 has a different melody. Choose Voice 2 and listen to the melody. Learn the words to the rhythm using 'I Say, You Say' technique. Once confident, learn the melody a line at a time using the 'I Sing, You Sing' method.
- 6 Play the full track and ask children to sing the melody to Section 1 and Section 2. Repeat a few times until confident.
- 7 Section 3 is where Section 1 and Section 2 are sung over each other. Split the class in two. Ask one half to sing the Section 1 melody and the other to sing the Section 2 melody. This may need repeating a few times.
- 8 Once complete, swap the groups over so they all have the opportunity to sing both sections.

Integral Skills

- There is a harmony line to Section 1 and Section 2. Choose Voice 3 on the drop-down menu to listen to this. You can also download the Score if it's helpful. Learn the harmony line for Section 1 using the 'I Sing, You Sing' technique. Repeat this process for Section 2. Once confident, ask children to sing the harmony line over the Full Track. Can they keep to their part?
- Split the class into three groups and allocate a voice part to each one (Section 1, Section 2 or Harmony). Ask children to practise separately, then perform the track together. Are they able to hold their part without drifting to a different one?
- Try to vary the performance. For example, begin with everyone singing Section 1 in unison; then the Section 2 in two-part harmony; and finally Section 3 with all 3 voice parts. After experimenting with different vocal textures, try to vary the dynamics in different sections of the song. For example, try quiet dynamics in the first phrase, and a crescendo (gradually getting louder) into the last line.

LERON LERON SINTA/PAMULINAWEN

Traditional Filipino Folk Song (Arr Owain Gethin Davies)



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•

• The piece is written in C major and uses three chords in the accompaniment. C, F and G. Using the score, can children follow the base line and identify where the chords change? Can children identify these three 'bass' notes (C, F, G) on tuned instruments? Can they play these as an accompanying bass line, changing at the right time through the song? To further extend their skills, children could add the chord triad or create an appropriate repeating ostinato to accompany the piece.

• Leron Leron Sinta is a folk song from the Philippines. Teach a Welsh folk song, for instance, 'Ar Lan y Môr'. When learners are familiar with this, they could compare both folk songs and comment on the structure, texture and pitch. Learn other folk songs – do they have a common similarities in style, chord structure or timbre?

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?

Feedback

Tool: Temporary comments

Give learners temporary comments on areas they need to develop and they learn the sections of the song. To improve their accuracy of pitch, learners may need to revisit certain phrases and listen again to a recording. Give learners time to act upon these comments during the session, and then comment again to see if they have been successful.

Self- and peer assessment

Tool: Learner to learner dialogue

- Ask the learners to take it in turns to be the teacher when discussing the performance and asking questions. You may need to make some suggestions, for example:
- Did you find Section 1 or Section 2 the hardest to learn? Why?
 - Which Section did you like performing the best? Why?