



# NOW LADS, LET'S ALL REJOICE

Welsh folk song (arr. by Owain Gethin Davies)



## Teaching and learning

- 1 Listen with learners to the first verse (bars 2–19) of the recording. Then listen again, this time joining in by clapping and chanting the rhythm.
- 2 When learners are familiar with the words, start with the melody of the verse (Part 1) in unison. Sing or play the first phrase a number of times, preferably unaccompanied or using the CânSing backing track. Attempt to work through the verse, making sure learners follow the part accurately and concentrate on the upbeat entry point.
- 3 Perform the first verse in unison with the recording, reminding learners to sing through all the phrases and to sustain the long note at the end of each phrase.
- 4 Introduce the melody of the chorus (bars 20–44) – ie the top part – to everyone.
- 5 If learners are struggling with a specific phrase, ask them to listen to you or the track and then join in.
- 6 When all learners are confident with the melody in the verse and chorus, divide them into three equal groups. Give the Red group Part 1, the melody; the Purple group Part 2; and the Green group Part 3.
- 7 Introduce Part 2 to the Purple group a phrase at a time. The rhythm is the same as Part 1 and the first phrase starts five notes lower than the first part (Bb to D = a 6th).
- 8 Follow the same step with the Green group (Part 3). The rhythm is the same as Part 1 and the first phrase starts seven notes lower than the first part (Bb to Bb = a 8th/ octave).
- 9 After practising the verse (in unison) and chorus (in three parts) thoroughly, try to perform with the recording.

## Integral Skills

- This song has three verses and three harmony parts in the verses. Divide the class into three and read through the lyrics of verses 2 and 3. Practise with the recording, singing the verses and chorus in three-part harmony.
- 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.
- Try to vary the performance. For example, begin with everyone singing the first verse in unison; then the second verse in two-part harmony; and finally the third verse in three-part harmony. 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 third chorus.

**GRADING: INTERMEDIATE**

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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*

- Give learners a copy of the music notation of 'Now lads let's all rejoice', with or without the letter names of the notes. With a partner, learners could compose one or two variations on the original melody by considering changes in pitch, rhythm, pace, structure and dynamics. This could be performed vocally or on instruments, while other learners appraise and identify the musical elements used in the variations.
- 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?

### Feedback

#### Tool: Temporary comments

Give learners temporary comments on areas they need to develop. To improve their accuracy of rhythm, 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: Talking partners

Ask learners to share with a partner three new things they have learnt. For example:

- what they found easy or difficult
- what they need to improve
- something they would like to learn next.