

O PURE HEART (CALON LÂN)

John Hughes and John Stoddart



ABOUT THIS SONG

This Welsh hymn is often associated with the Welsh Rugby Union, and is sung before almost every test match involving the Welsh national team.

THEMES/SUBJECTS

Rugby/hymn/religion

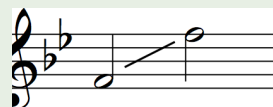
CURRICULUM KEY LINKS

Languages, Literacy & Communication
Humanities

DISCIPLINE-SPECIFIC CONSIDERATIONS

Vocal range

A 8th



Vocal format

Unison/independent parts

Musical elements

Pace and pitch

Musical characteristics

Slow tempo, melodic line moves mainly by step and in leaps based on the chords

Warm-up Exercises

- Ask learners to stand completely relaxed with their feet slightly apart. They should stretch as tall as possible without lifting any part of their feet off the ground; and then lift their arms gradually forward and above their head as high as they can. Learners should repeat this exercise, this time standing on their tiptoes and stretching even taller.
- Learners should try to say 'red lorry, yellow lorry' four times, as fast as they can. They should then sing the words to a scale of C Major (CDEFGABC1), first singing the whole phrase on one note, and concentrating on clear diction and the correct use of pitch.
- Ask learners to move their stomach muscles in and out without breathing. (This makes them very aware of the movement required when they breathe.) Ask learners to breathe in for four beats, feeling the ribs expanding outwards, and out for four beats, keeping the ribs engaged for as long as possible.
- Demonstrate the characteristic rhythm of the song:

♩ = 92

Ca-lon lân yn llawn da - io - ni.

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

- Discover the story of how the hymn was composed: <https://www.walesonline.co.uk/news/story-wales-beloved-calon-ln-16107097>
- Listen to a range of hymns from Wales and different countries.
- Consider their origins – why are they so important?
- Compare lyrics – what are their meanings?
- Learn different hymns from other countries in their original languages.

GRADING: CHALLENGING

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Teaching and learning

- 1 Listen with learners to the first verse of the recording. After listening once, ask learners to listen again, this time joining in by clapping the rhythm.
- 2 Divide the group into two equal groups. Give one group the melody (Part 1 – Red) and the other group the harmony (Part 2 – Purple).
- 3 Attempt to work through the verse, introducing both parts simultaneously. Introduce each phrase one at a time. If using the interactive screen or mp3 files, you can listen to Parts 1 and 2 separately.
- 4 Make sure that all learners follow their given part accurately and concentrate on the up beat entry point.
- 5 If one group struggles with a specific phrase, ask learners to listen to you or the track and then join in. When learners are familiar and confident with their part, show them suitable moments to breathe and practise both parts together.
- 6 You may find that learning the verse is enough progress for one session and decide to tackle the chorus in the following session.
- 7 When learners are able to maintain their parts, move on to the chorus. Make sure learners follow their part accurately, and concentrate on the leap movement at the beginning of the chorus in both parts.
- 8 After practising both verse and chorus thoroughly, try to perform in two parts with the recording.

Integral Skills

- Perform the whole song (three verses) in two parts. You might find it helpful to tap the pulse on an untuned percussion instrument. Learners should concentrate on their accuracy of rhythm and intonation. The full recording and score is in four-part harmony. The bass part may be suitable for boys whose voices have changed. With support from older learners or adults, try to perform the hymn in four-part harmony.
- Encourage all learners to sing the chorus in Welsh. Encourage learners to perform with clear diction and plenty of emotion and passion on specific words. Encourage learners to breathe two phrases at a time, and focus on singing through the long vowel sounds.

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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*
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- Ask learners to perform the melody on an instrument, and to identify the step and leap movements. Try to perform the song with half the group singing and the other half playing, and then vice versa.

- With a partner, learners could use the rhythm and words of the chorus to compose a new melody using the G Major scale (GABCDEF#G1). The melody should include notes moving in steps and leaps. All partners should perform this to the group on instruments or use their voices.

Assessment for Learning:

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

Tool: Think Pair Share

- Name other hymn tunes or religious songs that you know. Does Calon Lân have anything in common with these songs?
 - Is the mood of this hymn happy or sad? Explain your answer.
 - How can we improve our performance? Remember to consider the musical elements.
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Feedback

Tool: How to improve

Show learners through target setting how to improve. A suitable target for some learners might be to come in confidently on the up beats in the verses and chorus or to sing the song with conviction. For others, it might be to focus on accuracy of pitch on the high notes in the chorus. Demonstrate to learners by singing or by playing the recording.

After giving learners time to improve, check that targets have been reached.

Self- and peer assessment

Tool: Post-it Challenge

In pairs, learners should discuss the following two questions and evaluate their learning:

- How did we learn this song?
- What are the things that I found easy/difficult when learning this song?

They should write their comments on post-it notes, and then share them with the rest of the group.

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