

# AR LAN Y MÔR / PRÈS DE LA MER



## ABOUT THIS SONG

'Ar lan y môr' ('On the seashore') is a traditional Welsh folk song. It is a love song. The French title 'Près de la mer' ('Near the sea') fits perfectly with the original rhythm.

## THEMES/SUBJECTS

Folk song/love/flowers

## CURRICULUM KEY LINKS

Languages, Literacy & Communication  
Humanities

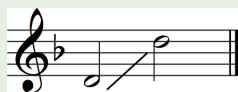
## DISCIPLINE-SPECIFIC CONSIDERATIONS

### Vocal range

An 8th

### Vocal format

Unison/independent parts



### Musical elements

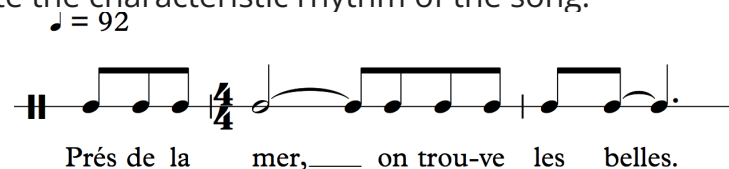
Duration and structure

### 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 – 'de' is the important syllable – and aim for a consistent, smooth sound. Ask learners to hold the last note on 'mer' for as long as possible
- Demonstrate the characteristic rhythm of the song:



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

- 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.
- What is the word for love in other languages?
- Learn how to say 'I love you' in as many languages as possible.

## Teaching and learning

- 1 Listen to a recording of the folk song and ask learners to focus on the pronunciation of the following letters or syllables:  
silent 's'– belles roses, belles choses, toujours  
'oi'– voit  
'ou'– amour, toujours, partout, doux, pousse, mousse, cailloux, trouver  
'ui'– nuit  
'on'– on, sont  
'an'– échange  
'en'– pentes, entre  
'in'– romarin  
'eau' – beauté.
- 2 Using the backing track and the guidelines above, focus on the rules governing pronunciation of the letters and encourage learners to practise imitating the correct sounds. Learners can then create banks of words, both new and familiar, that follow the same rules of pronunciation.
- 3 Divide learners into groups of four or five and look at the lyrics. Ask them what words they recognise or can guess the meaning of. Share paper copies of the lines of the song with the groups. Ask learners to listen to the song and wave the lines they have in the air if they hear them. Learners listen to the song again and work with their group to put the song lyrics in order.
- 4 Give learners copies of the lyrics with blank spaces. Listen to the audio track without lyrics and ask learners to complete the missing words.
- 5 Provide learners with dictionaries or glossaries to enable them to find words/phrases that rhyme. Encourage learners to write their own verses and perform them for the class.
- 6 Go through the song, explaining the meaning of the lyrics. Ask learners to recreate the meaning of the song in a different format (eg a storyboard, a video clip, a mind map, a short animated film, or a slideshow presentation).

The above tips are for teachers using the song in a MFL context. If you would like advice on developing your pupils' musical skills, there are support sheets for this song in Welsh and English at [www.cansing.org.uk](http://www.cansing.org.uk)

## Integral Skills

The suggestions below can form a useful starting point for your workwithsongs in different languages. They have been devised to allow learners to develop their skills in oracy, reading and writing through a range of activities and experiences.

- When learners are confident performing the song, groups can produce their own version of it. This can be developed into an inter-group competition, where learners are given the opportunity to perform their song in assembly or registration time to other groups. Voting can take place to see which version is judged to be the best.

Judging can take place in several categories to enable the greatest number of learners to achieve recognition for their song. For more inspiration, please refer to the 'Useful support materials' section.

## Integral Skills continued...

- Using the link, collect a range of traditional folk songs in Spanish to sing with learners. Learners could compare these songs with Welsh folk songs, considering elements such as themes, structure and rhythms. Learners can then choose their favourite song to perform to others. Learners could incorporate this activity into a broader topic, where they compare their own culture with that of Spanish-speaking countries.
- Consider incorporating songs at regular intervals into a scheme of work, either for language teaching or to enhance learners' intercultural understanding across the curriculum. For vocabulary acquisition in the early stages of language learning, a collection of songs on particular topic areas such as animals, body parts, household tasks, colours and numbers could be used to increase motivation and improve accuracy. As learners progress, songs can provide support and reinforcement for language structures and grammar points.
- Learners could be involved in a transition project using Spanish songs from Key Stage 2 into Key Stage 3. A song can be selected by teachers from the secondary school languages department and their feeder primary schools together. Learners from years 6 and 7 can then be involved in preparing the songs for a joint performance, which could take place on a taster day in the secondary school.

## USEFUL SUPPORT MATERIALS

For further ideas and links to support materials, visit the **CânSing** pages on the **CILT Cymru** website: [www.ciltcymru.org.uk](http://www.ciltcymru.org.uk). Here you will find: **pronunciation guidelines; links to more songs and resources in many languages; helpful ideas for how to develop your MFL and singing projects further.**

## Assessment for Learning:

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

## Questioning

### Tool: Think-pair-share

Find examples of a particular sound in the song.

- How can we improve our pronunciation?
- Do we know any other words/phrases that we can put into the song?

## Feedback

### Tool: Developing Thinking

Take words out of the song and divide them into parts of speech, including nouns, verbs and adjectives. Mix them up to create new phrases or verses. Add words in each category using dictionaries or glossaries, and continue to create new lines for the song.

## Self- and peer assessment

### Tool: Two stars and a wish

Choose which suggestions for giving feedback are most suitable:

- Feedback on pronunciation: divide the class into groups, and tailor feedback to each group of learners.
- Feedback on substituting words and phrases: use a checklist of soundspelling patterns to effectively self- and peer assess the performance of each group.
- Use different categories to self and peer assess groups' new versions of the song (eg most logical new phrases, most humorous substituted phrases, or most unusual new words in a phrase).

**GRADING: INTERMEDIATE**