

# Making music Cylch cerdd

## Context:

Music & Creative Play

## Learning Outcomes:

- Language
- Motor Skills
- Taking Turns
- Counting

## Overview:

To enable children to recognise and play various musical instruments after taking turns to retrieve them from under a blanket or sheet. Children will also have the opportunity to sing and play together and to recognise and play along to different speeds of music.

## Resources:

- Simple Musical Instruments (ukulele / kazoo / whistle / drum / tambourine / small keyboard / bells / triangle / shakers)
- Large sheet or blanket to cover the instruments
- Lyric / Song Sheet for the practitioners

(If you do not have a variety of instruments you may like to make some as a separate activity with the children by putting rice in plastic containers or placing elastic bands around empty margarine pots and so on..)

## Instructions:

- Place the instruments under the sheet or blanket in the centre of a room with children and practitioners sat in a circle around them.
- In turn, children go to lift up the sheet and select their instrument before returning to sit in the circle. They will then be invited to try to play their instrument to accompany the song:

Chwarae'r (instrument)

Chwarae'r (instrument)

Dyma ni yn chwarae'r (instrument)  
(to the tune of three blind mice)

- Change the '(instrument)' in the song each time to the name of the one the child has just selected.
- All the children will then be invited to imitate the sound which it made, with assistance from the practitioners if required, before the next child takes their turn. Continue the first part of the activity until all of the children in the circle have an instrument.
- When all the children have an instrument, the practitioners should then invite them to join in singing the song 'Dwi'n Hoffi Chwarae', which is a version of the song 'Dwi'n Hoffi Cyfri'. They should make sure that they sing the song at different speeds while the children all play along together with their chosen instrument.



Images: Thinkstock

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## Dialogue

I wonder what's under the sheet?  
**Tybed beth sy o dan y flanced?**

Shall we find out?  
**Beth am weld?**

..... would you like to go first?  
.... **wyt ti eisiau mynd yn gynta?**  
.... **dych chi eisiau mynd yn gynta?**

- What's this?
- **Beth yw hwn?**
- (Name of instrument), Well done!
- **(Enw'r offeryn) Da iawn!**
- How about a song? (Sing the first song – Playing the ... Playing the ... Here we are, Playing the ....)
- **Beth am gân?**

Sing the song:-

**Chwarae'r** ..... (name the instrument)  
**Chwarae'r** .....(name the instrument)  
**Dyma ni'n chwarae'r** .....(name the instrument)

- Which sound does it make? ... Well done!
- **Pa sŵn mae'n wneud? ... Da iawn!**
- Who's next?
- **Pwy sy nesa?**
- Well done – it looks great!
- **Da iawn – mae'n edrych yn fendigedig!**

Repeat the above five phrases until all the children in the circle have had a go and have an instrument each  
**Ail-adroddwch y bum brawddeg uchod hyd nes bod pob plentyn yn y cylch wedi cael tro a chael offeryn.**

How about we sing another song?  
**Beth am ganu cân arall?**

Together this time!  
**Gyda'n gilydd tro hyn!**

I wonder what's under the sheet?  
**Canu'r gân:**



**Dw i'n hoffi chwarae,  
Dw i'n hoffi chwarae,  
Dw i'n hoffi chwarae,  
Chwarae fel hyn!**



**Dw i'n chwarae'n araf,  
Dw i'n chwarae'n araf,  
Dw i'n chwarae'n araf,  
Araf fel hyn!**



**Dw i'n chwarae'n gyflym,  
Dw i'n chwarae'n gyflym,  
Dw i'n chwarae'n gyflym,  
Chwarae fel hyn!**

**Dw i'n chwarae'n dawel/ddistaw  
Dw i'n chwarae'n dawel,  
Dw i'n chwarae'n dawel,  
Dawel fel hyn!**



**Dw i'n chwarae'n swllyd,  
Dw i'n chwarae'n swllyd,  
Dw i'n chwarae'n swllyd,  
Swllyd fel hyn!**





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## Useful Vocabulary

**Offeryn (Off-éhr-in)**

Instrument

**Canu (Kán-ee)**

Sing (verb)

**Cân (Kahn)**

Song

**Sŵn (Soon)**

Sound

**Taro (Táh-roh)**

Knock/beat (drum)

**Chwarae (Chooáre-ay)**

Play

**Dw i'n hoffi (Doeen hóff-ee)**

I like

**Dw i'n chwarae**

**(Do-een Chooáre-ay)**

I play

**Araf (Áhr-ahv)**

Slow

**Cyflym (Kúghv-lym)**

Fast

**Tawel / Distaw (Táh-well /**

**Deést-ahw)**

Quiet

**Swnlyd (Swn-llid)**

Noisy

**Uchel (Eech-ehl)**

Loud

**Gwichlyd (Gweech-lid)**

Squeaky

**Llyfn (Lleevn)**

Smooth

**Caled (Káhl-ed)**

Hard

**Meddal**

**(Méh-thahl – ‘the’ as in ‘this’)**

Soft

**Melys (Méh-lees)**

Sweet

**Hyfryd/Neis**

**(Húghv-reed - Néhees)**

Nice

**Da iawn! (Dah yahun!)**

Well done!

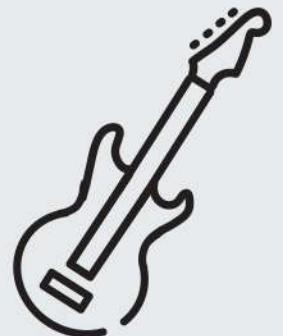
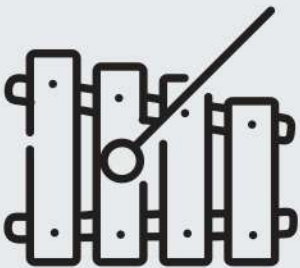
**Pa un? (Pah een?)**

Which?

**Pwy sy nesa?**

**(Puy see nehss-ah?)**

Who's next?



# Making music **Cylch cerdd**

## Names of common instruments:

**piano** (peeahn-oh)  
Piano

**allweddell**  
(ahll-wéth-ehll – 'th' as in 'this')  
Keyboard

**gitâr** (guee-tâhr)  
Guitar

**gitâr fâs** (guee-tâhr – vâhs)  
Bass guitar

**gitâr drydan**  
(guee-tâhr dréd-ahn)  
Electric guitar

**banjo** (bâhn-joh)  
Banjo

**mandolin** (mahn-doh-lîn)  
Mandolin

**iwcalili** (eew-kahl-eé-lee)  
Ukulele

**clychau** (klúgh-chay)  
Bells

**ffidil** (féed-eel)  
Violin

**fiola** (vee-ôh-lah)  
Viola

**sielo** (cheél-oh)  
Cello

**bâs dwbl** (bahss doô-bull)  
Double Bass

**telyn** (tél-in)  
Harp

**ffliwt** (fleewt)  
Flute

**clarinét** (clahr-in-éht)  
Clarinet

**obo** (ôh-boh)  
Oboe

**Melys** (Méh-les)  
Sweet

**Basw'n** (bah-sóon)  
Basoon

**corn** (kóhrn)  
Horn

**corn Ffrengig**  
(kóhrn ffréhng-eeg)  
French Horn

**trwmped** (tróóm-pehd)  
Trumpet

**trombôn** (trohm- bôhne)  
Trombone

**tiwba** (téew-bah)  
Tuba

**drwm** (droom)  
Drum

**drymiau** (drúghm-eeay)  
Drums

**seiloffon** (sáy-loh-ffohn)  
Xylophone

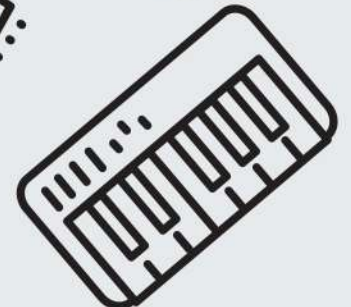
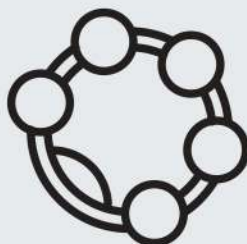
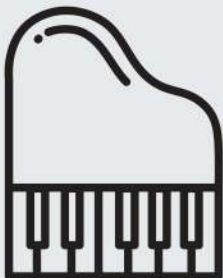
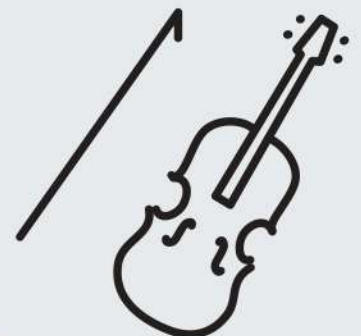
**recorder** (reh-kóhr-dehr)  
Recorder

**chwiban tun** (chwée-bahn tin)  
Penny whistle

**sacsoffon** (sáhks-oh-ffohn)  
Saxophone

**tambwrîn** (tahm-boo-réen)  
Tambourine

**triangl** (tree-óngl)  
Triangle



# Making music Cylch cerdd

## Talking about instruments and describing the sounds they make.

If we want to ask what something is, we use: Beth yw hwn? (behth eewe hwn?) - What's this?

When we answer, we put the name of the object first and the rest of the sentence comes afterwards:

**Piano yw hwn** (peeahn-oh eewe hwn)

It's a **piano** or *This is a piano.*

Likewise for each instrument:

**Gitar yw hwn - Bâs yw hwn - Trwmped yw hwn**

It's a **guitar** – It's a **bass** – It's a **trumpet** etc

If we want to describe describe the sound an instrument makes, we can use the word 'Sŵn' (sound) and then put the descriptive word after it:

**Sŵn distaw** (soon deest-ahw)

a quiet sound

**Sŵn gwichlyd** (soon gweech-lid)

a squeaky sound

Likewise for all the other descriptive words:

**Sŵn caled** – a **hard** sound

**Sŵn melys** – a **sweet** sound

**Sŵn neis** - a **nice** sound

**Sŵn uchel** – a **loud** sound

**Sŵn llyfn** – a **smooth** sound

You might notice that the word 'sŵn' doesn't cause any changes (mutation) to the word that comes after it.