

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?**
.... **dach chi eisiau mynd yn gynta?**

- What's this?
- **Beth ydy 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 yma!

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!

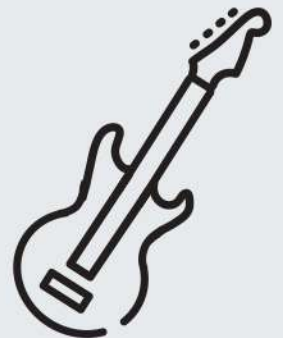
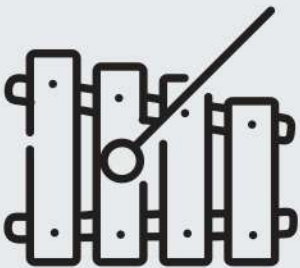
Pa un? (Pah een?)

Which?

Pwy sy nesa?

(Puy see nehss-ah?)

Who's next?



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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 ffréng-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

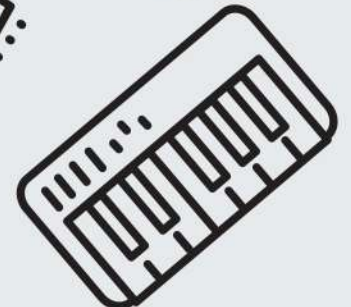
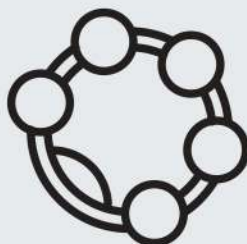
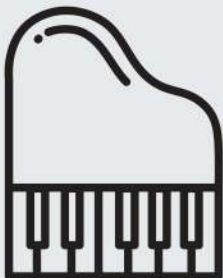
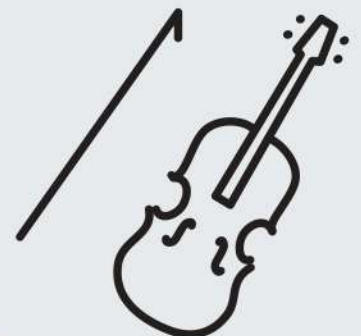
recorder (reh-kóhr-dehr)
Recorder

chwiban tun (chwée-bahn tin)
Penny whistle

sacsoffon (sáhks-oh-ffohn)
Saxophone

tambwrîn (tahm-boo-réen)
Tambourine

triangl (tree-óngl)
Triangle



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Talking about instruments and describing the sounds they make.

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

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

Piano ydy hwn (peeahn-oh úgh-dee hwn)

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

Likewise for each instrument:

Gítâr ydy hwn - Bâs ydy hwn - Trwmped ydy 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.