

DAW HYFRYD FIS

Traditional (arr. Dyfan Jones)



ABOUT THIS SONG

'Daw hyfryd fis' is a traditional Welsh melody. The song celebrates the coming of the summer months.

THEMES/SUBJECTS

Traditional/summer/birds

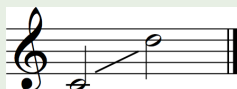
CURRICULUM KEY LINKS

Languages, Literacy & Communication
Humanities
Expressive Arts

DISCIPLINE-SPECIFIC CONSIDERATIONS

Vocal range

A 9th



Vocal format

Round

Musical elements

Duration and pitch

Musical characteristics

Simple rhythm and melodic patterns, soft consonants, short sections

Warm-up Exercises

- Stand in a circle and push your shoulders forwards and backwards, one at a time, and then together. Place your hands on your shoulders; rotate forwards and backwards.
- Stand with your back straight, with your feet slightly apart, facing 'five minutes to one'. Place your hands on your side, feeling the rib cage. Exhale for four beats; breathe in for four beats, feeling your ribs expand; hold and, as you exhale, make a 'shhh' sound for four beats and feel your ribs.
- Split the class into two groups. Give each group a different vowel sound. One group will sing an ascending scale of C Major (CDEFGABC1), while at the same time the other group will sing a descending scale of C Major (C1BAGFEDC).
- Characteristic rhythm – clap the following rhythm:



Cw-cw, cw-cw, cw-cw'n ca-nu'n braf yn ein tir.

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

- This song is written as a round. Investigate other songs written as a round such as: Calypso, Land of the Silver Birch, Canoe Song.
- This song is written about the cuckoo who appears in early summer. Learn a range of Welsh folk songs based around theme of different seasons, such as: Now Lads Lets All Rejoice (Spring), and The Seasons.

GRADING: EASY

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Teaching and learning

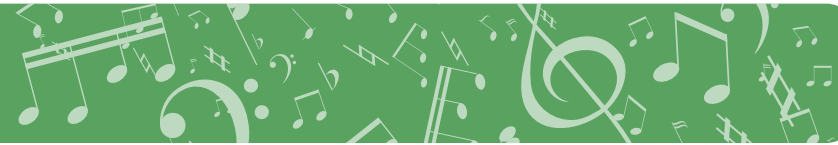
- 1 Begin by reading slowly through the lyrics of the round. Use the lyric sheet if you require a literal translation.
- 2 Play a recording or sing the round; learners to clap or tap the beat/ pulse as they listen.
- 3 Start with the melody in unison and sing the first phrase a number of times, if possible unaccompanied. Point out that the melody moves mainly by step.
- 4 Move to the second phrase and point out to the learners that the melody moves mainly at the beginning of the phrase by leap movement before descending down the scale back to the home note.
- 5 Return to the beginning before adding the third phrase. This phrase is sung on three descending notes, repeated twice.
- 6 The fourth phrase needs attention to accuracy of pitch as it includes two leaps, which move down three notes (a 4th). These leaps imitate the sound of a cuckoo singing.
- 7 After becoming familiar with all phrases, perform the melody twice; if the learners are confident, try to sing the melody unaccompanied.
- 8 Divide the group and call them group A and group B. Explain to group B that they need to join after the first line – 'Daw hyfryd fis Mehefin cyn bo hir, A'; this is eight crotchet beats after group A.
- 9 Try to perform in two parts, with or without the recording – group A to begin and group B joining at the entry point. Repeat with the other group leading and support any group by singing their part.
- 10 When you and the learners are confident with singing in two parts, split into four groups – A, B, C and D.
- 11 Show all relevant entry points and listen to a performance; give each group a different body percussion sound (clapping, stamping, and so on).
- 12 Perform a rhythmic version of the four-part round, using only body percussion sounds.
- 13 Sing the round in four parts without the rhythmic body percussion.

Integral Skills

- Where do they breathe? Encourage learners to breathe after different phrases and words. Discuss where is the best place to breathe. Attempt to sing the whole song in one breath.
- Sing the round unaccompanied and repeat the round three times.
- Use this round as a starting point when teaching another round. Compare similarities and differences between both rounds

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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*

- Try to perform the round on classroom instruments. Give the first note of each phrase/line to the learners and encourage them to think about which direction the melody moves in. Introduce the notation at the end of this activity, and try to perform the round in a four-part round on instruments.
- Try to perform with half the group singing and the other half playing, and vice versa.
- Record the performance and appraise. A comparison could be done with the recording by Dafydd Iwan and Edward from the 'Cwm rhyd y rhosyn' CD released in 2010.

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

- Can you give me an example of one of the rhythms introduced in this song?
- 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: Learner to learner dialogue

Ask learners to take it in turns to be the 'teacher' when discussing the performance and to ask questions. You may need to give them some suggestions of possible questions, for example:

- Was it hard or easy to learn the melody? Why?
- What do you like/dislike about this song? Explain your answer.