

MAE HEN WLAD FY NHADAU

Evan and James James



Teaching and learning

- 1 Begin by reading slowly through the lyrics of the first verse; use the lyrics sheet if you require a literal translation.
- 2 Listen to a recording of the melody, that is the top part, and point out important words and specific words which are difficult to pronounce.
- 3 Ask learners to join in with the recording on verse 1. Point out that the first note/word is on the third beat of the bar (an up beat) and the emphasis should be on the second note/word 'Mae hen...'.
4 Make sure learners follow the melodic line accurately and encourage them to sing whole phrases in one breath. You may use physical gestures to encourage learners to sing through the phrases.
- 5 Introduce the melody of the chorus, that is the top part. Give plenty of support to help learners find the first note of the melody. This note is four notes higher than the last note of the verse (D to A – 5th higher). There is also a leap to the second note, which is three notes higher (A to D – 4th higher).
- 6 If learners are struggling with a specific phrase regarding rhythm or pitch, ask them to listen to you or the track and then join in. Make sure that the quality of the sound doesn't deteriorate when singing the chorus, as it covers a wide range of pitch.
- 7 You may find that learning the melody is enough for one session and decide to tackle the harmony part in the following session.
- 8 Introduce the second part of the chorus to everyone. The rhythm is exactly the same as the melody, and the first note is the same as the melody part.
- 9 When all learners are confident with the harmony part, divide the group into two equal groups. Give one group the melody (Part 1) and the other group the harmony (Part 2).
- 10 Try to perform in two parts with or without the recording. Change parts round so that everyone has an opportunity to sing both parts.

Integral Skills

- The song includes two verses, which are not usually sung when the anthem is performed. Read through the lyrics of verses 2 and 3; use the lyrics sheet if you require a literal translation. Teach these two verses in unison and two-part harmony, and ensure that the words are performed with clear diction – with strong consonants and focused vowels.
- The full recording and score is in four-part harmony; the bass part could be suitable for male singers whose voices have changed. With support from older learners or adults, try to perform the anthem in four-part harmony.
- Try to vary the performance. For example, begin with a solo voice in verse 1, two-part singing in verse 2, and the whole group in the chorus. After experimenting with different vocal textures, try to vary the dynamics in different sections of the song. For example, begin with quiet dynamics in the verse, crescendo (gradually getting louder) into the chorus, and finish with a diminuendo (gradually getting quieter) on the last phrase in the chorus.

GRADING: CHALLENGING

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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*

- Learners could arrange the song for instruments or voices, and prepare for a performance in assembly or at out-of-school-hours events.
- Use the Song Support Sheet to teach the African national anthem 'Nkosi sikelel' iAfrika' to learners. When they are familiar with both anthems, they should compare both anthems and comment on the structure, rhythm and texture.
- In groups, learners should make a list of where they would hear the anthem being performed and name other national anthems that they know.

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

- Where would you hear the anthem being performed?
- Can you name or sing the melody of other national anthems?
- What are the characteristics of a good national anthem?

Feedback

Tool: Comments only

Give learners specific comments on their strengths and weaknesses regarding their diction and phrasing. To improve their phrasing you may need to revisit some of the breathing and vocal exercises. You may also need to work through the song a phrase at a time, giving specific support on where to breathe and where to sustain long notes.

Self- and peer assessment

Tool: Allow time

After giving learners feedback, give them time to reflect on the comments and choose a specific area of improvement that they would like to concentrate on.