

OS OES GEN TI GÂN

Owain Llwyd/Meirion MacIntyre Huws



ABOUT THIS SONG

This song was commissioned to celebrate the second CânSing Day in 2012. This is a bilingual song and the title translates into 'If you have a song'. It emphasises the contribution music makes to enriching lives. You can learn this song in British Sign Language (BSL) too to make it a multilingual song.

THEMES/SUBJECTS

Singing/friendship/songs

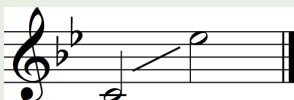
CURRICULUM KEY LINKS

Languages, Literacy & Communication
Health & Wellbeing

DISCIPLINE-SPECIFIC CONSIDERATIONS

Vocal range

A 10th



Vocal format

Unison/independent parts

Musical elements

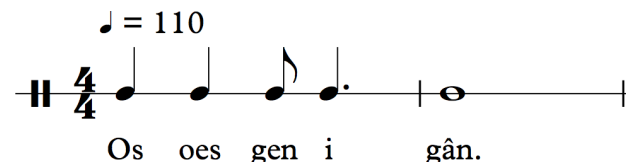
Duration and texture

Musical characteristics

Different vocal textures,
unison, four-part harmony, use of dotted
rhythms and triplets

Warm-up Exercises

- Move your stomach muscles in and out without breathing. This makes learners very aware of the movement required when they breathe. Then breathe in for four beats, feeling the ribs expanding outwards, and out for four beats, keeping the ribs engaged for as long as possible.
- Balance on one leg and rotate the other leg in a circular motion, starting with the ankles, then the knees and finally the hip. Do this clockwise and then anticlockwise. Repeat with the other leg.
- Sing part of the C Major scale (CDEFG), ascending and descending, to the numbers 1 to 5. Replace one of the numbers with a silence and try to perform. Gradually, replace more numbers with a silence.
- Demonstrate the characteristic rhythm of the song.



- Ask learners to try to clap/say the rhythm.

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

- Wellbeing link - develop further work on growth mindset versus fixed mindset.
- School mottos - explore a range of different school mottos - what is your school motto?
- Does your school motto link to the overarching theme of this song of making difference?
- Broaden your linguistic capabilities and learn the song in British Sign Language (BSL). Expert teaching and performance videos are available on the CânSing website.

GRADING: CHALLENGING

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Teaching and learning

- 1 Begin by reading slowly through the lyrics (use the lyrics sheet if you require a literal translation of the Welsh words).
- 2 Listen with learners to the melody of the first verse. After listening once, ask learners to listen again, this time joining in by clapping and chanting the rhythm.
- 3 Sing or play the first phrase a number of times, preferably unaccompanied or using the CânSing backing track provided.
- 4 Attempt to work through the verse, making sure that all learners follow the part accurately and concentrate on the up beat entry point. Learners must emphasise the note at the beginning of the first full bar in each phrase.
- 5 Perform the first verse in unison with the recording, reminding learners to sing through all the phrases.
- 6 Introduce the melody of the first chorus (bars 27–31). Make sure that the quality of the sound doesn't deteriorate when singing the long-held note at the end and the notes in the higher register. If learners are struggling with a specific phrase, ask them to listen to you or the track and then join in.
- 7 When all learners are confident with the melody in the verse and chorus, divide them into four equal groups, with one group singing the melody and Parts 1, 2 and 3 of the harmony parts to the other groups. (*Note that Part 3 is on the score only and not the screen.)
- 8 Introduce the harmony Parts 1, 2 and 3 of the chorus to each group a phrase at a time. Focus on the syncopated rhythms in the first phrase and encourage the learners to sustain the long note at the end of the second phrase.
- 9 The rhythm is the same for all harmony parts in the first two choruses. After practising both the verse (in unison) and the chorus (in harmony) thoroughly, try to perform with the recording.
- 10 When learners are familiar with the first verse and chorus, introduce the new lyrics in verse two. Encourage learners to perform with clear diction. Ensure they don't snatch the quaver up beats at the beginning of some phrases, as this will impair the sound quality.
- 11 When learners can maintain their parts, return to the beginning and sing both the verses and the chorus.

Integral Skills

- Using the score, introduce the third verse in unison (bars 35–43) and fourth verse (bars 43–51), which divides into four parts. Introduce harmony Parts 1, 2 and 3 of the fourth verse to each group a phrase at a time.
- The coda (bar 52 to the end), all parts sing in four-part harmony. Ensure learners focus on supporting each note, as the parts are very challenging with the high and long notes.
- Perform the whole song remembering to breathe after the commas in the lyrics during the last phrase of the song. Encourage all learners to sing with conviction.

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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 listen to a full recorded performance of the song and discuss its main characteristics and features. Learners could focus their answers on the use of texture and structure.
- In a group, learners could use the words to compose a new anthem for the opening ceremony of an international event. They should compose the melody and chords using the G Major scale (GABCDEF#G1). The melody should include notes moving in steps and leaps. Each group should perform this to the rest of the group on instruments or using their voices.
- Develop learners' openness to and curiosity about all languages and cultures of the world by learning and performing the song in British Sign Language. Ask learners to consider how they can effectively build the dramatic elements into the song through strong, confident signing. Our Good Practice Guide for BSL and this song can be found under our 'Good Practice' tab on the CanSing website.

Assessment for Learning:

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

Questioning

Tool: Big question

Signing and singing together is very challenging because the signs and words don't go together. Consider the following:

- Why it is difficult to perform simultaneously in two languages?
- How is BSL is different from actions?
- What would this song look like with actions rather than BSL?
- Which is more powerful?

Feedback

Tool: How to improve

Show the learners how to improve. Suggestions for next steps for some may be keeping to their part or supporting their breath in order to hold the long notes at the end of the song. For others, the next steps could include focusing on clear pronunciation, as the song is bilingual. Demonstrate this

yourself, or play the recording. After giving the learners time to improve, check to make sure the steps next have been achieved.

Self- and peer assessment

Tool: Post-it challenge

In pairs, learners should discuss the following two questions and evaluate their learning:

- What have I learnt through singing this song?
- What do I need to do next to improve my singing skills?

They should write their comments on post-it notes, and then share them with the rest of the group.

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