

SING OUT LOUD

Einion Dafydd and Cefin Roberts



ABOUT THIS SONG

This song was commissioned to reflect the ethos of the CânSing project. It refers to the heritage and culture of Wales and is bilingual to signify the unification of the two languages.

THEMES/SUBJECTS

Singing/friendship/culture

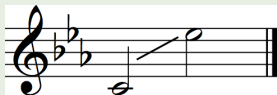
CURRICULUM KEY LINKS

Languages, Literacy & Communication

DISCIPLINE-SPECIFIC CONSIDERATIONS

Vocal range

A 10th



Vocal format

Unison/independent parts

Musical elements

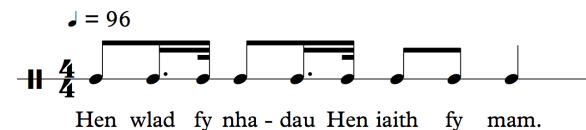
Duration and texture

Musical characteristics

Different vocal textures, unison, two-part harmony, echo singing and four-part contrapuntal texture, use of dotted rhythms and triplets

Warm-up Exercises

- Ask learners to stand with their back straight and their feet apart. They should: place their hands on their back under the rib cage; breathe out for four beats, emptying the lungs; breathe in for four beats, feeling their ribs expand; and then blow out in short bursts for ten beats, feeling their stomach pushing out as their diaphragm moves up and down.
- Ask learners to balance on one leg and rotate the other leg in a circular motion, starting with the ankles, then the knees and finally the hip. They should do this clockwise and anticlockwise, and then repeat with the other leg.
- Ask learners to sing part of the C Major scale (CDEFG), ascending and descending, to the numbers 1 to 5. They should first replace one of the numbers with a silence and try to perform, and then gradually replace more numbers with a silence.
- Demonstrate the characteristic rhythm of the song:



- Ask learners to clap or say this rhythm.

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

- This is a song that celebrates being Welsh and being bilingual.
- Explore countries that speak more than one language - are they bilingual or multi-lingual?
- Which countries speak the same languages as each other?
- What are the benefits of being able to speak more than one language?

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. Divide the group into two equal groups. Give one group (Red group) Part 1, and the other (Purple group) Part 2.
- 2 Begin with learners singing the four phrases in the Introduction (bars 1 to 12). Ask learners to listen to a recording of this section, and elicit that phrases 1 and 3 are the same, and phrases 2 and 4 are similar. The fourth phrase goes up in pitch and stays on the highest note.
- 3 When learners are familiar with the introduction, listen to the first section in unison (bars 14 to 22). The lyrics for the first verse are in English. You may need to introduce one phrase at a time and point out that all phrases begin on an up beat. Learners must emphasise the note at the beginning of the first full bar in each phrase.
- 4 The beginning of the second section (bar 23) starts with both parts singing the up beat (first three notes) in unison before dividing into harmony parts. Support learners to find their first notes in harmony in bar 24 (Part 2 – C; Part 1 – G).
- 5 When learners are familiar with the second section, follow the repeats and introduce the new lyrics. 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.
- 6 The third section of the song requires learners to rap and chant using the lyrics of the second section. Ask all learners to listen to a recording of the rap (bars 37 to 40), and let learners clap the rhythm before they attempt to rap.
- 7 When all learners are familiar with the four-bar rap, move on to the chant (bars 41 to 45). The rhythm is exactly the same as the rap. Part 1 stays on the same note (E) throughout this section, while Part 2 moves mainly in step with a triad leap in the last phrase.
- 8 The following section (bars 46 to 54) is a repeat of the first section, but with Part 1 singing the melody as a call and Part 2 echoing the melody with Welsh lyrics. Ask all learners to listen to a recording of this section. They could join in and sing with the voices on the recording, especially Part 2, to gain confidence with entering on the correct beat.

Integral Skills

- Introduce the coda (bars 54 to 62), which divides into four parts. Parts 1 and 2 repeat the previous section with the echoing. Part 3 is new and sings the rap from bars 37 to 40, with a slight change in the rhythm in the last phrase. Part 4 is a descant part and begins with an arpeggio (EbGBEb). Take plenty of time with Part 4, as there are very difficult leaps in pitch and complex rhythms in the last phrase.
- In the last phrase (bar 63 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 in two part four parts, remembering to breathe after the commas in the lyrics during the last two phrases. Encourage all 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*
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- Learners could listen to a full recorded performance of the song and discuss its main characteristics and features. They could focus their answers on the use of texture and structure.
- In groups, learners could use the words from famous Welsh or English poems or create their own lyrics and compose a rap/chant. They could look at the beat boxing exercises on the CânSing website, and accompany their rap/chant with their own beat boxing ideas. Each group should perform this to the group using their voices.

Assessment for Learning:

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

Tool: big question

How can we improve our performance? Consider the following:

- the use of dynamics
 - your ability to sing in parts
 - your ability to maintain the correct rhythm and pitch
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Feedback

Tool: How to improve

Groups of learners perform to each other, making suitable suggestions for next steps e.g. to support their breathing to hold the long notes at the end of the song. For others, next steps might be to focus on achieving crisp diction due to the bilingual nature of the song. After giving time to improve, they can re-perform to each other to check that next steps have been reached.

Self- and peer assessment

Tool: Post-it challenge

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

- Have I learnt anything new through singing this song?
- What do I need to change to improve my singing skills?

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