

Prosiect

# Epynt

Project



Adnodd digidol i gynorthwyo Maes Dysgu a Phrofiad y Celfyddydau Mynegiannol (MDPh), Cwricwlwm i Gymru.

*A digital resource to support the delivery of the Expressive Arts Area of Learning and Experience (AoLE), Curriculum for Wales.*

Llun / Photo: Full Mongrel & Co

Impelo



Cyngor Celfyddydau Cymru  
Arts Council of Wales



Gwnaed yn bosibl gan

Cronfa  
Treftadaeth

Made possible with

Heritage  
Fund



Mae'r adnodd hwn yn rhan o Lawlyfr Prosiect Epynt.

I weld y ddogfen lawn gan gynnwys:

- Egwyddorion Canllaw
- Dull Gweithredu Impelo
- Cyflwyniad i'r prosiect
- Cwrdd â'r Artistiaid..

a mwy...

[CLICIWCH YMA](#)

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Prosiect

**Epynt**  
Project

# PROSIECT EPYNT - GWEITHDY GWISGOEDD

Addaswch y syniadau neu'r cyfarwyddiadau i'w gwneud nhw'n berthnasol i'ch lleoliad chi.

- Ar gyfer y sesiwn hon bydd angen:
- Papur newydd (pwysig ei fod yn bapur newydd yn hytrach na phapur arferol gan y byddwn yn gweithio gydag ef ar y corff - mae angen iddo fod yn feddal i osgoi toriadau papur!)
  - Pennau ysgrifennu a marcwyr
  - Tâp masgio
  - Rhuban



- NODAU:**
- I ddysgu am dylunio gwisgoedd
  - Datblygu syniadau gwisgoedd
  - I wneud gwisgoedd papur gwisgadwy o syniadau dylunio gwisgoedd

**Awgrymiadau Da George**  
**MEWN COCH**, mae creawdwr y wers, George Hampton  
 Wales, yn rhannu awgrymiadau a thriciau i annog creadigrwydd yn eich dysgwyr

TASG	DISGRIFIAD	PAM?
<b>CYFLWYNO</b> (10 mun)	<p><u>Ymarfer torri'r garw rhagarweiniol cyflym dewisol:</u>                      Ewch o amgylch y cylch yn ateb 'Beth yw eich hoff wisg mewn Teledu, Ffilm neu Theatr?' (e.e. Pumbaa; sioe theatr The Lion King, Maleficent; Maleficent y ffilm, ac ati)</p> <p>Gofynnwch i'r grŵp rannu eu barn ar 'beth yw gwisgoedd'</p> <p>Sut mae wisg yn ein helpu i adrodd stori mewn dawns?                      o (Dangoswch enghreifftiau o wisg ddawns a roddir <a href="#">YMA</a>)</p>	<ul style="list-style-type: none"> <li>• Mae hyn er mwyn annog cyfranogwyr i feddwl yn ddyfnach am pam mae gwisgoedd yn elfen bwysig i helpu i osod yr olygfa, creu awyrgylch, adrodd straeon a rhoi grym i berfformwyr</li> </ul>
<b>YMCHWILIO</b> (10 mun)	<p><u>Edrych ar ddeunydd archifol</u>                      (ffotograffau, dogfennau, ac ati - am syniadau gweler <a href="#">taflen adnoddau Epynt</a> ac ein <a href="#">Atodiad</a>)</p> <p>Enwch beth maen nhw'n ei weld yn y delweddau?                      Lliw, siapiau, pobl, pensaernïaeth, awyrgylch.</p> <p>Pa fath o ddillad sy'n berthnasol i feddwl am Epynt?                      e.e. Gwisg Gymreig draddodiadol, esthetig milwrol, tecstilau Cymreig, dillad ffermio, y 1940au, ac ati.</p>	<ul style="list-style-type: none"> <li>• Mae enwi'r hyn a welant yn y delweddau ymchwil yn ffordd wych o ddechrau adnabod elfennau esthetig cryf sy'n ymwneud â hanes Epynt</li> </ul>
<b>ARCHWILIO</b> (10 mun)	<p>Gan adeiladu a thynnu ar eu gwybodaeth bresennol o Epynt, fel dosbarth ewch ati i adnabod y storïau neu'r elfennau gwledol o Epynt y maent yn eu cofio?</p> <ul style="list-style-type: none"> <li>o Gwnewch restr (e.e. tân, y drws, tai, baneri coch milwrol, clytiau dillad, y ceffyl, gwenoliaid, milwrol, ac ati)</li> <li>• Pa liwiau ydych chi'n cysylltu ag Epynt?</li> <li>• Pa ffabrigau allai fod yn gysylltiedig ag Epynt?</li> </ul>	<ul style="list-style-type: none"> <li>• Bydd canolbwyntio ar elfennau mwyaf trawiadol stori Epynt yn helpu i adeiladu iaith weledol ar gyfer y dyluniad</li> </ul>
<b>ARLUNIO</b> (15 mun)	<ul style="list-style-type: none"> <li>• Rhannwch yn grwpiau llai o 3 neu 4</li> <li>• Mae pob grŵp yn dewis elfen weledol wahanol i ganolbwyntio arni (e.e. tân, y drws, y ceffyl, ac ati)</li> <li>• Crëwch luniadau mawr ar y papur o'u helpen weledol</li> <li>• <b>AWGRYM DA:</b> Gwnewch y lluniadau mor fanwl gywir ac mor feiddgar â phosib!</li> </ul> <p>Meddylwch am faint, lliw (defnyddiwch y beiros cywir!), siâp, gwedd</p>	<ul style="list-style-type: none"> <li>• Mae'r cam hwn yn ymwneud â gwneud y deunyddiau i'w defnyddio yng nghamau, ewch ati i annog y cyfranogwyr i wneud lluniadau mawr a beiddgar y gellir eu gweld o bell (o lwyfan!)</li> </ul>

approx  
1.5  
hours



# PROSIECT EPYNT – GWEITHDY GWISGOEDD

Addaswch y syniadau neu'r cyfarwyddiadau i'w gwneud nhw'n berthnasol i'ch lleoliad chi.

TASG	DISGRIFIAD	PAM?
<b>CREU (15 mun)</b>	<ul style="list-style-type: none"> <li>Enwebwch un person yn y grŵp i fod yn fodel (gweler yr enghraifft <a href="#">YMA!</a>)</li> <li>Gan ddefnyddio'r lluniadau mawr fel petaent yn ffabrig, 'lluniwch' y papur o amgylch corff y model a'i osod yn ei le gyda thâp a rhuban i ddechrau adeiladu siâp o amgylch y corff</li> <li>Defnyddiwch gwahanol ddulliau plygu/torri i archwilio creu               <ul style="list-style-type: none"> <li>E.e. plygwch y papur yn bletiau, ewch ati i dorri twll yng nghanol y papur i greu twll gwddf neu sgrynsio'r papur i greu gwead</li> <li>Gellir creu lluniadau newydd/papur ychwanegol i'w hychwanegu at y dyluniad lle bo angen!</li> </ul> </li> </ul> <p>AWGRYM DA: Sicrhewch fod gennych rai enghreifftiau o bapur wedi'i bletio ymlaen llaw i helpu i egluro'r dull hwn</p>	<ul style="list-style-type: none"> <li>Mae'r ymarfer hwn yn galluogi'r rhai sy'n cymryd rhan i gael profiad o sut i ddylunio drwy'r broses wneud a mynd ati o ddifrif!</li> <li>Cyd-destun: Wrth wneud dillad, mae dylunwyr yn aml yn defnyddio dull a elwir yn 'draping on the stand' sy'n golygu defnyddio ffabrig a'i orchuddio o amgylch y corff a'i glymu â phinnau i greu siapiau</li> </ul>
<b>DATBLYGU (5 mun)</b>	<ul style="list-style-type: none"> <li>Mae'r hwyluswyr yn mynd o gwmpas pob grŵp i weld sut mae'r dyluniadau'n datblygu</li> <li>Gofynnwch gwestiynau am sut mae eu dyluniad yn berthnasol i Epynt a'u helpen weledol</li> </ul> <p>AWGRYM DA: Atgoffwch hwy mai gwisg ddawns yw hon ac a fydd y dawnswyr yn gallu symud yn eu creadigaeth (os dychmygw'n mai ffabrig oedd hi yn hytrach na phapur wrth gwrs!)</p>	<ul style="list-style-type: none"> <li>Atgoffwch nhw mai ymarfer ar gyfer cynhyrchu syniadau a bod yn greadigol yw hwn, does dim rhaid iddo fod yn berffaith!</li> </ul>
<b>RHANNU (10 mun)</b>	<p>Mae un person yn parhau i fod yn fodel ac mae un person yn cyflwyno creadigaeth y grŵp i'r dosbarth.</p> <p><u>Trafodaeth dan arweiniad</u></p> <p>Gofynnwch beth maen nhw'n ei hoffi fwyaf am eu dyluniad a beth fydden nhw'n ei newid (os o gwbl!) pe bydden nhw'n ei wneud eto.</p> <p>Gofynnwch i'r grŵp am syniadau ac adborth ar bob creadigaeth.</p>	<ul style="list-style-type: none"> <li>Wrth i bob grŵp rannu eu dyluniadau gwnewch yn siŵr eu bod yn gofyn iddynt sut mae eu dyluniad yn berthnasol i stori Epynt</li> </ul>
<b>ADLEWYRCHU (15 mun)</b>	<p><u>Amser tacluso</u></p> <p>Paciwch ddeunyddiau a storio creadigaethau dylunio</p> <p><u>Caewch y sesiwn</u></p> <p>Gofynnwch i'r grŵp pa beth newydd ddysgon nhw am wisgoedd heddiw (ewch o gwmpas mewn cylch neu gofynnwch am ychydig o gyfraniadau yn dibynnu ar amser)</p>	<ul style="list-style-type: none"> <li>Gall myfyrio ar yr hyn a ddysgwyd helpu i wreiddio'r dysgu ymhellach</li> </ul>

## ADDASIAD....

Mae'r gweithdy hwn yn gofyn i ddysgwyr ddylunio gwisgoedd gan ddefnyddio symbolaeth a delweddaeth Epynt fel ysgogiad. Er mwyn helpu i ddechrau arni, gallech chi rannu'ch dosbarth yn grwpiau a gallai pob grŵp ddylunio rhan wahanol o'r wisg... er enghraifft - topiau, trowsus, hetiau/penwisgoedd, esgidiau. Efallai y byddai rhai dysgwyr yn elwa o gael anogwr e.e. *allech chi greu siôl gan ddefnyddio'r symbol o wennol fel eich cysyniad dylunio?*

## GWNEWCH HI'N ANODDACH...

Heriwch eich dysgwyr trwy ofyn iddynt gael mynediad at eu dyluniad. Os ydyn nhw wedi gwneud rhywbeth ar gyfer top a gwaelod, a fydden nhw'n hoffi ychwanegu het/penwisg? Neu sut gallen nhw haenu eu wisg? Gallent hyd yn oed fod yn benodol iawn am ba sanau, haenau isaf, colur neu steil gwallt y byddai'r perfformwyr yn ei wisgo.

## DILYNIANT...

Ar ôl arbrofi â phapur, efallai y bydd eich dysgwyr am gael y cyfle i WNEUD eu dyluniadau. Beth am gysylltu â'r adran gelf/tecstilau a dechrau creu? Cam olaf fyddai cael perfformwyr i ddawnsio yn y gwisgoedd hynny.

## Tasg Ymchwil a Awgrymir

Os yw gwisgoedd yn gysyniad newydd i'ch dysgwyr, beth am sefydlu tasg ymchwil fer. **Gallwch ddefnyddio'r [daflen adnoddau gwisgoedd](#) fel help yma.**

- 1 Rhannwch eich grŵp yn nifer o grwpiau llai
- 2 Mae pob grŵp yn derbyn [taflen ymchwil](#) i'w hateb
- 3 Neilltuwch 10-15 munud i'r grwpiau ddefnyddio'r daflen adnoddau gwisgoedd, unrhyw lyfrau perthnasol sydd gennych a'r rhyngwyd i ateb eu taflenni (addaswch yr amserau i weddu i'ch grŵp)
- 4 Cymrwch amser i ail-grwpio a rhannu'r hyn maen nhw wedi'i ddysgu, gan roi amser i bawb rannu eu hoff ddyluniad gwisgoedd
- 5 Defnyddiwch ein taflen '[Dyluniadau Gwisgoedd Dawns](#)' i hwyluso trafodaeth fer ar pam y gallai gwisgoedd dawns fod yn wahanol. e.e. mae angen i ddawnswyr symud - pa ddeunyddiau fydd yn cefnogi hyn (efallai y gallai'r wisg atal symudiad yn fwriadol), mae dawnswyr yn aml yn dawnsio'n droednoeth neu ag esgidiau penodol - sut gallai'r dyluniad ymgorffori hwn?



Mewn grwpiau bach, ymchwiliwch i'r canlynol:

- 1) Beth yw gwisg?
- 2) Pa eitemau o ddillad y gellir eu hystyried yn 'wisgoedd'?
- 3) Beth all gwisgoedd ddweud wrthym?
- 4) Beth yw rhai enghreifftiau o..
  - wisgoedd cenedlaethol
  - gwisgoedd cyfnod
  - gwisgoedd thema (e.e. Calan Gaeaf)
- 5) Treuliwch ychydig o amser yn ymchwilio i ddyluniadau gwisgoedd, a dewch o hyd i'ch ffefryn i'w rannu â gweddill y grŵp.

# Archwiliwch Gwisgoedd ymhellach...

## Beth yw gwisg?

Yn syml, mae gwisg yn set o ddillad ac ategolion i'w gwisgo, yn aml i fod yn **rhywun** neu'n **rhywbeth** arall.

Gwisg ar gyfer ddramâu

Mae yna lawer o wahanol fathau o wisgoedd...

Gwisg ar gyfer ffilm

Gwisgoedd ar gyfer gweithgareddau

Gwisg Ffansi

Gellir ei ddefnyddio i ddangos...

Rhyw

Cyfnod amser

Diwylliant

Rhywogaeth wahanol

Dosbarth / Statws

Proffesiwn

Cenedligrwydd

Beth allai gael ei gynnwys mewn gwisg?

hetiau coronau

colur

gemwaith sgarffiau

crysau corset/ bodis

ffedogau dillad isaf

trowsus sgertiau

teits

sanau

esgidiau

..a

llawer mwy

# CYFLWYNIAD I WISG

Oeddet ti'n gwybod?

Fe wnaeth disgyblion Ysgol Calon Cymru gymryd rhan yng ngweithdy George yn ystod y prosiect, ac fe helpodd eu dyluniadau i ysbrydoli dyluniad gwisgoedd terfynol y perfformiad a'r ffilm!



# PROSIECT EPYNT GWEITHDY GWISGOEDD TAFLEN ADNODDAU

## Dyluniadau Gwisgoedd Dawns

Dyma rai dyluniadau gwisgoedd dawns a ddewiswyd gan George.....

cliciwch ar y  
teitlau i weld  
gwefan pob darn

Beth all lliw ei  
wneud mewn  
gwisg?



'Scenario'

Coreograffydd: Merce Cunningham  
Dylunydd Gwisgoedd: Rei Kawakubo



The Elsewhen Series

Coreograffwyr: Leah Marojevic and Theo Clinkard  
Dylunydd Gwisgoedd: Theo Clinkard



'RIOT!'

Coreograffydd: Lea Anderson  
Dylunydd Gwisgoedd: George Hampton Wales

Sut mae'r deunydd  
yn disgyn ar y  
corff?



'Qwerin'

Coreograffydd: Osian Meilir  
Dylunydd Gwisgoedd: Becky Davies and Amy Barrett



The Rite of Spring

Coreograffydd: Pina Bausch  
Dylunydd Gwisgoedd: Rolf Borzik

Ydych chi'n meddwl y  
bydd y wisg yn effeithio  
ar y ffordd y mae'r  
dawnsyr yn symud?



MonKey Off My Back or the Cat's Meow  
Coreograffydd: Trajal Harrell  
Dylunydd Gwisgoedd: Trajal Harrell



# PROSIECT EPYNT GWEITHDY GWISGOEDD

Impelo

## TAFLEN ADNODDAU

### Ffeil Ffeithiau Epynt

#### Beth ddigwyddod yn 1940?

Pan ddechreuodd yr Ail Ryfel Byd ym mis Medi 1939, roedd angen i'r swyddfa ryfel ddod o hyd i dir at ddibenion hyfforddi. Ar ôl sawl mis o sibrydion am glirio tir, bu'n rhaid i denantiaid dros 52 o ffermydd adael eu cartrefi, a gadawodd yr olaf ar 30 Mehefin 1940. Roedd llawer yn gobeithio y byddent yn dychwelyd un diwrnod, ond cafodd y rhan fwyaf o'u cartrefi eu gwastatáu a chliriwyd y tir ar gyfer ymarfer targed a phrofi bom.

#### Ystyr 'Epynt'

"llwybr i geffylau", sy'n deillio o'r 'epos' Celtaidd, sy'n golygu "ceffyl" (fel foal, sy'n golygu "ebol" mewn Cymraeg Modern).

- 219 trigolion
- 54 ffermydd
- 30,000 erwau
- cymuned o siaradwyr Cymraeg

#### Ble mae Epynt?

Mae 'Epynt' yn cyfeirio at yr ardal o dir rhwng Llanfair ym Muallt, Llanymddyfri ac Aberhonddu. Nawr un o feysydd hyfforddi milwrol mwyaf Cymru.



Chwilio am lyfrau?

#### Awgrymiadau Darllen

Epynt without People - Ronald Davies

Mynydd Epynt a'r Troad Allan yn 1940: Mae'n Ddiwedd y Byd Yma - Herbert Hughes

The Eleven Men of Epynt - Roland Matthias

Beth am restr helaeth o adnoddau Epynt?

Dolen i'r atodiad

#### Awgrymiadau Cerddoriaeth

Difyrrwch - Trials of Cato  
Jac yr Oil - Gwilym Bowen Rhys

Dwr Budr - Gwerinos

Arenig - Gwilym Bowen Rhys

Breow Kernow - VRi

Curlew - Toby Hay

Oh am Gariad - Cate Le Bon  
\*gall cerddoriaeth offerynnol fod yn ddefnyddiol iawn, gan nad yw'n pennu symudiad nac yn ychwanegu naratif digroeso at symudiad... ond rydym hefyd wedi ychwanegu rhai caneuon Cymraeg rydym yn eu hoffi'n fawr, ar gyfer ymdeimlad o le\*

Adnoddau Prosiect Epynt:

#### Gweld

Ddelweddau Archifol Epynt gan Amgueddfa Genedlaethol

Cymru YMA

#### Gweld / Clywed

Cerdd Cêt Haf 'Epynt'  
YMA - text  
YMA - audio

#### Clywed

Caneuon Cyfansoddwr Toby Hay YMA

# Adnoddau Epynt a Gwybodaeth Ychwanegol

## Darllen...

*Mynydd Epynt a'r Troad Allan yn 1940: Mae'n Ddiwedd y Byd Yma* - Herbert Hughes

*Epynt Without People* - Ronald Davies

*The Eleven Men of Epynt* - Roland Matthias

Erthyglau yn gofyn cwestiynau am Epynt fel mudiad gwleidyddol -

<https://undod.cymru/en/2020/06/28/epynt/>

<https://www.nfu-cymru.org.uk/news-and-information/epynt-a-lost-community/>

Gwybodaeth am Epynt ar wefan Cymunedau Gadawedig -

<http://www.abandonedcommunities.co.uk/page45.html>

Tudalen Facebook 'Atgofion Epynt' – safle cymunedol lle gall teuluoedd Epynt bostio atgofion a rhannu adnoddau

<https://www.facebook.com/groups/883563422064123>

## Gwyllo...

Cerdd Epynt a ysgrifennwyd ac a berfformiwyd gan Tudur Dylan Jones fel rhan o Eisteddfod 2020

<https://twitter.com/eisteddfod/status/1276538436342689798>

Cyfweliad gyda 'Plant Epynt' (Cymraeg)

<https://www.facebook.com/watch/?v=1392552290930456>

Disgyblion o Ysgol Uwchradd Aberhonddu, Ysgol Calon Cymru ac Ysgol Gyfun Ystalyfera yn ysgrifennu cerdd gyda Mererid Hopwood ac yn gweithio gyda Cerys Hafana ar y gerddoriaeth

<https://www.ysgolcalon.cymru/news/2020/7/13/cofioepynt-epynt80?locale=en>

<https://soundcloud.com/ceryshafana/cof-y-gwynt-ar-fynydd-epynt-geiriau-criw-menter-powys-62020>

## Gwranddo...

RADIO BECA - Y Mynydd a Ddiflanwyd - 5 pennod podlediadau yn adrodd hanes y clirio

<https://soundcloud.com/user-231251025/y-mynydd-a-ddiflanwyd-pennod-1>

Cofiwch Epynt gyda Euros Lewis gan Desolation Radio - podlediadau awr o hyd (Saesneg)

<https://soundcloud.com/desolationradio/79-cofiwch-epynt-with-euros-lewis>

RADIO BECA - Cofio'r Epynt cynhyrchwyd gan Dinah Jones ac Euros Lewis

<https://soundcloud.com/user-231251025/cofiar-epynt>

# Celfyddydau Mynegiannol a Dawns mewn Addysg

## Adnoddau a Gwybodaeth Ychwanegol

Mae Gartref@Impelo yn cynnwys dros 60 o fideos ar gyfer pob oedran ac mewn amrywiaeth o arddulliau a sesiynau, am syniadau a mwy, cliciwch isod.

<https://www.impelo.org.uk/impelo-at-home>

Mae'r adnodd hwn gan BBC Bitesize yn cynnig ystod eang o enghreifftiau o ddawns draddodiadol, o ffynonellau dilys, cliciwch isod.

<https://www.bbc.co.uk/programmes/b00q9n6d/clips>

Adnodd cysylltiad natur, sy'n mynd â dysgu yn yr awyr agored, yn ddiogel ac yn greadigol ar gyfer y rhai sy'n dymuno symud yn yr awyr agored, cliciwch isod.

[https://hwb.gov.wales/api/storage/da479f07-ff4d-4aa7-80ff-eb1de7a5c23e/Nature%20Connection\\_A%20resource%20for%20schools%20and%20young%20people.pdf?preview=truet](https://hwb.gov.wales/api/storage/da479f07-ff4d-4aa7-80ff-eb1de7a5c23e/Nature%20Connection_A%20resource%20for%20schools%20and%20young%20people.pdf?preview=truet)

Canolfan dysgu digidol Cwmni Dawns Genedlaethol Cymru gydag amrywiaeth o adnoddau dawns o becynnau addysg i sesiynau ar-lein, cliciwch isod.

<https://ndcwales.co.uk/digital-hub/learn-together>

Mae adnodd ymagwedd Chwaraeon Powys at Symud Creadigol mewn ysgolion i'w weld yn 'Citbag', cliciwch isod.

<https://citbag.sport.wales/en/>

Mae adnodd dawns fideo IRIS for Kids gan gwmni dawns StopGap yn darparu sesiynau dawns gynhwysol i blant a phobl ifanc, cliciwch isod.

[https://youtube.com/playlist?list=PLd\\_QTqd1\\_jfvNkUrmEKK\\_AwWAX96C1\\_m&si=n3YDj9dGP4ZhtRrB](https://youtube.com/playlist?list=PLd_QTqd1_jfvNkUrmEKK_AwWAX96C1_m&si=n3YDj9dGP4ZhtRrB)

Mae adnodd RIDE (Cynrychiolaeth mewn Addysg Ddawns) yn adnodd newydd rhad ac am ddim i athrawon a grëwyd gan ein bwrdd crwn Dadgoloneiddio'r Cwricwlwm Dawns.

Nod RIDE yw cefnogi athrawon ac addysgwyr i gyflwyno cynnwys dilys, amrywiol a chynhwysol. Bydd athrawon hefyd yn gallu dod o hyd i artistiaid a chwmmniau Mwyafrif Byd-eang sy'n lleol iddynt i gefnogi cyflwyno dawns yn eu hysgol.

<https://www.onedanceuk.org/media/lvahta4x/ride-2023-update.pdf>

# DIOLCHIADAU

**Crëwyd yr adnodd hwn gan Impelo, mewn cydweithrediad ag artistiaid ledled Cymru, yn falch ac yn bennaf o Bowys.**

Daw The Creative Habits of Mind o waith Guy Claxton, Bill Lucas ac Ellen Spencer o'r Ganolfan Dysgu Byd Go lawn ym Mhrifysgol Winchester (2013) 'Progression in Student Creativity in School: First Steps towards new formive assessment' OECD Education Working Papers No 86. Paris: OECD Publishing] ac fe'i defnyddir gan Gyngor Celfyddydau Cymru ar gyfer prosiectau dysgu creadigol gydag ysgolion.

Mae'r holl weithgareddau, gemau ac ymarferion a nodir yn yr adnodd hwn wedi dod o'n gwaith ym Mhrosiect Epynt ac allgymorth arall mewn cymunedau ac ysgolion a thrwy ddiwrnodau hyfforddi a DPP.

Mae Impelo yn cydnabod cyfraniad unigol yr artistiaid canlynol yng Nghymru; Bethan Cooper, Naomi Doyle, Cêt Haf, Toby Hay, Jess Lerner, Kim Noble, Clara Rust a George Hampton Wales.

Diolch arbennig i Anwen Francis am ei chymorth gyda chyfieithu.

## **Graffeg a Dylunio:**

Impelo, Bethan Cooper, Jemma Thomas

## **Adnodd wedi'i guradu gan:**

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# CONTENTS

This resource is part of the Prosiect Epynt Handbook.

To see the full document including:

- Guiding principles
- The Impelo Approach
- Introduction to the project
- meet the Artists..

and more...

[CLICK HERE](#)

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Prosiect  
**Epynt**  
Project

# PROSIECT EPYNT - COSTUME WORKSHOP

Please adapt the ideas or instructions to make them relevant to your setting.

For this session you will need:

- Newsprint paper (important it is newsprint rather than regular paper as we will be working with it on the body and it needs to be soft to avoid papercuts!)
- Pens and markers
- Masking tape
- Ribbon



## AIMS

- To learn about costume design
- To develop costume ideas
- To make wearable paper outfits of costume design ideas

### George's Top Tips

IN RED, lesson creator, George Hampton Wale shares tips and tricks to encourage creativity in your learners

TASK	DESCRIPTION	WHY?
<b>INTRODUCE</b> (10 mins)	<p><u>Optional quick introductory icebreaker:</u> Go round the circle and each answer 'What is your favourite costume in TV, Film or Theatre?' (e.g. Pumbaa; The Lion King theatre show, Maleficent; Maleficent the film, etc.)</p> <p>ASK the group to share their thoughts on 'what is costume'</p> <p>How does a costume help us tell a story in dance? ◦ (Show examples of dance costume <a href="#">HERE</a>)</p>	<ul style="list-style-type: none"> <li>• This is to encourage participants to think more deeply about why costume is an important element to help set the scene, create atmosphere, tell stories and empower performers</li> </ul>
<b>RESEARCH</b> (10 mins)	<p><u>Looking at Archival material</u> (photographs, documents, etc - for ideas see <a href="#">Epynt resource sheet</a> and our <a href="#">Appendix</a>)</p> <p>Name what they see in the imagery? Colour, shapes, people, architecture, atmosphere.</p> <p>What kind of clothes are relevant to thinking about Epynt? eg. Traditional Welsh Dress, Military aesthetic, Welsh textiles, farming clothing, the 1940s, etc.</p>	<ul style="list-style-type: none"> <li>• Simply naming what they see in the research imagery is a great way of starting to identify strong aesthetic elements that relate to the history of Epynt</li> </ul>
<b>EXPLORE</b> (10 mins)	<p>Building and drawing on their existing Knowledge of Epynt, as a class identify the stories or visual elements of Epynt that they remember?</p> <ul style="list-style-type: none"> <li>◦ Make a list (e.g. fire, the door, houses, military red flags, clothing patches, the horse, swallows, military, etc.)</li> <li>• What colours do you relate to Epynt?</li> <li>• What fabrics might be connected to Epynt?</li> </ul>	<ul style="list-style-type: none"> <li>• Focussing on the most visually striking elements of the Epynt story will help build up a visual language for the design</li> </ul>
<b>DRAW</b> (15 mins)	<ul style="list-style-type: none"> <li>• Divide into smaller groups of 3 or 4</li> <li>• Each group choses a different visual element to focus on (eg. fire, the door, the horse, etc.)</li> <li>• Create large drawings on the paper of their visual element</li> </ul> <p><b>TOP TIP: Make the drawings as graphic and as bold as possible!</b> <b>Think about size, colour (use the right pens!), shape, texture</b></p>	<ul style="list-style-type: none"> <li>• This stage is all about making the materials to use in step two, encourage participants to do big and bold drawings that can be seen from a distance (from a stage!)</li> </ul>

approx  
1.5  
hours

# PROSIECT EPYNT – COSTUME WORKSHOP

Please adapt the ideas or instructions to make them relevant to your setting.

TASK	DESCRIPTION	WHY?
<b>CREATE (15 mins)</b>	<ul style="list-style-type: none"> <li>Nominate one person in the group to be the model (see example <a href="#">HERE</a>)</li> <li>Using the large drawings as if they were fabric, 'drape' the paper around the models body and secure in place with tape and ribbon to start to build up shape around the body</li> <li>Use different folding/cutting methods to explore making               <ul style="list-style-type: none"> <li>Eg. fold the paper into pleats, cutting a hole in the centre of the paper to create a neck hole or scrunching up the paper to create texture</li> <li>New drawings/additional paper can be created to add in to design where needed!</li> </ul> </li> </ul> <p>TOP TIPS: Have some examples of pleated paper pre-made to help explain this method</p>	<ul style="list-style-type: none"> <li>This exercise allows the participants to experience how to design through the making process and really get stuck in!</li> <li>Context: When making clothes, designers often use a method called 'draping on the stand' this means using fabric and draping it around the body and securing with pins to create shapes.</li> </ul>
<b>DEVELOP (5 mins)</b>	<ul style="list-style-type: none"> <li>Facilitators go around each group to see how the designs are developing</li> <li>ASK questions about how their design relates to Epynt and their visual element</li> </ul> <p>TOP TIP: Remind them that this is a dance costume and will the dancers be able to move in their creation (if we imagine it were fabric rather than paper of course!)</p>	<ul style="list-style-type: none"> <li>Remind them that this is an exercise for generating ideas and being creative, it doesn't have to be perfect!</li> </ul>
<b>SHARE (10 mins)</b>	<p>One person continues to be the model and one person presents the group's creation to the class</p> <p><u>Guided discussion</u></p> <p>ASK what they like most about their design and what they would change (if anything!) if they did it again</p> <p>ASK the group for thoughts and feedback on each creation</p>	<ul style="list-style-type: none"> <li>As each group shares their designs make sure to ask them how their design relates to the story of Epynt</li> </ul>
<b>REFLECT (15 mins)</b>	<p><u>Tidy time</u></p> <p>Pack away materials and store design creations</p> <p><u>Close the session</u></p> <p>ASK the group what new thing they learnt about costume today (go around in a circle or just ask for a few contributions depending on time)</p>	<ul style="list-style-type: none"> <li>Reflecting on what has been learnt can help embed the learning further</li> </ul>

## ADAPTATION....

This workshop asks learners to design costume using Epynt symbolism and imagery as stimulus. To help get started, you could split your class into groups and each group could design a different part of the costume... for example - tops, bottoms, hats/headwear, footwear.

Some learners might benefit from being given a prompt

e.g. *could you create a shawl using the symbol of a swallow as your design concept?*

## MAKE IT HARDER...

Challenge your learners by asking them to accessorise their design. If they've made something for top and bottoms, would they like to add a hat/headwear? Or how could they layer their costume? They could even get really specific about what socks, underlayers, makeup or hairstyle the performers would wear.

## PROGRESSION...

After experimenting with paper, your learners might want the opportunity to MAKE their designs. Why not link up with the art/textiles department and get creating?

A final step would be to have performers dance in those costumes.

### Suggested Research Task

If costume is a new concept to your learners, why not set up a short research task..

You can use the [costume resource sheet](#) for support here.

- 1 Split your group into several smaller groups
- 2 Each group receives a [research sheet](#) to answer
- 3 Allocate 10-15 minutes for the groups to use the costume resource sheet, any relevant books you have and the internet to answer their sheets (adjust the timings to suit your group)
- 4 Take time to regroup and share what they've learnt, giving everyone time to share their favourite costume design
- 5 Use our '[Dance Costume Designs](#)' sheet to facilitate a short discussion on why dance costume might be different.. e.g. dancers need to move - what materials will support this (maybe the costume might intentionally inhibit movement), dancers often dance bare foot or have specific shoes - how might the design incorporate this?



# Explore Costume Further - Research Task

In small groups, research the following:

- 1) What is costume?
- 2) What clothing items can be considered 'costume'?
- 3) What can costumes tell us?
- 4) What are some examples of..
  - national costumes
  - period costumes
  - themed costumes (e.g. halloween)
- 5) Spend some time researching costume designs, and find your favourite to share with the rest of the group.



# Explore Costume further...

## What is costume?

Simply put, costume is a set of clothes and accessories to be worn, often to be **someone** or **something** else.

There are lots of different types of costume...

Costume for plays

Costume for film

Costumes for activities

Fancy dress

It can be used to show...

Gender

Time period

Culture

Nationality

Class/status

A profession

A different species

What might be included in a costume?

hats crowns  
jewellery makeup  
shirts scarves  
undergarments corsets/bodices  
trousers aprons  
skirts  
socks tights  
footwear  
..and many more!

## INTRO TO COSTUME

Did you know?

Pupils of Ysgol Calon Cymru actually took part in George's workshop during the project, and their designs helped inspire the final costume design for the performance and film!



# PROSIECT EPYNT COSTUME WORKSHOP RESOURCE SHEET

## Dance Costume Designs

Here are some dance costume designs picked by George...

click on the titles to see each piece's website

What can colour do in costume?



'Scenario'

Choreographer: Merce Cunningham  
Costume Designer: Rei Kawakubo



The Elsewhen Series

Choreographer: Leah Marojevic and Theo ClinKard  
Costume Design: Theo ClinKard



'RIOT!'

Choreographer: Lea Anderson  
Costume Designer: George Hampton Wale

How does the material fall on the body?



'Qwerin'

Choreographer: Osian Meilir  
Costume Designer: Becky Davies and Amy Barrett



The Rite of Spring

Choreographer: Pina Bausch  
Costume Designer: Rolf Borzik

Do you think the costume will affect the way the dancers move?



MonKey Off My Back or the Cat's  
Choreographer: Trajal Harrell  
Costume Designer: Trajal Harrell

# PROSIECT EPYNT COSTUME WORKSHOP RESOURCE SHEET

## Epynt Fact File

### What happened in 1940?

When World War II broke out in September 1939, the war office needed to find land for training purposes. After many months of a rumoured land clearance, the tenants of over 52 farms were forced to leave their homes, the last leaving on 30th June 1940. Many hoped they would one day return, however most of their homes were flattened and the land cleared for target practice and bomb testing.

### 'Epynt' meaning

"a pathway for horses", deriving from the Celtic 'epos', meaning "horse" (as in ebol, meaning "a foal" in Modern Welsh).

- 219 inhabitants
- 54 farms
- 30,000 acres
- a community of Welsh speakers

### Where is Epynt?

'Epynt' refers to the area of land between Builth Wells, Llandovery and Brecon. Now one of Wales' largest military training areas.



Looking for books?

**Reading suggestions:**

Epynt without People - Ronald Davies

An Uprooted Community: A History of Epynt - Herbert Hughes

The Eleven Men of Epynt - Roland Matthias

How about an extensive list of Epynt resources?

[Link to the appendix](#)

**Music suggestions:**

Difyrrwch - Trials of Cato  
 Jac yr Oil - Gwilym Bowen Rhys  
 Dwr Budr - Gwerinos  
 Arenig - Gwilym Bowen Rhys  
 Breow Kernow - VRï  
 Curlew - Toby Hay  
 Oh am Gariad - Cate Le Bon

\*instrumental music can be really useful, as it doesn't dictate movement or add an unwanted narrative to movement... but we've also added some Welsh language songs we really like, for a sense of place\*

Prosiect Epynt resources:

**See**  
 Epynt Archival images from National Museum Wales  
[HERE](#)

**See / Hear**  
 Cêt Haf's poem 'Epynt'  
[HERE](#) - text  
[HERE](#) - audio

**Hear**  
 Composer Toby Hay's songs [HERE](#)

# Epynt Resources & Further Information

## Read...

*An Uprooted Community: A History of Epynt* - Herbert Hughes

*Epynt Without People* - Ronald Davies

*The Eleven Men of Epynt* - Roland Matthias

Articles posing questions around Epynt as a political movement -

<https://undod.cymru/en/2020/06/28/epynt/>

<https://www.nfu-cymru.org.uk/news-and-information/epynt-a-lost-community/>

Information on Epynt on the Abandoned Communities website -

<http://www.abandonedcommunities.co.uk/page45.html>

The 'Atgofion Epynt' Facebook page - a community site where Epynt families can post memories and share resources

<https://www.facebook.com/groups/883563422064123>

## Watch...

A Epynt poem written and performed by Tudur Dylan Jones as part of Eisteddfod 2020

<https://twitter.com/eisteddfod/status/1276538436342689798>

An interview with 'The Children of Epynt'

<https://www.facebook.com/watch/?v=1392552290930456>

Pupils from Brecon High, Ysgol Calon Cymru and Ysgol Gyfun Ystalyfera write a poem with Mererid Hopwood and work with Cerys Hafana on the music

<https://www.ysgolcalon.cymru/news/2020/7/13/cofioepynt-epynt80?locale=en>

<https://soundcloud.com/ceryshafana/cof-y-gwynt-ar-fynydd-epynt-geiriau-criw-menter-powys-62020>

## Listen...

RADIO BECA - Y Mynydd a Ddiflanwyd - 5 podcast chapters telling the story of the clearing

<https://soundcloud.com/user-231251025/y-mynydd-a-ddiflanwyd-pennod-1>

Cofiwch Epynt with Euros Lewis by Desolation Radio - an hour long podcast (English)

<https://soundcloud.com/desolationradio/79-cofiwch-epynt-with-euros-lewis>

RADIO BECA - Cofio'r Epynt produced by Dinah Jones and Euros Lewis

<https://soundcloud.com/user-231251025/cofior-epynt>

# Expressive Arts and Dance in Education

## Further resources and information...

Impelo@home contains over 60 videos for all different ages and in a range of styles and sessions, for ideas and more, click below.

<https://www.impelo.org.uk/impelo-at-home>

This BBC Bitesize resource offers a whole range of traditional dance examples, from authentic sources, click below.

<https://www.bbc.co.uk/programmes/b00q9n6d/clips>

Nature connection resource, taking learning outside, safely and creatively for those looking to deliver movement outdoors, click below.

[https://hwb.gov.wales/api/storage/da479f07-ff4d-4aa7-80ff-eb1de7a5c23e/Nature%20Connection\\_A%20resource%20for%20schools%20and%20young%20people.pdf?preview=truet](https://hwb.gov.wales/api/storage/da479f07-ff4d-4aa7-80ff-eb1de7a5c23e/Nature%20Connection_A%20resource%20for%20schools%20and%20young%20people.pdf?preview=truet)

National Dance Company Wales digital learning hub with an array of dance resources from education packs to online sessions, click below.

<https://ndcwales.co.uk/digital-hub/learn-together>

The Sport Powys approach to Creative Movement in schools resource can be found in 'Citbag', click below.

<https://citbag.sport.wales/en/>

IRIS for Kids video dance resource from StopGap dance company provides inclusive dance sessions for children and young people, click below.

[https://youtube.com/playlist?list=PLd\\_QTqd1\\_jfvNkUrmEKK\\_AwWAX96C1\\_m&si=n3YDj9dGP4ZhTrRb](https://youtube.com/playlist?list=PLd_QTqd1_jfvNkUrmEKK_AwWAX96C1_m&si=n3YDj9dGP4ZhTrRb)

RIDE (Representation in Dance Education) resource is a new free resource for teachers created by our Decolonising the Dance Curriculum roundtable.

RIDE aims to support teachers and educators in delivering authentic, diverse and inclusive content. Teachers will also be able to find Global Majority artists and companies local to them to support the delivery of dance in their school.

<https://www.onedanceuk.org/media/lvahta4x/ride-2023-update.pdf>

**Impelo has created this resource in collaboration with artists across Wales, proudly and predominantly from Powys.**

The Creative Habits of Mind, comes from the work of Guy Claxton, Bill Lucas and Ellen Spencer of the Centre for Real World Learning at Winchester University (2013) 'Progression in Student Creativity in School: First steps towards new forms of formative assessment' OECD Education Working Papers No 86. Paris: OECD Publishing] and is used by Arts Council of Wales for creative learning projects with schools.

All activities, games and exercises noted in this resource have come from our work in Prosiect Epynt and other outreach in communities and schools and through training days and CPD.

Impelo acknowledges the individual contribution from the following artists in Wales; Bethan Cooper, Naomi Doyle, Cêt Haf, Toby Hay, Jess Lerner, Kim Noble, Clara Rust and George Hampton Wale.

Special thanks to Anwen Francis for her help with translation.

# ACKNOWLEDGEMENTS

## Graphics and Design:

Impelo, Bethan Cooper, Jemma Thomas

## Resource curated by:

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**Epynt Archival Images**  
**National Museum Wales**  
(page 1 of 4)



Pen-gawse, Yscir Fechan valley,  
Breconshire - barn and cowshed.



Pen-gawse, Yscir Fechan valley, Breconshire -  
barn and cowshed (interior).



Pen-gawse, Yscir Fechan valley,  
Breconshire - barn and cowshed (interior).



Pen-gawse, Yscir Fechan valley,  
Breconshire - old dwelling house.



Pen-gawse, Yscir Fechan valley, Breconshire.

**Epynt Archival Images**  
**National Museum Wales**  
(page 2 of 4)



Waun-lwyd, Llanddulas, Breconshire -  
back of house.



Gwybedog, near Llanddulas, Breconshire.



Tre-lath, Llanddulas, Breconshire.



Waun-lwyd, Llanddulas,  
Breconshire - front of house.



Neuadd Lwyd, Yscir Fechan Valley,  
Breconshire - detail of outbuildings.

**Epynt Archival Images  
National Museum Wales  
(page 3 of 4)**



Llwyn-teg Uchaf, Llanddulas, Breconshire.



Llwyn-teg Uchaf, Llanddulas,  
Breconshire - old house.



Llaur-y-dolau, Pentre Dolau Honddu,  
Breconshire.



Llwyn-teg Uchaf, Llanddulas,  
Breconshire.



Llaur-y-dolau, Pentre Dolau Honddu,  
Breconshire.



**Epynt Archival Images**  
**National Museum Wales**  
(page 4 of 4)



Car, Yscir Fechan Valley, Breconshire.



Briwnant, top of Cwm Cilieni, Breconshire.



Car, Yscir Fechan Valley, Breconshire - detail  
of outhouses.



Ynys Hir, Cwm Nant Brân, Breconshire.

### Epynt gan Cêr Haf

Cawr anial.  
She sits quietly,  
veiled in atgofion,  
her roots a memory  
of coed cyll  
a brithyll,  
gwyddfïd and gooseberry,  
cyrrents duon,  
canu and capel  
and wild rose

on rich red soil for those faithfull foals  
and their shepherds, of course,  
whose love was made of this land,  
gweision arglwydd yn eu plwy,  
a'r Babell eu hafan.

“Ie ie,  
dyna fe,  
that's it,  
'na chi,  
Hen fugail first class”  
... dyna fel oedd hi.

Along these folds of fields,  
mae ceffyl sy'n rhodio'n rhydd.  
Through mists of age  
the white horse forever treads,  
dyrchafa ei lygaid,  
past the birds and their beds,  
i weld  
yn gorwedd ar y gorwel,  
the sugar loaf lining,  
sweetening a gust of uninvited guests,

The army.

Yn lleithder y tir gwybedog hwn  
bu alltudio,  
llythyr,  
llwythwyd y gwn.

In a rush,  
they unearth Epynt's blush.  
Hedges torn by her new keeper.

And then,  
only then,  
gwawriodd y gwir fel lliain wen.

Codwyd ei chywilydd wrth dywallt ei phridd coch,  
a gosodwyd eu baner i chwifio'n gloch.

English  
Translation  
HERE



... parhau ar y  
dudalen nesaf

### *Epynt gan Cêr Haf – yn parhau...*

Ymhen cetyn,  
clec a  
churiad cyson cerddediad  
y ceidwad arfog  
yn drwm  
ar ei drumiau barfog.

Shepherds  
shepherded in droves,  
'till Ty'nmynydd stood,  
a skeleton alone.

The silent witness sits quietly,  
her rivers streaming down her cheeks,  
Ysgir fawr, Honddu,  
as familiar soles of feet beat their scattered paths  
away from their homes,  
eu cartrefi saff,  
wedi drysu;

'Do you think I could take my front door with me?'

Take it

Dos a dy ddrws,  
carry it,  
dros ddyfroedd  
yr Honddu,  
'cross Epona's fields,  
be on your path  
hyd lwybrau'r gwynt  
ar dy hynt.

Your door is your door,  
i'w agor, nid yma rhagor,  
ond yn rhywle hyd bedwar gwynt  
set it up to stand and sit.

Wait,  
for the wind will turn it's tide,  
fe gosith y glaswellt o dan dy draed,  
o ffroenau'r ebol a saf yn ein cof  
ar fryniau moeldir cyfoethog y fro,  
the rippling breath from that far away foal,  
will blow  
open that door and we'll see,  
o asgwrn ffram dy ddrws gynt di,  
cawr milwrol who's mounted in memory,  
that flaming giant,  
Epynt of Cymru.

English  
Translation  
HERE

## Epynt by Cêt Haf

Cawr anial (A barren giant).  
She sits quietly,  
veiled in atgofion (memories),  
her roots a memory  
of coed cyll (hazel trees)  
a brithyll (and trout),  
Gwyddfïd (honeysuckle) and gooseberry,  
cyrrents duon (blackberries),  
canu and capel (singing and chapel)  
and wild rose  
on rich red soil for those faithful foals  
and their shepherds, of course,  
whose love was made of this land,  
gweision arglwydd yn eu plwy  
(servants of the lord in their midst (or parish),  
a'r Babell eu hafan (and the Babell their haven).

“Ie ie (“Yes, yes),  
dyna fe, (that’s it),  
that’s it,  
‘na chi (you’ve got it)  
Hen fugail first class”  
(An old first class shepherd”  
... dyna fel oedd hi...  
(that’s what it was like...)

Along these folds of fields,  
mae ceffyl sy’n rhodio’n rhydd (there’s a horse who roams free).

Through mists of age  
The white Horse forever treads,  
dyrchafa ei lygaid (he raises his eyes),  
past the birds and their beds,  
i weld (to see)  
yn gorwedd ar y gorwel (lying on the horizon),  
the sugar loaf lining,  
sweetening a gust of uninvited guests,

The army.

Yn lleithder y tir gwybedog hwn (In the moisture of this fly-full (or muscicapa) land)  
bu alltudio, there was exile,  
Llythyr (a letter),  
llwythwyd y gwn (the gun was loaded).

In a rush,  
they unearth Epynt’s blush.  
Hedges torn by her new keeper.

And then,  
only then,  
gwawriodd y gwir fel lliain wen (the truth dawned like a white sheet).

Codwyd ei chywilydd wrth dywallt ei phridd coch,  
(She was put to shame by the pouring of her red soil),  
a gosodwyd eu baner i chwifio’n gloch.  
(and their flag was set to wave proudly (and as a bell).

... continued on  
the next page



### Epynt by Cêt Haf - continued...

Ymhen celyn (By the end of a pipe (In no time)),  
clec a (clack and)  
churiad cyson cerddediad (the steady walking beat)  
y ceidwad arfog (the armed guardian)  
yn drwm (heavy)  
ar ei drumiau barfog (on her bearded backs (and hills)).

Shepherds  
shepherded in droves,  
'till Ty'nmynydd (The Drovers Arms) stood,  
a skeleton alone.

The silent witness sits quietly,  
her rivers streaming down her cheeks,  
Ysgir fawr, Honddu,  
as familiar soles of feet beat their scattered paths  
away from their homes,  
eu cartrefi saff (their safe homes),  
wedi drysu (confused (in distress));

'Do you think I could take my front door with me?'

Take it

Dos a dy ddrws (Take your door),  
carry it,  
dros ddyfroedd (over the waters)  
yr (of the) Honddu,  
'cross Epona's fields,  
be on your path  
hyd lwybrau'r gwynt (along the wind's trails)  
ar dy hynt. on your way.

Your door is your door,  
i'w agor, nid yma rhagor (to open, here no longer),  
ond yn rhywle hyd bedwar gwynt  
(but somewhere along four winds)  
set it up to stand and sit.

Wait,  
for the wind will turn it's tide,  
fe gosith y glaswellt o dan dy draed,  
(it will tickle the grass beneath your feet),  
o ffroenau'r ebol a saf yn ein cof (from the nostrils (and muzzle of a gun))  
of the foal who stands in our memory  
ar fryniau moeldir cyfoethog y fro (on the vale's rich barron hills),  
the rippling breath from that far away foal,  
will blow  
open that door and we'll see,  
o asgwrn ffram dy ddrws gynt di (from the skeleton frame of your old door),  
cawr milwrol (a militant giant) who's mounted in memory,  
that flaming giant,  
Epynt of Cymru.