

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



Cyngor Celfyddydau Cymru
Arts Council of Wales



Gwnaedyn bosibl gan

Cronfa
Treftadaeth

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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
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Impelo

PROSIECT EPYNT - GWEITHDY CERDDORIAETH

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

- Ar gyfer y sesiwn hon bydd angen:
- Offeryn (mae bysellfwrdd yn dda ar gyfer hygyrchedd)
 - Sgrin a seinyddion i ddangos enghreifftiau gweledol a chlywedol
 - Pennau/pensiliau papur a lliw ar gyfer creu sgorau gweledol.



NODAU:

- i ddysgu am waith byrfyfyr a chael profiad ohono
- i greu sgorau graffeg gerddorol
- archwilio gweithio, trwy chwarae, heb unrhyw 'cywir' ac 'anghywir'

Awgrymiadau Da Toby
MEWN COCH, mae creawdwr y wers, Toby Hay, yn rhannu awgrymiadau a thrciau i annog creadigrwydd yn eich dysgwyr

TASG	DISGRIFIAD	PAM?
CYFLWYNO (15 mun)	<p><u>Beth yw byrfyfyr?</u> Trafodaeth dosbarth</p> <ul style="list-style-type: none"> • Beth yw byrfyfyr? • Sut gallwn ni ddefnyddio gwaith byrfyfyr yn greadigol i'n helpu i wneud cerddoriaeth wedi'i hysbrydoli gan 'le'? <p>(gweler y disgrifiad o 'fyrfyfyr' ar y daflen adnoddau cerddoriaeth - YMA)</p> <p><u>Cyflwyno 'dynwarediad'</u> Un syniad yw dynwarediad, i geisio copïo synau'r dirwedd - yn yr achos hwn, Epynt. e.e.. cân yr adar, dŵr yn llifo, sŵn y gwynt</p> <p><u>Gadewch i ni glywed rhai</u> Mae dysgwyr yn gwrando ar rai enghreifftiau wedi'u recordio o'r seiniau uchod i ddechrau AWGRYM DA - gwrandewch! Beth yw rhan bwysicaf eich corff wrth chwarae cerddoriaeth? Eich clustiau! Mae gwrando yn rhan bwysig iawn o greu cerddoriaeth, pan fyddwch chi ac eraill yn perfformio. Gwrandewch yn astud.</p>	<ul style="list-style-type: none"> • Mae'r gweithgaredd hwn yn cyflwyno'r cysyniad o fyrfyfyr o ac yn annog disgyblion i wrando a bod yn ymwybodol o wahanol fathau o synau
ARCHWILIO A THRAFOD (20 mun)	<p><u>Rhowch gynnig arni!</u> Mae gwirfoddolwyr yn dod at y bysellfwrdd/offeryn a ddewisir i wneud rhywbeth yn fyrfyfyr yn seiliedig ar un o'r themâu a drafodwyd (er enghraifft, cân yr adar).</p> <p>Trafodwch gyda nhw a gweddill y dosbarth pam y gwnaethant yr hyn a wnaethant, beth oeddent yn ceisio ei gyflawni? Oedden nhw'n dynwared y sain? Neu ai'r ffordd roedden nhw'n teimlo oedd yn gyrru'r hyn roedden nhw'n ei wneud? Ar ôl ychydig o berfformiadau, gofynnwch i'r grŵp gynnig syniadau eraill fel ysbrydoliaeth, gweld beth maen nhw'n ei gynnig, gall fod yn emosiynau, lleoedd, amserau, haniaethol neu lythrennol.</p> <p>AWGRYM DA - Does dim camgymeriadau! Byrfyfyr yw eich bod yn gwneud yr hyn yr ydych am ei wneud. Nid oes unrhyw cywir neu anghywir, felly gwnewch yr hyn rydych chi'n ei deimlo! Gall y rhyddid a ddaw yn sgil gwaith byrfyfyr fod yn frawychus i ddechrau, felly gwnewch yn siŵr bod y cyfranogwyr yn teimlo eu bod yn cael eu hannog a'u cefnogi gan y grŵp.</p>	<ul style="list-style-type: none"> • Mae cynnig cyfle i gymryd rhan mewn tasg lle nad oes 'cywir' neu 'anghywir' yn her ddefnyddiol i ddysgwyr ddatblygu hyder creadigol

approx
1.5
hours

PROSIECT EPYNT - GWEITHDY CERDDORIAETH

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

TASG	DISGRIFIAD	PAM?
DATBLYGU (10 mun)	<p><u>Cyflwyniad i sgorau graffeg</u> Trafodaeth - beth yw sgôr cerddorol? Sut gallai sgôr graffeg fod yn wahanol? (defnyddiwch y daflen adnoddau YMA gyda gwybodaeth am sgorau graffeg i gael cymorth) Cyflwyno enghreifftiau o sgôr graffeg Gofynnwch i'r dysgwyr awgrymu:</p> <ul style="list-style-type: none"> • pa gerddoriaeth maen nhw'n meddwl mai'r sgôr yn ceisio ei chynrychioli • beth allai'r gwahanol siapiau a lliwiau eu golygu? <p>Trafod syniadau sylfaenol cerddoriaeth - traw, cyfaint, tempo, alaw, harmoni ac ati. Sut gall y sgorau hyn gynrychioli'r syniadau hyn?</p> <p>Beth yw pwynt sgôr?... i gyfleu syniad cerddorol yn weledol o un person i'r llall. Nid yw sgorau graffeg yn wahanol, mae'n llawer mwy agored i'w ddehongli. Mae'n ymwneud â rhannu syniadau o hyd.</p>	<ul style="list-style-type: none"> • Gall cymharu sgorau cerddorol a sgorau graffeg amlygu dulliau amgen, llai rhagnodol a mwy hygyrch o gyfansoddi a chwarae cerddoriaeth ar gyfer eich dysgwyr.
CREU (10 mun)	<p>Mae'r dysgwyr yn creu eu sgorau graffig eu hunain yn seiliedig ar eu profiad a'u gwybodaeth o Epynt. Pwysleiswch bwysigrwydd meddwl am syniadau a theimladau/hwyliau cerddorol. Sut gall y siapiau maen nhw'n eu creu cynrychioli'r gerddoriaeth maen nhw eisiau ei chlywed?</p> <p>AWGRYM DA - Canolbwyntiwch ar yr hyn y gallai'r ddelwedd fod yn ei ddweud wrth y cerddor sy'n perfformio! Os bydd llinell yn codi, a yw hynny'n golygu bod y cywaircae yn codi? Oos yw siâp yn mynd yn fwy a yw hynny'n golygu cynnydd mewn cyfaint? Ydy llinell sengl yn golygu alaw syml? A yw siapiau mwy cymhleth yn golygu harmoni cyfoethocach? Meddyliwch sut y gallai lliw effeithio ar y perfformiad? Ydy coch yn golygu mwy o angerdd? Ydy glas yn fwy tawel? Cofiwch nad oes atebion cywir nac anghywir!</p>	<ul style="list-style-type: none"> • Mae'r dasg hon yn annog dysgwyr i gysylltu'n ddwfn â phwnc Epynt trwy archwilio sain a chelf weledol yn greadigol.
RHANNU (20 mun)	<p><u>Cyfnewid a rhoi cynnig arni!</u> Mae dysgwyr yn cyfnewid sgorau â'i gilydd, yna'n cymryd eu tro i ddod at y bysellfwrdd i geisio perfformio'r sgôr a roddwyd iddynt. Ar ôl pob perfformiad, mae'r dysgwyr yn trafod yr hyn maen nhw wedi'i glywed. Mae wastad yn ddiddorol gofyn i greawdwr y sgôr sut roedd yn teimlo am sut y cafodd ei sgôr ei dehongli.</p>	<ul style="list-style-type: none"> • Gan nad oes cyfle i ymarfer, mae hyn yn cymryd i ffwrdd y pwysau o berfformio rhywbeth 'iawn'.
ADLEWYRCHU (5 mun)	<p><u>Amser i fyfyrto</u> I gloi'r sesiwn, gall dysgwyr fyfyrto ar:</p> <ul style="list-style-type: none"> • sut oedd y profiad o 'berfformio' a byrfyfyrto? • A hoffent roi cynnig arall arni? Beth os gallent ddefnyddio offerynnau eraill • Beth nesaf? Sut gallen nhw ddatblygu eu cyfansoddiadau? 	<ul style="list-style-type: none"> • Mae'r gweithgaredd hwn yn annog adfyfyrto ac yn cynorthwyo'r athro i gynllunio'r sesiwn nesaf.

ADDASIAD...

Mae'r gweithdy hwn yn gofyn i ddysgwyr greu eu sgôr graffig unigol eu hunain a pherfformio sgôr arall. Ar gyfer dysgwyr sy'n teimlo'n nerfus neu'n cael eu llethu gan hyn, gallent gydweithio ar sgôr gyda phartner neu mewn grŵp bach. O ran perfformio'r sgôr, nid oes angen iddynt berfformio o flaen y dosbarth cyfan, ond yn eu grwpiau llai neu efallai na fydd eiliad 'perfformio'.

GWNEWCH HI'N ANODDACH...

Heriwch eich dysgwyr trwy ofyn iddynt ychwanegu mwy o elfennau at eu sgôr. Gallen nhw gynnwys mwy nag un offeryn... Sut byddan nhw'n dangos pa rannau sy'n cael eu chwarae gan ba offeryn? Anogwch hwy i feddwl am liwiau, mathau o siâp/llinell... A oes unrhyw rannau sy'n cael eu hailadrodd? A oes dechrau, canol a diwedd, neu a yw'n dilyn strwythur gwahanol e.e. rhan A, B, A eto...

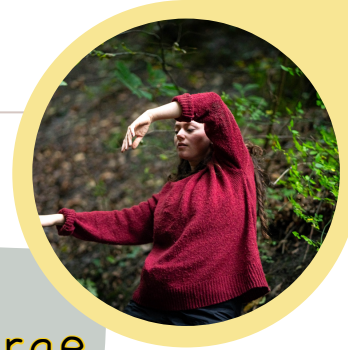
DILYNIANT...

Nawr bod eich dysgwyr wedi rhoi cynnig ar greu a pherfformio sgorau graffeg wedi'u hysbrydoli gan dirwedd Epynt, pam na wnewch chi geisio creu sgoriau yn seiliedig ar eiliadau penodol o hanes. Er enghraifft

- y fyddin yn cyrraedd
- llythyrau troi allan yn cael eu danfon
- cynnwrf da byw
- sŵn ysgol gyda llai a llai o fyfyrwyr, nes nad oes yr un ar ôl.



Archwiliwch Cerddoriaeth ymhellach - Tasg Dawns a Sgôr Graffeg



Nawr bod gennych chi rai sgorau graffeg i weithio gyda nhw, beth am ddefnyddio **dawns** fel ffordd i'w harchwilio?

1) Dewiswch: **un sgôr graffeg** **un neu ddau o gerddorion i'w chwarae**

2) Gofynnwch i'r dysgwyr wasgaru ar draws y lle, gan wneud yn siŵr bod ganddyn nhw ddigon o le i symud

3) Mae'r cerddor/wyr yn dechrau chwarae i'w sgôr graffeg

4) Dechreuwch gyda gêm syml o gerfluniau cerddorol

Pan fydd y gerddoriaeth yn chwarae, symudwch a phan fydd yn stopio, rhewch.

5) Trafodwch gyda gweddill y grŵp – ym mha ffyrdd gwahanol gallwn ni ymateb i'r synau?

Chwaraewch
gyda...

Maint

e.e.

Pan fydd y **gerddoriaeth yn mynd yn uwch**, gwnewch siâp **mwy**

Lefelau

Pan fydd y **cywair yn mynd yn uwch**, symudwch ymlaen i lefel **uwch**

Cyflymder

Pan fydd y **cyflymder yn mynd yn arafach**, symudwch yn **araf**

Heriwch eich dysgwyr trwy eu cael i ddehongli mathau o sain hefyd

e.e.

- bydd 'crychlais' neu sŵn chwifio yn achosi iddynt ysgwyd neu grynu
- gallai sain feddalach ganiatáu iddynt ddefnyddio symudiadau arnofio neu gleidio yn fwy craff
- gallai mwy o synau stacato ganiatáu ar gyfer ansawdd mwy uniongyrchol, bachog

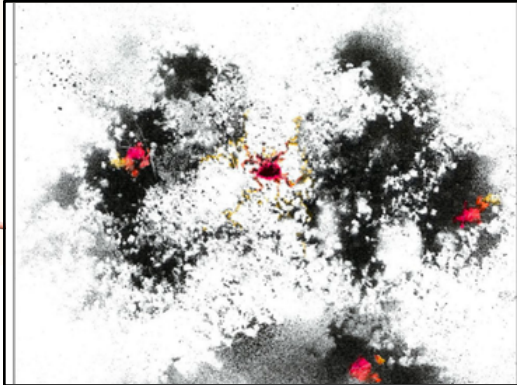
Ceisiwch symud yn y fan a'r lle i ddechrau, a phan fydd y dysgwyr yn ymddangos yn fwy cyfforddus.. symudwch o gwmpas y lle

Nid yw'r ymagwedd gynhwysol hon at symud yn rhy ragnodol - gall dysgwyr ddewis symud **sut** a cymaint ag y mynnant... does dim cywir nac anghywir, dim ond chwarae!

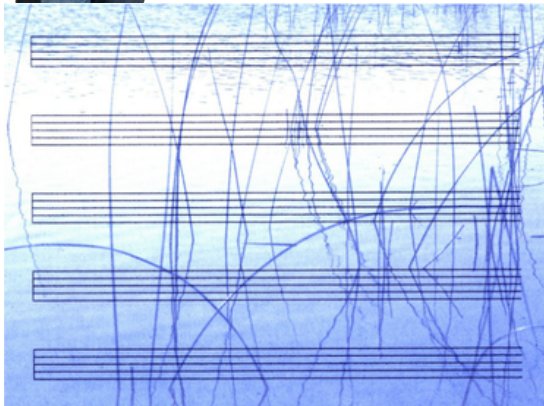
PROSIECT EPYNT GWEITHDY CERDDORIAEATH

SGORAU GRAFFIG

Dyma rai sgorau graffeg a ddewiswyd gan Toby...



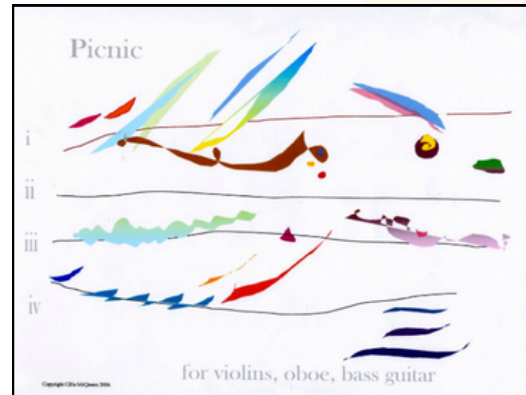
Schorn - Nebula



Vitiello - First Vertical



Smith - Luminous Axis



McQueen - Picnic

Daw pob sgôr o:
[ClassicFM](#)

TAFLEN ADNODDAU

Beth yw byrffyr?

Mae rhywbeth 'byrffyr' yn cael ei wneud yn y fan a'r lle. Defnyddir gwaith byrffyr mewn llawer o ffurfiau celf, gan gynnwys cerddoriaeth, drama a dawns.

Wrth fyrffyrrio, gall fod yn ddefnyddiol defnyddio 'sgôr', sy'n rhoi rhai paramedrau i chi weithio oddi mewn iddynt.

Yn yr enghraifft hon, mae athro/hwylusydd yn arwain cyfranogwr trwy'r gwaith byrffyr trwy ofyn cwestiynau i ysgogi meddyliau ac ymatebion gan symudwyr.

PROSIECT EPYNT GWEITHDY CERDDORIAETH

Impelo

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.

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.



Ystyr 'Epynt'

"Ilwybr 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

TAFLEN ADNODDAU

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

Difyrwch - 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 Angueddfa 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>

Gwrando...

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

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

Cofiwch Epynt gyda Euros Lewis gan Desolation Radio - podlediad 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/cofior-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

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=n3YDj9dGP4ZhtRb

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:

Bethan Cooper

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This resource is part of the Prosiect Epynt Handbook.

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Prosiect
Epynt
Project

Impelo

 Cronfa
Treftadaeth
Helps promote Welsh
Heritage
Fund

 Cyngor Celfyddydau Cymru
Arts Council of Wales

PROSIECT EPYNT - MUSIC WORKSHOP

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

For this session you will need:

- An instrument (Keyboard is good for accessibility)
- A screen and speakers to show visual and audio examples.
- Paper and coloured pens/pencils for creating visual scores.



- AIMS**
- to learn about and experience improvisation
 - to create musical graphic scores
 - to explore working, through play, with no 'rights' and 'wrongs'

Toby's Top Tips
IN RED, lesson creator, Toby Hay shares tips and tricks to encourage creativity in your learners

TASK	DESCRIPTION	WHY?
INTRO (15 mins)	<p><u>What is improvisation?</u> Class discussion</p> <ul style="list-style-type: none"> • What is improvisation? • How can we use improvisation creatively to help us make music inspired by 'place'? <p>(see description of 'improvisation' on the music resource sheet - HERE)</p> <p><u>Introduce 'mimicry'</u> One idea is mimicry, to try to copy the sounds of the landscape - in this case, of Epynt. e.g. birdsong, running water, the sound of wind</p> <p><u>Let's hear some</u> Learners listen to some recorded examples of the above sounds to get started</p> <p>TOP TIP - listen! What is the most important part of your body when playing music? Your ears! Listening is a very important part of making music, both when you and others are performing. Listen closely.</p>	<ul style="list-style-type: none"> • This activity introduces the concept of improvisation and encourages pupils to listen and be aware of different kinds of sounds
EXPLORE AND DISCUSS (20 mins)	<p><u>Have a go!</u> Volunteers come up to the Keyboard/chosen instrument to improvise something based on one of the discussed themes (for example, birdsong). Discuss with them and the rest of the class why they did what they did, what were they trying to achieve? Were they mimicking the sound? Or was it more the way that they felt that drove what they did? After a few performances, ask the group to offer other ideas as inspiration, see what they offer, can be emotions, places, times, abstract or literal.</p> <p>TOP TIP - There are no mistakes! Improvisation is you doing what you want to do. There is no right or wrong, so do what you feel! The freedom that comes with improvisation can potentially be daunting at first, so make sure participants feel encouraged and supported by the group.</p>	<ul style="list-style-type: none"> • Offering an opportunity to take part in a task where there's no 'right' or 'wrong' is a useful challenge for learners to develop creative confidence

approx
1.5
hours

PROSIECT EPYNT - MUSIC WORKSHOP

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

TASK	DESCRIPTION	
DEVELOP (10 mins)	<p><u>Introduction to graphic scores</u> Discussion - what is a musical score? How might a graphic score be different? (use the resource sheet HERE with info on graphic scores for support) Introduce graphic score examples Ask the learners to suggest:</p> <ul style="list-style-type: none"> • what music they think the score is trying to represent • What could the different shapes and colours mean? <p>Discuss basic ideas of music - pitch, volume, tempo, melody, harmony etc. How can these scores represent these ideas?</p> <p><i>What is the point of a score?... to visually communicate a musical idea from one person to another. Graphic scores are no different, it is just much more open to interpretation. It is still about sharing ideas.</i></p>	<ul style="list-style-type: none"> • Comparing musical scores and graphic scores can highlight alternative, less prescriptive and more accessible approaches to composing and playing music for your learners
CREATE (10 mins)	<p>Learners create their own graphic scores based on their experience and Knowledge of Epynt. Emphasise the importance of thinking about musical ideas and feelings/mood. How can the shapes they are creating represent the music they want to hear?</p> <p><i>TOP TIP - Focus on what the image might be saying to the performing musician! If a line goes up, does that mean the pitch is rising? if a shape is getting bigger does that mean an increase in volume? Does a single line mean a simple melody? Do more complex shapes mean a richer harmony? Think about how colour might affect the performance? Does Red mean more passion? Is blue more calm? Remember there are no right or wrong answers!</i></p>	<ul style="list-style-type: none"> • This task encourages learners to connect deeply with the subject of Epynt through creative exploration of sound and visual art
SHARE (20 mins)	<p><u>Swap and have a go!</u> Learners swap scores with each other, then take turns to come to the Keyboard to try to perform the score they have been given. After each performance, learners discuss what they have heard. <i>It's always interesting to ask the creator of the score how they felt about how their score was interpreted.</i></p>	<ul style="list-style-type: none"> • As there is no chance to practice, this takes away the pressure of performing something 'right'
REFLECT (5 mins)	<p><u>Time to reflect</u> To close the session, learners can reflect on:</p> <ul style="list-style-type: none"> • how was the experience of 'performing' and improvising? • Would they like to try it again? what about if they could use other instruments • What next? How could they develop their compositions? 	<ul style="list-style-type: none"> • This activity encourages reflection and assists the teacher in planning the next session

ADAPTATION....

This workshop asks learners to create their own individual graphic score and to perform another. For learners that feel nervous or overwhelmed by this, they could collaborate on a score with a partner or in a small group.

When it comes to performing the score, they needn't perform in front of the whole class, but in their smaller groups or alternatively there might not be a 'perform' moment.

MAKE IT HARDER...

Challenge your learners by asking them to add more elements to their score. They could include more than one instrument...

How will they show which parts are played by which instrument?

Encourage them to think about colours, types of shape/line...

Are there any parts that repeat?

Is there a beginning, middle and end, or does it follow a different structure e.g. part A, B, A again...

PROGRESSION...

Now your learners have had a go at creating and performing graphic scores inspired by the landscape of Epynt, why don't you try creating scores based on specific moments of the history..

For example

- the military arriving
- eviction letters being delivered
- the upheaval of livestock
- the sound of a school with fewer and fewer students, until none are left



Explore Music Further - Dance and Graphic Score Task



Now that you have some graphic scores to work with, how about using **dance** as a way to explore them?

1) Choose: **one graphic score** **one or two musicians to play it**

2) Ask the learners to spread out in the space, making sure they have enough room to move

3) The musician/s begin to play to their graphic score

4) Start with a simple game of musical statues

When the music is playing, move and when it stops, freeze.

5) Discuss with the rest of the group - in what different ways can we respond to the sounds?

Play with...

Size

e.g.

When the **music gets louder**, make a **bigger** shape

Levels

When the **pitch gets higher**, move on a **higher** level

Speeds

When the **speed gets slower**, move **slowly**

Try just moving on the spot initially, and when learners seem more comfortable.. take the movement around the space

This inclusive approach to movement isn't too prescriptive - learners can choose to move as much as and **how** they like... there is no right or wrong, just play!

Challenge your learners by getting them to interpret types of sound too e.g.

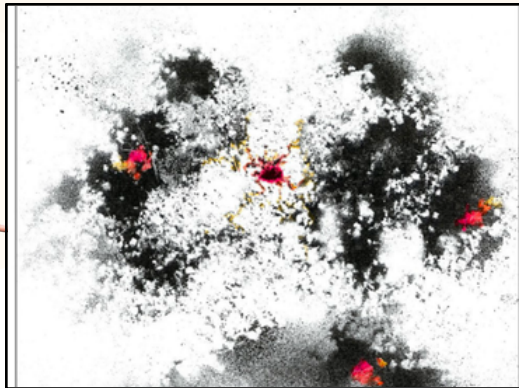
- a 'trill' or a wavering sound will cause them to shake or tremble
- a softer sound might allow them to use floating or gliding movements
- sharper, more staccato sounds might allow for a more direct, punchy quality

PROSIECT EPYNT MUSIC WORKSHOP

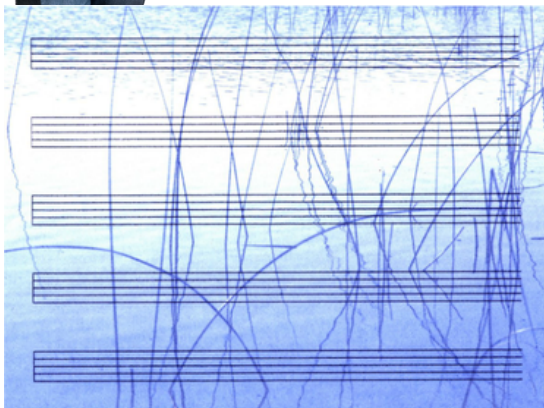
RESOURCE SHEET

GRAPHIC SCORES

Here are some graphic scores picked by Toby...



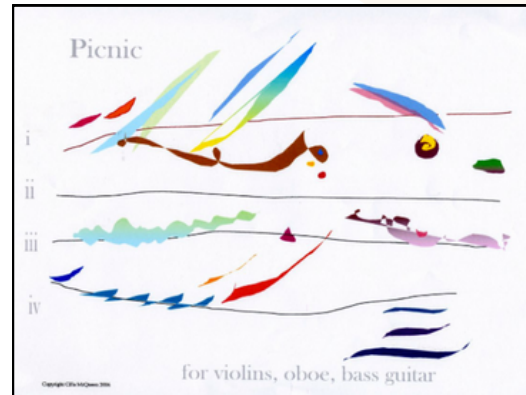
Schorn - Nebula



Vitiello - First Vertical



Smith - Luminous Axis



McQueen - Picnic

what is improvisation?

Something 'improvised' is made up on the spot. Improvisation is used in lots of art forms, including music, drama and dance

When improvising, it can be helpful to use a 'score', which gives you some parameters to work within.

In this example, a teacher/facilitator guides participant through the improvisation by asking questions to prompt thoughts and responses from movers

All scores sourced from: [ClassicFM](https://www.classicfm.com)

PROSIECT EPYNT MUSIC WORKSHOP

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.



RESOURCE SHEET

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](#)

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](#)

Music suggestions:

- 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

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

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

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

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 Wales.

Special thanks to Anwen Francis for her help with translation.

ACKNOWLEDGEMENTS

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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 - old dwelling house.



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



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.



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



Llwyn-teg Uchaf, Llanddulas,
Breconshire.



Llwr-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,
gwyddfid 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

PROSIECT EPYNT

TAFLEN ADNODDAU

Epynt gan Cêr Haf – yn parhau...

Ymhen cetyr,
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 Cêr 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.