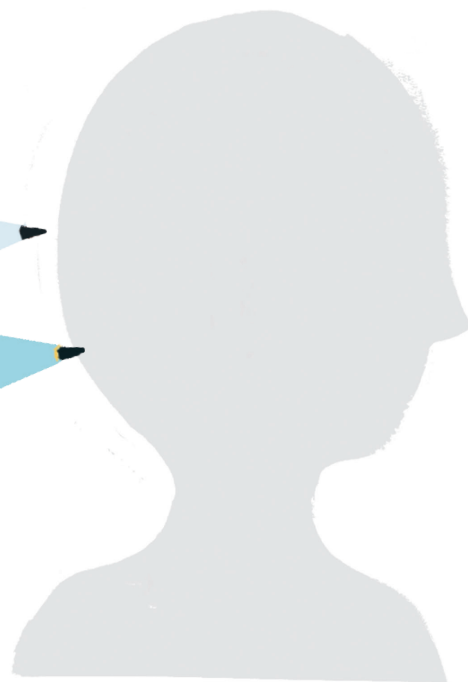


Mererid Hopwood

Scribblers Cymraeg

LESSON
PLAN



CANTRE'R GWAELOD/ THE DROWNING OF MAES GWYDDNO

I SPY WITH MY LITTLE EYE

Tie-in with the
2020 Curriculum

Of the Four Purposes, the following two are the most obvious to be developed in this lesson; namely helping pupils to become:

- Creative, Enterprising Contributors
- Principled Citizens

Areas of Learning and Experience

- Languages, Literacy and Communication (creating a piece of literature; developing vocabulary)
- Humanities (land erosion and Welsh history)
- Science and Technology (carbon dating, creating a film)
- Health and Well-being (sympathy/empathy)
- Expressive Arts (response and reflection)

WHAT?

What will pupils learn?

- I. How to create a poem by scrutinising the landscape – through sight and sound.
 - i) The benefits and importance of 'scrutiny' and 'observation' in the creation of art
 - ii) How sensory focus (specifically, hearing and seeing) can create images
 - iii) The elements of cyghanedd



HOW?

How will I teach them this?

1. Encourage pupils to watch the film independently.
2. Then discuss the film together (in the classroom or virtually) and consider these questions:
 - i) What do we know about the film's location?
 - ii) What is the background to the legend in the film?
 - iii) Who gets our sympathy?
 - iv) What is the link between the piece of graffiti seen at the beginning of the film, and the legend?
 - v) What do we know about the history of Tryweryn?
 - vi) Can we think of other examples of communities/ neighbourhoods that have lost their homes?
 - vii) What could it be like to be forced from our homes?
3. Then, watch the film together, pausing to 'scrutinise' what is seen and heard.
4. Finally, encourage pupils to seek to link words that convey what is heard and seen through the introduction of the following elements:
 - i) Alliteration
 - ii) Rhyme
 - iii) Cyghanedd.



HOW?

How will I know what they have learned?

Pupils will choose a familiar landscape and produce their own poems or short story using the techniques learned above.

- Allow time to scrutinise
- Create an image by combining 'unexpected' elements
- Alliteration, cynghanedd (+ rhyme, if they are creating poems).

WHAT NEXT?

How can we expand on this work?

1. Look at poems about familiar landscapes by other poets and consider the images created by the words.
2. Scrutinise the 'sound' of the poem and how this is created.
3. Encourage pupils to create a film of their own poems (using phone apps etc.).

Lesson plan sponsored by Aberystwyth University



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