

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.

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Cyngor Celfyddydau Cymru
Arts Council of Wales



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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 - GWEITHDY DAWNS

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

Ar gyfer y sesiwn hon bydd angen:

- [Taflen adnoddau Epynt](#)
- [Cardiau annog dawns](#)
- Seinydd ar gyfer cerddoriaeth



NODAU

- i ddysgu mwy am hanes Epynt
- i rannu gwybodaeth
- creu sgorau symud, gweithio mewn grwpiau

Awgrymiadau Da Bethan

MEWN COCH, mae creawdwr y wers, Bethan Cooper, yn rhannu awgrymiadau a thriciau i annog creadigrwydd yn eich dysgwyr

TASG	DISGRIFIAD	PAM?
CYFLWYNO (10 mun)	<p><u>Beth yw Epynt?</u> Hwyluswch drafodaeth fer ar - beth yw Epynt? Caniatewch i gyfranogwyr rannu'r hyn y maent yn ei wybod. *Gallwch ddefnyddio ffeil ffeithiau Epynt i gael cyflwyniad cyflym i'r hanes* Yn dibynnu ar wybodaeth flaenorol, gallech ddechrau'r sesiwn gyda thasg ymchwil fer (gweler awgrym YMA)</p>	<ul style="list-style-type: none"> • Mae'n syniad gwych cyflwyno'r testun o'r cychwyn cyntaf, gosod yr olygfa a chaniatáu cyfleoedd i ddisgyblion rannu'r hyn y maent yn ei wybod yn barod
CYNHESU LAN (10 mun)	<p><u>Rhannu Ffeithiau Cerfluniau Cerddorol</u> Mae disgyblion yn teithio o gwmpas y lle Pan ddaw'r gerddoriaeth i ben, mae'r disgyblion yn trefnu eu hunain mewn grwpiau o rif penodol ac yn creu siâp (galw allan rif gwahanol bob tro) Haen 2: cyn gwneud y siâp, rhannwch 1 peth rydych chi'n ei wybod am Epynt</p> <ul style="list-style-type: none"> • Ceisiwch archwilio cyflymderau, cyfeiriadau a lefelau teithio e.e. cyflym, araf, ymlaen, yn ôl, uchel, isel • Wrth feddwl am siapiau, gallwch eu cysylltu â themâu/symbolau o'r hanes e.e. mynyddoedd, cartrefi, ffermydd, fflagiau, y wennol, nythod 	<ul style="list-style-type: none"> • Mae'r ymarfer hwn yn paratoui'r ymennydd a'r corff ar gyfer gweithio mewn ffordd gorfforol a chreadigol • Does dim 'anghywir' na 'chywir' yn y dasg hon - dathlwhc unigoliaeth ac ymatebion arloesol!
CASGLU (10 mun)	<p>Mewn cylch, mae disgyblion yn rhannu ffaith am Epynt maen nhw wedi'i dysgu Mae'r dysgwyr yn corfforolio'r ffaith honno trwy greu symudiad / ystum i gyd-fynd E.e. Mae gan yr ardal 2 fynydd - Epynt a Bwlch y Groes - ymgorffori 2 fynydd trwy greu siâp 2 fynydd gyda'ch coesau a'ch breichiau</p>	<ul style="list-style-type: none"> • Mae'r dasg hon yn galluogi dysgwyr i rannu gwybodaeth am y pwnc yn gyflym - mae'r cyflymder cyflym hwnnw hefyd yn meithrin meddwl creadigol a datrys problemau • Mae ymgorffori'r ffeithiau hyn yn helpu i'w cadw yn y cof
ARCHWILIO (5 mun)	<p><u>Haniaethu'r symudiad!</u> Mae dysgwyr yn cymryd y symudiad a ddefnyddiwyd ar gyfer y rownd ddiwethaf, ac yn awr yn ceisio gwneud y gwrthwyneb e.e. mae ystum mynydd llydan yn troi'n siâp crensiàn cul, gellir cymryd symudiad braich i ran arall o'r corff</p>	<ul style="list-style-type: none"> • Yma gallwn symud i ffwrdd oddi wrth ein greddfau cyntaf pan ddaw i symud - dod o hyd i lai o ystumiol/naratif ac ymatebion mwy aeddfed

approx
2.5
hours

PROSIECT EPYNT - GWEITHDY DAWNS

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

TASG	DISGRIFIAD	PAM?
CREU (30 mun)	<p><u>Gwnewch ddilyniant symud mewn grwpiau</u> Mewn grwpiau bach, mae dysgwyr yn gweithio gyda'i gilydd i ddyfeisio a chorfforol dilyniant o symudiadau gan ddefnyddio'r <u>cardiau ysgogi</u> (deunydd ffynhonnell o 'Epynt Without People')</p> <p>AWGRYM DA! Gall yr ysgogiadau bron ddod yn gyfarwyddiadau ar gyfer eu dawn e.e. Mae 'Calon Bannau Brycheiniog wedi'i rhwygo allan.' yn dod yn symudiad grŵp lle mae dysgwyr yn symud o fod mewn siâp gyda'i gilydd i rannu'n ddarnau.</p>	<ul style="list-style-type: none"> Os yw dysgwyr yn cael trafferth troi brawddegau yn symudiad, distylliwch nhw yn un gair yn unig a chefnogwch nhw i ymgorffori hynny
DATBLYGU (30 mun)	<p><u>Addasu neu Ychwanegu!</u> Unwaith y bydd grwpiau yn gwneud cychwyn da ar yr uchod, ychwanegwch rai dyfeisiau coreograffig Awgrymiadau:</p> <ul style="list-style-type: none"> 'gwnewch 1 symudiad yn llai' e.e. mae naid corff llawn yn dod yn wrthnaid bach iawn mewn un rhan o'r corff 'ailadrodd symudiad' - e.e gwnewch 1 symudiad eto, cymaint o weithiau ag y mae'n nhw'n dymuno! 'ychwanegu saib' - rhwng y symudiadau <p>Defnyddiwch hwn i asesu ble mae'ch dysgwyr a'u herio - os gwelwch rai dysgwyr yn cael trafferth gweithio mewn grŵp, ychwanegwch eiliad lle mae'n rhaid iddyn nhw gysylltu rhannau'r corff... os sylwch chi fod grŵp arall yn gweithio'n bennaf o sefyll, ychwanegwch a 'newid lefel 1 symudiad'</p>	<ul style="list-style-type: none"> Mae'r adran 'datblygu' yn offeryn gwerthuso i helpu i reoli lefel y dasg ar gyfer eich grwpiau - gallai hyn fod trwy ychwanegu neu addasu... herio'r rhai sydd ei angen a mireinio ar gyfer y rhai sydd angen cymorth
RHANNU (30 mun)	<p><u>Beth allwch chi ei weld mewn dilyniant grŵp arall?</u> Mae dysgwyr yn rhannu eu gwaith gyda grŵp arall. Gadewch eu holl gardiau annog ar y llawr a gall y grŵp gwyllo ddyfalu pa symud sy'n cyfateb i ba gerdyn</p>	<ul style="list-style-type: none"> Trwy roi tasg i'r gynulleidfa ei chyflawni wrth wyllo, rydych chi'n eu cadw'n brysur Mae rhannu gwaith gydag 1 grŵp yn lle'r dosbarth cyfan yn cymryd peth pwysau i ffwrdd
ADLEWYRCHU (30 mun)	<p><u>Arafu a myfyrio</u> Wrth eistedd mewn cylch, caiff dysgwyr eu harwain trwy ymarfer araf, ymlaciol. E.e. Ewch ati i gymryd eiliad i sylwi sut mae'r corff yn teimlo, sylwch pa gyhyrau sy'n teimlo'n effro, ar ba gyflymder mae'ch calon yn curo? Pa mor gyflym neu araf yw eich anadlu? Treuliwch amser i arafu popeth... gan anadlu allan yn hirach ac ymlacio bob tro y byddwch chi'n anadlu allan. Mae dysgwyr yn rhannu unrhyw gwestiynau sydd ganddyn nhw am Epynt ar ôl y sesiwn (gallai hyn eich helpu i gynllunio eich gwers/tasg ganlynol)</p>	<ul style="list-style-type: none"> Bydd gorffen gydag ymarfer araf, tawel yn rhoi amser i ddysgwyr ddechrau'r broses fyfyrto, yn enwedig os gofynnir cwestiynau agored iddynt heb unrhyw ddisgwyliad i ymateb

PROSIECT EPYNT - GWEITHDY DAWNS

ADDASU'R SYMUDIADAU...

Mae'r gweithdy hwn yn defnyddio ffeithiau a deunydd ffynhonnell i ysbrydoli symudiad. Ar gyfer disgyblion sy'n ei chael hi'n anodd trosi geiriau'n symudiad, gallwch chi addasu'r 'cardiau ysgogi' – gellir eu newid i ddelweddau neu eiriau sengl. Fel arall, ar ôl gwneud ymchwil dosbarth ar hanes Epynt, efallai y gallai eich grŵp wneud eu cardiau ysgogi eu hunain.

Tasg Ymchwil a Awgrymir

Os yw pwnc Epynt yn newydd i'ch dysgwyr, beth am sefydlu tasg ymchwil fer...

Mae'r ddawnsraig Jess Lerner wedi gwneud tasg enghreifftiol i helpu dysgwyr i ddod o hyd i ffyrdd o symud trwy wrando ar eu cyrff. Gellir gwneud hyn fel rhan o'r cynllun gwers ddawns, neu gallai fod yn wers ei hun.

Dewch o hyd iddo [YMA](#)

Chwilio am gyngor i helpu'ch dysgwyr i symud?



GWNEWCH HI'N ANODDACH...

Heriwch eich dysgwyr trwy eu hannog i ddod yn ôl at y dasg 'haniaethu'r symudiad' wrth greu symudiad – allwch chi ddod o hyd i ffordd i adrodd y stori heb feimio neu ei hactio? Beth sy'n digwydd os wnewch chi gymryd eich symudiad gwreiddiol a'i gymryd i mewn i ran arall o'r corff? Beth os gwnewch y gwrthwyneb i'r symudiad hwnnw?

DILYNIANT...

Gallai'r dawnsiau grŵp a grëwyd yn y wers hon fod yn man ddechrau darn mwy. Os oes straeon neu ffeithiau penodol y mae eich grŵp yn ymgysylltu â nhw, beth am gynllunio gwers gyfan ar un? Bydd dysgwyr yn teimlo ymdeimlad o ymreolaeth dros eu gwaith ac yn cael eu grymuso i rannu syniadau yn y dyfodol.

- 1 Gosodwch 'orsafoedd' o amgylch eich ystafell, gyda deunydd archifol gwahanol wedi'i osod ym mhob un e.e. lluniau, erthyglau, cerddi, fideos (mae tua 4 neu 5 yn wych!)
SYNIAD DA: Gallwch ddod o hyd i nifer o adnoddau yn ein [hatodiad](#) - dewiswch rai y credwch y bydd eich dysgwyr yn ymgysylltu â nhw fwyaf!
- 2 Rhannwch eich grŵp yn nifer o grwpiau llai (un ar gyfer pob gorsaf)
- 3 Rhowch ddarn o bapur a beiro i bob grŵp
- 4 Gosodwch amser ydd am 2 funud a gosodwch gylchdro grwpiau mewn gorsafoedd, cylchdroi bob 2 funud
- 5 Anogwch eich dysgwyr i gymryd nodiadau, dwdlo neu dynnu llun unrhyw beth sy'n dod i'w sylw gyntaf wrth edrych ar yr ysgogiad archifol - heb or-feddw!
- 6 Dewisol: rhannwch eich tudalennau llawn dwlds gyda gweddill y grŵp a chynhaliwch drafodaeth fer o'r syniadau a rennir

Archwiliwch Ddawns ymhellach - Tasg Byrfyfyr

Beth yw byrfyfyr?

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

Wrth fyrfyfyr, 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 byrfyfyr trwy ofyn cwestiynau i ysgogi meddyliau ac ymatebion gan symudwyr.

Dysgwch sut i greu symudiad gan ddefnyddio dychymyg eich corff, gan ganiatáu i'r corff arwain yr archwiliad.

"Mae'r ymarfer hwn yn ymwneud llai â sut mae'n edrych a mwy am sut deimlad ydyw.

Yn syndod, mae bob amser yn edrych yn ddiddorol gwyllo rhywun yn dawnsio pan fyddant yn symud yn ddilys, neu'n gwranddo ar yr hyn sy'n eu gyrru i symud.

Rydym yn gwneud yr ymarfer hwn i chi ddod o hyd i ffyrdd newydd a ffyrdd annisgwyl o symud. I chi deimlo'n gyfforddus yn symud a dod o hyd i ffordd hawdd o uniaethu ag eraill wrth ddawnsio.."

Y buddion yw:

- **TEIMLAD O RYDDID**
- **DYSGU BOD YN DDEWR**
- **DYSGU YMDDIRIED EIN BOD NI'N GWYBOD BETH RYDYN NI'N EI WNEUD AR ÔL I NI DDECHRAU PETHAU**
- **DYSGU AMDANOCH CHI'CH HUN A DEWCH O HYD I'CH CRYFDER WRTH WNEUD PENDERFYNIADAU**

Dilynwch dasg fyrfyfyr
Jess Lerner



Mae creadigrwydd yn cymryd dewrder'

Henry Mattise

Awgrymiadau miwsig:
Brian Eno - Stars (8 mins)
Jon Hassell, Brian Eno - Chemistry (6.54 mins)

*gadewch i'r gerddoriaeth chwarae, a gall eich helpu i gadw amser .. gallwch ychwanegu mwy o ganeuon os hoffech sesiwn hirach

Mewn **symudiad** a **llonyddrwydd** gallwn ddefnyddio ein canfyddiad **synnwyr** i ddechrau symudiad. Yna, wrth i ni symud, gall gwytodaeth sy'n dod o'r corff - ei berthynas â gofod, disgyrchiant a golau - arwain at fwy o symudiad. Yna mae hyn yn creu llif o symudiad. Gall fod o symudiad lleiaf bys i deithio ar draws y lle.

Archwiliwch Ddawns ymhellach - Tasg Byrffyr yn parhau...



Sut i ddechrau?

- Gofynnwch i'ch dysgwyr ddechrau naill ai gorwedd i lawr, eistedd neu sefyll gyda'u llygaid ar gau
(gall gwneud y gweithgaredd gyda nhw eu helou i deimlo'n fwyaf cyfforddus)
- **Gofynnwch...** "Ble ydych chi'n teimlo pwysau yn disgyn i'r llawr?"

- **Gofynnwch i'ch dysgwyr sylwi...**

Eu hanadl

sut mae cawell eu hasennau'n ehangu ac yn cyfangu fel balŵn neu acordion

Y golau

gall hyn fod gyda llygaid ar agor neu ar gau

Y gorwel

os gallant weld allan o'r ffenestr

Pa rannau o'u corff sy'n cwrdd â'r aer

anogwch nhw i feddwl sut mae eu croen yn cwrdd y tu mewn i'r corff a'r tu allan

Tymereddau gwahanol

a yw'r rhain yn wahanol mewn gwahanol rannau o'r corff?

...gall y rhai sy'n sefyll neu'n eistedd dewis mynd i'r llawr...
"Pa rannau o'r corff allwch chi deimlo'n cwrdd â'r llawr?"

Ar ôl i chi ddechrau teithio, byddwch yn ymwybodol o eraill yn y lle a chadwch eich pellter wrth symud yn gyflym neu gamu.

- **Ble bynnag maen nhw, gofynnwch iddyn nhw i...**

- geisio cau eu llygaid am eiliad
- ceisio arnofio unrhyw ran o'r corff i'r awyr
- ceisio llithro rhan arall o'r corff i ffwrdd ychydig, yna dod ag ef yn ôl
- ceisio mynd i lawr tuag at y llawr (e.e. penlinio) a dod o hyd i ffyrdd gwahanol o ddod i fyny eto
- ceisio mynd yr holl ffordd i lawr i orwedd, sut deimlad yw symud ar y llawr?

- **Yna gallwch chi ddweud ...**

"Nawr gadewch i chi'ch hun symud neu symud eich pwysau fel bod rhannau eraill o'ch corff mewn cysylltiad â'r llawr..."



"Efallai y gallwch chi sylwi ar ymdeimlad o gyfaint hylif yn y corff gan fod cymaint o'r corff wedi'i wneud o hylif..."



"Wrth i chi symud, dychmygwch eich bod chi'n arllwys mercwri hylif o amgylch y tu mewn i'ch corff..."

"Nawr dechreuwch ganolbwyntio ar yr aer o'ch cwmpas a chaniatáu i'ch corff ddechrau symud o amgylch y lle..."

"Teimlo neu synhwyro sut y gall y corff arnofio i fyny a theimlo ysgafnder."

"Dechreuwch ganiatáu golau i'r llygaid yn raddol."

"Dechrau dod i ffwrdd o'r llawr tuag at eistedd, neu ar bob pedwar ac yna sefyll yn y pen draw... symud weithiau ond hefyd yn caniatáu seibiau a llonyddwch"

"Sylwch ar eraill yn y lle..."

"Dechrau symud trwy'r gofod gan gyfarch eich cyd-ddisgyblion trwy edrych arnyn nhw yn y llygad wrth i chi fynd heibio..."

Awgrym gwaith partner:

- Gofynnwch i'ch dysgwyr ffurfio partneriaid, gan gymryd eu tro i gwylio'i gilydd yn symud
- Gofynnwch i'r partner sydd newydd symud i roi adborth am yr profiad
- Gall y partner sy'n ei wyllo ddweud ychydig am yr hyn y gwnaethant sylwi arno
- Cyfnewid

Gallai'r athro arwain y gwaith byrffyr - nodi ffyrdd i archwilio symudiad a beth all gwylio partneriaid gymryd amser yn sylwi arno.. e.e. enwi dwy ran o'r corff a welsant yn symud, defnyddio dau air disgrifio i ddweud ffyrdd o symud fel troelli, cyrraedd, disgyn, neidio, plygu a.y.y.b.

- **Anogwch y dysgwyr i barhau i ganolbwyntio ar y ddelwedd hon wrth iddynt symud, gofynnwch iddynt barhau i symud yn eu hamser eu hunain a dylai'r gerddoriaeth helpu i'w cadw i fynd...**

Gweithgaredd myfyriol

Mae pawb yn ffurfio clwstwr yng nghanol yr ystafell i weld a allwch chi oll symud fel un yn araf iawn ar draws yr ystafell ac wrth i chi wneud hyn, gosodwch y bylchau rhwng eich gilydd. Ceisiwch greu gofodau gwahanol, defnyddiwch bobl eraill i bwysu ymlaen i wneud siâp gyda'ch gilydd * (byddwch yn ofalus i beidio â chamu ar rywun na chwmpo drosodd)

Dod o hyd i'ch partner gwreiddiol: Rhowch adborth ar sut y daethoch chi o hyd i'r ymarfer gyda'ch gilydd. Gwnewch lun neu ysgrifennwch dair brawddeg neu fwy am sut y daethoch o hyd i'r ymarfer.

PROSIECT EPYNT - GWEITHDY DAWNS

Impelo

Cardiau Awgrym i Ddawns

TAFLEN ADNODDAU

'Rhwygwyd calon Bannau Brycheiniog.'

Saethu fflachiadau

Un symbol o Epynt yw'r wennol; gwenoliaid yn ymfudo, ond wastad yn dychwelyd i'w cartrefi flwyddyn ar ôl blwyddyn

Mae gan yr ardal 2 fynydd - Epynt a Bwlch y Groes

Mae sôn bod un march wedi dianc rhag cael ei ddal - yn crwydro'r Epynt am hyd at 15 mlynedd ar ôl y Clirio yn 1940

Mary Slope: arferai grwydro o amgylch y gymdogaeth yn hel darnau o wân rhydd o gaeau a ffensys a ddefnyddiai i'w nyddu a'u gwehyddu'n frethyn

Roedd gwaith Epynt yn cynnwys: Gwneud bara Cneifio â gwellaif Corddi menyn

O hyd mae adfeilion rhai o'r hen adeiladau, a natur yn eu hadennill a'u hail-wylltio

Ystyr Epynt: ffordd/llwybr y ceffylau
Neu: 'ysbryd y ceffyl'

Mae baneri coch yn nodi tir y Fyddin

Byddai Thomas Morgan yn cerdded milltiroedd i ddychwelyd i'w gartref, gan gynnau tân i achub y tŷ rhag lleithder. Un diwrnod, cerddodd i ddarganfod nad oedd ei gartref yn ddim byd ond rwbel

PROSIECT EPYNT - GWEITHDY DAWNS

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.

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'

"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

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 - VRï
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>

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=tru

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

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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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 - DANCE WORKSHOP

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

For this session you will need:

- [Epynt resource sheet](#)
- [Dance prompt cards](#)
- Speaker for music



AIMS

- to learn more about the history of Epynt
- to share Knowledge
- to create movement scores, working in groups

Bethan's Top Tips

IN RED, lesson creator, Bethan Cooper shares tips and tricks to encourage creativity in your learners

TASK	DESCRIPTION	WHY?
INTRODUCE (10 mins)	<p><u>What is Epynt?</u> Facilitate a short discussion on - what is Epynt? Allow participants to share what they Know. *You can use the Epynt fact file for a quick introduction to the history* Depending on prior Knowledge, you could start the session with a short research task (see suggestion HERE)</p>	<ul style="list-style-type: none"> • It's a great idea to introduce the topic right at the start, to set the scene and to allow opportunities for pupils to share what they already Know
WARM UP (10 mins)	<p><u>Fact Share Musical Statues</u> Pupils travel around the space When the music stops, pupils arrange themselves into groups of a certain number and create a shape (call out a different number each time)</p> <p>Layer 2: before making the shape, share 1 thing you Know about Epynt</p> <ul style="list-style-type: none"> • Try exploring speeds, directions and levels in travel e.g. fast, slow, forwards, backwards, high, low • When thinking of shapes, you can link them to themes/symbols from the history e.g. mountains, homes, farms, flags, the swallow, nests 	<ul style="list-style-type: none"> • This exercise prepares both brains and bodies for working in a physical and creative way • There's no 'wrong' or 'right' in this task - celebrate individuality and innovative responses!
GATHER (10 mins)	<p>In a circle, pupils share an Epynt fact they've learnt</p> <p>Learners physicalise that fact by creating a movement/pose to match E.g. The area has 2 mountains - Epynt and Bwlch y Groes - embody 2 mountains by creating the shape of 2 mountains with your legs and arms</p>	<ul style="list-style-type: none"> • This task allows learners to quickly share Knowledge on the subject - that fast pace also fosters creative thinking and problem solving • Embodying these facts helps to retain them in memory
EXPLORE (5 mins)	<p><u>Abstract the movement!</u> Learners take the move used for the last round, and now try to do the opposite e.g. a wide mountain pose becomes a narrow crunched shape, an arm movement can be taken into another body part</p>	<ul style="list-style-type: none"> • Here we can move away from our first instincts when it comes to movement - finding less gestural/narrative and more mature responses

approx
2.5
hours

PROSIECT EPYNT – DANCE WORKSHOP

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

TASK	DESCRIPTION	WHY?
CREATE (30 mins)	<p><u>Make a movement sequence in groups</u> In small groups, learners work together to devise and physicalise a sequence of movements using the prompt cards (source material from 'Epynt Without People')</p> <p>TOP TIP! The prompts can almost become instructions for their dance e.g. 'The heart of the Brecon beacons was ripped out.' becomes a group move where learners move from being in a shape together, to splitting apart</p>	<ul style="list-style-type: none"> If learners are struggling to turn sentences into movement, distil it into just one word and support them in embodying that
DEVELOP (30 mins)	<p><u>Adapt or Add!</u> Once groups are making a good start on the above task, add in some choreographic devices Suggestions:</p> <ul style="list-style-type: none"> 'make 1 move smaller' e.g. a full body jump becomes a tiny bounce in one body part 'repeat a move' - e.g do 1 movement again, as many times as they like! 'add a held pause' - between the movements <p>Use this to assess where your learners are and challenge them - if you see some learners struggling to work in a group, add a moment where they have to connect body parts... if you notice another group is mainly working from standing, add a 'change the level of 1 move'</p>	<ul style="list-style-type: none"> The 'develop' section is an evaluative tool to help manage the level of the task for your groups - this could be by adding or adapting... challenging those who need it and refining for those who need support
SHARE (30 mins)	<p><u>What can you see in another group's sequence?</u> Learners share their work with another group. Leave all their prompt cards on the floor and the watching group can guess which move matches which card</p>	<ul style="list-style-type: none"> By giving the audience a task to fulfil whilst watching, you keep them engaged Sharing work with 1 group instead of the whole class takes away some pressure
REFLECT (30 mins)	<p><u>Slowing down and reflecting</u> Sitting in a circle, learners are led through a slow, relaxation exercise.. E.g. Take a moment to notice how the body is feeling, notice which muscles feel awake, at what speed is your heart beating? How fast or slow is your breathing? Take time to slow everything down.. taking longer exhales and relaxing every time you breath out Learners share any questions they have about Epynt after the session (this could help you plan your following lesson/task)</p>	<ul style="list-style-type: none"> Finishing with a slow, quiet exercise will allow time for learners to begin the reflection process, especially if they're asked open questions with no expectation to respond

PROSIECT EPYNT - DANCE WORKSHOP

ADAPT THE MOVES...

This workshop uses facts and source material to inspire movement. For pupils struggling to translate words into movement, you can adapt the 'prompt cards' - they could be changed to images or single words. Alternatively, after doing class research on the history of Epynt, perhaps your group could make their own prompt cards.

Suggested Research Task

If the topic of Epynt is new to your learners, why not set up a short research task...

Dancer Jess Lerner has made an example task to help learners find ways of moving through listening to their bodies.

This can be done as part of the dance lesson plan, or could be its own lesson.

Find it [HERE](#)

MAKE IT HARDER...

Challenge your learners by encouraging them to come back to the 'abstract the movement' task when creating movement - can you find a way to tell the story without miming or acting it out? What happens if you take your original move and take it into another body part? What about if you do the opposite of that move?

PROGRESSION...

The group dances created in this lesson could be the beginning of a larger piece. If there are particular stories or facts your group engages with, why not plan an entire lesson on one? Learners will feel a sense of autonomy over their work and be empowered to share ideas in future.

- 1 Set up 'stations' around your room, with different archival material set at each e.g. photos, articles, poems, videos (around 4 or 5 is great!)
TOP TIP: You can find several resources in our [appendix](#) - pick a few that you think your learners will engage with most!
- 2 Split your group into several smaller groups (one for each station)
- 3 Give each group a piece of paper and a pen per person
- 4 Set a timer for 2 minutes and set up a rotation of groups at stations, rotate every 2 mins
- 5 Prompt your learners to take notes, doodle or draw anything that first springs to their attention whilst looking at the archival stimulus - without overthinking!
- 6 Optional: share your doodle filled pages with the rest of the group and hold a short discussion of shared thoughts



Explore Dance Further - Improvisation Task

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

Learn how to create movement using your body's imagination, allowing the body to lead the exploration.

"This exercise is less about what it looks like and more about what it feels like.

Surprisingly, it always looks interesting watching someone dancing when they are moving authentically, or listening to what drives them to move.

We are doing this exercise for you to find new ways and unexpected ways of moving. For you to feel comfortable in moving and find an easy way of relating to others while dancing..."

The benefits are:

- **A FEELING OF FREEDOM,**
- **LEARNING TO BE BRAVE**
- **LEARNING TO TRUST THAT WE KNOW WHAT WE ARE DOING ONCE WE START THINGS,**
- **LEARN ABOUT YOURSELF AND FIND YOUR STRENGTH IN MAKING DECISIONS.**

Follow Jess Lerner's improvisation task



'Creativity takes courage'

Henry Mattise

Music suggestion:
Brian Eno - Stars (8 mins)
Jon Hassell, Brian Eno - Chemistry (6.54 mins)

*let the music play, and it can help you keep time.. you can add more songs if you'd like a longer session

In **movement** and **stillness** we can use our **sense** perception to initiate movement. Then, as we move, information coming from the body - its relation to space, gravity and light - can lead into more movement.

Explore Dance Further - Improvisation Task continued...



How to start?

- Ask your learners to start either lying down, sitting or standing with eyes closed (doing the activity with them can help them feel most comfortable)

● Ask...

"Where do you feel weight falling into the floor?"

"Which parts of the body can you feel meeting the floor?"

● Ask your learners to notice...

Their breathing

how their rib cage expands and contracts like a balloon or an accordion

The light

this can be with eyes open or closed

The horizon

if they can see out of the window

Which parts of their body meet the air

prompt them to think of how their skin meets both the inside of the body and the outside

Different temperatures

are these different in different areas of the body?

Once you begin to travel, be aware of others in the space and keep your distance when moving fast or stepping.

● Wherever they are, ask them to...

- try closing their eyes for a moment
- try floating any body part into the air
- try sliding a another body part away a little, then bringing it back
- try going down towards the floor (e.g Kneeling) and finding different ways to come up again
- try going all the way down to lying, how does it feel to move on the floor?

● Then you can say..

"Now allow yourself to move or shift your weight so other parts of your body are in contact with the floor..."

"Maybe you can notice a sense of volume of liquid in the body as so much of the body is made up of liquid..."

"As you move, imagine you're pouring liquid mercury around the inside of your body..."

"Now start to focus on the air around you and allow your body to start moving into space..."

"Feel or sense how the body can float upward and feel lightness."

"Start to gradually allow light into the eyes."

"Start to come away from the floor towards sitting, or on all fours then eventually standing... sometimes moving but also allowing pauses and stillness"

"Notice others in the space..."

"Start to move through space greeting your classmates by looking them in the eye as you pass by..."

Partnerwork suggestion:

- Ask your learners to form partners, taking turns watching each other move
- Ask the partner who's just moved to feed back about the experience
- the partner watching can say a bit about what they noticed
- swap

The teacher could lead the improvisation - pointing out ways to explore movement and what watching partners can take time noticing..

e.g. name two parts of the body they saw moving, use two describing words to say ways of moving like twisting, reaching, falling, jumping, folding e.t.c.

- Encourage learners to keep focusing on this image as they move, ask them to continue to move in their own time and the music should help to keep them going...

Reflective activity

Everyone form a clump in the middle of the room and see if you can all move as one very slowly across the room and as you do this fit into spaces between each other. Try making different space spaces, use other people to lean on to make a shape together * (be careful not to step on someone or fall over)

Find your original partner: Feedback how you found the exercise with each other.

Do a drawing or write three or more sentences about how you found the exercise.

PROSIECT EPYNT - DANCE WORKSHOP

Impelo

Dance prompt cards

RESOURCE SHEET

'The heart of the Brecon beacons was ripped out.'

Shooting flares

One symbol of Epynt is the swallow; swallows migrate, but always return to their homes year upon year

The area has 2 mountains - Epynt and Bwlch y Groes

There is a rumour one stallion escaped capture and roamed the Epynt for up to 15 years after the Clearing in 1940

Mary Slope: used to wander around the locality picking bits of loose wool from fields and fences which she used to spin and weave into cloth.

Epynt work included:
Bread making
Hand-shearing
Butter churning

Ruins of some of the old buildings remain, and nature is reclaiming and rewilding them

Epynt meaning: the way/path of the horses
Or: 'haunt of the ponies'

Red flags mark the Army's land

Thomas Morgan would walk miles to return to his home, lighting a fire to save the house from damp. One day, he walked to discover his home was nothing but rubble.

PROSIECT EPYNT - DANCE 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 - 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

Prosiect Epynt resources:

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

See / Hear Cêr 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

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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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.



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,
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 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 Cêt Haf - continued...

Ymhen cety'n (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.