

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



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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Impelo

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# PROSIECT EPYNT - GWEITHDY DAWNS A DIGIDOL

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

- Ar gyfer y sesiwn hon bydd angen:
- seinydd ar gyfer cerddoriaeth gyda camera/ffôn/taled i ffilmio ag ef
  - y feddalwedd golygu a dyfais o'ch dewis
  - [y daflen adnoddau dawns a digidol](#)

## NODAU:

- Creu symudiad gan ddefnyddio thema
- I ffilmio symudiad
- I olygu'r ffilm mewn ffordd sy'n gweddu ac yn amlygu'r thema

## Awgrymau Da Bethan a Kim

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

**\*Gall syniadau gweithdy hyn gael eu lledaenu'n hawdd dros sawl sesiwn. Bydd dysgwyr yn elwa o gymryd digon o amser yn y camau cynllunio ar gyfer eu ffilm. Fel arall, gallai ddigwydd dros un diwrnod - gall fod yn her hwyliog gweld faint y gellir ei gyflawni gyda therfyn amser cyflym!\***

TASG	DISGRIFIAD	PAM?
CYFLWYNO	<p><u>Cyflwyniad i Ddawns a Digidol</u></p> <p>Bwriad y gweithdy yw creu symudiad ar gyfer ffilm, ei ffilmio a'i olygu.. ond ble dylen ni ddechrau? Cyflwynwch y gweithdy trwy wyllo rhai fideos o'r '<a href="#">daflen adnoddau dawns a digidol</a>'</p> <p><u>Dewis eich 5 darn o ysbrydoliaeth</u></p> <p>Bydd y dysgwyr yn dewis agwedd ar hanes Epynt ac yn dod o hyd i ddelweddau, symbolau, geiriau, straeon neu fideos i'w defnyddio fel ysbrydoliaeth (mae'r <a href="#">daflen adnoddau Epynt</a> yn ffynhonnell dechrau gwych)</p> <p>Mae'r dysgwyr yn dewis 5 delwedd neu eiriau i'w defnyddio yn y dasg nesaf e.e. os ydych chi'n defnyddio'r symbol o wennol ddu bob amser yn dychwelyd i'r nyth - gallai eich 5 darn o ysbrydoliaeth fod: geiriau = cartref, nyth, esgyn, delwedd = haid o adar, fideo = murmuriad o wenoliaid</p> <p><b>Gall fod yn braf cael cymysgedd o ysgogiadau - bydd rhai disgyblion yn cysylltu'n well â gwahanol fathau</b></p>	<ul style="list-style-type: none"> <li>• Mae'r dasg hon yn helpu dysgwyr i edrych ar dreftadaeth Epynt mewn cyd-destun newydd - sut gallwn ni amlygu hyn mewn ffilm?</li> </ul>
CREU GYDA KIM	<p><u>Creu dilyniant o symudiadau gyda thaSg Kim</u></p> <p>Mae dysgwyr yn creu 5 ystum o'u 5 'darn o ysbrydoliaeth'. Mae angen i'r 5 safbwynt hyn gysylltu'n ôl â'r thema a ddewiswyd ac arwain at ei gilydd mewn trefn benodol fel ei fod yn dod yn ymadrodd symudiad.</p> <p><b>AWGRYM DA - gellir gwneud hyn fel unawd, mewn parau neu driawdau neu grwpiau.</b></p> <p>Nawr gall dysgwyr chwarae gyda'r canlynol:</p> <ul style="list-style-type: none"> <li>• corfforoldeb - e.e. gwneud un ystum yn fawr iawn, ac un arall yn fach iawn / newid un symudiad i naid / newid lefel symudiad i'r llawr</li> <li>• rhythm - e.e. saib am o leiaf 4 cyfrif / ailadrodd symudiad 4 gwaith / gwneud un symudiad mor araf ac un cyflym iawn</li> <li>• trawsnewidiadau - e.e. ychwanegu taith i ran arall o'r ystafell rhwng ystumiau / gwneud i un ystum fynd yn syth i mewn i un arall / dod o hyd i'r llwybr hiraf o un ystum i'r llall</li> <li>• perthnasau - e.e. dod o hyd i foment lle mae'r dawnsywyr ymhell oddi wrth ei gilydd, yna'n agos iawn/ Ychwanegu eiliad o ganon (dawnsywyr yn symud un ar ôl y llall) / ychwanegu eiliad lle mae dawnsywyr yn cysylltu / newid lle mae'r dawnsywyr yn wynebu</li> </ul> <p>Dewiswch un neu ddau o bob un o'r pwyntiau bwled hyn i helpu i roi amrywiaeth i'ch dawns.</p>	<ul style="list-style-type: none"> <li>• Mae'r gweithgaredd hwn yn rhoi profiad i ddysgwyr o gynhyrchu deunydd symud o amrywiaeth o Symbyliadau</li> <li>• Mae hwn hefyd yn gyfle i archwilio gwahanol ddyfeisiadau coreograffig, gan ddatblygu sgiliau coreograffig</li> </ul>

# PROSIECT EPYNT - GWEITHDY DAWNS A DIGIDOL

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

TASG	DISGRIFIAD	PAM?
<b>RHANNU</b>	<p><u>Casglu adborth</u></p> <p>Mae'r dysgwyr yn rhannu'r dilyniannau maen nhw wedi'u creu ar gyfer ei gilydd ac yn trafod beth welson nhw. Gall dysgwyr wneud newidiadau/addasiadau yn seiliedig ar adborth eu cyfoedion.</p> <p><b>Gallwch hwyluso'r drafodaeth trwy ofyn cwestiynau fel</b></p> <ul style="list-style-type: none"> <li>• Allech chi weld eu thema yn y ddawns?</li> <li>• Beth oedd eich hoff ran neu beth ydych chi am weld mwy ohono?</li> <li>• A oes unrhyw beth y gallech ei awgrymu?</li> </ul>	<ul style="list-style-type: none"> <li>• Bydd gofyn i ddysgwyr roi adborth i helpu dysgwyr i ymgysylltu â chreadigaethau ei gilydd ac aros yn weithgar yn eu myfyrdod</li> </ul>
<b>FFILMIO</b>	<p>Mae'r dysgwyr yn ffilmio eu dilyniannau yn eu grwpiau, gan feddwl am:</p> <ul style="list-style-type: none"> <li>• beth maen nhw'n ei ffilmio - pa rannau o'u dawns? A oes unrhyw bethau ychwanegol y gallent eu ffilmio?</li> <li>• ble maen nhw'n ffilmio - beth fydd y blaendir/cefndir?</li> <li>• sut y byddan nhw'n ei ffilmio - a fyddan nhw'n mynd am un saethiad, neu sawl darn o onglau gwahanol?</li> </ul> <p><b>AWGRYM DA: Defnyddiwch ein 'Taflen Cynllunio Dawns a Digidol' i gynllunio beth, ble a sut i ffilmio. Efallai y byddwch am gymryd saib ar y pwynt hwn yn y gweithdy, er mwyn caniatáu mwy o amser ar gyfer cynllunio cyn ymgymryd â'r dasg ffilmio ar ddiwrnod arall.</b></p>	<ul style="list-style-type: none"> <li>• Bydd rhoi digon o amser i gynllunio eu ffilm yn gwneud y broses ffilmio a golygu yn llawer mwy effeithlon a hwyliog</li> </ul>
<b>GOLYGU (DATBLYGU)</b>	<p>Yn eu grwpiau, mae dysgwyr yn uwchlwytho eu cynnwys i'r feddalwedd golygu o'u dewis, yn barod i'w olygu (gweler y <u>daflen adnoddau</u> Dawns a Digidol am awgrymiadau meddalwedd)</p> <p><b>AWGRYM DA: Cadwch gopi wrth gefn o holl gynnwys y ffilm, rhag ofn.</b></p> <p>Edrychwch yn ôl ar fideos 'stalwyni 1' a 'stalwyni 2' sydd wedi'u cysylltu yn y daflen adnoddau</p> <p>- mae'r un gyntaf yn un siot yn bennaf, wedi'i ffilmio o syth ymlaen, a'r llall yn sawl clip byrrach wedi'u rhoi at ei gilydd</p> <p>- Mae'r coreograffi dawns wedi'i gymysgu i fyny yn yr ail fersiwn, ond mae'r arddull golygu hon yn cydfynd ag afreolusrwydd stalwyn ac yn tynnu sylw at y micro - yn yr achos hwn, traed y dawnsyr.</p> <p><b>AWGRYM DA: Gall dysgwyr ddefnyddio cerddoriaeth Toby Hay o Brosiect Epynt i olygu - gweler y <u>daflen adnoddau Epynt</u> am ddolen i'r ffeiliau hyn.</b></p>	<ul style="list-style-type: none"> <li>• Mae'r dasg hon yn galluogi dysgwyr i feddwl mewn ffordd drawsgwricwlaidd - gan roi cyd-destun newydd i'w gwaith symud o fewn ffurf gelfyddydol newydd a chyfuno ffilm, dawns a cherddoriaeth.</li> </ul>
<b>ADLEWYRCHU</b>	<ul style="list-style-type: none"> <li>• Unwaith y bydd dysgwyr yn hapus gyda'u golygu, treuliwch amser i fyfyrion ar y broses - beth fydden nhw'n ei wneud yn wahanol yn y dyfodol?</li> </ul>	<ul style="list-style-type: none"> <li>• Mae'r gweithgaredd myfyrion hwn yn gwreiddio'r dysgu ymhellach ac yn cynorthwyo'r athro i gynllunio'r sesiwn nesaf.</li> </ul>

## ADDASIAD...

Mae'r gweithdy hwn yn gofyn i ddysgwyr greu a ffilmio symudiad gan ddefnyddio Epynt fel thema mewn un gweithdy. I ddysgwyr sydd angen mwy o gefnogaeth ac amser, beth am wneud y gweithdy hwn yn brosiect dosbarth cyfan sy'n rhedeg dros sawl wythnos?

## GWNEWCH HI'N ANODDACH...

Heriwch eich dysgwyr trwy eu hannog i feddwl am y 'micro' a'r 'macro'. Wrth ffilmio a golygu dawns, gallwn dynnu sylw at bethau efallai na fyddwn yn eu gweld ar lwyfan mawr. Gofynnwch i'ch dysgwyr ddod o hyd i adegau pan fyddan nhw'n gallu ffilmio'n agos, yn ogystal ag adegau pan fyddan nhw'n gallu closio allan am lun llawnach.

## DILYNIANT...

Ar ôl y gweithdy hwn, bydd gennych un neu fwy prosiectau fideo. Beth am uwchlwytho'ch fideos i'n Casgliad Prosiect Epynt ar Gasgliad y Werin Cymru?

### Cyhoeddi eich project ar Casgliad y Werin Cymru

Mae croeso cynnes i chi gyhoeddi eich project ar CyW. Gallwch chi gyhoeddi pob ffilm, disgrifiad o'r project ac unrhyw ffotograffau er mwyn creu casgliad amlgyfrwng deniadol. Y cam cyntaf yw creu cyfrif. [Gwylwch ein fideo byr](#) a dilynwch ein [Canllaw](#) syml i ddysgu sut i gofrestru, uwchlwytho a chyhoeddi.

Mae'r sgiliau gaiff eu datblygu wrth greu cyfrif, ac uwchlwytho eitemau i CyW yn cyflawni nifer o ofynion y Fframwaith Cymhwysedd Digidol. I weld sut all disgyblion gyhoeddi cynnwys a gwella eu sgiliau digidol, ewch i'n [Blwch Offer i Athrawon](#).

Mae CyW hefyd wedi creu cyfres o Adnoddau Dysgu o'r enw [Canllaw Hwylus i Hawlfraint a Metadata](#). Beth am gymryd y cyfle i esbonio hawlfraint a metadata i'r dosbarth?

**Cynradd:** Gall y disgyblion gwblhau'r templed metadata sy'n rhan o'r [Adnodd Dysgu Metadata](#) i roi'r holl wybodaeth angenrheidiol er mwyn i'r dosbarth uwchlwytho cynnwys.

**Uwchradd:** Gall y disgyblion uwchlwytho cynnwys eu hunain. Bydd yr adnoddau uchod yn esbonio sut.



Dilynwch Tasg Cymeriadau Kim [YMA](#) - yna gellir defnyddio'r egwyddorion hyn wrth wneud dawns sy'n archwilio cymeriadau.

# Archwiliwch Ddawns a Digidol ymhellach - Tasg Cymeriadu

## Sut i ddechrau?

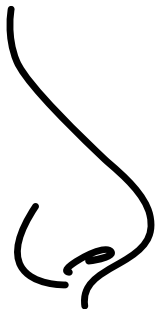
- I weithdy ffyrdd o archwilio cymeriadu trwy symud gallwch ddechrau trwy ofyn i'r dysgwyr i...

sylwi ar eu hosgo a'u cyflymder eu hunain

cerdded o gwmpas yr ystafell fel nhw eu hunain

Sylwi ar eraill yn yr ystafell ac annog cyswllt llygaid.. hyd yn oed dweud helo neu wenu ar eich gilydd

Gofynnwch i'r disgyblion ddechrau arwain eu taith gerdded gyda'u **trwyn** – gofynnwch iddyn nhw lynu eu trwyn o'u blaenau a dychmygu ei bod hi'n hir iawn! Parhewch i symud o gwmpas yr ystafell a sylwch ar beth mae hyn yn ei wneud i weddill y corff - efallai eu bod yn is neu eu cefn wedi crychu, a gofynnwch iddynt sylwi sut mae'n teimlo - efallai ei fod yn teimlo'n slei neu'n amheus. Meddylwch am gyflymder eu cerddediad/gweithredoedd, a yw'r cymeriad trwyn hir hwn yn cerdded yn gyflym neu'n araf?



Yna gofynnwch i'r disgyblion newid y cymeriad trwyn hir hwn i gymeriad sy'n arwain o'r frest. Gofynnwch i'r disgyblion lenwi eu brest ag aer – eto siaradwch am sut mae hyn yn teimlo – efallai balch a statws uchel a beth mae'n ei wneud i'r corff – ydyn nhw'n sefyll yn dal ac yn cerdded yn hyderus? Beth mae eu breichiau yn ei wneud - a allant orliwio'r teimlad hwn.

Awgrym - anogwch y disgyblion i roi enghreifftiau o gymeriadau maen nhw'n teimlo fel bod - gallai fod o gartŵn neu berson enwog mewn ffilm er enghraifft.

Nesaf ceisiwch arwain gyda'r bol, gan ddychmygu bod ganddyn nhw fol enfawr yn ymwithio allan o'u blaenau! Sut mae hyn yn gwneud iddyn nhw gerdded a sut mae'n teimlo? Ar y pwynt hwn gallech chi gyflwyno'r syniad bod y disgyblion yn gallu gwneud rhai synau – dim siarad na geiriau ond synau sy'n pwysleisio'r cymeriadau maen nhw'n dod o hyd iddyn nhw. Gallech roi cynnig ar rannau eraill o'r corff i arwain ohonynt a gweld sut mae'n gwneud i chi deimlo a pha gymeriad y gallai fod – er enghraifft yn arwain gyda, gên, pengliniau, cluniau, boch, copa eich pen.

Unwaith y byddwch wedi archwilio'r rhain gallwch ofyn i'r disgyblion ddewis un o'r rhannau corff/cymeriadau hyn a gwneud yn fyrfyr yn yr ystafell, y tro hwn gyda mwy o bwyslais ar ryngweithio â'i gilydd. Meddylwch am statws gwahanol gymeriadau a sut y gallent ymateb i'w gilydd. Er enghraifft, efallai y bydd rhywun sy'n arwain o'r frest sy'n sefyll yn dal yn teimlo bod ganddyn nhw fwy o awdurdod neu'n fwy penuchel o gwmpas rhywun sy'n ymddangos yn llai uchel ei statws - fel rhywun sy'n cael ei grychu. Efallai y bydd rhywun sy'n ymddwyn yn amheus yn osgoi rhyngweithio ac am guddio.



Follow Kim's Characterisation task

Awgrym- Gallwch ddefnyddio graddfa o 1-10 i faint maen nhw'n gorliwio'r symudiad hwn. 1 yn gynnil iawn, 10 yn eithafol. Gwelwch pa gymeriadau sy'n dechrau dod i'r amlwg o hyn.

Efallai mai haen arall i hyn fyddai dod o hyd i gerddoriaeth a gweld sut mae'r cymeriad hwnnw y maent yn ei chwarae yn ymateb i hyn, gall bwysleisio rhai agweddau corfforol neu gymeriadau..

Ceisiwch newid i mewn i wahanol gymeriadau a chael hwyl yn chwarae gyda'ch gilydd yn y lle!

# PROSIECT EPYNT - GWEITHDY DAWNS A DIGIDOL

## TAFLEN ADNODDAU

### DOLENNI FIDEO

Dyma rai enghreifftiau o ffilm i'w defnyddio i helpu i sbarduno sgysiau am 'beth', 'ble' a 'sut' i ffilmio...

Stalwyni 1

Stalwyni 2

Cymerwyd y fideos hyn yn ystod Prosiect Epynt a defnyddiwyd hanes march crwydrol Epynt fel ysgogiad creadigol.

#### Perfformiwyd gan:

Kim Noble a Jiya Patel

#### Ffilmwyd gan:

Jacquie Blake (Full Mongrel & Co) a Clara Rust

#### Golygwyd Stalwyni 2 gan

Clara Rust



### Beth ddylwn i ei ddefnyddio i olygu?

Bydd y feddalwedd neu'r rhaglen gywir yn dibynnu ar ba ddyfais rydych chi'n ei defnyddio. Er enghraifft, mae iMovie yn rhad ac am ddim ar ddyfeisiau Apple a byddai'n gweithio'n wych os ydych chi'n ffilmio ar iPad / iPhone.

#### Canva

- rhad ac am ddim
- collaborative feature ideal for working with others
- available on web browsers
- app also available on iOS and Android

#### Filmora

- am ddim (ond mae ganddo bryniannau mewn-app)
- gellir ei ddefnyddio ar PC, iOS, Android

CLICIWCH YMA  
ar gyfer ein  
'Taflen Cynllunio  
Dawns a Digidol'

CLICIWCH YMA

ar gyfer  
Awgrymiadau Da  
ar gyfer ffilmio  
dawns gan Clara  
Rust

#### iMovie

- rhad ac am ddim
- gellir ei ddefnyddio ar iPad, iPhone a Mac
- nid oes angen mynediad i'r rhyngwyd

#### VideoProc Vlogger

- rhad ac am ddim
- gellir ei ddefnyddio ar PC, iOS, Android
- nid oes angen mynediad i'r rhyngwyd

Chwilio am gyngor ffilmio?



# PROSIECT EPYNT GWEITHDY DAWNS A DIGIDOL

## AWGRYMIADAU DA Clara ar gyfer ffilmio dawn

## TAFLEN ADNODDAU

### 1) Meddylwch am ffilmio eich dawns o lawer o wahanol onglau

Mae ffilmio llawer o wahanol safbwyntiau yn golygu bydd gennych lawer o luniau i chwarae gyda nhw wrth golygu

shots corff llawn    Shots o bell i ffwrdd

o'r tu ôl i'ch dawnswyr    agosluniau

*Yn dibynnu ar deimlad y ffilm, efallai y byddwch chi eisiau gwahanol fathau o shots. Er enghraifft, os hoffech gyfleu llawer o emosiwn, efallai y byddai mwy shots o **wynebau** eich dawnswyr yn ddefnyddiol.*

Meddylwch  
am y **micro**  
a'r **macro**...

### 2) Ceisiwch ddod o hyd i eiliadau lle gallech chi 'ddilyn y symudiad' gyda'r camera

Gallai dilyn symudiad wrth ffilmio edrych fel...

symud  
tuag at y  
dawnsiwr/wyr

dilyn rhan  
benodol o'r  
corff

symud i  
ffwrdd o'r  
dawnsiwr/wyr

*am ansawdd llyfnach - ewch yn aaaaaraf a chadwch eich penelinoedd yn agos at eich corff wrth ddal eich camera*

## NEU

*ceisiwch wneud y gwrthwyneb i gael effaith sigledig*

### 3) Chwarae gyda FFRAMWAITH

Allech chi ffilmio'ch dawnswyr trwy wrthrychau eraill?  
*e.e. byddai defnyddio rholyn toiled gwag yn creu ffrâm gylchol*

### 4) Arbrowfch gyda beth sydd yn y blaendir/cefndir.

Gall canolbwyntio ar ryw beth yn y blaendir greu effaith aneglur yn y cefndir a rhoi ymdeimlad o ddimensiynau lluosog!

### 5) Gwnewch yn siŵr bod pob un o'ch dyfeisiau'n llawn batri!

Gall fod yn rhwystredig iawn os oes rhaid i chi roi'r gorau i ffilmio oherwydd problemau batri. Meddylwch am ddefnyddio banciau pŵer o bosibl os ydych chi'n gweithio yn yr awyr agored.

### 6) Gwneud copi wrth gefn!

Manteisiwch ar unrhyw gyfle i wneud copi wrth gefn o'ch gwaith - cymerwch seibiannau i uwchlwytho'ch cynnwys. Pan fydd eich gwaith wedi'i gwblhau, gwnewch gopi wrth gefn ar gerdyn SD neu ddreif caled

*Peidiwch â dileu unrhyw beth nes eich bod yn hapus gyda'r prosiect terfynol - efallai y gwelwch fod angen yr un clip hwnnw arnoch wrth olygu!*

### 7) CHWARAE!

Cofiwch, does dim cywir neu anghywir yma... felly byddwch yn greadigol a daliwch ati i archwilio!





# PROSIECT EPYNT GWEITHDY DAWNS A DIGIDOL

## TAFLEN CYNLLUNIO DAWNS A DIGIDOL

TAFLEN ADNODDAU

TEITL FFILM:

TÎM:

PROPIAU:

SAIN:

LLEOLIAD SAETHU:

PERFFORMWYR:

GWISGOEDD:

MIWSIG:

BWRDD STORI / CYNLLUNIO CLIPIAU

# PROSIECT EPYNT GWEITHDY DAWNS A DIGIDOL

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 - 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:**

Bethan Cooper

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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

Impelo

# PROSIECT EPYNT - DANCE AND DIGITAL WORKSHOP

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

- For this session you will need:
- speaker for music
  - a camera/phone/tablet to film with
  - your chosen editing software and device
  - [the dance + digital resource sheet](#)

## AIMS:

- To create movement using a theme
- To film movement
- To edit the film in a way that suits + highlights the theme

### Bethan and Kim's Top Tips

IN RED, lesson creators Bethan Cooper + Kim Noble share tips + tricks to encourage creativity in your learners

**\*These workshop ideas could easily be spread over several sessions. Learners will benefit from taking plenty of time in the planning stages for their film. Alternatively, it could happen over one day - it can be a fun challenge to see how much can be achieved with a quick deadline!\***

TASK	DESCRIPTION	WHY?
INTRO	<p><u>Introduction to Dance and Digital</u></p> <p>The aim of the workshop is to create movement for film, film it + edit it.. but where to start?</p> <p>Introduce the workshop by watching some videos from the '<a href="#">dance + digital resource sheet</a>'</p> <p><u>Choosing your 5 pieces of inspiration</u></p> <p>Learners choose an aspect of Epynt history and find images, symbols, words, stories or videos to use as inspiration (The Epynt fact file + resource sheet are great starting sources- link <a href="#">HERE</a>)</p> <p>Learners choose 5 images or words to use in the next task</p> <p>e.g. if you use the symbol of a swallow always returning to the nest - your 5 pieces of inspiration could be: words= home, nest, soar, image = a flock of birds, video = a murmuration of swallows</p> <p><i>It can be nice to have a mix of stimuli, as some pupils will connect better with different types</i></p>	<ul style="list-style-type: none"> <li>• This task helps learners look at Epynt heritage in a new context - how can we highlight this in film?</li> </ul>
CREATE WITH KIM	<p><u>Create a sequence of movements with Kim's task</u></p> <p>Learners create 5 gestures from their 5 'pieces of inspiration'. These 5 positions need to relate back to the chosen theme and lead into each other in a set order so it becomes a phrase of movement.</p> <p><i>TOP TIP - this can be done as a solo, in pairs or trios or groups.</i></p> <p>Now learners can play with the following:</p> <ul style="list-style-type: none"> <li>• <u>physicality</u> - e.g. make one gesture really big, and another really small / change one move to a jump / change the level of a move to the floor</li> <li>• <u>rhythm</u> - e.g. put a pause in for at least 4 counts / repeat a movement 4 times / do one movement as slow mo and one fast forward</li> <li>• <u>transitions</u> - e.g. add a travel to another part of the room in between gestures / make one gesture go directly into another / find the longest route from one gesture to another</li> <li>• <u>relationships</u> - e.g. find a moment where the dancers are far away from each other, then really close / Add a moment of canon (dancers move one after the other) / add a moment where dancers connect / change where the dancers face</li> </ul> <p>Pick one or two from each of these bullet points to help give your dance variety.</p>	<ul style="list-style-type: none"> <li>• This activity provides learners with the experience of generating movement material from a variety of stimuli</li> <li>• This is also an opportunity to explore different choreographic devices, developing choreographic skills</li> </ul>

# PROSIECT EPYNT – DANCE AND DIGITAL WORKSHOP

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

TASK	DESCRIPTION	WHY?
<b>SHARE</b>	<p><u>Gather feedback</u> Learners share the sequences they have created for each other and discuss what they saw after. Learners can make changes/adjustments based on their peer feedback.</p> <p>You can facilitate the discussion by asking questions like</p> <ul style="list-style-type: none"> <li>• Could you see their theme in the dance?</li> <li>• What was your favourite part or what do you want to see more of?</li> <li>• Is there anything you could suggest?</li> </ul>	<ul style="list-style-type: none"> <li>• Asking learners to provide feedback will help learners engage with each other's creations and remain active in their reflection</li> </ul>
<b>FILM</b>	<p>Learners film their sequences in their groups, thinking about:</p> <ul style="list-style-type: none"> <li>• what they film - what sections of their dance? Are there any extra things they could film?</li> <li>• where they film - what will the foreground/background be?</li> <li>• how they'll film it - will they go for one shot, or several takes from different angles?</li> </ul> <p>TOP TIP: Use our handy '<a href="#">Dance and Digital Planning Sheet</a>' to plan what, where and how you'll film. You may want to take a pause at this point in the workshop, to allow more time for planning before taking on the filming task another day.</p>	<ul style="list-style-type: none"> <li>• Giving plenty of time to plan their film will make the filming and editing process much more efficient and fun</li> </ul>
<b>EDIT (DEVELOP)</b>	<p>In their groups, learners upload their content to their chosen editing software, ready to edit. (see <a href="#">resource sheet</a> for software suggestions) TOP TIP: Keep a backup of all the film content, just in case.</p> <p>Look back at 'stallions 1' and 'stallions 2' videos linked in the resource sheet - one is mainly one take, filmed from straight ahead, the other is several shorter clips put together. The dance choreography has been mixed up in the second version, but this editing style matches the unruliness of a stallion and draws attention to the micro - in this case, the dancers' feet.</p> <p>TOP TIP: Learners can use Toby Hay's music from Prosiect Epynt to edit with - see the <a href="#">Epynt resource sheet</a> for the link to these files</p>	<ul style="list-style-type: none"> <li>• This task allows learners to think in a cross-curricular way - giving their movement work a new context within a new art form and blending film, dance and music</li> </ul>
<b>REFLECT</b>	<p>Once learners are happy with their edit, take some time to reflect on the process</p> <ul style="list-style-type: none"> <li>• what would they do differently in future?</li> </ul>	<ul style="list-style-type: none"> <li>• This reflection activity embeds the learning further and assists the teacher in planning the next session</li> </ul>

## ADAPTATION....

This workshop asks learners to create and film movement using Epynt as the theme in one workshop. For learners who need more support and time, why not make this workshop a whole class project that runs over several weeks?.

## MAKE IT HARDER...

Challenge your learners by encouraging them to think about the 'micro' and 'macro'. When filming and editing dance, we can highlight things we might not see on a big stage. Ask your learners to find moments where they can film up close, as well as times where they can zoom out for a fuller picture.

## PROGRESSION...

After this workshop, you'll have one or more video projects. Why not upload your videos to our Prosiect Epynt Collection on People's Collection Wales



Follow Kim's Characterisation Task [HERE](#) - these principles can then be used whilst making a dance that is exploring characters.\_

### Publishing your project on People's Collection Wales

We would love you to publish your project on PCW. You can publish your films, a description of your project and photographs you have taken to create a really engaging multimedia collection. The first step is to register an account. [Watch our short video](#) and read our easy to follow [How To guides](#) to learn how to register, upload and publish.

The skills developed when creating an account and uploading items to PCW fulfil many of the requirements of the Digital Competence Framework. Visit our [Teaching Toolbox](#) to see how pupils can publish content and improve their digital skills.

In addition, PCW have created a series of Teaching Resources called [Copyright and metadata made easy](#). Why not take this opportunity to explain copyright and metadata to your class?

- Primary:** Pupils can complete the [Metadata template](#), to give you all the info you will need to upload content for your class.
- Secondary:** Pupils can upload content themselves. The resources above will help you teach them how.



# Explore Dance and Digital further - Characterisation Task

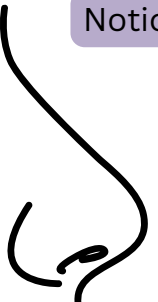
## How to start?

- To workshop ways of exploring characterisation through movement you can start by asking the learners to.....

walk around the room as themselves

Notice their own posture and speed

Notice others in the room and encourage eye contact.. even saying hello or smiling at each other



Ask the pupils to start leading their walk with their **nose** - ask them to stick their nose out in front of them and imagine it's really long!

Keep moving around the room and notice what this does to the rest of the body- maybe they are lower or their back hunched, and ask them to notice how it feels- maybe it feels sneaky or suspicious.

Think about the speed of their walk/ actions, does this long nosed character walk fast or slow?

Then ask the pupils to morph out of this long nosed character into a character that leads from the chest. Ask the pupils to fill their chest with air - again talk about how this feels- maybe proud and high status and what it does to the body- are they standing tall and walking confidently? What are their arms doing- can they exaggerate this feeling.

Tip- encourage pupils to give examples of characters they feel like- it could be from a cartoon or a famous person in a film for example.


Next try leading with the belly, imagining they have a huge belly protruding out in front of them! How does this make them walk and how does it feel?

At this point you could introduce the idea that the pupils can make some sounds - no talking or words but sounds that accentuate the characters they are finding.

You could try other body parts to lead from and see how it makes you feel and what character it could be- for example leading with, chin, knees, hips, cheek, top of the head.

Once you have explored these you can ask the pupils to choose one of these body parts/ characters and to improvise in the room, this time with more emphasis on interacting with each other. Think about the status of different characters and how they might react to each other. For example someone leading from the chest who is standing tall might feel like they have more authority or be more bossy around someone who appears less high status- like someone who is hunched over. Someone who is acting suspicious may avoid interactions and want to hide.

Try morphing into different characters and have fun playing with each other in the space!



Follow Kim's characterisation task

Tip- You can use a scale of 1-10 to how much they exaggerate this movement. 1 being very subtle, 10 being extreme. See what characters start to emerge from this.

Another layer to this might be to find music and see how that character they are playing reacts to this, it may accentuate certain physicalities or characters.

# PROSIECT EPYNT DANCE AND DIGITAL WORKSHOP

## RESOURCE SHEET

### VIDEO LINKS

Here are some examples of film to use to help spark conversations around 'what', 'where' and 'how' to film...

[Stallions 1](#)

[Stallions 2](#)

These videos were taken during Prosiect Epynt and used the tale of the wandering stallion of Epynt as creative stimulus.

**Performed by:**

Kim Noble and Jiya Patel

**Filmed by:**

Jacque Blake (Full Mongrel & Co) and Clara Rust

**Stallions 2 edited by:**

Clara Rust



### What should I use to edit?

The right software or program will depend on what device you're using. For example, iMovie is free on Apple Devices and would work brilliantly if you're filming on an iPad/iPhone.

#### Canva

- free
- collaborative feature ideal for working with others
- available on web browsers
- app also available on iOS and Android

#### Filmora

- free (but does have in-app purchases)
- can be used on PC, iOS, Android

[CLICK HERE](#)  
for our  
'Dance and Digital  
Planning Sheet'

[CLICK HERE](#) for  
Clara Rust's  
TOP TIPS for  
filming dance

#### VideoProc Vlogger

- free
- can be used on PC, iOS, Android
- no need for internet access

#### iMovie

- free
- can be used on iPad, iPhone & Mac
- no need for internet access



# PROSIECT EPYNT DANCE AND DIGITAL WORKSHOP

## RESOURCE SHEET

### Clara's TOP TIPS for filming dance

#### 1) Think about filming your dance from lots of different angles

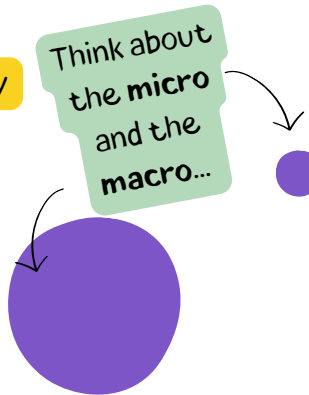
Filming many different perspectives means you'll have lots of footage to play with when it comes to editing

Full body shots    Shots from far away

From behind your dancers    Close ups

*Depending on the feel of the film, you might want different kinds of footage.*

*For example, if you'd like to convey lots of emotion, more footage of your dancers **faces** might be useful*



#### 2) Try to find moments where you might be able to 'follow the movement' with the camera

Following movement whilst filming might look like...

moving towards the dancer/s

following a specific body part

moving away from the dancer/s

*for a smoother quality - go sloooooow and keep your elbows close to your body when holding your camera*

OR

*try doing the opposite for a shaky effect*

#### 3) Play with FRAMING

Could you film your dancers through other objects?  
*e.g. using an empty toilet roll would give you a circular frame*

#### 4) Experiment with what is in the foreground/background..

Focussing on something in the foreground can create a blurred effect in the background and gives a sense of multiple dimensions!

#### 5) Make sure all your devices are charged!

It can be super frustrating if you have to stop filming because of battery problems. Think about potentially using power banks if working outdoors.

#### 6) Back it up!

Take any opportunity to backup your work - take breaks to upload your content. When your fwork is complete, make a back up on an SD card or hard drive

*Don't delete anything until you're happy with the final project - you might find you need that one clip in editing!*

#### 7) PLAY!

Remember, there's no right or wrong here... so get creative and keep exploring!



# PROSIECT EPYNT DANCE AND DIGITAL WORKSHOP

## DANCE AND DIGITAL PLANNING SHEET

RESOURCE SHEET

FILM TITLE:

TEAM:

PROPS:

SOUND:

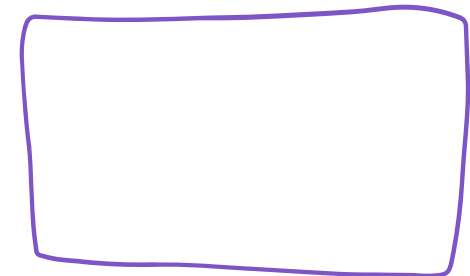
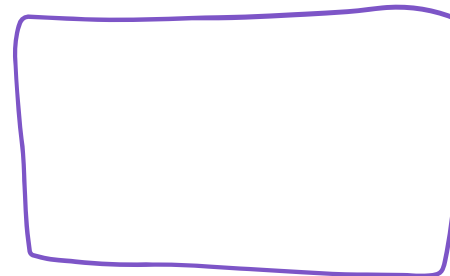
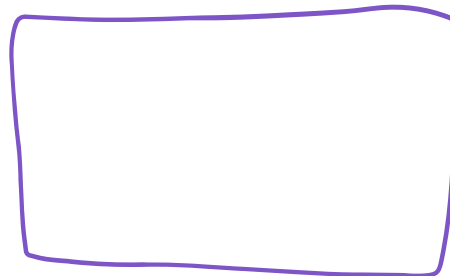
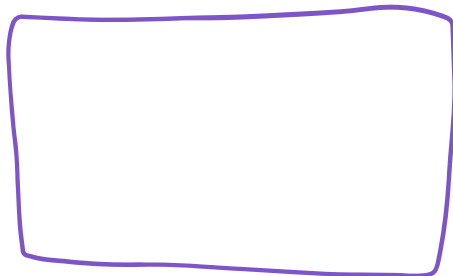
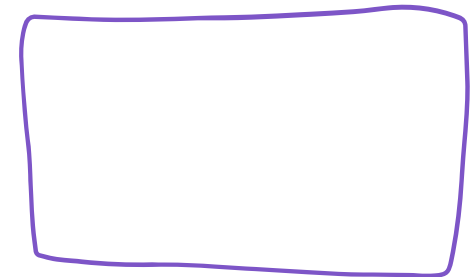
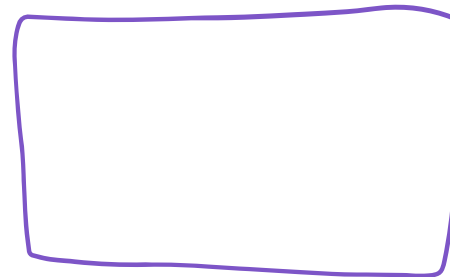
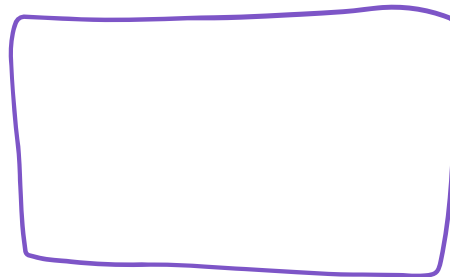
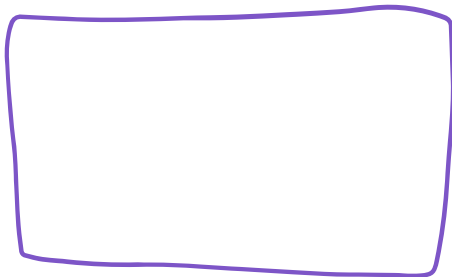
SHOOT LOCATION:

PERFORMERS:

COSTUME:

MUSIC:

STORYBOARD / CLIP PLANNING



# PROSIECT EPYNT DANCE AND DIGITAL WORKSHOP *Impelo*

## 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 Côt 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 Wales.

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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 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.