

The Eriskay Love Lilt

Traditional Arr. Helen Baxter and Paul Wilson



Slow and smooth ♩ round 65

Vair me o o ro van o Vair me o o ro van

5
ee Vair me o ru o ho Ta me bro nac's tu im di

Vair me oro van o
Vair me oro van ee
Vair me oru o ho
Ta me bronac's tu im di

'Phonetic' pronunciation guide
Bear ma yo - a - row van o
Bear ma yo - a - row van ee
Bear me yo - a - row ho
Tha may bron achs du eem dee

Literal Translation

I am wet and / I am cold / I am on my own / Sad I am without thee

To get a lift with the slow smoothness this song requires,
try just a little extra 'push' with voices on the first beat of each bar

This tune goes really well with a drone
Try using a low keynote (C as written here) on something that sustains -
an accordion or electronic keyboard for example



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Some suggestions on how to use this song

This gentle song is perfect for including those who may not always activate their voice output devices in a very controlled way! It sounds lovely with a 'drone' – which is a continuous sound which does not change pitch. You can record the drone sound, maybe using a voice or a pitched instrument – onto one or more voice output devices. Learners will then be playing the right note for any part of the song.

Alternatively an AAC singer can sing the whole song which has been recorded into the voice output device. It is another of those useful songs which divides easily into four sections. If using it with a device like a 4Talk4 or a GoTalk4, you will need to think up ways of symbolising the words. You could use 4 shades of colour, 4 different shapes or numbers or some words. It is useful to record a 'lead in' phrase, so that everyone else knows when to come in e.g.

'Ohhh – Bair mi o-o-ro van o
Ohhh – Bair me o-o-ro van ee
Ohhh – Bair me o-ro o ho
Ohhh – me bra na doo eem dee'

Since the meaning of the song is broadly 'I am sad without you' it could be used as part of a performance. If working with a small group, every time the AAC singer leads and completes the song, then someone leaves the group. Eventually, only the AAC singer will be left on stage! You could easily 'translate' the words to suit your setting

e.g. I'll be sad when you have gone,
I'll be sad when you have gone,
I will think of you, my friend,
And I'll sing for you my song'.

Multisensory activity

The quiet sadness of the song can be accompanied by relaxing scents, gentle rocking, stroking with soft materials, slow lights moving around a sensory room, switch controlled vibration to coincide with the pulse of each line – there are many possibilities.

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The P levels are performance descriptions that outline early learning and attainment before Level 1 (KS1) in eight levels. These are used in the same way as the National Curriculum level descriptions and run alongside the Key stages 1 and 2.

Geography – KS 1&2

Foreign Modern Languages

Science –

PLevel 4

- To make sounds using their own bodies, for example, tapping, singing, or vocalising, and imitate or copy sounds.

English - Speaking and Listening – KS1 &2

PLevel P1(i) – P3(ii)

- To show a simple reflex response
- To show emerging awareness of activities and experiences
- To communicate consistent preferences and affective responses, to communicate intentionally
- To use emerging conventional communication

P4 -5

- To respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations
- To follow requests and instructions containing at least two key words, signs or symbols.

Music –

KS 1 & 2

Unit 1 Ongoing Skills

Unit 3 The Long and short of it

Unit 4 Feel the Pulse and rhythm

Unit 5 Taking Off – Exploring Pitch

Unit 8 Ongoing Skills

Unit 11 The Class orchestra – Exploring arrangements

Unit 14 Salt, Pepper, vinegar, mustard. – exploring singing games

Unit 15 Ongoing Skills

Unit 19 Songwriter – Exploring lyrics and melody

PLevel P1(i) – P3(ii)

- To show a simple reflex response i.e. sudden noises
- To show emerging awareness of activities and experiences, may give intermittent reactions.
- To communicate consistent preferences and affective responses, i.e. to relax to a piece of music but not others.
- To use emerging conventional communication, i.e. clapping hands to initiate a particular song or choosing a shaker to shake rhythmically in an activity.

PLevel P4-5

- To use single words, gestures, signs, objects, pictures to communicate about a familiar musical activity.
- To repeat, copy and imitate actions, sounds or words in songs.
- To take part in simple musical performances

PSHE-

Plevel P1(i) – P3(ii)

- As above for English

P4-5

- To engage in parallel activity with several others.
- To maintain interactions and take turns in small groups with some support