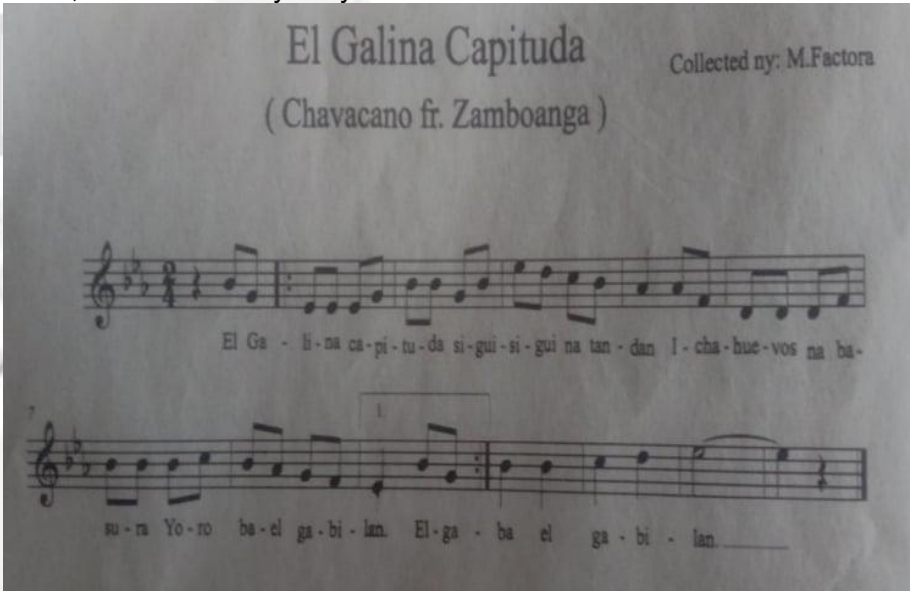


W1	Learning Area	MUSIC7	Grade Level	7
	Quarter	3 rd	Date	March 04, 2021

I. LESSON TITLE		Music of Mindanao
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)		<ol style="list-style-type: none"> 1. Improvises simple rhythmic/melodic accompaniments to selected music from Mindanao; MU7LV-IIIc-h-5 2. Performs music from Mindanao with own accompaniment; MU7LV-IIIc-h-6 3. Evaluates music selections and music performances using rubrics on musical elements and styles. MU7LV-IIIb-h-10
III. CONTENT/CORE CONTENT		Characteristics of the Music of Mindanao
IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
A. Introduction <i>Panimula</i>	Day 1	<p>What's New?</p> <p>Mindanao is home of the Islamic cultures and anchored its music to its people's traditions. Moreover, the music of Mindanao does not only consist of Islamic music but also Non Islamic music.</p> <p>The musical practices of the people in the coastal and lowland areas of Western Mindanao are vital elements in their social life that serve as the main source of their ethnic identities. The musical practices of these indigenous people are a mixture of Western and Non-western ideas.</p> <p>Let us examine this song from Mindanao music. This song is entitled "El Galina Capituda". It uses duple meter. It is mainly composed of eight notes, and the melody is syllabic.</p>  <p>In music, improvisation of rhythmic/melodic accompaniment is a way of adding creativity to the song. It is practiced by some of the highly respected individuals in the industry.</p> <p>If the song "El Galina Capituda" will be improvised as to its rhythmic/melodic accompaniment, it may be changed to quadruple, for example, as its time signature. It can also be changed from syllabic to melismatic melody.</p> <p>Generally, music is evaluated based from the musical elements and styles. The following are some of the basic musical elements:</p>

P F W A K D A P U L K O N A M K O N A M W E U
Q F D O T G D L L T Z Z N Q G L B G V Y L U H
A Y A W K A N G M A G T A N G I S P R R M V N
S R B J H Y L J X P H P H V F J R R T E Z F L
A A D D N U G Q P N A E U V U M Y N X J K T O
T R O S A D G V R Z N L B Y Y O V J P L B O E
X Q U U B J E O L R F B H U W P J V S Q H A N
E Y X R Q K W N K Z X U M U D X I J Q F C V S
Q T A D O H A N N A W U K U T N A W U T U R G
F V L U R Q F Q B X B W W A F M J C O Q N R E
R Q H U S B K P Q Y T T K X U I P X N W B Q R
R I R H C W J V D U N D A N G B A U T U M T P
Y J F X D Y T V L E C T R W F M M C W W W Y F
Q P J F E R B H A U D V W B M K A E Z L U R V
V U C G N A Y A Y U B G N A Y A Y U B C K Y G
F W T M W T N C C N K H Q D D D B Y V S E U R

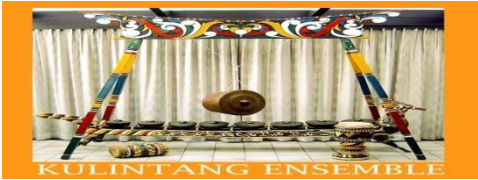
IV. LEARNING PHASES	Suggested Timeframe	Learning Activities															
		<div>TUWAN TU KUWAN NAHODA DUNDANG BA UTU MANOK-MANOK LUPAD KAW</div> <div>1. From what place do you think the given songs originated?</div> <div></div> <div></div> <div></div> <div>2. Are you familiar with the given songs? If yes, how?</div> <div></div> <div></div> <div></div> <div>3. If you would look closely to the title of the songs, what musical styles would you associate them with?</div> <div></div> <div></div> <div></div>															
C. Engagement Pakikipagpalihan	Day 3	<div>What's More?</div> <div>ACTIVITY 3:</div> <div>Directions: Look for a song from Mindanao and provide your own accompaniment for it by using your created materials in activity 1. . Record your performance using your cellphone or other media devices. Submit your output through an online platform suggested by your teacher.</div> <div>NOTE: In the absence of gadgets, perform in front of any of your family member who is of legal age. Use the rubric below to assess your performance. The evaluation must bedone by your family member.</div> <div>Title of the song:</div> <div></div> <table><tr><th>Criteria</th><th>Excellent (20 points)</th><th>Very Good (18 points)</th><th>Good (16 points)</th><th>Poor (15 points)</th></tr><tr><td>Pitch/Melody</td><td>Virtually no errors, signs in tune</td><td>Isolated error, but most of the time pitch and tune is accurate and secure</td><td>Some accurate pitches and tune, but there are frequent or repeated errors</td><td>Very few secure pitches, tune is not accurate</td></tr><tr><td>Rhythm/Beat</td><td>The beat is secure and the rhythms are accurate for the scales being sung</td><td>The beat is secure and the rhythms are mostly accurate. There are few errors but did not detract the overall performance</td><td>The beat is erratic, some rhythm are accurate, repeated duration errors, occasionally detract the overall performance</td><td>The beat is usually erratic, rhythms are seldom accurate, detract the overall performance.</td></tr></table>	Criteria	Excellent (20 points)	Very Good (18 points)	Good (16 points)	Poor (15 points)	Pitch/Melody	Virtually no errors, signs in tune	Isolated error, but most of the time pitch and tune is accurate and secure	Some accurate pitches and tune, but there are frequent or repeated errors	Very few secure pitches, tune is not accurate	Rhythm/Beat	The beat is secure and the rhythms are accurate for the scales being sung	The beat is secure and the rhythms are mostly accurate. There are few errors but did not detract the overall performance	The beat is erratic, some rhythm are accurate, repeated duration errors, occasionally detract the overall performance	The beat is usually erratic, rhythms are seldom accurate, detract the overall performance.
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D. Assimilation Paglalapat	Day 4	<div>What I have Learned</div> <div>ACTIVITY 4 :</div>															





IV. LEARNING PHASES	Suggested Timeframe	Learning Activities												
		<p>Directions:Analyze the musical elements present in the song from Mindanao entitled “El Galina Capituda”. Use the appropriate terms below for your evaluation. Encircle the description that fits the criteria.</p> <table><tr><th>Criteria</th><th colspan="3">Description</th></tr><tr><td>Tempo</td><td>Slow</td><td>Moderate</td><td>Fast</td></tr><tr><td>Texture</td><td>Monophonic</td><td>Homophonic</td><td>Polyphonic</td></tr></table> <p>Activity 5 Directions: Write a short paragraph about the essential learning you have acquired from the music of Mindanao.</p> <div><div></div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div></div>	Criteria	Description			Tempo	Slow	Moderate	Fast	Texture	Monophonic	Homophonic	Polyphonic
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Tempo	Slow	Moderate	Fast											
Texture	Monophonic	Homophonic	Polyphonic											
V. ASSESSMENT (Learning Activity Sheets for Enrichment, Remediation or Assessment to be given on Weeks 3 and 6)		<p>Directions:Answer the following questions briefly.</p> <p>1. Does the song’s melody and mood give you the same feeling about the traditional Mindanao ritual or celebration? If yes, Why?</p> <div><div></div><div></div></div> <p>2. As an adolescent like you, how can you preserve and value the music of Mindanao?</p> <div><div></div><div></div></div>												
VI. REFLECTION		<ul style="list-style-type: none">The learner communicates the explanation of their personal assessment as indicated in the Learner’s Assessment Card.The learner, in their notebook, will write their personal insights about the lesson using the prompts below. I understand that _____. I realize that _____. I need to learn more about _____.												







Prepared by:	G7 MAPEH TEACHERS GFLMNHS	Checked by:	NIMFA P. MANALO
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W2	Learning Area	MUSIC7	Grade Level	7
	Quarter	3 rd	Date	February 25, 2021

I. LESSON TITLE		Music of Mindanao
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)		<ol style="list-style-type: none"> 1. Describes the musical characteristics of representative music selections from Mindanao after listening; 2. Identifies the musical instruments and other sound sources of representative music selections from Mindanao; 3. Analyzes the musical elements of some Mindanao vocal and instrumental music; 4. Discovers ways of producing sounds on a variety of sources that is similar to the instruments being studied;
III. CONTENT/CORE CONTENT		Characteristics of the Musical Instruments of Mindanao
IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
A. Introduction <i>Panimula</i>	Day 1	A. What's New? VOCAL MUSIC OF MINDANAO 1.CHANTS- a lyrical rendition of different improvised text. <ul style="list-style-type: none"> • Lugu-chants used in reading their Qur'an and books they use in their Islam religion • Kalangan-songs used for serenading loved ones Sail/Lunsey- a chant to be sung by the wife-to-be during the ceremony • Dikker- sacred songs highlighted by quotations from the Qur'an • Bayok- semi-generic term for a lyrical rendition of different improvised text 2.LULLABY- a chant- style or chant formula used for rocking a baby to sleep <ul style="list-style-type: none"> • Ya-ya- song of the Yakans to put the baby to sleep • Bayok- maranao term for lullaby Instrumental Music <ol style="list-style-type: none"> 1. Kulintang Ensemble- Gong- based ensemble used by the Maguindanao and Maranao of Western Mindanao, Tausug, Yakans, and the Sama- Bajao of the Sulu Archipelago.  Kulintangan/Kwintangan- gongs in a row

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
		<p>Tahunggo, Agung, Salmagi, Blowon, Semagi- suspended gong ensembles in various names according to each tribe.</p> <div data-bbox="662 376 1453 591">  <p>KULINTANG</p> </div> <p>1. Bamboo Ensemble - bamboo instruments were made for the purpose of entertainment and personal expression of their spiritual faith.</p> <ul style="list-style-type: none"> • Gabbang - a native xylophone in an instrument bamboo keyboard on top, constructed out of wood. <div data-bbox="738 761 1219 952">  <p>GABBANG</p> </div> <ul style="list-style-type: none"> • Seronggagandi - a guitar-like made of bamboo, cut before one nod and after next. Two cords are slit loose side by side from the outer skin fibers of the bamboo itself and these are given tension by means of bridges. <div data-bbox="764 1196 1254 1391">  <p>SERONGGAGANDI</p> </div> <ul style="list-style-type: none"> • Kudyapi - is a string instrument made of wood which resembles an elongated guitar usually having 2 string. <div data-bbox="785 1520 1219 1713">  <p>KUDYAPI</p> </div> <ul style="list-style-type: none"> • Suling- is made mainly of “tamiang” bamboo, a long, thin walled bamboo tube with a mouthpiece circled with a thin band made of rattan near a small hole.

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities																
		<div></div> <p>Guide Questions</p> <ol style="list-style-type: none">1. Observe the instrument. Do you find it hard to play?2. What material/s are the Mindanao instruments mainly made of?3. Based from the lesson, how do Mindanao music exposed place’s belief, culture and tradition?																
B. Development <i>Pagpapaunlad</i>	Day 2	<p>B. What I Need to Know?</p> <p>ACTIVITY 1 : Describe Me</p> <p>Directions:Complete the table with the information needed. Write your answer in your activity notebook.</p> <table><tr><th>INSTRUMENT’S NAME</th><th>DESCRIPTION</th></tr><tr><td>GONGS</td><td></td></tr><tr><td>1.</td><td></td></tr><tr><td>2.</td><td></td></tr><tr><td>BAMBOO</td><td></td></tr><tr><td>1.</td><td></td></tr><tr><td>2.</td><td></td></tr><tr><td>3.</td><td></td></tr></table> <p>ACTIVITY 2: Label Me</p> <p>Directions: Name the following musical instruments of Mindanao through the pictures below.</p> <div><div>1. _____</div><div>2. _____</div><div>3. _____</div></div> <div></div> <div><div>4. _____</div><div>5. _____</div></div> <div></div>	INSTRUMENT’S NAME	DESCRIPTION	GONGS		1.		2.		BAMBOO		1.		2.		3.	
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C. Engagement <i>Pakikipagpalihan</i>	Day 3	<p>C. What’s More?</p> <p>ACTIVITY 3 : Create Me</p> <p>Directions: Out of recyclable and available materials in your home, create an improvised musical instrument that will sound similar to the musical instruments discuss in this lesson.</p>																

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities				
		<div><div><p>BAMBOO/XYLOPHONE IMPROVISED INSTRUMENT</p></div><div><p>METAL/GONG IMPROVISED INSTRUMENT</p></div></div> <p>Activity 4: Pick Me Up! Directions: identify the vocal music in the box to which group it belongs. Write the letter of your answer to its corresponding column.</p> <div><div>a. Ya-ya b. Lugu c. Bayo</div><div>d. Kalangan e. Dikker f. Lunsey</div></div> <table><tr><th>Chants</th><th>Lullaby</th></tr><tr><td></td><td></td></tr></table>	Chants	Lullaby		
Chants	Lullaby					
D. Assimilation <i>Paglalapat</i>	Day 4	<p>D. What I have Learned ACTIVITY 5 : Classify Me Directions:Analyze the classification of each instrument according to HORNBOSEL-SACHS. Write I if the instrument is Idiophone, C if it is Chordophone, A if it is Aerophone, M if it is Membranophone and E if it is Electrophone. Write your answer on the space provided before each number.</p> <p>_____ 1. Suling _____ 2. Agung _____ 3. Kudyapi _____ 4. Kulintang _____ 5. Gabbang</p>				
V. ASSESSMENT (Learning Activity Sheets for Enrichment, Remediation or Assessment to be given on Weeks 3 and 6)		<p>Directions:Answer the following questions briefly.</p> <p>1. What particular Mindanao instrument you like best? Why?</p> <p>_____</p> <p>2. How can you value and preserve the traditional music of Mindanao?</p> <p>_____</p>				
VI. REFLECTION		<ul style="list-style-type: none">The learner communicates the explanation of their personal assessment as indicated in the Learner’s Assessment Card.				

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
		<ul style="list-style-type: none"> The learner, in their notebook, will write their personal insights about the lesson using the prompts below. I understand that _____. I realize that _____. I need to learn more about _____.
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