

W5	Learning Area	MUSIC	Grade Level	10
	Quarter	3 rd	Date	

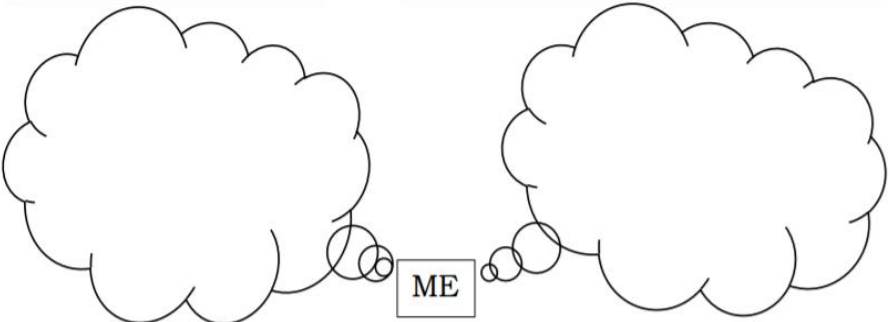
I. LESSON TITLE	Contemporary Philippine Music
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	1. Narrates the life of selected contemporary Filipino composer/s; (MU10CM-IIIc-g-3) 2. Analyzes the musical characteristics of Traditional and Contemporary Philippine Music. (MU10CM-IIIa-h-2) 3. Improvises simple vocal/ instrumental accompaniments to selected Contemporary Philippine Music (MU10CM-IIIId-e-5)
III. CONTENT/CORE CONTENT	20th Century Traditional Composers

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities
A. Introduction <i>Panimula</i>	Day 1	<p>Contemporary music in the Philippines refers to compositions that have adopted ideas and elements from 20th-century art music in the west, as well as the latest trends and musical styles in the entertainment industry. The modern Filipino repertoire consists of musical pieces that have been written in 20th-century idioms that have evolved out of such stylistic movements as impressionism, expressionism, neo-classicism, as well as avant-garde and new music.</p> <p>20th CENTURY TRADITIONAL COMPOSERS (PART I)</p> <p>1. FRANCISCO B. BUENCAMINO SR. (1883 – 1952) Founded the Conservatory of Music in Centro Escolar University Created the Buencamino Music Academy HIS COMPOSITIONS: Larawan Harana Maligayang Bati Pandanggo ni Neneng</p> <p>2. FRANCISCO S. SANTIAGO (1889 – 1947) Francisco Santiago is known as the "Father of the Kundiman" and belonged to the "Triumvirate of Filipino Composers". His music was Romantic in style, incorporating Western forms and techniques with folk materials HIS COMPOSITIONS: Hibik ng Pilipinas Pakiusap Kundiman (AnakDalita) Sakali Man</p> <p>3. NICANOR ABELARDO (1893 – 1934) Nicanor Abelardo is one of the "Triumvirate of Filipino Composers" which includes Antonio Molina and Francisco Santiago HIS COMPOSITIONS: Mutya ng Pasig Cavatina for Violoncello Nasaan Ka Irog Magbalik Ka Hirang</p> <p>4. ANTONIO J. MOLINA (1894 – 1980) National Artist for Music Antonio Molina was the first National Artist for Music and is considered one of the "Triumvirate of Filipino Composers" which includes Nicanor Abelardo and Francisco Santiago. Molina was a product of both the Romantic and Impressionist styles. He was fascinated by the dynamics and harmonies of Debussy but retained much of the Romantic style in his melody. HIS COMPOSITIONS: Kung salyong Gunita Malikmata (Transfiguration) Pandanguhan Hatinggabi</p> <p>5. HILARION RUBIO Y FRANCISCO (1902 – 1985) A composer, music teacher, conductor, and clarinetist, he created substantial works for the orchestra. He co-founded the Anak Zapote Band. He later became a bandleader and conductor of the ROTC Band of the Conservatory of Music, University of the Philippines (UP) and played the violin and timpani with the UP Junior Symphony Orchestra</p>

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities
		<p>HIS COMPOSITIONS: Bulaklaken Hatulan Mo Ako Theme and Variations for Band Ginintuang Araw</p> <p>6. COL. ANTONINO BUENAVENTURA (1904 – 1996) National Artist for Music He restored the Philippine Constabulary Band in 1945, which was reputedly likened to a symphony orchestra. It was considered as “one of the best military bands in the world.” It would later be renamed the Philippine Army Band.</p> <p>HIS MUSIC AND COMPOSITIONS: Minuet, Mindanao Sketches, Divertimento for Piano and Orchestra, Variations and Fugue, Greetings (based on Philippine folk music) and Pandanggo sa Ilaw.</p> <p>7. RODOLFO S. CORNEJO (1909 – 1991) His first composition at age 10 was a piano piece entitled Glissando Waltz. It was followed three years later by a military march entitled Salute. He is listed in “The International Who’s Who in Music.” Cornejo was also known for his extemporaneous thematic improvisations based on the letters of people’s names.</p> <p>HIS MUSIC AND COMPOSITIONS: A la Juventud Filipina, Bailes de Ayer, Caprice on a Folksong, Cello Sonata, Ibong Adarna, Kandingan, Malakas At Maganda, Overture, Okaka, Oriental Fantasy, Piano Concerto Nos. 1,2,3, Ruby and Song of the Miners</p> <p>8. FELIPE PADILLA DE LEON SR. (1912 – 1992) National Artist for Music He took up Fine Arts at the University of the Philippines in 1927, but he had to stop schooling in order to make a living. He played the trombone in dance orchestras which performed in cabarets, circuses and bodabil (vaudeville). He was known as a nationalist composer who expressed the Philippines’ cultural identity through his compositions.</p> <p>HIS MUSIC AND COMPOSITIONS: Noli Me Tangere (1957) and El Filibusterismo (1970), Tindig, Aking Inang Bayan, Bagong Lipunan, Payapang Daigdig (1946), Noche Buena, and Pasko Na Naman</p> <p>9. LUCIO SAN PEDRO (1913 – 2002) National Artist for Music San Pedro is known as a “romantic nationalist.” He incorporated Philippine folk elements in his compositions with Western forms and harmony. His chords have a rich expressive tonality</p> <p>HIS MUSIC AND COMPOSITIONS: Sa Ugoy ng Duyan, Suite Pastorale (1956), Lahing Kayumanggi (1962)</p> <p>10. ROSENDO E. SANTOS JR. (1922 – 1994) He was born on September 3, 1922 in Cavite City. At age 11, he started composing band marches, instrumental, and vocal scores, as well as music for Catholic masses Santos was awarded the “Philippine Composer of the Century” after receiving the “Composer of the Year Award” in Manila in 1956 and 1957.</p> <p>11. ALFREDO BUENAVENTURA (1929) A composer, conductor and teacher. He was drawn by his fascination with trumpets and trombones and became one of its arrangers and conductors. He was one of twenty boy sopranos of Tiples at Sto. Domingo Church from where he received his first significant musical training.</p> <p>HIS MUSIC AND COMPOSITIONS: Maria Makiling (1961), Diego Silang (1966), Prinsesa Urduha (1969), cantatas Ang Ating Watawat (1965), Paskong Barangay (1964), three piano concertos subtitled: Celebration, Determination and Exultation, Dakilang Lahi (1971), Gomburza (1981), and Rizal, the Great Malayan Antagonist, Philippine Medley No.2</p> <p>12. CIPRIANO “RYAN” CAYABYAB (1954) Ryan Cayabyab is a popular contemporary composer who also has classical compositions to his credit. His compositional style makes much use of syncopation, extended chords, and chromatic harmony He obtained his Bachelor of Music degree at the UP College of Music. At present, he continues</p>

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities																														
		<p>to be a much sought-after professor, musical director, composer, arranger, and conductor in the Philippine concert and recording scenes.</p> <p>HIS MUSIC AND COMPOSITIONS: Misa, Four Poems for Soprano and Piano, Te Deum, Kay Ganda ng Ating Musika (1978), as well as the modern zarzuela Alikabok (2003), the opera Spoliarium</p> <p>NEW MUSIC COMPOSERS</p> <p>1. JOSE M. MACEDA (1917-2004) National Artist for Music His musical style shifted when he encountered the music of the indigenous tribes of Mindoro in 1953. He then embarked on his life's work, dedicated to the understanding and preservation of Filipino traditional music. e.g. Ugma-Ugma</p> <p>2. LUCRECIA R. KASILAG (1918-2008) National Artist for Music She is particularly known for incorporating indigenous Filipino instruments into orchestral productions. Among Kasilag's many compositions are Toccata for Percussion and Winds (1959), composed for indigenous Muslim instruments and Western instruments.</p> <p>3. JERRY A. DADAP (born 1935) His major works as composer-conductor were performed at the concert "LAHI" that featured works by local major composers. e.g. Tubig ng Buhay</p> <p>4. FR. MANUEL P. MARAMBA, OSB (born 1936) He was the youngest finalist to participate in the National Music Competitions for Young Artists (NAMCYA) piano competition in 1978. His other major compositions are the music for Awakening which was commissioned by Ballet Philippines and music for Philippine Ballet Theater's production of Seven Mansions</p>																														
B. Development Pagpapaunlad	Day 2	<p>Learning Task 1: Find the Composer Directions: Below are titles of the compositions of the different composers discussed above. Place them accordingly under the names of its composer. Write your answers on the space provided.</p> <table border="1"> <thead> <tr> <th colspan="3">THE COMPOSITIONS</th> </tr> </thead> <tbody> <tr> <td>Kay Ganda ng Ating Musika</td> <td>Kundiman (Anak Dalita)</td> <td>Maria Makiling</td> </tr> <tr> <td>Pandanggo ni Neneng</td> <td>Ugoy ng Duyan</td> <td>Hatinggabi</td> </tr> <tr> <td>Mutya ng Pasig</td> <td>Bulaklaken</td> <td>Pandanggosallow</td> </tr> <tr> <td>Pasko Na Naman</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <tbody> <tr> <td>NicanorAbelardo</td> <td>Antonio J. Molina</td> <td></td> </tr> <tr> <td>Francisco Santiago</td> <td>Lucio San Pedro</td> <td></td> </tr> <tr> <td>Hilarion Rubio Y Francisco</td> <td>Alfredo Buenaventura</td> <td></td> </tr> <tr> <td>Ryan Cayabyab</td> <td>Felipe De Leon</td> <td></td> </tr> <tr> <td>Col. Antonio Buenaventura</td> <td>Francisco Buencamino Sr.</td> <td></td> </tr> </tbody> </table> <p>Learning Task 2: I Can Sing That Song! Directions: 1. Choose one OPM (Original Pinoy Music) music or song you'd like to perform. 2. Create an improvised musical instrument that you can use as accompaniment for your performance. 3. You can include your parents or any family members in doing this fun and exciting activity!</p>	THE COMPOSITIONS			Kay Ganda ng Ating Musika	Kundiman (Anak Dalita)	Maria Makiling	Pandanggo ni Neneng	Ugoy ng Duyan	Hatinggabi	Mutya ng Pasig	Bulaklaken	Pandanggosallow	Pasko Na Naman			NicanorAbelardo	Antonio J. Molina		Francisco Santiago	Lucio San Pedro		Hilarion Rubio Y Francisco	Alfredo Buenaventura		Ryan Cayabyab	Felipe De Leon		Col. Antonio Buenaventura	Francisco Buencamino Sr.	
THE COMPOSITIONS																																
Kay Ganda ng Ating Musika	Kundiman (Anak Dalita)	Maria Makiling																														
Pandanggo ni Neneng	Ugoy ng Duyan	Hatinggabi																														
Mutya ng Pasig	Bulaklaken	Pandanggosallow																														
Pasko Na Naman																																
NicanorAbelardo	Antonio J. Molina																															
Francisco Santiago	Lucio San Pedro																															
Hilarion Rubio Y Francisco	Alfredo Buenaventura																															
Ryan Cayabyab	Felipe De Leon																															
Col. Antonio Buenaventura	Francisco Buencamino Sr.																															




IV. LEARNING PHASES	Suggested Time Frame	Learning Activities				
		4. Record your performance and submit it to your teacher.				
		RUBRICS:				
		CRITERIA/SCORE	5	4	3	2
		SONG INTERPRETATION	Most accurate facial expressions, and emotions are present in the performance	Proper facial expressions and emotions are present in the performance.	Moderate facial expressions and emotions are present in the performance.	Minimal facial expressions, and emotions are present in the performance.
		IMPROVISATION	Used improvise materials in the whole performance.	Used improvised materials in most part of the performance.	Used improvised materials in some parts of the performance.	The use of improvised materials is not present.
FAMILY INVOLVEMENT	All of the family members are present in the performance.	Most of the family members are present in the performance.	One of the family members are present in the performance.	No family members are present in the performance.		
C. Engagement Pakikipagpalihan	Day 3	Learning Task 3: Singing Activity: Song Medley 1. Sing any of the song compositions of Jose M. Maceda, Lucrecia R. Kasilag, Jerry A. Dadap and Fr. Manuel P. Maramba. 2. perform with anyone from your family members, interpreting the songs with appropriate pitch, rhythm, style, timbre, dynamics, melody, texture, harmony and expression. 3. You may incorporate simple vocal and instrumental accompaniment in the Performance. 4. Take a video of your performance and pass it to your teacher. You will be given score base from this criteria: Musicianship (presence of different musical elements) - 50 % Presentation impact and showmanship - 20 % Coordination and organization - 20 % Family involvement - 10 %				
D. Assimilation Paglalapat	Day 4	Learning Task 4: Share it! Fill in the diagram (clouds) below by writing your own insights about the given statement. Base your answer from your experience in the last task.				

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities
		<div>IMPORTANCE OF THE MUSIC</div> <div>EXPERIENCE PERFORMING WITH THE FAMILY</div> 
V. ASSESSMENT (Learning Activity Sheets for Enrichment, Remediation or Assessment to be given on Weeks 3 and 6)		<p>Answer briefly the following questions.</p> <p>1. How can listening to contemporary music help you to ease the stress during COVID19?</p> <p>_____</p> <p>_____</p> <p>2. What do you think are the benefits of music at this time of pandemic?</p> <p>_____</p> <p>_____</p>
VI. REFLECTION		<ul style="list-style-type: none"> The learners will write their personal insights about the lesson in their notebook using the prompts below: <p>I understand that _____.</p> <p>I realize that _____.</p> <p>I need to learn more about _____.</p>

Prepared by:	GFLMNHS/ GRADE 10 MAPEH TEACHERS	Evaluated by:	APRILITO C. DE GUZMAN Ed. D NIMFA P. MANALO
---------------------	----------------------------------	----------------------	--

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.

 - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
 - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
 - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

W6	Learning Area	MUSIC	Grade Level	10
	Quarter	3 rd	Date	

I. LESSON TITLE	Contemporary Philippine Music
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	1. Performs selections of contemporary Philippine music; (MU10CM-IIIb-h-4) 2. Evaluates music and music performances using guided rubrics. (MU10CM-IIIh-8)
III. CONTENT/CORE CONTENT	New Music Composers and Song Composers

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities
A. Introduction <i>Panimula</i>	Day 1	<p>Composers of experimental New Music in the Philippines include Jose Maceda, Lucrecia Kasilag, Ramon Santos, Manuel Maramba, Jerry Dadap, Francisco Feliciano, Josefino "Chino" Toledo, and Jonas Baes. They retained the Filipino spirit by incorporating traditional music forms as well as indigenous rhythms and instruments.</p> <p>NEW MUSIC COMPOSERS</p> <p>1. RAMON P. SANTOS (1941 – present) National Artist for Music Santos' compositional style features chromaticism, music seria, and electronic components, combined with indigenous Philippine music elements. His works include Ding Ding Nga Diyawa, Nabasag na Banga at Iba't iba pang Pinag-ugpongugpong na Pananalita sa Wikang Pilipino para sa Labing Anim na Tinig, and L'BAD.</p> <p>2. FRANCISCO F. FELICIANO (1942 – 2014) National Artist for Music Francisco F. Feliciano, avantgarde composer and conductor for band and chorus, was born on February 19, 1942 in Morong, Rizal. His first exposure to music was with the Morriz Band, a brass ensemble established and owned by his father, Maximiano Feliciano. Among his other large works are Transfiguration and Missa Mysterium for orchestra and large chorus.</p> <p>3. JOSEFINO TOLEDO (1959 – present) Josefino "Chino" Toledo is a recognized figure in the Asian contemporary art music scene. He received his Master of Music degree from the Cleveland Institute of Music, USA. Among his awards are the following: "Ten Outstanding Young Men" (TOYM); "International Award for the Arts"; "Civitella Ranieri Fellowship in Italy"; and the "Chancellor Awards for Outstanding Musical Works," University of the Philippines. E.g. Alitaptap</p> <p>4. JONAS BAES (1961 – present) Baes is known for writing music utilizing unorthodox musical instruments such as bean pod rattles, leaves, iron-nail chimes, and various Asian instruments such as bamboo scrapers, bamboo flutes, and vocal music using Asian vocal techniques.</p> <p>DALUY (Flow) interval music for five animator-percussionists and about a hundred bird whistles distributed among the audience.</p> <p>SONG COMPOSERS</p> <p>1. LEVI CELERIO (1910 – 2002) National Artist for Literature and Music Prolific lyricist and composer Levi Celerio was named National Artist for Music and Literature in 1997. Also a violinist, he had written the lyrics for over 4,000 songs in his lifetime, including many for film. A great number of kundimans and Filipino love songs have lyrics written by him, most notable of which are Dahil sa Iyo, Buhat, and Ang Pasko ay Sumapit.</p> <p>2. CONSTANCIO DE GUZMAN (1903 – 1982) s. His "unexpected" hit music, Panaginip, paved the way for him to record hundreds of songs, principally under Villar and Columbia Records. In 1948, his song Ang Bayan Ko and Kung Kita'y Kapiling won the gold medal at the Paris International Fair. Bayan Ko was later adopted as the symbolic song of the People Power Movement of 1986</p> <p>3. MIGUEL "MIKE" VELARDE JR. (1913 – 1986)</p>

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities															
		<p>Velarde created his own style as he composed highly melodious and romantic songs such as Ikaw, Lahat ng Araw, Habang Buhay, Minamahal Kita, Ikaw ay Akin, and Dahil Sa Iyo. In 1970, he won the Best Conductor award at the First International Popular Song Contest in Japan with his composition As Long as Forever.</p> <p>3. SANTIAGO SUAREZ (1901 – 1964) Suarez's compositions are a mixture of the soulful kundiman style and the lively strains of the countryside. The melodies are tonal and catchy, while the rhythms follow the regular meter with minimal tempo changes.</p> <p>4. RESTITUTO "RESTIE" UMALI (1916 – 1998) Umali arranged the Philippine national anthem and the local classic Katakataka for the Boston Pops Orchestra when it performed for the Philippine Independence Night in Boston in 1972. Among Umali's most popular songs are SaanKa Man Naroroon, Alaala ng Lumipas, Ang Pangarap Ko'y Ikaw, Sa Libisng Barrio, Di Ka Nag-iisa, and Paano Kita Lilimutin.</p> <p>5. ANGEL PEÑA(1921 – 2014) In 1959, the University of Santo Tomas launched a national symphonic composition contest open to Filipino composers. Peña's entry Igorot Rhapsody won first prize the following year.</p> <p>6. ERNANI CUENCO (1936 – 1988) National Artist for Music Cuneco's compositions are popular and well-loved, especially Gaano Ko Ikaw Kamahal and Bato sa Buhangin which he composed for films in honor of his wife. Aside from these signature pieces, Cuenco's other songs include Nahan, Kahit na Magtiis, Diligin Mo ng Hamog ang Uhaw na Lupa, Pilipinas,</p> <p>7. GEORGE CANSECO (1934 – 2004) Canseco was considered as "a nationally acclaimed composer of numerous popular classics." He was commissioned by Former First Lady Imelda R. Marcos to compose a national tribute hymn entitled Ako Ay Pilipino (I Am A Filipino).</p> <p>8. LEOPOLDO SILOS Sr. (1925 – 2015) He composed and recorded a number of romantic songs, the most famous of which were two of his well-known hits, Dahil Sa Isang Bulaklak (Because Of One Flower) and Hindi Kita Malimot (I Can't Forget You). He was also the award-winning musical director of the long-running television musical program, Aawitan Kita, which starred Armida Siguion-Reyna</p>															
B. Development Pagpapaunlad	Day 2	<p>Learning Task 1: Musical Style Directions: Fill in the table by writing the name of the composers, title of their compositions and their musical style.</p> <table border="1"> <thead> <tr> <th>Name of Composer</th><th>(1) Song Title</th><th>Musical Style</th></tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Learning Task 2: Song and Culture Directions: How did these songs reflect the culture of the early generation? Write your answer on the space provided.</p> <p>1. Ang Pipit - _____</p> <p>2. Bayan Ko - _____</p> <p>3. Dahil Sa Iyo - _____</p>	Name of Composer	(1) Song Title	Musical Style												
Name of Composer	(1) Song Title	Musical Style															

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities												
		4. Pandango ni Neneng - _____ 5. Paano Kita Lilimutin _ _____												
C. Engagement Pakikipagpalihan	Day 3	Learning Task 3: Kundiman MV (Music Video) Directions: 1. Choose any kundiman song that will serve as your piece for this activity. Make a short music video of your chosen song as you lip sync or sing it live. Sample music video is provided to serve as your guide in doing the activity. : https://www.youtube.com/watch?v=HSTVHzZgPqc 2. Be sure to include any member of your family in this activity. 3. Take a video of your performance. Editing is the key to show your best shot! 4. Submit your output to your teacher. NOTE: You will be graded based from the following criteria. <table><tr><th colspan="2">CRITERIA</th></tr><tr><td>Song Interpretation (Story Line)</td><td>30</td></tr><tr><td>Expressive Qualities (Acting)</td><td>25</td></tr><tr><td>Video Editing</td><td>25</td></tr><tr><td>Family coordination</td><td>20</td></tr><tr><td>TOTAL</td><td>100</td></tr></table>	CRITERIA		Song Interpretation (Story Line)	30	Expressive Qualities (Acting)	25	Video Editing	25	Family coordination	20	TOTAL	100
CRITERIA														
Song Interpretation (Story Line)	30													
Expressive Qualities (Acting)	25													
Video Editing	25													
Family coordination	20													
TOTAL	100													
D. Assimilation Paglalapat	Day 4	Learning Task 4: Ethnic Sounds Directions: Write down (ES) if the composer given below uses ethnic sounds and (NA) if it is not applicable. 1. Ramon Santos- _____ 2. Francisco Feliciano - _____ 3. Josefino Toledo - _____ 4. Jonas Baes - _____.												
V. ASSESSMENT (Learning Activity Sheets for Enrichment, Remediation or Assessment to be given on Weeks 3 and 6)		Learning Task 5: I CAN! Directions: “As a millennial, how will you show your appreciation for our sentimental and classical kundiman and Filipino jazz music?” Write your answer on the space provided. _____ _____ _____ _____ _____ _____												
VI. REFLECTION		• The learners will write their personal insights about the lesson in their notebook using the prompts below: I understand that_____ I realize that_____ I need to learn more about_____.												

Prepared by:	GFLMNHS/ GRADE 10 MAPEH TEACHERS	Evaluated by:	APRILITO C. DE GUZMAN Ed. D NIMFA P. MANALO
---------------------	----------------------------------	----------------------	--