

W1	Learning Area	MUSIC	Grade Level	7
	Quarter	4th	Date	
I. LESSON TITLE		Music of Philippine Festivals and Theatrical Forms		
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)		<ul style="list-style-type: none"><li>Identifies musical characteristics of selected Philippine festivals and theatrical forms through video or live performances.</li><li>Describes the origins and cultural background of selected Philippine festival/s.</li><li>Describes how the music contributes to the performance of the musical production.</li><li>Describes how a specific idea or story is communicated through music in a particular Philippine musical theater;</li></ul>		
III. CONTENT/CORE CONTENT		Festivals of Aklan, Cebu and Batangas and Philippine Theatrical Form		
IV. LEARNING PHASES AND LEARNING ACTIVITIES				
I. Introduction (Day 1)				
<p>What's New?</p> <p>FESTIVAL DANCE-cultural dance performed to the strong beats of percussion instruments by a community of people sharing the same culture usually done in honor of a Patron Saint or in thanksgiving of a bountiful harvest. Festival dances draw people's culture by portraying the people's way of life through movements, costumes and implements inherent to their place of origin.</p> <p><b>NATURE OF FESTIVAL DANCES</b></p> <p>•Festival dances may be: <input type="checkbox"/>Religious <input type="checkbox"/>Secular or Non- Religious</p> <p style="text-align: center;"><b>Religious Festivals</b></p> <p><b>The Ati-Atihan Festival</b> is a feast held in honor of the Santo Niño held annually in January concluding on third Sunday, in the town of Kalibo, Aklan in the Philippines. Celebrants paint their faces with black soot and wear bright, outlandish costumes as they dance in revelry during the last three days of these two week-long festivals.</p> <p style="text-align: right;"></p> <p><b>Sinulog Festival.</b> The festival honors the child Jesus, known as the Santo Niño (Holy Child), patron of the city of Cebu. It is a dance ritual that commemorates the Cebuano people's pagan origin, and their acceptance of Christianity. The festival features a street parade with participants in bright-colored costumes dancing to the rhythm of drums, trumpets, and native gongs.</p> <p style="text-align: right;"></p> <div><p><b>Moriones Festival.</b> The Moriones is an annual festival held on Holy Week on the island of Marinduque. The "Moriones" are men and women in costumes and masks replicating the garb of biblical Roman soldiers as interpreted by local folks – Morion means "mask" or "visor," a part of the medieval Roman armor which covers the face.</p></div> <p style="text-align: center;"><b>Non -Religious Festivals</b></p> <p><b>Kadayawan Festival</b>, The Kadayawan Festival is an annual festival of Third week of August in the city of Davao in the Philippines. Its name derives from the friendly greeting "Madayaw", from the Dabawenyo word "dayaw", meaning good, and valuable, superior or beautiful. The festival is a celebration of life, a thanksgiving for the gifts of nature, the wealth of culture, the bounties of harvest and serenity of living.</p> <p>The<b>Sublian Festival</b> started by the city Mayor Eduardo Dimacuha on July 23, 1988 on the annual observation of the city hood of Batangas City. Subli is presented during a feast, as ceremonial worship dance in honor to the <b>Holy Cross</b>. The image of the Holy Cross was found during the Spanish rule in the town of Alitagtag. It is the patron saint of ancient town of Bauan. The dance is indigenous to the province of Batangas.</p> <p style="text-align: right;"></p> <p>The <b>Ibalong Festival</b> is a non-religious festival in Legazpi City, Albay based on the Ibalong epic held on October 25-31. The festival celebrates the epic story of Ibalong who was accompanied by three legendary heroes namely Baltog, Hangyong and Bantong.People parade in the streets wearing masks and costumes to imitate the appearances of the heroes and the villainsportrayingthe basic battles that made their way into the history of Bicol. The festival aims to express the warmth and goodwill to the people.</p> <p style="text-align: right;"></p>				

### IV. LEARNING PHASES AND LEARNING ACTIVITIES

**KOMEDYA SARSUELA** An art form of lyric theatre drama, comical in nature and it is incorporated with singing, dancing and dialogue. Originated from Spain and was made popular in the Philippines in the 1800's. It portrays the typical Filipino realities and stories in a particular country and social relations which viewers can relate in their lives such as elections and feasts, marriage and family, vices, and values.

#### Zarsuela characters and music:

The actors and actresses as they say their lines on the scene, they sing it out. There are solo parts like solo male or solo female but there are also group parts or the choir. The music with the lyrics enhances the mood of the story and gives emphasis to each word spoken by the actors. The musical experience in the Philippine Sarzuela triggers the emotion of the audience to be able to connect the message of the story. Severino Reyes wrote and staged the Tagalog sarswela, Walang Sugat (Not wounded) in 1902.



**BODABIL** is an indigenized form of vaudeville, introduced in the Philippines around the turn of the 20th century. It featured a hodgepodge of musical numbers, short-form comedy and dramatic skits, and even magic acts, often staged inside the theaters of Manila. It was developed because city growers wanted to uplift their emotional stability from the usual stage acts to a stage presentation featuring comedy, musical, monologue, skits, impersonators, acrobats, and even magical acts. The entertainers helped to make jazz and blues popular and admired in our country.

#### D. Development (Day 2)

##### B. What I Need to Know?

##### ACTIVITY 1: WHAT AM I

**Directions:** Fill in the chart with correct information. Write your answer on a sheet of paper.

Festival	Characteristics and Cultural Background	Place of Origin
Ati-atihan	1.	2.
Sinulog	3.	4.
Kadayawan	5.	6.
Moriones	7.	8.
Sublian	9.	10
Ibalong	11.	12.

##### ACTIVITY 2: WORD SLASH

**DIRECTIONS:** Find and slash out the listed words below that tell about the lesson in Philippine festivals and theatre.

- Moriones
- Ati-atihan
- Ibalong
- Sarzuela
- Bodabil
- Komedya
- Festival
- Religious
- Non-religious
- Kadayawan

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

#### E. Engagement (Day 3)

##### ACTIVITY 3: BEHIND THE STORY

**Directions:** Choose the type of theatrical play that best describes the story behind each image. Write only the letter of the correct answer.

- A. Komedya B. Sarsuela C. Bodabil

## IV. LEARNING PHASES AND LEARNING ACTIVITIES



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

### ACTIVITY 4: MATCHING TYPE

1. Direction: Match the terms in Column A to the words being described in Column B. Write only the letter of the correct answer.

**A**

- \_\_\_ 1. Sinulog festival
- \_\_\_ 2. Kadayawan festival
- \_\_\_ 3. Sarsuela
- \_\_\_ 4. Sublian
- \_\_\_ 5. Moriones
- \_\_\_ 6. Komedya
- \_\_\_ 7. Ati-atihan
- \_\_\_ 8. Zarsuela
- \_\_\_ 9. Ibalong
- \_\_\_ 10. Bodabil/vaudeville

**B.**

- A. Men dances with wooden sticks while women do the talik
- B. Consists of dance with forward and backward movement.
- C. Features colorful warrior Longinus.
- D. Singing and dancing with special offerings
- E. Performed on theater or stage with elaborate props.
- F. a celebration in January concluding on third Sunday, in the town of Kalibo, Aklan in the Philippines.
- G. a festival celebrated in Legazpi City, Albay based on the Ibalong epic held on October 25-31
- H. it describes a theatrical play Walang Sugat
- I. a hodgepodge of musical numbers, short-form comedy and dramatic skits, and even magic acts, often staged inside the theaters of Manila.
- J. It portrays the typical Filipino realities and stories in a particular country and social relations

**A. Assimilation (Day 3)**

**D. What I have Learned?**

### ACTIVITY 5: ESSAY

**Direction:** Write a short essay about the importance of Philippine theatre. Consider the rubrics below in writing.

**Rubrics:**

Category	4	3	2	1
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### IV. LEARNING PHASES AND LEARNING ACTIVITIES

Organization	Order developed and highly sustained	Order developed and moderately sustained	Order fairly sustained	Needs to improve construction of thoughts into words
Content	Content is highly arranged and substantial	Limited content with inadequate elaboration or explanation	Content is not clear or confusing	Minimal content
Grammar	Evident control of grammar	Sufficient control of grammar	Limited control of grammar	Very poor control of grammar

### V. ASSESSMENT (Day 4)

(Learning Activity Sheets for Enrichment, Remediation, or Assessment to be given on Weeks 3 and 6)

**Directions:** Answer the following questions briefly.

1. What makes festival and Philippine theater important to the lives of the Filipinos? Why?

2. Do you think we still need festivals and theater since Filipinos are now living in the modern period? Why?

### VI. REFLECTION (Day 4)

Communicate your personal assessment as indicated in the Learner's Assessment Card.

- The learner communicates the explanation of their personal assessment as indicated in the **Learner's Assessment Card**.
- The learner will write their personal insights about the lesson using the prompts below.  
I understand that \_\_\_\_\_.  
I realize that \_\_\_\_\_.  
I need to learn more about \_\_\_\_\_.

#### 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	

### VII. REFERENCES

<https://guidetothephilippines.ph/articles/history-culture/best-festivals-philippines>  
<https://viatravelers.com/festivals-in-the-philippines/>

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<b>W2</b>	<b>Learning Area</b>	MUSIC	<b>Grade Level</b>	7
	<b>Quarter</b>	4TH	<b>Date</b>	

**I. LESSON TITLE** Music of Philippine Festivals and Theatrical Forms

**II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)**

1. Improvises music accompaniment in relation to a particular Philippine festival.
2. Performs selection/s from chosen Philippine musical theater.

**III. CONTENT/CORE CONTENT** Festivals of Aklan, Cebu and Batangas and Philippine Theatrical Form

**IV. LEARNING PHASES AND LEARNING ACTIVITIES**

**I. Introduction (Time Frame: DAY 1 )**

The **Ati-Atihan Festival** is known as the wildest of the Philippine festival. People cheer and shout "Hala Bira!" and "Viva Santo Niño!" to encourage enthusiasm and continuous dancing for the duration of the festival. It is a week-long festival held annually every third week of January that consists of a tribal dance parade with drum music, costumes, and indigenous accessories to honor the Santo Niño or the Holy Child Jesus. People cheer and shout "Hala Bira!" and "Viva Santo Niño!" to encourage enthusiasm and continuous dancing for the duration of the festival.



The **Sinulog Festival** is an annual cultural and religious festival held on the third Sunday of January in the city of Cebu to honor Santo Niño, commemorate the Filipino rejection of their former religious views, and acceptance of Christianity. This festival is famous among local and international tourists for its grand street parade which imitates the type of dancing done by natives of Cebu before they were baptized as Christians. The petitioners often yell "Pit Senior!". They flock to the festival for prayer requests and thanksgiving while dancing, believing that Santo Niño will hear them. Different group of dancers dressed in colorful attire are accompanied by rhythmic music of the drums, percussions, trumpets, and native gongs.



The **Sublian Festival** is an annual celebration reflecting Batngueños' commitment and great love to their town's patrons, the Holy Cross of Bauan and Agoncillo, and the Santo Niño of Batangas City. It was originally religious ceremony that involves praying, eating, dancing "Subli", and singing verses with strict skeletal melody. The religious commitment was translated to "Subli", a dance local to Batangas. Traditionally, the Subli is performed with chanting and accompanied by drums. Subli come from two words: (bending your body forward or downward). Thus, throughout the dance, male dancers are in trunk-forward-bend position to give the impression of broken bodies.



Philippine Theater

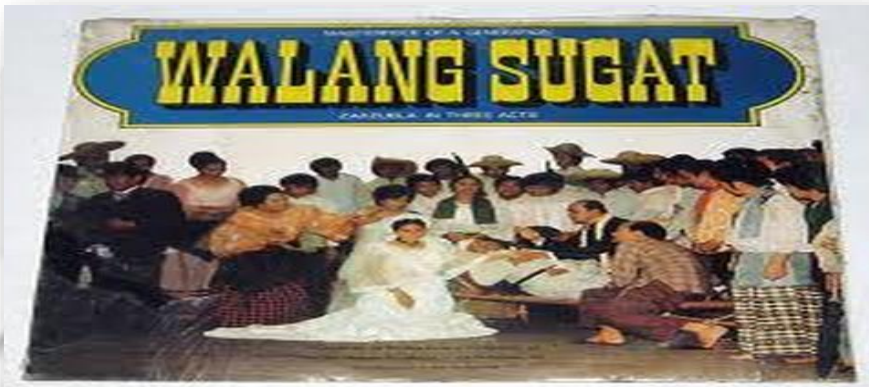
☐ **Komedy** comes from the 16th century Spanish comedia (play). It is a play written in verse which uses traditional methods of the marcha (march) for entrance or exit, Batalia (choreograph fighting) and magia (magical effects). It is one of the colorful theatrical traditions in the Philippines used by the Spanish as the method to spread Christianity. This theatrical form describes the conflicts of Christians and Muslims. This theatrical performance spread instantly but was criticized of its lack of national importance and realism.



## IV. LEARNING PHASES AND LEARNING ACTIVITIES

Two Types of Komedyas:

1. **Secular Komedyas** - usually performed in town's celebration. An example popularized in 1600's is the "Moro-Moro" that use stories that revolve around kings, queens, princes, princesses, animals, and supernatural beings. Most of the time, it portrays the clash between Christians and Muslims. Another example is "Tibag or Arakyo" during Santacrusan.
2. **Religious Komedyas** - mostly performed to enhance religious festivities. It focuses on the life of religious icons. Examples are Siete Palabras, Comedia De San Miguel and Senakulo, the Lenten presentation of Passion of Christ.



Sarsuela is an art form of lyric theater drama, comical in nature and it is incorporated with singing, dancing, and dialogue. It is a play in prose. Sarsuela originated in the Philippines in the 1800's. It portrays the typical Filipino realities stories and social relations which viewers can relate in their lives such as elections, marriage and family, vices, and values. Walang Sugat is one of the most famous Sarsuela in the country.

**Bodabil** is another stage shows that became popular during Japanese period based on the French Vaudeville. It was developed because city growers wanted to uplift their emotional stability from the usual stage acts to a stage presentation featuring comedy, musical, monologue, skits, impersonators, acrobats, and even magical acts. Different Bodabil stars are Bayani Casimiro, Dely Atay-Atayan, Togo and Pugo, Chicahy, Rogelio Dela Rosa, Leopoldo Salcedo, and Katy Dela Cruz.

### D. Development (Time Frame: DAY 2 )

#### ACTIVITY 1: MY FESTIVAL

Directions: Identify the correct term being described by the following statements. Write the letter of your answer on the space provided.

1. The term "Ati-atihan" means \_\_\_\_\_.  
 A. Make-Believe Atis  
 B. Make-Believe Friend  
 C. Make-Believe everyone  
 D. Make-Believe Man
2. This festival features street dancing, harana, indigenous Filipino games, Lupakan, singing and dancing in the province of Batangas.  
 A. Panagbenga  
 B. Sinulog  
 C. Kadayawan  
 D. Sublian
3. It is collaborative form of theater, music, dance, and literature that portrays day to day struggles and triumphs of common Filipinos.  
 A. Bodabil  
 B. Moro-moro  
 C. Komedyas  
 D. Sarsuela
4. This is a dance form that originated in Batangas. Traditionally, it is performed with the accompaniment of the drums and chanting that praises the Patron through poetry, movement, and music.  
 A. cha-cha  
 B. Subli  
 C. Pandanggosailaw  
 D. Tinikling
5. It is one of the colorful theatrical traditions in the Philippines used by the Spanish as a method to spread Christianity.  
 A. Bodabil  
 B. Moro-moro  
 C. Komedyas  
 D. Sarsuela

#### ACTIVITY 2: MY CREATION

Directions: Create an improvise head dress used in festival (Ati-Atihan, Sinulog or Sublian). Use any materials that can be found or available at home. Take a photo of your work and submit it to your teacher through the given platform. Example outputs are shown below. Your work will be graded according to the following criteria:

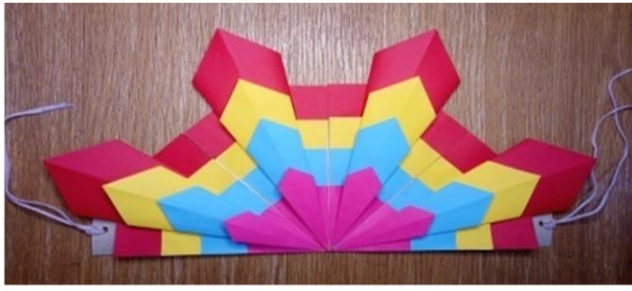
CREATIVITY 40%

QUALITY 30%

ORIGINALITY 30%

OVERALL IMPACT 10%

### IV. LEARNING PHASES AND LEARNING ACTIVITIES



E. Engagement (Time Frame: DAY 3)

#### ACTIVITY 3: VIVA VIVA PERFORM

##### Directions:

1. Perform a chant using different rhythmic patterns, hand gestures and accessories suited on your chosen festival (ex. Hala Bira of Ati-Atihan and Viva Sto. Niño of Sinulog).
2. Take a video of your performance using your cellphone or other media devices. Submit your output through an online platform suggested by your teacher.

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 be done by your family member.

Performance Rubric:

Category	4 points	3 points	2 points	1 point
<b>RHYTHM</b>	Shows very accurate rhythm.	Shows accurate rhythm.	Shows slight rhythm inaccuracy.	Shows inaccuracy of rhythm.
<b>NOTE ACCURACY</b>	Consistently very accurate.	Used accurate notes.	Few inaccurate notes.	Most notes are inaccurate.
<b>OVERALL IMPACT</b>	Performance appearance looks very creative.	Performance appearance looks creative.	Performance appearance looks slightly creative.	Performance shows no creativity.
<b>ACCESORIES</b>	Accessories are very well prepared.	Accessories are well prepared.	Accessories are prepared with minimal problem.	Accessories are not well prepared.

A. Assimilation (Time Frame: DAY 3-4)

#### ACTIVITY 4: "I AM AN ARTIST"

##### Directions:

1. Choose from the Philippine Theatrical forms (komedya, sarsuela, bodabil) you wanted to perform.
2. Plan a 2-minute video about your chosen art form. You can make your own concept, dialogue, costume and music for your performance.
3. Your siblings and parents can join you on your performance if you wish to.
4. Take video of yourself as you do the activity and submit it to your teacher.
5. Please be guided by the rubrics below when doing your performance.

Category	4 points	3 points	2 points	1 point
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### IV. LEARNING PHASES AND LEARNING ACTIVITIES

MASTERY	Master the performance very well.	Master the performance pretty well.	Master some of the parts of the performance.	No mastery at all.
PREPAREDNESS	Needed materials are all ready for the performance.	Almost all materials are ready for the performance.	Few of the materials needed are ready for the performance.	Fail to prepare the needed materials for the performance.
GROUP HARMONY	Shows very good performance with the group.	Shows good performance with the group.	Shows minimal problem while performing with the group.	Different problems were present during group performance.

### V. ASSESSMENT (Time Frame: DAY 4 )

(Learning Activity Sheets for Enrichment, Remediation, or Assessment to be given on Weeks 3 and 6)

Directions: Answer the following questions briefly.

1. In your opinion, state the different reasons why music is important in Festivals and Philippine theater?

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2. What are the similar features of the Festivals and Philippine theatrical forms that have been discussed?

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### VI. REFLECTION (Time Frame: DAY 4 )

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

#### 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.

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### VII. REFERENCES

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