



# PIVOT<sup>4A</sup>

## LEARNER'S MATERIAL

QUARTER 2  
**MAPEH (Music)**

**G7**



**DepEd CALABARZON**  
*Curriculum and Learning Management Division*

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The Editors

**PIVOT 4A Learner's Material**  
**Quarter 2**  
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# **MAPEH (Music)**

## **Grade 7**

Job S. Zape, Jr.  
**PIVOT 4A Instructional Design & Development Lead**

Ronald Lozano  
**Content Creator & Writer**

Jhonathan S. Cadavido  
**Internal Reviewer & Editor**

Lhovie A. Cauilan & Jael Faith T. Ledesma  
**Layout Artist & Illustrator**

Jhucel A. del Rosario & Melanie Mae N. Moreno  
**Graphic Artist & Cover Designer**

Ephraim L. Gibas  
**IT & Logistics**

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Regional Director: Wilfredo E. Cabral  
Assistant Regional Director: Ruth L. Fuentes

*PIVOT 4A CALABARZON Music G7*

# Guide in Using PIVOT 4A Learner's Material

## For the Parents/Guardians

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) in **MAPEH (Music)** as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace. Furthermore, this also aims to help learners acquire the essential 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the children in the tasks and ensure the learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook.

## For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to :

- a. answer all activities on separate sheets of paper;
- b. accomplish the **PIVOT Assessment Card for Learners on page 38** by providing the appropriate symbols that correspond to your personal assessment of your performance; and
- c. submit the outputs to your respective teachers on the time and date agreed upon.

## Parts of PIVOT 4A Learner's Material

	K to 12 Learning Delivery Process	Descriptions
Introduction	What I need to know	This part presents the MELC/s and the desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples.
	What is new	This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson.
Development	What I know	This part presents activities, tasks and contents of value and interest to learner. This exposes him/her on what he/she knew, what he/she does not know and what he/she wants to know and learn. Most of the activities and tasks simply and directly revolve around the concepts of developing mastery of the target skills or MELC/s.
	What is in	
	What is it	
Engagement	What is more	In this part, the learner engages in various tasks and opportunities in building his/her knowledge, skills and attitude/values (KSAVs) to meaningfully connect his/her concepts after doing the tasks in the D part. This also exposes him/her to real life situations/tasks that shall: ignite his/ her interests to meet the expectation; make his/her performance satisfactory; and/or produce a product or performance which will help him/her fully understand the target skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	This part brings the learner to a process where he/she shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of his/her knowledge in reflecting, relating or using them effectively in any situation or context. Also, this part encourages him/her in creating conceptual structures giving him/her the avenue to integrate new and old learnings.
	What I can achieve	

This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Worktexts and Textbooks provided by schools and/or Schools Division Offices, and thru other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

# Music of the Cordillera, Mindoro, Palawan and Visayas

## Lesson

### I

In this lesson, you will discover the characteristics of highland music through the series of activities.

At the end of this lesson, you should be able to describe the music characteristics of representative selections of Cordillera, Mindoro, Palawan and of the Visayas and Appreciate the beauty of highland highlands music – Cordillera, Mindoro, Palawan and Visayas through listening sample folk song

Identify the following keywords by classifying its place of origin. The choices are Cordillera, Mindoro, Palawan or Visayas. Write your answer in your notebook.

Keyword	Place of Origin	Keyword	Place of Origin	Keyword	Place of Origin
Hudhud	1.	Marayaw	6.	Pamuybuyen	11.
Gangsa	2.	Dagdagay	7.	Rondalla	12.
Ambahan	3.	Gitgit	8.	Kulial	13.
Tultogan	4.	Oppia	9.	Balitaw	14.
Tultul	5.	Sindaay	10.	Kudyapi	15.

### D

**Learning Task 1:** Study the song entitled Rosas Pandan Visayan. Read each line and determine what it conveys to you. Write the lines of the song that you can relate.

### Rosas Pandan Visayan (Cebuano)

Ania si Rosas Pandan	Here is Rosas Pandan
Gikan pa intawon na kabukiran	Just arrived from the mountains
Kaninyo makigubab-uban	To be with all of you
Sa gisaulog nga kalingawan	To celebrate the fiesta
Balitaw day akong puhunan	This song is my livelihood
Maoy kabilin sa akong ginikanan	An inheritance from my parents
Awit nga labing karaan	A most ancient song
Awit nga gikan sa kabungturan	The pride of our hill country
Ayayay ayayay ayayay	Ayayay ayayay ayayay
Aya-ay sa akong balitaw	Hey!, my song
Kanindot ba mosayaw	Is nice to dance to
Daw yamog antg kabugnaw	Like fog on a cold day
Tigadong tigadong tigadong	Tigadong tigadong tigadong
Intawon usab si Dodong	Look at Dodong (young man)
Nagtan-aw kang Inday	He's looking at the young lady
Nagtabisay ang laway	His drool is falling

The suggested online recording.  
[https://www.youtube.com/watch?v=PU8gKA\\_LLsc](https://www.youtube.com/watch?v=PU8gKA_LLsc)



Answer the following questions:

1. Describe the song using the following musical elements; Rhythm, Phrasing (Syllabic or Melismatic) and Tempo (Slow, Moderate, Fast)
2. What is the message of the song?
3. Did you like the song? Why?

**Learning Task 2:** Read the text below to have a better understanding of the lesson.

## **Music of the Cordillera**

**The Music of Cordillera may be categorized into;**

1. Vocal music
2. Instrumental music
3. Vocal ensemble with instrument accompaniment

### **Vocal Music**

1. **Ibaloi Badiw.** This vocal genres is considered to be the signature from the specific culture of Cordillera. The vocal genres among the native communities may be classify based on their function.
2. **The Infancy.** Songs are Owiwi (Kalinga), Dagdagay (Kalinga), Oppia (Kalinga), Langan bata-bata (Tausug), Bua (Subannen), and Kawayanna (Kalinga).

### **Characteristics of Vocal Music**

- \* **Melismatic.** It is a style of singing sung against several note passages or there is vocal passages with one syllable.
- \* **Free meter.** The musical meter has no time signature.

## **Music of Mindoro**

### **Vocal Music**

1. **Marayaw.** This song is used to communicate spirits in rituals for healing and protecting the community
2. **Pamuybuyen.** It is a legend which means “fear of water”
3. **Ambahan.** It consists of 7 syllables with rhythm at the end of the line. It is often used in courtship, and by visitors to ask food. Ambahan are usually written on bamboo and performed or chanted with accompanying instruments.

## **Palawan Music**

The music of Palawan is described by copying the sounds from nature and the environment. The native language highly influenced their music.

### **Vocal Music**

The native of Palawan have different kinds of vocal forms.

1. **Kulial.** A lyrical poem that expresses love.
2. **Tultul.** It is all about epic heroes and usually chanted at night, ending at daybreak.



## Music of the Visayas

### Vocal Music

Visayan music has different functions in their lives. The songs in Visayas comprise children's songs, lullabies, ballad, working songs, and serenade.

The common theme of the musical style is about love and marriage and usually performed by good singers as well as dancers and actors.

## E

**Learning Task 3:** Ambahan is an example of vocal music in Mindoro. Read and analyze an example of Ambahan using the given question below. Write your answer in your notebook.

Hanunuo-Mangyan	Filipino	English
3 H 7 H 7 H 7	Kahit may kaguluhan May tampus't alitan Di dapat talikuran Unawain mo naman!	Even with disharmony and a quarrel now and the No reason to separate. Try to understand it first!
3 H 7 H 7 H 7		
X 5 K 7 7 H 7		
H 7 H 7 H 7 X		
Source: <a href="http://www.mangyan.org/content/ambahan-marriage">http://www.mangyan.org/content/ambahan-marriage</a>		

Question:

1. What do you think is the message of the poem?
2. What do you think is the function of the poem in the lives of Mangyan?
3. If you will make a tempo for this Ambahan, what would it be? Why?

#### **Learning Task 4:**

If you make a symbol that will represent the vocal music of Cordillera, Mindoro, Palawan and Visayas, What would it be? and why? Do this activity in your notebook.

#### **Learning Task 5:**

As youth of today, what can you do to enrich the vocal music of Cordillera, Mindoro, Palawan and Visayas? Write your answer in your notebook.

Answer the given questions. Write your answers in your notebook.

1. What is your realization in studying the vocal music of the Cordillera, Palawan, Mindoro and of the Visayas?
2. What values can you derive from the lesson?



#### **Learning Task 7:**

Fill in the box with the unique characteristics of the vocal music of the Cordillera, Palawan, Mindoro and of the Visayas. Do this activity in your notebook.

**CORDILLERA**

**MINDORO**

**PALAWAN**

**VISAYAS**

# Culture & Geography in Cordillera, Mindoro, Palawan & Visayas

## I

### Lesson

Let's discover how the culture and geography affects the music of Cordillera, Mindoro, Palawan and the Visayas.

At the end of this lesson, you should be able to recognize the effect of culture and geography in the characteristics of Cordillera, Mindoro, Palawan and of the Visayas. Appreciate the relationship of culture and geography in Cordillera, Mindoro, Palawan and Visayas.

Write **CORDILLERA, MINDORO, PALAWAN** OR **VISAYAS** if the given statement describe them. Write your answer in your notebook

1. It is bounded on the north by the province of Cagayan, on the west by Ilocos Norte and Ilocos Sur, on the east by Isabela and in the south by the province of Pangasinan and Nueva Vizcaya.
2. It is long and narrow and trends northeast-southwest between the South China and Sulu seas.
3. It is situated along the western part of the island, located south of the province of Batangas in Southern Luzon.
4. It is the group of islands in the Central Philippines.

With the help of your guardian, parents or elder sibling answer the given question.

Do you think the music of Cordillera, Mindoro, and Visayas has a relationship in their geography? How do you say so?

**Read the following:**

- \* The Cordillera music is related to different occasions, occupational activities and various rituals.
- \* The music of Mindoro is used to communicate spirits in rituals and worship, weddings, works, courtship, festivals, and lullabies.
- \* The music of Palawan is described by copying the sounds from nature and the environment. The native language highly influenced their music
- \* Spanish culture highly influenced the Visayan music because they colonized the Philippines for a long time. The Spanish musicians introduced new style of music which has Western musical tradition.

**D**

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**Learning Task 1:**

Answer the given questions. Write your answers in your notebook.

1. What is your realization in the text that you've read??
2. Do you think geography is the reason why the music of Visayas is rich in Western musical tradition? Why?

**E**

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**Learning Task 2:**

In your notebook, make a slogan that will show the relationship of culture and geography in the music of the Cordillera, Mindoro, Palawan and Visayas.

### Rubric for Rating

Originality	30%
Creativity	30%
Content	30%
Neatness	<u>10%</u>
	100%

#### Learning Task 3:

In your notebook, answer this question.

What values have you gain in the lesson?

#### Learning Task 4:

In your notebook, write an explanation about the relationship of culture and geography in the music of Cordillera, Mindoro, Palawan and Visayas. List down at least 2.

**A**

Complete the given statement below. Write your answer in your notebook.

In this lesson, I learned that \_\_\_\_\_.

I will use the moral that I gained every time \_\_\_\_\_.

# Musical Instruments of Cordillera, Mindoro, Palawan & Visayas

## I

### Lesson

This lesson was made for you to be familiar in the different musical instruments and other sources from the Cordillera, Mindoro, Palawan and of the Visayas.

At the end of this lesson, you should be able to recognize the different musical instruments of the Cordillera, Mindoro, Palawan and of the Visayas, and show appreciation through creating an album of musical instrument from of the Cordillera, Mindoro, Palawan or Visayas.

With the help of other resources available to you, classify the following instruments. Write your answers in your notebook.

<b>Hornbostel-Sachs</b> (Idiophone, Membranophone, Chordophone, Aerophone)	<b>Musical Instruments</b>
	Guitar
	Gong
	Kudyapi
	Bajo de Arco
	Bungkaka

Based on the previous activity, which instrument are you familiar? Draw it in your notebook and write a short description about it.

Read the text below to have better understanding of the topic.

### **Instrumental Music of Cordillera**

Musical instruments of Cordillera is similar to the vocal music. These instruments are used during ceremonies, rituals and celebrations.

### 1. **Metal Instruments:** Gongs

It is composed of five to six flat gongs played in standing position or bending position. Gangsa ensemble is one of the common example of metal instruments.

- A. Gangsa Toppaya. The gongs are played by striking with the palm while rested on the lap
- B. Gangsa Palook. The gongs are beaten with wooden mallets while held by the left hand. Gangsa palook is usually played by men.

### 2. **Bamboo Instruments:** Woodwind and Percussion Instruments

- A. Bungkaka or Bilbil. It is played by striking against the palm of one hand
- B. Tongali. It is a nose flute. It is played with the extreme forward edge of the right or left nostril.
- C. Tongatong. These are bamboo tubes played by stomping each against the ground.
- D. Ulibaw. It is a mouth-resonated bamboo instruments. Ulibaw is played with a flexible tongue fixed at one to a surrounding frame.
- E. Patteteg. It is composed of bamboo of different sizes for varied timbre. It is split in half and struck by a wooden stick while on the lap.

## **Instrumental Music of Mindoro**

The musical instruments of Mindoro is used during rituals, festivals, and daily activity of Mangyan.

- 1. Kudyapi. It is a two string long neck lute, one string for the melody and one for the drone.
- 2. Gitgit (Lute). It is a 3 to 4 string instrument made from wood and human hair for the bow. It is also often referred as "jew's harp."
- 3. Kalutang. It is a pair of percussion bars or wood stuck to each other to produce a pitch.

## **Instrumental Music of Palawan**

The musical instruments of Palawan are made of bamboo, wood, strings, and metals. The bangit is a musical instrument played on the kudyapi, showing rhythm, movements and sound of natures.

- 1. Basal. It is a gong ensemble is a set of one or two big hongs. The agung, and a pair of small ringed gongs, sanang and gimbali (drum)
- 2. Kudyapi. It is also known as bamboo zither and it consist of one whole node of bamboo, partly slit to keep the node from splitting apart. It is played by plucking the strings and the slit allows the sound to vibrate along the length of the instrument.
- 3. Gimbali. It is a drum. A musical instruments played with basal.

## **Instrumental Music of Visayas**

The different ensembles of Visayas reflect not only musical involvement but also their sentiments, way of life, and interaction with one another and in the environment.

Here are the well-known ensemble in the Visayas.

**1. Rondalla.** It is a string ensemble that originated in Spain which means “serenade”. It is group of string instruments played with pick. Juan Silos, Jr, the “Father of Rondalla” is one of many Filipino musicians lead the ensemble.

### **Rondalla Instruments**

**Banduria.** It is the soprano instrument and usually plays the melodic line of the composition. It is an instrument that has a 14 strings with 16 frets and short neck .

**Laud.** It comes from Spanish word “lute” . It is a plectrum-plucked chordophone that has 12 strings in pairs. It is similar to banduria, tunes in fourths, but its range is one octave lower.

**Octavina.** It has shorter neck compared to guitar with 14 strings and 16 frets. It is played with laud, the lower notes in accompaniments and in unison with the bass notes.

**Guitar.** A popular musical instrument with 6 strings. It plays the rhythm of the musical piece.

**Bajo de Arco.** It is the largest among instruments in most string assemble. It has thick strings, large body and low notes. The number of strings varies to 4 — 6 and can have pitches three octave lover than middle octave. It plays bass part of the musical piece.

**2. Tultogan.** It is an ensemble of drums and bamboo. To produce sounds, the body of bamboo is struck with sticks. This kind of music has relation in the history because long time ago bamboo is used by natives for communication.

**3. Binanog.** It is a gong, drum, wooden percussion ensemble. It accompanies a dance imitating the fight of the hawk.

### **Answer the given question in your notebook.**

Based from the text that you have read, What did you notice in the materials of instrument Cordillera, Palawan and Mindoro?

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## D

**Learning Task 1:** Make a list of all the musical instruments of Cordillera, Mindoro, Palawan and Visayas. Use the table below for your answer. Do this activity in your notebook.

Hornbostel-Sachs	Cordillera	Mindoro	Palawan	Visayas
Idiophone				
Chordophone				
Aerophone				
Membranophone				
Electrophone				

## E

**Learning Task 2 :**

Answer the given questions in your notebook.

1. Why do we need to know the Hornbostel-Sachs of an instrument?
2. Which musical instruments do you like most? Why?

## A

Relate the given quotation in the musical instrument of Cordillera, Mindoro, Palawan and Visayas. Write your answer in your notebook.

“A resourceful person will always make opportunity fit his or her needs”

-Napolean Hill-

# Sound Producing Sources Similar to the Musical Instrument of the Cordillera, Mindoro and Palawan

## I

### Lesson

This lesson was written for you to discover ways of producing sounds on the variety of sources similar to the musical instruments of the Cordillera, Mindoro, and Palawan.

At the end of this lesson, you should be able to identify sound producing sources similar to the musical instrument of the Cordillera, Mindoro and Palawan and develop creativity through making project plan for an improvised musical instrument.

Complete the table below. Do this activity in your notebook.

Place of Origin	Hornbostel-Sachs	Instrument
		Tongali
		Gitgit
		Basal
		Bajo De Arco
		Kalutang

With the help of your guardian and the use of other learning resources at home, answer the given question in your notebook.

Knowing the methods of playing the instruments, how does it help you to explore sounds most especially in creating and improvising musical instruments?

### READ

- \* The musical instruments of Cordillera are distinctively made up of two sound and it is based on respective materials.

A. Metal Instruments—Gongs

### B. Bamboo Instruments—Woodwind and percussion

- \* The musical instruments of Mindoro are basically made of wood and strings like, Kudyapi and Gitgit both are string instruments , and also Kalutang is a wood bar type of instrument.
- \* The musical instruments of Palawan are made of bamboo, wood, strings, and metals.

## D

**Learning Task 1:** Answer the given question in your notebook.

What did you notice in the musical instruments of Cordillera, Mindoro and Palawan? Write this in your notebook.

**Learning Task 2:**

If you will make an improvised musical instruments inspired by Cordillera, Mindoro, and Palawan, what materials can you suggest in the following. Write your answer in your notebook.

Classification of Instrument	Suggested Materials
Aerophone	
Chordophone	
Idiophone	

## E

**Learning Task 3:**

After suggesting materials for each classification of instruments, let's level it up by making a project plan for your possible improvise musical instruments inspired from Cordillera, Mindoro, and Palawan instruments. Use the format below for your guide. Do it in your notebook.

My Improvised Musical Instrument
<b>Objectives:</b> <ul style="list-style-type: none"><li>◇ Create an improvised musical instrument which is similar to the musical instruments of Cordillera, Mindoro, Palawan, Visayas.</li><li>◇ Show creativity in creating an improvised musical instrument</li></ul>
<b>Expected Outcome:</b> (Draw your expected outcomes)
<b>Possible Materials:</b>
<b>Possible cost:</b>
<b>Procedures:</b>

### Rubric of Assessment

Criteria	Excellent (4 pts)	Proficient (3 pts)	Basic (2 pts)	Below Basic (1 pt)
Structure and Flow	The plan is clear, concise, and has a logical structure and flow.  Work shows deep consideration of the execution of the project after the proposal's approval.	The plan is well organized, and has a sensible flow and structure.  Minor elements may need clarification but otherwise well-made and ready for execution.	The plan makes general sense but requires some work to organize and structure in a logical and sensible manner.	The plan is vague, disjointed, and shows no sense, structure, or flow.  Confusing to read, difficult to understand.
Creativity	The project plan is very original, creative and ambitious. The student is highly motivated, and the project has a good potential for success.	The project plan is original, creative and somewhat ambitious. The student is motivated about the project, and the project has a good potential for success	The project plan is somewhat creative, original or ambitious the student is not very excited but not bored, project has some potential for success.	The project plan is not creative, original or ambitious, the student is uninspired, project has a low potential for success.

Adopted and modified from <https://www.rcampus.com/rubricshowc.cfm?code=YX62W64&sp=yes&>



What values have you learned in this lesson?

Complete the statement below. Write your answer in your notebook.

In this lesson, I learned that \_\_\_\_\_.

I realized that \_\_\_\_\_



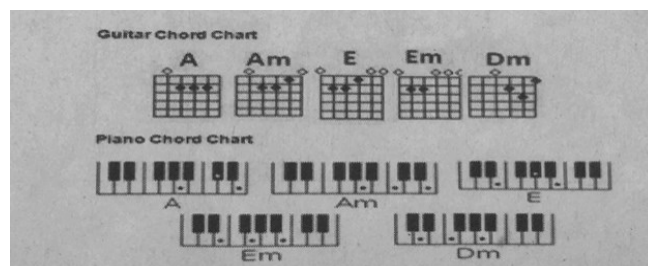
Rosas Pandan is an example of Visayan song. Interpret the song use the chords chart below to interpret the song using the simple musical instrument.

<b>Am</b> Ania si Rosas Pandan	Here is Rosas Pandan
<b>Am Em</b> Gikan pa intawon na kabukiran	Just arrived from the mountains
<b>Em</b> Kaninyo makigubab-uban	To be with all of you
<b>EmAm</b> Sa gisaulog nga kalingawan	To celebrate the fiesta
<b>Am</b> Balitaw day akong puhunan	This song is my livelihood
<b>A</b> Maoy kabilin sa akong ginikanan	An inheritance from my parents
<b>DmAm</b> Awit nga labing karaan	A most ancient song
<b>E Am</b> Awit nga gikan sa kabungturan	The pride of our hill country
<b>AmE</b> Ayayay ayayay ayayay	Ayayay ayayay ayayay
<b>EAm</b> Aya-ay sa akong balitaw	Hey!, may song
<b>Am Dm</b> Kanindot ba mosayaw	Is nice to dance to
<b>E Am</b> Daw yamog antg kabugnaw	Like fog on a cold day
<b>Am E</b> Tigadong tigadong tigadong	Tigadong tigadong tigadong
<b>E Am</b> Intawon usab si Dodong	Look at Dodong (young man)
<b>Dm Am/E</b> Nagtan-aw kang Inday	He's looking at the young lady
<b>E A</b> Nagtabisay ang laway	His drool is falling

Suggested video clip

Rosas Pandan Video Recording

[https://www.youtube.com/watch?v=PU8gKA\\_LLsc](https://www.youtube.com/watch?v=PU8gKA_LLsc)



## D

**Learning Task 1:** Answer the given question in your notebook.

What difficulties have you encountered while practicing the previous activity?

**Learning Task 2:**

Using the table below describe the music that to you've studied.

Music	Mood	Timber
Chua-ay		
Rosas Pandan		

Which of the two music can you perform ? Why?

## E

**Learning Task 3:**

In your notebook, with reference to the task indicated in Learning Task 2, write a plan on how will you perform the tasks with your parents or guardian with correct expression, style, dynamics and pitch.

## A

Complete the statement below. Write your answer in your notebook.

In this lesson, I learned that \_\_\_\_\_.

I realized that \_\_\_\_\_.

**Tempo and Mood of the Song**

## Lesson

**I**

This lesson was written for you to enhance your confidence through performing a music from the Cordillera, Mindoro Palawan, and of the Visayas.

At the end of this lesson, you should be able to identify the tempo and the mood of the song Chua-ay and Rosas Pandan, show confidence in performing through singing an example music from the Cordillera, and of the Visayas

Answer the given questions in your notebook.

1. What is the time signature of Chua-ay song?
2. What is message of Chua-ay song?
3. Rosas Pandan is an example of what vocal music?
4. What do you think is the mood of Chua-ay song and Rosas Pandan?

Make a list of the things that you need to consider in performing musical piece. Do this activity in your notebook.

1.
2.
3.
4.
5.



# D

## Learning Task 1:

Choose a song that you like to perform. Practice it with mastery and confidence. Use your improvised musical instrument as an accompaniment.

Song 1

$\frac{2}{4}$

**Chua-Ay** is a song from Cordillera. It has a time signature and it is working song.

Chua-Ay

(Rice Pounding Song)

Chu - a ay, ta - lum a - lay ta - ku - ay oe! oe!

10

la - la - kis - wag si - la - yan oe! oe!

Suggested video clip

CHUA-AY Video Recording

[https://www.youtube.com/watch?v=Dfc\\_pS94J-4](https://www.youtube.com/watch?v=Dfc_pS94J-4)

## Song 2

Rosas Pandan is an example of Visayan music. The song has moderate tempo.

### Rosas Pandan Visayan (Cebuano)

<b>Am</b> Ania si Rosas Pandan	Here is Rosas Pandan
<b>Am Em</b> Gikan pa intawon na kabukiran	Just arrived from the mountains
<b>Em</b> Kaninyo makigubab-uban	To be with all of you
<b>EmAm</b> Sa gisaulog nga kalingawan	To celebrate the fiesta
<b>Am</b> Balitaw day akong puhunan	This song is my livelihood
<b>A</b> Maoy kabilin sa akong ginikanan	An inheritance from my parents
<b>DmAm</b> Awit nga labing karaan	A most ancient song
<b>E Am</b> Awit nga gikan sa kabungturan	The pride of our hill country
<b>AmE</b> Ayayay ayayay ayayay	Ayayay ayayay ayayay
<b>EAm</b> Aya-ay sa akong balitaw	Hey!, may song
<b>Am Dm</b> Kanindot ba mosayaw	Is nice to dance to
<b>E Am</b> Daw yamog antg kabugnaw	Like fog on a cold day
<b>Am E</b> Tigadong tigadong tigadong	Tigadong tigadong tigadong
<b>E Am</b> Intawon usab si Dodong	Look at Dodong (young man)
<b>Dm Am/E</b> Nagtan-aw kang Inday	He's looking at the young lady
<b>E A</b> Nagtabisay ang laway	His drool is falling

Suggested video clip

Rosas Pandan Video Recording

[https://www.youtube.com/watch?v=PU8gKA\\_LLsc](https://www.youtube.com/watch?v=PU8gKA_LLsc)



### Learning Task 2:

Perform a song that you chose with an improvised instrument. If you have a phone, record it in your cellphone and send it to your teacher through email or facebook messenger. Any problem you may encounter in this activity, kindly ask the assistance of your guardian, parents or your teacher.

### Rubric for Assessment

CATEGORY	10 Points	6 Points	4 Points	2 Points
Pitch	Virtually no errors. Pitch is accurate	An occasional or isolated error, but pitch is mostly accurate and secure	Some pitches are accurate but there are frequent and/or repeated errors	Hardly any accurate or secure pitches
Dynamics	Dynamic level evident, consistent, and an accurate interpretation of style of music.	Dynamic level are evident	Dynamic levels are not as evident but can be discerned	Attention to dynamic levels is not evident.
Expression and Style	Performs with a creative nuance and style .	Typically performs with nuance and	Sometimes performs with nuance and	Rarely demonstrate expression and
Rhythm	The beat is secure and the rhythm is accurate.	The beat is secure and the rhythm is almost accurate. There are a few duration errors, but these do not affect the overall performance.	The beat is somewhat erratic. Rhythm is sometimes inaccurate . Frequency= t or repeated duration errors. Rhythm problems occasionally detract from the overall	The beat is usually erratic and rhythm is sometimes inaccurate detracting significantly from the overall performance.

**Learning Task 3:** Answer the given question in your notebook.

If you will assess your performance in the previous activity, what would be your score for every criteria? Write also your reason.

**Learning Task 4:** Do this activity in your notebook.

If you will translate the mood and the message of the song through an illustration, what would it be? And why?

**A**

Complete the statement below. Write your answer in your notebook.

In this lesson, I learned that in performing \_\_\_\_\_.

I realized that \_\_\_\_\_.

# Comparing Various Music Through their Musical Elements and Style

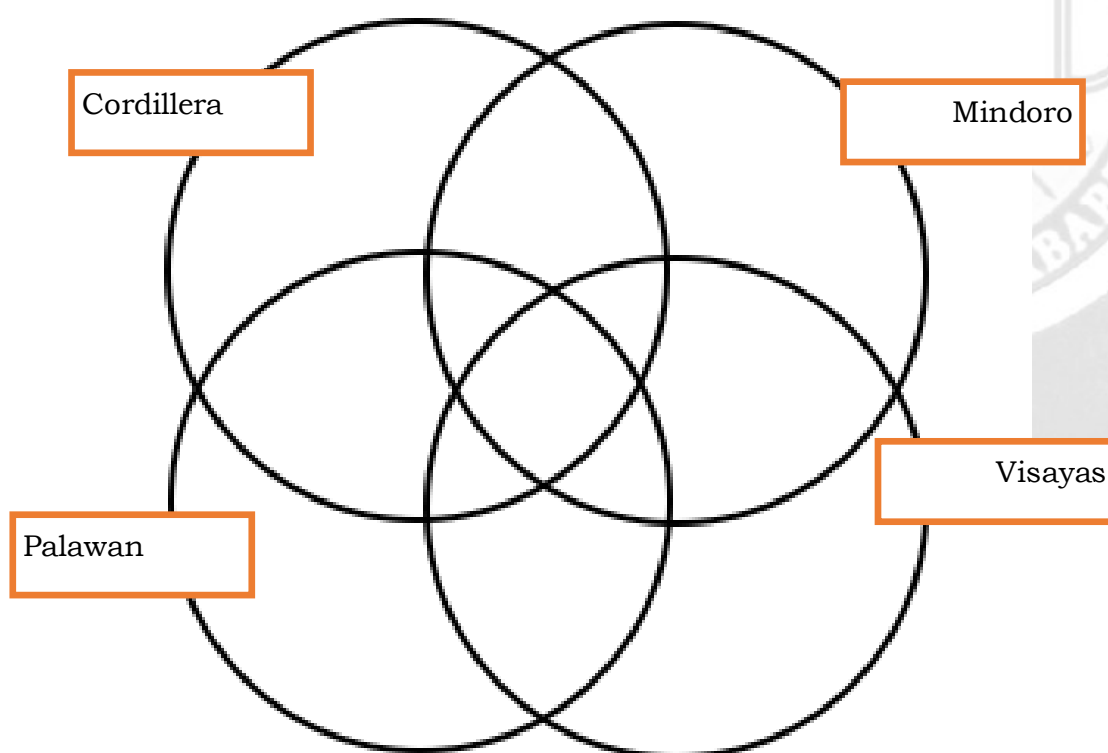
## I

### Lesson

This lesson was written for you to evaluate music and music performances using rubrics on musical elements and style.

At the end of this lesson, you should be able to evaluate your own performance using a rubric, create graphic organizer in comparing the music of the Cordillera, Mindoro, Palawan, and of the Visayas, and develop analytical thinking through evaluation

**Compare and Contrast.** Now that you have finished studying the vocal music of Cordillera, Mindoro, Palawan and of the Visayas. Fill in the diagram to show the difference (contrasts) and similarities (comparison) between their vocal music. Do this activity in your notebook.



Complete the table below. Write your answer in your notebook.

Name of Instruments	Place of Origin	Description
1.	Visayas	The most popular musical string instrument
Gangsa Toppaya	2.	3.
4	5	It is a nose flute
Gitgit	6	It is an string instrument with 3 to 4 strings with wooden body.
Gimbal	7	Percussion instrument
8	Palawan	9
10	11	Short neck compared to the guitar, with 14 strings and 16 frets
Kalutang	12	A pair of equal sized wood bar
13	Cordillera	Played by striking against the palm
Tongatong	14	15

### Compare and Contrast

After learning the different musical instruments of the Cordillera, Mindanao, Palawan and Visayas fill in the diagram, to show the different (contrast) and similarities (comparison) between the instruments. Draw your own diagram. Do this in your notebook.



### Learning Task 1:

Based on your performance in the previous lesson, rate yourself using the rubric below and write a short comment and suggestion to improve your performance.

CATEGORY	10 Points	6 Points	4 Points	2 Points
Pitch	Virtually no errors. Pitch is accurate	An occasional or isolated error, but pitch is mostly accurate and secure	Some pitches are accurate but there are frequent and/or repeated errors	Hardly any accurate or secure pitches
Dynamics	Dynamic level evident, consistent, and an accurate interpretation of style of music.	Dynamic level are evident	Dynamic levels are not as evident but can be discerned	Attention to dynamic levels is not evident.
Expression and Style	Performs with a creative nuance and style .	Typically performs with nuance and style.	Sometimes performs with nuance and style.	Rarely demonstrate expression and style.
Rhythm	The beat is secure and the rhythm is accurate.	The beat is secure and the rhythm is almost accurate. There are a few duration errors, but these do not affect the overall performance.	The beat is somewhat erratic. Rhythm is sometimes inaccurate . Frequency= t or repeated duration errors. Rhythm problems occasionally detract from the overall	The beat is usually erratic and rhythm is sometimes inaccurate detracting significantly from the overall performance.

**My comment and suggestion:**

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### Learning Task 2:

In your notebook, write words that describe the music of the following provinces that start with letters spelled out below. Do this task in your notebook.

<b>C -</b>	
<b>O -</b>	
<b>R -</b>	
<b>D -</b>	
<b>I -</b>	
<b>L -</b>	
<b>L -</b>	
<b>E -</b>	
<b>R -</b>	
<b>A -</b>	

<b>M -</b>	
<b>I -</b>	
<b>N -</b>	
<b>D -</b>	
<b>O -</b>	
<b>R -</b>	
<b>O -</b>	

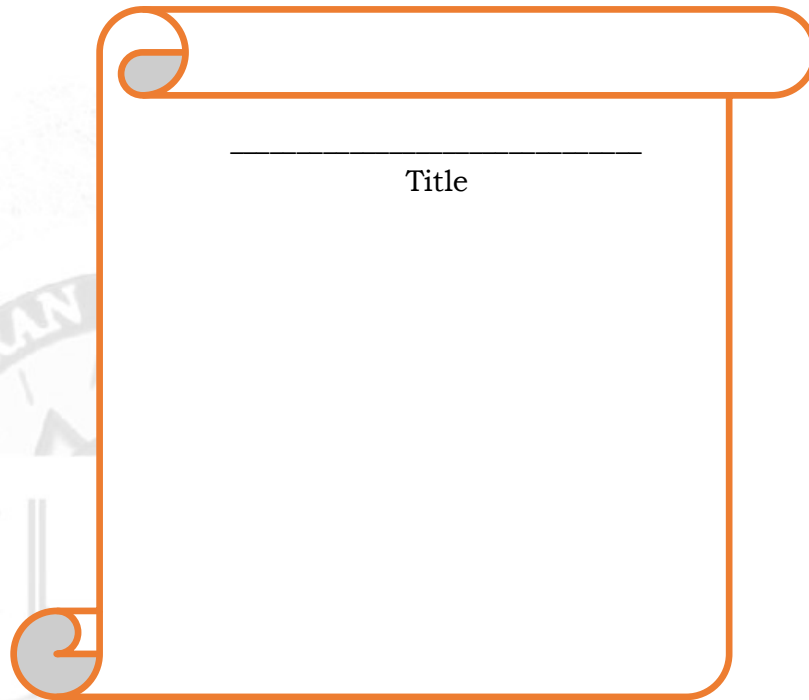


<b>P -</b>	
<b>A -</b>	
<b>L -</b>	
<b>A -</b>	
<b>W -</b>	
<b>A -</b>	
<b>N -</b>	

<b>V -</b>	
<b>I -</b>	
<b>S -</b>	
<b>A -</b>	
<b>Y -</b>	
<b>A -</b>	
<b>S -</b>	

**Learning Task 3:**

Amabahan is a kind of vocal music of Mindoro, with seven- syllables and it has rhymes at the end of the line. In your notebook, create Ambahan that tells about love and suggest or notate the tempo and rhythm for it.



\_\_\_\_\_

Title

My suggested tempo and rhythm;

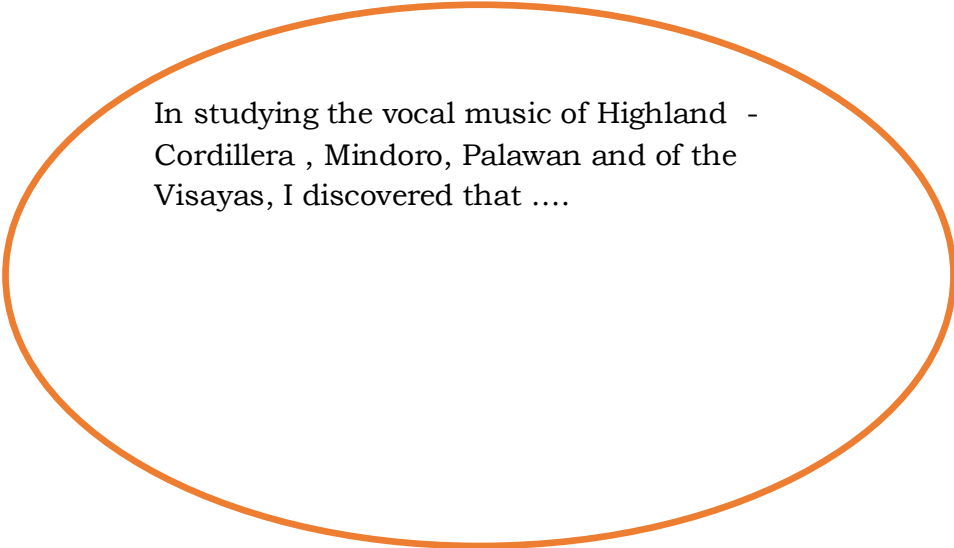


**Learning Task 4:** After doing the Ambahan and suggesting tempo for it, answer the following question. Write your answer in your notebook.

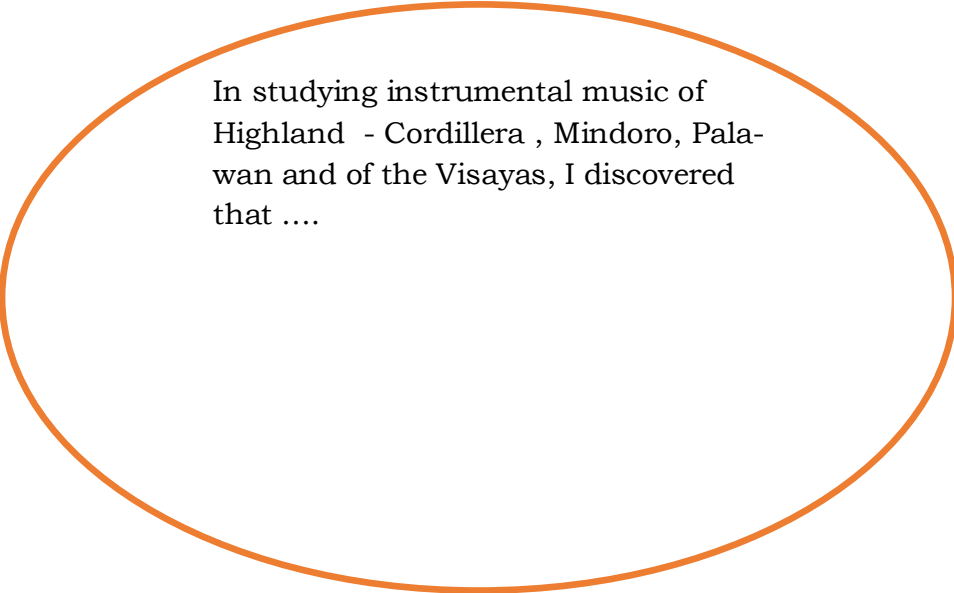
1. Do you think the tempo and rhythm are appropriate to express the message of the Ambahan? Why?
2. If you will choose a musical instrument as accompaniment, what would it be and why?

**Learning Task 5:**

In your notebook, make a journal about what you have discovered in studying the vocal music and instrumental music of the Cordillera, Mindoro, Palawan and of the Visayas. Use the format below as your guide. You may show creativity by putting colors or pictures in your journal.



In studying the vocal music of Highland - Cordillera , Mindoro, Palawan and of the Visayas, I discovered that ....

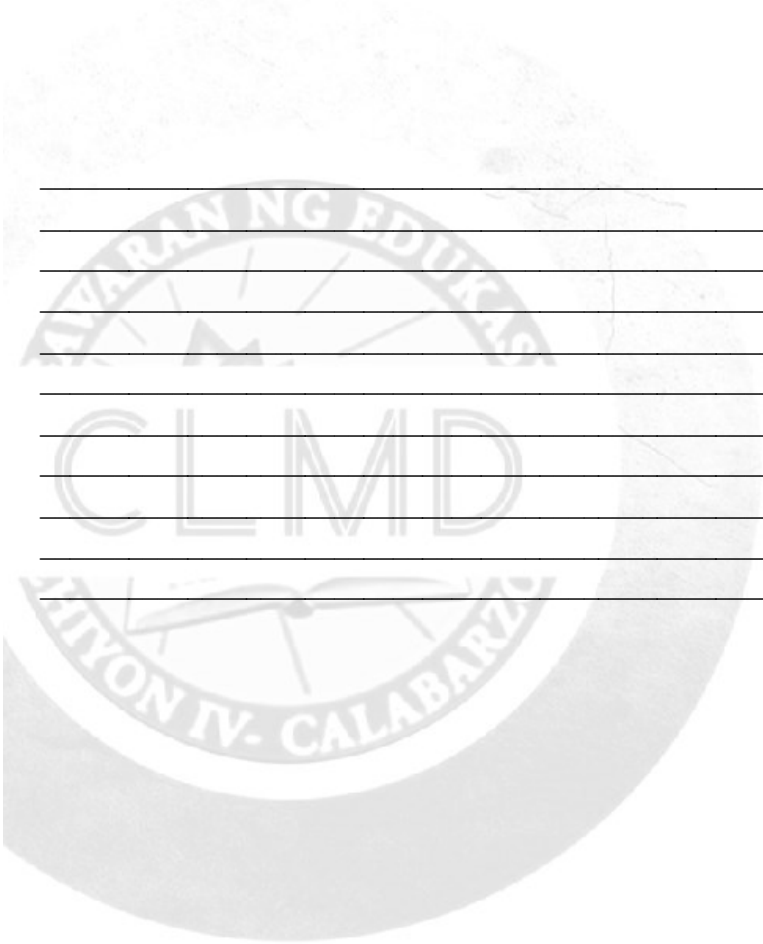


In studying instrumental music of Highland - Cordillera , Mindoro, Palawan and of the Visayas, I discovered that ....



Answer this question in your notebook.

How was your understanding in the music of the Cordillera, Mindoro, Palawan and of the Visayas will improve or contribute in your ideals on nationalism?



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## Key to Correction

Week 1	Week 3	Week 7-8
Lesson 1 1. Cordillera 2. Cordillera 3. Mindoro 4. Visayas 5. Palawan 6. Mindoro 7. Cordillera 8. Mindoro 9. Cordillera 10. Cordillera 11. Mindoro 12. Visayas 13. Palawan 14. Visayas 15. Palawan	Lesson 1 1. Chordophone 2. Idiophone 3. Chordophone 4. Chordophone 5. Idiophone	1. Guitar 2. Cordillera 3. Played by string with palm 4. Tongali 5. Cordillera 6. Mindoro 7. Palawan 8. Kudiyapi 9. 2 string long neck lute 10. Octavina 11. Visayas 12. Mindoro 13. Bungkaka or bilbil 14. Cordillera 15. Bamboo tubes played by stamping each gainst the ground

### Week 3 Learning Task 1

Hornbostel-Sachs	Cordillera	Mindoro	Palawan	Visayas
Idiophone	Gangsa Toppaya Kalutang		Basal	
	Gangsa palook Bungkaka or Bilbil Tongatong Pateteg			
Chordophone		Gitgit, Kudiyapi	Kudiyapi	Guitar, Bandurria, Laud, Octavina, Bajo de arco
Aerophone				
Membranophone			Gambal	
Electrophone				

# PIVOT Assessment Card for Learners

## 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.

## Distribution of Learning Tasks Per Week for Quarter 2

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

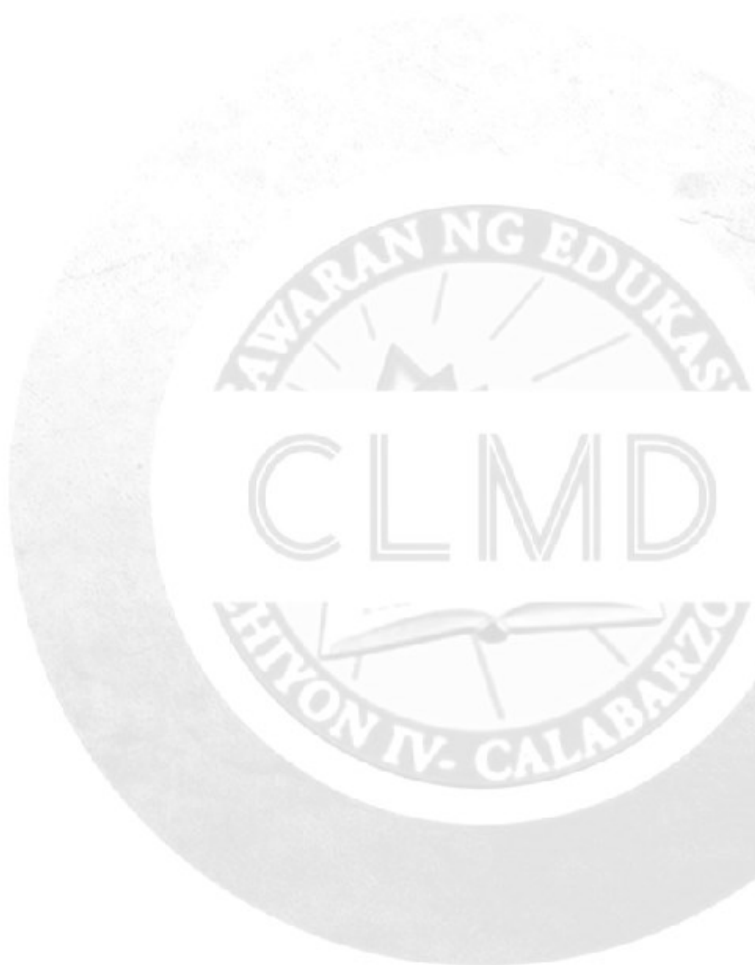
Note: If the lesson is designed for two or more weeks as shown in the eartag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, ie. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6. Thank you.



## References

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Siobal L.R., Gomez GJ H. A. et.al (2017). Music and Arts Learner's Material  
Grade 7 Department of Education. Meralco Avenue, Pasig City



**Para sa mga katanungan o puna, sumulat o tumawag sa:**

Department of Education Region 4A CALABARZON

Office Address: Gate 2 Karangalan Village, Cainta Rizal

Landline: 02-8682-5773 local 420/421

Email Address: [lrmd.calabarzon@deped.gov.ph](mailto:lrmd.calabarzon@deped.gov.ph)

