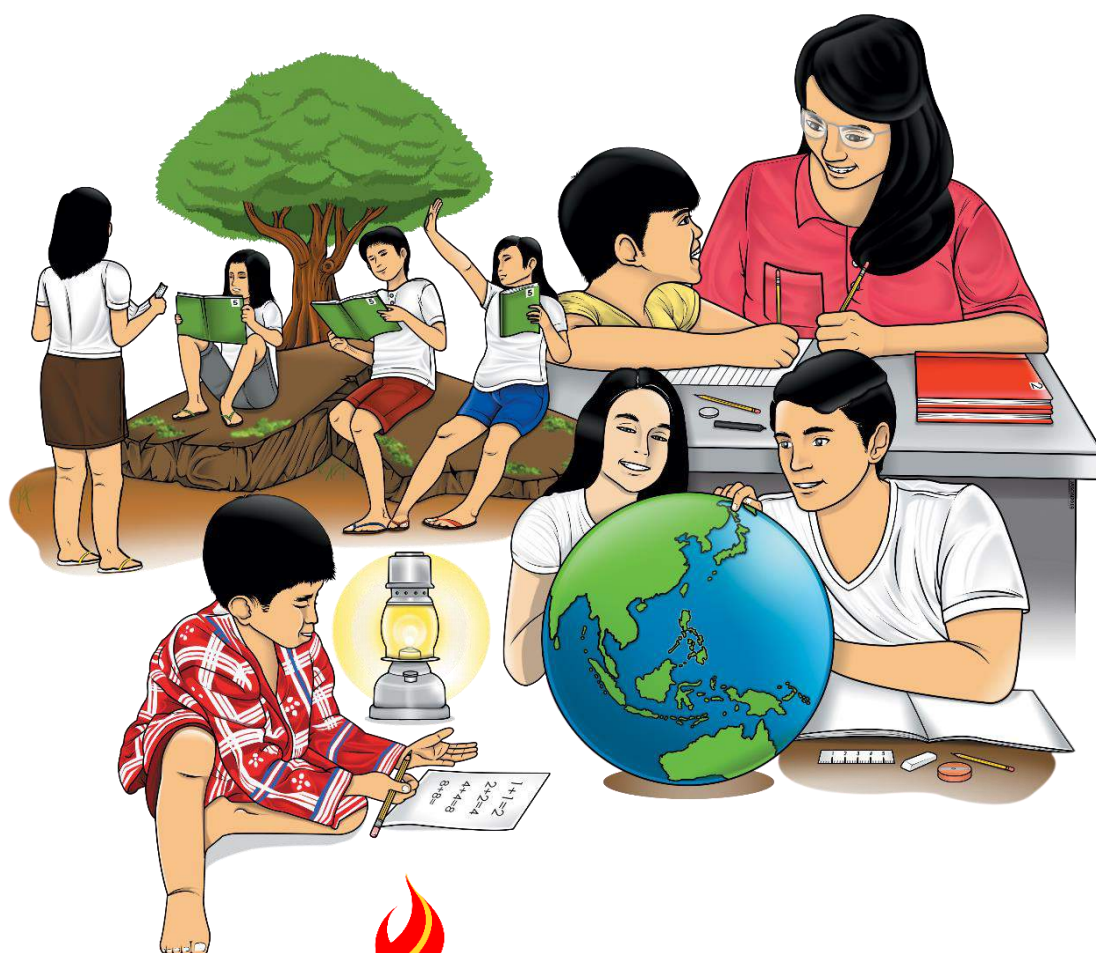


# Music

## Quarter 3 – Module 1: Simple Musical Forms, Rondo Form, and Repeat Marks



**Music – Grade 6**

**Alternative Delivery Mode**

**Quarter 3 – Module 1: Simple Musical Forms, Rondo Form, and Repeat Marks**

**First Edition, 2020**

**Republic Act 8293, section 176** states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this book are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

**Development Team of the Module**

<b>Authors:</b>	Gloria E. Tiwana, Jeanie Balista, Mary Grace V. Cinco
<b>Editors:</b>	Ma. Fe L. Brillantes, Mary Grace V. Cinco
<b>Reviewers:</b>	Ma. Fe L. Brillantes, Percy M. Borro, Lilibeth E. Larupay
<b>Illustrators:</b>	Francis Julius P. Fama, Armand Glenn S. Lapor, Cyrell T. Navarro
<b>Layout Artists:</b>	Armand Glenn S. Lapor, Lilibeth E. Larupay, Louinne Grace D. Insular, Jefferson R. Repizo
<b>Management Team:</b>	Ma. Gemma M. Ledesma, Josilyn S. Solana, Roel F. Bermejo, Nordy D. Siason, Lilibeth T. Estoque, Azucena T. Falales, Elena P. Gonzaga, Donald T. Genine, Althea V. Landar, Jerry Oquendo, Ruben S. Libutague, Lilibeth E. Larupay, Percy M. Borro, Ma. Fe L. Brillantes, Juan Adlai C. Caigoy

**Printed in the Philippines by \_\_\_\_\_**

**Department of Education – Region VI-Western Visayas**

Office Address : Duran Street, Iloilo City

Telefax : (033) 336-2816, (033) 509-7653

E-mail Address: : region6@deped.gov.ph

# **Music**

## **Quarter 3 – Module 1: Simple Musical Forms, Rondo Form, and Repeat Marks**

# **Introductory Message**

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



## ***What I Need to Know***

Modern tools are made to improve the quality and educational competence of our learners. We still believe that great and well-written books remain one of the most powerful weapons we have to enrich the minds of our learners. The valuable information found in the books can stay with a child forever.

In this module, carefully selected songs, illustrations, activities and exercises, well-explained and interesting lessons about Form are found to ensure the proper and holistic development of the learner.

This module is divided into three lessons:

- Lesson 1 – Binary and Ternary Forms
- Lesson 2 - Rondo Form
- Lesson 3 - Repeat Marks

After going through this module, you are expected to:

1. identify simple musical forms of songs from the community:
  - 1.1. binary (AB) -has 2 contrasting sections
  - 1.2. ternary (ABA) -has 3 sections, the third section similar to the first; (ABC) – has 3 sections
  - 1.3. rondo (ABACA) -has contrasting sections in between repetitions of the A section (ABACA)
2. use the different repeat marks that are related to form:
  - 2.1. Da Capo (D.C.)
  - 2.2. Dal Segno (D.S.)
  - 2.3. Al Fine (up to the end)
  - 2.4. D.C. al Fine (repeat from the beginning until the word Fine)
  - 2.5.  $\parallel : : \parallel$
  - 2.6. 

1	2

  
Ending 1 ending 2



## What I Know

**Directions:** Read and understand the questions carefully. Write the letter of the correct answer on a separate sheet of paper.

1. A musical score is made up of only two parts and arranged in AB sequence. What is the musical form?  
A. binary      B. unitary      C. ternary      D. rondo
2. *Tinikling* has three melodic sections in ABA sequence. What is its musical form?  
A. binary      B. strophic      C. ternary      D. unitary
3. *Lupang Hinirang* has three melodic sections, ABC. What is its musical form?  
A. rondo      B. ternary      C. binary      D. unitary
4. Music has different structures or designs. What element of music refers to the structure in a musical piece?  
A. form      B. melody      C. dynamics      D. timbre
5. The following songs are in binary form except one. Which does not belong to the group.  
A. *Kay Liit ng Mundo*      C. *Bayan Ko*  
B. *Twinkle, Twinkle Little Star*      D. *Ako ay Pilipino*
6. A song with ABC pattern is composed of three sections. What is its musical form?  
A. ternary      B. strophic      C. binary      D. unitary
7. Which of the following statements is true about ternary form?  
A. It is a three-part form featuring a return of the initial music after a contrasting section.  
B. It is a two-part music with two contrasting melodies.  
C. It has a repeated section with two or more contrasting sections.  
D. It is a musical form that has the same tune with two or more sections.
8. The song *Ako ay Pilipino* has two contrasting musical sections. What is its form?  
A. ternary      B. rondo      C. unitary      D. binary
9. What symbol is used to label musical sections in a piece?  
A. numbers      B. shapes      C. letters      D. colors
10. The music has an ABA musical structure. What is its form?  
A. unitary      B. ternary      C. binary      D. rondo

## Lesson

# 1

## Simple Musical Forms

We always hear songs wherever we go. There are songs we learn in our community, at home, and in school. The songs that we sing have different forms.



### *What's In*

**Directions:** Write the so-fa syllable of the melody each note below. Do this on a separate sheet of paper.





## What's New

Form in music, refers to the structure of a musical piece or a performance. Composers express their musicianship and creativity by organizing notes into melodies to musical phrases and eventually forming into beautiful songs. A piece of music is a product of various interrelated musical phrases and ideas thereby creating its form. We perceive the form of a piece by listening to it and analyzing how each musical line relates with one another.

Aside from listening to the music, you can also know the form of the music by looking at a musical score. Musical ideas in a piece are labelled with letters to organize it in the score. The first section of the piece is always labelled “A”, if the next section sounds differently from “A” it will be labeled “B”. In the same way, a section that has a different melody with A or B is labeled C.

In this lesson, you will learn two different types of musical forms: binary and ternary. Are you ready?

Look at the following musical scores below and try to identify their forms.

1. Please refer to this YouTube link for this song

<https://www.youtube.com/watch?v=ui7f--sUZqQ>

**Ako ay Pilipino**

A - ko ay Pi-li - pi - no, ang du-go'y ma-har - li - ka, li - kas sa a-king  
pu-no, ad-hi - ka-ing kay gan - da. Sa Pi-li - pi-nas na a-king ba-yan lan-tay na Per-las ng Si-la  
nga-nan wa-ri'y na - ti-pon ang ka-ya-ma-nan ng May-ku - pal. Bi - guy sa king ta  
li - no sa ma - bu-ti lung la - an, Sa a - ko'y ka-tu - tu-bo ang ma-ging ma-gag - ang  
hal. A - ko ay Pi-li - pi - no, A - ko ay Pi-li - pi - no, I-sang ban-sa, 'ang  
di - wa ang mi - ni - mit-hi ko, Sa ba - yan ko't ban - di - la, la - an bu-bay ko't  
di-wa, A - ko ay Pi-li - pi - no, Pi-li - pi nong to - to - o, A - ko ay Pi-li - pi - no, A -  
ko ay Pi-li - pi - no, ta-as no - o ka-hit ka - ni - no, Ang Pi-li - pi-no ay a - ko,



Apart from the lyrics of the song, can you see letters in the score? How many letters do you see? Based on the letters, how many music sections are there in the piece? Notice the notes in each section, are they similar or different?

The song *Ako ay Pilipino* has two sections. The first section is labeled A and the second section is labeled B. The melodies of the two sections differ from each other. Hence, the song is in binary form (AB).

2. Please refer to this Youtube link for this song:

<https://youtu.be/b3rxyIxpBy4>

**Tinikling**

Titik: Isabel Mojica Awiting bayan ng Samar at Leyte

A

Kaysa-ya-sa - ya - ng pik - ni - kan sa bu - kid, I-bon at ha - la - ma'y pa -  
wng u-ma-a - wit, Ma-sa-rap ang ha-ngin, kay - gan - da ng la - ngit, May tu-la at  
a - wit sa a - gos ng ba - tis.

Fine B

Ta-yo'y mag-sa - yaw, u-min - dak sa tug-  
tu - gin. Ma-nga pa-lak - pak ay - i - sa - liw, Ang huk-so mo Ne-neng da -  
pat pag-ba-ti - hin.

D.C. al Fine

Pag-nag-ka-ma - li'y ma - i - i - pit ka man - din.

How many letters are there? Based on the piece, how many times do you have to sing the “A” section? Can you describe the sequence of singing the song by using the section labels? Now, how many letters are there? How many sections are there?

The song *Tinikling* has three sections. The first section is labeled A, the second section is labeled B and the third section is a repetition of the first section (A). The melody of the first and third sections are the same but the melody of the B section is different. The song above is an example of ternary form (ABA) sequence.

3. Please refer to this Youtube link for this song

[https://www.youtube.com/watch?v=6vBWzP2n\\_5Y](https://www.youtube.com/watch?v=6vBWzP2n_5Y)

Based on your analysis of the two previous pieces? How many sections are there in the song? Are the notes in the sections similar or different from each other?

Lupang Hinirang has three sections. The first section is labeled A, the second is B and the third is C. The melody in the first section (A) is different from the second (B) while the melody in the third section (C) is different compared to the first and second sections. Hence, it is in ternary form that has (ABC) sequence.

## Lupang Hinirang

Titik: Jose Palma

Julian Felipe

**A**

Ba- yang ma- gi- liw Per- las ng Si- la- nga- nan, A- lab ng pu- so, sa dib- dib mo'y bu- hay;

**B**

Lu- pang hin- i- rang, du- yan ka ng ma- gi- ting, sa man- lu- lu- pig di ka pa- si- si- ili; Sa da- gat

at bun- dok sa si- moy at sa la- ngit mong bag- haw May di- lag ang tu- la at a- wit sa pag-

la- yang mi- na - ma- hal Ang kis- lap ng wa- ta - wat mo'y ta- gum- poy na nag- ni - ning- ning, Ang bi- tu-

**C**

im at a - raw n'ya kai- lam pa ma'y di- mag di - di- lim, Lu- pa ng a - raw ng l'wal -

ha - ti't pag - sin- ta, Bu- hay ay la - ngit sa pi - ling mo, A- ming li - ga - ya na pag

may mang- a - a - pi, Ang ma - mu - tay nang du - hil sa 'yo.



## What is It

**Directions:** Study the musical score and answer the following questions. Write your answer on a separate sheet of paper.

### A. Bayan Ko

Listen to this song through this Youtube link:

[https://youtu.be/1\\_TUfMXyrbQ](https://youtu.be/1_TUfMXyrbQ)

**BAYAN KO**

Titik ni Tugtugin:  
Constancio de Guzman

Ang ba-yan kong Pi-li - pi - nas, Lu-pa - in ng gin-to't bu - lak-lak,  
Pag-i-big ang sa kan - yang pa-lad nag - a - lay ng gan - da't di-lag, At sa kan-yang yu-mi  
at gun-da, Da - yu-han ang na-ha - li - na, Ba - yan ko! bi - ni - hag-ka, na -  
sad-lak sa du - sa, sa, I-bon mang may-la-yang lu - mi-pad,  
Ku - lu-ngin mo at u - mi - i-yak, Ba - yan pa ka - yang sak - dal di-lag,  
ang di mag-na-sang ma - ka - al-pas, Pi-li-pi-nas kong mi - mu-mut-ya, pagad ng luha ko't  
da - li-ta, A - king ad - hi - ka, ma-ki-ta kang sak-dal lu - yu! yu!

1. How many sections compose the song?
2. How is the first section labeled?
3. How is the second section labeled?
4. Is there a difference in the melody of section A and B?
5. What is the musical form of the song?

## B. Magtanim Ay 'Di Biro

Listen to this song through this Youtube link:

<https://www.youtube.com/watch?v=FpxNk1enrxE>

# Magtanim ay Di Biro

Philippine Folk Song

A

Mag-ta - nim ay 'di bi - ro. Mag-ha - pong na-ka-yu - ko, Di na - man ma-ka-u - po, Di na-

8 B

man ma-ka-ta - yo, Mag-ta - nim di bi - ro, mag-ha - pong na-ka-yu - ko, Di na - man ma-ka-u - po, Di na-

16 1. 2. C

man ma-ka-ta - yo, Mag-ta - - yo, Ha - li - na, ha - li - na, ma-nga ka - li - yag, Ta-yo'y mag - si-

25

pag-u-nat - u - nat, Mag-pa - ni - ba - go ta-yo ng lan - das, Pa - ra sa a - raw ng bu - kas.

1. How many sections compose the song?
2. What letter is used to represent the first section of the song?
3. What letter is used to represent the second section of the song?
4. How is the third section labeled?
5. Is there a difference or similarity in the melody of the first, second and third sections of the song?
6. What is the musical form of the song labeled ABA?



## ***What's More***

**Directions:** Identify what is being described. Write your answer on a separate sheet of paper.

1. The melody in the first section (A) is different with the second section (B) while the melody in the third section (C) is different compared to the first and second sections.
2. It is a piece separated into three sections, in which the third section is a repetition of the first section.
3. It has two musically different sections.
4. It is an element of music which refers to the structure of the musical piece or performance.
5. The two kinds of ternary form.



## ***What I Have Learned***

- Form refers to the design or structure of music.
- We use letters A, B and C to label the sections of the song. First section is labeled A, next B and so on.
- Binary is a form of music with two musically different sections (AB).
- There are two patterns of ternary form, namely ABA and ABC. ABA form is a three-part form in which the A section is repeated after the B section ABC form has three musically different sections.



## What I Can Do

**Directions:** Label the sections of the song. Sing and identify the form of the song.

### Lupang Hinirang

Titik: Jose Palma

Julian Felipe

**A**

Ba-yang ma-gi-liw Per-las ng Si-la-nga-man, A-lab ng pu-so, sa dib-dib mo'y bu-hay;

**B**

Lu-pang hin-i-rang, du-yan ka ng ma-gi-ting, sa man-lu-lu-pig di ka pa-si-si-ili; Sa da-gat

at bun-dok sa si-moy at sa la-ngit mong bug-baw May di-lag ang tu-la at a-wit sa pag-

la-yang mi-na-ma-hal Ang kis-lap ng wa-ta-wat mo'y ta-gam-pay na nag-ni-ning-ning, Ang bi-tu-

**C**

im at a-raw n'ya kai-lan pa mo'y di-mag di-di-lim, Lu-pa ng a-raw ng lwal-

ha-ti't pag-sin-ta, Bu-hay ay la-ngit sa pi-ling mo, A-ming li-ga-ya na pag

may mang-a-a-pi, Ang ma-mu-tay nang da-hil sa 'yo.

Category	Very Good 4	Good 3	Satisfactory 2	Fair 1
Can label the sections of the song correctly.				
Can identify the form of the song.				
Can perform the song using different body movements				



## Assessment

**Directions:** Read and understand the questions carefully. Write the letter of the correct answer on a separate sheet of paper.

- A song is composed of three sections, ABC. What is its musical form?  
A. ternary      B. strophic      C. binary      D. unitary
- Which of the following statements is true about ternary form?  
A. It is a music with two contrasting sections.  
B. It is a musical form that has the same tune with two or more sections.  
C. It is a form that can either be ABA or ABC.  
D. It has a repeated section with two or more contrasting sections
- The song *Ako ay Pilipino* has two contrasting sections. What is its form?  
A. ternary      B. rondo      C. unitary      D. binary
- Each section in a musical score is labeled A, B and C. What letter is found on the second section of the song?  
A. A      B. B      C. C      D. A and B
- You are tasked to sing the second section of the song. How are you going to locate it in the musical score?  
A. it is labeled as A      C. it is labeled as C  
B. it is labeled as B      D. none of the above
- A music has two sections. What is the musical form?  
A. binary      B. unitary      C. ternary      D. rondo
- Tinikling* has three melodic sections. What is its musical form?  
A. binary      B. strophic      C. ternary      D. unitary

8. *Lupang Hinirang* is composed of three melodic sections. What is its form?  
A. rondo                      B. ternary                      C. binary                      D. unitary
9. Music has different structures or designs. What is the element of music that refers to the structure of a song?  
A. form                      B. melody                      C. dynamics                      D. timbre
10. The following songs are in binary form except one. Which does not belong to the group?  
A. *Kay Liit ng Mundo*                      C. *Bayan Ko*  
B. *Twinkle, Twinkle Little Star*                      D. *Dondonay*



## ***Additional Activities***

**Directions:** Among the songs that you know, which do you think is in binary or ternary form. Give least one example each. Do this on a separate sheet of paper.





## What I Know

**Directions:** Read and understand the questions carefully. Write the letter of the correct answer on a separate sheet of paper.

1. The song *Maligayang Araw* has a music theme (A) which is alternated with contrasting music themes (B and C) and it ends with theme A; (ABACA). What is its musical form?  
A. strophic      B. ternary      C. binary      D. rondo
2. If the song has a sequence of ABACA, what form does it refer to?  
A. binary      B. rondo      C. ternary      D. strophic
3. Music has different structures or designs. What element of music is being referred to?  
A. melody      B. dynamics      C. form      D. timbre
4. Which of the following statements is true about rondo form?  
A. It is a two-part music with two contrasting melodies.  
B. It is a musical form that has the same tune with two or more sections.  
C. It is a three-part form featuring a return of the initial music after a contrasting section.  
D. It is composed of sections A, B, and C, and the A section is repeated every after contrasting sections.
5. Each section in a musical score in rondo form is labeled A, B, A, C, A. What letter is found on the second section of the song?  
A. A      B. B      C. C      D. A and B
6. You are tasked to sing the third section of the song. How are you going to locate it in the musical score? It is labeled as \_\_\_\_\_.  
A. A      B. B      C. C      D. none
7. What section of the song is always repeated in a rondo form?  
A. first section      C. third section  
B. second section      D. fourth section
8. What letter is used to represent the third section of the song in a rondo form?  
A. A      B. B      C. C      D. B and C
9. In a song, sections follow a certain sequence. What is the sequence of the sections in rondo form?  
A. ABA      B. AB      C. ABC      D. ABACA
10. Songs can be in binary, ternary, or rondo form. Which of the songs below is in rondo form?  
A. *Lupang Hinirang*      C. *Tirinding*  
B. *Ako ay Pilipino*      D. *Tinikling*

## Lesson 2

# Rondo Form

A composer creates and arranges the elements of music into a design which will express his feelings and ideas through his composition. This design is called form and highlights the details and ideas of his song.



### ***What's In***

**Directions:** Write **True** if the statement is correct and **False** if it is incorrect. Do this on separate sheet of paper.

1. Binary has two contrasting sections.
2. Ternary has three sections with repeated melody.
3. The first section of the song is labeled C.
4. If the sequence of the song is ABC, its musical form is ternary.
5. A song in ABA form is ternary.



### ***What's New***

Form is considered as the design or structure of music.

You have learned previously the two kinds of forms, namely the binary (AB) and ternary (ABA/ABC) forms.

In this lesson, you will learn another kind of form in music. Let us find out what this is!

Look closely at the musical score below. Refer to this YouTube link:  
<https://www.youtube.com/watch?v=9IUNYanJnpQ>

### Maligayang Araw

The musical score for "Maligayang Araw" is written in staff notation with lyrics in Tagalog. The score is divided into sections labeled A, B, and C. Section A is the main melody, which is repeated. Section B is a contrasting section. Section C is another contrasting section. The lyrics are as follows:

Ma-li-ga-yang a - raw at o - ran ng pag - da-tang. Bi-lag pa-sa - lu-bong ng  
na-yon at bu - ki-rin. Tu-oy na ga-lak ang la - hat ng ma-ri-ri - tong bu-lak - lak a-wit at sa-  
ya-wan na-man ay ma-ka-gan - yak. Ang bi - ra - ra kang a - mi-big sa du -  
la - gang ta - ga - bu-kid. Kun-wa - ri ay wa - lang bu - li Nga-nit pa - so'y  
pa - mi - pin - itig. Ma-li-ga-yang a - raw at o - ran ng pag - da-tang. Bi-lag pa-sa-  
lu-bong ng na-yon at bu - ki-rin. Tu-oy na ga-lak ang la - hat ng ma-ri-ri - tong bu-lak -  
lak a-wit at sa - ya-wan na-man ay ma-ka-gan - yak. Ang da - ta - ga kang a - mi-big  
sa bi - ra - ra tong ta - ga bu-kid Kun-wa - ri ay wa - lang na - to Nga-nit  
pa - so'y pa - mi - pin - itig. Ma-li-ga-yang a - raw at o - ran ng pag - da-tang.  
Bi-lag pa-sa - lu-bong ng na-yon at bu - ki-rin. Tu-oy na ga-lak ang la - hat ng ma-ri-ri-  
tong bu - lak - lak a-wit at sa - ya-wan na-man ay ma-ka-gan - yak.

Based on the letter labels, how many sections are there in the song? Is there a repeating section? If so, what section is repeated? Can you describe the sequence of singing the song using the section labels?

In music, a song or a piece in which the sections follow the sequence ABACA is called rondo. This form features an A section repeated every after a contrasting section, as in the song *Maligayang Araw*.



## What is It

**Directions:** Study the musical score below and answer the following questions. Do this on a separate sheet of paper.

### Maligayang Araw

A

Maligayang a-ran at a-ran ag pag - di-tig... hi-lung pa-sa - ko-bong ag na-yon at bu - ki-rin...

B

... Tu-ray na ga-lak ag la - hai ag na-rin - kong bu-lak - lak. A-wit at sa - ya-wan na-wan ang na-kagat - yak... Ang hi -

na - ta lung a - ri-big... sa da - hi - gang ta - ga - bu-hin... Ka-wa - ri pa-y sa - lung na - bi...

A

... nga-rin (a - wiy pa-ni-pin - ag... Maligayang a-ran at a-ran ag pag - di-tig... hi-lung pa-sa - ko-bong ag

na-yon at bu - ki-rin... Tu-ray na ga-lak ag la - hai ag na-rin - kong bu-lak - lak. A-wit at sa - ya-wan na-wan

C

ang na-kagat - yak... Ang da - hi - gang ta - ga - na-yon... na-hin - hin at na - bi - na-hin... hi-gag

ray tal - yop na hi-hin... at ang ga - wiy ka - lung - ka - lung... Ka-ya ngiti kang i - i - hi - ga...

... ang rya - ga kang na - ra - la - ngin... kang hin - di ay na - pa - pa-wi... la - la - yo ang pag - ti -

A

ngin... Maligayang a-ran at a-ran ag pag - di-tig... hi-lung pa-sa - ko-bong ag na-yon at bu - ki-rin...

... Tu-ray na ga-lak ag la - hai ag na-rin - kong bu-lak - lak. A-wit at sa - ya-wan na-wan ang na-kagat - yak...

1. What is the form of the song?
2. What is the other name for rondo form?
3. What letter is used to represent the first section of the song?
4. What letter is used to represent the second section of the song?
5. How many sections compose the song?



## What's More

### Activity 1

**Directions:** Familiarize with the lyrics, melody and sequence of the song. Watch the song in Youtube <https://www.youtube.com/watch?v=32V5iQ6aSow>. Sing the song.

### Maligayang Araw

Ma-li-ga-yang a - raw at o - ras ng pag - da-ting, Bi-lang pa-sa - lu-bong ng  
na-yon at bu - ki-rin, Tu-nay na ga - lak ang la - hat ng na-ri-ri - tong bu - lak - lak a-wit at sa-  
ya-wan na-man ay na-ka-gan - yak, Ang bi - na - ta kung u - mi-big sa da -  
la - gang ta - ga - bu-kid Kun-wa - ri ay wa - lang ba - it Ngu-nit pu - so'y  
pu - mi - pin - tig Ma-li-ga-yang a - raw at o - ras ng pag - da-ting, Bi-lang pa-sa-  
lu-bong ng na-yon at bu - ki-rin, Tu-nay na ga - lak ang la - hat ng na-ri-ri - tong bu - lak -  
lak a-wit at sa - ya-wan na-man ay na-ka-gan - yak, Ang da - la - ga kung u - mi-big  
sa bi - na - tang ta - ga - bu-kid Kun-wa - ri ay wa - lang na - is Ngu-nit  
pu - so'y pu - mi - pin - tig Ma-li-ga-yang a - raw at o - ras ng pag - da-ting,  
Bi-lang pa-sa - lu-bong ng na-yon at bu - ki-rin, Tu-nay na ga - lak ang la - hat ng na-ri-ri-  
tong bu - lak - lak a - wit at sa - ya - wan na-man ay na - ka - gan - yak.

## Activity 2

**Directions:** Identify the form of the song *Maligayang Araw*. Circle the section A, box the section B and underline the section C of the song. Do this on a separate sheet.

### Maligayang Araw

Ma-li-ga-yang a - raw at o - ras ng pag - da-ting, Bi-lang pa-sa - lu-bong ng

na-yon at bu - ki-rin, Tu-nay na ga - lak ang la - hat ng na-ri-ri - tong bu - lak - lak a-wit at sa-

ya-wan na-man ay na-ka-gan - yak, Ang bi - na - ta kung u - mi-big sa da -

la - gang ta - ga - bu-kid Kun-wa - ri ay wa - lang ba - it Ngu-nit pu - so'y

pu - mi - pin - tig Ma-li-ga-yang a - raw at o - ras ng pag - da-ting, Bi-lang pa-sa-

lu-bong ng na-yon at bu - ki-rin, Tu-nay na ga - lak ang la - hat ng na-ri-ri - tong bu - lak -

lak a-wit at sa - ya-wan na-man ay na-ka-gan - yak, Ang da - la - ga kung u - mi-big

sa bi - na - tang ta - ga - bu-kid Kun-wa - ri ay wa - lang na - is Ngu-nit

pu - so'y pu - mi - pin - tig, Ma-li-ga-yang a - raw at o - ras ng pag - da-ting,

Bi-lang pa-sa - lu-bong ng na-yon at bu - ki-rin, Tu-nay na ga - lak ang la - hat ng na-ri-ri-

tong bu - lak - lak a - wit at sa - ya - wan na-man ay na - ka - gan - yak.





## What I Have Learned

- Rondo is a musical form wherein the A section is repeated every after a contrasting section.
- A song in rondo form usually ends with A section.
- It is also called ABACA form.



## What I Can Do

**Directions:** Study the musical score and answer the questions below. Write your answers on a separate sheet of paper.

**Tirinding** *Tagalog Folk Song*

Ba-ngon na Ti - rin - ding, u - ma - ga - na - ya - ta, Nag - ti - ti - la - u - kan

ang ma-nak sa lu - pa. Kung ma-tu-log ka ay pa-ra kang man - ti - ka, Kung ma-tu-log

ka ay pa-ra kang man - ti - ka. Ba-ngon na Ti - rin - ding, u - ma - ga - na - ya - ta,

Nag - ti - ti - la - u - kan ang ma-nak sa lu - pa. Kung gu-mi-sing man ay ma-lam na'ng

u - raw, Al pag-ka-gi - sing tu - loy sa sa - la - min. Ba-ngon na Ti - rin - ding,

u - ma - ga - na - ya - ta, Nag - ti - ti - la - u - kan ang ma-nak sa lu - pa.

1. What is the form of the song?
2. What is the other name for rondo form?
3. What letter is used to represent the first section of the song?
4. What letter is used to represent the second section of the song?
5. What section is always repeated?



## Assessment

**Directions:** Read and understand the questions carefully. Write the letter of the correct answer on a separate sheet of paper.

1. What letter is used to represent the third section of the song in a rondo form?  
A. A                      B. B                      C. C                      D. B and C
2. Songs are performed in different sequences. What is the sequence of sections of a song in rondo form?  
A. ABA                      B. AB                      C. ABC                      D. ABACA
3. Songs have different forms. Which song is in rondo form?  
A. *Lupang Hinirang*                      C. *Tirinding*  
B. *Ako ay Pilipino*                      D. *Tinikling*
4. Each section in a musical score in rondo form is labeled A, B and C. What letter is found on the second section of the song?  
A. A                      B. B                      C. C                      D. A and B
5. You are tasked to sing the third section of the song. How are you going to locate it in the musical score? It is labeled as \_\_\_\_\_.  
A. A                      B. B                      C. C                      D. none
6. What section is always repeated in a song with a rondo form?  
A. first section      B. second section      C. third section      D. fourth section
7. The song *Maligayang Araw* has a music theme (A) which is alternated with contrasting music themes (B and C) and it ends with theme A. What is its musical form?  
A. Strophic                      B. ternary                      C. binary                      D. rondo



8. If the song follows ABACA sequence, what form does it refer to?  
A. binary                      B. rondo                      C. ternary                      D. strophic
9. Music has different structure or design. What element of music does it refer to?  
A. form                      B. melody                      C. dynamics                      D. timbre
10. Which of the following statements is true about rondo form?  
A. It is three-part form featuring a return of the initial music after a contrasting section.  
B. It is a two-part music with two contrasting melodies.  
C. It is a musical form that has the same tune with two or more sections.  
D. It is also known as ABACA from.



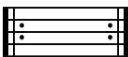


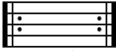
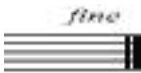
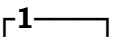
## ***Additional Activities***

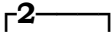
**Directions:** Look for other songs that are in rondo form.



## What I Know

**Directions:** Read and understand the sentences or questions carefully. Write the letter of the correct answer on a separate sheet of paper.

1. What musical symbol is shown?   
A. repeat marks  
B. end of the song  
C. repeat from the sign  
D. repeat from the beginning
2. Which of the following musical symbols tells you to repeat from the sign?  
A. *al fine*  
B.   
C.   
D. 
3. What does this musical symbol mean?   
A. sing coda  
B. end of the song  
C. repeat from the sign  
D. repeat from the very beginning
4. The symbol in a song is *al fine*. What does it mean?  
A. to the end  
B. repeat from the sign  
C. sing the whole song  
D. sing from the start up to the end
5. D.C *al fine* is a repeat mark. Which of the following tells about it?  
A. repeat from the sign  
B. repeat from the symbol  
C. repeat from the middle section  
D. repeat from the beginning until the word fine
6. What musical symbol is shown?   
A. first section of the song  
B. first ending of the section  
C. first beginning of the song  
D. second ending of the section
7. Coda is usually placed in which part of the song?  
A. at the end of the song.  
B. In any part of the song.  
C. at the middle of the song.  
D. at the beginning of the song.

8. What musical symbol is shown? 
- second ending after singing the repetition indicated by the repeat sign
  - second phrase after singing the repetition indicated by the repeat sign
  - second section after singing the repetition indicated by the repeat sign
  - second beginning after singing the repetition indicated by the repeat sign
9. Which of the following tells about *Da Capo*?
- to sing up to the end
  - to go back to the sign
  - to repeat from the very beginning
  - to sing the middle section of the song
10. What musical symbol means repeat from the beginning up to the end?
- Da Capo
  - B. fine*
  - C. Dal segno*
  - D. D.C al fine*

## Lesson 3

## Repeat Marks

Musical symbols guide the singer or instrumentalist in performing a musical piece.

Today you will familiarize yourself with the different repeat marks, their symbols, meanings, and functions.



### *What's In*

You have already learned about one important element of music which is Form. Let us find out how much you have learned.

**Directions:** Write **True** if the statement is correct and **False** if it is incorrect. Do this on a separate sheet of paper.


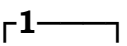
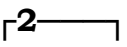

- B section is always repeated in a song in rondo form.
- C represents the third section of the song in rondo form.
- ABCA is the sequence pattern of rondo.
- Tirinding* is a song in rondo form.
- Form is the structure or design of music.



## What's New

Repeat marks are like road map signs because these tell us where to play/sing, where to play/sing over again, where is the ending or where to repeat. In addition, it helps us to navigate the musical score and follow its flow as intended by the composer. Lastly, it gives us idea about the form of the music.

Here are the different kinds of repeat marks.

1. Da Capo (D.C.) - It means that the musical piece is to be repeated from the beginning.
2. Dal Segno (D.S.) - It means that the musical piece is to be repeated from the sign ““
3. *fine* - It means the end.
4. *al fine* – It means up to the end.
5. D.C al Fine - It means repeat from the beginning up to the word *fine*.
6.  $\parallel : \quad : \parallel$  - This sign tells repetition of sections in a musical score.
7.  - The first ending of the section.
8.  - The second ending after singing the repetition indicated by the repeat sign.
9. Coda () – Is the repetition of the last line of the song. It is usually found at the end of the song.

**Directions:** Look at the musical score of *Pandangguhan* and locate the different repeat marks. Listen to the song through this Youtube link:  
<https://youtu.be/ECtCDskXxtg>

**Pandangguhan**

Vivace

Ma-nu-nug-tog ay na-ngag pa-si-mu-la ul na-ngag sa-ya-wan ang ma-nga mal-

5 *Fo Coda*

ya, Sa ma-nga pad-yak pa-rang ma-gi-gu-ba, ang ba-wat ta-pa-kam ng ma-nga bak-

9 1. 2. *Moderato*

ya, Kung pag-ma-mas sa Dahil sa i-kaw, Mut-yang Pa-in-lu-man, Wa-lang sing-gan-

13

da sa da-gat Si-la-ngan, Ma-hal na hi-yo ang pa-so mo Hi-rang,

22

Ang pag-i-big mo'y hi-rap ma-kam-tan, Kung hindi ta-os ay ma-sa-sa-wi ma-nga pag-su-

28

yong i-ni-a-a-lay, Kung hindi ta-os ay ma-sa-sa-wi, ma-nga pag-su-yong i-ni-a-a-lay.

34 *Largo*

Ha-li-na a-king ma-hal, li-ga-yo ko ay i-kaw, Ka-pag-di ka na-

40 1. 2. *Allegro*

ta-to-aw, ang bu-hay ko ay a-mong pang-law Ha-law Kung may pis-ta sa a-ming ba-

46

yan ang la-hat ay nag-di-ri-wang, may li-son ba-wat ta-ha-nan, may ga-yak pa-ti sim-ba-

52

han, Pag-la-bas ni San-ta Ma-riang Ma-hal, ka-mi ay ta-os na nag-da-ra-aad, Pru-si-yon

57 *Presto*

di-to ay nag-da-mi-an, kung ka-ya ang i-ba'y nag-a-a-bang, May tu-mu-tug-tog at may su-ma-se-

62

yaw, Mayroon sa ga-lak ay na-pa-pa-si-gaw, Ang pis-ta sa bayan na-min ay gan-yan, Ang sa-yo'y ti-

67 *Andantino*

la wa-lang ka-ta-pu-san Ma-nu-nug-tog la, ang sa-yaw ni-tong a-ting mun-tug-ban-sa

73

Did you see the repeat marks in the score? Several kinds of repeat-marks or symbols are found in the song *Pandagguhan*. These are *Dal Segno* (D. S),  $\parallel : \quad : \parallel$ ,  $\lceil 1 \text{ — } \rceil$ ,  $\lceil 2 \text{ — } \rceil$ , and *Coda*  $\Phi$ .

*Dal Segno* (  $\text{\text{S}}$  ) is found on the 2<sup>nd</sup> and 69<sup>th</sup> measure.

Repeat marks (  $\parallel : \quad : \parallel$  ) is found on the 2<sup>nd</sup>, 9<sup>th</sup>, 35<sup>th</sup> and 42<sup>nd</sup> measure.

The first ending (  $\lceil 1 \text{ — } \rceil$  ) is found on the 9<sup>th</sup> and 42<sup>nd</sup> measures.

The second ending (  $\lceil 2 \text{ — } \rceil$  ) is found the 10<sup>th</sup> and 43<sup>rd</sup> measures.

*Coda* (  $\Phi$  ) is found on the 6<sup>th</sup> and 70<sup>th</sup> measures.



## What is It

**Directions:** Answer the following questions based on the musical score of *Pandangguhan*. Write your answer on a separate sheet of paper.

1. What repeat marks are found on the musical score?
2. In what exact number of measures can you find the repeat marks?
3. In what measures can you find the repeat signs with first and second endings?
4. In what measure can you find the symbol  $\text{\text{S}}$ ?
5. In the part *Halina aking mahal*, what symbol indicates a repetition of that part of the song?



## What's More

Now it's time to apply what you learned about repeat marks in a musical score.

**Directions:** Study the musical scores and answer the questions below. Listen to the YouTube link to learn the following songs.

1. <https://youtu.be/ECtCDskXxtg>

### Tinikling

Titik: Isahel Mojica      A      Awiting bayan ng Samar at Leyte

Kay-sa-yu-sa - ya - ng pik - ni - kan sa bu - kid, \_\_\_\_\_ I-bee at ha - la-ma'y pa -

wang u-ma-a - wit, \_\_\_\_\_ Ma-sa-rap ang ha-ngin, kay - gan - da ng la - ngit, \_\_\_\_\_ May ta-la at

a - wit sa a - gos ng ba - tis, \_\_\_\_\_ Ta-yo'y mag-sa - yaw, u-min - dak sa tug-

tu - gin, \_\_\_\_\_ Ma-nga pu-lak - pak ay - i - sa - liw, \_\_\_\_\_ Ang luk-so mo Ne-neng da -

pat pag-bu-ti - hin \_\_\_\_\_ Pag-nag-ka-ma - li'y ma - i - i - pit ka man - din. \_\_\_\_\_

*D.C. al Fine*

- A. What is the title of the song?
- B. What kind of repeat marks are found on the musical score?
- C. In what measure can you find the word *Fine*?
- D. What does *fine* mean?
- E. In what measure can you find the word *D.C al Fine*?
- F. What does *D.C al Fine* mean?

2.

## Sa Ugoy ng Duyan

Lucio D. San Pedro

**Adagio**

Sa-na'y di mag - ma-liw ang da - ti kong a - raw,

nang mun - ti pang ba - ta sa pi - ling ni na - nay,

na - is ko'y ma - u - lit ang a - wit ni I - nang ma-hal,

A-wit ng pag - i - big ha-bang a-ko'y na - sa du - yan Sa-nay di mag

1. Sa a - king pag - tu - log na la - bis ang him - bing,



2. ang ban - tay ko'y ta - la, ang ta - nod ko'y bit - uin,

Sa pi - ling ni na - nay la - ngit ang bu - hay,

3. pu-so kong may du - sa'y sa - bik sa u-goy ng du - yan. *Dal Segno* Sa-nay di mag

Na-is kong ma - tu - log sa da-ting du-yan ko i- nay,


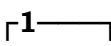
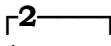

hm oh! i- nay,

- What musical symbol indicates repetition of the first two lines of the song?
- What does this symbol (  ) mean?
- What does Dal Segno (  ) mean?





## What I Have Learned

- Repeat marks are used in musical pieces to tell the repetition of sections.
- *Da Capo* (D.C.) means that the musical piece is to be repeated from the beginning of the composition.
- *Dal Segno* (D.S.) tells that the musical piece is to be repeated from the sign .
- *fine* means the end.
- *al fine* means up to the end.
- *D.C al Fine* means repeat from the beginning until the word *fine*.
-  is the first ending of the section.
-  is the second ending after singing the repetition indicated by the repeat sign.
- Coda (  ) is the last line of the song.
- Repeat marks  $\parallel :$   $: \parallel$  indicate repetition of sections in a song.



## What I Can Do

**Directions:** Study the musical score of *Magtanim ay Di Biro*. Identify and define the different repeat marks used in the song.

### Magtanim ay Di Biro

Philippine Folk Song



Mag-ta - nim ay 'di bi - ro. Mag-ha - pong na-ka-yu - ko, Di na - man ma-ka-u - po, Di na -

man ma-ka-ta - yo, Mag-ta - nim di bi-ro, mag-ha - pong na-ka-yu - ko, Di na - man ma-ka-u - po, Di na -



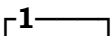
man ma-ka-ta - yo, Mag-ta - yo, Ha - li - na, ha - li - na, ma-nga ka - li - yag, Ta-yo'y mag - si -

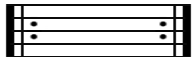


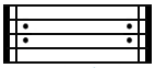
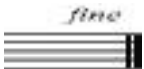
pag-u-nat - u-nat, Mag-pa-ni - ba - go ta - yo ng lan - das, Pa - ra sa a - raw ng bu - kas.



## Assessment

**Directions:** Read and understand the sentences or questions carefully. Write the letter of the correct answer on a separate sheet of paper.

1. Coda  is usually placed in which part of the song?
  - A. at the end of the song
  - B. in any part of the song
  - C. at the middle of the song
  - D. at the beginning of the song
2. What musical symbol is shown? 
  - A. second ending after singing the repetition as indicated by the repeat mark
  - B. second phrase after singing the repetition as indicated by the repeat mark
  - C. second section after singing the repetition as indicated by the repeat mark
  - D. second beginning after singing the repetition as indicated by the repeat mark
3. Which of the following tells about *Da Capo*?
  - A. to sing up to the end
  - B. to go back to the sign
  - C. to repeat from the very beginning
  - D. to sing the middle section of the song
4. What musical symbol means repeat from the beginning up to the end?
  - A. *Da Capo*
  - B. *fine*
  - C. *Dal segno*
  - D. *D.C. al fine*
5. *D.C. al fine* is a repeat mark. Which of the following tells about it?
  - A. repeat from the sign
  - B. repeat from the symbol
  - C. repeat from the middle section
  - D. repeat from the beginning up to the word fine
6. What musical symbol is shown? 
  - A. first section of the song
  - B. first ending of the section
  - C. first beginning of the song
  - D. second ending of the section

7. What musical symbol is shown?  C. repeat from the sign  
A. repeat marks D. repeat from the beginning  
B. end of the song
8. Which of the following musical symbols tells you to repeat from the sign?  
A. al fine C.   
B.  D. 
9. What does this musical symbol mean?  *fine*  
A. sing coda  
B. end of the song  
C. repeat from the sign  
D. repeat from the very beginning
10. The symbol in a song is *al fine*. What does it mean?  
A. sing up to the end  
B. repeat from the sign  
C. sing the whole song  
D. sing from the start up to the end



## Additional Activities

**Directions:** Study the musical score and answer the questions below. Write your answer on a separate sheet of paper.

<https://www.youtube.com/watch?v=1-ki2dGQ4HA>

### Isang Bugtong

*Con spirito* Katutubong awit ng Zambales



Sad-yang ma - ru-nong ka, I-yan ay sa - bi na - la. A-ko'y may bug -

tong. Tu-ri - ngan a-gad nga - yon. Kam-para-nil-yang di - law, Na... bi-bi-tin - bi -

tin. Hin - di tu - mu - to - nog... Ngu - ni na - ka - ka - in.

- What is the time signature of the song?
- In what measure(s) can you find the repeat marks?




## Answer Key

<p><b>What I Can Do</b></p> <p><i>Learning Objectives</i></p> <p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. C</li> <li>3. D</li> <li>4. B</li> <li>5. C</li> <li>6. A</li> <li>7. C</li> <li>8. B</li> <li>9. A</li> <li>10. B</li> </ol> <p><b>Additional Activities</b></p> <p>Answer may vary</p>	<p><b>What's More</b></p> <p>Activity 1</p> <p>Ratings may vary.</p> <p>Ternary form</p> <p>Activity 2</p> <ol style="list-style-type: none"> <li>1. ternary (ABC)</li> <li>2. ternary (ABA)</li> <li>3. binary</li> <li>4. form</li> <li>5. AB</li> </ol>	<p><b>What I Know</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. C</li> <li>3. B</li> <li>4. A</li> <li>5. B</li> <li>6. A</li> <li>7. A</li> <li>8. D</li> <li>9. B</li> <li>10. C</li> </ol> <p><b>What's In</b></p> <p>la, do, fa, do, la, do, do</p> <p><b>What is It</b></p> <p><b>A.</b></p> <ol style="list-style-type: none"> <li>1. 2</li> <li>2. A</li> <li>3. B</li> <li>4. Yes</li> <li>5. Binary Form</li> </ol> <p><b>B.</b></p> <ol style="list-style-type: none"> <li>1. 3</li> <li>2. A</li> <li>3. B</li> <li>4. C</li> <li>5. yes</li> <li>6. Ternary</li> </ol>
---	--	--

### Lesson 1

Lesson 2

<p><b>What I Know</b></p> <p>1. D 2. B 3. C 4. D 5. B 6. C 7. A 8. C 9. D 10. C</p> <p><b>What's In</b></p> <p>1. True 2. False 3. False 4. True 5. True</p>	<p><b>What Is It</b></p> <p>1. Rondo 2. ABACA 3. A 4. B 5. S</p> <p><b>What's More</b></p> <p><b>Activity 2</b></p> 	<p><b>What I Can Do</b></p> <p>1. rondo 2. ABACA 3. A 4. B 5. A</p> <p><b>Assessment</b></p> <p>1. C 2. D 3. C 4. B 5. C 6. A 7. D 8. B 9. A 10. D</p>
--	---	--

## Lesson 3

<p><b>What I Know</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. C</li> <li>3. B</li> <li>4. A</li> <li>5. D</li> <li>6. B</li> <li>7. A</li> <li>8. A</li> <li>9. C</li> <li>10. D</li> </ol> <p><b>What's In</b></p> <ol style="list-style-type: none"> <li>1. False</li> <li>2. True</li> <li>3. False</li> <li>4. True</li> <li>5. True</li> </ol>	<p><b>What's More</b></p> <p>Activity 1</p> <ol style="list-style-type: none"> <li>1. Tinkling</li> <li>1. DC al fine</li> <li>2. 17<sup>th</sup> measure</li> <li>3. End</li> <li>4. 34<sup>th</sup> measure</li> <li>5. Repeat from the beginning and end in fine</li> <li>2. Ugly ng Duyan</li> <li>1. Repeat mark</li> <li>2. Coda</li> <li>3. Repeat from the sign</li> </ol>	<p><b>What I Can Do</b></p> <p>   :    - This sign tells repetition of sections in a musical score.</p> <p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. A</li> <li>3. C</li> <li>4. D</li> <li>5. D</li> <li>6. B</li> <li>7. A</li> <li>8. A</li> <li>9. B</li> <li>10. A</li> </ol> <p><b>Additional Activities</b></p> <p>A. Isang Bugtong B. <sup>3</sup>/<sub>4</sub> time signature C. 1st measure/8<sup>th</sup> measure</p>
---	--	--

# References

## A. Books

*Enjoying Life Through Music, Art, Physical Education, and Health* pp.90-99

*Our World of MAPEH, Music, Art, Physical Education, and Health* pp.76-81

*Our World of MAPEH, Music, Art, Physical Education, and Health* pp.76-81

*21<sup>st</sup> Century MAPEH in Action*, Ready Made Lesson Plans in Music 6 (DepEd Div. of Iloilo)

*Radiance Worktext in Music, Art Physical Education and Health* pp.57-62

## B. Electronic Sources

<https://www.youtube.com/watch?v=32V5iQ6aSow>

**For inquiries or feedback, please write or call:**

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex  
Meralco Avenue, Pasig City, Philippines 1600

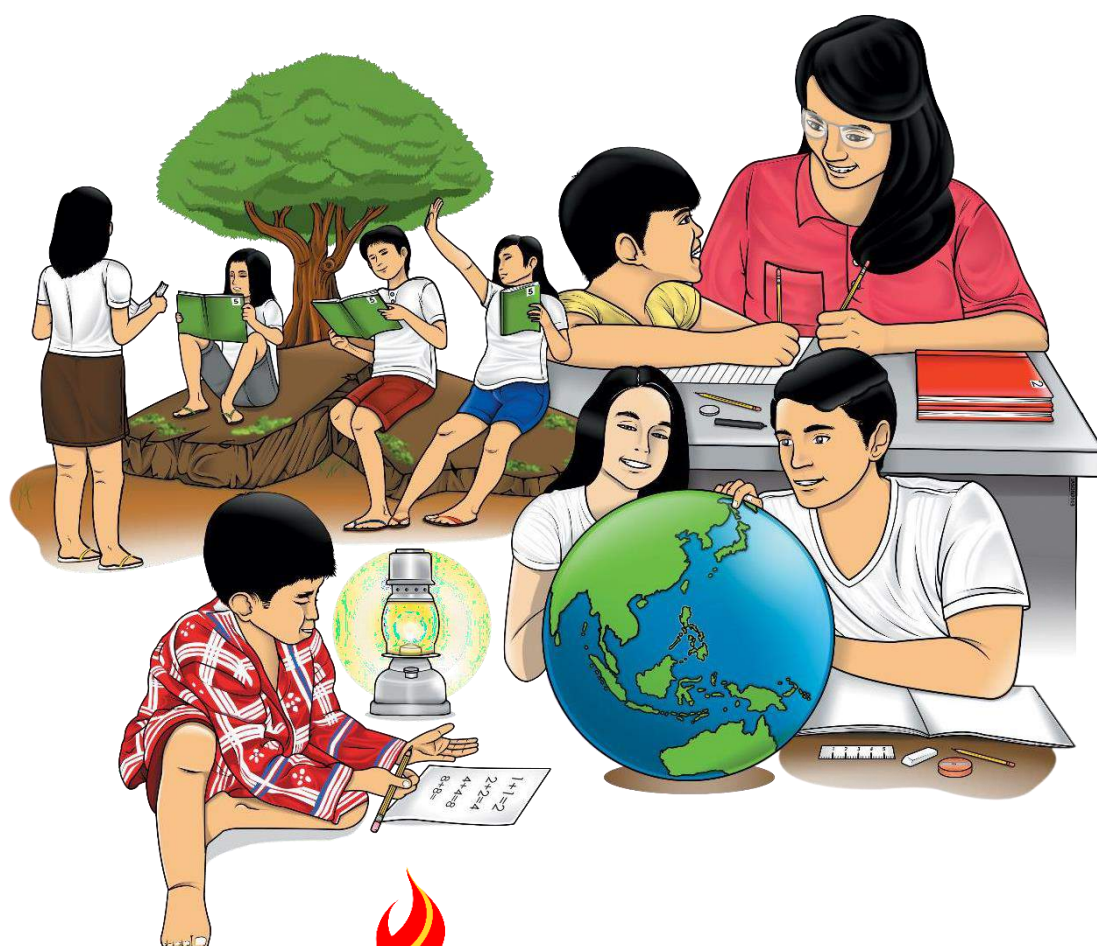
Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: [blr.lrqad@deped.gov.ph](mailto:blr.lrqad@deped.gov.ph) \* [blr.lrpdpd@deped.gov.ph](mailto:blr.lrpdpd@deped.gov.ph)



# Music

## Quarter 3 – Module 2 Timbre: Western Orchestra and Musical Ensembles in the Community



**Music – Grade 6**

**Alternative**

**Delivery Mode**

**Quarter 3 – Module 2: Timbre: Western Orchestra and Musical Ensembles  
in the Community**

**First Edition, 2021**

**Republic Act 8293, section 176** states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

**Development Team of the Module**

Authors: Gloria E. Tiwana, Jeanie F. Balista, Louinne Grace D. Insular

Editors: Ma. Fe L. Brillantes, Mary Grace V. Cinco

Reviewers: Ma. Fe L. Brillantes, Percy m. Borro, Lilibeth E. Larupay

Illustrators: Francis Julius P. Fama, Armand Glenn S. Lapor, Cyrell T. Navarro,  
Gil S. Montinola

Layout Artists: Armand Glenn S. Lapor, Lilibeth E. Larupay, Louinne Grace D. Insular,  
Joel F. Capus

Management Team: Ma. Gemma M. Ledesma

Josilyn S. Solana

Roel F. Bermejo

Nordy D. Siason

Lilibeth T. Estoque

Azucena T. Falales

Elena P. Gonzaga

Donald T. Genine

Athea V. Landar

Jerry Oquendo

Ruben S. Libutague

Lilibeth E. Larupay

Percy M. Borro

Ma. Fe L. Brillantes

Juan Adlai C. Caigoy

Printed in the Philippines by \_\_\_\_\_

**Department of Education – Region VI-Western Visayas**

Office Address: Duran Street, Iloilo City

Telefax: (033) 336-2816, (033) 509-7653

E-mail Address: region6@deped.gov.ph

# **Music**

## **Quarter 3 – Module 2**

### **Timbre: Western Orchestra and Musical Ensembles in the Community**

## **Introductory Message**

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



4. There are three ways of playing stringed instruments - bowing, strumming, and plucking. This instrument is played by plucking its 47 strings and using 7 pedals to change the pitch. What stringed instrument is this?
  - A. viola
  - B. harp
  - C. violin
  - D. guitar
  
5. This instrument, considered to be the smallest in the brass family, produces the highest pitch and the most brilliant sound. What musical instrument is this?
  - A. trombone
  - B. trumpet
  - C. tuba
  - D. french horn
  
6. An orchestra is a group of musicians who plays a variety of instruments. What are the different instrumental families in an orchestra?
  - A. brass, wind, percussion
  - B. string, percussion, brasswind
  - C. brass, string, woodwind, percussion
  - D. woodwind, string, percussion
  
7. The string family is the biggest section in the orchestra. Which is the smallest instrument that produces the highest pitch in this family?
  - A. cello
  - B. violin
  - C. double bass
  - D. viola
  
8. Percussion instruments are played by striking them with sticks or hammers, or by shaking or rubbing them. What do you call a pair of metal plates that are played by clashing them together?
  - A. trombone
  - B. oboe
  - C. cymbals
  - D. french horn
  
9. The following are brasswind instruments except for one. Which does not belong to the group?
  - A. trumpet
  - B. tuba
  - C. saxophone
  - D. trombone
  
10. Woodwind instruments have at least one piece of reed in the mouthpiece. Which of the following is a reedless woodwind instrument?
  - A. flute
  - B. piccolo
  - C. bassoon
  - D. clarinet

## Lesson

# 1

# The Western Orchestra

Do you like playing musical instruments? What musical instruments do you want to play? Do you want to play together with other musicians in an orchestra?

Orchestra music features unique sound quality of various musical instruments. There are basically four sections in the orchestra based on the family of musical instruments.



## What's In

Repeat marks indicate repetition of sections. You have studied and identified in the previous lesson the other symbols that indicate repetitions as used in a song.

**Directions:** Match the name of the symbol in column A with its symbol in column B. Write your answer on a separate sheet of paper.

### A

1. 2<sup>nd</sup> ending
2. Coda
3. Repeat mark
4. Dal Segno
5. 1<sup>st</sup> ending

### B

- a.
- b.
- c.
- d.
- e.
- f.



## What's New

The word “orchestra” is derived from the *Greek* name that pertains to the area in front of a stage of an ancient *Greek* theatre reserved for the chorus. Today, an orchestra is a large group of musicians playing different musical instruments together with a conductor who plays an important role in leading the musicians during performance. It is an instrumental ensemble composed of four instrumental family: string, woodwind, brass, and percussion.

Each section of the instrument produces its own distinct quality sound called, **timbre**. It is the quality of a musical sound or tone that distinguishes one musical instrument from the others.

**Directions:** Study the “Orchestra Song” and answer the questions below it. Click this link to help you study the song - <https://www.youtube.com/watch?v=58-5DWZCaxc>

### Orchestra Song

The vi - o - lins bring - ing their love \_\_\_\_\_ ly \_\_\_\_\_ sing - ing, The

The cla - ri - net, the cla - ri - net goes doo - dle, doo - dle, doo - dle, doo - dle, det. The

The trum - pet, starts toot - ing ta - ta - ta - ta, ta - ta ta - ta ta - ta ta - ta ta - ta ta. The

The horn, the horn, will wake me at morn, The

The drum sound - ing two tones and al - ways the same tones, The

vi - o - lins bring - ing their love \_\_\_\_\_ ly \_\_\_\_\_ song.

cla - ri - net, the cla - ri - net goes doo - dle, doo - dle, doo - dle, det.

trum - pet starts toot - ing, ta - ta - ta - ta, ta - ta ta - ta ta - ta ta - ta.

horn, the horn, will wake me at morn.

drum sound ing two tones and al - ways the same tones.



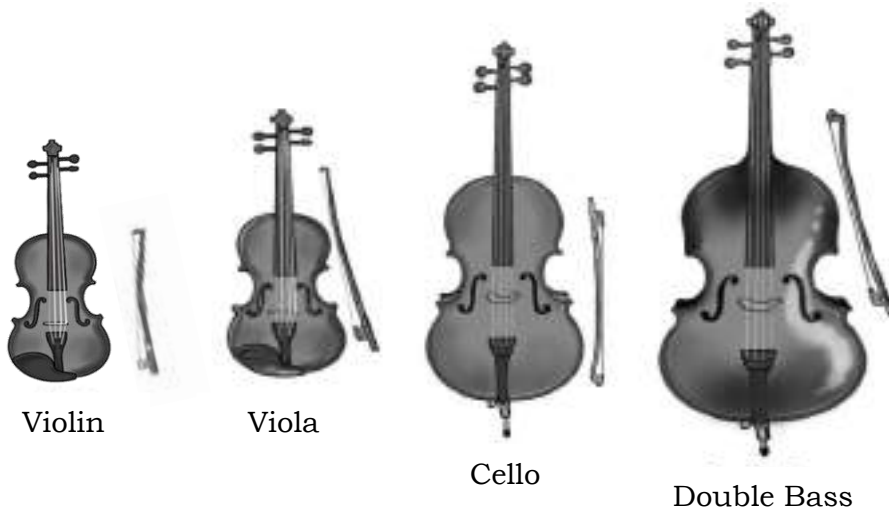


## ***What Is It***

There are basically four sections in the orchestra which are based on the family of musical instruments. The instruments in each family share the same characteristics. Click on the YouTube link provided to hear the sound of each instrument, how they look, and how they are played.

### **A. String Family**

**<https://www.youtube.com/watch?v=RxFNHeXKmrY>**



String family is the biggest section of the orchestra. The violin, viola, cello and double bass are the most common instruments in the string family. They are made of wood and usually carved into their characteristic curvy wooden body shape, which is attached to a wooden neck piece. They all have four strings that are attached to wooden tuning pegs on the headpiece located on the top of the neck. The strings are stretched over the body and neck of the instrument.

The bodies of string instruments are hollow to allow the sound of the vibration to resonate. They produce sounds when their strings are being plucked by fingers or struck and bowed with a bow. The bow is made of wood and horse hairs. Musicians pressed down on the strings with their fingers of the left hand and draw the bow across the string with the right hand.

As with any instrument, the smaller it is, the higher the pitches it plays, and the larger the instrument is, the lower the pitches it plays. The string family includes the following instruments.



### 1. VIOLIN

It is the smallest and has the highest pitch in the string family. It is the leader and the heart of the orchestra.



### 2. VIOLA

It is a little larger in size and has slightly thicker strings than the violin's strings. It produces a darker, thicker, and a lesser brilliant tone.



### 3. CELLO

It has thicker strings than the violin's and viola's strings. It is played with a shorter and thicker bow. The instrument rests against the knees of the musician who is seated while playing it.



### 4. DOUBLE BASS

It has the lowest pitch among the string instruments. Its strings, which are very long and thick, produce a deep sonorous tone.



### 5. HARP

It has 47 strings which are plucked with fingers and not bowed. It has 7 pedals to change the pitch of the strings. It consists of a triangular frame formed by a soundbox, a pillar, and a curved neck.

## B. Woodwind Family

<https://www.youtube.com/watch?v=7OjqeyOvC1c>



Instruments in this family all used to be made of wood, which give them their names. Nowadays, they are made not only of wood but also of metal, plastic or some combination. They are all tubes with an opening at one end and a mouthpiece at the other end. They each have rows of holes that are covered by metal caps called **keys**. They produce sound when the player blows air against a sharp edge or through a reed causing the air within its resonator to vibrate.

Musicians play these instruments by blowing air through the mouthpiece and opening or closing the holes with their fingers to change the pitch. Below are instruments of the Woodwind family.



### 1. PICCOLO

It is like the soprano in the woodwind family. It is like a small flute and the sound is higher than the flute.



### 2. FLUTE

It is an aerophone or reedless instrument. It produces sound from the flow of air across an opening creating rapid succession of tones. It is usually made of metal, although most flutes are made of woods.



### 3. CLARINET

It is a cylindrical instrument with a cup-shaped mouth piece and a flaring bell at the other end. It is a single-reed woodwind instrument. Its tone can vary from a low, to brilliant pitches.



### 4. OBOE

It is the most dramatic among the woodwind instruments and has a double-reed mouth piece. It has a black which is normally made of wood.



### 5. BASSOON

It is called the “clown” of the orchestra because of the unusual often comic sounds it produces. It is the largest and the lowest-sounding orchestral woodwind.



### 6. SAXOPHONE

It has a cone-shaped body of brass with the lower end bent into a U-shaped design and usually comes in several sizes.

### C. Brass Family

[https://www.youtube.com/watch?v=2EvvgkO\\_bwQA](https://www.youtube.com/watch?v=2EvvgkO_bwQA)



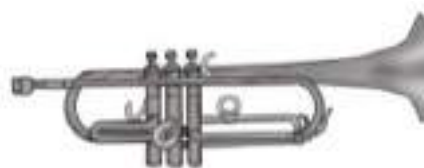
FRENCH HORN



TROMBONE



TUBA



TRUMPET

The brass instruments are made of metal. They are important in producing the loud, exciting parts of the orchestra. The instruments are also blown to create sounds by buzzing the player's lip against the mouthpiece.

The brass instruments are lip-vibrated instruments. They produce sound from the vibration created by the musicians pressing their lips up against the mouthpiece while blowing. The vibration between the lips and the mouthpiece causes the air to vibrate down the long brass tube.

Those tubes help the instruments to make different sounds. The buttons on the instruments are called valves. By pressing the valves, the player adds in additional length to the tube. Here are some examples of brass instruments.



#### 1. TRUMPET

It is the smallest main instrument of the brass family that produces the highest and brilliant sound. It is the leader and soprano of the brass family.



## 2. TUBA

It is the bass member of the brass family. It is the largest among the brass family with a mouthpiece and a big bell-shaped opening to a tube that is wrapped around in an oval.



## 3. FRENCH HORN

It is the alto member of the brass family. It is 12-feet long and sounds mellow than the trumpet. It has a valve that is bent into a circle called rotary valves.



## 4. TROMBONE

It is the tenor member of the brass family. It is the only sliding instrument in the brass that uses a slide rather than keys valves or strings.

## D. Percussion Family

<https://www.youtube.com/watch?v=nrmCbsM6eyk>



Percussion instruments refer to musical instruments that produce sound by striking them with sticks or hammers, while others are through rubbing or shaking them against another similar instrument. The materials used to make percussions include metal, wood or plastic and they come in different sizes and shapes.

They are used in accenting the rhythm and heightening the climax in the orchestra. Percussion instruments are divided into two classes: pitched and unpitched.

**Pitched Percussion** instruments produce notes with an identifiable or definite pitch. (<https://www.youtube.com/watch?v=We8aTONJIHo>)



### 1. TIMPANI

It is the loudest of all the orchestra instruments and requires tremendous precision of the timpanist. It can be played as both a rhythmic and melodic instrument.



### 2. XYLOPHONE

It consists of wooden bars struck by plastic, wooden or rubber mallets. Each bar is tuned to a specific pitch of the musical scale. It produces wooden, bright rattling, shrill, hollow tinkling and clear sounds.



### 3. GLOCKENSPIEL

It is arranged like the xylophone but with a steel bell instead of wood. It is smaller in size than xylophone, and creates musical sounds that are higher in pitch.

**Unpitched Percussion** produces notes with unidentifiable or indefinite pitch. <https://www.youtube.com/watch?v=Tis9aFSdVG8>



1. SNARE DRUM

It is played with a drum stick. It is used for rolls in a classical setting or for adding accent to music



2. BASS DRUM

It is a large drum that produces a note of low definite or indefinite pitch. It is used to keep a pulse in music.



3. CYMBALS

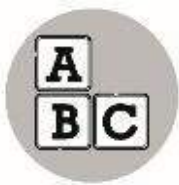
They are used in pairs and consist of thin, normally round plates of various alloys. They produce sharp, clashing or crashing sounds.



4. TRIANGLE

It has a triangular shape. It is played by striking with a stick.





## What's More

### Activity 1

**Directions:** Identify the instruments of the Western Orchestra. Write your answer on a separate sheet of paper.

1.



---

2.



---

3.



---

4.



---

5.



---

### Activity 2

**Directions:** Listen carefully to the sounds of the musical instruments. Identify the instrument being played. Refer to the Youtube link for this activity.

([https://youtu.be/4hF\\_TQueoIE](https://youtu.be/4hF_TQueoIE))

Write your answer on a separate sheet of paper.



## ***What I Have Learned***

- The instrumental sections of the Western Orchestra can be identified visually and aurally.
- String is the biggest section of the orchestra. Instruments in this section are played either by bowing, plucking or strumming.
- The four most common instruments in the string family are violin, viola, cello and double bass.
- Woodwind instruments are all tubes with an opening at one end and a mouthpiece at the other end. They each have rows of holes that are covered by metal caps.
- Woodwind family includes piccolo, flute, clarinet, oboe, bassoon, and saxophone.
- The brass instruments are lip-vibrated instruments.
- Brass family includes trumpet, French horn, trombone, tuba.
- Percussion instruments refer to musical instruments sounded by striking with sticks, hammers or mallets; while others are through rubbing or shaking against another similar instruments.
- There are two kinds of percussions: pitched and unpitched.



## ***What I Can Do***

**Directions:** Read the sentence carefully. On a separate sheet of paper, write **True** if the sentence is correct and **False** if it is wrong.

1. Glockenspiel is smaller than xylophone, and with a steel bell instead of wood.
2. Unpitched percussion instruments produce notes with unidentifiable or indefinite pitch.
3. The only instrument in the brasswind family that uses a slide rather than keys, valves, or strings is called tuba.
4. Oboe is the most dramatic among the woodwind instruments and has a double-reed mouthpiece.
5. Double bass is the smallest and has the highest pitch in the string family.



## Assessment

**Directions:** Read and understand the questions carefully. Write the letter of the correct answer on a separate sheet of paper.

1. There are three ways of playing string instruments. It is played by either bowing, strumming or plucking. This instrument is played by plucking its 47 strings and using 7 pedals to change the pitch. What is this?  
A. viola                      B. harp                      C. violin                      D. guitar
2. It is the smallest instrument of the brasswind family that produces the highest pitch and the most brilliant sound. What instrument is being referred to?  
A. trombone      B. trumpet                      C. tuba                      D. french horn
3. An orchestra is a group of musicians playing a symphony with different instruments. What are the group or families of instruments that compose an orchestra?  
A. brass, wind, percussion                      C. brasswind, string, woodwind, percussion  
B. string, percussion, brasswind                      D. woodwind, string, percussion
4. The string family is the biggest section in the orchestra. What is its smallest instrument that has the highest pitch in the family?  
A. cello                      B. violin                      C. double bass                      D. viola
5. Woodwind instruments are played by blowing air into the mouthpiece. What is the biggest instrument among the woodwind family?  
A. oboe                      B. piccolo                      C. bassoon                      D. saxophone
6. The string family is the biggest section in an orchestra. What is the largest string instrument that produces a very low sound?  
A. violin                      B. cello                      C. double bass                      D. viola
7. The brasswind section is made of brass metal or silver alloy whose tone is produced by blowing through its mouthpiece while fingers are pressing the valves. What is the only instrument in the brass family that uses slide?  
A. trumpet                      B. trombone                      C. tuba                      D. french horn
8. Woodwind instruments have at least one piece of reed in the mouthpiece. Which of the following is a reedless woodwind instrument?  
A. flute                      B. piccolo                      C. bassoon                      D. clarinet
9. The following are brasswind instruments except for one. Which does not belong to the group?  
A. trumpet                      B. tuba                      C. saxophone                      D. trombone
10. Percussion instruments are played by striking them with sticks or hammers or by shaking or rubbing them together. What do you call a pair of plate-like metallic musical instrument played by clashing together?  
A. trombone                      B. oboe                      C. cymbals                      D. french horn



## ***Additional Activities***

**Directions:** Draw your favorite Western orchestra instrument inside the box.



## ***What I Know***

**Directions:** Read and understand the questions carefully. Write the letter of the correct answer on a separate sheet.

1. It is a musical group of people performing a specific musical composition together. What group is it referring to?  
A. orchestra  
B. musical ensemble  
C. choir  
D. performers
2. It is a unique group that creates a harmony of sounds through different notes using angklung, a bamboo instrument that consists of two or more bamboo tubes tuned in octaves. What is the group's name?  
A. Rondalla  
B. Gangsa Ensemble  
C. Angklung Ensemble  
D. Choir
3. It is an ensemble of stringed instruments that are played with a plectrum or pick including the banduria, laud, guitar, octavina, bass and sometimes accompanied by drums. What is this group called?  
A. Rondalla  
B. Choir  
C. Angklung Ensemble  
D. Kulintang Ensemble

4. This group is a gong-based ensemble used by the Maguindanao and Maranao people of the Western Mindanao, like Yakan, Tausug and Sama-Bajao of Sulu Archipelago. What is the name of this group?
 

A. Kulintang Ensemble	C. Bamboo Musical Ensemble
B. Angklung Ensemble	D. Gangsa Ensemble
  
5. It is a marching ensemble consists of percussion instruments such as snare drum, tenor drum, cymbals, lyre, glockenspiel, bell lyre, bass, and color guard sections. What is this group called?
 

A. Drum and Bugle Corps	C. Drum and Lyre Corps
B. Kulintang Musical Ensemble	D. Bamboo Musical Ensemble
  
6. This is a musical ensemble of singers that performs music repertoire from medieval to the present. What is the name of this ensemble?
 

A. Kulintang Ensemble	C. Bamboo Musical Ensemble
B. Gangsa Ensemble	D. Choir
  
7. The following are gong-based instruments except for one. Which does not belong to the group?
 

A. Gangsa	B. Kulintang	C. Angklung	D. Agung
-----------	--------------	-------------	----------
  
8. Maasin Tultugan Ensemble and PUP Banda Kawayan are examples of what musical ensemble?
 

A. Angklung Ensemble	C. Kulintang Musical Ensemble
B. Bamboo Musical Ensemble	D. Rondalla
  
9. It is a musical marching unit consisting of brass instruments, percussion instruments (snare drum, tenor drum, bass drum, glockenspiel) and color guard.
 

A. Drum and Lyre Corps	C. Angklung Ensemble
B. Rondalla	D. Drum and Bugle Corps
  
10. All the ensembles below use percussion instruments made of bamboo, metal, animal skin or plastic, except for one. Which does not belong to the group?
 

A. Rondalla	C. Gangsa
B. Kulintang	D. Drum and Lyre

## Lesson

# 2

# Musical Ensembles in the Community

Music is life itself. It has its own identity that should be reached by all. It is alive and can be felt. Man is so creative that he was able to develop different musical instruments that can be used by different musical groups called musical ensembles.



## ***What's In***

An orchestra is an instrumental ensemble consists of four families of instruments: string, woodwind, brasswind, and percussion. Let's find out how much you have learned from this lesson.

**Directions:** Read the sentences carefully. Identify the orchestra instrument being described. Write your correct answer on a separate sheet of paper

1. It is arranged like the xylophone but with a steel bell instead of wood.
2. It is the most dramatic among the woodwind instruments.
3. It is the largest instrument among the brass family.
4. It is a little larger in size and has slightly thicker strings than the violin's strings.
5. It is the alto member of the brass family.



## ***What's New***

A **musical ensemble** a group of musicians that perform instrumental or vocal music. There are various kinds of ensembles that are differentiated based on the type of music they perform, the type of instruments they use in their performances, and the number of musicians performing together.

There are different musical ensembles found here in our country. Click on the YouTube links to hear the sound of the instruments and how they are played.

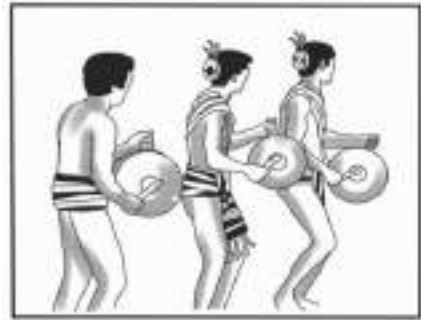
1. Gangsa Ensemble (<https://www.youtube.com/watch?v=yrCIsI-TXeY>)

Gangsa is a flat, rounded metal instrument made of either brass, iron, alloy of brass or bronze. It is called **gangsa** in Benguet and Kalinga in the Mountain Province, **gangha** to the Ifugaos, and **gansa** to the Tingguians in Abra. It is ever present during important festival or rituals.

The gangsa is a flat gong ensemble consisting of 5-6 flat groups played in festive occasions such as a peace pact called *Budong*. It is played in different ways. In toppaya style, the Kalingas play the flat gong with their hand on a sitting position. In *Gangsa pattung*, the gangsa is played with padded sticks with players standing and slightly bending forward in step with the dancers.



*Toppaya style*



*Pattung Style*

2. Bamboo Musical Ensemble

(<https://www.youtube.com/watch?v=v8aBn5fmMXM>)

Traditional Philippine banda kawayan (bamboo band) uses a variety of bamboo musical instruments, including the **marimba**, **angklung**, panpipes and bumbong, as well as bamboo versions of western instruments, such as clarinets, saxophones, and tubas.

- a. PUP Banda Kawayan of the Polytechnic University of the Philippines Laboratory School uses instruments made from bamboo and other indigenous materials such as marimba, angklung, bumbong, pan pipe, kiskis, kalatok and kalagong.



- b. Maasin Tultugan Ensemble of Maasin, Iloilo uses tultugan, an instrument equivalent to drums, gabbang, angklung, paspas, rain stick, tala-tala and bamboo flutes.

*Maasin Tultugan Ensemble*



*Biñan Kawayan Music Ensemble*

3. Angklung Ensemble (<https://www.youtube.com/watch?v=9sLPB26LJXU>)

Angklung ensemble is unique as the group creates a harmony of sounds through different notes. Performers use *angklung*, a bamboo instrument originated from Indonesia. It consists of two or more bamboo tubes tuned in octaves. The base of the frame is held in one hand, while the other hand shakes the instrument to produce a sound. Each performer in an angklung ensemble is typically responsible for one pitch. For a richer sound, each instrument should be played with others to form an ensemble. Performers develop character and enjoy the process of playing through music appreciation, coordination and teamwork.

- a. Sta. Barbara Central Elementary School of Sta. Barbara, Iloilo Angklung Ensemble uses angklung, gabbang, rain maker, beat box, and tultog or bamboo drums.





b. Malabon Musikawayan

Malabon Musikawayan is originally known as the Malabon Musikang Bumbong, a marching band that uses woodwind instruments made from bamboo. Felix Ramos was the founder and inventor of the band in 1896 where the first players are katipuneros. Later, it was named as Musikawayan under the leadership of P/Lt Col Gilbert Ramos, the 4<sup>th</sup> generation descendant of the founder.



4. Rondalla (<https://www.youtube.com/watch?v=qGS07fw5Le0>)

Rondalla is an ensemble of stringed instruments that are played with a plectrum or pick including the *banduria*, *laud*, *guitar*, *octavina*, *bass* and sometimes accompanied by *drums*. They originated in Spain but became most popular in Philippine folk music after their introduction to the islands during the 19<sup>th</sup> century. They represent a fascinating aspect of Filipino musical tradition. It is also called the Filipino String Band.



*Kabataang Silay Rondalla Ensemble, Silay City, Negros Occidental*

## 5. Kulintang Musical Ensemble

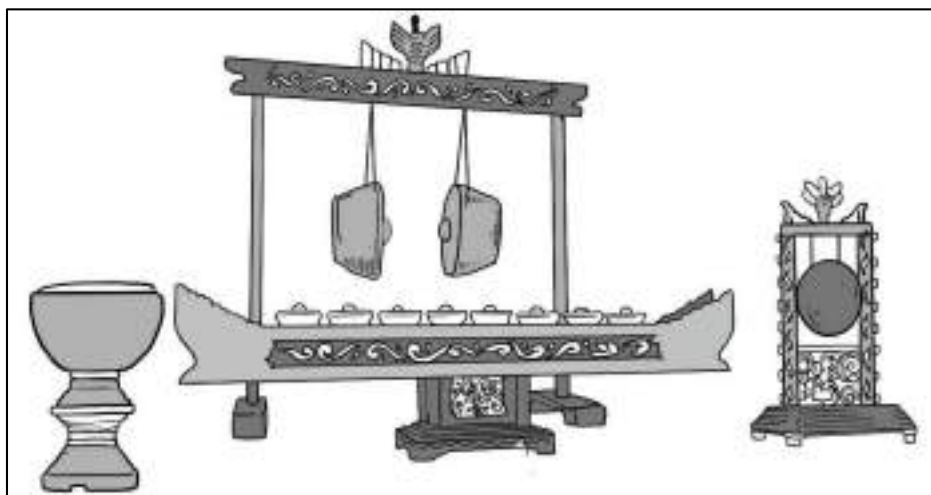
(<https://www.youtube.com/watch?v=LLTe00gbGLw>)

A gong-based ensemble used by the Maguindanao and Maranao people of the Western Mindanao like Yakan, Tausug and Sama-Bajao of Sulu Archipelago. They have different functions but are mostly performed for celebrations and rituals.

- Palabunibuyan (basalen) Kulintang Ensemble is made up of five instruments. The *kulintang* instrument consists of a row of small brass or bronze gongs horizontally laid upon a wooden rack. It is the main melody instrument and is played by striking the bosses of the gongs with two wooden beaters. Accompanying instruments include the gandang, the two-headed cylindrical drum, as well as the duahan agong pair consisting of the bua (a giant-sized gong) and pulakan (a narrow-shaped knobbed gong).



- The Maranao Kulintang Ensemble of Southern Philippines consists of *Kulintang*, a set of eight small gongs of bronze on a wooden stand in the shape of a Sarimanok (mythical bird, divine messenger), *Agung* (1 or 2) large gongs with wide rims, *Dabakan/Dadabuan* a conical drum, and *Babandi* (*babendil* or *babandir*) a narrow-rimmed gong with shallow boss.



6. Drum and Lyre Corps

(<https://www.youtube.com/watch?v=54qgy7Je6Z8>)

Drum and Lyre Corps is a marching ensemble consists of percussion instruments such as snare drum, tenor drum, cymbals, lyre, glockenspiel, bell lyre, bass and color guard sections. It is an economical alternative to regular brass bands or a Drum and Bugle Corps.

- *Tambor, Trumpa, Martsa, Musika* of Iloilo is a parade and competition among drum and lyre ensembles from different elementary schools within the city and the province of Iloilo.



7. Drum and Bugle Corps

([https://www.youtube.com/watch?v=H\\_8rJ\\_Y7QIc](https://www.youtube.com/watch?v=H_8rJ_Y7QIc))

A musical marching unit consisting of brass instruments (trumpet, trombone, French horn, and tuba), percussion instruments (snare drum, tenor drum, bass drum, glockenspiel), and the color guard.

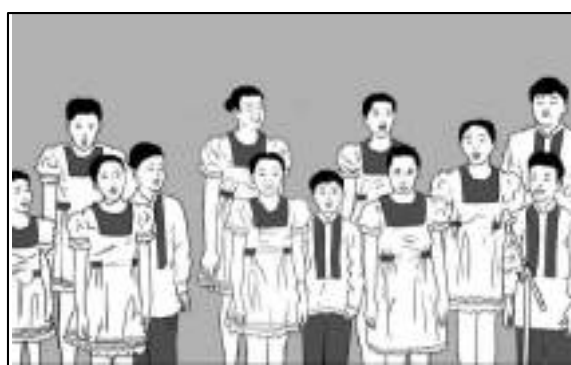


*Philippine Marines Drum and Bugle Corps*

8. Choir ([https://www.youtube.com/watch?v=ZxgvyFCf\\_d8](https://www.youtube.com/watch?v=ZxgvyFCf_d8))

As a musical ensemble of singers, choirs may perform music from classic, medieval to the present music repertoire. Most choirs are led by a conductor, who leads the performances conducting gestures

- a. The angelic voices of Loboc Children's Choir of Bohol have won numerous competitions both domestic and international.
- b. The Philippine Madrigal Singers is one of the major choral groups based in the University of the Philippines. It is the first choir in the world to win the European Grand Prix for Choral Singing twice.



Loboc Children's Choir



The Phil. Madrigal Singers

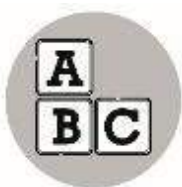


## ***What is It***

You have already learned about the musical ensembles found in our country. Let's find out if you can distinguish the ensemble being described in the following questions below.

1. What do you call a music group or musical group of people performing a specific musical composition together?
2. What musical ensemble uses instruments made from bamboo and other indigenous materials?
3. What indigenous materials does PUP Banda Kawayan use?
4. What musical ensemble in Iloilo uses tultugan, an instrument equivalent to drums, gabbang, angklung, paspas, rainstick, tala-tala, and bamboo flute?
5. What do you call a musical ensemble with performers playing angklung, a bamboo instrument which consists of two or more bamboo tubes tuned in octaves?

6. What do you call a group of musicians which uses stringed instruments that are played with a plectrum or pick including the banduria, laud, guitar, octavina, bass and sometimes accompanied by drums?
7. What is the gong-based musical ensemble used by the Maguindanao and Maranao of the Western Mindanao mostly performed during celebrations and rituals?
8. What is the musical marching unit consisting of brass instruments, percussion instruments and color guard?
9. What do you call the marching ensemble consists of percussion instruments such as snare drum, tenor drum, cymbals, lyre, glockenspiel, bell lyre, bass and color guard sections.
10. What do you call a musical ensemble of singers?



## ***What's More***

### **Activity 1**

**Directions:** Write **T** if the description of the ensemble is correct, and **F** if the description is wrong.

1. The Rondalla is also known as the Filipino String Band.
2. The Drum and Bugle Corps is composed of string and percussion instruments.
3. Choirs are musical ensembles of singers.
4. The Kulintang Ensemble is a gong-based ensemble used by the Maguindanao and Maranao of Western Mindanao.
5. Drum and Lyre Corps is a musical marching unit consisting of brass instruments  
(trumpet, trombone, French horn, and tuba), percussion instruments (snare drum, tenor drum, bass drum, glockenspiel), and the color guard.

## Activity 2

**Directions:** Match the picture of the ensemble in column A with the name of the group in column B.

**A**

**B**

1.



a. Rondalla

b. Kulintang Ensemble

2.



c. Drum and Lyre Corps

d. Drum and Bugle Corps

3.

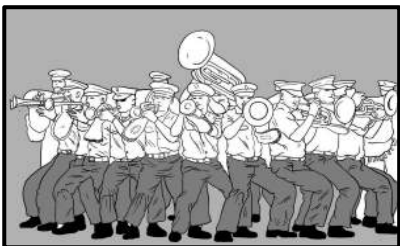


e. Gangsa Ensemble

f. Anklung Ensemble

g. Choir

4.



h. Bamboo Music Ensemble

5.



### Activity 3

**Directions:** Identify the place where the musical ensembles are from.

Choose your answer from the places written inside the box.

Bohol	Iloilo	Negros Occidental	Manila
Malabon	Western Mindanao	Ifugao	Laguna

1. Loboc Children's Choir
2. Philippine Marines Drum and Bugle Corps
3. Maranao Kulintang Ensemble
4. Musikawayan
5. Maasin Tultugan Ensemble



### ***What I Have Learned***

- A Musical Ensemble is a musical group of people performing a specific musical composition, instrumental, or vocal music together.
- Different musical ensembles are found in the Philippines. They are Gangsa Ensemble, Kulintang Ensemble, Bamboo Musical Ensemble, Angklung Ensemble, Rondalla, Drum and Lyre Corps, Drum and Bugle Corps, and the Choir.
- Gangsa Ensemble is a flat gong ensemble consisting of 5-6 flat groups.
- Bamboo Music Ensemble uses a variety of bamboo musical instruments.
- Angklung Ensemble is a group that uses a bamboo instruments that originated from Indonesia.
- Rondalla is an ensemble of stringed instruments.
- Drum and Lyre Corps is a marching ensemble consists of percussion instruments of different kinds of drums and lyre or glockenspiel.
- Drum and Bugle Corps is a musical marching unit consisting of brass instruments and different kinds of drums.
- Choir is a musical ensemble of singers.



### ***What I Can Do***

**Directions:** On a separate sheet of paper, complete the chart below:

Name of Ensemble	Instrument (s) Used





## Assessment

**Directions:** Read and understand the questions carefully. Write the letter of the correct answer on a separate sheet.

1. Except for one, all the ensembles below use percussion instruments made of bamboo, metal, animal skin or plastic. Which does not belong to the group?  
A. Rondalla  
B. Kulintang  
C. Gangsa  
D. Drum and Lyre
2. It is a musical group of people performing vocal or instrumental music. What group is it referring to?  
A. orchestra  
B. musical ensemble  
C. choir  
D. performers
3. Maasin Tultugan Ensemble and PUP Banda Kawayan are examples of what musical ensemble?  
A. Angklung Ensemble  
B. Bamboo Musical Ensemble  
C. Kulintang Musical Ensemble  
D. Rondalla
4. It is an ensemble of plectrum instruments including the banduria, laud, guitar, octavina, bass and sometimes accompanied by drums. What is this group called?  
A. Rondalla  
B. Choir  
C. Angklung Ensemble  
D. Kulintang Ensemble
5. It is a musical marching unit consisting of brass instruments, percussion instruments (snare drum, tenor drum, bass drum, glockenspiel) and the color guard.  
A. Drum and Lyre Corps  
B. Rondalla  
C. Angklung Ensemble  
D. Drum and Bugle Corps
6. It is a unique group that creates a harmony of sounds through different notes using angklung, a bamboo instrument that consists of two or more bamboo tubes tuned in octaves. What is its name?  
A. Rondalla  
B. Gangsa Ensemble  
C. Angklung Ensemble  
D. Choir
7. The following are gong-based instruments except for one. Which does not belong to the group?  
A. Gangsa  
B. Kulintang  
C. Angklung  
D. Agung



8. This group is a gong-based ensemble used by the Maguindanao and Maranao people of the Western Mindanao like Yakan, Tausug and Sama-Bajao of Sulu Archipelago. What is the name of this group?
- A. Kulintang Ensemble                      C. Bamboo Musical Ensemble  
B. Angklung Ensemble                      D. Gangsa Ensemble
9. This is a musical ensemble of singers that performs music from classic, medieval to the present music repertoire. What is the name of this ensemble?
- A. Kulintang Ensemble                      C. Bamboo Musical Ensemble  
B. Gangsa Ensemble                      D. Choir
10. It is a marching ensemble consists of percussion instruments such as snare drum, tenor, drum, cymbals, lyre, glockenspiel, bell lyre, bass, and the color guard section. What is this group called?
- A. Drum and Bugle Corps                      C. Drum and Lyre Corps  
B. Kulintang Musical Ensemble                      D. Bamboo Musical Ensemble



## ***Additional Activities***

Are there musical ensembles found in your own local community? List down these groups by filling out the chart below:

<b>Name of Ensemble</b>	<b>Instrument (s) used</b>



## Answer Key

### Lesson 1

<p><b>Assessment</b></p> <p>1. B 2. B 3. C 4. B 5. C 6. C 7. B 8. A 9. C 10. C</p>	<p><b>What's More</b></p> <p>Activity 1</p> <p>1. cymbals 2. tuba 3. violin 4. trumpet 5. glockenspiel</p> <p>Activity 2</p> <p>1. violin 2. harp 3. cymbals 4. timpani 5. trumpet</p> <p><b>What I Can Do</b></p> <p>1. True 2. False 3. True 4. True 5. False</p>	<p><b>What I Know</b></p> <p>1. C 2. C 3. B 4. B 5. B 6. C 7. B 8. C 9. C 10. A</p> <p><b>What's In</b></p> <p>1. E 2. C 3. D 4. B 5. A</p> <p><b>What's New</b></p> <p>a. It's about instruments of an orchestra b. clarinet-doodle, doodle det trumpet- tooing, tata ta c. violin, clarinet, trumpet, horn, drum</p>
--	---	--

## Lesson 2

<p><b>What I Know</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. C</li> <li>3. A</li> <li>4. A</li> <li>5. C</li> <li>6. D</li> <li>7. C</li> <li>8. B</li> <li>9. B</li> <li>10. A</li> </ol> <p><b>What's In</b></p> <ol style="list-style-type: none"> <li>1. Glockenspiel</li> <li>2. Oboe</li> <li>3. Tuba</li> <li>4. Viola</li> <li>5. Trombone</li> </ol> <p><b>What Is It</b></p> <ol style="list-style-type: none"> <li>1. Musical ensemble</li> <li>2. Bamboo musical ensemble</li> <li>3. Bamboo instruments ensemble</li> <li>4. Maasin Tultugan ensemble</li> <li>5. Anklung ensemble</li> <li>6. Rondalla</li> <li>7. Kulintang ensemble</li> <li>8. Drum and Lyre Corps</li> <li>9. Drum and Bugle Corps</li> <li>10. Choir</li> </ol> <p><b>What's More</b></p> <p>Activity 1</p> <ol style="list-style-type: none"> <li>1. T</li> <li>2. F</li> <li>3. T</li> <li>4. T</li> <li>5. F</li> </ol> <p>Activity 2</p> <ol style="list-style-type: none"> <li>1. E</li> <li>2. A</li> <li>3. H</li> <li>4. D</li> <li>5. G</li> </ol> <p>Activity 3</p> <ol style="list-style-type: none"> <li>1. Bohol</li> <li>2. Manila</li> <li>3. Western Mindanao</li> <li>4. Malabon</li> <li>5. Iloilo</li> </ol> <p><b>What Can I Do</b></p> <ol style="list-style-type: none"> <li>1. Gangsa Ensemble</li> <li>2. Gangsa</li> <li>3. Bamboo Musical Ensemble</li> <li>4. Bamboo pipes and bamboo percussion instruments</li> </ol> <p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. B</li> <li>3. B</li> <li>4. A</li> <li>5. A</li> <li>6. C</li> <li>7. C</li> <li>8. A</li> <li>9. D</li> <li>10. C</li> </ol> <p><b>Additional Activities</b></p> <p>Answers may vary</p>	<p><b>What I Know</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. C</li> <li>3. A</li> <li>4. A</li> <li>5. C</li> <li>6. D</li> <li>7. C</li> <li>8. B</li> <li>9. B</li> <li>10. A</li> </ol> <p><b>What's In</b></p> <ol style="list-style-type: none"> <li>1. Glockenspiel</li> <li>2. Oboe</li> <li>3. Tuba</li> <li>4. Viola</li> <li>5. Trombone</li> </ol> <p><b>What Is It</b></p> <ol style="list-style-type: none"> <li>1. Musical ensemble</li> <li>2. Bamboo musical ensemble</li> <li>3. Bamboo instruments ensemble</li> <li>4. Maasin Tultugan ensemble</li> <li>5. Anklung ensemble</li> <li>6. Rondalla</li> <li>7. Kulintang ensemble</li> <li>8. Drum and Lyre Corps</li> <li>9. Drum and Bugle Corps</li> <li>10. Choir</li> </ol> <p><b>What's More</b></p> <p>Activity 1</p> <ol style="list-style-type: none"> <li>1. T</li> <li>2. F</li> <li>3. T</li> <li>4. T</li> <li>5. F</li> </ol> <p>Activity 2</p> <ol style="list-style-type: none"> <li>1. E</li> <li>2. A</li> <li>3. H</li> <li>4. D</li> <li>5. G</li> </ol> <p>Activity 3</p> <ol style="list-style-type: none"> <li>1. Bohol</li> <li>2. Manila</li> <li>3. Western Mindanao</li> <li>4. Malabon</li> <li>5. Iloilo</li> </ol> <p><b>What Can I Do</b></p> <ol style="list-style-type: none"> <li>1. Gangsa Ensemble</li> <li>2. Gangsa</li> <li>3. Bamboo Musical Ensemble</li> <li>4. Bamboo pipes and bamboo percussion instruments</li> </ol> <p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. B</li> <li>3. B</li> <li>4. A</li> <li>5. A</li> <li>6. C</li> <li>7. C</li> <li>8. A</li> <li>9. D</li> <li>10. C</li> </ol> <p><b>Additional Activities</b></p> <p>Answers may vary</p>	<p><b>What I Know</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. C</li> <li>3. A</li> <li>4. A</li> <li>5. C</li> <li>6. D</li> <li>7. C</li> <li>8. B</li> <li>9. B</li> <li>10. A</li> </ol> <p><b>What's In</b></p> <ol style="list-style-type: none"> <li>1. Glockenspiel</li> <li>2. Oboe</li> <li>3. Tuba</li> <li>4. Viola</li> <li>5. Trombone</li> </ol> <p><b>What Is It</b></p> <ol style="list-style-type: none"> <li>1. Musical ensemble</li> <li>2. Bamboo musical ensemble</li> <li>3. Bamboo instruments ensemble</li> <li>4. Maasin Tultugan ensemble</li> <li>5. Anklung ensemble</li> <li>6. Rondalla</li> <li>7. Kulintang ensemble</li> <li>8. Drum and Bugle Corps</li> <li>9. Drum and Lyre</li> <li>10. Choir</li> </ol> <p><b>What's More</b></p> <p>Activity 1</p> <ol style="list-style-type: none"> <li>1. T</li> <li>2. F</li> <li>3. T</li> <li>4. T</li> <li>5. F</li> </ol> <p>Activity 2</p> <ol style="list-style-type: none"> <li>1. E</li> <li>2. A</li> <li>3. H</li> <li>4. D</li> <li>5. G</li> </ol> <p>Activity 3</p> <ol style="list-style-type: none"> <li>1. Bohol</li> <li>2. Manila</li> <li>3. Western Mindanao</li> <li>4. Malabon</li> <li>5. Iloilo</li> </ol> <p><b>What Can I Do</b></p> <ol style="list-style-type: none"> <li>1. Gangsa Ensemble</li> <li>2. Gangsa</li> <li>3. Bamboo Musical Ensemble</li> <li>4. Bamboo pipes and bamboo percussion instruments</li> </ol> <p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. B</li> <li>3. B</li> <li>4. A</li> <li>5. A</li> <li>6. C</li> <li>7. C</li> <li>8. A</li> <li>9. D</li> <li>10. C</li> </ol> <p><b>Additional Activities</b></p> <p>Answers may vary</p>
---	---	---

## ***References***

Our World of MAPEH

Music, Art, Physical Education, and Health 7 pp. 59-72, 76-81

Our World of MAPEH

Music, Art, Physical Education, and Health 6 pp.76-79

Enjoying Life Through Music, Art, Physical Education and Health pp.90-99, 103-108

21<sup>st</sup> Century MAPEH in Action

Ready Made Lesson Plans in Music6 (DepEd Div. of Iloilo)

Radiance Worktext in Music, Art Physical Education and Health pp.50-58, 62

<https://3dwarehouse.sketchup.com/model/a2bf4489-7f8a-431e-8827-5fc0f777d877/Maranao-Kulintang-Ensemble>

<https://www.scribd.com/document/355586806/RONDALLA-BRASS-BAND-MUSIKONG-BUMBONG-BAMBOO-ORGAN-ANKLUNG-PANGKAT-KAWAYAN>

<https://www.scribd.com/doc/271040402/The-Kabataang-Silay-Rondalla-Ensemble>

<https://www.slideshare.net/ssuser982c6b/instrumental-music-of-luzon>

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

Department of Education - Bureau of Learning Resources (DepEd-BLR)

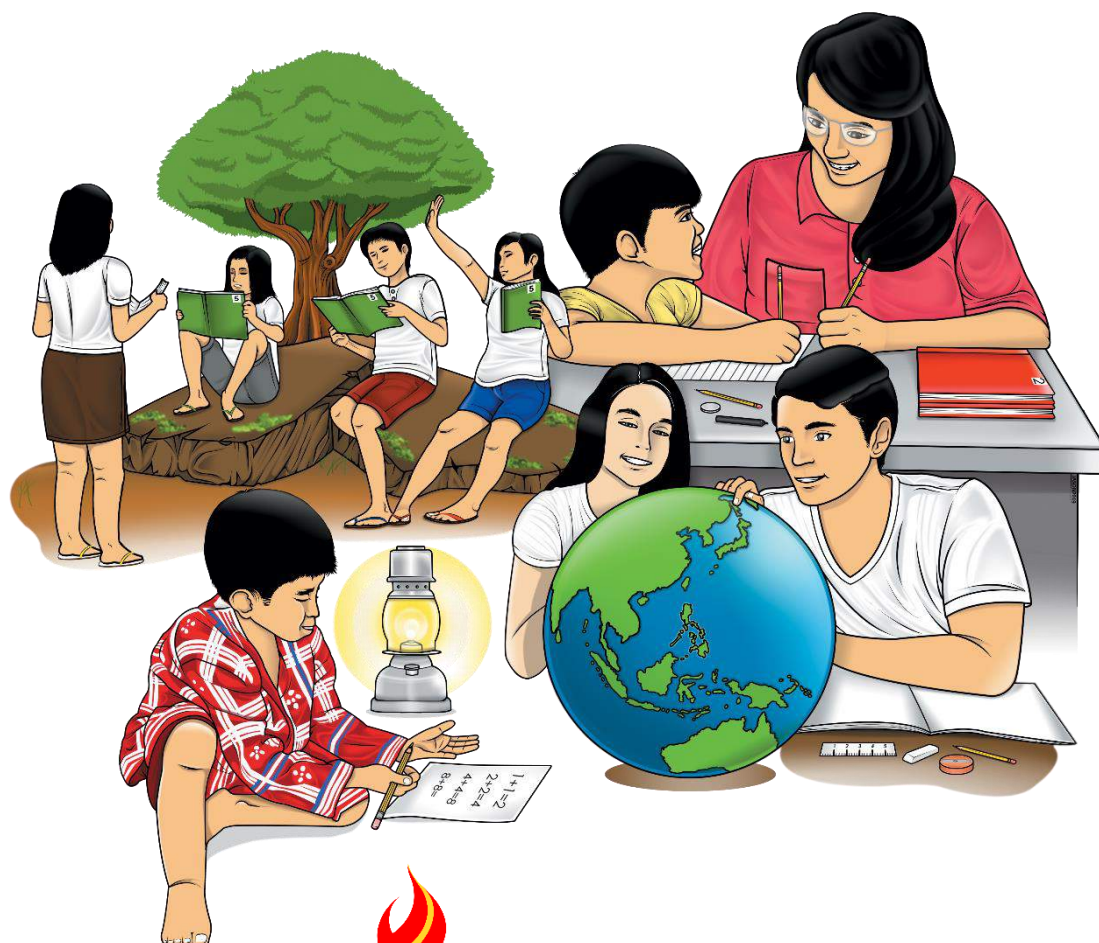
Ground Floor, Bonifacio Bldg., DepEd Complex  
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: [blr.lrqad@deped.gov.ph](mailto:blr.lrqad@deped.gov.ph) \* [blr.lrpd@deped.gov.ph](mailto:blr.lrpd@deped.gov.ph)

# Music

## Quarter 3 – Module 3: Dynamics



**Music – Grade 6**  
**Alternative Delivery Mode**  
**Quarter 3– Module 3: Dynamics**  
**First Edition, 2020**

**Republic Act 8293, section 176** states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education  
Secretary: Leonor Magtolis Briones  
Undersecretary: Diosdado M. San Antonio

**Development Team of the Module**

<b>Authors:</b>	Gloria E. Tiwana, Jeanie Balista
<b>Editors:</b>	Mary Grace V. Cinco, Ma. Fe L. Brillantes, Lilibeth E. Larupay
<b>Reviewers:</b>	Ma. Fe L. Brillantes, Lilibeth E. Larupay, Percy M. Borro
<b>Illustrators:</b>	Armand Glenn S. Lapor, Francis Julius P. Fama, Cyrell T. Navarro, Gil S. Montinola
<b>Layout Artists:</b>	Lilibeth E. Larupay, Armand Glenn S. Lapor
<b>Management Team:</b>	Ma. Gemma M. Ledesma, Josilyn S. Solana Roel F. Bermejo, Nordy D. Siason Lilibeth T. Estoque, Azucena T. Falaes Elena P. Gonzaga, Donald T. Genine, Athea V. Landar, Jerry A. Oquendo, Ruben S. Libutague, Lilibeth E. Larupay, Percy M. Borro, Ma. Fe L. Brillantes, Juan Adlai C. Caigoy

**Printed in the Philippines by** \_\_\_\_\_

**Department of Education – Region VI**

Office Address: Duran St., Iloilo City  
Telefax: (033) 336 2816, (033) 509 7653  
E-mail Address: region6@deped.gov.ph

# **Music**

## **Quarter 3 – Module 3:**

### **Dynamics**



# **Introductory Message**

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



## ***What I Need to Know***

In the last module, you introduced to the different musical instruments and their importance to music.

This time, you will learn about the different dynamic markings. It will allow you to sing songs with varied dynamic levels.

The module has three lessons with titles:

- Lesson 1: Dynamic Markings
- Lesson 2: Singing Songs with Soft Level Dynamics
- Lesson 3: Singing Songs with Varied Dynamics

After going through this module, you are expected to:

1. identify different dynamic markings;
2. sing songs with soft level dynamics;
3. use varied dynamics in a song performance.

- piano (*p*)
- mezzo piano (*mp*)
- pianissimo (*pp*)
- forte (*f*)
- mezzo forte (*mf*)
- fortissimo (*ff*)

- crescendo






- decrescendo





## What I Know

**Directions:** Read the items carefully. Choose the letter of the best answer. Write your answers on a separate sheet of paper.

1. In the song “Magtanim ay Masaya”, the musical phrase *lahat ay masaya*, should be sung gradually from soft to loud. Which symbol is found above the musical phrase?  
A.  B. *mp* C. *ff* D. *p*
2. There are some parts of a song that need to be sung gradually becoming loud. Which dynamics is used?  
A. decrescendo B. forte C. crescendo D. piano
3. It is a dynamic mark in which the part of the song in line with the symbol will be sung in a very loud manner. Which symbol is being referred to?  
A. *p* B. *f* C. *ff* D. *pp*
4. Dynamics refers to the softness and loudness of a sound in music. Which of the following is an example of dynamics?  
A. *c* B. *#* C.  D. *mp*
5. It is a dynamic mark in which the part of a song in line with the symbol will be sung in a very soft manner. Which is the symbol being referred to?  
A. *p* B. *f* C. *ff* D. *pp*
6. It is a dynamic marking that means singing gradually from loud to soft.  
A. fortississimo B. decrescendo C. crescendo D. piano
7. In the song “Ako ay Pilipino”, the part *taas noo kahit kanino* should be sung in a very loud manner. Which dynamic marking means very loud?  
A. *mp* B. *f* C. *ff* D. *p*
8. The song “Tulog Na” is to be sung *softly*. Which musical symbol should be used?  
A. *mf* B.  C. *p* D. *ff*
9. Italian words and symbols are used to indicate dynamics. What is the *Italian* word for *pp*?  
A. piano B. forte C. fortissimo D. pianissimo
10. The musical phrase of a song you are singing has a dynamic mark *ff*. How will you interpret that particular musical phrase?  
A. Sing the song softly.  
B. Sing the song very loud.  
C. Sing the song gradually from soft to loud.  
D. Sing the song from loud to soft.

## Lesson

# 1

## Dynamic Markings

Have you heard a mother singing a lullaby to her sleeping baby? How does she sing-it? Is the music loud or soft? What if a band marching around a town fiesta plays the music differently in a very soft manner? Do they defeat the purpose for playing the music? Let's find out, how!

Music has to follow certain levels of extremes when it comes to volume. This is called dynamics. You are going to learn more about this expressive element of music as you go through this lesson.



### ***What's In***

In your previous lesson, you have learned about the different musical ensembles found in your community. This activity will test how much you have learned from that lesson. Let us find out.

**Directions:** True or False: Write **T** if the description of the ensemble is correct and **F** if the description is wrong.

1. The Kulintangan Ensemble is a gong-based ensemble used by the Maguindanao and Maranao of Western Mindanao.
2. The Rondalla is also known as the Filipino String Band.
3. Choirs are musical ensembles of singers.
4. Loboc Children's Choir from Bohol is an example of Kulintang Ensemble.
5. Performers of Angklung Ensemble use bamboo which consists of two or more bamboo tubes tuned in octaves.



## What's New

A pleasant day to you learner!

What can you say to the volume of sound you hear when you are inside the church? How about in the public market? How do you compare the them?

In music, we use the word dynamics to describe the volume of music. It is an element of music which refers to the degree of loudness and softness of sound. It is one of the expressive elements that adds more beauty in a composition.

Study the musical score of the song “Ako ay Pilipino”.

**Ako ay Pilipino**

A - ko ay Pi - li - pi - no, ang du - go'y ma - har - li - ka, li - kas sa a - king  
pu - so, ad - hi - ka - ing kay gan - da. Sa Pi - li - pi - nas na a - king ba - yan lan - tay na Per - las ng Si - la  
nga - nan wa - ri'y na - ti - pon ang ka - ya - ma - nan ng May - ka - pal. Bi - gay sa 'king ta  
li - no sa ma - bu - ti lang la - an, Sa a - ki'y ka - tu - tu - bo ang ma - ging ma - pag - ma  
bal. A - ko ay Pi - li - pi - no, A - ko ay Pi - li - pi - no, I - sang ban - sa, 'sang  
di - wa ang mi - ni - mit - hi ko. Sa ba - yan ko't ban - di - la, la - an bu - hay ko't  
di - wa, A - ko ay Pi - li - pi - no, Pi - li - pi nong to - to - o, A - ko ay Pi - li - pi - no, A -  
ko ay Pi - li - pi - no, ta - as no - o ka - hit ka - ni - no, Ang Pi - li - pi - no ay a - ko.

Aside from notes and rests, what do you call the other musical symbols found on the musical score? Can you name one symbol? How is it used?

Yes, these musical symbols are called dynamic markings. They are commonly observed in musical pieces. Dynamics is the volume in music. They indicate how loud or soft the music should be sung or played. It can also be gradual or sudden change of volume. In printed and digital music, dynamics are written in Italian. For instrumental parts, dynamic markings are placed under (or nearby) a note or beneath a musical staff. For-vocal parts, the dynamic markings are placed above (or nearby) a note or on top of the musical staff. Moreover, composers use dynamics to change the mood of the music. It is very important to know and to apply the different dynamic markings and also the different musical signs and symbols in a composition for you to be able to play or sing more accurately.



## ***What is It***

One of the best ways of applying dynamics in a song is to be familiar with the different dynamic markings and to understand each meaning.

The chart below indicates the different Italian terms for dynamic levels and it's corresponding meaning and symbols.

<b>Italian Term</b>	<b>Meaning</b>	<b>Dynamic Marks</b>
pianissisimo	as soft as possible	<i>ppp</i>
pianissimo	very soft	<i>pp</i>
piano	Soft	<i>p</i>
mezzo piano	moderately soft	<i>mp</i>
mezzo forte	moderately loud	<i>mf</i>
forte	Loud	<i>f</i>
fortissimo	very loud	<i>ff</i>
fortissisimo	as loud as possible	<i>fff</i>
crescendo	gradually becoming loud	
decrescendo	gradually becoming soft	

The main dynamic levels are *p* or piano, which means soft and *f* or forte, which means loud. More subtle degrees of loudness or softness are indicated by *mp* for mezzo piano, which means moderately soft and *mf* for mezzo forte which means moderately loud. Aside from *f* and *p*, there are also *pp* which stands for pianissimo, meaning very soft while *ff* stands for fortissimo, meaning very loud.

To gradually change the dynamics, musicians use crescendo to increase in volume or gradually becoming loud and decrescendo to decrease in volume or gradually becoming soft.



## What's More

Great! Now that you have identified the different dynamic markings, let us get started with our activities. Are you ready?

### Activity 1:

**Directions:** Study the musical score below. Then, identify the dynamic markings used in the score and give the meaning of each.

**Tulog Na**

Dolores T. Andres

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

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

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

## Activity 2:

**Directions:** Study the musical score and answer the questions below.

### Magtanim ay Masaya

Marinduque Folk Song

*mp* **G** *Am* **D** *mp*

Mag-ta-nim ay ma-sa - ya, la-hat ay ma-li-ga - ya, ka-ta-wa'y ma si-sig - la, hi-

**G**

rap di a - lin - ta - na, Ma-sa - ya ang mag-ta - nim, ma-ra - ming a - a - ni -

**C** *f* **G** **D** *f* **G**

hin, ha - li - na sa bu - ki - rin, at a - ting pag-ya-ma - nin.

- What dynamic marking means gradually becoming loud?  
What words in the musical score have this symbol?
- What dynamic marking means gradually becoming soft?  
What words in the musical score have this symbol?
- What dynamic marking means loud?  
Which measure/s in the musical score has/have this symbol?
- What dynamic marking means moderately soft?  
Which measure/s in the musical score has/have this symbol?



### Activity 3

**Directions:** Read and study the song below. Think of dynamic markings that are suitable for the song. Place the dynamic markings above the staff to indicate the different dynamic levels.

## Dandansoy



Dan-dan soy ba-ya-an ta i-kaw, Pa-u-li a-ko sa pa-  
 Dan-dan - soy kung i-mo a-pa-son Bi-san tu-big di mag-ba-  
 yaw, U-ga-ling kung i-kaw hid-la-won, Sa pa-yaw i-mo lang lan-ta-  
 lon U-ga-ling kung i-kaw u-ba-won Sa da-lan mag bu-bon-bu  
 won Dan-dan bon

**To the Learning Facilitator:** Evaluate the child's performance by checking the appropriate number.

Criteria	Very Good 4	Good 3	Satisfactory 2	Fair 1
Uses appropriate dynamic markings based on a given musical score				
Places dynamic markings appropriate to the dynamic levels				
Use varied dynamic markings on the given musical score				
Total Score				



## ***What I Have Learned***

- Dynamics refer to the degree of loudness and softness of sound.
- A musical score or song has different dynamic levels.
- Different Italian terms and symbols are used to describe the dynamics of the music.
- The dynamic markings *ppp*, *pp*, *p*, and *mp* comprise the soft dynamics level.
- The dynamic markings *fff*, *ff*, *f* and *mf* comprise the loud dynamics level.
- The dynamic mark crescendo (  ) means gradually getting loud.
- The dynamic mark decrescendo (  ) means gradually getting soft.



## ***What I Can Do***

**Directions:** Give the meaning of the following Italian terms. Write your answers on a separate sheet of paper.

### **Italian Terms**

### **Meaning**

- |                |       |
|----------------|-------|
| 1. piano       | _____ |
| 2. forte       | _____ |
| 3. crescendo   | _____ |
| 4. pianissimo  | _____ |
| 5. mezzo forte | _____ |



## Assessment

**Directions:** Read the items carefully. Choose the letter of the best answer. Write your answers on a separate sheet of paper.

1. In the song “Ako ay Pilipino”, the part *taas noo kahit kanino* should be sung in a very loud manner. Which dynamic mark means very loud?  
A. *mp*                      B. *f*                      C. *ff*                      D. *p*
2. The song “Tulog Na” is to be sung *softly*. Which musical symbol is used in the musical phrase?  
A. *mf*                      B. *f*                      C. *p*                      D. *ff*
3. Italian words and symbols are used to indicate dynamics. What is the *Italian* word for *pp*?  
A. piano                      B. forte                      C. fortissimo                      D. pianissimo
4. In the song, “Magtanim ay Masaya”, the musical phrase *lahat ay masaya*, should be sung in gradually becoming soft to loud. Which symbol is found above the musical phrase?  
A. *f*                      B. *mp*                      C. *ff*                      D. *p*
5. The musical phrase of a song you are singing has a dynamic mark *ff*. How will you interpret the particular musical phrase?  
A. Sing the song softly.  
B. Sing the song very loud.  
C. Sing the song gradually from soft to loud.  
D. Sing the song from loud to soft.
6. There are some parts of a song that need to be sung in gradually becoming loud. What dynamic mark is used?  
A. decrescendo                      B. forte                      C. crescendo                      D. piano
7. It is a dynamic marking in which the part of the song in line with the symbol will be sung in a very loud manner. What symbol is being referred to?  
A. *p*                      B. *f*                      C. *ff*                      D. *pp*
8. Dynamics refers to the softness and loudness of a sound in music. Which of the following is an example of dynamics?  
A. **c**                      B. #                      C. **q**                      D. *mp*
9. It is a dynamic marking in which the part of a song in line with the symbol will be sung in a very soft manner. What is the symbol being referred to?  
A. *p*                      B. *f*                      C. *ff*                      D. *pp*
10. It is a dynamic marking means singing gradually from loud to soft.  
A. fortississimo                      B. decrescendo                      C. crescendo                      D. piano



## Additional Activities

The song “*You are my Sunshine*” tells about the happiness of a person when he is with his loved ones.

Study the song. Use different dynamic markings for you to have your own interpretation of the song.

**Directions:** Put the dynamic markings above the notes to where you want them to be placed. Do this on a separate sheet of paper.

**You Are My Sunshine**

Jimmy Davis

You are my sun - shine My on - ly sun - shine You make me  
I'll al - ways love you And make you hap - py If you will  
hap - py when skies are gray You'll ne - ver know dear how much I  
on - ly say the same But if you leave me to love a -  
love you please don't take my sun - shine a - way  
no - ther You'll re - gret it all some day

**To the Learning Facilitator:** Evaluate the child’s performance by checking the appropriate number.

Criteria	Very Good 4	Good 3	Satisfactory 2	Fair 1
Uses appropriate dynamic markings based on a given musical score				
Places dynamic markings appropriateto the dynami levels				
Use varied dynamic markings on the given musical score				
Total Score				

**Lesson****2****Singing Songs with Soft Level Dynamics**

We express our emotions in so many ways. One of which is through our voices. The volume of our voices could express sadness, joy, anger or excitement. A soft voice usually shows a more positive emotion.

***What's In***

In your previous lesson, you have learned about the different dynamic marks used in a song. Let us find out how much you have learned from that lesson.

**Directions:** Match column A with column B. Match the dynamics in column A to its corresponding symbol in column B.

A

1. crescendo
2. fortissimo
3. pianississimo
4. forte
5. piano

B

A. *f*B. *p*

C.

D. *ff*E. *ppp*



## What's New

Hello learner!

You have already learned about the meanings and Italian terms for dynamic markings; their influence and impact in a song or in a piece of music.

In this lesson, you are going to apply different dynamic levels in your performance. In particular, you will sing a song with soft level dynamics.

Singing is like a story-telling. It is not about how good your vocal is, but on how well you deliver a song to your audience. The aim is to invoke an emotional response to your audience and you cannot do that by singing at one volume level for the whole song. Imagine, when you listen to a speaker who is speaking in a monotone manner. The worst thing is to sing the song in one volume from the start till the end of a song.

That is why adding dynamics to music makes a song or performance more interesting and dramatic. This can even turn a mediocre performance into a great one. It can also create light and shade within your song and can help you sound more polished and professional even if you are just starting out.

“*Tulog Na*” is an example of lullaby or cradle song. The dynamic symbols found in a song are called soft level dynamic markings. These are *p*, *pp*, *ppp* and *mp*. It means that this song should be sung in a soft level.

**Directions:** Study the lyrics of the song. Use this Youtube link to listen to the song: <https://www.youtube.com/watch?v=K7q35f7Ip4s>.

### Tulog Na

Dolores T. Andres

*pp* *p* *pp* *p* *mp*

Dum, dum Ta-han na bun - so, Dum, dum Ta-han na bun - so, Tu-log na,

*p* *mp* *p*

Tu-log na, O, a - king bun - so, Tu-log na, tu-log na, di - to na si Na - nay.

The word or words with *p dynamic* mark such as *Nanay, tahan, and o* should be sung softly whereas words like *Dum, dum* should be sung in a very soft level. “*Tulog Na*” should be sung in a moderately soft; somewhat louder than piano but softer than forte.

Before you go on singing, here are some tips on how to sing with low level dynamics.

1. In a standing position, keep all your face muscles relaxed, chest out and think as if you are ready to sing.
2. Be sure to inhale expanding expand the rib cage and also around the waistline just before humming.
3. Hum softly and avoid tension on your lips.
4. Start singing the notes by opening your mouth correctly; as softly as you can manage.
5. Continue singing the notes while gradually getting softer.
6. Keep the airflow constant as you sing softer.

Singing with correct dynamics with correct facial expressions and appropriate hand gestures will make your performance better and appealing.



## ***What is It***

Look at the musical score of “*Tulog Na*”. Answer the following questions based on the musical score.

1. In what word/words did you see a symbol which means moderately soft?
2. In what word/words did you see a symbol which means very soft?
3. In what word/words did you see a symbol which means soft?
4. What are examples of soft level dynamics?
5. What kind of songs should be sung in soft level dynamics?
6. How can you perform the dynamics of the song properly?
7. Why do you think soft level dynamic markings were used in this song?



## What's More

**Directions:** Sing the song “*Tulog Na*” following the correct dynamic markings. The live

performance will be evaluated by your learning facilitator based on the given criteria/rubric below.

### Tulog Na

Dolores T. Andres

*pp* *p* *pp* *p* *mp*

Dum, dum Ta-han na bun-so, Dum, dum Ta-han na bun-so, Tu-log na,

*p* *mp* *p*

Tu-log na, O, a-king bun-so, Tu-log na, tu-log na, di-to na si Na-nay.

**To the Learning Facilitator:** Evaluate the child’s performance by checking the appropriate number.

Criteria	Very Good 4	Good 3	Satisfactory 2	Fair 1
Can identify correct dynamics.				
Can sing correct dynamics with ease and confidence.				
Can sing with correct breathing and phrasing.				
Can sing with dynamics, facial expressions and minimal hand gestures.				
Total Score				





## What I Have Learned

The dynamic marks *ppp*, *pp*, *p* and *mp* comprise the soft dynamic level.

-piano ( <i>p</i> )	quiet or soft part
-pianissimo ( <i>pp</i> )	very soft
-pianississimo ( <i>ppp</i> )	very,very soft
-mezzo piano ( <i>mp</i> )	moderately soft



## What I Can Do

“*Ili-ili Tulog Anay*” is a lullaby from Panay Island and it is traditionally sang to help the child to fall asleep while the mother is away.

This time, identify the soft level dynamic markings of the song “*Ili-ili Tulog Anay*” and give their meanings. Refer to this Youtube link to listen to the song.  
[https://www.youtube.com/watch?v=paDVo4\\_-QzE](https://www.youtube.com/watch?v=paDVo4_-QzE)

**Ili-Ili Tulog Anay**

The musical score for "Ili-Ili Tulog Anay" is presented in two staves. The first staff contains the first line of the melody with the lyrics "I - li - i - li tu-log a - nay, wa-la di - ri i - mo Na - nay; - Kad-to tyen - da ba-kal pa-". Dynamic markings *mp*, *p*, *pp*, *ppp*, and *mp* are placed above the notes. The second staff contains the second line of the melody with the lyrics "pay, I - li - i - li tu - log a - nay,". Dynamic markings *p*, *pp*, and *ppp* are placed above the notes.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## Assessment

**Directions:** Sing the song “*Ili-ili Tulog Anay*” with correct dynamics. The live performance will be evaluated, based on the given criteria/rubric below.

**Ili-Ili Tulog Anay**

I - li - i - li tu - log a - nay, wa - la di - ri i - mo Na - nay; - Kadto tyen - da ba - kal pa -  
 pay, I - li - i - li tu - log a - nay.

**To the Learning Facilitator:** Evaluate the child’s performance by checking the appropriate number.

Criteria	Very Good 4	Good 3	Satisfactory 2	Fair 1
Can identify correct dynamics.				
Can sing correct dynamics with ease and confidence.				
Can sing with correct breathing and phrasing.				
Can sing with dynamics, facial expressions and minimal hand gestures.				
Total Score				



## Additional Activities

**Directions:** Put appropriate soft level dynamic markings on top of the staff. Sing the song with correct dynamics.

### Tulog Na

Dolores T. Andres

Dum, dum Ta-han na bun-so, Dum, dum Ta-han na bun-so, Tu-log na,

Tu-log na, O, a-king bun-so, Tu-log na, tu-log na, di-to ra si Na-nay.

**To the Learning Facilitator:** Evaluate the child's performance by checking the appropriate number.

Criteria	Very Good 4	Good 3	Satisfactory 2	Fair 1
Uses appropriate dynamic markings based on a given musical score				
Places dynamic markings appropriateto the dynamic levels				
Use varied dynamic markings on the given musical score				
Perfoms correct dynamics through singing				
Total Score				

**Lesson****3****Singing Songs  
with Varied Dynamics**

Imagine music without any emotion. The music would not be appealing and people would not be able to relate and appreciate a song. All of our music without dynamics will be flat and boring. Through the use of dynamics, musicians are able to create drama and different intensities throughout a piece. It makes music more fascinating and enjoyable. Musicians are able to create intimate connections between the audience and the music by putting dynamics to it. Experiment with different dynamics as you study the scores in this lesson.

***What's In***

**Directions:** Sing the song “*Tulog Na*” correctly following the indicated soft level dynamic markings in the musical score.

**Tulog Na**

Dolores T. Andres

*pp* *p* *pp* *p* *mp*

Dum, dum Ta-han na bun - so, Dum, dum Ta-han na bun - so, Tu-log na,

*p* *mp* *p*

Tu-log na, O, a - king bun - so, Tu-log na, tu-log na, di - to na si Na - nay.



## ***What's New***

A good day to you learner!

In music, the dynamics is the degrees of loudness and softness in a musical composition. It is indicated by specific symbols in musical notations. However, dynamic markings still require interpretation by the performer depending on the musical context. Dynamics help musicians sustain varied interests in a musical performance and communicate a particular emotional state or feeling.

In this lesson, you are going to perform a song with varied dynamics.

Singing seems like a simple thing to do. Singing with dynamics is a thing that the most respected singers do in order to create intensity in their performance. Singing with varied dynamics is the practice of controlling your singing volume using , breath control, musical phrases, and emotions.

Singing in a gradual increase of volume or crescendo and gradual decrease of volume or decrescendo on a certain part of a song is a matter of controlling your singing voice and it will take you from an average singer to an extraordinary one.

One does not just simply sing with dynamics. It takes practice and sufficient knowledge to execute dynamics correctly. You must know the song wholeheartedly for you to know where to place the dynamics. Furthermore, when you know your voice, you can project it confidently.

Here are some tips on how to sing with varied dynamics.

1. Sing the musical phrase as softly as you can manage.
2. Continue singing the musical phrase while gradually getting louder; hence, maintaining a steady flow of air as you sing louder.
3. Continue singing the musical phrase while gradually getting softer, hence, keeping the airflow constant as you sing softer.

**Directions:** Study the song “*Climb Every Mountain*”. Focus on the different dynamic markings and be able to answer the questions below. Use the Youtube link below to listen and learn the song:  
<https://www.youtube.com/watch?v=jvDFoF9sfQA>

## Climb Every Mountain

The musical score for "Climb Every Mountain" is presented in a single staff with a treble clef and a key signature of one sharp (F#). The tempo is marked *mp* (mezzo-piano) at the beginning. The lyrics are written below the notes, and dynamic markings are placed above the staff at various points.

*mp*  
 Climb ev - 'ry moun-tain, search high and low, Fol - low ev - 'ry  
 by way, ev - 'ry path you know. *mf* Climb ev - 'ry moun-tain, ford ev - 'ry  
 stream, Fol - low ev - 'ry rain-bow, till you find your dream! A  
 dream that will need all the love you can give. Ev-ry day of your life  
 for as long as you live. *f* Climb ev - 'ry moun-tain, ford ev - 'ry  
 stream, Fol - low ev - 'ry rain-bow till you find your dream!  
 dream! *ff*



## What is It

**Direction:** Answer the following questions about the song.

1. What dynamic markings do you see in the musical score?
2. How will you sing the parts of the song with the following markings: mp, mf, f, ff,  $\text{>}$  and  $\text{<}$  respectively?
3. In which musical phrase of the song will you sing moderately soft?
4. In which measure of the song will you sing moderately loud?
5. In which measure of the song will you sing loud?
6. In which musical phrase will you sing gradually becoming louder?
7. In which musical phrase of the song will you sing gradually becoming softer?



## What's More

**Directions:** Sing the song “*Climb Every Mountain*”. Observe and apply the correct dynamic markings. The performance will be evaluated, based on the given criteria/rubric below.

**To the Learning Facilitator:** Evaluate the child's performance by checking the appropriate number.

Criteria	Very Good 4	Good 3	Satisfactory 2	Fair 1
Can identify correct dynamics				
Can sing correct dynamics with ease and confidence.				
Can sing with correct breathing and phrasing.				
Can sing with dynamics, facial expressions and minimal hand gestures.				
Total Score				

# Climb Every Mountain

*mp*  
Climb ev - 'ry moun-tain, search high and low, Fol - low ev - 'ry

*mf*  
by way, ev - 'ry path you know, Climb ev - 'ry moun-tain, ford ev - 'ry

stream, Fol - low ev - 'ry rain-bow, till you find your dream! A

dream that will need all the love you can give — Ev-ry day of your life

for as long as you live — Climb ev - 'ry moun-tain, ford ev - 'ry

stream, Fol - low ev - 'ry rain-bow till you find your dream!

*2 ff*  
dream! —





## ***What I Have Learned***

Take note of the following dynamic markings:

The two basic dynamic indications in music are:

***p*** or *piano*, meaning soft

***f*** or *forte*, meaning "loud"

More subtle degrees of loudness or softness are indicated by:

***mp***, stands for *mezzo-piano*, meaning "moderately soft"

***mf***, stands for *mezzo-forte*, meaning "moderately loud"

Use of up to three consecutive ***f***'s or ***p***'s is also common:

***pp***, stands for *pianissimo* and meaning "very soft".

***ff***, stands for *fortissimo* and meaning "very loud".

***ppp***, stands for *pianississimo* and meaning "as soft as possible".

***fff***, stands for *fortississimo* and meaning "as loud as possible".

Words used to show gradual changes in volume:

***crescendo*** (abbreviated *cresc.*) translates as "increasing" or gradually becoming louder

***decrescendo*** (abbreviated to *decresc.*) translates as "decreasing" or gradually becoming softer



## What I Can Do

**Directions:** Review the song “Ako ay Pilipino”. Identify the dynamic markings used in the song and give the meaning of each marking. Refer to the Youtube link to listen to the song: <https://www.youtube.com/watch?v=xkfrlHJgVYs>

### Ako ay Pilipino

*pp*  
A - ko ay Pi - li - pi - no, ang du-go'y ma-har - li - ka, li - kas sa a-king  
*p*  
pu-so, ad-hi - ka-ing kay gan - da. Sa Pi-li - pi-nas na a-king ba-yan lan-tay na Per-las ng Si-la  
*mf* *p*  
nga-nan wa-ri'y na - ti-pon ang ka-ya-ma-nan ng May-ka- pal. Bi - gay sa 'king ta  
*mp*  
li - no sa ma - bu-ti lang la - an, Sa a - ki'y ka-tu - tu-bo ang ma-ging ma-pag - ma  
*mf* *p*  
hal. A - ko ay Pi - li - pi - no, A - ko ay Pi - li - pi - no, I - sang ban-sa, 'sang  
di - wa ang mi - ni - mit-hi ko. Sa ba - yan ko't ban - di - la, la - an bu-hay ko't  
*f*  
di-wa, A - ko ay Pi - li - pi - no, Pi - li - pi nong to - to - o, A - ko ay Pi - li - pi - no, A -  
*ff*  
ko ay Pi - li - pi - no, ta-as no - o ka-hit ka - ni - no, Ang Pi - li - pi - no ay a - ko.

## Dynamic Markings

## Meaning

---

---

---

---

---

---

---



---

---

---

---

---

---

---



## Assessment

**Directions:** Sing the song “Ako ay Pilipino” correctly. Remember the tips on singing with dynamics. The performance will be evaluated by your learning facilitator based on the given criteria/rubric below.

### Ako ay Pilipino

*pp*  
A - ko ay Pi - li - pi - no, ang du-go'y ma-har - li - ka, li - kas sa a-king

*p*  
pu-so, ad-hi - ka-ing kay gan - da. Sa Pi - li - pi - nas na a-king ba-yan lan-tay na Per-las ng Si-la

*mf*  
nga-nan wa-r'y na - ti-pon ang ka-ya-ma-nan ng May-ka - pal. *p* Bi - gay sa 'king ta

*mp*  
li - no sa ma - bu-ti lang la - an, Sa a - ki'y ka-tu - tu-bo ang ma-ging ma-pag - ma

*mf*  
hal. A - ko ay Pi - li - pi - no, A - ko ay Pi - li - pi - no, *p* I - sang ban-sa, 'sang

di - wa ang mi - ni - mit-hi ko, Sa ba - yan ko't ban - di - la, la - an bu-hay ko't

*f*  
di-wa, A - ko ay Pi - li - pi - no, Pi - li - pi nong to - to - o, A - ko ay Pi - li - pi - no, A -

*ff*  
ko ay Pi - li - pi - no, ta-as no - o ka-hit ka - ni - no, Ang Pi - li - pi - no ay a - ko.

**To the Learning Facilitator:** Evaluate the child's performance by checking the appropriate number.

Criteria	Very Good 4	Good 3	Satisfactory 2	Fair 1
Can identify correct dynamics.				
Can sing-correct dynamics with ease and confidence.				
Can sing with correct breathing and phrasing.				
Can sing with dynamics, facial expressions and minimal hand gestures.				
Total Score				



## ***Additional Activities***

**Directions:** Study the song “*Magtanim ay Masaya*”. Sing the song with correct dynamics. The performance will be evaluated by your learning facilitator based on the given criteria/rubric below.

**To the Learning Facilitator:** Evaluate the child's performance by checking the appropriate number.

Criteria	Very Good 4	Good 3	Satisfactory 2	Fair 1
Can identify correct dynamics.				
Can sing-correct dynamics with ease and confidence.				
Can sing with correct breathing and phrasing.				
Can sing with dynamics, facial expressions and minimal hand gestures.				
Total Score				

Please refer to this Youtube link as reference:  
<https://www.youtube.com/watch?v=Jn8uxKayWXo>

## Magtanim ay Masaya

Marinduque Folk Song

The musical score is written in 3/4 time with a key signature of one sharp (F#). It consists of three staves of music. The first staff begins with a mezzo-piano (*mp*) dynamic and includes chords G, Am, and D. The second staff continues the melody with a G chord. The third staff starts with a C chord, followed by a forte (*f*) dynamic, and includes G and D chords, ending with a forte (*f*) G chord. The lyrics are written below the notes, with hyphens indicating syllables that span across multiple notes.

*mp* G Am D *mp*  
Mag-ta-nim ay ma-sa - ya, la-hat ay ma-li-ga - ya, ka-ta-wa'y ma si-sig - la, hi-  
rap di a - lin - ta - na, Ma-sa - ya ang mag-ta - nim, ma-ra - ming a - a - ni -  
hin, ha - li - na sa bu - ki - rin, at a - ting pag-ya-ma - nin.



# **Answer Key**

## **Lesson 1**

<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>C</li> <li>C</li> <li>D</li> <li>A</li> <li>B</li> <li>C</li> <li>C</li> <li>D</li> <li>D</li> <li>D</li> </ol> <p><b>Additional Activity</b> answers may vary (sample possible answer)</p>	<p><b>What's More conti....</b></p> <p>b.</p> <p>decrescendo, ay maligaya</p> <p>c. <i>f</i>, 13<sup>th</sup>, 17<sup>th</sup> measure</p> <p>d. <i>mp</i>, 1<sup>st</sup> and 7<sup>th</sup> measure</p> <p><b>Activity 3</b></p> <p>Answers may vary</p> <p><b>What Can I Do</b></p> <ol style="list-style-type: none"> <li><i>piano</i> – soft</li> <li><i>forte</i> – loud</li> <li>crescendo-gradually becoming loud</li> <li><i>pianissimo</i>- very soft</li> <li>mezzo forte-moderately loud</li> </ol>	<p><b>What I Know</b></p> <ol style="list-style-type: none"> <li>A</li> <li>C</li> <li>C</li> <li>D</li> <li>D</li> <li>B</li> <li>C</li> <li>C</li> <li>D</li> <li>B</li> </ol> <p><b>What's In</b></p> <ol style="list-style-type: none"> <li>T</li> <li>T</li> <li>T</li> <li>F</li> <li>T</li> </ol> <p><b>What's More</b></p> <p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li><i>pp</i>-very soft</li> <li><i>p</i>- soft</li> <li><i>mp</i>- moderately soft</li> </ol> <p><b>Activity 2</b></p> <p>a.</p> <p>crescendo, masaya</p>
---	---	---

## Lesson 2

**What's In**

1. C  
2. D  
3. E  
4. A  
5. B

**What Is It**

1. mp  
2. pp  
3. p  
4. p,pp,ppp,mp  
5. lullaby or cradle song  
6. by identifying and understanding each dynamic marking  
7. it is a lullaby song

**What's More**

Use rubrics for evaluation

**What Can I Do**

1. p-soft  
2. pp- very soft  
3. mp-moderately soft

**Assessment**

Use rubrics for evaluation

**Additional Activity**




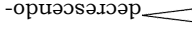
Use rubrics for evaluation

## Lesson 3

**What's In**

Use rubrics for evaluation


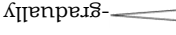
**What Is It**

1. mp, mf,   
2. mp-moderately soft, ff, f,   
mf-moderately loud, f-loud, ff-very loud  
becoming loud   
gradually becoming soft   
3. climb every mountain (1<sup>st</sup> measure)  
4. climb every mountain (9<sup>th</sup> measure)  
5. 26<sup>th</sup> measure  
6. live  
7. dream

**What's More**

Use rubrics for evaluation

**What I Can Do**

1. pp- very soft  
2. p-soft  
3. -gradually becoming loud  
4. mf-moderately loud  
5. -gradually becoming soft  
6. mp-moderately soft  
7. f-loud  
8. ff-very loud

## ***References***

1. Ready Made Lesson Plans in Music6 (Deped Div. of Iloilo)
2. Radiance Worktext in Music, Art Physical Education and Health pp.57-62



**For inquiries or feedback, please write or call:**

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex  
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: [blr.lrqaad@deped.gov.ph](mailto:blr.lrqaad@deped.gov.ph) \* [blr.lrp@deped.gov.ph](mailto:blr.lrp@deped.gov.ph)