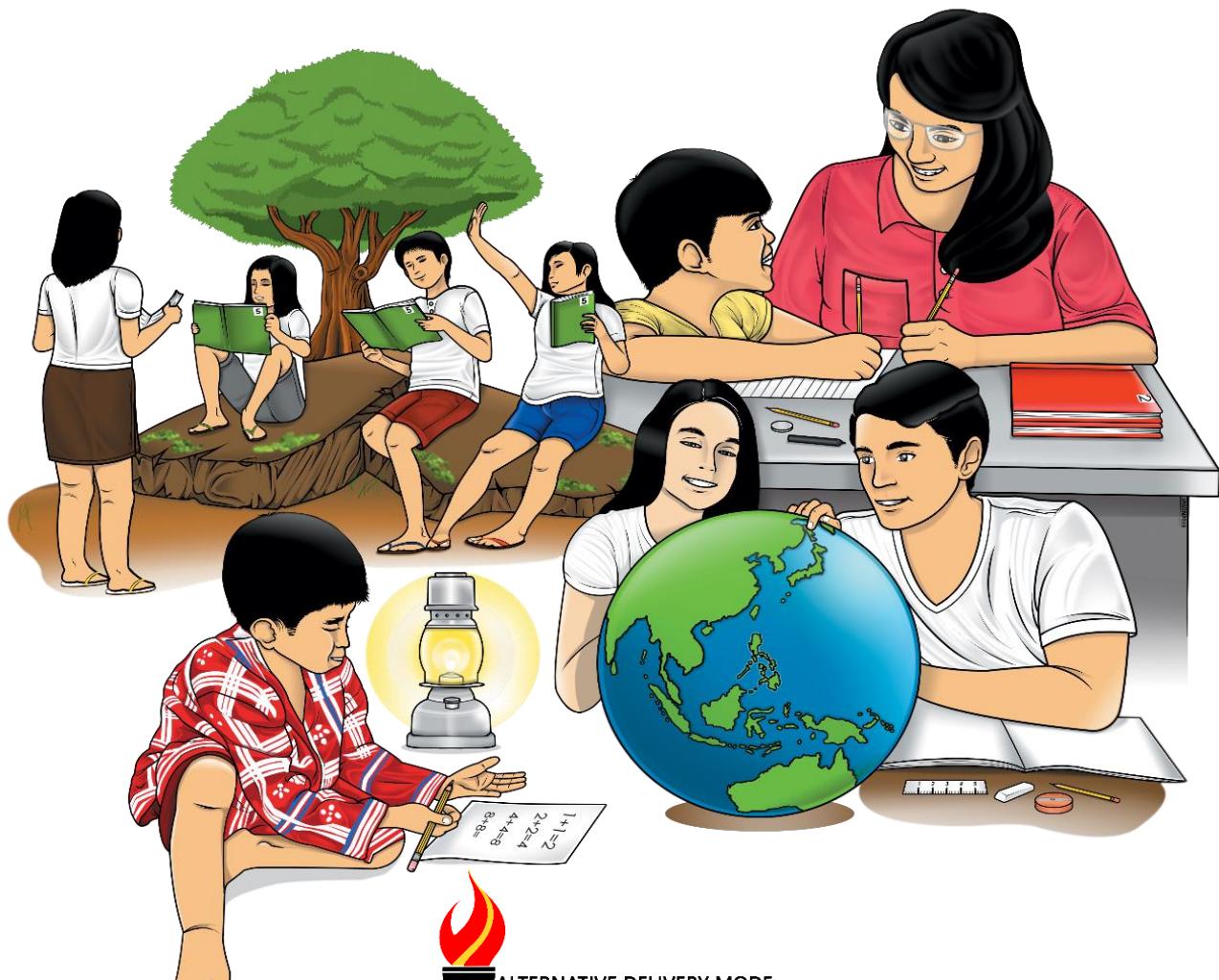


# Music

## Quarter 2 – Module 3

### Music of East Asia: Performance and Evaluation



**Music – Grade 8****Alternative Delivery Mode****Quarter 2 – Module 3: Music of East Asia: Performance and Evaluation****First Edition, 2020**

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Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

**Development Team of the Module**

<b>Writers:</b>	Carel A. Dapar, Maribeth L. Dimla
<b>Editors:</b>	Paulita L. Vernal, Analiza T. Libago, Hilarion A. Galido, Abel N. Galido
<b>Reviewers:</b>	Laila F. Danaque, Delbert U. Dela Calzada, Ryan D. Alferez Prim Ross L. Eng, Janine L. Abaquito, Lorenzo B. Pantilgan Raul R. Cabatingan, Renato M. Felias, Valiren J. Torralba Janet R. Lagare, Joel L. Pelenio, Iryll S. Mahilum
<b>Illustrator:</b>	Dave Rey G. Balili, Roel S. Palmaira
<b>Layout Artist:</b>	Ivan Paul V. Damalerio, Roel S. Palmaira
<b>Language Evaluators:</b>	Stella Felias, Angelie Alveso, Cecilia M. Sacololo
<b>Management Team:</b>	Francis Cesar B. Bringas, Isidro M. Biol, Jr., Maripaz F. Magno Josephine Chonie M. Obseñares, Bernard C. Abellana, Ma. Teresa M. Real Dominico P. Larong, Jr., Gemma C. Pullos, Dulcisima A. Corvera

**Printed in the Philippines by****Department of Education – Caraga Region**

Learning Resource Management Section (LRMS)

Office Address: J.P. Rosales Avenue, Butuan City, Philippines 8600

Tel. No.: (085) 342-8207

Telefax No.: (085) 342-5969

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

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# **Music**

**Quarter 2 – Module 3**

**Music of East Asia: Performance  
and Evaluation**



# **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.

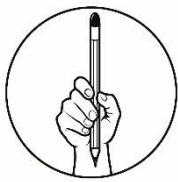


## **What I Need to Know**

This module was designed and written for your benefit and convenience. It is here to help you to be more proficient in Music. The scope of this module covers many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged following the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to:

1. Perform music/songs of East Asia with improvised/localized musical instruments as accompaniment; (**MU8SE-IIb-h-7**) and
2. Evaluate music and performance using guided rubrics applying knowledge of musical elements and style. (**MU8SE-IIb-h-8**)



## What I Know

Choose the letter of the correct answer. Write the chosen letter on a separate sheet of paper.

1. How is Japanese music described?
  - A. It is gentle and lyrical.
  - B. It is slow and melancholy.
  - C. It is slow in tempo and is very peaceful.
  - D. It is meditative, graceful, and highly ritualized
  
2. Which of the following is one of China's most popular instruments?

A. Erhu	C. Koto
B. Haegum	D. Shamisen
  
3. What meter is used in the Japanese song 'Sakura'?

A. Compound	C. Triple
B. Duple	D. Quadruple
  
4. Which of the following does not belong in the group?

A. Changgo	C. Taiko
B. Odaiko	D. Tsuzumi
  
5. Which Korean music category is traditionally associated with the lower class?

A. A-ak	C. Sog-ak
B. Chong-ak	D. Tang-ak
  
6. What is the song classification of Arirang?

A. Love song	C. Song for spring
B. Parting song	D. Welcome song
  
7. What melody is used in the folk song 'Mo Li Hua'?

A. Diatonic	C. Melodic
B. Harmonic	D. Pentatonic
  
8. Which of the following statement best describe Chinese vocal music?
  - A. It is highly ritualized.
  - B. It is highly meditative.
  - C. It is slow and peaceful.
  - D. Traditionally sung in a thin, non-resonant voice or falsetto.



# Lesson 1

# Music of East Asia: Performance and Evaluation

The lesson in this module will let you know and discover how to perform East Asian music wherein it applies knowledge of musical elements and style in its specific country.



## What's In

Previously, you learned about the music of East Asia which includes the countries of Japan, China, and Korea. The music is generally based on a pentatonic scale in which five notes create an octave. In this lesson, you will experience listening and performing activities that will be evaluated with the guided rubrics.

Before going through our new lesson, let us recall our previous topic by filling in the missing word of the songs Sakura, Mo Li Hua, and Arirang.

Choose the word inside the box for your answer. Write it on a separate sheet of paper.

yayoi	watasukagiri	zaya	gogaero	motgaseo
nioizo	nimeun	kumoka	arariyo	nareul
Fragrant	flower	beautiful	down	Sweet

Sakura	Mo Li Hua (English Translation)	Arirang
Sakura sakura 1) _____ no sorawa mi- 2) _____ kasumika 3)  4) _____ izuru izaya 5) _____ mini yukan	What a 6) _____ jasmine flower What a beautiful jasmine flower 7) _____ -smelling, beautiful, stems full of buds 8) _____ and white, everyone praises Let me pluck you 9) _____ Give to someone's family Jasmine 10) _____, oh jasmine flower	Arirang, Arirang, 11) _____... Arirang 12) _____ neomeoganda. 13) _____ beorigogasineun 14) _____ Simrido 15) _____ balbbyeongnanda.



## What's New

Now, you will listen to the different folk songs of East Asian countries (Japan, China, and Korea) wherein you are going to identify the classification and characteristics of the music. On the other hand, this will capacitate you to be ready for your upcoming performance.

Listen to the East Asian folk songs which can be accessed by following the given link then fill in the table with the needed data. Use the following choices as your answer:

Country of Origin: **Japan, Korea, China**

Scale Used: **Pentatonic (five-tone), Diatonic (Seven-tone)**

Characteristic: **Meditative, Melodic, Peaceful**

Title of the Song	Link	Country of Origin	Scale Used	Characteristic
Sakura	<a href="https://www.youtube.com/watch?v=IKTRnO7SV68">https://www.youtube.com/watch?v=IKTRnO7SV68</a>			
Mo Li Hua	<a href="https://www.youtube.com/watch?v=oK3dEf_lVS4">https://www.youtube.com/watch?v=oK3dEf_lVS4</a>			
Arirang	<a href="https://www.youtube.com/watch?v=f99tZQ8XtGM">https://www.youtube.com/watch?v=f99tZQ8XtGM</a>			

**Note:** If the internet is not available, the teacher will provide you with the video files of the above-mentioned East Asian folk songs.



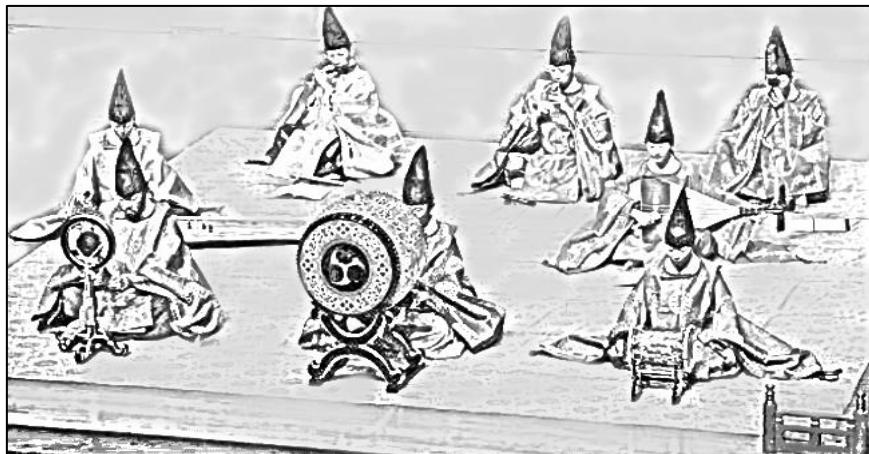
## What is It



Map of East Asia  
Source: [saylordotorg.github.io](https://saylordotorg.github.io)

This lesson enables you to learn the different salient features of East Asian music. It provides you a better understanding of the different musical elements and characteristics.

### Music of Japan



Japanese Music Performers  
Source: [gkamusic.com](http://gkamusic.com)

In performing, Japanese vocal music is based on the intervals of human breathing rather than on mathematical timing. Japanese musicians show their spiritual self-mastery by simply perfecting a technique in playing musical

instruments and by giving value to their performance and composure. It's a form of gratefulness that has its roots in Japanese culture. That's why Japan is the second biggest music market in the world because it's maintained by artists and fans full of love and passion towards music, and everything that surrounds it.

Traditional Japanese music is meditative. Its performance is highly ritualized. Chamber and solo music have a slow meditative pace and use concrete elements, which serve to represent natural sounds and the sounds of life. The main tone of Japanese music has two modes: the **yo-sen** and the **in-sen**. Both consist of five primary tones based on a scale of seven tones. Japanese music has three general types of instruments namely, percussion instruments (odaiko, tsuzumi, shoko, tsuridaiko, taiko), string instruments (koto, shamisen, biwa), and wind instruments – mostly flutes (shakuhachi, nokan, sho, hichiriki, shinobue, ryuteki).

**Odaiko** (big drum) – an integral part of many Japanese matsuri (festival).

**Tsuzumi** (hourglass) – used in both noh and kabuki performances.

**Tsuridaiko** – large hanging barrel drum.

**Taiko** – a Japanese drum that comes in various sizes and is used to play a variety of musical genres.

**Koto** – is a 13-string zither, about two meters long and made of paulownia wood.

**Shamisen** – a plucked stringed instrument and its neck is fretless, slimmer than that of guitar or banjo.

**Biwa** – a Japanese short-necked fretted lute, often used in narrative storytelling.

**Shakuhachi** – the most famous flute made from bamboo that has four number of five finger holes on the front face and a thumbhole on the rare face.

**Nokan** – a parallel bamboo flute and the only melodic instrument used in noh.

**Hichiriki** – a double reed Japanese flute used as one of two main melodic instruments in Japanese gagaku music.

**Sho** – a Japanese free-reed musical instrument that was introduced from China during the Nara period.

**Shinobue** – also called takebue. It is a Japanese transverse flute that has a high-pitched sound.

**Ryuteki** – literally known as dragon flute.

Compared to our music, Japanese music is very simple. They sing melodies in unison, and they never repeat the same melody in a song.

Sakura or “Cherry Blossoms” is a traditional Japanese folk song depicting spring, the season of cherry blossoms.

## Music of China



Playing Musical Instruments of China

*Source: cabrillo.edu*

Chinese vocal music has traditionally been sung in a thin, non-resonant voice or falsetto and is usually sung in solo rather than choral. All traditional Chinese music is melodic rather than harmonic. It uses the pentatonic scale as can be heard in the song, ‘Mo Li Hua’ and ‘Xiaodiao’. Short tunes are popular music in urban areas.

Moreover, Chinese traditional performances are the representatives of the national spirits, connotations, and oldest cultures melted in them. Chinese musical instruments are classified according to the materials by which they are made: animal skin, gourd, bamboo, wood, silk, earth/ clay, metal, and stone.

**Yueqin** – a moon-shaped lute with a shorter neck and four strings, played with spectrum.

**Pipa** – a four-stringed lute with varying no. of frets from 12-26 and a pear-shaped body.

**Erhu** – a two-stringed fiddle and one of the most popular Chinese instruments.

**Yunluo** – literally “cloud gongs” or “cloud of gongs”, is a set of ten small tuned gongs mounted in a wooden frame.

**Sheng** – called a Chinese mouth organ and looks like a set of panpipes with 12-36 bamboo pipes.

**Dizi** – the traditional Chinese flute.

**Zheng** – an ancient Chinese instrument that has an arched surface and an elongated trapezoid with 21, 25 and 26 strings stretched over individual bridges.

**Pengling** – are two small bells made of high-tin bronze.

## Music of Korea



Korean Traditional Music

*Source: seoultravelpass.com*

Korean music has a slow tempo, giving it a very peaceful and pensive character. Its folk music represents the soul and sound of traditional Korean villages with an eclectic array of music forms including numerous folk songs, various forms of instrumental pieces such as pansori, and shaman ritual music.

Arirang is a Korean folk song used as a symbol of the country and its culture. It evokes the feeling of the tears shed by Koreans and the remembrance of sad stories specifically on partings.

Chong-ak means literally “right (or correct) music” and its tradition includes both instrumental and vocal music, which was cultivated mainly by the upper-class.

Chong-ak also refers to ensemble music for men of high social status outside of the court.

Sog-ak or minsogak is a category of Korean music traditionally associated with the lower classes or for the general public and are vibrant and energetic while, Pansori is a kind of music presented to audiences by skilled vocal singers and drummers.

Korean Musical Instruments are as follows:

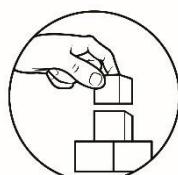
**Kayagum** (gayageum) – a traditional Korean zither-like string instrument with 12 strings.

**Geomungo** – this is a six-string plucked zither and a traditional Korean stringed musical instrument.

**Haegum** (two-string vertical fiddle) – has a rod-like neck, a hollow wooden soundbox.

**Piri** – it is made of bamboo with a large reed and cylindrical bore which gives a sound mellower than that of many other types of an oboe. It is used in both the folk and classical (court) music of Korea.

**Changgo** – the most widely used drum in the traditional music of Korea and it consists of an hourglass-shaped body with two heads made from animal skin.



## What's More

Evaluate the music according to the checklist below. Use this link <https://www.youtube.com/watch?v=7tG8r3VBvEI> to access the music. Copy and answer the table on a separate sheet of paper.

Characteristics	YES	NO
The individual instrument's melody can be heard in the music (transparency).		
Instruments sound Chinese (bamboo flute, zheng, and others).		
The tempo is slow and meditative.		
The melody is “smooth and continuously” flowing.		

**Note:** The teacher will provide the music to learners to those who do not have access to internet.



## **What I Have Learned**

### **Activity: MY DIARY! Transfer in what I have learned**

Answer the following questions briefly. Write your answer on a separate sheet of paper.

1. What did you observe about the music of East Asian countries (Japan, China, and Korea)?
2. Why is it important to learn about East Asian music?
3. What skills did you develop?
4. How did you feel while doing the activities?

Dear Diary,

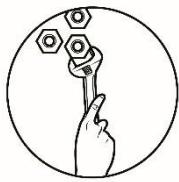
I observed that the music of Japan, China, and Korea are \_\_\_\_\_  
\_\_\_\_\_.

I learned that \_\_\_\_\_  
\_\_\_\_\_.

Aside from the things I learned, I also developed my skills in \_\_\_\_\_  
\_\_\_\_\_.

While doing the activities, I felt \_\_\_\_\_  
\_\_\_\_\_.

Sincerely yours,  
\_\_\_\_\_



## **What I Can Do**

### **Activity: Sing It!**

In this activity, listen again to folksongs from East Asia using the links below:

Link 1: <https://www.youtube.com/watch?v=IKTRnO7SV68>

Link 2: [https://www.youtube.com/watch?v=oK3dEf\\_1VS4](https://www.youtube.com/watch?v=oK3dEf_1VS4)

Link 3: <https://www.youtube.com/watch?v=f99tZQ8XtGM>

After listening, you choose one folksong to sing. You may use the provided musical notation below. Use improvised/localized instruments as an accompaniment to your performance. You may also use the improvised instruments that you've done in module 2 or you can create another one out of available materials at home. You may ask or encourage your family members to participate in your performance task. Record your performance using any recording device. Evaluate your performance using the rubrics provided below. Submit your recorded performance together with your evaluation of your performance through any available online platforms or “dropbox” in your barangay.

**Note:** If the internet is not available, the teacher will provide you with the video files of the above-mentioned East Asian folk song.

## Sakura

Sakura, Sakura, Ya-yo-i-no-so-ra-wa. Mi-wa-ta-su-ka-gi-ri -  
ka-su-mi-ka-ku-mo-ka. Ni-o-i-zo, i-zu-ru.  
I-za-ya. Mi-ni-yu-kan.

## Mo Li Hua

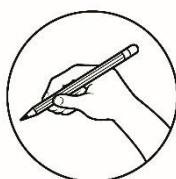
Hao yi duo mei li de mo li hua, hao yi duo mei li de mo li hua.  
Fen fang mei li man zhi ya, you xiang you bai ren ren kua.  
Rang wo lai jiang ni zhai xia, song gei bie ren jia.  
Mo li hua ya mo li hua, mo li hua ya mo li hua.

## Arirang

A-ri-rang, a-ri-rang, a-ra-re yo. A-ri-rang  
Go-kye-lo, Naw-maw kan-da. Na-lul bu-ri-go ga-shi-nun nim -  
un Shim-ni do mok ga-saw bal byung nan - da.

Criteria	Rubrics for Singing					Score
	5	4	3	2	1	
<b>Melody</b>	Sings the entire song with correct melody	Sings the entire song with only 1-2 lapses in melody	Sings the entire song with only 3-4 lapses in melody	Sings the entire song out of tune	Couldn't sing most of the melody	
<b>Rhythm</b>	Sings entire song with correct rhythm	Sings entire song with only 1-2 lapses in rhythm	Sings entire song with only 3-4 lapses in rhythm	Sings entire song out of rhythm	Couldn't demonstrate most of the rhythm	
<b>Vocal Tone Quality</b>	Sings entire song close to the chosen folk song vocal tone quality	Sings entire song with only 1-2 lapses in the chosen folk song vocal tone – like quality	Sings entire song with only 3-4 lapses in the chosen folk song vocal tone – like quality	Sings entire song out of the chosen folk song vocal tone – like quality	Couldn't demonstrate the chosen folk song vocal tone – like quality	
<b>Performance Delivery</b>	Sings with enthusiasm and energy during entire song	Sings with some enthusiasm and energy during entire song	Sings with little enthusiasm and energy during entire song	Sings with no enthusiasm and energy	Couldn't sing	

*Adopted: koreanfolkmusic.weebly.com*



## Assessment

Choose the letter of the correct answer. Write the chosen letter on a separate sheet of paper.

1. How is Japanese music described?
  - A. It is gentle and lyrical.
  - B. It is slow and melancholy.
  - C. It is slow in tempo and is very peaceful.
  - D. It is meditative, graceful and highly ritualized.
  
2. Which of the following is one of China's most popular instruments?
 

A. Erhu	C. Koto
B. Haegum	D. Shamisen
  
3. What meter is used in the Japanese song 'Sakura'?
 

A. Compound	C. Triple
B. Duple	D. Quadruple



13.A Chinese mouth organ instrument that looks like a set of panpipes with 12 to 36 bamboo pipes.

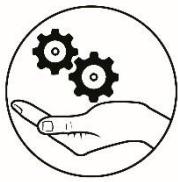
- |          |         |
|----------|---------|
| A. Nokan | C. Sho  |
| B. Sheng | D. Zhen |

14.Which of the following characteristics is TRUE about traditional Chinese music?

- A. Chinese music has a fast tempo.
- B. All traditional Chinese music is melodic rather than choral.
- C. Traditional Chinese music is meditative.
- D. Traditional Chinese music has two modes: the Yo-sen and the In-sen.

15.Which of the following statements is TRUE?

- A. Chinese vocal music is sung in chorus.
- B. Sog-ak has a literal meaning of “Music of the upper classes”.
- C. Chamber and solo music have a fast-meditative pace in Japanese Music
- D. Chinese music uses the pentatonic scale as can be heard in the song Mo Li Hua.



## **Additional Activities**

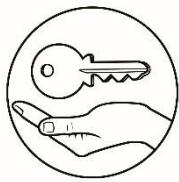
### **Activity**

Answer the following comprehension questions. On a separate paper, write at least two or three sentences for your answers.

1. Which of the three songs do you like the most?

<b>Sakura</b> <i>(English Translation)</i>	<b>Mo Li Hua</b> <i>(English Translation)</i>	<b>Arirang</b> <i>(English Translation)</i>
Come and see the Cherry Blossoms How their beauty- seems to feel the air Floating here and floating there Cherry petals falling everywhere Spring has come and days are fair Won't you come along with me? Come and see the cherry blossom	What a beautiful jasmine flower What a beautiful jasmine flower Sweet -smelling, beautiful, stems full of buds Fragrant and white, everyone praises Let me pluck you down Give to someone's family Jasmine flower, oh jasmine flower	Arirang, Arirang Arariyo, If you leave and forsake me my own, Ere their miles you go, lame you'll have grown Wondrous time, happy time-let us delay; Till night is over, go not away

2. Describe the chosen song and explain which line from the song struck you the most.
3. Does it suggest positivity in life? Why?



## Answer Key

WHAT'S MORE			
Activity			
1. D	2. A	3. B	4. A
5. C	6. B	7. D	8. D
9. B	10. D	11. D	12. D
13. B	14. B	15. D	

WHAT'S NEW			
Country of Origin	Scale Used	Characteristics	
Japan	Pentatonic	Meditative	
China	Pentatonic	Melodic	
Korea	Pentatonic	Peaceful	

WHAT I KNOW	
1. yayoi	2. watasukagiri
3. kumokka	4. niozo
5. zaya	6. beautiful
7. sweet	8. fragrant
9. down	10. flower
11. Ararayo	12. Gogaero
12. Naruel	13. Naruel
13. Narene	14. niemeun
14. motgaseo	15. motgaseo

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**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 \* blr.lrpd@deped.gov.ph