

# Arts

## Quarter 4 – Module 3: Original Performance with the Use of Different Media



**Arts – Grade 10**

**Alternative Delivery Mode**

**Quarter 4 Module 3 – Original Performance with the Use of Different Media**

**First Edition, 2020**

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# **Arts**

**Quarter 4 – Module 3:  
Original Performance with the Use  
of Different Media**

# **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**

### **Learning Competencies:**

After going through this module, you are expected to:

1. choreograph the movement and gestures needed in the effective delivery of an original performance with the use of different media (**A10PR-IVf-g-5**);
2. analyze the uniqueness of the group that was given recognition for its performance and explain what component contributed to its selection (**A10PR-IVh-3**); and
3. improvise accompanying sound and rhythm needed in the effective delivery of an original performance with the use of different media. (**A10PR-IVf-g-6**).

# **Lesson 1**

# **Choreography in a Stage Performance**

Hello! How are you today? In the previous modules, you learned about Philippine theater and the performing groups and the different roles of production team in a stage performance. A production team consists of a producer, director, playwright, set designer, lighting designer, costume designer, sound designer, production manager, technical director, choreographer, and makeup designer.

In this module, you will experience performing and choreographing your movements and gestures to effectively deliver an original performance with the use of different media. Moreover, you will apply all the elements of choreography as applied to original performance, steps to prepare for a stage performance and the things to consider in a stage performance. As a result, you will understand and appreciate the process involved in creating an impressive and successful stage performance.

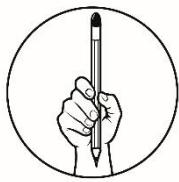
This module caters to your needs as a learner. It is readily available with specific and friendly instructions in every lesson. Read instructions before answering the activities and assessment. Answer honestly and accurately the questions in this module.

Focus on the subject! This self-study module that has specific lessons with enrichment that you need to complete. It covers the objectives of the lesson, pre-assessment, lesson proper, post-assessment, summary of learning, answer keys, and references.

You can accomplish this module at your most convenient time and place. You can ask the help of your parents and other members of your family if there are activities that need assistance (e.g. performance task).

Please DO NOT WRITE anything on this module. Kindly use separate sheets of paper in answering the pretest, self-check exercises, and posttest.

Are you ready? Come on! Let's do it!



## What I Know

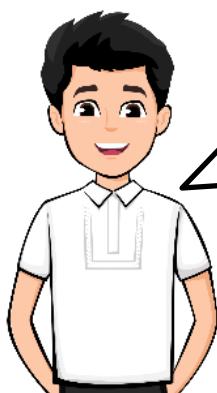
**Directions:** Identify what is described in each item. Choose your answer from the box below and write it in your activity notebook.

Space	Action	Choreographer
Energy	Time	Body

1. He or she is responsible for creating dance steps and rehearses the dancers to perform the dance skillfully.
2. It describes how a dancer is moving in a stage performance.
3. It refers to the area where a dancer performs and how he or she moves through the area.
4. It refers to a dance's rhythm, pulse, speed, rhythm, and cut short of movements.
5. This is any movement of the dancer like facial expressions and gestures.

**TRUE OR FALSE:** Write **T** if the sentence is correct or **F** if it is wrong. Write your answers in your notebook.

1. When performing a dance routine, use a variety of dance steps to keep the audience engaged.
2. Proper execution of movements is not important.
3. Use rhythm to change movements, when meant to be fast or slow.
4. Do not stay in the middle of the stage; use the different areas or space of the stage either upstage or downstage.
5. Be overconfident when performing a dance routine.



That was just a warm up! Now that you are done with the pre-assessment activity, you can check your answers through the answer key. If you got a perfect score, I challenge you to finish this module to explore more. If you got a low score, do not worry for this learning material will help you. Shall we start?



## What's In

Just like anybody else, you can learn many ways to express yourself. For example, your movements and gestures may reflect your personality through expressing it in different ways. You can use different media and apply these to create and showcase an amazing performance. You have to be creative in many ways, not only in using props, costumes but also in how you deliver your lines and expressing yourself using your own movements and gestures. A performance is worth watching if the mentioned principles are incorporated in a performance.

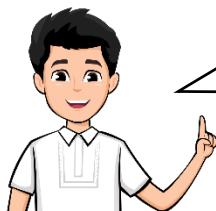


## What's New

### ACTIVITY 1: Find Me!

**Directions:** Encircle ten words that are related to stage performance. Words are arranged horizontally, vertically, diagonally or in an inverted manner. Write your answers in your notebook.

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



Good job! How did you find the activity?

As mentioned earlier, the identified words from the activity are the elements of choreography. To learn more, continue exploring this module.



## **What is It**

**Choreography** – is the art of creating dance patterns and movements to form a dance routine.

### **Elements of Choreography**

1. **Body** – A dancer's important medium is the different parts of the body such as the arms and head in creating forms, lines and shapes to express emotions.
2. **Action/Movement** – This is any movement or action of a dancer like facial expressions, gestures, and pauses. It can be done in one place or done as the body moves through space, locomotor or non-locomotor. Examples are stepping, walking and jumping.
3. **Time** – It refers to a dance's rhythm, pulse, speed, and cut short of movements. A dance performance has its beginning and end.  
*Example: use of slow, quick, quick and slow movements*
4. **Energy** – It describes how a dancer is moving. It helps the audience to identify the emotions and intentions of a dancer. For example, a dancer may move forcefully, gracefully, softly, smoothly or energetically.

Energy includes the following:

- Force – This is the power in which a dancer performs a routine.  
*Example: strong to light movement*
  - Flow – This is the energy used by the dancer to perform a movement.  
*Example: controlled movement or free movement*
5. **Space** – This refers to the area where a dancer performs and how he or she moves through the area.

*Example: A dancer uses space in a variety of ways. He or she can move straight, diagonally, curved, forward or backward.*

Space includes the following:

- **Placement** – It is where a dancer's body is positioned on stage.
- **Formation** – This is the area where a group of dancers occupies.
- **Focus** – This is where a dancer is looking.
- **Direction/Pathway** – It is where a dancer shall move.
- **Level** – Movements can be performed at different levels. As the level of movement changes, the body creates different effects.

### **Elements of Choreography that Add Complexity**

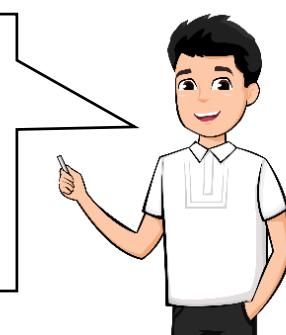
1. **Repetition** – This is repeating the steps or patterns and movements.
2. **Transitions** – These are movements that connect a step to another step.
3. **Contrast** – It is the use of different steps or patterns.
4. **Sequence** – This refers to the flow or order of steps or patterns in a dance.

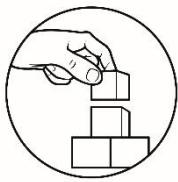
### **Things to Consider in a Stage Performance**

1. Use varied dance steps to keep the audience engaged.
2. Execute properly the movements.
3. Use rhythm to change movements, when meant to be fast or slow.
4. Use movement to emphasize elements in music.
5. Use space properly in a dance area. Do not just stay in the middle of the stage; use the different areas or the space of the stage either upstage or downstage.
6. Memorize steps by practicing multiple times.
7. Dance with feelings and interpret the music.
8. Have fun and enjoy while performing.

You have just learned the different elements of choreography and things to consider in a stage performance. Let's check how far you have gone with these topics.

Are you ready? Let's get it on!





## What's More

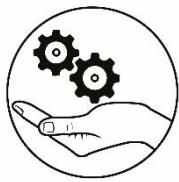
**ACTIVITY 1.** Are you excited to perform? Before you proceed, be sure to prepare the materials needed. Likewise, read and follow the instructions below.

1. Choose any concept or theme you want to perform.
2. Ask your family, friends or relatives to help you create a dance routine.

**NOTE:** You can watch the given links below for you to have an idea.

- Martha Graham in Lamentation.  
[www.youtube.com/watch?v=qM2dciiUUcA](http://www.youtube.com/watch?v=qM2dciiUUcA)
  - Martha Graham Dance Company. *Excerpt from Clytemnestra.*  
[www.youtube.com/watch?v=Wrs3eaXETkQ](http://www.youtube.com/watch?v=Wrs3eaXETkQ)
  - Dance Theater Solo Improvisation  
[www.youtube.com/watch?v=nl483KPcems](http://www.youtube.com/watch?v=nl483KPcems)
  - Afuang, D. Collab: Contemporary Dance & Philippine Music/We'll know When We Get There. [www.youtube.com/watch?v=uJHp4m95iWE](http://www.youtube.com/watch?v=uJHp4m95iWE)
  - Afuang, D. Contemporary Dance Cover. She's Always a Woman to Me.  
[www.youtube.com/watch?v=u4C3MCHbdrM](http://www.youtube.com/watch?v=u4C3MCHbdrM)
  - Loudmouth Collective. Harold Santos and Debbie Afuang performs at Loudspeaker 042916  
[www.youtube.com/watch?v=Rs3h0MnMG3E](http://www.youtube.com/watch?v=Rs3h0MnMG3E)
3. Observe appropriate gestures and movements and apply the elements of choreography and the things to consider in a stage performance in making a dance routine for your play.
  4. Be creative and resourceful in preparing your props, costumes, makeup and accessories.
  5. Use available media/materials at home or in the community to record your performance.
  6. Ask someone to record your performance (a minimum of 5 minutes and a maximum of 8 minutes).
  7. Use any available video editor or application on your mobile phone like Kinemaster, Viva Video, CapCut and others in enhancing your video.
  8. Incorporate appropriate music and sound effects in your performance.
  9. Submit your final video to your teacher for evaluation.

**NOTE:** Please refer to the rubrics found in the answer key on pages 25-26.



## **Additional Activities**

### **Activity 2: Watch ME!**

Watch a musical play and complete the outline below. Write your answers in your notebook.

**Note:** For this activity you can watch any available videos of musical plays at [www.youtube.com](http://www.youtube.com).

Title of the play: \_\_\_\_\_

Scriptwriter: \_\_\_\_\_

Director: \_\_\_\_\_

Setting: \_\_\_\_\_

Main characters: \_\_\_\_\_

Summary of the play: \_\_\_\_\_

**Lesson**

**2**

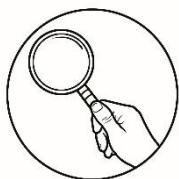
## **Famous Filipino Performers**

In lesson one of this module you have learned about choreography, its elements, and the things that must be considered in presenting a stage performance. In this lesson, you will be introduced to some award-winning Filipino artists and learn how they applied the different elements of choreography and the things that must be considered in order to have a successful stage performance. After the lesson, you are expected to determine the factors that led these performers in the limelight that made them well known in their chosen fields.



## **What's In**

Choreography is the art or practice of designing a dance sequence. It makes the systematic flow of movement in every dance performance. There are elements of choreography that should be considered such as body, action or movement, time, energy and space. There are also elements of choreography that add complexity; these are repetition, transition and contrast. ([www.britannica.com/art/choreography](http://www.britannica.com/art/choreography)).



## **What is It**

### **FILIPINO PERFORMERS**

There are so many reality shows worldwide which aim to search and showcase talents of individuals or groups. Filipino artists are not left behind in showcasing their talents, not just on Philippine stage but even in the international scenes. There are so many world class Filipino performers like Lea Salonga, Regine Velasquez, Sarah Geronimo, Jed Madela, Gary Valenciano, Marcelito Pomoy, Arnel Pineda and many more.

We also have famous group performers like the TNT Boys, El Gamma Penumbra, This Band, Eraserheads, Rivermaya, Kamikazee, Silent Sanctuary, Itchyworms, Up Dharma Down, Apo Hiking Society, Callalily and so on. Each group marks another milestone in the world of performing arts. Do you want to see what they have gone through before reaching the peak of their careers? Come on, let us find out!



[www.leasalonga.com/bio](http://www.leasalonga.com/bio)

**Lea Salonga** is a Filipino singer and actress who is best known for her roles in musical theater, for being the singing voice of two Disney princesses, and as a recording artist and television performer.

She began her career as a child star in the Philippines, making her professional debut in 1978 at the age of seven in the musical, *The King and I*. She passed the audition for *Miss Saigon* which led her to conquer the world stage and made all Filipinos proud. She also went on to star in the production of *Annie*, *Cat on a Hot Tin Roof*, *Fiddler on the Roof*, *The Rose Tattoo*, *The Sound of Music*, *The Goodbye Girl*, *Paper Moon*, *The Fantasticks* and Rodgers and Hammerstein's *Flower Drum Song* on Broadway. Lea Salonga has several projects here and abroad. Summary of her works are as follows:

#### Solo recordings

- Small Voice (1981)
- Lea (1988)
- Lea Salonga (1993)
- I'd Like to Teach The World to Sing (1997)
- Lea... In Love (1998)
- By Heart (1999)
- Lea Salonga: The Christmas Album (2000)
- Songs from the Screen (2001)
- Inspired (2007)
- Lea Salonga: Your Songs (2010)[148]
- Bahaghari [Rainbow]: Lea Salonga Sings Traditional Songs of the Philippines (2017)

#### Cast recordings

- Miss Saigon (Original London Cast Recording) (1990)
- Little Tramp (Studio Recording) (1992)
- The King and I (Hollywood Studio Cast Recording) (1992)
- Aladdin (Soundtrack Recording) (1992)
- Mulan (Soundtrack Recording) (1998)
- Making Tracks (Original Cast Recording) (2001)
- Flower Drum Song (Revival Cast Recording) (2002)
- Mulan II (Soundtrack Recording) (2005)
- Dayo: Sa Mundo ng Elementalalia (Soundtrack Recording) (2008)
- Cinderella (Original International Tour Cast Recording) (2010)
- Allegiance (Original Broadway Cast Recording) (2016)
- Once on This Island (First Broadway Revival Cast Recording) (2018)

### Video/Live recordings

- Hey Mr. Producer: The Musical World of Cameron Mackintosh (1997)
- Les Misérables: The Dream Cast in Concert (1995)
- Lea Salonga Live Vol. 1 (2000)
- Lea Salonga Live Vol. 2 (2000)
- The Broadway Concert (2002)
- Songs from Home: Live Concert Recording (2004)
- Les Misérables in Concert: The 25th Anniversary (2010)
- The Journey So Far – Recorded Live at Cafe Carlyle (2011)
- Live: Jazz at Lincoln Center (2016)
- Blurred Lines (2017)
- The Story of My Life: Lea Salonga Live from Manila (2019) with the BYU Chamber Orchestra
- Lea Salonga in Concert with the Sydney Symphony Orchestra (2020)

[en.wikipedia.org/wiki/Lea\\_Salonga#Notable\\_stage\\_credits](https://en.wikipedia.org/wiki/Lea_Salonga#Notable_stage_credits)

She was the first Asian to play Eponine in the musical *Les Misérables* on Broadway and returned to the beloved show as Fantine in the 2006 revival. She portrayed the role of Princess Jasmine from *Aladdin* and Fa Mulan for *Mulan* and *Mulan II*. Because of her portrayal on the role of beloved princesses, the Walt Disney Company bestowed her with the honor of “Disney Legend”.

She is a multi-awarded singer and actress. She is known across the world for her powerful voice and perfect pitch. Some of her International awards are Laurence Olivier Award for Best Actress in a Musical (1990), Tony Award for Best Lead Actress in a Musical (1991), The Drama Desk Award for Best Actress in a Musical (1993), the Outer Critics Circle Award for Outstanding Actress (1999) and Thearter World Award (2001) in a Musical for her previous role in *Miss Saigon*. She also received the BroadwayWorld.com Award for Best Leading Actress in a Musical (2015) for her role as Kei Kimura in *Allegiance* and a whole lot more for both international and local award-giving bodies.

She is not just a great performer, she is also a person with pure heart for she donated all the profits of her single “Dream Again” to charities aiding in COVID-19 relief around the world, including The Actor’s Fund.



[www.asiagt.fandom.com/wiki/El\\_Gamma\\_Penumbra](http://www.asiagt.fandom.com/wiki/El_Gamma_Penumbra)

**El Gamma Penumbra** is a Filipino all-male shadow playgroup from Tanauan, Batangas. This was founded in the year 2008 as a hip-hop boy group who participated in several dance competitions in their hometown and other nearby places. They joined the Pilipinas Got Talent and decided to do shadow play since hip hop dancing is very common. For the new venture, they had undergone a lot of practice since they didn't have the equipment needed. But their determination and hard work paid off when they were judged as the first shadow play group to advance in the grand finals because of their outstanding performance during the semifinals. They emerged as the fourth placer in the said talent show which opened a lot of opportunities to them. They also became regular guests in the noontime show, It's Showtime!

On September 28, 2014, they tried their luck in joining the first “Asia’s Got Talent” which was held in Singapore. They attended the pre-audition at the SMX Convention Center in Mall of Asia and had luckily advanced to the televised audition held in Pinewood Iskandar Malaysia Studio in Johor, Malaysia. They eventually advanced to the Semifinals after receiving the golden buzzer from judge Anggun, an Indonesian artist. Their performance in the Semi-Final earned another golden buzzer from the four judges, enabling them to automatically take a spot in the grand finals. They emerged as the first “Asia’s Got Talent” Grand Winner.

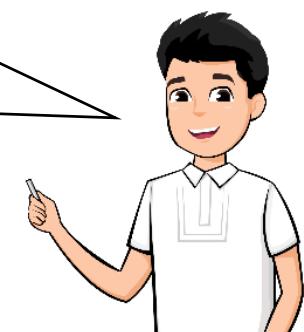


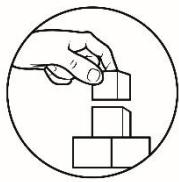
[www.starcinema.abs-cbn.com/2019/8/14/news](http://www.starcinema.abs-cbn.com/2019/8/14/news)

The Tawag ng Tanghalan Boys popularly known as the **TNT Boys** is a Filipino boy band composing of three teen artists who were finalists in Tawag ng Tanghalan Kids edition contest in 2017. Keifer Sanchez was the first runner-up, Mackie Empuerto in third place and Francis Concepcion in fifth place. Vice Ganda is credited for unintentionally forming this trio when he requested them to have their rendition of the song, “*Listen*”, in his show *Gandang Gabi Vice* which became viral.

At a very young age, they had already performed here and abroad and received numerous awards. In 2018, the group was the recipient of Rawr Awards - Royal Club Awardee and PPOP Young Artist Award - Rising Pop Child Performer of the Year. In 2019, they received Wish Music Awards: Breaking Boundaries – Breaking Boundaries Award; Push Awards - Push Newcomer of the Year Nominee and Push Music Performance of the Year “TNT Boys as Bee Gees – “*Too Much Heaven*”; 50<sup>th</sup> Mendoza Box Office Entertainment Awards – Promising Male Concert Performers of the Year; National Costumers’ Choice Annual Awards – Concert Performer of the Year, Concert of the Year – Listen: The Bigshot Concert, Gilden Laurel Media Awards - Breakthrough Music Artist of the Year; Aral Parangal – Artist of the Year; Best Choice Achievement Awards - Concert Performer of the Year; Awit Awards – Favorite Group Artists; Alta Media Icon Awards – Best Child Performers for TV, and for 2020, they were awarded by the 11<sup>th</sup> PMPC Star Awards for Music as the Group Artist of the Year.

You have just learned about some of the Filipino artists who achieved several recognitions because of the talent and skills they have shown not only in the country but also around the world. Are you ready to learn more? Let’s get it on!





## What's More

### Activity 1. Let's Find Out!

**Directions:** Choose one Filipino artist or group of artists and try to examine their performances based on their movement, stage presence, facial expressions, costumes, and other factors that could make a successful stage performance. Write your answer in a short coupon bond or 1 whole sheet of pad paper and submit it to your teacher through an online platform or by dropping it at the designated dropping point in your place or barangay hall.

- A. For those who have internet connectivity and gadgets, watch performances of the artist of your choice through [www.youtube.com.ph](http://www.youtube.com.ph) and fill up the blanks below.
- B. For those who don't have internet connectivity/gadgets, using any available resources at home, listen or watch the performance of the artist of your choice and fill this up.

Title of the performance: \_\_\_\_\_

Artist: \_\_\_\_\_

Observations:

a. Movements \_\_\_\_\_  
\_\_\_\_\_

b. Stage Presence: \_\_\_\_\_  
\_\_\_\_\_

c. Facial Expressions: \_\_\_\_\_  
\_\_\_\_\_

d. Costumes : \_\_\_\_\_  
\_\_\_\_\_

e. Other factors: \_\_\_\_\_  
\_\_\_\_\_

## **Activity 2: Performance Time!**

### **Directions:**

- Perform any act of your choice. It could be a song, dance, song and dance performance or stage play. It could be done individually or by group. For group performance, members should come from the same barangay. Maintain safety health protocols while performing the activity.
- Record a video of your performance.
- Send your recorded video to your teacher using the link provided or drop a USB/CD containing your output at the designated dropping point in your place or barangay hall.
- Teacher will organize one online session for the judging of outputs.

### **Lesson 3**

## **Improvised Accompanying Sound and Rhythm**

In this lesson, you will discover the improvised accompanying sound and rhythm needed in the effective delivery of an original performance with the use of different media. You and I will work together to understand the concepts and ideas using the given rubrics in the answer key to evaluate your works.



### **What's In**

There are many ways to perform on stage with an improvised accompanying sound and rhythm needed in the effective delivery of an original performance. Do you know that you can show your talent and creativity on stage performance using improvised instruments? Let's know more about it!



## What's New

### Activity 1. What Can You See? (Duration: 5 minutes)

In this activity, describe the picture below. Familiarize yourself with the use of improvised accompanying sound and rhythm made from bamboo.

**Directions:** Look at the picture below. Describe what can you see in the picture. Take note of the important points in your notebook. Flute is known as a reedless wind instrument as it produces its sound when you blow across the opening and then the flow of air oscillates, creating the sound. It is a beautiful sounding woodwind instrument



Bamboo Flute

### How to Play a Bamboo Flute?

1. Hold the flute parallel to the ground.
2. The finger holes extend out to your right to position the flute.
3. Place your left hand on the outside so your fingers curl inward.
4. Put your right hand on the inside so your fingers extend outward.
5. Stand straight with your shoulders held back to allow the best airflow.
6. To make music, position the blowing hole below your bottom lip so that it's centered.
7. Make a small opening and blow air downward toward the hole.
8. Breathe in deeply through your belly to prepare to blow into the flute.
9. Control the exhale of your breathe and mete it out to multiple notes.
10. Practice one finger hole at a time to play new notes.
11. Cover each hole with the pad of your finger, not just the tip.
12. Rehearse everyday until you're able to play scales without pausing.

13. Learn how to read music to play specific notes and songs.

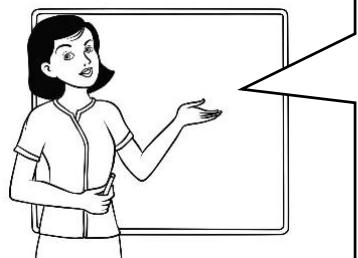
If bamboo is not available at home, you can improvise your flute making used of straws. You can watch the video.

[www.youtube.com/results?search\\_query=improvised+straw+flute](https://www.youtube.com/results?search_query=improvised+straw+flute)

You can make your own flute by following the instruction given in the video.

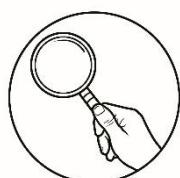


<https://kidspot.co.nz/activities/make-a-straw-flute/>



How did you find the activity? Were you able to understand how to improvise your own flute instrument?

For you to learn more about improvised accompanying sound and rhythm, I motivate you to continue working.



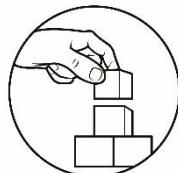
## **What is It**

### **Improvised Instrument**

In the Philippines, it is advised to contextualize and localized lessons for you to understand the lessons very well. It is very important for you to appreciate the use of improvised instruments when performing so that you can show your creativity, develop your skills and show up. To come up with a good accompanying sound and rhythm, you can also use the improvised instruments made from bamboo and other instruments when performing on stage. Improvise means creating or performing in music, drama, or verse without any preparation done. Performers can improvise instruments, costumes, etc. to use for their performances.



[www.pinterest.ph/pin/116319602851090429/](http://www.pinterest.ph/pin/116319602851090429/)



## **What's More**

The use of bamboos as instruments while performing can be a good example of improvisation. If bamboos are not available, you can use any available materials which can be used as improvised instruments when performing. Perform the activities and assessment prepared for you to work on and refer to the rubrics found on pages 25-26 of this module to evaluate your work.

Are you ready? Come on. Let us do it!

- In here, the following will be discussed briefly:

### **Kind of bamboo variety(ies) can be used as musical instruments.**

Not all species of bamboo can be used for making musical instruments. The traditional Philippine bamboo bands use a variety of bamboo musical instruments such as marimba, angklung, panpipes and bumbong. In making flutes, the most beautiful and attractive is the black bamboo.



[fourwindsflutes.com/Materials/Common\\_Bamboo\\_Species\\_For\\_Flutes.html](http://fourwindsflutes.com/Materials/Common_Bamboo_Species_For_Flutes.html)

Filipinos are creative and skillful. Our forefathers had made several bamboo instruments that were used as musical accompaniment during festivities. The following are examples of traditional musical instruments made of bamboo from Kalinga.

### TRADITIONAL INSTRUMENTS OF THE KALINGA



1. Tongatong - Bamboo stamping tube



3. Saggeypo - Bamboo panpipes



2. Bungkaka - Bamboo buzzer



4. Kulitong - Polychordal bamboo tube zither





5. Gangsa - Flat gong



6. Ulibaw - Bamboo jaw's harp



7. Patangguk - Bamboo quill-shaped tube



8. Pateteg - Bamboo leg xylophone



9. Paldong - Bamboo lip-valley flute

10. Tongali - Bamboo nose flute

### The sounds of bamboo instruments

All musical instruments create sound by causing matter to vibrate. The vibrations start sound waves moving through the air. Most musical instruments use resonance to amplify the sound waves and make the sounds louder. Resonance occurs when an object vibrates in response to sound waves of a certain frequency.

How to make a flute from bamboo? What are the tools to be used?

### Preparing to make a bamboo flute



Gather Supplies



Scour for Bamboo



**Choose a quality bamboo**

### **Preparing the Bamboo**



**Cut the pipe to the length you want based  
on the key.**

### **Making the Flute**



**Measure the wall thickness.**



**Measure the exact placement of the  
embouchure**

Flutomat®



7-hole C5

	Cents	Diameter	Distance
Blow hole		10.0	338.3
Finger hole 1	601.0	8.0	178.8
Finger hole 2	386.0	8.5	146.1
Finger hole 3	204.0	9.0	117.2
Finger hole 4	0.0	7.0	81.7
Finger hole 5	-102.0	9.5	60.0
End of flute	-309.0		0.0

- +

Finger holes

5

Inside Diameter

19.0

Units

mm

Key

C5 - 523Hz

Wall thickness

1.25

Decimal places

1

Key fine tune

0 cents

Lip cover (%)

0.0

Spacing  Frequencies

3D

**Calculate the diameter of the embouchure**



**Measure the length between the finger holes.**



**Clamp the bamboo down and begin to drill the embouchure.**



**Sand the hole**



**Blow into the embouchure**



**Recheck your finger hole markings.**



**Clean up the insides of the holes.**

**Directions:**

1. To determine the extent of your learning from this lesson, create an improvised musical instruments using whatever available materials in your place.
2. Play a Filipino song using your improvised instrument. This could be done individually or by group. For group performance, members should not be more than five(5) and must be from the same barangay. Maintain safety health protocols while performing the activity.
3. Record your performance.
4. Send your recorded video to your teacher using the link provided or drop a USB/CD containing your output at the designated dropping point in your place or barangay hall.

NOTE: Please refer to the rubrics found in the answer key on pages 25-26.

**ACTIVITY 2: Describe Me!**

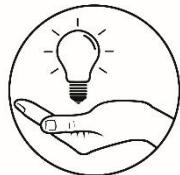
*Make a brief description about the picture and try to identify the instrument used.*



<https://www.slideshare.net/YsayJardeleza/unit-ii-music-of-the-cordillera-mindoro-palawan-and-the-visayas>

**Directions:**

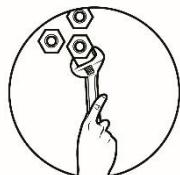
1. Describe the picture above. What can you see in the picture?
2. Write your descriptions in your notebook.
3. What lesson can you see in the picture?



## **What I Have Learned**

**Directions:** Express what you have learned in this lesson by answering the questions below. Write your answers in your notebook. (*Duration: 1 hour*)

1. What is the importance of improvised instruments when performing on stage?
2. Can you give an example of an improvised instrument?
3. Why is an improvised instrument important when performing?

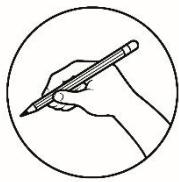


## **What I Can Do**

### **SHARE ME! (*Duration: 3 hours*)**

**Directions:**

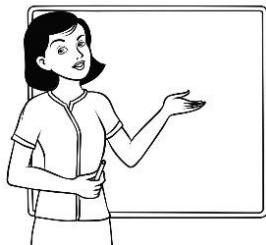
1. Record your performance and share your talent.
2. You can apply what you have learned about improvised instruments while performing.
3. Share your recorded performance through social media.
4. Submit your recorded performance to your teacher and let your classmate watch the video during your virtual class.



## Assessment

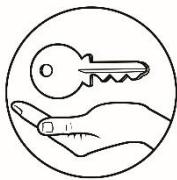
Directions: **True or False.** Write **T** if the sentence is correct or **F** if it is wrong. Write your answer in your notebook.

1. When a performer improvises, he or she is preparing for a sports competition.
2. It is important to improvise accompanying sound and rhythm before performing.
3. One can only perform properly with an improvised instrument.
4. Improvising is not important in one's performance.
5. A talented and creative performer can easily improvise before performing.
6. All musical instruments create sound by causing matter to vibrate.
7. The most beautiful and attractive specie of bamboo for making flute is the black bamboo.
8. Improvise means creating or performing in music, drama, or verse without any preparation done.
9. Bamboos can be used as improvised instruments.
10. It is a beautiful sounding instrument that belongs to the woodwind family.
11. Most musical instruments use resonance to amplify the sound waves and make the sounds softer.
12. Choose a low kind of bamboo in making a flute instrument.
13. In making an improvised instrument, you need to measure the exact placement of the embouchure of the flute.
14. Be sure to clean up insides of the holes of the flute.
15. Paldong is a bamboo nose flute.



Please refer to the Answer Key on post-assessment on page 25 of this module.

I hope you got it all!



## ***Answer Key***

**What I know**

- 1. Choroeographer 1. T
- 2. Energy 2. F
- 3. Space 3. T
- 4. Time 4. T
- 5. Action 5. F

Assessment	Score
1. T	True
2. T	True
3. T	True
4. T	True
5. T	True
6. T	True
7. T	True
8. T	True
9. T	True
10. T	True
11. False-black	False
12. False-quality	False
13. T	True
14. T	True
15. False-Tonngali	False

CRITERIA		EXCELLENT	GOOD	ADEGUATE	20	18	15	Rubrics:
Behavior in the performance	Showed confidence, engaged audience, spoke loudly and clearly and used some body language.	Showed some confidence, engaged audience, can be heard and used some movement.	Showed some confidence, engaged audience, can be heard and used some movement.	They did not use any props and costume.	They used appropriate props and costume.	They used some appropriate props and costume.	They did not use any props and costume.	Props/Costume
Teamwork	Always worked well with others	Sometimes worked well with others	Mostly worked well with others	With others	With others	Not proper execution	Properly executed.	Execution of the skills
Cooperation and presentation	Half of the skills were proper execution.	All skills were not properly executed.	Performance was quite entertaining and held audience attention.	Performance was a bit entertaining but not held audience attention.	Performance was very entertaining and held audience attention.	Entertaining but not held audience attention.	Entertaining and held audience attention.	Presentation

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