

Music

Quarter 1 – Module 2: Music of Lowlands of Luzon Folk Songs and the Rondalla



Music – Grade 7

Alternative Delivery Mode

Quarter 1 – Module 2: Music of Lowlands of Luzon (Folk Songs and the Rondalla)

First Edition, 2020

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Music

**Quarter 1 – Module 2:
Music of Lowlands of Luzon
Folk Songs and the Rondalla**

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 to complete 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.

Lesson 1

Folk Songs and the Rondalla

Learning Competencies

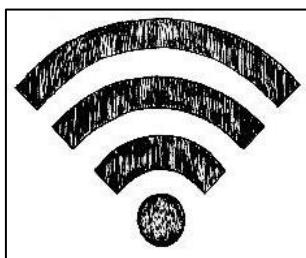
The learner:

1. explains the distinguishing characteristics of representative Philippine music selections from Luzon in relation to its culture and geography MU7LU-Ib-3
2. explores ways of producing sounds on a variety of sources similar to the instruments being studied MU7LU-Ib-f-4
3. sings folksongs from the lowlands of Luzon MU7LU-Ia-h-7



What I Need to Know

We have discussed the different folk songs from the Luzon lowlands in our previous lesson. These folk songs came from unknown composers from different ethnolinguistic groups of Luzon - Tagalog, Kapampangan, Ilocano, and Bicolano. The daily experiences of the people were the usual theme of these songs. People easily learned to sing folk songs because of their simplicity. These songs were passed down orally to people from yesterday's generation to your generation.



Are you familiar with the illustration above? What is it? How important is this to you? What are its benefits to you as a teenager? How about as a learner?

You are very lucky because you belong to a generation in which technologies and materials for learning and enjoyment are available. All kinds of information are just at the tip of your fingertips. But during the time of our grandparents and our grandparents' grandparents, it was very different. There was no internet to provide them with different YouTube videos for their entertainment or education. But it didn't stop them from learning, especially music.

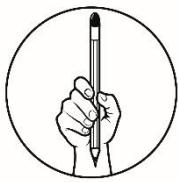
Music is undeniably a big part of our history and culture. Most Filipinos know how to sing or play an instrument, even though they never had any form of formal training.

In your first module, we have discussed the different folk songs of Luzon and how they were passed down from generation to generation. Just like the vocal music, the instrumental music during that time was very popular. Today's different popular K- Pop groups or rock bands give us entertainment. But during the early days, there was one instrumental ensemble which provided our grandparents with the music needed for their celebrations - the rondalla. This group is composed of musicians who are capable of playing the instrument without formal music lessons. They even have their own music notation style which helped them learn, play, and teach the rondalla music to younger generations.

Learning Objectives

In this module you will be able to:

- A. identify the different characteristics of Luzon folksongs in relation to its place of origin,
- B. classify different rondalla instruments according to their sound quality,
- C. appreciate rondalla music by listening to song samples, and
- D. perform a Luzon folk song with a live accompaniment



What I Know

This pre-test will help you think about your prior knowledge on the lesson. Choose the letter of the best answer. Write the letter of your answer on the space provided before the number.

1. Based on the musical element timbre, arrange the following instruments according to the size: (1 Bass 2 Banduria 3 Guitar 4 Octavina)
 - A. 1 2 3 4
 - B. 2 4 3 1
 - C. 3 1 4 2
 - D. 4 3 2 1
2. What musical element do the songs Atin Cu Pung Singsing and Manang Biday have in common?
 - A. dynamics
 - B. melody
 - C. meter
 - D. timbre
3. Ilocano dances show inward movement and are closer to the center and their musical notes stay close to each other. What characteristic or value does this show?
 - A. fright
 - B. poorness
 - C. proudness
 - D. reservation
4. Because of its high pitch range, the banduria usually plays the melody. What musical element does the banduria shows in this situation?
 - A. melody
 - B. meter
 - C. mood
 - D. timbre
5. The guitar guides the rondalla in terms of rhythm or beat. In this situation, what musical element does not belong to the group?
 - A. melody
 - B. meter
 - C. mood
 - D. tempo

For questions 6-8, use the musical notation below.



6. The music note's placement in the staff shows what kind of melody?
 - A. conjunct
 - B. disjunct
 - C. high
 - D. low
7. The music is in _____ meter.
 - A. duple
 - B. free time
 - C. quadruple
 - D. triple
8. What cultural value does this kind of melody portray?
 - A. jubilation
 - B. poorness
 - C. reservation
 - D. richness

For questions 9-11, use the musical notations below.



9. The music is in _____ meter.
 - A. duple
 - B. free time
 - C. quadruple
 - D. triple
10. What kind of melody does this notation have?
 - A. conjunct
 - B. disjunct
 - C. high
 - D. low
11. What cultural value does this melodic line portray?
 - A. jubilant
 - B. reserved
 - C. rich
 - D. poor

12. Like the alto in a choir, the octavina plays the lower melody. What musical element does this tell?

- A. dynamics
- B. melody
- C. rhythm
- D. timbre

13. The rondalla is also called _____.

- A. combo
- B. Filipino stringed band
- C. local band
- D. native orchestra

14. Music reflects the _____ of the society.

- A. culture
- B. dances
- C. industry
- D. songs

15. Like the rondalla, our folk songs have _____ influences.

- A. American
- B. Japanese
- C. Korean
- D. Spanish

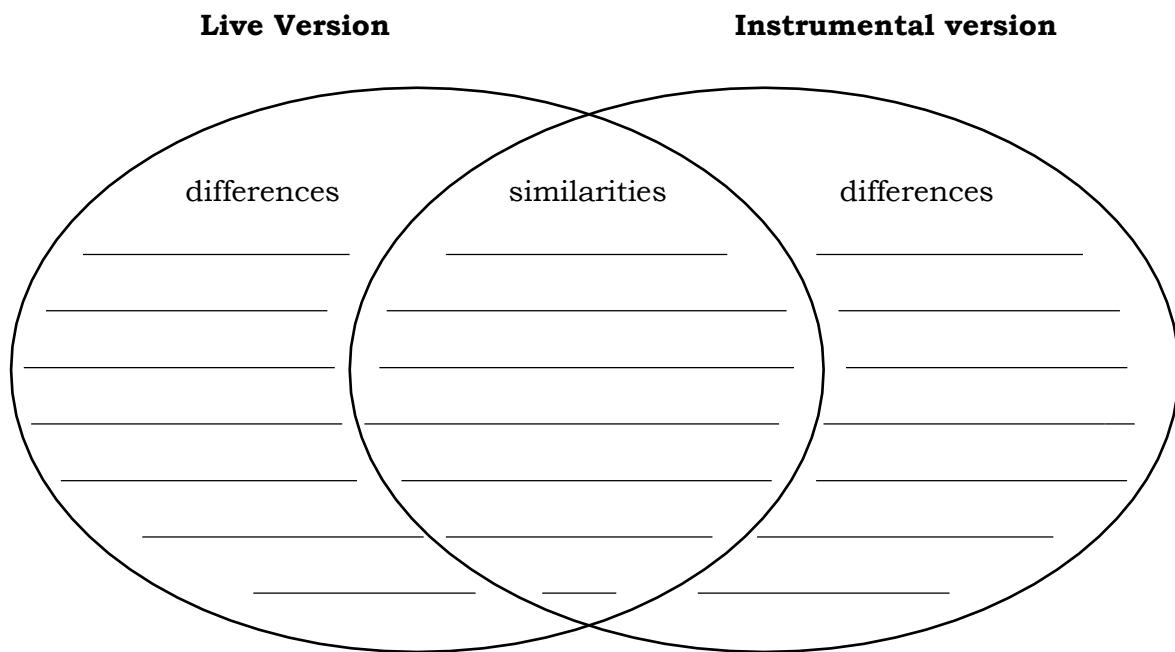


What's New

Listening activity

Try singing these songs by yourself. Then listen to the music samples of the same folk songs provided by your teacher. Compare the “*live version*” to the instrumental version. Write your observation on the Venn diagram.

- | | |
|--------------------------|---|
| 1. Sitsiritsit | https://youtu.be/VlOvBedr0xA |
| 2. Atin Cu Pung Singsing | https://youtu.be/2_dIP8s9Go8 |
| 3. Magtanim ay ‘di biro | https://youtu.be/D3CT7nXiJv0 |
| 4. Pamulinawen | https://youtu.be/6bhLGt3dJXc |
| 5. Sarong Banggi | https://youtu.be/4a5cO5_SU-I |



- Which version is simpler?
- Are there any changes in the music elements used in your version and in the instrumental version?
- What are those changes?
- How about the instrumental version? What are the different musical elements present?
- What are the instruments used? How does each instrument sound?



What is It

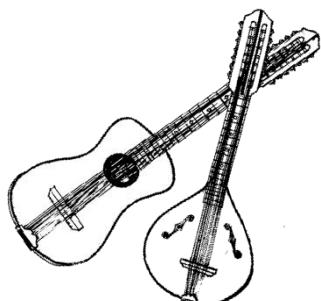
The **Rondalla** is an instrumental group that is made up of stringed instruments and is sometimes called the “Filipino stringed band”. Although this ensemble is very much associated with Filipino culture, historians claimed that it originated from Spain. During their colonization they brought with them the Spanish Rondalla which composed of bandurrias, violins, guitars, flutes, tambourines, castanets and triangles. Later, the Filipinos modified the instruments to fit to their culture. But how did the Rondalla get its name?

According to Dr. Antonio Molina, a national artist for music, the rondalla started as a very informal group of music loving Filipinos. During the Spanish occupation, the Governors asked civilians to guard their mansions at night. Their job is to go around the governor’s mansion all night. This is called “Ronda” or to make rounds. The civilians became bored with this daily routine and decided to make music using guitars and bandurias while making rounds. Thus, they are called Rondalla which means making music while doing rounds.

The Rondalla Instruments

1. Banduria

It is an instrument with the highest pitch range. Usually, this instrument plays the melody. The Spanish banduria has 12 strings while the Filipino banduria has 14 strings. The specific notes of the strings are F# B E A D G or *Fa#, Ti, Mi, La, Re, Sol*.

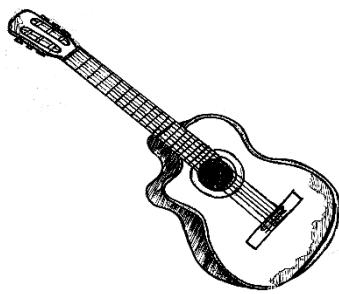


2. Laud and Octavina

These instruments play the contra -puntal (counter). Their strings are tuned like the banduria strings but are lower. They also have 14 strings.

3. Guitar

The guitar is a popular instrument with usually 6 strings. It is typically played by strumming or plucking the strings. It plays the rhythm or beat of the musical piece.



4. Bajo de unas

It is the largest instrument of the rondalla. This stringed instrument has only 4 thick strings, but there are rare bass instruments that have 6 strings. It plays the bass part of the musical piece. The notes of the strings are E A D G or *Mi, La, Re, Sol*.

Aside from the brass band, the rondalla became popular in fiestas and different Filipino celebrations. Today, it is a fast-growing instrumental group in schools, churches, and communities participated by the young and the old ones.

Like the instruments of Rondalla, Luzon folk songs also have diverse characteristics in relation to the place where they originated. Most of these songs have Latin influences (mostly Spanish). You will notice it in the melodic lines, the kind of tempo, meter, and other musical elements they use. But although these songs share the same influence, they also have their differences. For example, a Tagalog folk song and an Ilocano folk song that both have triple meter, have their own different identities because of the culture of their birthplace.

For further explanation regarding this matter, try to analyze the following songs based on the flow of their melodies.

Connect each note with a line. What do you notice with the flow of lines being formed? Which melody has a wider movement of music notes and which one has a closer note movement?

Bahay Kubo

O Naraniag A Bulan

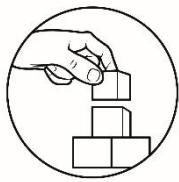
On a wider scale, National Commission for Culture and the Arts (NCCA's) Felipe M. De Leon, in his article about the Diversity of Philippine Music Cultures mentioned some contrasting features of Ilocanos' and the Visayans' art forms. Ilocanos prefer the movement of their music to be closer (conjunct) while the Visayans like it farther (disjunct). Ilocano dances have inward hand and arms movement while the Visayans have outward gestures. These intriguing polar artistic characteristics of the two subcultures may have rooted from their own natural values, the Ilocanos' reserve attitude and the Visayans' being highly-spirited; the Ilocanos' survival instinct and the Visayans' jubilant nature.

Activity

Based on the above discussion, fill-out the table below.

1. Write two folk songs with different places of origin.
2. Analyze the musical characteristics each folk song that has a direct influence from the culture and geography of its origin.

Folk Song	Place of Origin	Musical Characteristics in Relation to Culture and Geography of its Origin



What's More

Stop, Look and Listen

Using the same music samples, try to analyze each piece and write your answer on the table provided.

MUSICAL TEMPO	TEMPO	MELODY	METER	TIMBRE	TEXTURE	DYNAMICS	MOOD
1. Sitsiritsit https://youtu.be/VlOvB edr0xA							
2. Atin Cu Pung Singsing https://youtu.be/2_dIP8s9Go8							
3 Magtanim ay 'Di Biro https://youtu.be/D3CT7nXiJv0							
4. Pamulinawen https://youtu.be/6bhL Gt3dJXc							
5. Sarong Banggi https://youtu.be/4a5c O5_SU-I							

To help you analyze the piece and distinguish the elements, try considering these options for each element.

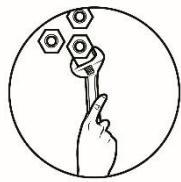
- | | |
|----------|--|
| Tempo | - slow, moderate, fast |
| Melody | - was it played in the higher register or the lower register? |
| Meter | - duple, triple, quadruple |
| Timbre | - what kind of sound was produced (dark, light brilliant, tremolo, legato) |
| Texture | - homophonic, polyphonic, monophonic |
| Dynamics | - soft, moderate, loud |
| Mood | - happy, sad, lazy |



What I Have Learned

After listening to the audio sample provided, try to answer the following questions.

1. What do you notice about the melody? What instrument played it?
2. How about the mood of the pieces? How can you say that it shows a happy mood, a sad mood, a relax mood, a playful mood, a patriotic mood?
3. Suppose all the instruments will only play the melody of the piece, what do you think will be your general impression about the piece?
4. How does the dynamics of the piece affect its overall sound? Which is better, a piece with dynamics or without dynamics? Why?
5. If ever you will choose your rondalla instrument, what will it be? Why?
6. After listening each given folksong, how would you differentiate the characteristics of the Tagalog, Ilocano, and Bicolano folksongs?

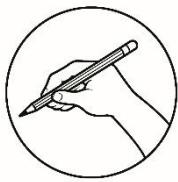


What I Can Do

Perform a simple folk song with an introduction about its place of origin and its meaning.

Record your performances using your cellphone or other media devices and submit it to your facilitator through messenger, e-mail or other media platforms.

CRITERIA	4	3	2	1
Clarity of voice in reciting and singing	Both the introduction and the song can be clearly heard by the teacher and the audience.	Only the song can be clearly heard	Only the introduction can be clearly heard.	The performance was not audible enough to be understood.
Creativity	The song was sung with a live accompaniment with simple embellishments (choreography, props, costume)	The song was sung either with canned accompaniment or acapella and with simple embellishments (choreography, props, costume)	The song was sung with canned accompaniment with no embellishments (choreography, props, costume)	The song was plainly sung in acapella with no embellishments (choreography, props, costume)
Mastery	The song and the introduction were flawlessly performed (memorized lyrics and steps,)	The lyrics and the introduction were memorized but there are evident mistakes in the execution of the choreography	The lyrics and the introduction were memorized but there is no choreography	The lyrics and the introduction were not memorized (either sung without mistakes but with a copy or without a copy but mistakes were evident in the performance.)



Assessment

These questions will help you think about the lesson that you have learned. Choose the letter of the best answer. Circle the letter of your answer.

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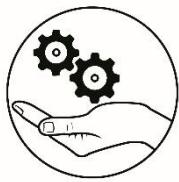
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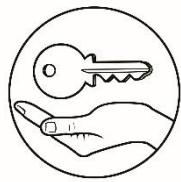
- A. American
- B. Japanese
- C. Korean
- D. Spanish



Additional Activities

Draw a rondalla instrument that made an impression to you. Draw it on a short bond paper. After drawing, write a short paragraph why you chose the instrument?

	10	5	2
Clarity of image	The image was clearly drawn and at least four parts are clear in the image.	The image was clear but only 3 parts are visible	The image was poorly drawn and only two parts of the instrument is clear.
Neatness	The drawing was presented very neat and clear	The drawing was finished with only a few unnecessary markings on it.	There were plenty of unnecessary markings on the drawing which made the drawing unclear
Punctuality	The finished product was submitted before the given date of submission.	The finished product was submitted during the given date of submission	The finished product was submitted after the given date of submission



Answer Key

- 15. D
- 14. A
- 13. B
- 12. D
- 11. B
- 10. A
- 9. A
- 8. A
- 7. D
- 6. B
- 5. A
- 4. D
- 3. D
- 2. C
- 1. B

What I Know / Assessment

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