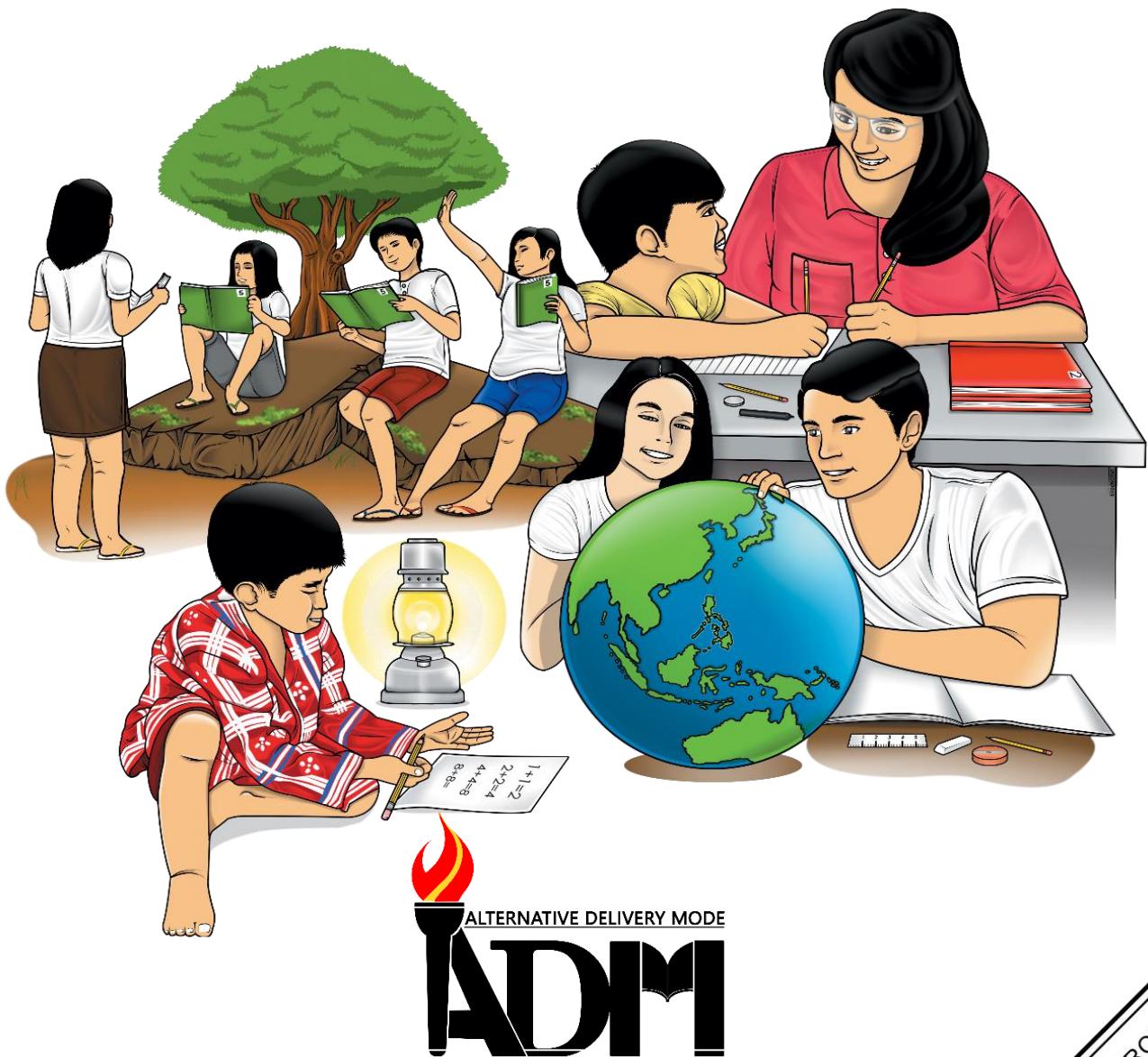


Music

Quarter 3 – Module 3

Sing and Play the South Asian and the Middle East Way



Music – Grade 8

Alternative Delivery Mode

Quarter 3 – Module 3: Sing and Play the South Asian and the Middle East Way

First Edition, 2020

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Music
Quarter 3 – Module 3
Sing and Play the South Asian
and the Middle East Way

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

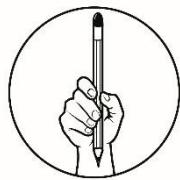
This module was designed and written for your benefit and convenience. It is here to help you to be more proficient in Music. The scope of this module covers many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged following the 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.

This module contains:

- Module 3 – Sing and Play the South Asian and the Middle East Way

After going through this module, you are able to:

1. Perform music from South Asia and the Middle East with own accompaniment. (**MU8WS-IIIb-h-7**); and
2. Evaluate music and music performances using guided rubrics applying knowledge of musical elements and style (**MU8WS-III-h-8**).



What I Know

Directions: Choose the letter of the correct answer. Write your answer on a separate sheet of paper.

- Which of the following music reinforces the importance of musical instruments in Pakistan?
A. Chautal
B. Punjabi
C. Samagana
D. Sama Veda
 - Which of the following is honored by Hindus as the sacred foundations of their religion and one of the oldest cultural traditions in the world?
A. Samagana
B. Sama Veda
C. Rig Veda
D. Vedas
 - It is traditionally chanted during a sacred ritual and recited daily in a Vedic community.
A. dance music
B. musical meter
c. twelve beats
d. verses of the Vedas
 - This refers to the recitation of the verses of the Vedas spelled identically, tonal accent remains the same and recited in the exact order of the words.
A. Samagana
B. Sama Veda
C. Rig Veda
D. Vedic Chanting
 - In the music of India, whether religious or cultural, music has its foundations in _____.
A. dynamics
B. form
C. rhythm
D. timbre
 - Zum Gali Gali is an example of a folk song from Israel. What does this song mean?
A. It is a temple music.
B. It is a song for wedding ceremonies.
C. It is a traditional Indian song for harvesting.
D. It is a traditional Hebrew song relating to work.
 - It is a form of traditional dance in Pakistan associated primarily with the music and less on the singer and the lyrics.
A. Bhangra
B. Carnatic
C. Chautal
D. Vedas

8. How many beats do Chautal has?
A. 6 beats C. 10 beats
B. 8 beats D. 12 beats

9. This term is used in Indian classical music which refers to the counting of musical beats.
A. Bhangra C. Tala
B. Samagana D. Vedas

10. Which of the following is NOT a representation of music from South Asia and the Middle East?
A. Anile Anile C. Bhangra
B. Arirang D. Zum Gali Gali

11. "Pioneers all work as one." This line of the song is found in the translation entitled _____.
A. Anile Anile C. Vedic Chant
B. Bhangra D. Zum Gali Gali

12. While watching the video of Chautal, what is the best way to follow its rhythmic patterns?
A. by beating of drums c. by dancing
B. by clapping d. by humming

13. Bhangra dance tradition is practiced in what country?
A. Arabia C. Israel
B. India D. Pakistan

14. Vedic chanting is commonly exercised in _____.
A. Arabia C. Israel
B. India D. Pakistan

15. Which of the following is NOT a representation of music from South Asia and the Middle East?
A. Bhangra C. Chautal
B. Pansori D. Vedas

Lesson 3

Sing and Play the South Asian and the Middle East Way

In Module 1 and 2 of this quarter, you learned about the vocal and instrumental music of South Asia and the Middle East. Let us try to find out if you can still recall the previous lessons.

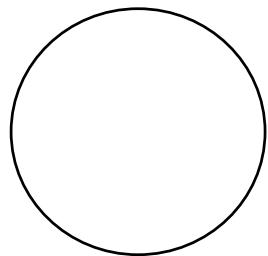


What's In

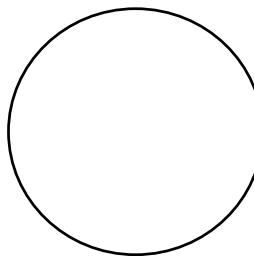
Activity 1: Think of Me!

Directions: Classify the terms in the box below by placing them in the country where they belong. Write your answer on a separate sheet of paper.

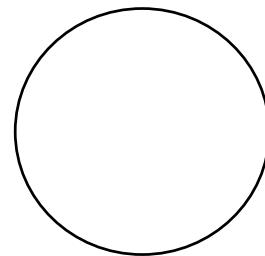
India



Pakistan



Israel



Ghazal

Carnatic

Rig Veda

Raga

Zum Gali Gali

Hazzan

Devotional

Laya

Yom Kippur

Sufi Music

Qawwali

Vedic Chanting

Secular

Tala

Shruti

Hindustani



What's New

The music of India, Pakistan, and Israel are widely used as an expression of their way of life and spiritual beliefs. Most of their music whether religious or cultural is based on rhythm.

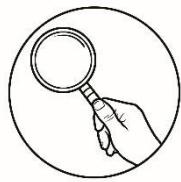
Activity 2: Hear me Out!

Directions: Watch the videos and listen to some songs from India, Pakistan, and Israel using the link below. Identify the country and classify whether it is vocal or instrumental music. Write your answers on a separate sheet of paper.

Options to avail the audio-video:

2. Click the link provided for each music.
3. Listen to the audio-video file provided by the teacher.

Music	Country	Classification (Vocal or Instrumental)
The Traditional Vedic Chanting https://www.youtube.com/watch?v=qPcasmn0cRU		
Zum Gali Gali https://www.youtube.com/watch?v=kHCK9Pw3QqM		
Bhangra Dance Tradition. https://youtu.be/DOP1LT8T1AA		
Chautal (12 beats) https://www.youtube.com/watch?v=u1LLeg9Bef8		



What is It

As you listen to different music in South Asia and the Middle East, were you able to distinguish the different characteristics and styles of music in each country? If your answer is yes, let us see if you can analyze some of the sample music.

India

Vedic Chanting

In India, the Vedas are honored by Hindus as the sacred foundations of their religion and one of the oldest cultural traditions in the world. The verses of the Vedas were traditionally chanted during a sacred ritual and recited daily in a Vedic community. The recitation is carefully trained so the words are spelled identically, tonal accent remains the same, and recited in the exact order of the words.

Directions: Visit the link below and watch the video presentation. You may also listen to the sample music provided by your teacher.



Source: Ministry of Culture, Government of India

<https://www.youtube.com/watch?v=qPcasmn0cRU>

Chautal (12 beats)

Rhythm is an essential aspect of the Indian musical system. Whether religious or cultural, music has its foundations in rhythm. Tala is a musical term pertaining to the counting of musical beats. One example of tala is Chautal. Chautal has twelve beat system. It is a rhythmic pattern of India that is most commonly maintained at a medium tempo.

Directions: Visit the link below. Try to clap the following rhythmic patterns of the Chautal as shown below.

The box contains the following musical notation and lyrics:

1. धा धा दिं ता | 2. कि ट, धा दिं ता | 3. ति ट, कत् |

Dhaa Dhaa Din Taa KiTa Dhaa Din Ta TiTa KaTa

4. गदी गेन |

GaDee GeNa

<https://www.youtube.com/watch?v=u1LLeg9Bef8>

Directions: Visit the link below and watch the video presentation. You may also listen to the sample music provided by your teacher.

Anile Anile

India

a-Ni-le a-Ni-le O-di vaa a-zha-gu a-Ni-le O-di vaa goy-ya ma-ram

yE - ri vaa guN-du pa-zham koN-du vaa

paa-thi pa-zham en - ni-dam paa-thi pa-zham un - ni-dam

koo-di sErn-thu i-ru-va-rum ko-ri-thu ko-ri-thu thin - na-lam

<https://youtu.be/Tv1MDUQsAZg>

Lyrics (Transliteration)

Anile anile odi vaa
Alaku anile odi vaa
Koyyā maram ēri vā
Kunṭu pałam koṇṭu vā

Translation – Chipmunk Chipmunk, Come On

Chipmunk chipmunk come on
Beautiful chipmunk come come come
Climb high up a guava tree
Bring a ripe fruit back to me

Israel

Zum Gali Gali is an example of a traditional Hebrew folk song from Israel relating to work. Its rhythm and beat help people work as they sing.

Directions: Visit the link below and watch the video presentation. You may also listen to the sample music provided by your teacher.

Zum Gali Gali

Hebrew folk tune

Piano

<https://www.youtube.com/watch?v=8iT-VvYi08>

Lyrics

Zum, gali-gali-gali, Zum gali-gali,
Zum, gali-gali-gali, Zum gali-gali,

Hechalutz lema'an avodah
avodah lema'an hechalutz
Hechalutz lema'an avodah
avodah lema'an hechalutz

Zum, gali-gali-gali, Zum gali-gali,
Zum, gali-gali-gali, Zum gali-gali.

Translation

Zum, gali-gali-gali, Zumgali-gali,
Zum, gali-gali-gali, Zum gali-gali,

Pioneers all work as one
Work as one all pioneers
Pioneers all work as one
Work as one all pioneers

Zum, gali-gali-gali, Zum gali-gali,
Zum, gali-gali-gali, Zum gali-gali.

Pakistan

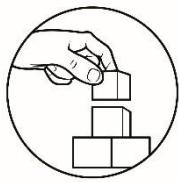
Punjabi music reinforces the importance of musical instruments. **Bhangra**, which refers to dance-oriented popular music with Punjabi rhythms, is one of the most recognized traditional and folkloric forms of Punjabi. The emphasis in bhangra music is usually on the music (the rhythm for dancing) and less on the singer and the lyrics.

Directions: Visit the link below and watch the video presentation. You may also listen to the sample music provided by your teacher.



Source: LISAA School of Design,
www.lisaadelhi.com

<https://youtu.be/DOP1LT8T1AA>



What's More

In the previous lesson, you were able to listen to different songs and instrumental music of South Asia and the Middle East. This time, create and adapt some representative songs and rhythms.

Activity 3: Sing with Me!

Directions:

- Listen to the audio/video file and follow the musical score of the song Zum Gali Gali.
- Make a four-line verse about work or play which depicts the tradition or culture in the Philippines.
- Sing the song on your own following the tune of Israel Folk Song “Zum Gali Gali”.
- Record an audio of your performance and send the file to your teacher.

Rubric to be used for scoring your performance.

Criteria	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
1. The tune of the song is similar to Zum Gali Gali.					
2. The song is sung with correct pitch and melody.					
3. Appropriate tempo of the song is used.					
4. Mastery of the song is evident.					
5. Confidence in delivery is observed.					

How many elements of music were you able to apply? Draw a smiley on the box that corresponds to your answer.

1-2 elements	3-4 elements	5 and up elements

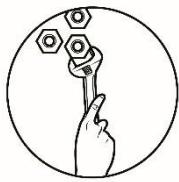


What I Have Learned

Activity 4. Fill in the Blank

Direction: Write the missing word in the sentence below. Do this on a separate sheet of paper.

1. In V _____ c _____ g, the verses of the Vedas were traditionally chanted during a sacred ritual and recited daily in a Vedic community.
2. V _____ are honored by Hindus as the sacred foundations of their religion and one of the oldest cultural traditions in the world.
3. C _____ t_____ is a rhythmic pattern of India maintained at a medium t _ m _ o.
4. P _ _ j _ _ _ music reinforces the importance of musical instruments in Pakistan.
5. B _ _ g _ _ is a type of traditional dance associated primarily with the music and less on the singer and the lyrics.
6. T _ _ _ is a musical term pertaining to the counting of musical b _____.
7. Z _ _ G_ _ _ G _ _ _ is a traditional Hebrew song relating to work. Its rhythm and beat help people work as they sing.
8. C _____ t_____ has 12 beats.
- 9.- 10. In India, music has its foundations in r _ _ _ m, while in Pakistan, the emphasis in bhangra music is usually on the r _ _ _ m of d _ n _ _ g.



What I Can Do

Activity 5: Watch and Evaluate!

Directions:

- Follow the link and watch the video:
<https://www.youtube.com/watch?v=xqQyC-WtyHI>
- Evaluate its musical performance with the use of the given rubric below.

Rhythm Rubric

	5 pts	4 pts	3 pts	2 pts	1 pt	0 pts
Tempo	Appropriate	Fluctuates Slightly	Fluctuates Often	Mostly Wrong	Not Appropriate	Cannot Play
Steady Beat	Consistent	Fluctuates Slightly	Fluctuates Often	Mostly Wrong	Not Appropriate	Cannot Play
Rhythmic Pattern	No Mistakes	A Few Mistakes	Many Mistakes	Mostly Wrong	Consistently Wrong	Cannot Play
Rest Rhythm	No Mistakes	A Few Mistakes	Many Mistakes	Mostly Wrong	Consistently Wrong	Cannot Play
Over-all Rhythm	Superior	Very Good	Good	Fair	Poor	Cannot Play

Activity 6: Compose and Sing!

Directions:

- Create your own composition showing the characteristics of South Asian and the Middle East music.
- Perform your composition through a video recording.

Rubric to be used for scoring your performance.

Criteria	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
1. Sound is played with correct rhythm.					
2. Variation of rhythmic pattern is evident.					
3. Appropriate rhythmic instrument is used.					
4. Good sound quality of the improvised instrument is evident.					
5. Confidence in delivery is observed					

How many elements of music were you able to apply? Draw a smiley on the box that corresponds to your answer.

1-2 elements	3-4 elements	5 and up elements



Assessment

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

1. It is a rhythmic pattern of India that has 12 beats.
A. Bhangra
B. Chautal
C. Iqa
D. Ta
 2. Which of the following is one of the most recognized forms of Punjabi music?
A. Bhangra
B. Chautal
C. Iqa El Jannah
D. Zum Gali Gali
 3. Which of the following terms used in Indian classical music refers to the counting of musical beats?
A. Bhangra
B. Chautal
C. Iqa
D. Tala
 4. Which of the following is a type of traditional dance in Pakistan associated primarily with the music and less on the singer and the lyrics?
A. Bhangra
B. Iqa El Jannah
C. Vedas
D. Zum Gali Gali
 5. It is a traditional Hebrew song relating to work.
A. Bhangra
B. Pasyon
C. Vedic Chant
D. Zum Gali Gali
 6. Which of the following music reinforces the importance of musical instruments in Pakistan?
A. Bhangra
B. Chautal
C. Iqa
D. Punjabi
 7. Which of the following is a folk song from Israel?
A. Anile Anile
B. Bhangra
C. Vedic Chant
D. Zum Gali Gali
 8. It is honored by Hindus as the sacred foundations of their religion and one of the oldest cultural traditions in the world.
A. Vedas
B. Rig Veda
C. Samagana
D. Sama Veda

9. Which of the following best describes the Zum Gali Gali of Israel?

 - A. Its structural requirements are stricter than those of most poetic forms traditionally written in English.
 - B. Originally performed mainly at Sufi shrines throughout the subcontinent and gained mainstream popularity.
 - C. It is a traditional Hebrew song relating to work. Its rhythm and beat help people work as they sing.
 - D. Arabian rhythmic pattern or cycle is analyzed by means of rhythmic units.

10. Which of the following best describes the Vedic chanting?

 - A. It is recited daily in a Vedic community.
 - B. It is traditionally chanted during a sacred ritual.
 - C. It is carefully trained so the words are spelled identically.
 - D. All of the above.

11. "Pioneers all work as one." This line of the song is found in the translation entitled _____.

 - A. Anile Anile
 - B. Bhangra
 - C. Vedic Chant
 - D. Zum Gali Gali

12. While watching the video of Chautal, what is the best way to follow its rhythmic patterns?

 - A. by beating of drums
 - B. by clapping
 - c. by dancing
 - d. by humming

13. Bhangra dance tradition is practiced in what country?

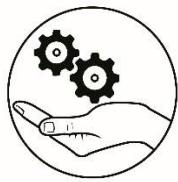
 - A. Arabia
 - B. India
 - C. Israel
 - D. Pakistan

14. Vedic chanting is commonly exercised in _____.

 - A. Arabia
 - B. India
 - C. Israel
 - D. Pakistan

15. Which of the following is NOT a representation of music from South Asia and the Middle East?

 - A. Bhangra
 - B. Pansori
 - C. Chautal
 - D. Vedas



Additional Activities

Activity 7: My Journey!

Directions: Answer the following questions through journal writing. Write your answers on a separate sheet of paper.

1. What skills did you develop while doing the activities?
2. What did you feel while doing the activities?
3. What are your realizations after this module?



Answer Key

WHAT I HAVE LEARNED	WHAT'S IN INDIA	WHAT I KNOW
1. Vedic Chanting 2. Vedas 3. Chauatal, tempo 4. Puñjabi 5. Bhanga 6. Tala 7. Raga 8. Layla 9. C 10. B 11. D 12. A or B 13. D 14. B 15. B	1. Shruti 2. Rig Veda 3. Carnatic 4. Hindustani 5. Vedic Chanting 6. Taala 7. Raga 8. Layla 9. A 10. B 11. D 12. A or B 13. D 14. B 15. B	1. Devotional 2. Secular 3. Zum Gali Gali 4. Sufi Music 5. Hazzaan 6. Yom Kippur 7. Zum Gali Gali 8. Chantal 9. rhythm 10. rhythm of dancing 11. Israel 12. A or B 13. D 14. B 15. B

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

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Anido, Belind R., Baldoz, Augusto R., Parakikay, Myrna T., et al. (2013). Music and Arts of Asia, Leaner's Module for Grade 8. DepEd-IMCS.

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<https://www.youtube.com/watch?v=XqQyc-WtyHI>

<https://www.youtube.com/watch?v=kHCK9Pw3QqM>

<https://youtu.be/DOP1LT8T1AA>

<https://www.youtube.com/watch?v=u1LLeg9Bef8>

<https://youtu.be/Tv1MDUQsAZg>

https://www.youtube.com/watch?v=8_IT-VvYiQ8

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