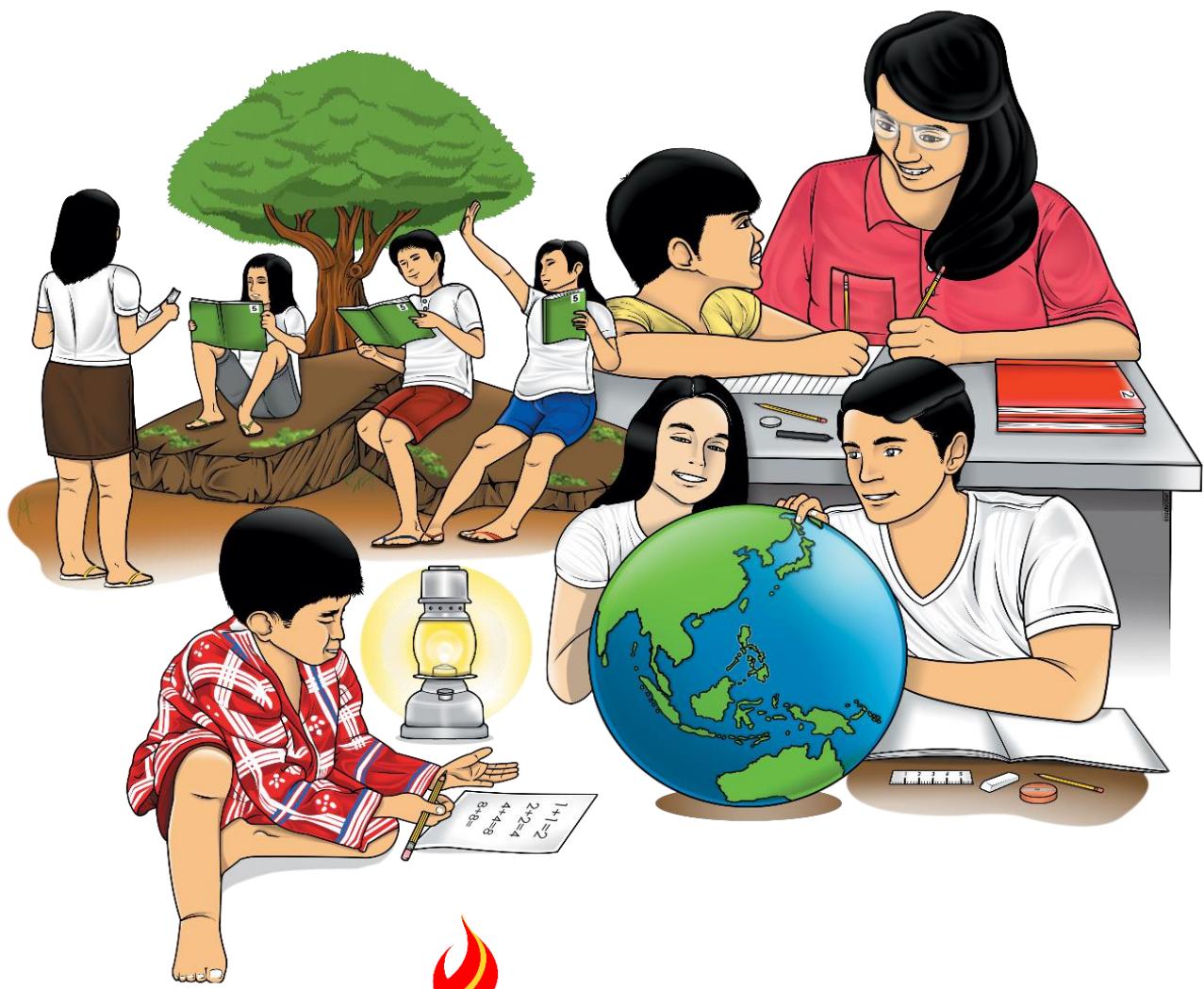


Music

Quarter 1 – Module 1: Music of Southeast Asia



Music – Grade 8
Alternative Delivery Mode
Quarter 1 – Module 1: Music of Southeast Asia
First Edition, 2020

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8

Music

Quarter 1 – Module 1:

Music of Southeast Asia



Introductory Message

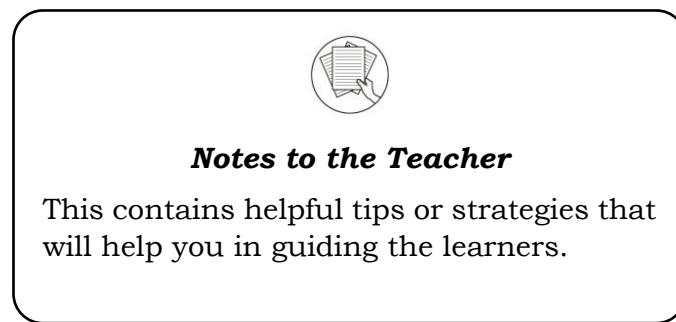
For the facilitator:

Welcome to the **Music 8** Alternative Delivery Mode (ADM) Module on **Music of Southeast Asia!**

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to **Music 8** Alternative Delivery Mode (ADM) Module on **Music of Southeast Asia!**

The hand is one of the most symbolized parts of the human body. It is often used to depict skill, action and purpose. Through our hands, we learn, create and accomplish something out of ordinary. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentences/paragraphs to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity that will help you transfer your new knowledge or skill into real-life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

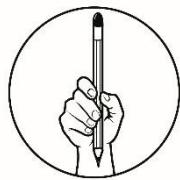
This module was designed and written with you in mind. It is here that you will be assisted in learning about Southeast Asian Music. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of learners. The lessons are arranged to follow the standard sequence of the course. However, the order in which you read them can be changed to correspond with the textbook you are now using.

This module contains:

- Module 1 – Music of Southeast Asia

After going through this module, you are able to:

1. Listen perceptively to the music of Southeast Asia (**MU8SE-1a-h-2**); and
2. Analyze musical elements of selected songs and instrumental pieces heard and performed (**MU8SE-1b-h-4**).



What I Know

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

- What is the name of an orchestra that performs the ceremonial music of the royal courts and temples of Cambodia?
A. Angkor Wat
B. Oneat
C. Pinpeat
D. Samphor
 - What is the traditional musical ensemble of Indonesia?
A. Gamelan
B. Kertok
C. Mahori
D. Pinpeat
 - What is the national instrument of Burma?
A. Angklung
B. Khey
C. Kulintang
D. Saung Gauk
 - What musical ensemble of Malaysia utilizes small, horizontally-laid gongs accompanied by larger, suspended gongs and drums used in funerals and weddings?
A. Kertok
B. Dikir Barat
C. Silat Melayu
D. Agung and Kulintang
 - Which Malaysian ensemble performs choral singing with or without instrumental accompaniment?
A. Kertok
B. Dikir Barat
C. Silat Melayu
D. Agung and Kulintang
 - What ensemble in Thailand is traditionally played by women?
A. Krueang Sai
B. Mahori
C. Morlam
D. Piphat
 - Which traditional Thai music tells about the daily trials and tribulations of rural Thai?
A. Khreang Sai
B. Lukthung
C. Mahori
D. Morlam
 - Which traditional Thai music speaks about the poor conditions in rural areas?
A. Lukthung
B. Mahori
C. Morlam
D. Piphat

9. Which traditional song describes royal court music?

 - A. Celempung
 - B. Metallophones
 - C. Monarchy
 - D. Penglaodeum

10. Which of the following does not belong to the major categories of the music of Vietnam?

 - A. Folk Music
 - B. Contemporary Music
 - C. Imperial Court Music
 - D. Religious and Ceremonial Music

11. How would you define the Hue style of Vietnamese music?

 - A. Refers to solo musical pieces
 - B. Uses instruments that are percussive
 - C. Musical performances are usually accompanied by lute
 - D. Incorporates more of Western instruments such as violins and Hawaiian guitar

12. What style of Vietnamese music incorporates more of Western instruments such as violins and Hawaiian guitars?

 - A. Hue style
 - B. Ceremonial Music style
 - C. Southern Amateur style
 - D. Northern professional Style

13. Which of the following does not belong to the traditional instruments of Singapore?

 - A. Angklung
 - B. Kulintang
 - C. Kompaing
 - D. Sep Noi

14. What do you call the five equidistant tones in an octave?

 - A. Irama
 - B. Kendang
 - C. Peloq
 - D. Slendro

15. Which orchestra in Singapore plays ethnic music?

 - A. Singapore court music
 - B. Singapore religious music
 - C. Singapore Chinese Orchestra
 - D. Singapore Symphony Orchestra

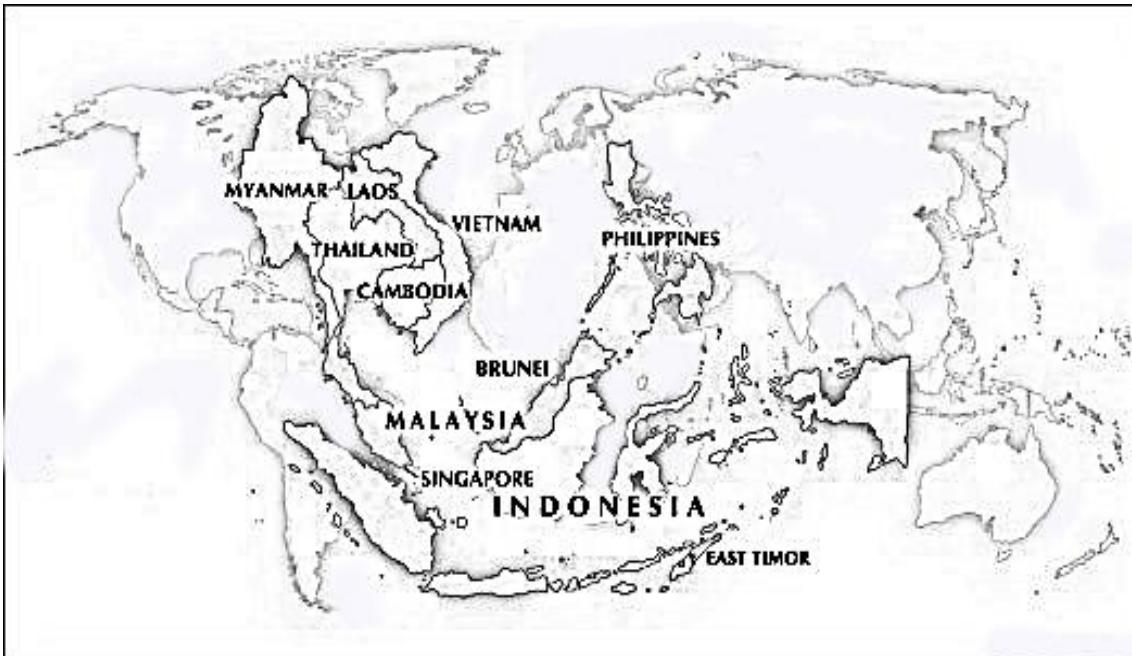
Lesson 1

Music of Southeast Asia

“It’s more fun in the Philippines!” Have you ever heard of this statement? It reminds us of the wonderful feelings we experienced when we studied Philippine Music in our Grade 7 lessons. Being a “Pinoy” is an identity one should be proud of since our culture is so rich especially in the field of music and arts.

Now let’s take a look and move on to our friendly neighbours in Southeast Asia. These countries are seemingly closer to us, you will discover that our music has similarities to their music and how these people uphold their culture by propagating their tradition and showcasing their best performances in varied art forms.

In this module, you will be dealing with varied activities and will be learning more on the significant concepts and principles of Southeast Asian music.



Music greatly influenced the lives of the people in Southeast Asia as depicted in their daily living. It is related to ceremonies connected to beliefs, state, and community affairs. Musical division does exist between the urban and rural areas. It has many musical styles of which some are related to culture reflected through timbre, rhythm, melody, texture, and style.



What's In

Complete the table below with description of a song as cited in each item. Below is a guide for your answer. Write your answer on a separate sheet of paper.

Genre: Folk Song, Nationalistic Song, Pop, Rap

Tempo: Very Fast, Fast, Moderate Slow, Slow

Time Signature: 6, 4, 3, 2,
8 4 4 4

Songs	Genre	Tempo	Time Signature
1. Anak by Freddie Aguilar	Pop		
2. Atin Cu Pung Singsing of Kapampangan		Moderate Slow	
3. Bahay Kubo			3 4
4. Batang-bata Ka Pa of Apo Hiking Society		Moderate Slow	
5. Ako ay Pilipino		Slow	
6. Leron-Leron Sinta			4 4
7. Lupang Hinirang	Nationalistic Song		
8. Mga Kababayan Ko of Francis Magalona		Moderate High	
9. Pamulinawen of Ilocanos	Folk Song		
10. Sarung Banggi of Bicolanos			4 4



What's New

Southeast Asian countries are rich in music. It is indispensable to the lives of the people living in the country as they use this in gatherings and special occasions. Listen to the representative songs in each country following the links. Then, do the activity below. Write your answer on a separate sheet of paper.

Cambodia

Pinpeat Ensemble

<https://www.youtube.com/watch?v=xIv7yqiyeI>

Mohori

<https://www.youtube.com/watch?v=rUiztYyT1oE>

Indonesia

Gamelan Orchestra

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

Myanmar

Dhamma Gīta

<https://www.youtube.com/watch?v=hNKx5YjJ1nA>

Malaysia

Dikir Barat

<https://www.youtube.com/watch?v=tmHMU3hYSXE>

Thailand

Khruueangsai

<https://www.youtube.com/watch?v=uG84h4NXQpY>

Laos

Khene Lao (Lam Pheun)

https://www.youtube.com/watch?v=rpmn_gdL6yg

Vietnam

Nhā Nhạc

<https://www.youtube.com/watch?v=-xI0V7QLYbM>

Singapore

Bunga Sayang

<https://www.youtube.com/watch?v=caCBwf5UwbM>

After you have successfully followed the link, please make an assessment of at least two songs in terms of pitch, tempo, genre and time signature. Underline your answer for each element. Write it on a separate sheet of paper.

1. Pitch – Very High, Moderate High, Moderate Slow, Very Slow
2. Tempo – Very Fast, Fast, Moderate, Slow
3. Genre – Rock, Folk Song, Ballad, Reggae
4. Time Signature – 6, 4, 3, 2
8 4 4 4

Example:

Chan Mali Chan

1. Pitch – Very High, Moderate High, Moderate Low, Very Low
2. Tempo – Very Fast, Fast, Moderate Slow, Slow
3. Genre – Rock, Folk Song, Ballad, Reggae
4. Time Signature – 6, 4, 3, 2
8 4 4 4



What is It

Southeast Asian countries are rich in music. Genres vary from one country to another. This clearly indicates the passion of Southeast Asian people to music. Would you like to know the musical styles of the different countries in Southeast Asia? If so, let us visit the different countries in the region.

Cambodia



Pinpeat ensemble of Cambodia.

Source: A Stamp A Day on Wordpress.com

Cambodian court music is roughly similar to the music of Java, Indonesia. Its musical art is highly influenced by ancient forms as well as Hindu forms. Their music is also absorbed and adopted from Indian, Chinese, and European which resulted to a distinct Cambodian culture.

Music has always been a part of their dances, plays, and religious events and it is accompanied by an orchestra. There are two ensembles in Cambodia:

Pinpeat – stringed and percussion instruments used to accompany dances, in praying to God or spirit, and other ceremonies.

- Roneath (xylophone in metal or bamboo)
- Kong (percussion instrument surrounding the player) (gong circles)
- Skor Thom (a very big drum, which has two faces, for making the rhythm),
- Sampho (a big drum, which has two faces, for making the rhythm)
- Sro Lai (a big recorder)
- Chhoeng (percussion instrument hitting each other for making rhythm) (finger cymbals)
-

Mohory – stringed instruments that can only be used to accompany dance, theatre, wedding, and other ceremonies.

- Khoem (with 35 horizontal strings instrument)
- Ta Khe (with 3 horizontal strings instrument)
- Tro (with vertical strings instrument)
- Skor Dai (a small drum for making rhythm)
- Khloy (recorder)
- Chhoeng

Indonesia



Gamelan Ensemble of Indonesia

Source: www.latitudes.nu

Singing has become one of the talents of Indonesians. Not just a common Indonesian but even the president sings his favorite song during gatherings. Indonesian music was enriched with interaction with other cultures such as Indian, Arabic, Chinese, and European leading to a wider range of musical styles. Its contemporary music has reached countries outside its boundaries.

Gamelan or gamelan orchestra is an Indonesian ensemble composed of 50 to 80 instruments which accompany shadow puppet plays and other major events like special ceremonies and weddings.

Here are the instruments in gamelan:

- Metallophones metal xylophones
 - saron (with seven bronze keys and no resonators, played with hard mallets)
 - gender (with bamboo resonators, played with soft mallets).
 - slentem is similar to the gender except it has lesser keys.
- bonangs (small bronze kettles mounted on the frame and struck by a pair of long sticks bound with chords),
- gambang (xylophone with hardwood bars struck with sticks made of buffalo horn),
- suling (bamboo flute)
- rehab (two-string fiddle of Arab origin)
- siter or celempung (zithers)
- celempung has 26 strings organized in 13 pairs that stretch over a coffin-like soundboard supported with four legs.
- gongs - kenong, ketuk and kempul
- drums - Kendnag are drums beaten by hand. The bedug is a drum struck with a stick.

Popular gamelans in the country are the Javanese gamelan which is used in court music and Balinese gamelan which plays sacred music.

Slendro and peloq are two different tuning systems used in Indonesian gamelan orchestra. The former refers to five (5) equidistant tones in octave while the latter adopts heptatonic (7) tone scale with semi-tone.

Myanmar



The hsaing waing ensemble includes a variety of percussion and wind instruments, including various gongs and drums.

Source: Thiri Lu / The Myanmar Times

Myanmar is formerly known as Burma which has more than 100 ethnic groups. Its traditional music is an indispensable factor in the spiritual life of its people. Its music has similarities with many other musical traditions including Chinese music and Thai music.

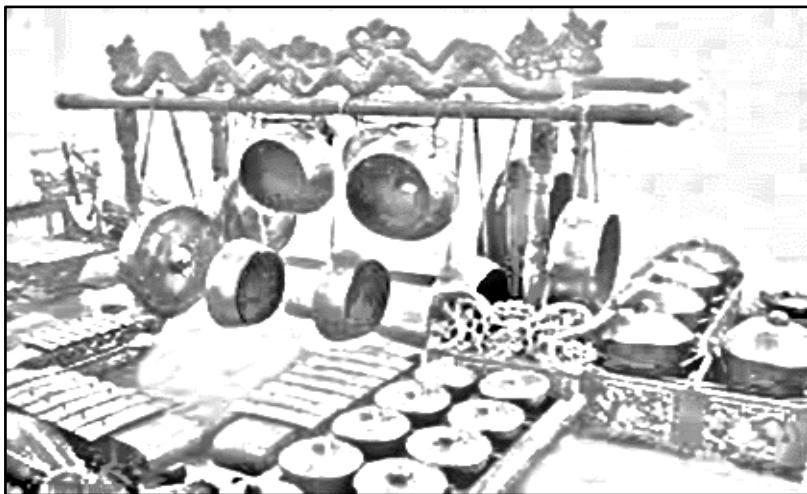
Burmese music emphasizes inner melody whose music sounds are richly theatrical. The musical instruments are categorized into two namely: anyeint (instruments played in concerts) and hsaing-waing (instruments played for orchestra).

The hsaing waing is the country's traditional folk music ensemble performing at ceremonies and festivals without xylophone and stringed instruments. It only has:

- Hne (a double-reed pipe)
- Chauk Lon Pat (a set of 8 tuned drums)
- Maung Hsaing (larger bronze gongs in a rectangular frame)
- Pat waing (a set of 21 drums in a circle)
- Kyi waing (small bronze gongs in a circular frame)

The national instrument of Myanmar is called saung gauk. It is usually played during formal occasions.

Malaysia



Agung and kulintang which are gong-based musical ensemble of Malaysia are commonly used in ceremonies such as funerals and weddings.

Source: malaysiaculturestraditionalsongs.blogspot.com

Malaysia is a multi-ethnic and multi-cultural land with Chinese, Indians, and indigenous people who all share a unique cultural identity. In general, its music may be categorized as:

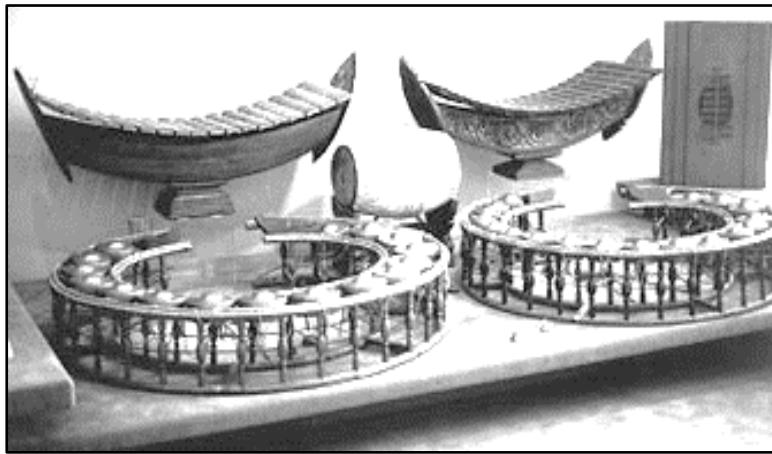
Classical and folk – exists as vocal, dance and theatrical music which emerged during the pre-colonial period.

Syncretic (or acculturated music) – music influenced by other cultures including Arabian, Persian, Indian, Chinese, and other Western countries.

Here are different kinds of musical ensembles in Malaysia:

- Agung and Kulintang – a musical ensemble composed of small, horizontally-laid gongs, accompanied by larger, suspended gongs and drums used in funerals and weddings.
- Kertok – a musical ensemble that consists of xylophones played in traditional Malay events.
- Dikir Barat – a musical ensemble that performs choral singing with or without percussion instrumental accompaniment.
- Silat Melayu – a combative art of self-defense combined with dance and music designed to strike assaults like t'ai chi accompanied by gongs, drums, and Indian oboes.

Thailand



The Piphat ensemble is made up of percussion and wind instruments. The most common Piphat is known as the piphat maikhaeng.

Source: rhythmdiscoverycenter.org

The Music of Thailand flourished in spite of occasional oppression from monarchs like Rama and the burning of Ayutthaya. However, European and American music have become extremely influential as well as the Asian music. There are two popular styles of traditional Thai music. First is the 'lukthung' which is developed in the mid-20th century whose music usually tells about daily trials and tribulations of rural Thai. The second one is 'mor lam' which is dominant folk music that speaks about the poor conditions in rural areas.

There are three musical ensembles of Thailand:

1. Piphat – performs with a hard and padded mallet on occasions like funerals, cremation ceremony and during the holding of shadow puppetry.
 - khongwong (gong circles)
 - renat (Thai xylophones)
 - klong (different kinds of drums)
 - klui (recorder)
 - diddley bow (a large single-stringed instrument that sounds like a bass)
 - kaen (reed mouth organ)
 - picnai (oboe-like instrument)
2. Khrueangsai – combines percussion and wind instruments for indoor performances used to accompany the stick-puppet theater.
 - saw duang (a high-pitched two-string bowed lute)
 - saw u (the lower-pitched bowed lute)
 - jakhe (the three-string plucked zither).
 - khlui (vertical fipple flute) in several sizes and ranges
 - goblet drum (thon-rammana)
 - a small hammered Chinese dulcimer

3. Mahori – traditionally played by court women which prefer small-sized instruments combined from Piphat and Khrueangsai instruments during special occasions. At present, a regular-sized instrument is used.
 - three-string saw samsai fiddle

Laos



The music of Laos includes the music of the Lao people, a Tai ethnic group, and other ethnic groups living in Laos. The traditional music of Laos has similarities with the traditional music of Thailand and Cambodia, including the names of the instruments and influences and developments.

Source: Dianne Gutierrez / SlideShare

The traditional music of Laos has similarities with that of Thailand and Cambodia. This is also true in the names of their musical instruments. During Buddhist Holidays, performances of Laotian music can be observed. The term 'Lao' is derived from 'penglaodeum' which refers to the traditional songs that describe royal court music. Historical records indicate that these songs are influenced by ancient Khmer traditions and the mountainous ethnic groups.

Laos' musical ensemble is categorized into two:

1. Sep Nyai – uses instruments that are percussive; similar to Thai's piphat.
2. Sep Noi – uses khene which is a mouth organ made of bamboo; similar to Thai's mahori.

Vietnam



The music in Vietnam spans imperial, ceremonial, folk, hip hop, and rock music.

Source: YouTube

Because of Chinese colonization of the country for ten years, Vietnamese music and its instruments were mostly of Chinese origin.

The music of Vietnam is divided depending on its use. The major categories are:

- Imperial court music – used to honor gods and scholars in temples
- Folk music – performed in theaters, streets, courtship rituals, and ceremonies for invoking spirits
- Religious and ceremonial music – sang in religious rituals or at funerals

However, the three main styles of music are as follows:

1. Hue style – refers to solo musical pieces accompanied by moon lute, small drum, tongs, cymbals, and flute.
2. Northern professional style – musical performances usually accompanied by lute.
3. Southern amateur style – incorporates more of western instruments such as violins and Hawaiian guitars

Singapore



The Singapore Symphony Orchestra (SSO) is Singapore's flagship orchestra.

Source: www.bandwagon.asia

Due to British Empire colonization, Singapore's culture and population are highly influenced by Western way of life. Its folk music was influenced by Chinese, Indian Malays, Tamils, and other minority Asian ethnic groups. It has two types of orchestra:

- Singapore Symphony Orchestra – known for playing music with western influences
- Singapore Chinese Orchestra – performs ethnic music with Malay and Indian influence.

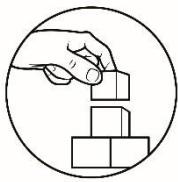


Gamelan instruments

Source: YouTube

Traditional instruments of Singapore include:

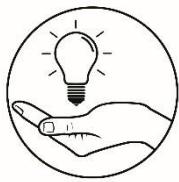
- Kulintang
- Kompang
- Angklung
- Gamelan instruments



What's More

Analyze the statements of each item then rearrange the letters to form a correct answer. Write it on a separate sheet of paper.

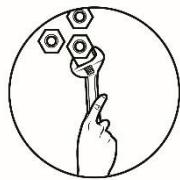
1. Aside from pinpeat, Cambodia has an ensemble that uses stringed instruments to accompany dance, theatre, wedding, and other ceremonies.
Y M H R O O
2. One of the tuning systems in Indonesia which refers to five (5) equidistant tones in octave.
O S N R E L D
3. One of the Indonesian gamelans which is used in court music.
S J V A N A E E
4. This refers to Myanmar's instruments played in concerts.
N T A I Y E N
5. Malaysian ensemble that performs choral singing with or without percussion instrumental accompaniment.
K D R I I R B T A A
6. An ensemble in Malaysia which consists of xylophones played in traditional Malay events.
T K K R O E
7. One of Lao's ensemble which uses instruments that are percussive; similar to Thai's Piphat.
P S E Y N A I
8. This refers to traditional songs that describe royal court music which 'Lao' is derived from.
M D L P G N O A E U E
9. Vietnamese style of music referring to solo musical pieces.
U H E T L S Y E
10. Singapore performers which feature ethnic music with Malay and Indian influence.
G P S R N I A O E S N H C E I E T R R H C S A E O



What I Have Learned

Read the statements carefully. Complete the given letters to form a correct answer. Write it on a separate sheet of paper.

1. Cambodia has the p_ _ p _ _ _ while Indonesia has the Javanese and Balinese gamelans.
2. Javanese gamelan is used in court music while Balinese gamelan plays s_ _ _ _ d music.
3. The music of Myanmar has similarities with C_ _ _ _ e music and Thai music.
4. Saung gauk is the national instrument of M_ _ _ m _ _ .
5. Malaysia's c_ _ _ _ c_ _ and folk music emerged during the pre-colonial period.
6. Piphat, Mahori and Khrueng Sai are ensembles from T_ _ _ 1_ _ _ .
7. Sep Nyai and S_ _ N_ _ are Laos' categories of orchestra.
8. Vietnamese music performed to honor the gods and scholars in temples is called as I_ _ _ _ _ 1 C_ _ _ M_ _ _ .
9. Singapore's culture and population are highly influenced by W_ _ _ _ n way of life.
10. Singapore Chinese Orchestra performs e_ _ _ c music with Malay and Indian influence.



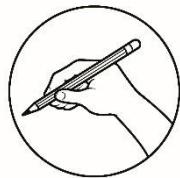
What I Can Do

Choose a song that you are familiar with and draw a melodic pattern based on the following guide. Use a separate sheet of paper.

Example:



Ba- hay ku-bo ka-hit mun-ti, ang ha-la- man do-on ay sari-sa- ri



Assessment

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

- What is the name of an orchestra that performs the ceremonial music of the royal courts and temples of Cambodia?
A. Angkor Wat
B. Oneat
C. Pinpeat
D. Samphor
 - What is the traditional musical ensemble of Indonesia?
A. Gamelan
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 - What musical ensemble of Malaysia utilizes small, horizontally-laid gongs accompanied by larger, suspended gongs and drums used in funerals and weddings?
A. Kertok
B. Dikir Barat
C. Silat Melayu
D. Agung and Kulintang

5. Which Malaysian ensemble performs choral singing with or without instrumental accompaniment?

 - A. Kertok
 - B. Dikir Barat
 - C. Silat Melayu
 - D. Agung and Kulintang

6. What ensemble in Thailand is traditionally played by women?

 - A. Krueang Sai
 - B. Mahori
 - C. Morlam
 - D. Piphat

7. Which traditional Thai music tells about the daily trials and tribulations of rural Thai?

 - A. Khreang Sai
 - B. Lukthung
 - C. Mahori
 - D. Morlam

8. Which traditional Thai music speaks about the poor conditions in rural areas?

 - A. Lukthung
 - B. Mahori
 - C. Morlam
 - D. Piphat

9. Which traditional song describes royal court music?

 - A. Celempung
 - B. Metallophones
 - C. Monarchy
 - D. Penglaodeum

10. Which of the following does not belong to the major categories of the music of Vietnam?

 - A. Folk Music
 - B. Contemporary Music
 - C. Imperial Court Music
 - D. Religious and Ceremonial Music

11. How would you define the Hue style of Vietnamese music?

 - A. Refers to solo musical pieces
 - B. Uses instruments that are percussive
 - C. Musical performances are usually accompanied by lute
 - D. Incorporates more of Western instruments such as violins and Hawaiian guitar

12. What style of Vietnamese music incorporates more of Western instruments such as violins and Hawaiian guitars?

 - A. Hue style
 - B. Ceremonial Music style
 - C. Southern Amateur style
 - D. Northern professional Style

13. Which of the following does not belong to the traditional instruments of Singapore?

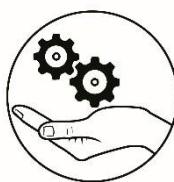
 - A. Angklung
 - B. Kulintang
 - C. Kompong
 - D. Sep Noi

14. What do you call the five equidistant tones in an octave?

- A. Irama
- B. Kendang
- C. Peloq
- D. Slendro

15. Which orchestra in Singapore plays ethnic music?

- A. Singapore court music
- B. Singapore religious music
- C. Singapore Chinese Orchestra
- D. Singapore Symphony Orchestra

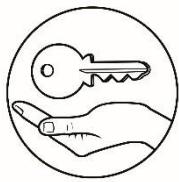


Additional Activities

The words inside the box are ensembles from Southeast Asian countries. Write it on the country to which it originates.

Hue Style	Kertok	Piphat	Agung and Kulintang
Dikir Barat	Mahori	Sep Noi	Singapore Symphony Orchestra
Gamelan	Mohory	Sep Nyai	Northern Professional Style
Hsaing Waing	Khrueangsai	Pinpeat	Singapore Chinese Orchestra

Country	Ensembles
Cambodia	
Indonesia	
Myanmar	
Malaysia	
Thailand	
Laos	
Vietnam	
Singapore	



Answer Key

ASSESSMENT	
1. C	1. Mohory
2. A	2. Slendro
3. D	3. Javanese
4. D	4. Anyent
5. B	5. Djigit Barat
6. B	6. Kerotok
7. B	7. Sep Nai
8. C	8. Penglaodeum
9. D	9. Hué Style
10. B	10. Singapore Chinese Orchestra
11. A	11. Orchestrations
12. B	12. Ethnical
13. D	13. Western
14. D	14. Impressionist
15. C	15. Romantic

Country	Ensembles	Style	Orchestra
Cambodia	Pimpeat, Mohory	Hué style	Singapore Chinese Orchestra
Indonesia	Gamelan	Agung and Kulintang, Dikir Barat, Keraton	Singapore Chinese Orchestra, Singapore Symphony Orchestra
Malaysia	Hasiling waling	Kerulenangsa, Mahori, Piphat	Northern Professional Style
Thailand	Agung and Kulintang, Dikir Barat, Keraton	Khruenangsa, Mahori, Piphat	Vietnam
Laos	Sep Nai, Sep Noi	Khruenangsa, Mahori, Piphat	Laos
Thailand	Agung and Kulintang, Dikir Barat, Keraton	Khruenangsa, Mahori, Piphat	Thailand
Myanmar	Hasing waling	Hasiling waling	Myanmar
Indonesia	Gamelan	Agung and Kulintang, Dikir Barat, Keraton	Malaysia
Cameroon	Pimpeat, Mohory	Hué style	Thailand
Singapore	Orchestra	Orchestra	Singapore

ADDITIONAL ACTIVITIES

WHAT'S NEW	
1. Moderate	1. Folk Song
2. Moderate	2. Folksong
3. Chimese	3. Javanese
4. D	4. Anyent
5. B	5. Djigit Barat
6. B	6. Kerotok
7. B	7. Sep Nai
8. C	8. Penglaodeum
9. D	9. Hué Style
10. B	10. Singapore Chinese Orchestra
11. A	11. Orchestrations
12. B	12. Ethnical
13. D	13. Western
14. D	14. Impressionist
15. C	15. Romantic

WHAT I KNOW	
1. C	1. Anak by Freddie Aguilar
2. D	2. Atin Cu Pung Sing Sing of Kapampangan
3. B	3. Bahay Kubo
4. D	4. Batang-bata Kaa Pa of Apo Hiliing Society
5. B	5. Ako ay Filipino
6. B	6. Leron-Leron Sinta
7. B	7. Lupang Hinirang
8. C	8. Mag Kababayan Ko of Francis Magallona
9. D	9. Pamulawen ni Illocanos
10. B	10. Surung Banggi of Francis Magallona
11. A	11. OPM
12. B	12. Lerion-Leron Sinta
13. D	13. Nationalistic
14. D	14. Fast
15. C	15. High

WHAT I LEARNED	
1. C	1. Piempeat
2. A	2. sacred
3. D	3. Chimese
4. D	4. Myanmar
5. B	5. classical
6. B	6. Thailand
7. B	7. Sep Nai
8. C	8. Imperial Court Music
9. D	9. Western
10. B	10. ethnic
11. A	11. Orchestrations
12. B	12. Ethnical
13. D	13. Impressionist
14. D	14. Romantic
15. C	15. Impressionist

WHAT'S IN	
1. C	1. Songs
2. D	2. Tempo
3. B	3. Genre
4. D	4. Moderate
5. B	5. Pop
6. B	6. Folk Song
7. B	7. Moderate
8. C	8. Slow
9. D	9. Slow
10. B	10. Moderate
11. A	11. OPM
12. B	12. Nationalistic
13. D	13. Fast
14. D	14. High
15. C	15. Slow

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