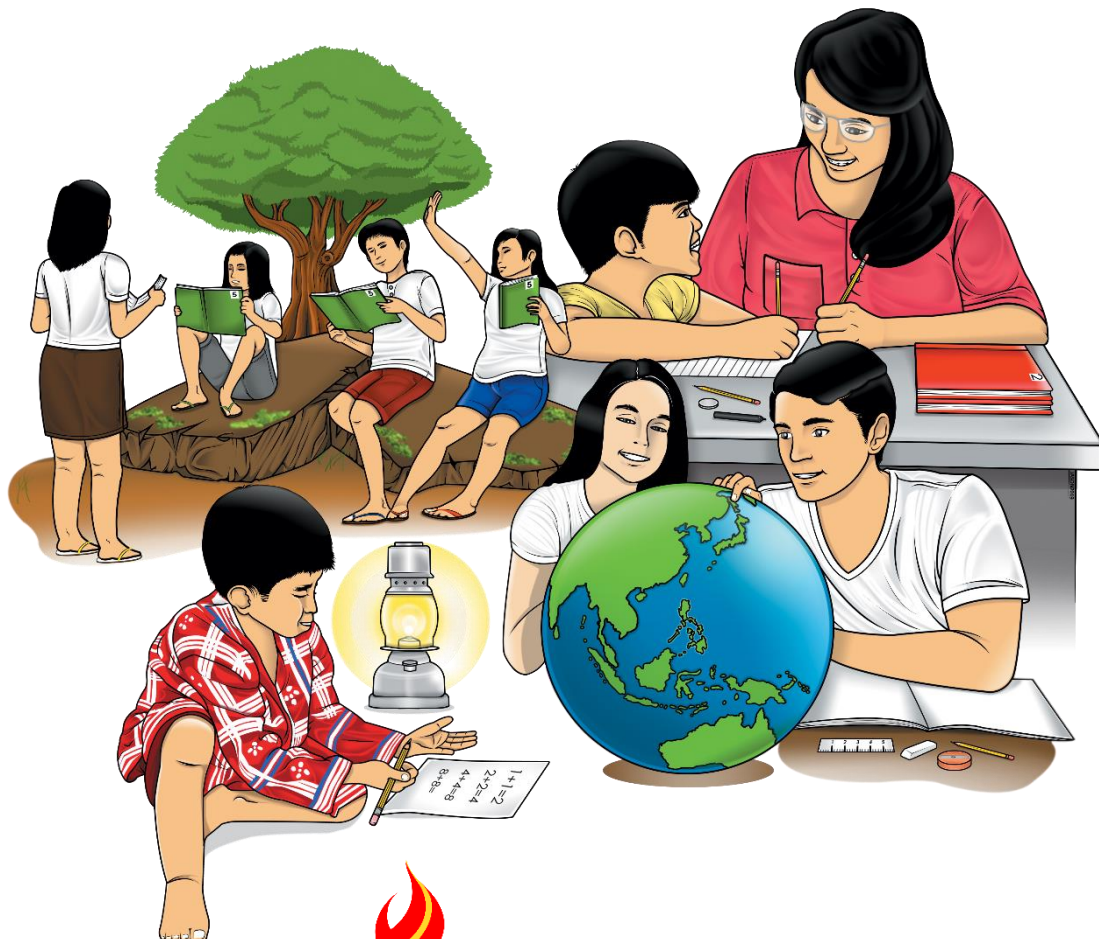


7

Music

Quarter 1 – Module 1: Music of Lowlands of Luzon Folk Songs from the Lowlands



Music – Grade 7

Alternative Delivery Mode

Quarter 1 – Module 1: Music of Lowlands of Luzon (Folk Songs from the Lowlands)

First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Author:	Howard Bong M. Abao
Content Editor:	Emmanuel C. Alveyra
Language Editors:	Cherrie Rose L. Desaliza, Gladys F. Cantos
Reviewer:	Emmanuel C. Alveyra
Illustrator:	Reymark L. Miraples, Louie J. Cortez, Richard Amores, Pablo M. Nizal, Jr., Jan Christian D. Cabarrubias
Layout Artist:	Reymark L. Miraples
Management Team:	Benjamin D. Paragas, Mariflor B. Musa, Melbert S. Broqueza, Danilo C. Padilla, Annabelle M. Marmol, Florina L. Madrid, Norman F. Magsino, Dennis A. Bermoy, Emmanuel C. Alveyra

Printed in the Philippines by _____

Department of Education – MIMAROPA Region

Office Address: Meralco Avenue corner St. Paul Road, Pasig City

Telephone Number: (02) 6314070

E-mail Address: mimaropa.region@deped.gov.ph

Music

Quarter 1 – Module 1:

Music of Lowlands of Luzon

Folk Songs from the Lowlands

Introductory Message

For the facilitator:

The first module in Music 7 (Quarter 1) contains a separate discussion about the **Elements of Music** and **Music of Lowlands of Luzon, folk songs from the lowlands**. This module was patterned on the Blooms' Taxonomy Instructional Design which integrates the Bloom's Taxonomy Model of Learning in every part of the module. Performance task is included in the last part of the module to enhance the creativity of learners. The facilitator needs to ensure that learners understand the elements of music. These elements will be used by the learners during music analyses as they discover and learn the music of lowlands of Luzon. Please guide the learners in the different listening activities and other activities which involves the said music analyses and performances. Remind the learners to use separate sheets in answering the pre-test, self-check exercises, and post-test.

For the learner:

The first module in Music 7 (Quarter 1) will help you understand how **folk songs from the lowlands of Luzon** were created. In the first discussion, you need to read and understand first the elements of music. These elements will be used during the listening activities and other activities which involves music analyses. You need to realize and appreciate how these musical elements mirror the culture of people and places which define its distinctive qualities and uniqueness.

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 sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which 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!

Lesson

1

Music of Lowlands of Luzon (Folk Songs from the Lowlands)

Learning Competencies

The learner:

1. identifies the musical characteristics of representative music selections from the lowlands of Luzon after listening. MU7LU-Ia-1
2. analyzes the musical elements of some lowland vocal music selections MU7-LU-1a-2
3. sings folksongs from the lowlands of Luzon MU7LU-Ia-h7



What I Need to Know

Before we explore the music of the Luzon Lowlands, let us first recall the different musical elements that you have learned in your previous music lessons.

The first element is Rhythm. Rhythm is the regular repeated pattern of sounds. It serves as the pulse of the musical composition. This element has three components: beat, tempo and meter. Do you think you can identify these components in a certain music while listening to it? Have you experienced nodding your head or tapping your foot every time you hear music? If so, you are actually feeling the beat of the music. In singing your favorite videoke tune, you are actually singing the rhythm because of the different note durations of the lyrics of the song.

Tempo is the speed of the beat. Every music has its own speed which depends on the mood of the whole music. Most happy tunes are fast while sad music is relatively slow.

The *meter*, which composes of time signature is the combination of strong beats (accent) and weak beats.

For example $\frac{4}{4}$ (four four) time signature is like counting 1, 2, 3, 4, 1, 2, 3, 4, 1, 2, 3, 4, and so on. This type of meter is commonly used in pop songs. In $\frac{3}{4}$ time signature, you just count 1, 2, 3, 1, 2, 3, 1, 2, 3 and so on. This meter is commonly used in waltz music. For the time signature $\frac{2}{4}$ (two four), you just count 1, 2, 1, 2, 1, 2 and so on. Marches, polkas use this kind of meter.

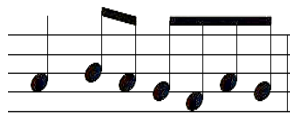
The second element is about the softness and loudness of the music - the Dynamics. This can be gradual (crescendo and decrescendo) or sudden / abrupt. Dynamics in music suggests the emotional aspect of the composition. Soft music suggests themes such as love while loud or strong music suggests bravery or war.

The next element is the most obvious among all musical elements – the Melody. It is the organized sequence (horizontal) of single notes.

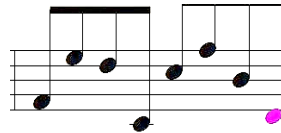


Melody

In other words, it is the main tune of the musical piece. It is what you hear and what retains in your head. It has two types, the conjunct and the disjunct.



conjunct



disjunct

Based on the diagram, which of the two do you think you can easily learn to sing? Why?

The more singable or playable type is the conjunct. The melody is easy to sing because the notes have no skips or leaps. Try to sing a Filipino folk song and try to analyze the movement of the melody. Does the tune tend to move far from the other or are the notes just next to one another?

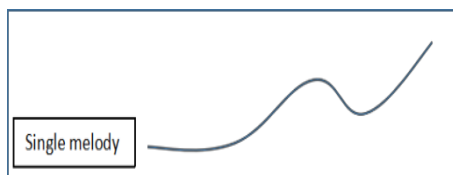
The vertical arrangement of sound in a musical piece is called Harmony. It is the simultaneous sounding of two or more notes.



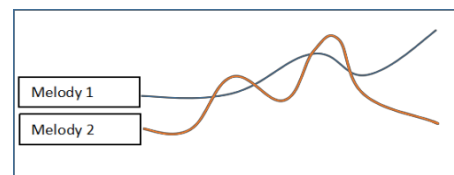
harmony

This element can refer to the chords produced, the accompaniment styles, and the countermelodies. Harmony has two types, the consonance and the dissonance. Consonant intervals in music are more pleasant and seems like “everything is ok”. Dissonant intervals on the other hand produce a more “creepy” sound. It shows tension and needs to be resolved.

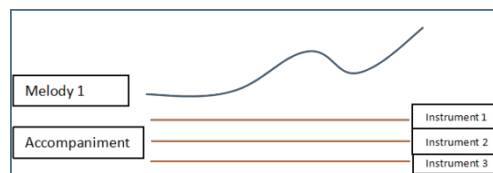
Texture is all about the thickness of the sound. In the three diagrams below, the lines represent the melodic movement of a musical piece. For example, in the *monophonic texture*, only single line can be seen which means there is only one melody or tune playing. It is like you are singing alone in the bathroom. In *homophonic texture*, a single melody is present with an accompaniment of an instrument or several instruments. It is like you are singing with a videoke machine. In *polyphonic texture*, two or more melodic contours or lines are playing simultaneously. It is like you are singing with others in a choir contest.



monophonic



Polyphonic



homophonic

The *timbre* is the quality of sound heard. If you and your friend sing “Bahay Kubo” in unison, you can easily distinguish each other’s voice based on the quality of the sound of your voices.

Now that you have reconstructed your previous knowledge about the different musical elements, you are now ready to explore one of our cultural identities, the Luzon Lowland Folksongs.

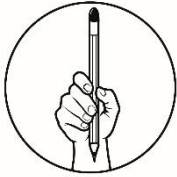
Can you recall what song your parents used to sing to you when you were just a child? Or your grandparents’ type of music which you used to hear? What can you say about its tune? Is it easy to remember? How about the tempo, is it hard to follow? What other musical elements are present in their kind of music?

Luzon’s lowland music is made up of simple vocal and instrumental music, primarily a product of daily experiences from folks like farmers, fishermen, artisans, vendors, and other common people. Family or community members learned this music orally which they sang in their native tongue. Mostly, the persons who originally made this music were unknown.

Learning Objectives

In this module, you will be able to:

- A. cite the musical characteristics of representative music selections from the lowlands of Luzon after listening;
- B. determine the musical elements, themes, and moods present in vocal and instrumental music of lowland of Luzon; and
- C. appreciate the simplicity of Luzon's lowland folksongs.



What I Know

Modified TRUE or FALSE

Directions: Write *APPROVED* if the statement is true and if not, write *DISAPPROVED* and identify the word that made the statement false. Accomplish this task in your activity notebook.

1. Luzon lowland folksongs have a very distinctive Spanish influence.
2. Folksongs are generally taught in schools.
3. Sitsiritsit is a Tagalog folksong.
4. An example of a Kapampangan folk song is Sarung Banggi.
5. The composers and lyricists of folk songs are usually unknown.
6. Naraniag a Bulan is an example of an Ilocano folk song.
7. Folk songs are mostly short and complicated.
8. Key signatures in folk songs do not change.
9. Folk songs are based on the community's livelihood, tradition and culture.
10. Atin Cu Pung Singsing is an example of a Bicolano folk song.
11. Sarung Banggi is a folk song from Batangas.
12. Pamulinawen is a folksong with a triple meter.
13. Folksongs are usually sung in the dialect of the people of its place of origin.
14. Pamulinawen and Manang Biday are both Tagalog folksongs.
15. All folksongs have the same story to tell.



What's New

Try to find 16 popular folk songs in the puzzle. List down the titles of the song you are familiar with. Tell whether it is a TAGALOG, ILOCANO, KAPAMPANGAN, and BIKOLANO. Write the title on the table below the puzzle.

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

1. Are you familiar with the given songs in this activity?
2. How did they become familiar to you?
3. Have you tried singing those songs before? How was it?
4. Do you like listening to those type of songs? Why or why not?

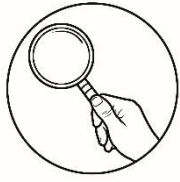
Dialect_____	Dialect_____	Dialect_____	Dialect_____
Magtanim ay 'di Biro https://youtu.be/f8TgQ0aagls	Pamulinawen https://youtu.be/F_hCrbe3sbc	Atin Cu Pung Singsing https://youtu.be/gVZgJGC8u2k	Sarung Banggi https://youtu.be/SaRJCG4MWjY
Bahay Kubo https://youtu.be/4EY4Gc0poMw	Naraniag A Bulan https://youtu.be/pD_Zno9pqPac	Doredo https://youtu.be/2Hv5UjWP5yE	
Leron Leron Sinta https://youtu.be/firHRhLsprc	Manang Biday https://youtu.be/Nc2cLyZmEJA	Caca O Caca https://youtu.be/an1DEiaE7C0	
Sitsiritsit https://youtu.be/rjkrdy2A_HI	Dudungwen Kanto https://youtu.be/4FGdeJcR754	Y Mariang Malagu https://youtu.be/zzVxOOaGDw0	
Paru-parong Bukid https://youtu.be/aJK0ve_0xdI	Bannatiran https://youtu.be/wcqM_nrhpDk	Patag a Bundoc https://youtu.be/cI_ZWG9Yrt-w	

Examine the table you have just accomplished.
What helped you find the songs in the puzzle?

This time try doing this activity after listening to the folk songs.

1. What can you say with the different time signatures (meter) of the songs.
2. Analyze the emotions communicated by each song (love, anger, happiness, suffering, etc.; and
3. Observe the speed of each song. Do they have the same tempos?
4. Why do you think the composers of these particular folk songs made it that way?

In this activity, you should be able to understand that because folk songs were transferred orally from the family or community members, only the songs you find yourself connected with (dialect, culture, tradition, community) will only retain in your mind, thus they became familiar to you. There are some songs you do not understand but you remember its tunes because a family member / community who stayed in that place where love songs originated used to sing them or a visitor from that locality tried to teach you those songs.



What is It

Folk songs in general have the following characteristics

A. The lyrics are according to the native tongue.

Because songs are based on the daily experiences of the people in a particular place and the message of the songs needs to be understood easily to be appreciated, the lyrics of the songs are written or sung in their own dialects. For example, the Tagalog folk songs came from the people who speak Tagalog. (Bahay Kubo, Leron, Leron Sinta, Magtanim ay „Di Biro). The Ilocanos have their own (Manang Biday and Pamulinawen). The Kapampangan’s Atin Cu Pung Singsing, and the Bicolano’s Sarung Banggi are just a few among the folk songs of Luzon that are sung in their own dialects. Why do you think it is important for a folk song to be sung or written in their native tongue?

B. Passed down through oral tradition to family or community members, hence, learned by mere memorization

Singing is a form of social bonding among early Filipino families. Because they did not have access to internet, T.V. and radio during that time, singing folksongs became their favorite pastime.

C. Unknown composers and lyricists

Most composers of Filipino folk songs are unknown because songs are just based on daily experiences and are passed down orally.

D. Simple key signature of the song

Do you know how to play a guitar? If you can play this instrument, you can try to play a simple folk song. While playing, you will notice that it starts with a particular key (key of G for example) and ends in that same key. That only shows the simplicity of the Luzon folk songs.

E. Duple, triple, or, quadruple are common meters used

These meters were very common during that time. The dances and common songs are based on these meters. The composers of the folk songs adopted these rhythmic patterns to their compositions.

What folk songs do you know? Can you identify the meters used based on the discussion in the review section of this module?

F. Primarily based on the community’s culture, tradition and livelihood

G. Short and simple

Aside from Tagalog, several other dialects are used by unknown composers from Luzon in composing their own lowland folk songs such as Ilocano, Kapampangan, Pangasinense, and Bicolano. Spanish and other western influences are very evident in the construction of the songs such as the meter used, and the minor and the major modes.

In the next activity “*YOUR SONG SOUNDS FAMILIAR*”, you will listen to some samples of Luzon lowland folksongs. Using the YouTube links given in the first activity, try to browse for the sample songs for your reference then answer the questions on the next page. Open the YouTube link and listen to the given music

1. What can you say about the lyrics of the folksongs?
2. What are the dialects used in folksongs you just heard?
3. What can you say about the translation of the dialects in other languages?
4. Why do folk songs not change the key signatures?
5. How do people become familiar with the folksongs in the community?
6. Based from the folksongs that you have heard, how do folksongs depict the community’s tradition, culture, and livelihood?

YOUR SONG SOUNDS FAMILIAR



ATIN CU PUNG SINGSING

<https://youtu.be/gVZgJGC8u2k>

Kapampangan Folk Song

KAPAMPANGAN	ENGLISH TRANSLATION	TAGALOG TRANSLATION
Atin cu pung singsing Metung yang timpucan Amana que iti Queng indung ibatan Sangcan queng sininup Queng metung a ca ban Mewala ya iti Ecu ca malayan.	I had a ring With a beautiful gem I inherited it From my mother I kept it very well In a chest But it just disappeared Without my noticing. The heartache within me Is as high as the sky My crossed hands Are upon the table Whoever can find That ring I inherited My poor heart Shall forever worship.	Ako ay may singsing May batong kay-inam Binigay sa akin Ng mahal kong nanay Sa tapt ng dibdib Iningat-ingatan Kung san nawaglit Di ko na nalaman. Nawala ang singsing, 'di ko na nakita Abot hanggang langit Ang taglay kong dusa Sino mang binata Ang makakukuha Ang abang puso ko Ay magiging kanya.

PAMULINAWEN

https://youtu.be/F_hCrbe3sbc

Tagalog Folk Song

ILOCANO	ENGLISH TRANSLATION	TAGALOG TRANSLATION
<p>Pamulinawen Pusoc indengamman Toy umasasug Agrayota sa diam.</p> <p>Panunutemman Di ka pagintultulngan Ay toy agayat Agrayota sa diam</p> <p>It dem caniac calipatan Ti na sudiunay anagan Lugar sa di no man Kencapapanan No malagip ca pusok Toy mabang aran.</p>	<p>Please do not be upset That was just a joke It won't happen again, Have faith my darling.</p> <p>If you are still angry Punish me completely And you will expect That I won't feel bad</p> <p>My love is real And not merely a joke My heart's with you Have no doubt and if that is still not enough I offer you my life That is proof Of my utter love.</p>	<p>Huwag kang magtampo Iyon ay biro lamang Di na mauulit Manalig ka hirang.</p> <p>Kung galit ka pa Parusahang lubusan At 'yong asahang Hindi magdaramdam.</p> <p>Tunay ang aking pag- ibig At hindi biru-biru lamang Ang puso ko'y sa iyo Huwag kang mag- alinlangan.</p> <p>At kung kulang pa rin Ay kunin mo pa yaring buhay 'Yan ay tanda Ng sukdulang pagmamahal.</p>

O NARANIAG A BULAN

<https://youtu.be/pDZno9pqPac>

Ilocano Folk Song

ILOCANO	ENGLISH TRANSLATION	TAGALOG TRANSLATION
<p>O naraniag a bulan Ununnoy ko indengam Dayta naslag a silaw mo Di mo kad ipaidam. O naraniag a bulan Sang sangit ko indengam Toy nasipnget a lubong ko Inka kad silawan tapnon Diak maiyawawan. No inka nanglipaten Karim kaniak nagguibusen Samsamitek ni patay O bulan ket aklunem nang laylayan ni ayat Inka kad palasbangen Ununnoy ko darasem Nga iked deng</p>	<p>O moon shining so brightfill up my longing tonightyour lustrous glow now on sight Don't be selfish about. O moon glowing so bright Hear my crying tonight Into this darkened world of mine Do come visit and shine So I won't go astray If you choose to forget Your vow to me ending up short Sweet for me will I choose death O moon, you will know it such My love now has wilted much Please refresh it as you must My longing fill it fast Just do it please.</p>	<p>O maliwanag na buwan 'Di niya nararamdamang Ako'y nagdaramdam 'Pag hindi ko na matiis Isang gabi ako'y aalis Itaga mo 'yan sa bato 'pag ako'y wala na sa iyo Tandaan mo ito Ipananalangin ko Na ako'y hanapin mo.</p>

MAGTANIM AY 'DI BIRO

<https://youtu.be/f8TgQ0aagls>

Tagalog Folk Song

TAGALOG	ENGLISH TRANSLATION
<p>Magtanim ay 'di biro Maghapong nakayuko 'Di man lang makaupo Di man lang makatayo</p> <p>Sa umaga pagkagising Ay agad iisipin Kung saan may patanim Masarap ang pagkain.</p> <p>Bisig ko'y namamanhid Baywang ko'y nangangawit Binti ko'y namimitig Sa pagkababad sa tubig.</p> <p>Halina, halina mga kaliyag Tayo'y magsipag-unat-unat Magpanibago tayo ng lakas Para sa araw ng bukas.</p>	<p>Planting (rice) is not easy One is bent all day long Can't stand straight Can't sit properly</p> <p>In the morning when we wake up We quickly think Where help is needed for planting The food is always good.</p> <p>Come, come friends Let's stretch our muscles Let's renew our strength For tomorrow.</p>

SANTA CLARA

<https://youtu.be/u8w3ERrBePM>

Tagalog Folk Song

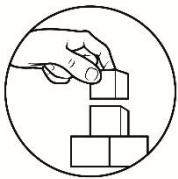
TAGALOG	ENGLISH TRANSLATION
<p>Santa Clarang pinung-pino Ang pangako ko ay ganito Pagdating ko po sa Ubando Ay magsasayaw ng pandanggo. Abaruray abarinding Ang pangako ko'y tutuparin Abaruray abarinding Ang pangako ko'y tutuparin.</p>	<p>To the very refined, Saint Claire This is my promise Upon reaching Ubando town I will dance the pandanggo. To the very refined, Saint Claire I pray that you grant my request To the costs, I won't complain at all.</p>

SARUNG BANGGI

<https://youtu.be/SaRJCG4MWjY>

Bicolano Folk Song

BICOLANO	ENGLISH TRANSLATION
<p style="text-align: center;">Sarung banggi sa higdanan Nakadangog ako Hinuni nin sarung gamgam Sa lubha ko katorongan Bako kundi simong boses iyo palan Dagos ako bangon Si sakuyang matabinuklat Katdong kadikloman Akong nangalagkalag Si sakong pagheling Pasing sa itaas na heling ko Simong lauog maliwanag.</p>	<p style="text-align: center;">One evening as I lay in bed I heard a sad song of a bird At first I thought it was a dream But soon I recognized your voice.</p> <p style="text-align: center;">I opened my eyes and arose And strained in the darkness to see I looked about and up Then saw your radiant face.</p>



What's More

In this activity, you will analyze the given six folk songs by completing the table. DIALECT (Tagalog, Ilocano, etc.) MELODY (major, minor scale), DYNAMICS (softness or loudness of sound), TEMPO, TEXTURE, METER (duple, triple, quadruple), Mood (happy, sad, etc.) THEME (love, religious, work, etc) the youtube links are provided for your reference of the song samples.

FOLK SONGS	Manang Biday https://youtu.be/qYnqpShl-Ns	Paru-parong bukid https://youtu.be/6sORJGUpWOM	Sarung Banggi https://youtu.be/SaRJCG4MWjY	Doredo https://youtu.be/2Hv5UjWP5yE
DIALECT	Ilocano	Tagalog	Bicolano	Kapampangan
METER				
MOOD				
MELODY				
DYNAMICS				
TEMPO				
TEXTURE				



What I Have Learned

My Reflections



Assessment

Hello, Mind, Test – Modified TRUE or FALSE

Directions: Write *APPROVED* if the statement is true and if not, write *DISAPPROVED* and identify the word that made the statement false. Accomplish this task in your activity notebook.

1. Luzon lowland folksongs have a very distinctive Spanish influence.
2. Folksongs are generally taught in schools.
3. Sitsiritsit is a Tagalog folksong.
4. An example of a Kapampangan folk song is Sarung Banggi.
5. The composers and lyricists of folk songs are usually unknown.
6. Naraniag a Bulan is an example of an Ilocano folk song.
7. Folk songs are mostly short and complicated.
8. Key signatures in folk songs do not change.
9. Folk songs are based on the community's livelihood, tradition and culture.
10. Atin Cu Pung Singsing is an example of a Bicolano folk song.
11. Sarung Banggi is a folk song from Batangas.
12. Pamulinawen is a folksong with a triple meter.
13. Folksongs are usually sung in the dialect of the people of its place of origin.
14. Pamulinawen and Manang Biday are both Tagalog folksongs.
15. All folksongs have the same story to tell.



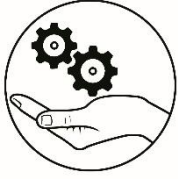
What I Can Do

Bring It On

Perform a folk song that is different from your native tongue. Refer to the rubrics for performance guide.

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
Musical elements	3 musical elements of the folk song were performed based on the moods and theme of the song	2 elements of the song were performed based on the moods and theme of the song	Only one element of the song was performed based on the moods and theme of the song	The song was sung in its original form
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 was flawlessly performed (memorized lyrics and steps,)	The lyrics was memorized but there are evident mistakes in the execution of the choreography	The lyrics was memorized but there are no choreography	The lyrics was not memorized (either sung without mistakes but with a copy or without a copy but mistakes were evident in the performance.)



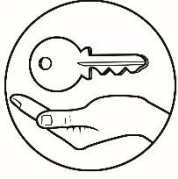
Additional Activities

The Audition

Suppose you are going in an audition about Folk Song singing. One of the requirements is to sing a folk song of your region or province. Here are the mechanics for the audition:

1. You are going to sing a folk song from your region or province.
2. The performance can be a capella or with accompaniment (live or minus 1)
3. Record your performance in your gadget (cellphone or computer) if possible.
4. If recording is not possible, a schedule for a live performance will be given to you.
5. You will be graded based on the following criteria:

Clarity of voice	(25 %)
Volume of voice	(25 %)
Pitch	(25 %)
Expression	(25%)



Answer Key

1. APPROVED
2. DISAPPROVED - schools
3. APPROVED
4. DISAPPROVED - Kapampangan
5. APPROVED
6. APPROVED
7. DISAPPROVED - complicated
8. APPROVED
9. APPROVED
10. DISAPPROVED - Bicolano
11. DISAPPROVED - Batangas
12. DISAPPROVED - triple
13. APPROVED
14. DISAPPROVED - Tagalog
15. DISAPPROVED - the sam

What I Know / Assessment

References

De Leon, Felipe M. "*The Diversity of Philippine Music Cultures.*" [filipinaslibrary.org.ph](https://www.filipinaslibrary.org.ph). Filipinas Heritage Library, 2018, 2018. Accessed October 14, 2019 <https://www.filipinaslibrary.org.ph/uncategorized/the-diversity-of-philippine-music-cultures/>.

Leones, Kenny. "*Philippine Folk Songs, Deeply Ingrained in the Culture .*" [Cebu-philippines.net](http://www.cebuphilippines.net), 2018. Accessed October 14, 2019 <http://www.cebuphilippines.net/philippine-folk-songs.html>

Dunnet, Ben. "*Music Theory Academy.*" [musictheoryacademy.com](https://www.musictheoryacademy.com) , 2020. Accessed October 15, 2019 <https://www.musictheoryacademy.com/>

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph