

MUSIC LEARNING MODULES 1-2:

Composed Vocal Music 1: Nationalistic Songs and Love Songs

I TARGET GRADE LEVEL: Grade 7

II MODULES 1-2: Vocal Music 1: Nationalistic Songs and Love Songs

III TIME ALLOTMENT: 2 Hours

IV OVERVIEW OF THE MODULE

The lesson is an introduction to two classifications of Vocal Music composed by Filipinos – the . **Nationalistic Songs** and **Love Songs**. The compositions *Marangal na Dalit ng Katagalugan* by Julio Nakpil and *Lupang Hinirang* by Julian Felipe (**Nationalistic**) , the Kundiman *Nasaan Ka Irog ?* by Nicanor Abelardo and the ballad *Gaano Ko Ikaw Kamahal* by Ernani Cuenco (**Love Songs**) will complete the musical journey in this module. Throughout the lesson, one will discover how these songs express the beliefs of a nation about patriotism and love and how a nation places a value on artists' creations. . A group song and dance performance on these four songs culminates the educational experience.

V PERFORMANCE STANDARDS

- Analyzes musical elements and processes of Philippine music.
- Correlates Philippine music to Philippine culture.
- Performs examples of Philippine music, alone and with others, in appropriate tone, pitch, rhythm, expression and style.

VI COMPETENCIES/OBJECTIVES

- Analyzes a representative example of a work by a Filipino composer, and describes how the musical elements are used.
- Explains the distinguishing characteristics of representative works by Filipino composers, in relation to history and culture of the area.
- Analyzes the relationship of functions of the representative works of Filipino composers to the lives of the people.
- Sings accurately representative works of Filipino composers, alone and / or with others.

- Performs on available instruments works of representative Filipino composers, alone and / or with others.
- Improvises simple rhythmic / harmonic accompaniments to selected works of representative Filipino composers.
- Explores ways of producing sounds on a variety of sources that would simulate the sound of instruments being studied.
- Evaluates music and music performances applying knowledge of musical elements and style.

VII CONTENT/TOPIC

Nationalistic Songs and Love Songs

- Vocal Music – **Nationalistic Songs** (Julio Nakpil and Julian Felipe), **Love Songs** (Nicanor Abelardo, *Kundiman* and Ernani Cuenco, *Ballad*)
- Cultural Context (History and Traditions) – Filipino conflict during the Spanish Period (Aguinaldo and . Bonifacio), How a National Artist is proclaimed
- Compositions –*Himno Nacional Filipino, Lupang Hinirang, Marangal na Dalit ng Katagalugan; Nasaan Ka Irog?, Gaano Ko Ikaw Kamahal*
- Social Functions – Patriotism, Artistry in the Society

VIII RESOURCES

Readings:

Epistola, Ernesto V. (1996) *Nicanor Abelardo, the Man, the Artist: A Biography* (1st ed., pp. 50-52). Manila: Rex Book Store.

Himig: The Filipino Music Collection of FHL. (2012) *Ernani Joson Cuenco*. Retrieved 7 June 2012. <http://www.himig.com.ph/people/14-ernani-joson-cuenco?composer=true>.

Lubang, Danalyn T. *Tamang Pagkanta ng Pambansang Awit*. The Varsitarian. (Vol LXXXi, No. 13). http://www.varsitarian.net/filipino/20100507/tamang_pagkanta_ng_pambansang_awit. Retrieved on 06/13/2012 - 11:46.

Santos-Viola, Carlos N. *Julio Nakpil: A Patriot and a Musician*. <http://julionakpil.blogspot.com/>.

THE NATIONAL ARTISTS OF THE PHILIPPINES. <http://www.ncca.gov.ph/about-ncca/org-awards/org-awards-national-artist-list.php>.

THE NATIONAL ARTISTS OF THE PHILIPPINES GUIDELINES.

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Tiongson, Nicanor (Ed.). (1994). *CCP Encyclopedia of Philippine Art* (Vol. 6: Philippine Music). Manila: Cultural Center of the Philippines.

Recordings:

Kundiman Art Song – Nasaan Ka Irog? – Sylvia La Torre. <http://www.youtube.com/watch?v=W8-NqGJJYkeE>.

Lupang Hinirang Ang Pambansang Awit ng Pilipinas. () [CD-ROM]. Philippines: .

IX ACTIVITIES

Philippine _____ Anthem: Musical Charades

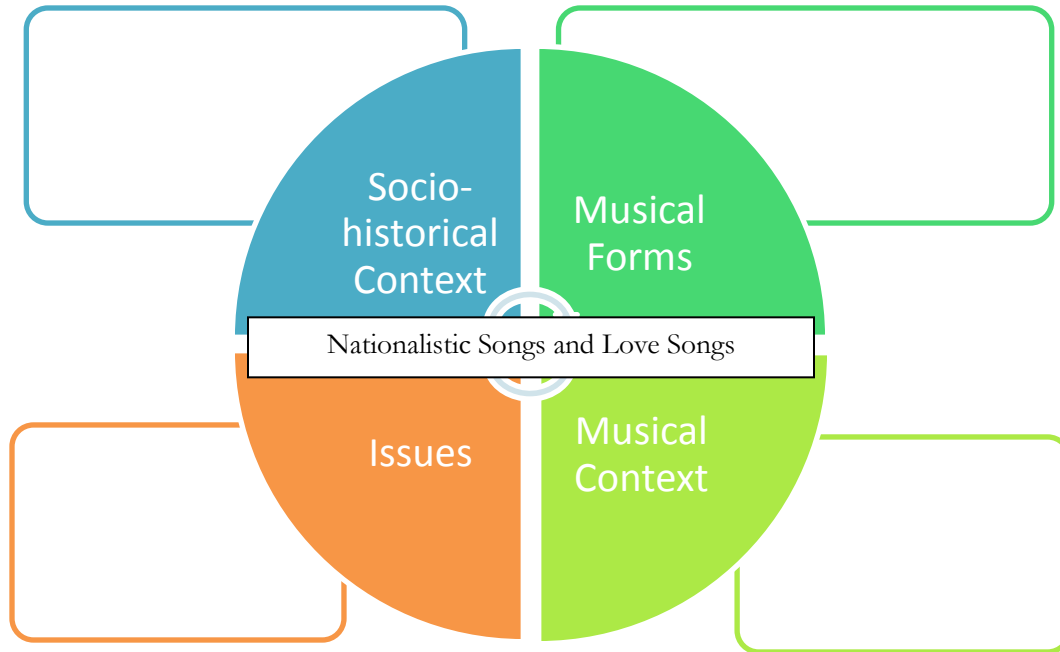
Form two teams for the **musical charades**. Your teacher will give to each team strips of paper containing phrases from *Lupang Hinirang*. To get a point, the team must **sing** the phrase, with **correct lyrics** and **correct melody**. The first team to get 5 correct performances wins incentive points. (SUBJECT for APPROVAL)

K-W-L Chart: Write what you currently know about Nationalistic Songs and Love Songs under column 1 and what you want to know about Nationalistic Songs and Love Songs under column 2.

Nationalistic Song and Love Songs

What I Know	What I want to Know	What I've learned

Concept Map: With the help of the readings and links given above, complete the concept map by writing details regarding Nationalistic Songs and Love Songs..



Nationalistic Songs: *Julio Nakpil and Julian Felipe. Julian*



PERMISSION NEEDED: source: <http://www.oocities.org/valkyrie47no/Images/jn1.gif>, http://3.bp.blogspot.com/_FFKau-MIe2I/TUNAF1zqDHI/AAAAAAAAACfA/Y_k6YS3Ti78/s320/Julian+Felipe%252C+the+anthem+composer%252C+with+Jose+Palma.jpg

With the help of the suggested readings, complete the chart below with information on the two Nationalistic songs discussed in class. As for the musical elements part, listen to the songs before filling up the chart. .

Composer	Julio Nakpil	Julian Felipe
Title	Marangal na Dalit ng Katagalugan	Lupang Hinirang
Lyricist		
Also Known As		
Year of Composition		
Political Patron		
Timbre		
Melodic Contour		
Rhythm: Time Signature		
Rhythm: Tempo		
Harmony: Key Signature		
Musical Form		
Lyrics in a jist (feelings, story, etc)		

Love Songs

With the help of the suggested readings, complete the chart below with information on the two Love Songs discussed in class. As for the musical elements part, listen to the songs before filling up the chart.

	Nicanor Abelardo	Ernani Cuenco
Composer		
Title		
Lyricist		
Date of Composition		
National Artist?		
Timbre: Feeling Evoked by the Musical Color		
Melodic Contour		
Rhythm: Time Signature		
Rhythm: Tempo		
Basic Rhythmic Pattern (clue: accompaniment)		
Harmony: Key Signature		
Modulation?		
Musical Form		
Lyrics in a jist (feelings, story, etc)		

Did you know that...?

To be declared a National Artist, he/she should be a living Filipino citizen and artist at the time of nomination or has passed away as a Filipino citizen after establishment of the award in 1972.

Guide Questions for Music Listening:

These four songs are but a few examples of the works of our great Filipino composers. Your teacher will assign one song to your group. The following questions will guide you in listening.

a. What is the function of the music? What do you think is the message of the music?

b. How were the varied musical elements (timbre, dynamics, rhythm, pitch, form) used in bringing about the message of the music?

For more information, you may go to the Filipinas Heritage Library:

LIBRARY HOURS

Tuesday - Saturday (9 am-6 pm)

Makati Avenue, Ayala Triangle

Makati City, Philippines 1224

Trunkline: (632) 8921801

Fax: (632) 8921810

fhl_inquiry@filipinaslibrary.org.ph

or you may access online: <http://www.filipinaslibrary.org.ph/>

Group Activity

Create a song and dance performance of the song assigned to your group. The performance should incorporate singing and movement. Chordal and/or rhythmic accompaniment is encouraged.

X ASSESSMENT

Rubrics for Group Performance

Basic—Unfocused tone, erratic rhythm, unstable pitch, inconsistent phrasing, dynamics and shows minimal awareness of style and context; movement irrelevant to the lyrics and/or elements of music present in the song.

Developing: Focused tone but inconsistent in extreme ranges, some repeated errors in rhythm and pitch, consistent phrasing, discernible dynamics, some nuances in style as suggested by the score/teacher.; some movements inconsistent with the lyrics and/or elements of music present in the song.

Approaching Proficiency: Focused and clear tone in normal ranges, accurate rhythm and secure pitch with isolated errors, accurate and consistent phrasing, accurate dynamics, with some nuances in style as suggested by the score/teacher; some movements inconsistent with the lyrics and/or elements of music present in the song.

Proficient. Focused, clear tone all throughout, accurate rhythm and secure pitch, consistent and sensitive phrasing and obvious dynamics, with creative nuances in response to the style and music score; movements relevant to the lyrics and/or elements of music present in the song

XI SYNTHESIS

Among the numerous composed vocal music of the Philippines, the two themes on : nationalism and love are predominant.. The two representative nationalistic songs discussed throughout the lesson, *Marangal na Dalit ng Katagalugan* (Nakpil) and *Lupang Hinirang* (Felipe), played very important roles in our history, being iconic representations of our nation's love of freedom, at this point in time, from the Spanish regime. On the other hand, *Nasaan Ka Irog ?* (Abelardo) *Gaano Ko Ikaw Kamahal ?* (Cuenco) are our artists' creative expressions of love which are valued in our Philippine culture and heritage..

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VII CONTENT/TOPIC

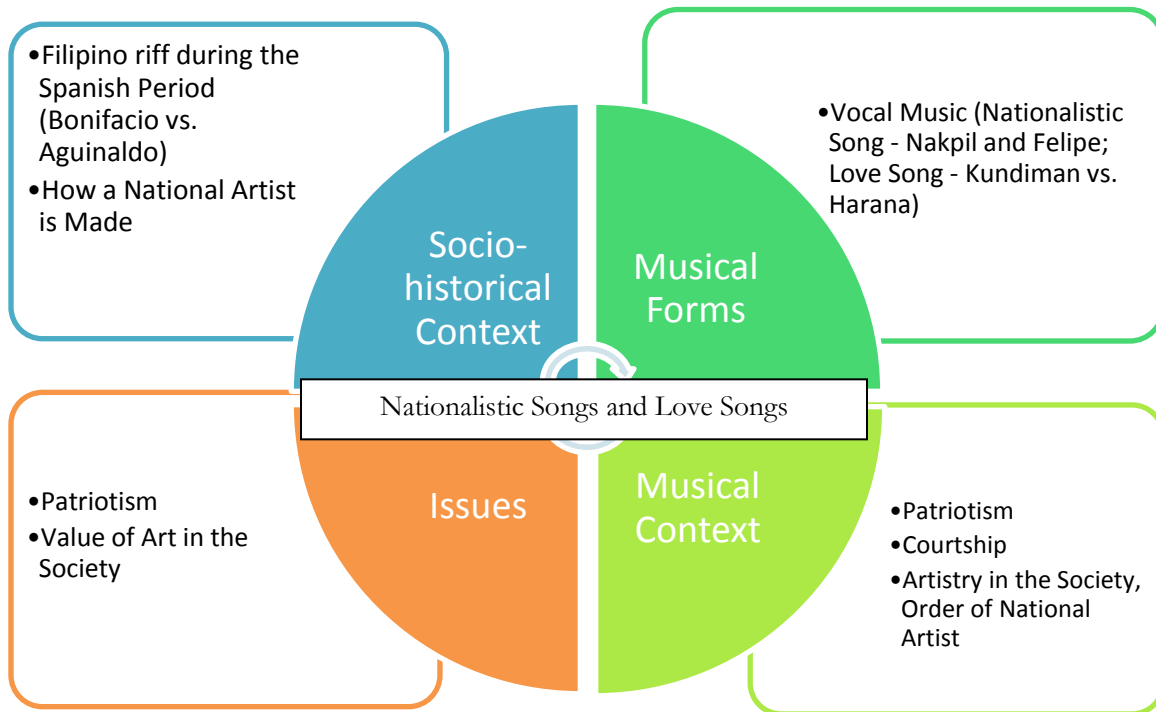
- **Nationalistic Songs and Love Songs**
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- InitaComposition – *Himno Nacional Filipino, Lupang Hinirang, Marangal na Dalit ng Katagalugan; Nasaan Ka Irog?, Gaano Ko Ikaw Kamahal*
- Social Functions – Patriotism, Artistry in the Society (Order of National Artists)

VIII PRIOR SKILLS & ASSESSMENT

Short recitation on Quarter 3's topics (Music of Mindanao)

a. Concept Map

Concept Map: Using the readings and links given above, complete the concept map by writing details regarding Nationalistic Songs and Love Songs on the boxes.



b. ACTIVITIES & STEPS/ PROCEDURE –

1. Present the K-W-L chart to the students and ask them to fill up the K and W part.
2. Initiate the game of musical charades using phrases from *Lupang Hinirang*. This game will give you the opportunity to find out if the class knows the Philippine National Anthem by heart.
3. Have the class listen to the two Nationalistic Songs by Filipino composers, Julio Nakpil and Julian Felipe. Ask them to identify the similarities and differences between the two songs and to fill up the chart below. As for the other details, instruct them to use the suggested readings and answer complete the chart as an assignment.

Composer	Julio Nakpil	Julian Felipe
Title	Marangal na Dalit ng Katagalugan	Lupang Hinirang
Lyricist	Julio Nakpil	From Jose Palma's <i>Filipinas</i>
Also Known As	Salve Patria	Marcha Magdalo/ Himno

		Nacional Filipino
Year of Composition	1896	1898 (music), 1899 (with lyrics)
Political Patron	Andres Bonifacio	Emilio Aguinaldo
Timbre		
Melodic Contour		
Rhythm: Time Signature	4	4
	4	4
Rhythm: Tempo		
Harmony: Key Signature	C major	F major
Musical Form		
Lyrics in a jist (feelings, story, etc)		

- Then inform the students that aside from nationalistic themes, there is an array of themes for composed vocal music. Here, introduce the two types of **love song**, the *kundiman* and the **ballad**.
- Have them listen to the two examples, Abelardo's *Nasaan Ka Irog?* and Cuenco's *Gaano Ko Ikaw Kamahal*. Using the suggested readings, discuss the details of the songs, comparing the *kundiman* and *ballad*. Include a brief discussion on the process of selecting National Artists.
- After the discussion, ask the students to fill up the chart on **Love Songs**, followed by the Concept Map.
- Group the students into four and assign one song to each group. Ask them to perform a song and create a dance and rehearse it as a group. Remind them that the movement should be appropriate to the song assigned to them, especially *Lupang Hinirang* and *Marangal na Dalit ng Katagalugan*. They may add actions and/or a musical accompaniment on the guitar/or improvised musical instruments.
- Discuss the rubrics for evaluation. Allot time for practice. Give feedback regarding group practice.
- Have the students introduce the music assigned to them before the performance.
- Evaluate the group performance with performance rubrics.

11. Summarize what has been learned using the K-W-L chart (What I know, What I want to know and What I learned about Nationalistic Songs and Love Songs).
12. Have the students relate what they have written in the K-W-L chart to the Synthesis segment of the module.

VIII SUMMATIVE ASSESSMENT

Rubrics for Group Performance

- **Basic**—Unfocused tone, erratic rhythm, unstable pitch, inconsistent phrasing, dynamics and shows minimal awareness of style and context; movement irrelevant to the lyrics and/or elements of music present in the song.
- **Developing**: Focused tone but inconsistent in extreme ranges, some repeated errors in rhythm and pitch, consistent phrasing, discernible dynamics, some nuances in style as suggested by the score/teacher.; some movements inconsistent with the lyrics and/or elements of music present in the song.
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- **Proficient**: Focused, clear tone all throughout, accurate rhythm and secure pitch, consistent and sensitive phrasing and obvious dynamics, with creative nuances in response to the style and music score; movements relevant to the lyrics and/or elements of music present in the song

IX RESOURCES: READING & LISTENING MATERIALS – REFERENCES/LINKS IN WEBSITE

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THE NATIONAL ARTISTS OF THE PHILIPPINES. <http://www.ncca.gov.ph/about-ncca/org-awards/org-awards-national-artist-list.php>.

THE NATIONAL ARTISTS OF THE PHILIPPINES GUIDELINES.

<http://www.ncca.gov.ph/about-ncca/org-awards/org-awards-national-artist-guidelines.php>.

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X GLOSSARY OF MUSIC TERMS & SYMBOLS

1. Himno Nacional Filipino –known presently as Lupang Hinirang, the National Anthem of the Philippines, with music by Julian Felipe, originally an instrumental march, known as either *Marcha Filipina Nacional* or *Marcha Filipino Magdalo*, and lyrics from Jose Palma’s *Filipinas, Letra Para La Marcha Nacional*. This work was commissioned by Emilio Aguinaldo and was played during the declaration of Philippine Independence on June 12, 1898.
2. Marangal na Dalit ng Katagalugan – with music and lyrics written by Julio Nakpil in 1896. Nakpil later changed the title to *Salve Patria*. This work was commissioned by Andres

Bonifacio, but Emilio Aguinaldo preferred the work of Julian Felipe. It was first played to commemorate the eighth anniversary of Rizal's execution on December 30, 1904.

3. Kundiman – known as *The Philippines' signature love song*; It is an art song in triple time. According to Raymundo Bañas, there are three theories on the origin of the *kundiman*: a shortened version of the phrase “*kung hindi man*”, derived from the verse “*Hele bele nang kandungan/ Hele bele ng kundiman*”, and *kundiman*, referring to a red cloth worn by male dancers or men in the Philippines. Aside from messages of love, it also expressed sentiments of nationalism.
4. *Nasaan Ka Irog?* – a kundiman in slow triple time composed by Nicanor Abelardo in 1923, which was inspired by his childhood friend Dr. Francisco Tecson's personal experience on love. The original Spanish was written by Narciso Asistio; the Tagalog lyrics were written by Jose Corazon de Jesus. This song has inspired the filming of a 1936 movie, retaining the title of the song.
5. Nicanor Santa Ana Abelardo (1893-1934) – He is one of our great composers, pianist, and a teacher of composition at the University of the Philippines then Conservatory of Music. His 140 compositions include *kundimans*, *sarswelas*, instrumental works, and UP Beloved, a university hymn which won first prize in an open musical composition contest.
6. *Ballad*- a narrative song, ranging from indigenous forms to Hispanic-influenced themes. The romantic themes of the contemporary ballad or urban popular love songs are closely related to the *kundiman*.
7. *Gaano Ko Ikaw Kamahal?* – a ballad composed by Ernani Cuenco in 1979, with lyrics by Levi Celerio, both National Artists for Music. It was used as a movie theme for a 1980s movie with the same title, starring Lito Lapid.
8. Ernani Joson Cuenco (1936-1988) – proclaimed National Artist for Music in 1999; He was an award-winning film scorer in the early 1960s, working in collaboration with National Artist for Music Levi Celerio. He was also a teacher and a seasoned orchestra player.
9. Order of National Artists – The highest national recognition bestowed upon to Filipino artists who have made significant contributions to the development of Philippine arts; namely, Music, Dance, Theater, Visual Arts, Literature, Film, Broadcast Arts, and

Architecture and Allied Arts. The order is jointly administered by the National Commission for Culture and the Arts (NCCA) and the Cultural Center of the Philippines (CCP) and conferred by the President of the Philippines upon recommendation by both institutions.
(from NCCA Website)