

## MUSIC LEARNING MODULES 3-4:

### COMPOSED VOCAL MUSIC

#### Solo and Choral Music (San Pedro and De Leon)

- I TARGET GRADE LEVEL: Grade 7
- II MODULES 3-4: Composed Solo and Choral Music
- III TIME ALLOTMENT: 2 Hours
- IV OVERVIEW OF THE MODULE

The module is an introduction to representative **solo** and **choral** music by Filipino composers with the compositions *Sa Ugoy ng Duyan* (Lucio San Pedro) and *Payapang Daigdig* (Felipe De Leon). Throughout the lesson, one will not only learn about these two wonderful vocal masterpieces, but will apply his/her skills in critical listening by identifying the texture of a vocal piece heard (solo or choral). A group performance of these two songs culminates the educational experience.

#### V PERFORMANCE STANDARD

- Analyzes musical elements and processes of Philippine music.
- Correlates Philippine music to the Philippine culture.
- Recognizes the contributions of the prime exponents of Philippine music
- Gives value to Philippine culture as a vehicle towards national identity and unity

#### VI COMPETENCIES/OBJECTIVES

- Describes how a specific idea or story is communicated through Philippine Traditional Musical Forms.
- Illustrates how the different elements of music are combined in creating Philippine Traditional Musical Forms.
- Creates / improvises appropriate sound, music, gesture, movements, and costume for a rendition of particular Philippine Traditional Musical Forms.
- Researches and analyzes the lives, works, and influences of early Filipino composers
- Performs examples of early Philippine music, alone and with others.
- Explores ways of producing sounds on a variety of sources that would emulate the instruments being studied.
- Evaluates music and music performances applying knowledge of musical elements and style.

## VII CONTENT/TOPIC

### **Solo and Choral Music (San Pedro and De Leon)**

- Vocal Music Composition– Solo (*Sa Ugoy ng Duyan*, San Pedro) and Choral (*Payapang Daigdi*, De Leon)
- Cultural Context (History and Traditions) – How a National Artist is Declared; Lives of Lucio San Pedro and Felipe De Leon
- Social Functions – Artistry in the Society, Reflection of the Times , Art as Self-expression
- Performance Styles / Techniques – Solo , . Choral

## VIII RESOURCES

### **Readings:**

Estrella, Espie. *What is Choral Music?*.

<http://musiced.about.com/od/lessonsandtips/f/choralemusic.htm>

*Felipe Padilla De Leon*. <http://www.filipinomusica.com/felipe-padilla-de-leon.html>

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>.

*Supreme Court E-Library. Executive Orders. [Executive Order No. 236, September 19, 2003]*

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

### **Recordings:**

Payapang Daigdig (A Peaceful World) – The Himig Singers.

[http://www.youtube.com/watch?v=v7zp9Z8\\_pU0](http://www.youtube.com/watch?v=v7zp9Z8_pU0)

Sa Ugoy ng Duyan (With English Translation). <http://www.youtube.com/watch?v=zGeYwR6Vwtg>.



## IX ACTIVITIES

**Art is a language.** Like words, music and pictures, can tell a story. Let us view some pictures and think about the stories these.



(source: [http://commons.wikimedia.org/wiki/File:Sherman\\_intramuros.jpg](http://commons.wikimedia.org/wiki/File:Sherman_intramuros.jpg))

**Is this picture familiar to you? What do you think happened?**

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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How about these pictures?



sources: [http://en.wikipedia.org/index.php?title=Higantes\\_Festival](http://en.wikipedia.org/index.php?title=Higantes_Festival), [http://www.lakbaypilipinas.com/images/rizal\\_angono\\_sancllemente.jpg](http://www.lakbaypilipinas.com/images/rizal_angono_sancllemente.jpg)

Can you make a story for each picture?

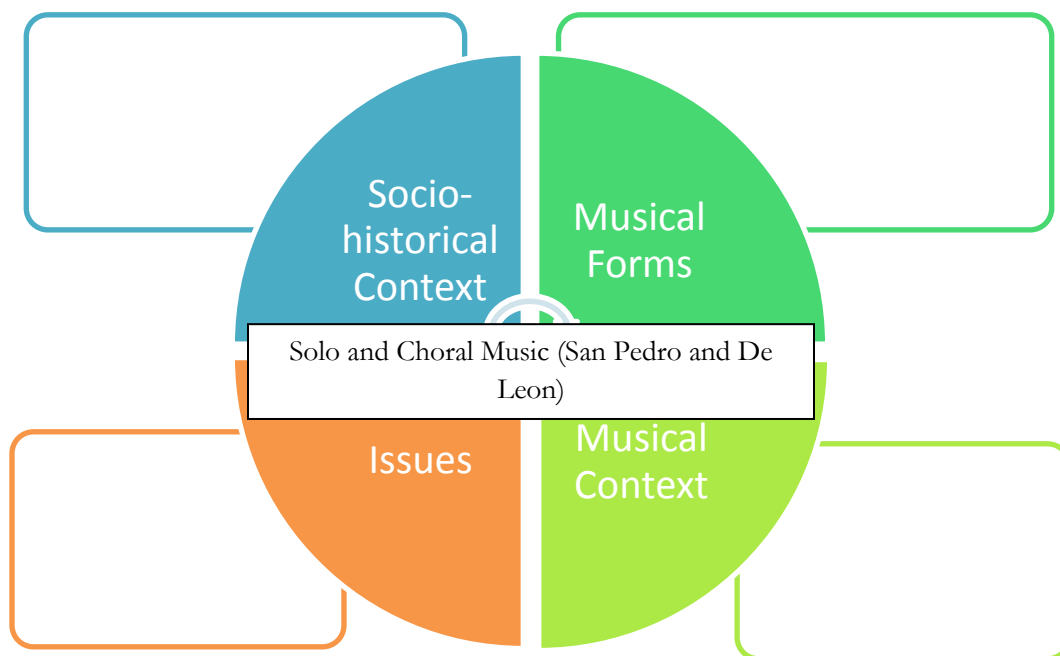
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**K-W-L Chart:** Write what you currently know about Solo and Choral Music (San Pedro and De Leon) under column 1 and what you want to know about Solo and Choral Music (San Pedro and De Leon) under column 2.

Solo and Choral Music (San Pedro and De Leon)

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 Solo and Choral Music (San Pedro and De Leon) in the boxes.



Let's go back to the pictures found at the start of the module.



The first picture, taken February 28, 1945, shows a Sherman Tank at the Sta. Lucia gate of Intramuros, Manila.

Which world event does this picture depict?

Jumble the letters to find out.

**LOWRD RAW 2**

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**Felipe De Leon**, National Artist for Music, composed **Payapang Daigdig**, his masterpiece known for the music and the message of peace. .

What else do you know about **Felipe De Leon**?



The second set of pictures shows the Feast of San Clemente, commonly known as the Gigantes Festival, which is celebrated in the town of \_\_\_\_\_, Rizal.

**Jumble the letters to find out.**

OGANON

— — — — —

From this town hailed National Artist for Music **Lucio San Pedro**, a well-known composer and band master.. One of his famous masterpieces, **Sa Ugoy ng Duyan**, is also the fourth movement of his orchestral work “Suite Pastorale,” which was written for his hometown.

**What else do you know about Lucio San Pedro?**



## Solo and Choral Music (San Pedro and De Leon)

With the help of the suggested readings, fill in the chart with information about the two songs we've discussed in class. As for the musical elements part, listen first to the songs before filling in the chart.

Composer	Felipe De Leon	Lucio San Pedro
Title		
Lyricist		
Year of Composition		
How many voices are heard? Solo? Choral?		
Rhythm: Time Signature		
Rhythm: Tempo		
Draw the Melodic Contour		
Harmony: Key Signature		
Musical Form		
Lyrics in a jist (feelings, story, etc)		

Did you know that...?

*For someone to be included in the Order of National Artists, he should be a living Filipino citizen artist at the time of nomination or has died after the establishment of the award in 1972 as a Filipino citizen at the time of his death.*

## Guide Questions for Music Listening:

These two songs are but one of many beautiful vocal music by our greatest Filipino composers.

Your teacher will assign a song to your group. The the following questions will guide you in listening to the songs.

*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?*

## Group Activity

### VMV: Vocal Music Video

Study the song assigned to your group (for Payapang Daigdig, sing only the melody). Make a live music video for each song. Be creative in thinking of a story to accompany these songs.!

## X ASSESSMENT

### • Rubrics for Group Performance

- **Basic** –Unfocused tone, erratic rhythm, unstable pitch, inconsistent phrasing, dynamics and shows minimal awareness to style and context; instrument/s used and movements irrelevant to the theme of the composition
- **Developing:** Focused tone but inconsistent in extreme range, some repeated errors in rhythm and pitch, consistent phrasing, discernible dynamics, some nuances in style as suggested by the score/teacher.; instrument/s used and some movements inconsistent with the theme of the composition
- **Approaching Proficiency:** Focused and clear tone in normal range, 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; instrument/s used and some movements inconsistent with the theme of the composition
- **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; instrument/s used and movements are consistent with the theme and are helpful in conveying the message

## XI SYNTHESIS

Music, even without the words, can tell us stories about a particular time, place, person, and event – much more, music with words. Two of the most well-known songs by our National Artists for Music - *Sa Ugoy ng Duyan* (San Pedro) and *Payapang Daigdig* (De Leon) are examples of Philippine solo and choral music. By listening and singing these songs, we take part in the stories behind each one, making it a story of our own.

## MUSIC LEARNING MODULE 3-4:

### COMPOSED VOCAL MUSIC 2:

#### Solo and Choral Music (San Pedro and De Leon)

I TARGET GRADE LEVEL: Grade 7

II MODULE 3-4: Solo and Choral Music (San Pedro and De Leon)

III TIME ALLOTMENT: 2 Hours

IV OVERVIEW OF THE MODULE

The module is an introduction to representative **solo** and **choral** music by Filipino composers with the compositions *Sa Ugoy ng Duyan* (Lucio San Pedro) and *Payapang Daigdig* (Felipe De Leon). Throughout the lesson, one will not only learn about these two wonderful vocal masterpieces, but will apply his/her skills in critical listening by identifying the texture of a vocal piece heard (solo or choral). A group performance of these two songs culminates the educational experience.

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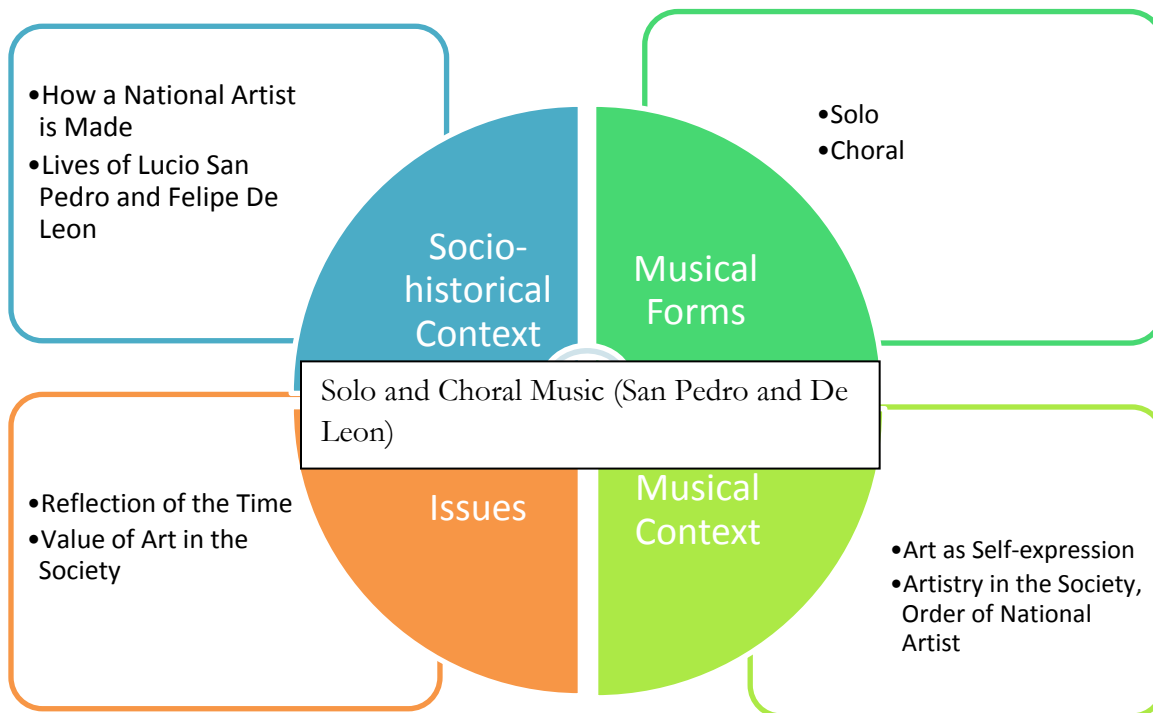
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- Social Functions – Artistry in the Society, Reflection of the Times, Art as Self-expression
- Performance Styles / Techniques – Solo vs. Choral

## VIII PRIOR SKILLS & ASSESSMENT

*Short recitation on Modules 1-2*

Concept Map: With the help of the readings and links given above, complete the concept map by writing details regarding Solo and Choral Music Songs in the boxes.



### a. ACTIVITIES & STEPS/ PROCEDURE –

1. Ask the students to view the two pictures at the start of the learning guide. Encourage them to think of possible stories behind these pictures.
2. Inform the students that these pictures are related to two vocal masterpieces by the Filipino composers, Felipe P. De Leon and Lucio D. San Pedro.

3. Take time to discuss the stories behind each song, and also, about the composers' lives and their being National Artists.
4. Have the students listen to the two songs and fill in the chart.
5. Discuss thoroughly the difference between solo and choral music. Ask students to give examples of solo and choral music.
6. Group the students into four and assign one song to each group. Ask them to create a music video for the song assigned to them. The live video should be relevant to the lyrics of the song or the life of the composer.
7. Discuss the rubrics for evaluation. Allot time for practice. Give feedback regarding group practice.
8. Have the students introduce the music assigned to them before performing .
9. Evaluate the group performance using performance rubrics.
10. Summarize what has been learned using the K-W-L chart (What I know, What I want to know and What I learned about Solo and Choral Music (San Pedro and De Leon)).
11. Have the students relate what they have written in the K-W-L chart to the Synthesis segment of the module.

- **Rubrics for Group Performance**

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

### Readings:

Estrella, Espie. *What is Choral Music?*.

<http://musiced.about.com/od/lessonsandtips/f/choralemusic.htm>

*Felipe Padilla De Leon*. <http://www.filipinomusica.com/felipe-padilla-de-leon.html>

*Musika Natin: Lucio San Pedro*. <http://www.musikanatin.com/lucio.php>.

*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>.

*Supreme Court E-Library. Executive Orders. [Executive Order No. 236, September 19, 2003]*

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## X GLOSSARY OF MUSIC TERMS & SYMBOLS

1. Solo vocal music – a song with only one line (melody) that can either be sung a capella or with instrumental accompaniment
2. Choral music – music that is meant to be sung by a choir. The common set-up of a choir is made up of four voices: soprano, alto, tenor, and bass.