

MUSIC LEARNING MODULES 7-8:

Philippine Popular Music

- I TARGET GRADE LEVEL: Grade 7
- II MODULES 7-8: Philippine Popular Music
- III TIME ALLOTMENT: 2 Hours
- IV OVERVIEW OF THE MODULE

The lesson is an introduction to **Philippine Popular Music**, its pioneers, some composers and artists. The general - **pop, fusion, novelty, and hip hop and folk rock**, will complete your musical journey in this module. Through the lesson, one will discover how contemporary Filipino popular musicians express their ideals and beliefs through a class variety show on Philippine popular music culminates the educational experience.

V PERFORMANCE STANDARD

- 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 an example of Philippine popular music, and describes how the musical elements are used.
- Explains the distinguishing characteristics of representative a work of Filipino popular musicians, in relation to history and culture of the area.
- Analyzes the relationship of functions of the works of representative Filipino popular musicians, to the lives of the people.
- Sings accurately Philippine popular music, alone and / or with others.
- Performs on available instruments Philippine popular music, alone and / or with others.
- Improvises simple rhythmic / harmonic accompaniments to selected works of representative Filipino popular musicians.
- 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

Philippine Popular Music

- Vocal and Instrumental Music – pop, fusion, novelty, hip hop and folk rock
- Cultural Context (History and Traditions) – OPM and Songwriting Competitions, Non-formal venues (bars, stadium, coliseum, outdoor, etc), Internet and Technology
- Composition – *Kay Ganda ng Ating Musika, Batang-bata ka Pa, Magkaugnay, Panorama, and Alak, Sugat, Kape, Babae, Kabaong; History of the Philippines; Anak, Mga Kababayan Ko*
- Social Functions – Nationalism and Social Relevance, Self-expression, Entertainment
- Performance Styles / Techniques – Revivals vs. Originals

VIII RESOURCES

Readings:

Lockard, Craig A. (1998). *Dance of Life: Popular Music and Politics in Southeast Asia*. (pp. 114-161.) United States of America: University of Hawai'i Press.

Mariano, Vicente D. (ed). (2009) *Sining-Bayan: Art of Nation Building Social Artistry Fieldbook to Promote Good Citizenship Values for Prosperity and Integrity*. JAPI Printzone.

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Cayabyab, Ryan – *KAY GANDA NG ATING MUSIKA* (*Hajji Alejandro*).
<http://www.youtube.com/watch?v=t6MixeX5X5g>.

De Leon, Diwa – *Panorama*. <http://www.youtube.com/watch?v=eA9z8UPtCus>.

Magalona, Francis - [FRANCIS MAGALONA - MGA KABABAYAN \[MY FELLOW COUNTRYMEN\]](http://www.youtube.com/watch?v=EBaYmRHLES8). <http://www.youtube.com/watch?v=EBaYmRHLES8>.

Radioactive Sago Project – *Radioactive Sago Project. Alak, Sugat, Kape, Babae, Kabaong*.
<http://www.youtube.com/watch?v=e3ZVQ9FMsmY>.

Villame, Yoyoy – *History of the Philippines*. <http://www.youtube.com/watch?v=nCoEPnprS7Q>.

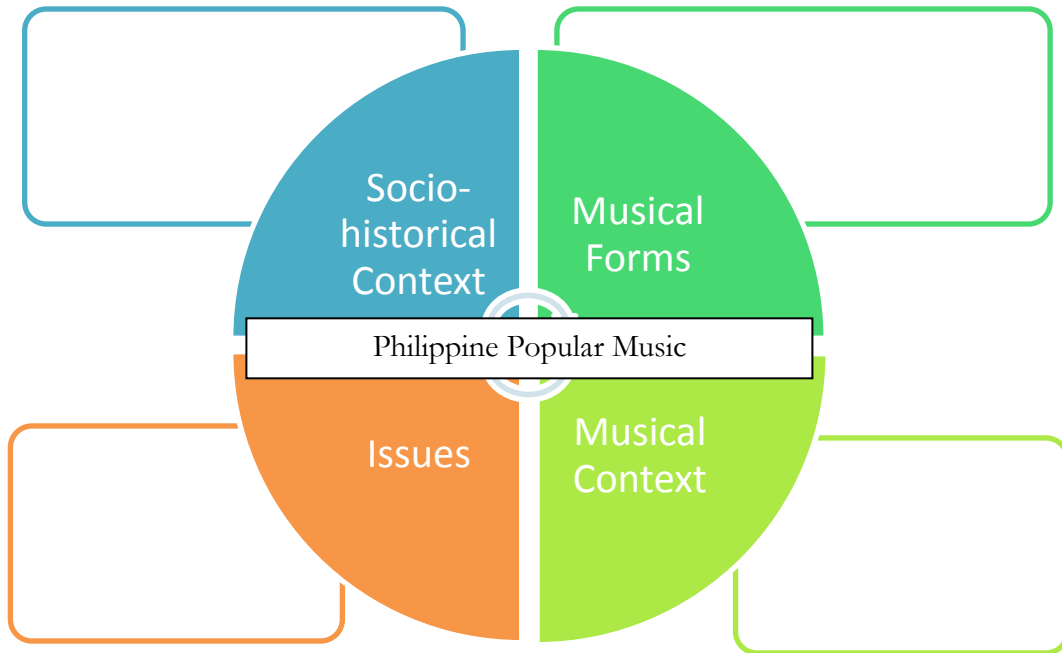
IX ACTIVITIES

K-W-L Chart: Write what you currently know about Philippine Popular Music under column 1 and what you want to know about Philippine Popular Music under column 2.

Philippine Popular Music

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

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



Top of the Charts

Fill up the chart with the necessary information. For the music part, you may use graphic notation.

SONG TITLE (group-assigned)	
Artist's Name	
<input type="checkbox"/> Composer <input type="checkbox"/> songwriter <input type="checkbox"/> MUSICIAN	
Instrumentation	
Tempo	
Rhythm	
Melody	
Harmony	
Message	

SONG TITLE (own choice)	
Artist's Name	
[] Composer [] songwriter [] MUSICIAN	
Instrumentation	
Tempo	
Rhythm	
Melody	
Harmony	
Message	

Guide Questions for Music Listening:

One of the eight Philippine popular songs will be assigned to your group. The following questions guide you in listening to the songs.

a. What is the general impression that the music creates as a whole? 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?

OPM Blog: What I Think About Today's OPM

Answer either of the two questions:

Have you been listening to Original Philippine Music? What do you think about our original songs? Do they send a good message to the youth or no? You may cite examples of songs. Be sure to quote the title and artist (composer/songwriter/musician) involved.

Has technology helped us in promoting OPM or has it promoted more piracy? What do you think about uploading existing songs and/or original songs into Youtube?



The image shows a stylized red outline of a laptop. The screen area contains a white rectangle with a red border, which is further divided into a grid of horizontal lines for writing. The keyboard area is represented by several horizontal lines of varying lengths, and the base of the laptop is a simple red rectangle.

Group Activity

Stage a **class variety show** showcasing different genres of Philippine popular music. Take note: **no two genres should be repeated, or at least, each song must be distinct in nature**. You may include a genre that has not been discussed but be sure to consult your teacher first.

Choose an original Philippine music (as much as possible, avoid revivals) and give an introduction, including the title, artist (composer, artist, and songwriter (all, if possible)), and a short description of the lyrics' message. Live accompaniment on guitar, piano and/or rhythmic instruments, is highly encouraged, but minus-one accompaniment may be used.

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

Philippine popular music is the music of the majority, probably because it has more themes that people can relate to. Because of the emergence of innovations such as high-technology instruments and recording equipments, plus the internet, more and more people are able to access and also, create their own music to express their ideas and address certain issues, such as on nationalism and social relevance. Avenue for music is not just the classical concert hall, but is now practically anywhere. Song writing contests support not only existing artists but also give encouragement to the emerging song writers.

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Philippine Popular Music

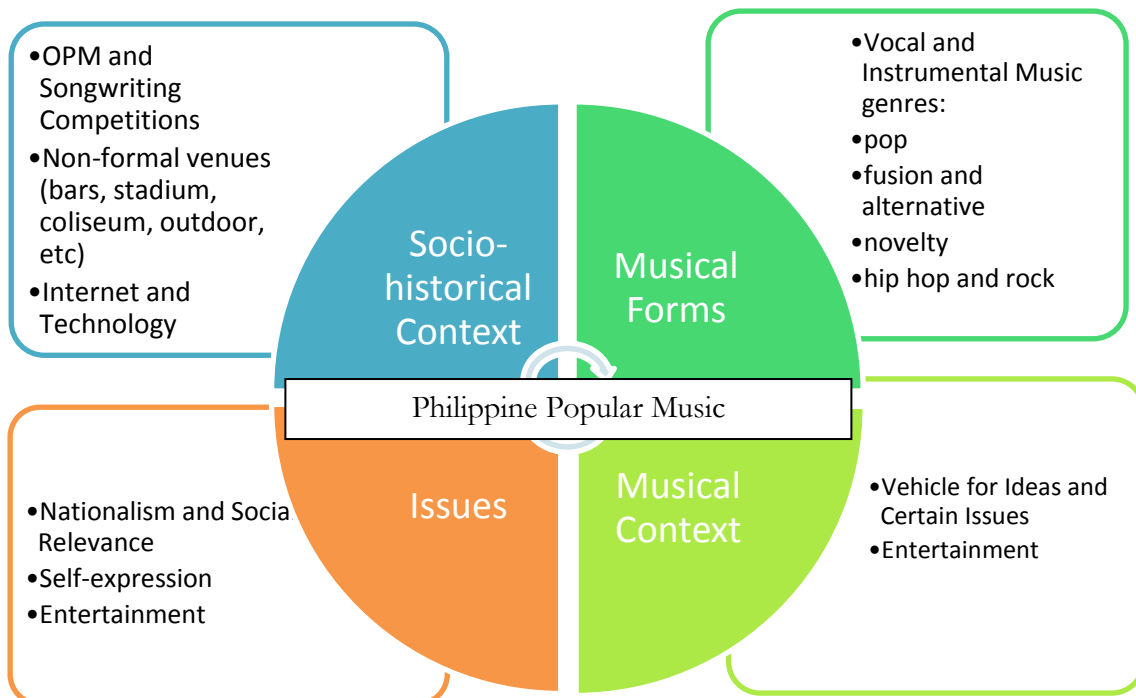
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- Social Functions – Nationalism and Social Relevance, Self-expression, Entertainment
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VIII PRIOR SKILLS & ASSESSMENT

Short review on Module 5-6 (recitation)

a. Concept Map

Concept Map: Using the readings and links given above, complete the concept map by writing details regarding Philippine Popular Music 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. Show pictures of international pop artists and if they know them. Then, ask the students if they know certain popular local artists of today then have a discussion on which their favourite local band/artist is and describe the kind of songs they have.
3. Inform them that before these artists, there were *pioneers of Philippine Popular Music*. Let them watch the videos/listen to the recordings of the music. Inform them about the genre of each song and have them think their impression of the song (musical elements and lyrics' message) and reserve it for a later discussion ..
 - a. POP: Ryan Cayabyab (*Kay Ganda ng Ating Musika*) and APO (*Batang-bata ka pa*)
 - b. FUSION: Joey Ayala (*Magkaugnay*), Diwa De Leon (*Panorama*), and Radioactive Sago Project (*Alak, Sugal, Kape, Babae, Kabaong*)
 - c. NOVELTY: Yoyoy Villame (*History of the Philippines*)
 - d. HIP HOP and FOLK ROCK: Francis Magalona (*Mga Kababayan Ko*) and Freddie Aguilar (*Anak*)
4. Briefly discuss e about songwriting competitions, such as Metro Manila Pop Music, in which *Kay Ganda ng Ating Musika* won Grand Prize and *Anak* became a finalist.
5. Assign the second chart and the activity **OPM Blog: What I Think About Today's OPM** as homework.
6. Group the class into 8 and have them answer **Top of the Charts** (the first chart), to be reported to class next meeting. They may do research using the suggested readings.
7. While with their group mates, introduce the group activity, a **class variety show** on Philippine Popular Music.
8. Discuss the rubrics for evaluation. Allot time for practice. Give feedback regarding group practice.
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 Nationalistic Songs and Art Songs).
11. 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 to style and context; instrument/s used and movements irrelevant to the theme of the composition
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IX RESOURCES: READING & LISTENING MATERIALS – REFERENCES/LINKS IN WEBSITE

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Lockard, Craig A. (1998). *Dance of Life: Popular Music and Politics in Southeast Asia*. (pp. 114-161.) United States of America: University of Hawai'i Press.

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X GLOSSARY OF MUSIC TERMS & SYMBOLS

1. OPM – Original Pinoy Music or Original Philippine Music; a label used for original popular songs by Filipino artists
2. Genre – a distinct style of music
3. Pop – refers generally to music that is easily accessible by the public through mass media, and is also subject to selling
4. Fusion – a style of music infusing World music elements
5. Novelty song – comical popular songs that may be for a current situation, holiday, or just a can just be a dance fad
6. Hip hop – a style of music incorporating complex, stylized rhythms that is often accompanied by rapping. It belongs to a subculture that also goes by the same name, *hip hop*.
7. Folk rock – a style of music combining folk and rock elements. It is a genre term that was originally coined in the USA and/or UK. During the 1960s.