



# Module 1 "The World of Musical Sounds"

## • *What This Module is About*

This first module is an introduction. You will learn what MUSIC is all about, why it is important in life, and how it is related to the study of other subject areas like the arts and sciences. You will encounter examples of familiar music, as well as those from other cultures you may not be used to hearing.

## • *What You are Expected to Learn*

At the end of this module, you should be able to:

1. give your own definition of music and its importance in life
2. identify sources of music and various music-making activities encountered in daily life
3. discover the use of music as a vital part of life in various cultures of the world
4. recognize the four properties of sound (timbre, pitch, duration, intensity)
5. identify various ways of preserving and passing on music
6. appreciate musical expressions of various cultures by listening to and performing some representative works
7. relate music to other disciplines and its influence to various aspects of life

## • *How You Can Learn from This Module*

For you to benefit most from this module, you must –

1. carefully read the discussions and study illustrations, diagrams, charts, etc.
2. complete each learning activity before proceeding to the next section
3. keep going until you finish the module
4. ask for help from your teacher-facilitator when you have questions, when an activity is difficult to do, and when you need the audio materials for the listening activities

## • *What You will Do in This Module*

In this module, you will do learning activities to help you understand and experience what you read about. You will listen to a few musical examples from **CD 1 Tracks 1-6**, so you must have a CD player ready. You will learn to sing two folksongs, one from the Tagalog region and another from Japan. You will also be doing two interviews plus a special project to be submitted towards the end of the module.

Tests and some learning activities require you to answer questions. **Do not write anything on this module** because other students will also be using it. **Write your answers in your Music Notebook.** Write the title of the test or activity, draw a box beside

it, and then write your answers below the title. Look at the **Answer Key** found at the end of this module to check your work, **only when you are instructed to do so and only after completing a test or activity.** Each time you finish a test or activity, **put a check on the box.** The examples below will guide you.

<p><i>Module 1</i>  <i>Pretest</i> []            1.            2.            3.</p>
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<p><i>Module 1</i>  <i>Lesson 1, Activity 1</i> []            1.            2.            3.</p>
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<p><i>Module 1</i>  <i>Self-test I</i> []            1.            2.            3.</p>
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• *What to Do Before You Begin: Pretest* []

Before proceeding to your lessons, take this Pretest. It will tell you what you already know and what you still need to learn about the topics in this module.

Write T if the statement is true and F if the statement is false.

1. \_\_\_\_ Music is a varied human activity.
2. \_\_\_\_ The product of music-making is meaningful sounds that express emotions or communicate ideas.
3. \_\_\_\_ Music-making is influenced by standards and traditions, as well as by the preferences of listeners.
4. \_\_\_\_ Apprenticeship is hands-on training under an expert musician.
5. \_\_\_\_ Listening is vital to all forms of music-making except improvising.
6. \_\_\_\_ The background or setting in which music-making takes place is called “context.”
7. \_\_\_\_ Culture has nothing to do with the musical values of people.
8. \_\_\_\_ Cultural practices of a particular group of people are not permanent; they change.
9. \_\_\_\_ All other cultures view music in the same way we do.
10. \_\_\_\_ The *harana* is a Filipino custom that uses music for courtship.
11. \_\_\_\_ Music can be part of worship but not of work.
12. \_\_\_\_ Music can be used as therapy for mentally ill and dying patients.
13. \_\_\_\_ Intensity has to do with how loud or soft sounds are.
14. \_\_\_\_ Duration is not a property of sound.
15. \_\_\_\_ Men and women have the same vocal timbres.
16. \_\_\_\_ The only way to write music is to use notes on a staff.
17. \_\_\_\_ Writing down music is called documentation.
18. \_\_\_\_ The practice of passing on music by constantly listening to it, practicing it, and memorizing it is called oral tradition.
19. \_\_\_\_ Notation helps to preserve music, make it available to more people, and improve music teaching and learning.
20. \_\_\_\_ Music can be studied in relation to other fields of knowledge like Science or Math.

Check your answers using the **Answer Key**. Record your score in your notebook.

Perfect Score: 20

My Score: \_\_\_\_\_

## Lesson 1: “Just Do It!”

What comes to your mind when the word “music” is mentioned? You might remember your favorite tune or a hit song that made it to the ten most requested songs on the radio last week. You might think of your favorite rock band or that world-class symphony orchestra you saw on television performing classic masterpieces of composers who have long been dead. But what is music really all about?

### Music as Human Activity

**Music is something that people do or make.** A musical piece is just a piece of paper until a musician picks it up and performs it. When he does, then music is produced. A person can even make music without using a musical piece. Your mother may have invented a soothing melody to put you to sleep when you were a little child. The organist in your church often makes up her own accompaniment for a song when there is no musical piece available for it. Whatever the case, music-making is a purposeful act by a person or group of persons.

### Activity 1: Miranda’s Painting [ ]

Study carefully this black-and-white copy of a painting by N. Miranda, Jr. Answer the following questions then go to the **Answer Key** at the end of this module to see if you are correct.

1. What are the people in the foreground of the painting doing?
2. What activity is the painting portraying?
3. If you are watching this scene as part of a movie, how would you describe the background sound?



### Elements of Music-Making

Because music-making is a human activity, it involves four things. First, there must be a **doer** or maker. This person may have different levels of ability in music-making. He may be an expert, a beginning student, or someone who just plays for fun. The doer makes a **product** (which is, in this case, meaningful sounds), and he does this through some sort of **activity**. This activity may be singing or playing an instrument. Also, music-making is done in a particular **setting**. It may be a formal performance in a concert hall in the city or simply an informal family picnic in the province. In the painting you just studied, the doers or

makers are two men; one is playing the guitar and the other is singing (activity). Their product is a love song suitable for courting. The setting is outdoors, in public.

### Activity 2: Observing Music-Making [ ]

Watch a musical or variety show in your town plaza or on television. Identify the elements that comprise music-making. Write your answers in your notebook and show them to your teacher-facilitator.

1. Describe the doer or maker.
2. Describe the product (the actual music made).
3. Describe the activity (how music is made).
4. Describe the setting or context in which the music is made.

Music-makers around the world vary. Some become very good musicians through hands-on training under a tutor who is an expert in a particular field of music. The expert, who is well-known and respected in the community, passes on what he knows to his student by demonstrating his skills, modeling, and guiding the student while performing. This is called **apprenticeship**. Some become very good musicians through formal music education in a university, conservatory, or music school. Later on, they earn a living by practicing their craft as **professionals**. Still most music makers are **amateurs** who have sought some amount of training by apprenticeship or formal schooling. Amateurs develop their skills through constant practice and exposure to performances. They make music not really so that they can earn a living out of it, but simply because they enjoy doing it.

### Activity 3: Interviewing a Music-Maker [ ]

Interview a professional or amateur composer, singer, or musician in your community. Follow the format below and use the following interview questions. Record all information in your notebook and have it autographed by your interviewee. After the interview, organize the information you have gathered and write a three-paragraph report to be checked by your teacher-facilitator. You may also be given time to share your report in front of a class. This project must be completed before you proceed to Lesson 2.

Name of Interviewee: \_\_\_\_\_ Date of Interview: \_\_\_\_\_  
Occupation: \_\_\_\_\_ Signature: \_\_\_\_\_

1. What is your job/work? What exactly do you do? When and how do you practice your musical profession?
2. How did you learn to do what you are doing now? Did you study under a teacher or in a formal school? How did you become a musician?
3. Do you love and enjoy what you do? Why or why not?

Throughout the history of man, music for the voice and for instruments have been created and performed. Some have survived the test of time, yet many have been ignored or forgotten. There are musics that are known for their “singable” melodies, like many traditional and folk songs of Europe and North America. Other musics are known for their beat, like the rhythms of Central and Latin America and Africa. Still other musics are known for their functions in society (e.g. hymns for worship, brass fanfares for parades, waltzes for ballroom dancing).

Music is influenced and shaped by standards and traditions set and agreed upon by experts in a particular field of knowledge and skill. Musicians consider what authorities in their field have to say. For example, a pianist should use very little or no pedal while playing J.S. Bach’s *Two-Part Inventions* to produce the kind of keyboard music sound of the Baroque period.

Music-making is also affected by the preferences of listeners. Music is usually created and performed the way most people would like to hear them. Look at pop music as an example. A song becomes a “hit” as people listen to it and sing it over and over again. When the song remains popular even after years have gone by, it becomes a classic or standard song. Many composers and musicians write music and perform in that style because that is what most people appreciate.

#### **Activity 4: Most Requested Songs [ ]**

Interview a grandparent, a parent, and a teenager. Ask them to name 10 of the most popular love songs from the 1970’s to the 1990’s that are still among the favorites of Filipinos today. Write these lists in your notebook, and encircle the songs found in more than one list. Why do you think these songs have become “classics” or “standards”?

#### **Music-Making Activities**

Music is produced through different kinds of human activities. Organizing sounds meaningfully and creatively is called **composing**. Composers make use of various sounds to express feelings and images or to communicate ideas. Sometimes, they simply re-create music from something previously composed, often for a particular purpose. This is called **arranging**.

Once music has been composed, it needs to be performed. **Performing** is done by singing or playing instruments. Sometimes performers are given specific instructions as to how to interpret a musical composition; but sometimes they are given freedom to make “artistic” decisions about their singing or playing. A leader is often tasked with **conducting** the performance of a group of singers or instrumentalists so that they can work well together. There are also times when a performer makes up music on the spot. This ability is known as **improvising**.

### Activity 5: CD1, Track 1 [ ]

Listen to “*Lagi Kitang Naaalala*.” In this example, different “doers” contributed to make music. The music was composed by Leopoldo Silos, and the words were written by Levi Celerio. It was arranged for a *capella* mixed voices by Joel Navarro, who also conducted this fine performance of the Ateneo Glee Club.

### Music-Making and Music Listening

Music is not just something people do or make. It is also something people listen to. **Listening** is an important skill that musicians need to develop. They listen attentively to the sounds they are creating so that they can produce the outcome they desire. Listening is especially important when musicians perform as a group. They need to listen to the sounds their fellow-musicians are making so that they can make music in a coordinated and harmonious manner.

Good composers and musicians also take time to listen to the music of other composers and musicians. This helps them become familiar with a particular type of music, as well as with the tastes and preferences of listeners. Truly, the act of listening is vital to all forms of music-making, whether it be composing, arranging, performing, improvising, or conducting.

It is also important that you learn to listen to music carefully and intelligently so that you can better enjoy and appreciate music, even if you are not a composer or a musician.

### Activity 6: CD1, Track 2 [ ]

Listen carefully to the entire recording of “*Balon*” (composed and performed by Gary Granada). Pay attention not just to the song itself, but to what happens before and after he sings. Answer the questions below, and then check your answers using the **Answer Key**.

1. What kind of music did he make? (product)
2. How did he make music? (activity)
3. When and where do you think he performed the song? (setting)

➡ Before you take Self-Test I, make sure you have finished all the activities in this lesson. Have you written answers in your notebook? Have all the boxes been checked?

### Self-Test I [ ]

I. Write T if the statement is true and F if the statement is false.

1. \_\_\_\_ Music is a purposeful human activity.
2. \_\_\_\_ Music has to do with meaningful sounds that express or communicate something.
3. \_\_\_\_ A guitar player cannot make music without a printed music piece.

4. \_\_\_\_ The only way to learn how to be a good musician is to study in a university or music conservatory.
5. \_\_\_\_ Hands-on training under an expert musician is called apprenticeship.
6. \_\_\_\_ An amateur musician is someone who has some amount of musical training but does not earn a living by practicing it.
7. \_\_\_\_ Music-making is influenced by standards and traditions in a particular field of music, as well as by the expectations and preferences of listeners.
8. \_\_\_\_ Listening is vital to all forms of music-making.

II. Encircle the item that is NOT part of the group.

1. Elements of music-making:

Doer or Maker      Activity      Setting or Context      Practice

2. Music-making activities:

Composing      Arranging      Singing      Dancing      Improvising

Check your answers using the **Answer Key**. Record your score in your notebook.

Perfect Score: 10

My Score: \_\_\_\_\_

## Lesson 2: “Music – The Soundtrack of Life”

As you have learned from the previous lesson, music is purposeful action that produces meaningful sounds. Music-making involves a doer, a product, and an activity by which the product is made. In this lesson, you will look more closely into the fourth element of music-making – setting. You will see that music is, in so many ways, the soundtrack of life in different parts of the world.

### Music as a Varied Human Activity

**Context** is the background or setting in which music-making takes place. For example, a choir of men and women can perform one religious song in different contexts. They can sing it in a church as part of worship. It could be a huge cathedral where worship is formal and ritualistic, or it could be a small chapel in a remote barrio where people worship less formally because they all know each other. They can also sing the same song in a public recital in an open-air town plaza or in an auditorium of the Cultural Center of the Philippines. The choir’s performance depends a lot on when and where they are. Context is an important element of music-making.

## Activity 1: Spanish Ladies [ ]

Study this picture of Spanish ladies making music together. Based on what you see, answer the following questions, and then go to the **Answer Key** to check your work.



1. Describe their musical product. What kind of music do you think are they making?
2. Describe their musical activity. Besides playing musical instruments, what else are they doing?
3. Describe their musical context. Where do you think are they performing? Who are their listeners?

**Culture**, or the way of life of a particular group of people, is an important aspect of musical context. Customs and traditions shape the values of people and influence their music a great deal. For example, to the indigenous peoples of Southern Philippines, the *agung* (big hanging gong) is more than just a musical instrument; it is considered an heirloom, a prized family possession. It is kept in the homes of rich people, and therefore serves as a status symbol.

Culture also determines what people consider to be acceptable and unacceptable when it comes to musical forms and practices. Remember, not all cultures view music the same way you do. Standards and musical practices are different from race to race, country to country, province to province, and even from one community to another.

For example, if you live near a Muslim mosque, you may have heard the chanting of the Qur'an. Qur'an chanting is highly valued and is considered the model for all other musical-artistic forms. While you may consider Qur'an chanting to be a form of "music," Muslims do not. "Music" for them refers to entertainment music, and other vocal and instrumental music, but does not include something as sacred as the chanting of the Qur'an. Qur'an chanting is done without the accompaniment of instruments.

Cultural traditions and values are not permanent. Likewise, musical values and customs of a group of people can change as time passes by. One thing is common in all musical cultures, however. They all value music as an important part of life.

### Music in Everyday Life

Music is part of daily living. In the home, we hear lullabies, children's game songs, and music-making as the family spends leisure time together. There are also songs sung while working. Among the indigenous groups of Northern Luzon, singing has become part of agricultural work. They sing when they plant rice, repair rice terraces, or pound rice. Music is also used for personal relaxation and recreation.



## Activity 2: CD 1, Tracks 3-4 [ ]

Listen to two lullabies. The first one is a modern version of a Swahili ballad from Africa by Fedhili William. The second one is a Hanunoo lullaby from Southern Philippines. Compare the two lullabies from different cultures. Are the lullabies accompanied by instruments? Which one has a more singable melody? How would you describe the vocal styles of those who sang? What emotion did each lullaby arouse in you?

## Activity 3: CD 1, Track 5 [ ]

Listen to a familiar Tagalog folksong about planting rice. If you don't know the song yet, learn it by listening and singing along with it repeatedly. The words are written below.

### *“Magtanim ay Di Biro”*

*Part 1:*

*Magtanim ay di biro  
Maghapong nakayuko  
Di naman makatayo  
Di naman makaupo.*

*Part 2:*

*Magtanim di biro  
Maghapong nakayuko  
Di naman makaupo  
Di naman makatayo.*

*Part 3:*

*Halina, halina, mga kaliyag  
Tayo’y magsipag-unat-unat  
Magpanibago tayo ng lakas  
Para sa araw ng bukas.*

## Music in Social and Religious Life

Music also has social functions. In many cultures, men use music to court women. Weddings, parades, festivities, and other celebrations are not complete without music or dancing of some sort. Guests are often treated to musical performances and other forms of entertainment. Even at deaths and funerals, music can also be heard.

Music has become an important part of rituals and ceremonies all over the world. Peace pacts, harvest rituals, healing rituals, and many others incorporate vocal and instrumental music. Worship in different cultures is most often, if not always, expressed through singing, playing of instruments, and dancing.



A typical church choir leading worship



Japanese women playing lutes during a tea ceremony



These Kenyan drummers play for village celebrations.



The *Kecak* dance from Bali is derived from a religious ceremonial dance at temple dedications. Half-naked men chant and dance with cloth wrapped around their waists.

### Other Functions of Music

Music is also used for dancing and to provide background sound for drama and other theatrical presentations. Movies, television shows and commercials would be boring and uninteresting without their music soundtracks.

Even from long ago, music has been used as a cure for man's physical, emotional, and spiritual problems. The Bible tells the story of how David, a young shepherd boy, played the harp to soothe King Saul each time an evil spirit came and troubled him. Today, professional music therapists use music to help the elderly, mental patients, handicapped and special children, and those who are sick and dying.

### Activity 4: Your Music Album [ ]

Borrow a walkman or portable cassette recorder and record examples of music from your own community. Be on the look-out for actual music-making; do not dub examples from recording albums. Your collection must contain eight (8) different examples of music for personal enjoyment, work songs, religious songs, ritual music, music for social events, etc. Submit this project to your teacher-facilitator before taking the Posttest.

Suggestions:

1. your mother/helper/neighbor singing while washing dishes or clothes
2. a *barkada* singing in front of a sari-sari store
3. singing in church or in a wedding reception
4. *pabasa*, *pasyon*, or women singing religious songs while praying
5. videoke singing in a restaurant

➡ Before you take Self-Test II, make sure you have finished all the activities in this lesson. Have you written answers in your notebook? Have all the boxes been checked?

**Self-Test II [ ]**

I. Write T if the statement is true and F if the statement is false.

- 1. \_\_\_\_ Context is the background or setting in which music-making takes place.
- 2. \_\_\_\_ Culture or way of life has nothing to do with the musical values of people.
- 3. \_\_\_\_ Culture determines what people consider to be acceptable or unacceptable musical forms, styles, and practices.
- 4. \_\_\_\_ Cultural practices are permanent and unchanging.
- 5. \_\_\_\_ All other cultures view music in the same way we do.

II. Give one (1) example each of how music is used in the following contexts.

- 1. Home \_\_\_\_\_
- 2. Work \_\_\_\_\_
- 3. Society \_\_\_\_\_
- 4. Ritual/Religion \_\_\_\_\_
- 5. Therapy \_\_\_\_\_

Check your answers using the **Answer Key**. Record your score in your notebook

Perfect Score: 10

My Score: \_\_\_\_\_

**Lesson 3: “Let’s Talk About Sounds”**

By now you should already understand that music is a varied human activity that involves meaningful sounds to express emotions or communicate ideas. In this lesson, we will look more closely at four important things that characterize all sounds: 1) timbre, 2) duration, 3) pitch, and 4) intensity. These are better known as the “properties of sound.”

**Activity 1: Sound Discovery [ ]**

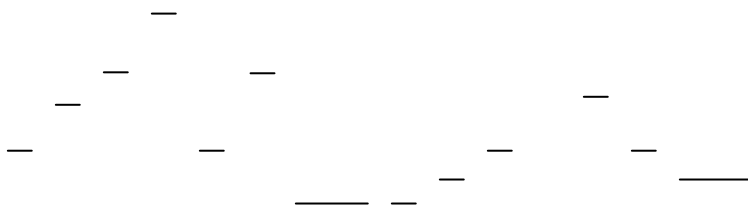
Wherever you are right now, close your eyes for one minute and listen carefully to your surroundings. Listen to all the different kinds of sounds you hear, and guess where they are coming from and what or who are making them. After one minute, list them down in your notebook. Look around to see where those sounds were coming from. Did you guess correctly?



hand, the mooing of a cow and the horn blasts of a big ship leaving the pier have somewhat low pitches. Music is made up of combinations of high and low pitches.

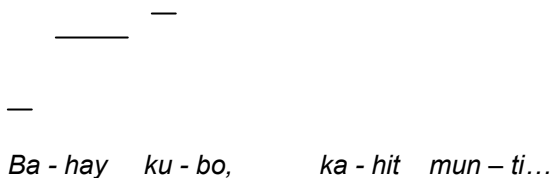
#### Activity 4: High and Low [ ]

Study the lines below that show the duration and pitch of tones in the melody of “Magtanim ay Di Biro.” In the first two phrases, the highest pitch falls on the word “ay” while the lowest pitch falls on the syllables “ro” and “mag.”



Mag- ta- nim ay di bi - ro, maghapong na- ka- yu - ko.

In your notebook, draw lines to show the pitches of the melody of “Bahay Kubo.” The first three pitches are provided on the next page. Draw the pitches for the rest of the syllables. Show your work to your teacher-facilitator for checking.



Ba - hay ku - bo, ka - hit mun - ti...

#### Intensity

When you describe sounds by how loud or how soft they are, you are talking about **intensity**. A glass vase crashing to the ground produces a fairly loud sound. The horns of cars and buses blowing in a traffic jam make even louder sounds. Whispers, on the other hand, are soft, like giggles inside a quiet library. In music, intensity is better known as an expressive element called **dynamics**.

#### Activity 5: Loud and Soft [ ]

Arrange the following objects from softest to loudest by numbering them from one (1) to five (5). Write your answers in your notebook. Check your work using the **Answer Key**.

- |                  |                         |                    |
|------------------|-------------------------|--------------------|
| ___ a dog’s bark | ___ a little boy’s yawn | ___ a car’s engine |
| ___ church bells | ___ thunder             |                    |

All sounds have timbre, duration, pitch, and intensity. However, not all sounds are musical sounds. Baby cries in the hospital nursery, as well as the horns of cars, trucks, and jeeps on a busy street are not music. They are simply **noise**. It is when sounds are organized and performed in a meaningful and purposeful way that they become “music.”

➡ Before you take Self-Test III, make sure you have finished all the activities in this lesson. Have you written answers in your notebook? Have all the boxes been checked?

**Self-Test III [ ]**

Match the items on Column A with the items on Column B by writing the correct letter on the blank. Answers may be used more than once.

Column A

1. \_\_\_\_\_ Timbre
2. \_\_\_\_\_ Duration
3. \_\_\_\_\_ Dynamics
4. \_\_\_\_\_ Pitch
5. \_\_\_\_\_ Intensity

Column B

- a. highness or lowness of sounds
- b. loudness or softness of sounds
- c. length of sounds
- d. quality of sounds

Check your answers using the **Answer Key**. Record your score in your notebook.

Perfect Score: 5

My Score: \_\_\_\_\_

Lesson 4: “Pass It On”

**Activity 1: Guess What? [ ]**

Guess what you see in this picture. Where do you think it came from? To find out what the correct answers are, look at the **Answer Key** now.

	<u>Lancaran Jaranan</u>			<i>Pélog pathet nem</i>		
Buka:	̄.12 3 1	̄.12 3 1	5 . 5 .	̄.123 2	(1)	
Umpak:	+ + ^	+ ^ + ^	+ ^ + ^	+ ^ +	1	)
	. 2 3 5	. 6 5 3	1 2 3 .	5 3 2	1	)
	. 2 3 5	. 6 5 3	1 2 3 .	5 3 2	1	)
	. 1 1 1	6 5 6 1	. 1 1 1	6 5 4	5	)
	. 6 6 5	. 6 6 5	1 2 3 .	5 3 2	1	)
	̄.12 3 1	̄.12 3 1	5 . 5 .	̄.123 2	(1)	

Traditional

Musical Symbols

Believe it or not, that is a picture of a musical piece. It looks different from the musical pieces you usually see because it does not make use of notes on a staff. It may look different, but it is also an accepted way to write music.

Notes on a staff are symbols invented and developed by music experts and musicians in the Western world. This development happened over a period of hundreds of years. In the Middle Ages, the earliest symbols written on top of words were called **neumes**. They showed whether the melody went up or down, as well as some ornamentation. Later on musicians added flags and different kinds of note heads to show the duration and pitch of tones. By the 1500's, writers of music were already using notes on a staff. Musicians were able to sing or play music more precisely and accurately. Study Figures 1-3 below.

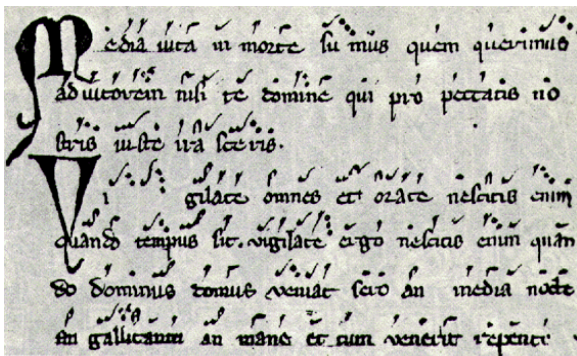


Figure 1: Music writing in the 1100's

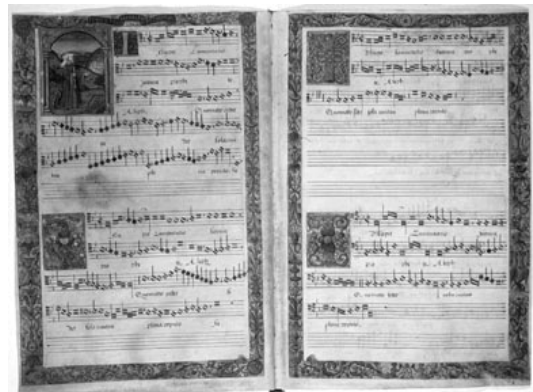


Figure 2: Music writing in the 1500's

Figure 3: Music writing today



## Music Notation and Oral Tradition

People around the world from ancient times until today have thought of different ways to write music. This is called **notation**. But have you ever wondered why people came up with the idea of writing down music?

Unlike in painting or sculpture, the sounds produced by composers and musicians cannot be seen or touched. Once a song is sung or played, it is over. You cannot remember everything you have heard; and even if the same music is performed again, it will not sound exactly the same. People who encounter a certain song or music that they like often want to hear it again and again. They want to learn how to sing or play it. They even want their children and their children's children to learn it too. People also want to learn

music from far away lands, so they try different ways of preserving music so that it can be taken anywhere and kept there.

In many cultures, people have preserved and passed on music through **oral tradition**. They learn music by constantly listening to it, practicing it, and memorizing it. This is how indigenous peoples in the Philippines learn, master, and pass on their music. Moreover, a musician or music tutor would teach an apprentice by **rote**: he demonstrates how to perform music several times while the student carefully listens, observes, and then imitates him.

The problem is that this type of learning takes a very long time. An apprentice would have to live with a tutor and spend months or even years to perfect his music. This sort of training is also not possible for a greater number of people. And because this practice largely depends on how good a person's memory is, changes in the music or in how it is performed cannot be avoided. These are some reasons why people thought of "notating" music. The **functions of notation** are: 1) to preserve music, 2) to make it available to more people, and 3) to improve music teaching and learning.

There is no one correct way of writing music. Notation varies from culture to culture, from generation to generation. Some use shapes and characters. Others use numbers. The symbols used are plenty, and there are rules on how to use them to represent the different elements of musical sounds.

#### Self-Test IV [ ]

I. Fill in the blanks with the correct answers.

1. Writing down music is called \_\_\_\_\_.
2. The earliest symbols used to write music in the Middle Ages were called \_\_\_\_\_.
3. Notes on a staff are symbols invented and developed by musicians and experts in the \_\_\_\_\_ world.
4. In many cultures, people have preserved and passed on music through \_\_\_\_\_ tradition.
5. A student who learns music by listening, observing, and imitating his tutor carefully is learning by \_\_\_\_\_.
6. Music for the Indonesian gamelan orchestra can be written using \_\_\_\_\_ notation.
7. People in some cultures use shapes and characters to notate music. Others use \_\_\_\_\_.

II. Give three functions of notation.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Check your answers using the **Answer Key**. Record your score in your notebook.

Perfect Score: 10

My Score: \_\_\_\_\_



## Lesson 5: “What’s Your Favorite Subject in School?”

Before we end this introductory module on Music, it is good to briefly see how the study of music relates to other fields of knowledge. Whether or not Music is your favorite subject in school, it is worth studying in connection with other equally important aspects of life.

### Music, Science, and Math

When you study Music, you will encounter science-related topics every now and then. For example, you will discover in Module 2 that a basic knowledge and understanding of the parts of the body (especially the respiratory, muscular, and skeletal systems) is needed for you to understand how they work together when a person sings. That is Biology. You will also touch on Physics as you study the principles of sound production.

You also cannot avoid Mathematics when studying Music. When you study note values, meter and time signature, you will have to apply your understanding of addition, multiplication, and division. Music is very much related to math and the sciences.

### Activity 1: Sound Research [ ]

The study of music has to do with sounds. Go to the library and research about how sounds are produced. Learn about vibration and resonance. Take down notes in your notebook and have it checked by your teacher-facilitator.

### Activity 2: Math Quiz [ ]

Study the diagram below, and then solve the following musical-mathematical problems in your notebook. Apply your knowledge of the kinds of notes and note values that you learned in your elementary Music class. Check your answers using the **Answer Key**.

= 1 count

1. How many counts does a \_\_\_\_\_ get? \_\_\_\_\_
2. How many counts does a \_\_\_\_\_ get? \_\_\_\_\_
3. How many counts does a \_\_\_\_\_ get? \_\_\_\_\_
4. How many \_\_\_\_\_ add up to one (1) ? \_\_\_\_\_
5. How many \_\_\_\_\_ add up to one (1) ? \_\_\_\_\_

## Music, History, and Social Studies

Studying Music requires knowledge and understanding about man, society, and culture. How else will you understand the cultural contexts of the different kinds of music you will encounter? You should be familiar with indigenous groups, customs and traditions, and the history of the Philippines in order to appreciate the variety of musical forms and styles found in the different regions of our country. Knowledge of important persons, events, dates, and places in Asian and Western history will greatly help you understand musics in these parts of the world.

### Activity 3: 1986 EDSA Revolution [ ]

You may not have been born yet when the EDSA Revolution took place in our country. Find out what happened before, during, and after February 25, 1986. Interview your parents, do research in the library, or look through books in a local bookstore.

More importantly, find out how songs played an important role during this turning point in Philippine history. Find recordings of at least two songs that became very memorable to the EDSA Revolution. Write them in your notebook, and include them in the project you did in Activity 4. Submit your music album to your teacher-facilitator before taking the Post-Test.

## Music and Related Arts

Music, being itself also an art, can easily be related to the study of dance, language arts and literature, visual arts (painting, sculpture, etc.), crafts, fashion design, architecture and interior design, and many more. Why? This is because there are underlying principles that are common to most, if not all, art forms – unity, balance, repetition, contrast, and many others. Many times, works of art share a common theme (e.g. nature, love, etc.) and, therefore, can be studied in relation to each other.

### Activity 4: CD 1, Track 6 [ ]

1. Read the words of “Sakura,” a famous Japanese folksong about the cherry blossom tree. The folksong is originally in Japanese, but it has already been translated into English. Learn the song by listening repeatedly to the recording. Sing along as you listen.

“Sakura”

*Sakura, Sakura  
Yayoi no sorawa  
Miwatasu kagiri  
Kasumi ka kumoka  
Nioi zo izuru  
Izaya, izaya  
Mini yukaun*

“Sakura”

*Sakura, Sakura  
Cherry blossoms in the sky  
Near and far as eye can see  
Like a mist of floating clouds  
In the fragrant blush of spring  
Come, oh come, come, oh come  
Come and see the cherry trees.*

2. Study the painting and the *haiku* (Japanese poetry made up of three lines) below.
3. In your notebook, write a short paragraph answering this question: How does each art form – music, poetry, and painting – reflect the Japanese value of simplicity and love for nature?

*I long for cherry blossoms  
 In serene mountains  
 Away from daily life  
 - haiku by Basho, 1692*



➡ Before you take Self-Test V, make sure you have finished all the activities in this lesson. Have you written answers in your notebook? Have all the boxes been checked?

### Self-Test V [ ]

Name five other fields of knowledge that can be related with the study of Music.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ |          |

Check your answers using the **Answer Key**. Record your score in your notebook.

Perfect Score:   5  

My Score: \_\_\_\_\_

### • *Let's Summarize!*

You have learned from this Module that music is more than just notes on a piece of paper. Music is all about sounds that are meaningfully and purposefully organized and performed by people in various contexts in different cultures. It is an important part of everyday life, social events, rituals, worship, and so much more. Music can be preserved and passed on to others through oral tradition, apprenticeship, or through different types of notation.

Although all sounds are characterized by timbre, duration, pitch, and intensity, not all sounds are musical sounds. If sounds are not meaningfully and purposefully organized and performed, they are not “music.” They are simply sounds or noise.

Hopefully, you have now seen that the study of Music is very interesting. It can even be related with the study of other subjects like Math, Science, Social Studies, and the Arts. So get ready for an exciting study of Music in the next seven modules.

Now is the time to submit your project to your teacher-facilitator. Then you may take the following Posttest to measure and evaluate what you have learned from Module 1. Hopefully, your Posttest score should be higher than your Pretest score.

• *Posttest* [ ]

Write T if the statement is true and F if the statement is false.

1. \_\_\_\_ Music is a varied human activity.
2. \_\_\_\_ The product of music-making is meaningful sounds that express emotions or communicate ideas.
3. \_\_\_\_ Music-making is not at all influenced by standards and traditions nor by the preferences of listeners.
4. \_\_\_\_ Apprenticeship is hands-on training under an expert musician.
5. \_\_\_\_ Listening is vital to all forms of music-making except improvising.
6. \_\_\_\_ Culture has nothing to do with the musical values of people.
7. \_\_\_\_ Cultural practices of a particular group of people are not permanent; they can change.
8. \_\_\_\_ The background or setting in which music-making takes place is called its "context."
9. \_\_\_\_ All other cultures view music in the same way we do.
10. \_\_\_\_ Music can be part of worship and work.
11. \_\_\_\_ The *harana* is a Filipino custom that uses music for courtship.
12. \_\_\_\_ Music cannot be used as therapy for mentally ill and dying patients.
13. \_\_\_\_ Intensity has to do with how loud or soft sounds are.
14. \_\_\_\_ Duration is not a property of sound.
15. \_\_\_\_ Men and women have different vocal timbres.
16. \_\_\_\_ The only way to write music is to use notes on a staff.
17. \_\_\_\_ Music cannot be studied in relation to Science and Math.
18. \_\_\_\_ Writing down music is called documentation.
19. \_\_\_\_ The practice of passing on music by constantly listening to it, practicing it, and memorizing it is called oral tradition.
20. \_\_\_\_ Notation helps to preserve music, make it available to more people, and improve music teaching and learning.

Check your answers using the **Answer Key**. Record your score in your notebook.

Perfect Score: 20

My Score: \_\_\_\_\_

**CONGRATULATIONS!** YOU HAVE FINISHED THIS MODULE. YOU MAY NOW PROCEED TO MODULE 2.

## Module 1: Answer Key

### Pretest:

- |       |       |
|-------|-------|
| 1. T  | 11. F |
| 2. T  | 12. T |
| 3. T  | 13. T |
| 4. T  | 14. F |
| 5. F  | 15. F |
| 6. T  | 16. F |
| 7. F  | 17. F |
| 8. T  | 18. T |
| 9. F  | 19. T |
| 10. T | 20. T |

### Lesson 1, Activity 1:

1. The two men are making music to get the attention of the woman.
2. This painting titled "*Harana*" portrays the Filipino custom of courtship wherein a man uses music to woo a woman. The *harana* is usually done in the evening outside a woman's house.
3. The background sound would be moderately loud. The singing voice would be sweet and flowing, "cutting through" the stillness of the scene. The guitar's sound would be mellow and sentimental.

### Lesson 1, Activity 6:

1. This vocal solo is from Gary Granada's CD described as "classic alternative music."
2. Gary Granada sang accompanied by a guitar.
3. It was recorded during a live, informal concert that allowed him to interact with his audience.

### Self-Test I:

#### Part I

1. T
2. T
3. F

4. F
5. T
6. T
7. T
8. T

#### Part II: Encircle –

1. Practice
2. Dancing

### Lesson 2, Activity 1:

1. They are singing Spanish folksongs that are most probably happy, fast, and a bit loud.
2. They are also clapping and singing together.
3. They are not performing formally in an auditorium or concert hall. Because they are wearing costumes, they are probably performing for tourists or foreigners in an informal cultural show.

### Self-Test II:

#### Part I

1. T
2. F
3. T
4. F
5. F

#### Part II: Answers may vary.

1. lullabies, personal leisure, relaxation, etc.
2. rice-planting song, harvest song, etc.
3. courtship, weddings, fiestas, funerals, etc.
4. religious ceremonies, peace pacts, healing rituals, etc.
5. to comfort the dying, as therapy for mentally ill or handicapped patients, etc.

Lesson 3, Activity 5:

From softest to loudest –

1. a little boy's yawn
2. a dog's bark
3. a car's engine
4. church bells
5. thunder

Self-Test III:

1. d
2. c
3. b
4. a
5. b

Lesson 4, Activity 1:

It is a musical piece for the Javanese gamelan orchestra that uses ***cipher*** notation. This system of music writing uses numbers to represent pitches, dots to represent rests (silence), and other markings to show how instruments in the orchestra are supposed to play.

Self-Test IV:

Part I

1. notation
2. neumes
3. Western
4. oral
5. rote
6. cipher

7. numbers

Part II: in any order –

1. to preserve music
2. to make music available to more people
3. to improve music teaching and learning

Lesson 5, Activity 2:

1. 4
2. 2
3.  $\frac{1}{2}$
4. 4
5. 4

Self-Test V:

1. Science
2. Math
3. History
4. Literature
5. Visual Arts

Posttest:

- |       |       |
|-------|-------|
| 1. T  | 11. T |
| 2. T  | 12. F |
| 3. F  | 13. T |
| 4. T  | 14. F |
| 5. F  | 15. T |
| 6. F  | 16. F |
| 7. T  | 17. F |
| 8. T  | 18. F |
| 9. F  | 19. T |
| 10. T | 20. T |

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