

# Music I

## Quarter 1

### Module 1: Philippine Folk Songs

#### EXPLORE YOUR UNDERSTANDING

Folk arts vary in style through varied ways in which the musical elements are combined. Philippine folk songs communicate fundamental ideas about human experience and help us understand people's ideas and beliefs.



This picture of the sarimanok reminds us of how art and music reflect ideas and experiences that humans want to represent.

Pre-assessment:

Name at least 5 folk songs that you know. Identify what region the song comes from:

	Folk Song	Region
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

## **Activity 1**

**Listen to a recording of a love folk song. How does it feel when you express your admiration to someone through a song?**

**Interpret the message of the song through drawing.**

## **Activity 2**

**Listen to other examples of folk songs. Write your ideas and concepts about the songs you listened to.**

**Through listening to different folk songs, you will learn the culture, lifestyle of the people in a particular region.**

**From your initial hearing, you will be guided with the following essential questions:**

- . How culture is reflected in our folk songs?**
- . Why do Philippine folk songs vary in style?**
- . Do you think our folk songs are still relevant today?**

## FIRM UP YOUR UNDERSTANDING

Folk songs are based on how the different musical elements are used. The story behind the song is translated into music using the musical elements. The different musical elements are:

Timbre or tone color

1. Rhythm
2. Melody
3. Harmony and Texture
4. Form



## LESSON 1 Timbre or Tone Color

Tone color or timbre is the subjective quality of a sound which allows us to tell the difference between musical instruments. Because of timbre, we recognize the voice of a man from a woman and sounds of animals.

Voices are classified into:

1. Soprano – highest voice of a woman
2. Mezzo soprano – sound range between soprano and alto
3. Alto – lowest voice of a woman
4. Tenor – highest voice of a man
5. Baritone – sound between tenor and bass
6. Bass – lowest voice of a man.

### Activity 1

While doing your daily activities, recognize the voices around you. Write your answers on the blanks provided below.

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### Activity 2

Listen to a recording of a folk song. Classify the voices of each performer. Compare their voices.

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### Activity 3

Analyze the picture below and write your concept about the picture.

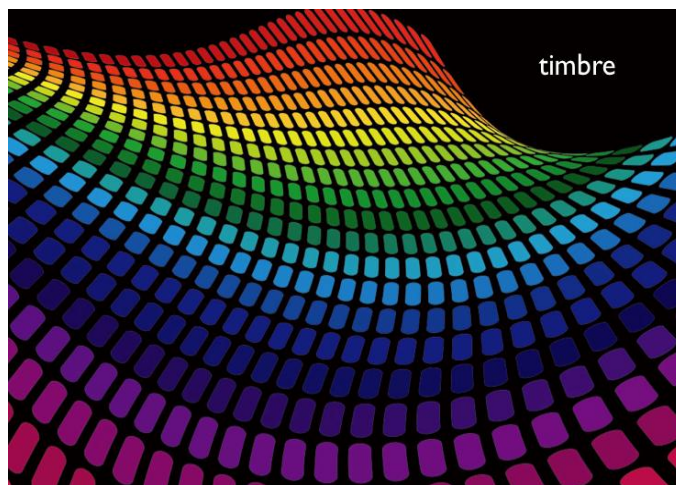
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## LESSON 2 Rhythm

Rhythm is also important to form music. Rhythm is a regular flow of movements. When we listen to some music our body responds to its rhythmical flow. Beat, accent, meter, time signature are the basic components of rhythm.



Rhythmic patterns are combinations of long and short sound, notes and rests.

	1	2	3	4
1				
2				
3				
4				

### Activity 1

Study the example of rhythmic patterns above. Observe how the group of notes is arranged according to the value of the notes.

## Activity 2

Listen to a recording of a folk song once again. While listening to the music, close your eyes, tap the rhythm and feel the beat.

Complete the statement.

I realized that \_\_\_\_\_

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## Activity 3

Compose a simple song. Improvise the accompaniment by using indigenous materials. (*Please use a separate sheet*)

This is how the group of notes are transferred into musical notation.

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**TWO-PART RHYTHM DRILLS**

13.  
Right Hand  
Left Hand

14.

15.

16.

17.

18.

## LESSON 3 Melody

Melodies are organized succession of musical tones with a given pitch and duration. The distance between the highest note to the lowest note is called range. The range can be narrow, moderate or wide.

### Activity 1

Listen to a recording of folk songs; analyze how the melodies are arranged. Some tones go up, others go down.

Write a statement about your observation.

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### Activity 2

Complete the statement.

I enjoy listening to folk songs because \_\_\_\_\_

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### Activity 3

Compose a simple melody about nature. Write the lyrics of the song. Sing it with your friends.

## LESSON 4 Harmony and Texture

Harmony and texture always go together because Harmony blend tones while texture refers to the relationship of melodic and harmonic elements of music. Harmony is the vertical arrangement of two or more tones sounded together as one. It adds richness and color for a melody.

The texture of a melody can be Monophonic, homophonic at polyphonic.



### Activity 1

Analyze the picture above. Write your concept of the illustration above

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When the chords are transferred into musical notation, the single notes are added on top of the base note with the intervals of thirds. These chords can be used as accompaniment of a song by playing the piano or guitar.

### Activity 2

Analyze the illustration below. You will find out how chords are transferred into musical notation.

	I	II	III	IV	V	VI	VII
ex.4	Pure Minor (Aeolian)						
	C mi7	D mi7 <sup>b5</sup>	E <sup>b</sup> ma7	F mi7	G mi7	A <sup>b</sup> ma7	B <sup>b</sup> 7
ex.5	Harmonic Minor						
	C mi ma7	D mi7 <sup>b5</sup>	E <sup>b</sup> ma7 <sup>#5</sup>	F mi7	* G7 <sup>b9</sup>	A <sup>b</sup> ma7	B <sup>o</sup> 7
ex.6	Melodic Minor (Jazz Minor)						
	C mi ma7	D mi7	E <sup>b</sup> ma7 <sup>#5</sup>	F7	G7	A mi7 <sup>b5</sup>	B mi7 <sup>b5</sup>
	* Note: chord V in Harmonic Minor has been extended to the 9th to create a uniquely "minor" V chord						



### **Activity 3**

**What kind of art work would you draw to correspond to the types of texture?**

## **LESSON 5 Form**

**Form is how we organize sound. Just as a builder uses a blueprint to build a house, a composer uses form to build a song.**

**Form is a musical blueprint that helps the composer put his sounds together in different ways. Just as the builder can build a big or small house, so a composer can build a simple or complicated piece of music.**

**Just as the builder's house can have different shapes, so the composer can give different shapes to his music.**

**Just as you can see forms with your eyes, you can hear forms with your ears.**

**When you are able to hear patterns in music, you are beginning to understand form.**

### **Activity 1**

**Draw an artwork that would show a musical form. Color your work and write a brief description.**

## Activity 2

Identify the forms of music of recorded folk songs that you listened to.

Forms of music can be binary, two-part form or ternary, three-part form.

## Activity 3

Complete the statement.

I appreciate musical styles such as \_\_\_\_\_

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## LESSON 5 Different Functions of Philippine Folk Songs:

Philippine folk songs have different functions. These songs communicate ideas about human experiences and people's ideas, emotions and beliefs.

1. Ballads/Narrative Songs- songs that tell a story
2. Lullabies- songs for rocking the baby to sleep
3. Love and Courtship Songs- love songs, courtship songs
4. Friendship and Conviviality- drinking songs, welcoming songs, humorous songs
5. Work Songs- songs in workplaces
6. Ritual/Religious Songs- worship songs, rites or ceremonies.

## Activity 1

Listening to recorded examples of Philippine Folk Songs

Identify the functions of the songs. Choose your answers from the words below.

Ili-Ili Tulog Anay	_____
Pamulinawen	_____
Condansoy	_____
Atin Cu Pung Singsing	_____
Magtanim Ay Di Biro	_____

Choices: work song, lullabye, courtship song, friendship song ballad

## Activity 2

Compare the folk songs from the Philippines. Select a folk song and create an accompaniment using indigenous materials.

## Activity 3

Do you think our folk songs are still appreciated today? Are these songs heard over the radio or sang by our local performers in a different style?

After firming up your understanding, you will be provided with learning activities that would deepen your understanding.

## DEEPEN YOUR UNDERSTANDING

For 300 years Spain ruled over the Philippines, thus “Filipinos” were hispanized in all aspects of their lives. The Spanish people introduced the guitar which is commonly used by Filipinos from all walks of life. Chinese influences were shown through the use of pentatonic scale. An example is the song from Northern Luzon, Salidum-ay.

Hindu-Arabic influences are shown in the music of the Muslim Mindanao through the use of the Koran text.

Through listening to different folk songs, you will realize how foreign influences affect the way the musical elements are used in folk songs.

Activity:

Summative Assessment:

Discuss how the different elements of music convey the message of a specific folk song.

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Select a folk song that best describe your emotions and feelings to a dear friend since childhood days. Interpret the song with a dance accompanied with an improvised indigenous instrument.

Criteria:

- . clear illustration of movements
- . meaningful movements
- . appropriate expression

**Analyze the outcome and quality of performance:**

**Criteria:**

- . easy to follow
- . appropriate accompaniment
- . clear tones
- . clear interpretation

**Express one's feeling if not appreciated because of poor performance.**

**Criteria:**

- . satisfactory
- . unsatisfactory
- . not attempted

**Self-assess your level of performance in expressing your ideas, emotions and beliefs through movements.**

- . informative
- . relevant
- . appropriate movements
- . enthusiastic presentation

**Through movements you were able to illustrate how the different elements are used in a selected folk song to communicate ideas and experiences.**

## **TRANSFER YOUR UNDERSTANDING**

**Learning theories and concepts will not be enough to understand but through actual performance you will gain more knowledge and skills. You will evaluate your own performance using rubrics.**

**A. Listen to a modern recording of folk songs by well-known local performers. Compare them to the original compositions.**

**Criteria:**

- . unusual
- . critical
- . revealing

**Imagine yourself how you feel while listening to your own folk songs sang and performed by others in a different way.**

**Criteria:**

- . Open
- . Perspective

- . **Responsive**
- . **Sensitive**
- . **Tactful**

## **REFLECTION:**

**Select a folk song to be performed. Process your performance by self-evaluation and self-assessment using the following rubrics:**

### **Assessment Criteria for Performance:**

- . **Clear tone quality**
- . **Correct expression and style**
- . **Accurate pitch**
- . **Accurate rhythm**

### **Evaluation of Created Accompaniment based on the following criteria:**

- . **Easy to Follow Standard/Graphic Notation**
- . **Appropriate use of symbols**
- . **Appropriate rhythm/chord**

## **SELF-KNOWLEDGE:**

**Write a reaction paper on fusion of Western elements to Philippine folk songs in your journal log.**

### **Criteria:**

- . **Insightful**
- . **Reflective**
- . **Self-adjusting**