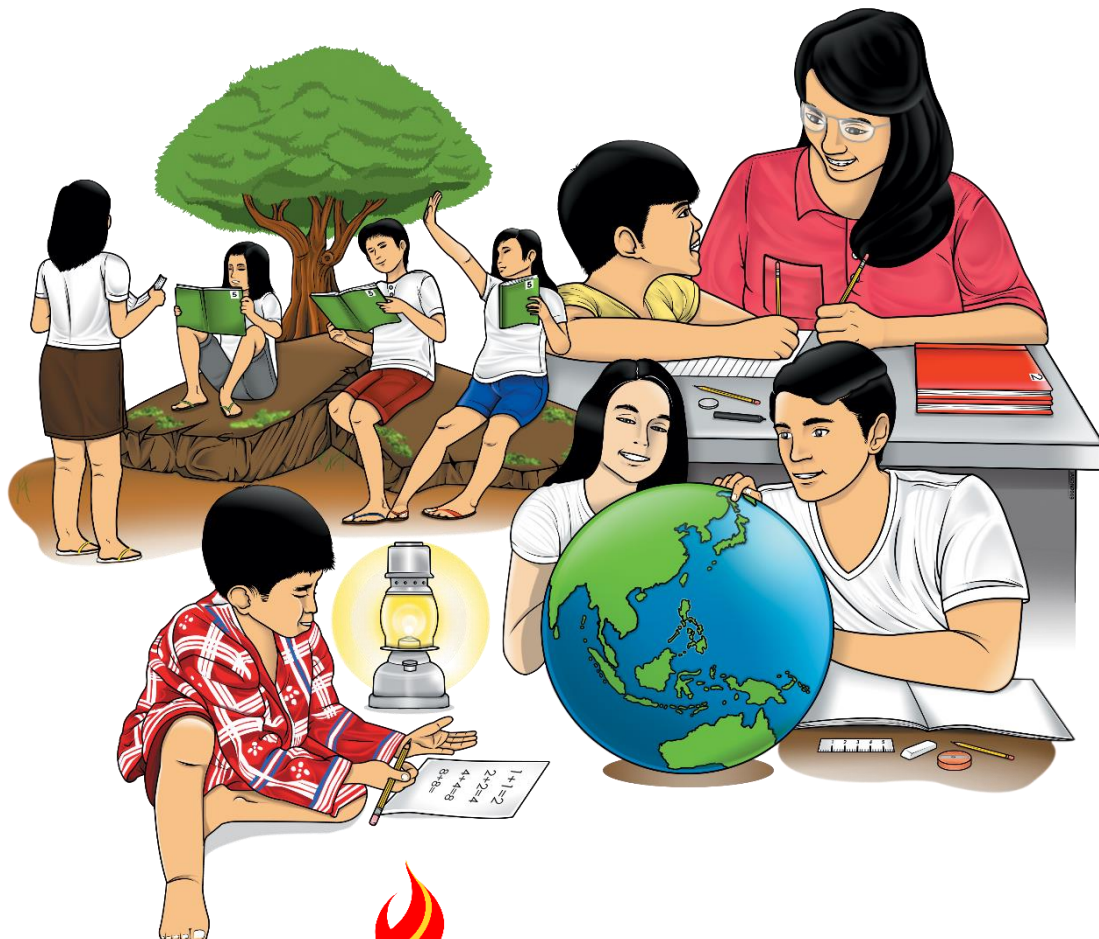


7

Music

Quarter 2 – Module 5: Experience the Music of the Philippines’ Golden Island Music of Mindoro (Instrumental Music)



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Music – Grade 7
Alternative Delivery Mode
Quarter 2 – Module 5: Experience the Music of the Philippines’ Golden Island
Music of Mindoro (Instrumental Music)
First Edition, 2020

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Music

**Quarter 2 – Module 5:
Experience the Music of the
Philippines’ Golden Island
Music of Mindoro (Instrumental Music)**

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.

Lesson

1

Experience the Music of the Philippines' Golden Island

Music of Mindoro (Instrumental Music)

Learning Competencies

The learner:

1. describes the musical characteristics of representative selections of Cordillera, Mindoro, Palawan, and of the Visayas after listening;
2. Identifies the musical instruments and other sound sources from Cordillera, Mindoro, Palawan and of the Visayas;
3. explains the distinguishing characteristics of representative music from Cordillera, Mindoro, Palawan and of the Visayas in relation to its culture and geography; MU7LV-IIb-f-3; and
4. evaluates music and music performances applying knowledge of musical elements and styles. (MU7LU-Ic-h-10)



What I Need to Know



Indigenous man playing the gitgit

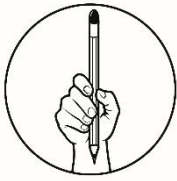
Today, we will be learning about their instruments and their ensembles. Previously, we talked about Ambahan as the Chant music of the Hanunoo Mangyans. Although the Ambahan do not require any musical instrument when sung, it does not mean that the Mangyans of Mindoro lacked any Musical instruments. They have their own set of instruments.

Learning Objectives

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

1. identify the different musical instruments used in the Music of Mindoro;
2. evaluate how the music of Mindoro utilizes the elements of music in their ensembles; and
3. perform an instrumental music in the style of Mindoro using improvised instruments.

Let's go forward and delve deeper into the instrumental music of Mindoro.
Tara Na! Biyahe Na! MANGYAN, HALCON, TAMARAW, MAHALTA NA!



What I Know

Directions: Read each question carefully. Choose the correct answer from the pool of words below. Write your answers on your activity notebook..

Kudyapi	Kalutang	Subing
Gitgit	Agung	Bangsi

- _____ 1. It is a wind instrument characterized by having a chip glued at the end of a bamboo tube to produce sound when blown through a mouthpiece.
- _____ 2. It is a percussive instrument made of metal that is shaped like a pail.
- _____ 3. It is a stringed instrument with 3-4 strings.
- _____ 4. It is a stringed instrument played with a bow made of human hair.
- _____ 5. It is a round-shaped metallic instrument that has a ball in the middle and is normally struck to produce sounds
- _____ 6. It is a two-stringed musical instrument of the Mangyan tribes.
- _____ 7. It is an instrument with strings that go along from its long down to the base that holds the resonating chamber.
- _____ 8. It is the Mangyan version of a Jaw's harp.
- _____ 9. It is an external duct flute.
- _____ 10. It is an instrument with different sizes that produce different pitches.
- _____ 11. It is made of wood that is cut into two similar sizes and struck together to make sound.
- _____ 12. It is an instrument which is plucked and not bowed.
- _____ 13. It is lamellaphone that has a flappable tongue in the middle that produces sound when plucked.
- _____ 14. It is an instrument that comes in a set of increasing size wherein the smaller ones are high-pitched and the bigger ones are low-pitched.
- _____ 15. It is a musical instrument that is played similar to a violin.

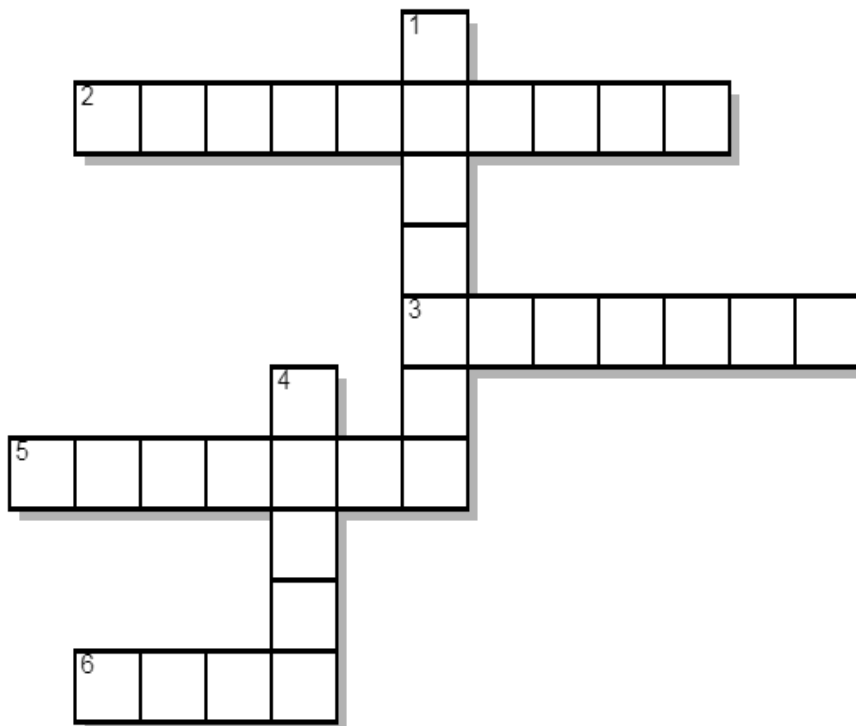


What's In

Activity #1: Crossword

Below is a crossword puzzle for you to answer. Recall the information from your past lesson and answer the questions based on clues given below. Draw the crossword puzzle boxes on a separate sheet of paper and write your answers inside the corresponding boxes.

VOCAL MUSIC OF MINDORO



ACROSS

2. Means seven counts
3. The largest Mangyan tribe who dominates the southern part of the island
5. The indigenous tribe of Mindoro
6. Curved bamboo sheets where most Mangyans record their chants

DOWN

1. a poetic chant following a heptameter count about significant stages of a Mangyan's life
4. A Mangyan Lullaby



What's New

Last time, we studied the vocal music of Mindoro. We talked about the indigenous people of the island and how their culture shaped their music. We learned about the Ambahan, their most popular songs.

Activity #2: Clap that Tap That!

Most of the music of the indigenous people is percussive in nature. In this activity, you will try to emulate the percussive beats used in the music of Mindoro. You will be given 5 sets of beats and you will try to play them using your hands. Clap your hands when you see a quarter note and tap your lap when you see an eighth note. Try to emulate the speed as well. Remember that an eighth note is twice faster than quarter note.

Set 1 – Tempo – quarter note = two seconds



Set 2 – Tempo – quarter note = one second



Set 3 - Tempo – quarter note = one second



Set 4 - Tempo – quarter note = half a second



Set 5 - Tempo – quarter note = half a second



Great Job! Now, based on your experience, answer the questions below:

1. What were the difficulties that you encountered when performing the activity?
2. Were you able to accomplish the task with ease? If not, what will you do to improve?
3. Are there similarities between the beats you performed and the music of Mindoro? In what aspects do these two become similar?

So far, we have familiarized ourselves with the beats and rhythm. It is time to go deeper and understand the intricacies of the music of Mindoro.



What is It

Apart from the Ambahan of the Hanunoo tribes, the Mangyans of Mindoro oftentimes used music to celebrate special occasions. These occasions include festivals, rituals, courtships, and other daily festivities they have. They normally use three different kinds of instruments: string like the Kudyapi, and the Gitgit, wind like the Bangsi and the subbing, and percussion like the Kalutang and Agung.

STRING INSTRUMENTS



Kudyapi

The Kudyapi

The Kudyapi is a long-necked string instrument used by the Mangyans of Mindoro. It has two strings that run from the base up till the end of its long neck. The base also has the resonating chamber that produces all the sounds.

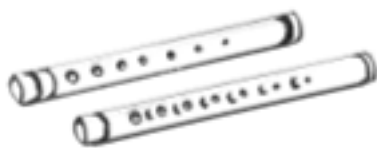
The Gitgit

The Gitgit is another stringed instrument with 3 or four strings commonly made of sculpted wood. Another defining feature it has over the Kudyapi is that it is bowed, not plucked. The bow used to play the gitgit is made up of human hair.



Gitgit

WIND INSTRUMENTS



Bangsi

The Bangsi

The bangsi is an external duct flute. It is made by having a chip glued at the end of a bamboo tube to produce sound when blown through a mouthpiece.

The Subing

The subing is the Mangyan version of a Jaw's harp, a lamellaphone that has a flappable tongue in the middle that produces sound when plucked.



Subing

PERCUSSION INSTRUMENTS



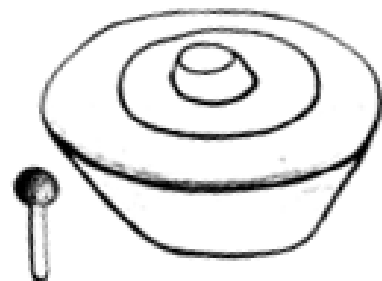
Kalutang

The Kalutang

The Kalutang makes up the majority of instruments that are used in many festivals and dances of the Mangyan. It is simply a pair of equal sized wood struck together to produce sound. However, different wood sizes create different pitch, and with enough manpower, a grand ensemble can be made using the Kalutang.

The Agung

It is a set of metal shaped like a pail with a circle in the middle. A musician holds a single agung in his lap and strikes it with his hand or with a mallet. Multiple people can play several agung of different sizes to create variety in pitch.



Agung

These are the musical instruments of the Mangyan tribes. Let us now apply what we have learned in the next activity.

Activity #3: Matching!!!

Directions: Match the names of the Mangyan instruments in column A with the appropriate image of the instruments in column B. Write your answers on your activity notebook.

Column A

1. Bangsi

2. Subing

3. Agung

4. Kalutang

5. Gigit

6. Kudyapi

Column B

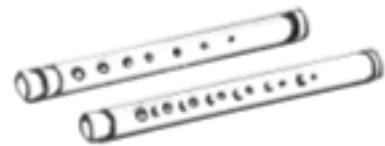
A.



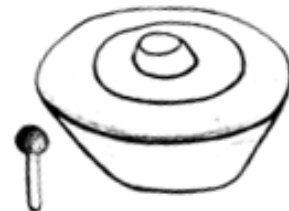
B.



C.



D.

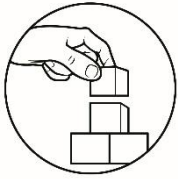


E.



F.





What's More

Activity #4: Listening Activity

Below are links that will lead you to videos of the instrument being played. Listen carefully to the music and afterwards, describe what you feel about the instrument. Describe how its sounds like and describe if you're interested. If you don't have any internet connection, your Facilitator will provide the videos for you. Write your answers on the space provided below.

- a. Agung - [youtube.com/watch?v=uOnIwhuUYgw](https://www.youtube.com/watch?v=uOnIwhuUYgw)
- b. Kalutang - <https://www.youtube.com/watch?v=1gZia6qGrgM>
- c. Kudyapi - <https://www.youtube.com/watch?v=FqtEPoNEg-U>

Describe the sound of the Agung and your reaction to the instrument.

Instrument	Description
Agung	
Kalutang	
Kudyapi	

Now that we have learned what the instruments sound like, we are going to fully analyze ensembles and performances using those instruments.

Activity #5: Musical Analysis

Earlier, you listened to the sounds of the different musical instruments of Mindoro and were able to identify them. This time, we are going to analyze full ensembles that use the instrument. Before we go further, just like what you did in the activity in Module 4, you will make your own scoring rubric for grading. You may refer to the guide questions and sample rubric below so you can be guided.

Criterion	4	3	2	1
Pitch	<p>Did the musicians follow the element perfectly?</p> <p>The musicians followed the correct pitch 100% of the time.</p>	<p>How often did they make the mistake?</p> <p>The musicians followed the correct pitch 75% of the time.</p>	<p>How often did they make the mistake?</p> <p>The musicians followed the correct pitch 50% of the time.</p>	<p>How often did they make the mistake?</p> <p>The musicians followed the correct pitch 25% of the time.</p>

METRICS	4	3	2	1
Criterion 1 –				
Criterion 2 –				
Criterion 3 –				

Here are the links for the performances:

- a. Agung
https://www.youtube.com/watch?v=hPatYQ4_jaI&list=PLL1F81_jzUMJJnnvi4dJ-0dT_hPyxIXB0&index=3
- b. Kalutang
<https://www.youtube.com/watch?v=1gZia6qGrgM&t=18s>
- c. Kudyapi
<https://www.youtube.com/watch?v=2OGHt50WhcI>

Now that you have made your grading rubric, watch at least three performances from the video clips with links provided above. If you do not have internet connection available in your home, your facilitator may bring some video clips for you. Afterwards, answer the follow-up questions below.

You can write your evaluation on your activity notebook following this format:

	Agung	Kalutang	Kudyapi
Criteria 1			
Criteria 2			
Criteria 3			
Criteria 4			
Total			

Activity #6: Make your own kalutang

In this activity, we are going to make a five Set Kalutang musical instrument. Parental guidance is advised in handling sharp tools. If there are no adults present, be creative and follow the steps without using any sharp tools. Here is what we need to do.

1. Gather as much wood or sticks that you can find around your neighborhood. Make sure that you gather anything brittle, or else they will break easily.
2. Clean the sticks or wood with a piece of cloth.
3. With adult supervision, cut the sticks into pairs in increasing length. The smallest pair should be at least 5 inches. Do the same step until you make pairs of 6 inches, 7 inches, 8 inches, and 9 inches.
4. Tap the sticks together to see if you successfully made a Kalutang set.

After finishing your kalutang, answer the questions below. Write your answers on your activity notebook.

1. How does the length of the wood affect the sound it produced?
2. Describe how the kalutang produces sound and how it creates different sounds.
3. What elements of music were you able to produce? Which elements were you unable to?

Great job! Not only were you able to analyze a musical performance, you were also able to create your own musical instrument. You are just about ready to show off your skills in performing! Before we go further, let us step back a bit and see if you still remember everything we have learned so far.



What I Have Learned

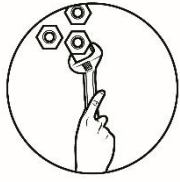
Activity #7

Directions: On a separate sheet of paper, write down your experience while answering this module titled “My Reflections.”

My Reflections

Today I learned:

I also learned that:



What I Can Do

Activity #8: Kalutang Performance

Great job answering those questions. Now, it's time for your grand performance. Using your knowledge of a Kalutang performance, use the kalutang you just made earlier for the performance. Perform a musical piece for a harvest festival using your instruments. You may compose your own musical piece or take inspiration from kalutang performances available on the internet. If your facilitator so decides, they can turn this activity into a group activity along with your classmate. Let your creativity shine in this activity when it comes to creativity.

In this activity, you will be graded based on the following rubrics:

Criteria	5	4	3	2	1
Beat	The student followed a beat based on the Music of Mindoro for the entire song.	The student had a missed beat for less than 75% of the time	The student had a missed beat for less than 50% of the time	The student had a missed beat for less than 25% of the time	The student did not follow a set rhythm for the song
Rhythm	Student followed the et rhythm all the time	Student followed the et rhythm 75% the time	Student followed the et rhythm 50% of the time	Student followed the et rhythm 25% of the time	Student did not follow any rhythm.
Melody (for chant)	The student followed a consistent melody throughout the composition	The student followed a consistent melody 75% of the time	The student followed a consistent melody 50% of the time	The student followed a consistent melody 25% of the time	The student did not follow a consistent melody
Relevance to the theme	The student composed music that is completely in line with the theme	Student followed the theme 75% the time	Student followed the theme 50% the time	Student followed the theme 25% the time	Student did not follow the theme

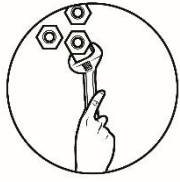


Assessment

Directions: Read each question carefully. Choose the correct answer from the pool of words below. Write your answers on your activity notebook..

Kudyapi	Kalutang	Subing
Gitgit	Agung	Bangsi

- _____ 1. It is a wind instrument characterized by having a chip glued at the end of a bamboo tube to produce sound when blown through a mouthpiece.
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- _____ 10. It is an instrument with different sizes that produce different pitches.
- _____ 11. It is made of wood that is cut into two similar sizes and struck together to make sound.
- _____ 12. It is an instrument which is plucked and not bowed.
- _____ 13. It is lamellaphone that has a flappable tongue in the middle that produces sound when plucked.
- _____ 14. It is an instrument that comes in a set of increasing size wherein the smaller ones are high-pitched and the bigger ones are low-pitched.
- _____ 15. It is a musical instrument that is played similar to a violin.



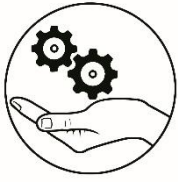
What I Can Do

Activity #9: My Own Kalutang Piece

Great job answering those questions. Now, it's time for your grand performance. Using your knowledge of a Kalutang performance, use the kalutang you just made earlier for the performance. Perform a musical piece for a harvest festival using your instruments. You may compose your own musical piece or take inspiration from kalutang performances available on the internet. If your facilitator so decides, they can turn this activity into a group activity along with your classmate. Let your creativity shine in this activity when it comes to creativity.

In this activity, you will be graded based on the following rubrics:

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Beat	The student followed a beat based on the Music of Mindoro for the entire song.	The student had a missed beat for less than 75% of the time	The student had a missed beat for less than 50% of the time	The student had a missed beat for less than 25% of the time	The student did not follow a set rhythm for the song
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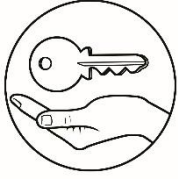
Additional Activities

Activity #10: Kalutang Ensemble

Great Job! It's almost the finish line – time to put the metal to the pedal. In this activity, you will dive deeper into the musical culture of the Mangyans of Mindoro. Using the kalutangs that you made earlier, create a musical ensemble together with members of your family. Ensure that you follow the correct rhythmic patterns that the music of Mindoro has. You may use the links below as a guide for your ensemble. You will be graded based on the rubrics below. Record your performances using your cellphone or other media devices and submit it to your facilitator through messenger, e-mail or other media platforms. Below is a sample performance for your reference.

<https://www.youtube.com/watch?v=1gZia6qGrgM&t=39s>

Criteria	5	4	3	2	1
Beat	The student followed a beat based on the Music of Mindoro for the entire song.	The student had a missed beat for less than 75% of the time	The student had a missed beat for less than 50% of the time	The student had a missed beat for less than 25% of the time	The student did not follow a set rhythm for the song
Rhythm	Student followed the et rhythm all the time	Student followed the et rhythm 75% the time	Student followed the et rhythm 50% of the time	Student followed the et rhythm 25% of the time	Student did not follow any rhythm.
Relevance to the theme	The student composed music that is completely in line with the theme	Student followed the theme 75% the time	Student followed the theme 50% the time	Student followed the theme 25% the time	Student did not follow the theme



Answer Key

What I Know/Assessment

1. Bangsi
2. Agung
3. Gitgit
4. Gitgit
5. Agung
6. Kudyapi
7. Kudyapi
8. Subing
9. Bangsi
10. Kalutang
11. Kalutang
12. Kudyapi
13. Subing
14. Agung
15. Gitgit

Activity #3: Matching!!!

1. C
2. F
3. D
4. E
5. B
6. A

Activity #1: Crossword

1. Ambahan
2. Heptameter.
3. Hannuno
4. Iyaya
5. Mangyan
6. Luka

References

Lourdes R. Siobal et. al "Music of Cordillera, Mindoro, Palawan, and the Visayas" in Music and Artls Learner's Manual Grade 7, Department of Education 2017, page 67

Harold C. Conklin "Hanunoo music from the Philippines," Ethnic folkways Library Album FE 4466 s.1955

Antoon Postma "Ambahan", Mangyan Heritage Center, established 2000
<http://www.mangyan.org/content/ambahan>

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