

7

Music

Quarter 1 – Module 4: Music of Lowlands of Luzon Devotional Music and Brass Band



Music – Grade 7

Alternative Delivery Mode

**Quarter 1 – Module 4: Music of Lowlands of Luzon (Devotional Music and Brass Band)
First Edition, 2020**

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Music

**Quarter 1 – Module 4:
Music of Lowlands of Luzon
Devotional Music and Brass Band**

Introductory Message

For the facilitator:

The 4th module in Music 7 (Quarter 1) contains the discussion about **Devotional Music and Brass Band** from the lowlands of Luzon. This module was patterned on the Blooms' Taxonomy Instructional Design which integrates the Bloom's Taxonomy Model of Learning in every part of the module. Performance task is included in the last part of the module to enhance the creativity of learners. The facilitator needs to strengthen the learners' understanding about the elements of music. These elements will be used by the learners during music analyses as they discover and learn how Spanish Colonization affected the music of lowlands of Luzon by introducing western style and elements of devotional music. Please guide the learners in the different listening activities and other activities which involves the said music analyses and performances. Remind the learners to use separate sheets in answering the pre-test, self-check exercises, and post-test.

For the learner:

The 4th module in Music 7 (Quarter 1) will guide you in understanding the Western influence in music of lowlands of Luzon which involves western style and musical elements used in **Devotional music and brass band**. Before accomplishing the activities, you need to review and enhance your knowledge about the elements of music. These elements will be used during listening activities and other activities which involves music analyses. You need to realize and appreciate the evolution of music of lowlands of Luzon because of the Western influence. During the discussion and accomplishment of activities, you have to discover also the similarities and differences between liturgical music and devotional music. Please accomplish all the activities, especially the listening activities to fully understand the lesson.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!

Lesson

1

Music of Lowlands of Luzon (Devotional Music and Brass Band)

Learning Competencies

The learner:

1. explores ways of producing sounds on a variety of sources that is similar to the instruments being studied MU7LU-Ib-f-4
2. improvises simple rhythmic / melodic accompaniments to selected music from the lowlands of Luzon. MU7LU-Ic-f-5
3. creates appropriate movements or gestures to accompany the music selections of the Lowlands of Luzon MU7LU-Ia-h-8
4. evaluates music and music performances applying knowledge of musical elements and styles MU7LU-Ic-h10



What I Need to Know

Last time, a major part of our Filipino culture was discussed, that is, our deep faith in God and how music plays a very important role in achieving a deep connection between God and us. You were presented with different audio samples of songs commonly used in the liturgical celebration. You also learned that there are certain rules to follow regarding Liturgical Music.

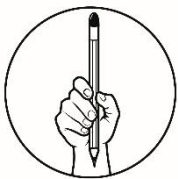
The Philippines was under Spanish rule for more than 300 years. No wonder why a vast part of our culture is under the influence of that country. And very evident of these influences is our deep faith in God and our inclination to music. We may have different religions but most of these have the same roots - Christianity. In this lesson, we will dig deeper to those religious traditions that we used to witness yearly in our community and explore the musical elements used.

We may have not noticed it, but a religious activity in our country is not complete without music. From simple chants to sophisticated choral and orchestral works in large churches, every detail simply lifts us closer to God.

Learning Objectives

In this module, you will be able to:

- A. identify the different musical elements incorporated in the Luzon lowlands devotional music,
- B. create an audio recording of a religious music in an activity in your local community and evaluate the performance applying knowledge of the musical elements
- C. deepen the understanding of the religious activity by distinguishing the musical elements used.
- D. Provide a rhythmic accompaniment to songs of different devotional activities of Luzon.



What I Know

Identify what religious music is being described. Write your answer on the blank provided before the number.

- _____ 1. It is usually played by a marching band to accompany sagalas in procession.
- _____ 2. This song is sung by a child dressed like an angel lifting the veil of the mourning Virgin Mary.
- _____ 3. A narrative with stanzas of five lines and eight syllables.
- _____ 4. It is sung while people offer flowers to the image of the Virgin Mary.
- _____ 5. This is usually sung by elders in the community during Lenten season.
- _____ 6. It is a group of musicians famous during fiestas and other celebrations.
- _____ 7. This instrument plays the rhythm in the brass band.
- _____ 8. A song that is sung in a chant-like manner.
- _____ 9. The cymbals is an example of what kind of instrument?
- _____ 10. This celebration is done during Easter celebration.
- _____ 11. A group of wind instrument which produce sound through a reed.
- _____ 12. The bass instrument of the wind section of the brass band is called _____.
- _____ 13. This wind instrument uses a slide to change pitch.
- _____ 14. A celebration wherein sagalas show off in their beautiful gown during a procession.
- _____ 15. A music ensemble composed of brass wind, woodwind, and percussion instruments.



What's New

Aside from the Holy Mass and other Christian religious services, the Lowlands of Luzon have various Christian traditions which are used by different communities. These activities are believed to have a large impact in preserving our culture and faith. In fiestas, for example, people gather in one place to pay tribute to their patron saint through songs or music and dances. These simple activities are the highlights of the community's thanksgiving celebration to the blessings they received all throughout the year.

Examine the pictures bellow and answer the questions that follow.

Illustration A



Fiesta with a brass band

Illustration B



Sagala procession with a brass

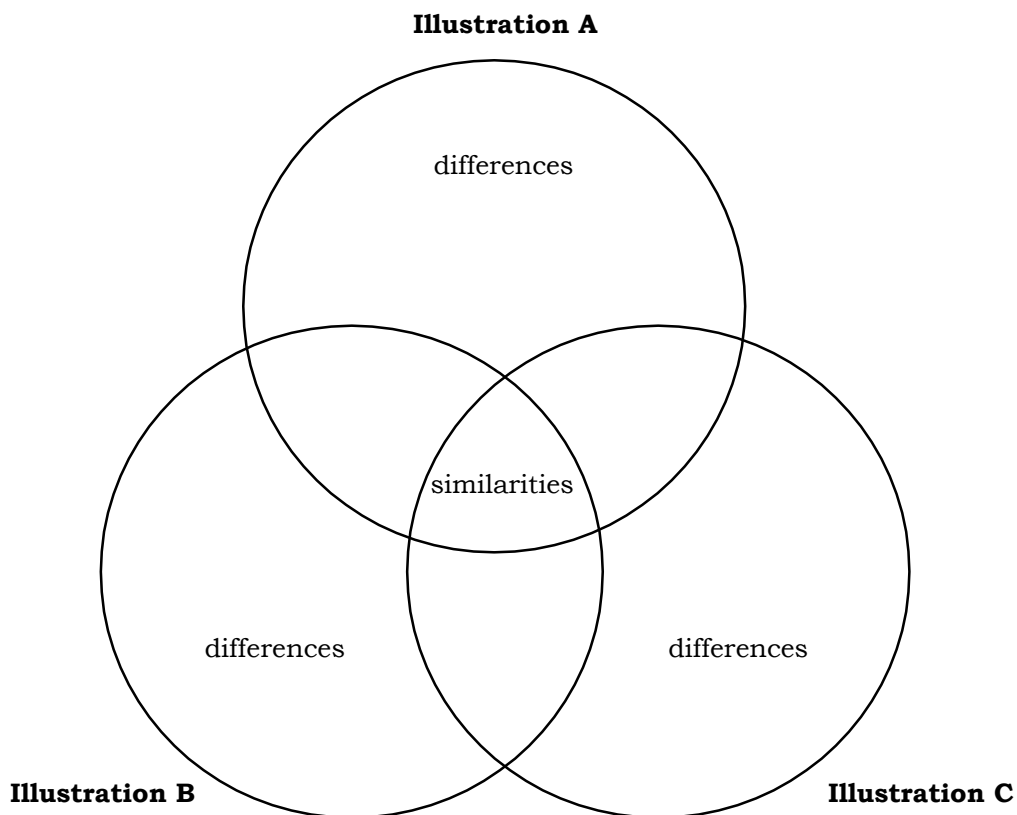
Illustration C



Procession of Saint with a brass

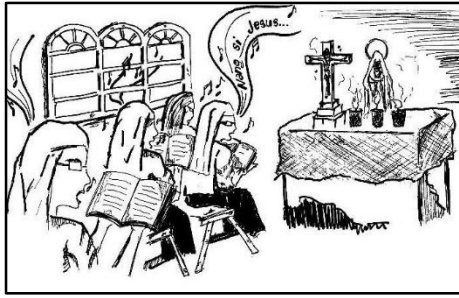
1. Have you experienced one of these in your community?
2. How often does this activity happen?
3. Do you think this activity also happens in other places?

Thank you for your answers. Isn't it wonderful to experience one of those activities? Now try to analyze the three illustrations and answer the diagram. Write the similarities in the center and their differences inside each circle.



What is It

The first type of liturgical music the Filipinos learned from the Spaniards was the Holy Mass in Latin language. Gregorian Chants and other sacred type of music were all sung in a dialect the natives cannot understand. That is why they decided to make *extra liturgical celebrations* done in their homes or outside the mass. These celebrations contain rites and music that were suited to their culture. Songs were sung in Spanish, and other dialects they fully understand. In the lowlands of Luzon, there are various religious beliefs that are experienced in almost every Christian community. The Pabasa or the Pasyon, the Salubong, the Flores de Mayo, the Santa Cruzan, and the Pastores are just some of the many religious celebrations in the Philippines. These traditions are practiced mostly by Catholics and uses a mixture of Spanish and Filipino music



The PASYON or *Pabasa* is a narrative of the Passion, Death, and Resurrection of Jesus Christ. It is written in stanzas of five lines following a strict number of syllables and rhymes. The whole text is sung throughout the lenten season, although some musical elements vary in some provinces.

After the Lenten season comes the Easter season. This tradition starts with the SALUBONG, a re-enactment of Christ's meeting with His mother, the Virgin Mary, on the dawn of His resurrection. Here, a child dressed as an angel is lowered by ropes from a high platform to lift the mourning veil of the grieving mother while other children dressed in angel costumes sing the *Regina Coeli Laetare*, meaning Queen of Heaven. Like the Pasyon, its tune is different in every province.



FLORES DE MAYO or the *Flowers of May* is a Catholic festival on the month of May. The song *Alay* is sung while the flowers are being offered to the image of the Virgin Mary. It is held in the church or chapel.

One of the most awaited and colorful religious celebration not only in Luzon but also in other parts of the country is the SANTA CRUZAN. It is a religious-historical event that shows the finding of the Holy Cross by the Queen Helena and her son, Constantine the Great. Here, sagalas and escorts show off in their beautiful gown as the marching band accompanies the procession with the music *Dios te Salve (Hail Mary)*.



One of the popular celebrations in our country, Christmas, has also its own share of localized religious activity. Bicolandia's Pastores (Shepherds), a Spanish introduced tradition in the late 1800s until now, plays a major part in the yuletide celebration in the Bicol Region. This tradition is about the shepherds celebrating the birth of Christ through singing and dancing. Musical groups composed mostly of children and youth perform the song *Pastores a Belen* accompanied by strings and percussion instruments, from house to house with their colorful costumes and decorative *arkos*. Just like the popular caroling done everywhere during the Christmas season, the home owners give money in return for the joyful musical performance rendered.

Although most of the religious rites have western (Spanish) influence, some have a fusion of indigenous Filipino musical forms and western Christian practices.

Instrumental Music

The Brass Band



Our country is also rich with different genres of instrumental music. And during religious festivities, one musical group still plays an important role - the Brass Band. A fiesta is not a fiesta without the music of the brass band or the marching band. Its music brings a joyful mood to everyone who hears it. And even processions at night, a brass band accompanies the people who show their devotion to a saint. But what is a brass band? What are its instruments?

In the Philippines, this music group became popular during the 20th century although there were some accounts by historians that during the Spanish time, the brass band music is already heard.

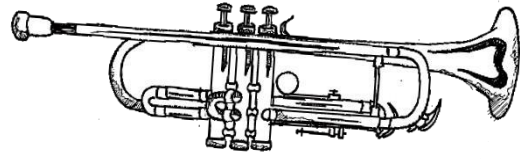
A brass band is a music ensemble composed of woodwind, brass wind and percussion instruments. Usually, this group plays folk songs, marches, processional music and pop songs.

Brass wind instruments are instruments made of brass (metal). A player produces sound by buzzing the lips into the metal mouthpiece. Although the early types of these instruments are made of wood, shells, or tusks, today's modern instrument is made entirely of brass. Long pipes have been curved and twisted to produce the desired sound quality and for easier playing. Some of the popular brass wind instruments that are present in the Philippine marching bands are:

The Brass Wind Family

The Trumpet

The trumpet is the smallest instrument in the brass family. It usually plays the melody of the music because of its bright and vibrant sound. Originally, the main function of this instrument is to gather people, sound for alarm, and call to war.

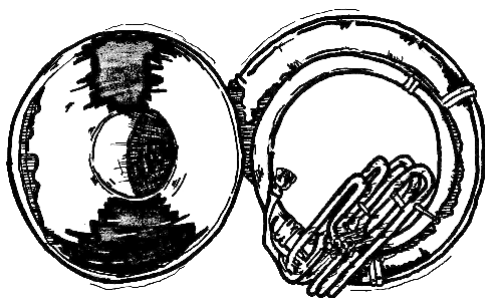


The Trombone

The trombone is the only instrument in the brass family that uses a slide to change pitch. ¹You play the trombone by holding it horizontally, buzzing into the mouthpiece, and using your right hand to change pitch by pushing or pulling the slide to one of seven different positions.

The Trombone

It comes from the French hunting horn of the 1600s, and produces a wide variety of sound ranging from very loud to very soft, and from harsh and blaring to mellow and smooth. The French horn's 18 feet of tubing is rolled up into a circular shape, with a large bell at its end. To play the French horn, hold it with the bell curving downward and buzz into the mouthpiece.



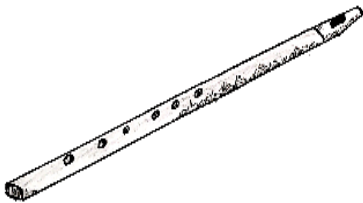
The Sausaphone

This instrument is known as the bass. The bell is above the player's head and projecting forward.

¹ <https://www.orsymphony.org/learning-community/instruments/brass/>

The Woodwind Family

² A **woodwind instrument** is a musical instrument which produces sound when the player blows air against a sharp edge or through a reed (usually made of bamboo). Most of these instruments are made of wood but can be made of other materials, such as metals or plastics. Woodwinds can be further divided into 2 groups - the flutes and the reeds.

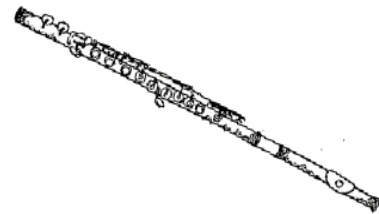


The Flute

The flute is an aero phone (wind instrument) that produces its sound from flow of air across an opening. The sound it produces is thin in timbre.

The Piccolo Flute

This instrument is smaller than the flute and has a thinner sound.



The Clarinet

This instrument is a straight cylindrical tube with cylindrical bore, and a flared bell. It has a single -reed mouthpiece.

The Saxophone

Commonly used in concert bands, military bands, marching bands, and jazz bands. The tenor saxophone is a medium-sized member of the saxophone family. It uses a large mouthpiece, reed, ligature. It is easily distinguished by the bend in its neck (near the mouthpiece).



² https://en.wikiversity.org/wiki/Woodwind_instruments

Activity

PITCH PERFECT

Based on the sound samples provided, rate the instruments according to pitch range (5 as the highest and 1 the lowest) and the tone quality (5 is the thickest, and 1 is the thinnest). COLOR THE BOXES WHICH CORRESPONDS TO YOUR CHOICE.

	PITCH RANGE					TONE QUALITY				
	5	4	3	2	1	5	4	3	2	1
Piccolo flute https://youtu.be/y-twGDZeYs4										
Flute https://youtu.be/be1jJCH32OU										
Clarinet https://youtu.be/8AzV_Sz-oYw										
Alto Saxophone https://youtu.be/1Cs5k18maNE										
Tenor saxophone https://youtu.be/gTevMU110QE										
Trumpet https://youtu.be/r1JpFOovMFA										
Trombone https://youtu.be/f_TAmwIYA1Q										
French horn https://youtu.be/mW3Ay9FRyeM										
Sausaphone https://youtu.be/ZVIS64b_4K8										

The Percussion Family

Traditional Philippine brass bands only have these major percussion instruments - the SNARE DRUM, the BASS DRUM, and the CYMBALS.

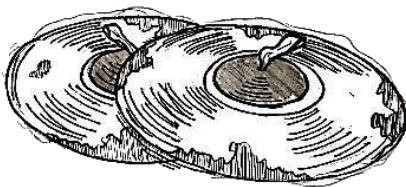


The Snare Drum

The snare drum is also known as the side drum. It is known for its cylindrical shape and a powerful staccato sound. This instrument is often used in orchestras, concert bands, and marching bands. It is played with drum sticks or brush.

The Base Drum

The bass drum produces a low pitch and serves as the rhythmic guide of the ensemble.



The Cymbals

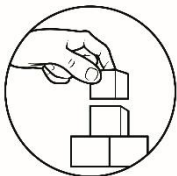
The cymbals consist of thin, normally round plates of various alloys. The heavier the cymbals, the louder the volume.

Now, let's put your knowledge into action

Open the YouTube links below. Using the first set of audio sample of each religious celebration, analyze each music by completing the table below. Describe and explain how the elements were used.

ELEMENT	PASYON https://youtu.be/Y51y11ow2Gg	SALUBONG https://youtu.be/87VDWyjmZkw	FLORES DE MAYO https://youtu.be/gtLoTRL6Evl	SANTA CRUZAN https://youtu.be/K90rJ3_Q4jA	PASTORES https://youtu.be/BLelbH0_swc
Melody					
Pitch					
Timbre					
Rhythm					
Texture					

1. What can you say about the manner of playing the music or singing of each religious accompaniment?
2. How about the tune? Is it easy to remember?



What's More

WHAT IF

Imagine yourself in the following situations, how would you react to it? Write your reactions or ideas on the space provided.

WHAT IF...

1. we were not colonized by the Spaniards?
2. the Pasyon or Pabasa will be done by today's youth?
3. those kinds of music were not used in the celebrations or occasions?

Going back to the three illustrations of different devotional celebrations in our country, complete the sentences below to come up with a concept about the connection of music and celebrations.

1. Brass bands play an important role in religious celebrations because...
2. These devotional celebrations became popular during the early times because...



What I Have Learned

My Reflections

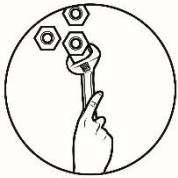


Assessment

Identify what religious music is being described. Write your answer on the blank provided before the number.

- _____ 1. It is usually played by a marching band to accompany sagalas in procession.
- _____ 2. This song is sung by a child dressed like an angel lifting the veil of the mourning Virgin Mary.
- _____ 3. A narrative with stanzas of five lines and eight syllables.
- _____ 4. It is sung while people offer flowers to the image of the Virgin Mary.
- _____ 5. This is usually sung by elders in the community during Lenten season.
- _____ 6. It is a group of musicians famous during fiestas and other celebrations.
- _____ 7. This instrument plays the rhythm in the brass band.
- _____ 8. A song that is sung in a chant-like manner.
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- _____ 13. This wind instrument uses a slide to change pitch.
- _____ 14. A celebration wherein sagalas show off in their beautiful gown during a procession.
- _____ 15. A music ensemble composed of brass wind, woodwind, and percussion instruments.



What I Can Do

Choose a devotional music that you witness in a religious occasion performed in your community. Ask somebody who knows the song and try to make an audio recording of it. You may submit the audio recording on a given schedule to be assigned by your facilitator

Using the table below, evaluate the music performance by using your knowledge of the musical elements and styles. Then, write your comments, point of view, and your possible actions on the given situations.

Devotional song	Tempo	Melody	Meter	Timber	Texture	Dynamics	Mood

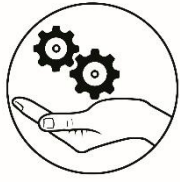
To help you analyze the song and distinguish the elements, try considering these options for each element.

- Tempo - slow, moderate, fast
- Melody - was it played in the higher register or in the lower register?
Meter - duple, triple, quadruple
- Timbre - what kind of sound was produced (dark, light, brilliant)
Texture - homophonic, polyphonic
- Dynamics - soft, moderate, loud
- Mood - happy, sad, lazy

1. What did you notice about the tempo of the song?
2. Do you think it is appropriate for the song?
3. How about the melody, was it easy to learn?

Present to your facilitator the recorded audio material and provide a simple rhythmic accompaniment using materials found in the classroom. Add a simple background knowledge about the music's religious activity.

Criteria	4	3	2	1
Rhythmic Pattern	The whole performance exceeded the expectations of the teacher.	The rhythmic Pattern performed matched with the audio material, there was a percussion material/ instruments used but there was no enhancement made in the performance.	A simple rhythmic pattern performed matched with the audio material but there was no effort in using percussion materials/ instruments.	The rhythmic pattern performed did not match with the audio material and there was no effort in using percussion materials/ instruments.
Originality of the Audio Material	The music presented was authentic recording of the actual singer/performer of the celebration	The student's version was recorded based on the copy of the material of other students	A musical accompaniment was added to the recording to hide the duplication of the material of other students.	The audio material presented was only a reproduction of the material of other students
Clarity of the background knowledge of the religious activity	the student presented a clear and complete background of the religious activity which include the following: a. A brief history of the activity b. The purpose of the activity c. How was the activity done b. The participation of the student to the actual religious activity	Only three From the following were presented by the student: a. History of the activity b. The purpose of the activity c. How was the activity done d. The participation of the student to the actual religious activity	Only two from the following were presented by the student: a. History of the activity b. The purpose of the activity c. How was the activity done d. The participation of the student to the actual religious activity	Only one from the following were presented by the student a. History of the activity b. The purpose of the activity c. How was the activity done d. The participation of the student to the actual religious activity



Additional Activities

Choose between the three Cuyunon folk song (Kingking, Layang Pasyak, Tarinting)

Sing your chosen song.

Record your performance in your gadget. If it is not possible, prepare for a live performance. The schedule will be given by your teacher.

Criteria	10	5	2
Clarity of the lyrics	The whole lyrics of the song can be clearly heard and understood	Some parts of the song can be understood while some parts are just	The whole lyrics of the song was not clearly understood
Voice quality	The most part of the song is done in head voice.	Most part of the song is sung in speaking voice.	Singing is performed totally in speaking range
Intonation	The song was sung with the correct melody	Some parts of the song were out of tune while some were sung correctly.	The song was completely out of tune
Expressions	The song was sung very emotionally with the proper dynamics	Very little dynamics was used to enhance the song	The song was sung with no dynamics applied



Answer Key

What I Know / Assessment

1. DIOS TE SALVE
2. Regina Coeli Laetare
3. PASYON
4. ALAY
5. PASYON
6. BRASS BAND
7. DRUM
8. PASYON
9. PERCUSSION
10. SALUBONG
11. WOODWIND
12. SAUSAPHONE
13. TROMBONE
14. SANTA CRUZAN
15. BRASS BAND

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Bernard Supetran “Bicol Pastores: Reliving the Song of the Shepherds”, December 2017. BusinessMirror.com

Pasyon cbc.net

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